

## *How to Use the 7 Disciplines for Strengthening Instruction Diagnostic*

The 7 Disciplines Diagnostic will help you assess how these seven principles that lead to improved teaching and learning show up in your own school or district. Through discussion with colleagues, the diagnostic will also help you begin developing a shared understanding of what each discipline means for your district's efforts to improving instructional practice in every classroom.

It is important to note that the 7 Disciplines for Strengthening Instruction Diagnostic should not be viewed as a blueprint or a checklist, but rather a system of processes and intermediate goals that are likely to contribute to the improvement of teaching and instructional leadership and, therefore, student achievement.

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Before you begin, review "[Beyond Testing: The 7 Disciplines for Strengthening Instruction](http://www.edweek.org/ew/articles/2003/11/12/11wagner.h23.html)" (<http://www.edweek.org/ew/articles/2003/11/12/11wagner.h23.html>) for an in-depth explanation of the principles you will be considering.

1. As a first step, we encourage you to form a small cohort of colleagues who will also take the diagnostic and form a discussion group. Your group may include principals, teachers and central office administrators, allowing for a broad range of views that can be usefully explored.
2. Once you've established a group, have each person to fill out the diagnostic individually, rating the district in each discipline and providing reasoning for the rating in the form of observations or data.
3. Establish some time for a group discussion. (Determining a facilitator may also be helpful.) Ask each person to share his or her rating on each of the disciplines along with the corresponding data. Continue to discuss until each individual has a chance to report his or her responses.
4. Now reflect as a group on the assessment results. The discussion that follows will clarify your understanding of the disciplines themselves and almost certainly identify the most promising areas for further work in your school or district. We also encourage you not to skip over the identification of evidence. These indicators can be the most powerful discussion prompts and build a shared idea of what "is," and what "needs to be."