



# *7 Disciplines For Strengthening Instruction*

## NEW SUPERINTENDENTS GUIDANCE DOCUMENT NYSCOSS

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### The Seven Disciplines for Strengthening Instruction

**SOURCE:** Developed by Kevin McGuire, NYSED Leadership Academy, 2004.

1. The district creates an understanding and a sense of urgency among teachers and in the community for the necessity of improving all students' learning, and it regularly reports on progress. Data are disaggregated and are transparent to everyone. Qualitative data (for example, from focus groups and interviews) as well as quantitative data are used to understand students' and recent graduates' experience of school.
2. School leaders encourage a clarification of a widely shared vision of what good teaching is, which is focused on rigorous expectations, the quality of student engagement, and effective strategies for personalizing learning for all students.
3. All adult meetings are about instruction and are models of good teaching.
4. There are well-defined standards and performance assessments for student work at all grade levels. Both teachers and students understand what quality work looks like, and there is consistency in standards of assessment.
5. Supervision is frequent, rigorous, and entirely focused on the improvement of instruction. It is done by people who know what good instruction looks like.
6. Professional development is primarily on-site, intensive, collaborative, and job embedded, and is designed and lead by educators who model the best teaching and learning practices.
7. Data are used diagnostically at frequent intervals by teams of teachers, schools, and districts to assess each student's learning and to identify the most effective teaching practices. Schedules are designed to accommodate the time for the shared work.