

Quick Start Guide for Educators

An Agile Mind Overview and Introduction





QUICK START GUIDE

We are pleased to present Agile Mind for your review.

This Quick Start Guide will:

- Help you understand the basic components and attributes of Agile Mind, including the instructional design of the courses, course content, formative assessments, testing, and professional support for each topic
- Show you how to navigate through Agile Mind materials, tools, and resources

Bellevue Parent Login:

To access Agile Mind, open an updated web browser and enter the Instructional Tool Link:

<http://explore.agilemind.com>

Sign in with the login username and password provided to you by Kristin Armistead

Username: Parent1

Password: AgileMind

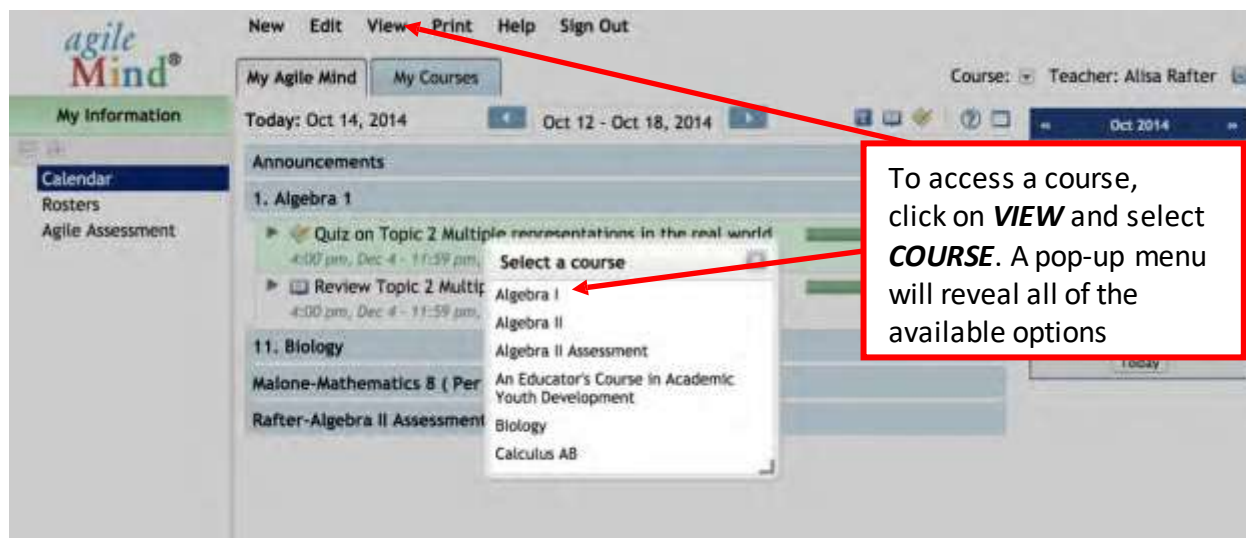
For additional information, we invite you to visit our website at www.agilemind.com.

Sincerely,

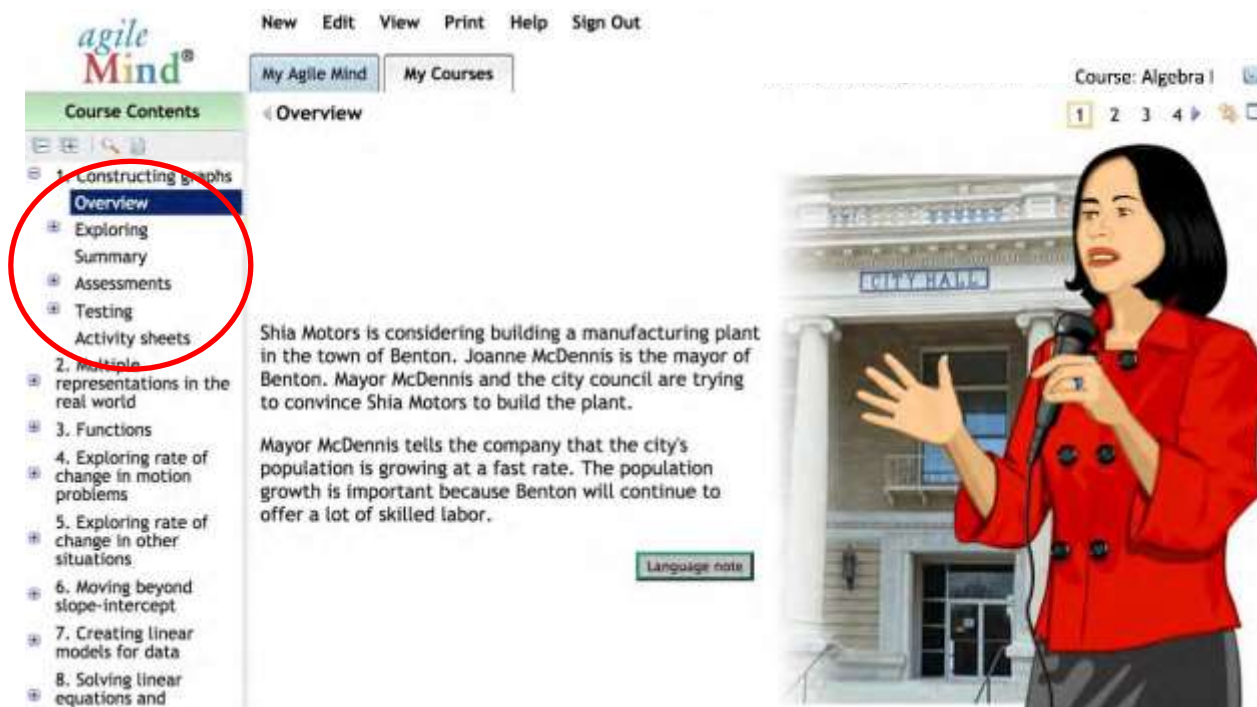
The Agile Mind Team

Meet Agile Mind

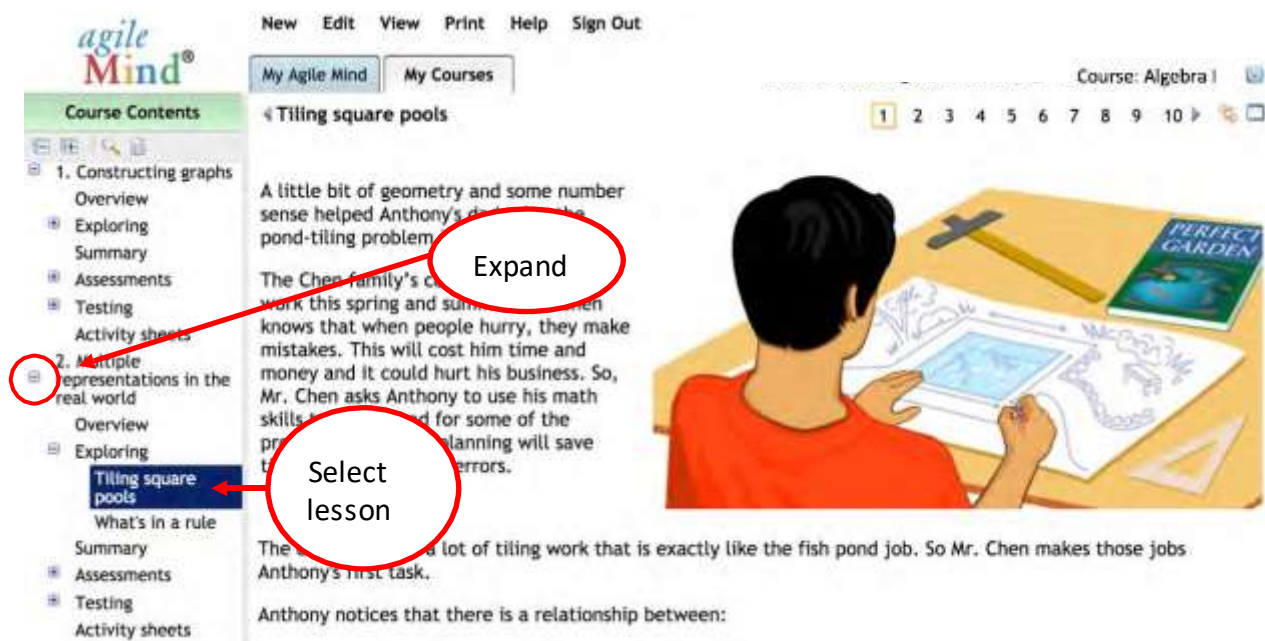
When you sign into Agile Mind, you will see the **My Agile Mind** window. From here, you can access all of Agile Mind's courses and services, including resources for preparing and teaching the course(s). To access one of the courses, click on **VIEW** from the navigation at the top left and select **COURSE** from the menu.



Once you select a course, the service will take you to the Topic 1 **Overview**, as illustrated below. You will notice that the left-side navigation window contains your entire course syllabus.



You can access any topic in the course by scrolling to the desired title in the left-side navigation window and clicking on the + (plus) icon next to the topic number and name to expand the topic components.



Every Agile Mind topic contains these components:

Overview: The overview engages students by drawing on their prior knowledge, capturing their interest, and introducing concepts with visualizations and real-world contexts.

Exploring: Each Exploring develops concepts fully and suggests hands-on activities. The Explorings contain opportunities to check for understanding in a group setting, allowing for continual, informal assessment during lessons.

Summary: The summary reviews and solidifies students' understanding of concepts and new academic language.

Assessments: Two types of assessments (Guided practice and More practice) and two types of tests (Automatically scored and Constructed response) provide sufficient opportunities for students to work through problems on their own and for both students and teachers to assess students' progress.

Testing: This simulates a medium- or high-stakes exam, preparing students for standardized tests.

Activity Sheets: Activity sheets. Teachers and students can access PDF files of Student Activity Sheets. These sheets support a topic's lesson activities. Students use the activity sheets to record their **work** and to capture notes, observations, and justifications, as well as for distributed practice.

Many of the Agile Mind page views have interactive activities and animations designed to engage the user, whether projected for whole-class presentations or accessed individually by students outside the classroom.

The screenshot shows the Agile Mind interface with a course titled "Algebra I". The left sidebar lists course contents, including "What's in a rule". The main content area displays a math problem about tiling a pool. The problem text is: "Anthony explains his representations to his dad and his uncle Tajil. Mr. Chen is impressed, but Uncle Tajil, unconvinced, makes a model of his own. 'Look here, Anthony,' he says. 'I think of the pools like this.'" Below the text are three diagrams of pools made of tiles. The first diagram is a 3x3 pool with a blue center tile. The second diagram is a 4x4 pool with a 2x2 blue center. The third diagram is a 5x5 pool with a 3x3 blue center. Below the diagrams, the text says: "Let s represent the length of one side of the pool, and t represent the number of tiles in the pool's border. Can you drag tiles to write a rule that represents Uncle Tajil's model?" Below this text is a row of tiles containing the expressions $(s + 1)$, $(t + 1)$, 4, t , 5, and s . Below the tiles is a template for an equation: $A = B + C$. A red box with the text "Drag and drop answers into the boxes" has an arrow pointing to the $(s + 1)$ tile.

To expand the content window, simply click the window icon on the top right-hand side of the screen to view the text, animation images, and informative captions without the need to scroll up or down.

The screenshot shows the same Agile Mind interface as the previous one. A red box with the text "Expand the content window here" has an arrow pointing to the window icon (a square with a diagonal line) on the top right-hand side of the screen.

To play an animation, click the **play arrow** in the lower left. To go directly to a specific animation panel, you can also click on the panel numbers below the image.

The screenshot displays the Agile Mind software interface. At the top, there is a menu bar with 'New', 'Edit', 'View', 'Print', 'Help', and 'Sign Out'. Below the menu bar, there are tabs for 'My Agile Mind' and 'My Courses', and a 'Course: Algebra I' label. On the left side, there is a 'Course Contents' sidebar with a tree view. The tree view shows a hierarchy of topics: 'Summary', 'Assessments', 'Testing', 'Activity sheets', '3. Functions', '4. Exploring rate of change in motion problems', 'Overview', 'Exploring', 'Match the graph', 'More graph matching', 'Elevator graphs' (highlighted), 'What's my rate?', 'Summary', 'Assessments', 'Testing', 'Activity sheets', '5. Exploring rate of change in other situations', '6. Moving beyond slope-intercept', '7. Creating linear models for data', and '8. Solving linear'. The main content area on the right has a title 'What would a graph of an elevator's vertical position with respect to time look like?' and a text box that says 'As the hotel elevator rises and falls, a graph can display the elevator's vertical position as time changes. Play the animation to explore how this works.' Below the text box is an illustration of a hotel building with a vertical elevator shaft. A red circle highlights the text 'Play or pause to facilitate thought or discussion – click play again to continue'. A red arrow points from this circle to a play button icon in the bottom left corner of the animation area. At the bottom of the animation area, there are two numbered buttons, '1' and '2'.

Navigate to the different pages within an **Exploring** by using the tools at the top of each page. Some pages have checks for understanding. To view the correct responses and additional information, simply click on the button provided.

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New Edit View Print Help Sign Out

My Agile Mind My Courses Course: Algebra I

Course Contents

- 4. Exploring rate of change in motion problems
 - Overview
 - Exploring
 - Match the graph**
 - More graph matching
 - Elevator graphs
 - What's my rate?
 - Summary
 - Assessments
 - Testing
 - Activity sheets
- 5. Exploring rate of change in other situations
- 6. Moving beyond slope-intercept

Course Materials

Match the graph

1 2 3 4 5 6 7

Distance from motion detector (ft)

Time (seconds)

Where was the skateboarder's starting position this time? Why?

Check

Change pages

Distance from motion detector (ft)

Time (seconds)

Where was the skateboarder's starting position this time? Why?

The starting position was 2 feet away from the motion detector. Look at where the graph begins. The skateboarder started 2 feet away from the motion detector.

Check reveal text.

Course Materials

The **Course Materials** section offers **Course Topics**, an **Animation Index**, information **About the Course**, **Alignment to Standards**, and an illustrated **Glossary** available in English and Spanish.

To view all of the items in the **Course Material** section, click on the bottom left-hand navigation bar—Course Materials.

The screenshot shows the Agile Mind interface for the course 'Algebra I'. The left-hand navigation bar is visible, with 'Course Materials' highlighted at the bottom. The main content area displays the 'What's in a rule' activity. It includes a text box with a problem about tiling a pool, a diagram of a pool made of tiles, and a table with variables s and t . A red box with an arrow points to the 'Course Materials' link in the navigation bar, with the text 'Click on Course Materials here'.

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New Edit View Print Help Sign Out

My Agile Mind My Courses

Course: Algebra I

1 2 3 4 5 6 7 8

What's in a rule

Anthony explains his representations to his dad and his uncle Tajil. Mr. Chen is impressed, but Uncle Tajil, unconvinced, makes a model of his own. "Look here, Anthony," he says. "I think of the pools like this."

Click on Course Materials here

Let s represent the length of one side of the pool, and t represent the number of tiles in the pool's border. Can you drag tiles to write a rule that represents Uncle Tajil's model?

$(s + 1)$	$(t + 1)$	4	t	5	s
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Hint Submit Answer

The screenshot shows the Agile Mind interface for the course 'Algebra I'. The left-hand navigation bar is visible, with 'Course Materials' highlighted at the bottom. The main content area displays the 'Alignment to standards' section. It includes a dropdown menu for 'Texas State Standards 2012' and a list of topics. A red box with an arrow points to the 'Topics to Standards' link, with the text 'View alignment of Topics to Standards or Standards to Topics'.

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New Edit View Print Help Sign Out

My Agile Mind My Courses

Course: Algebra I

Course Contents

Course Materials

Course topics

Animation index

About the course

Alignment to standards

Glossary

Alignment to standards

Topics to Standards Standards to Topics Standards Descriptions

Texas State Standards 2012

Topics

1. Constructing graphs

Algebra I

A1.02.A

The student is expected to determine the domain and range values for real-world situations, both continuous and discrete; and represent domain and range using inequalities.

A1.12.A

The student is expected to decide whether relations represented verbally, tabularly, graphically, and symbolically define a function.

2. Multiple representations in the real world

View alignment of Topics to Standards or Standards to Topics

To view the illustrated **Glossary**, which is available in English and Spanish, you will need to turn off your pop-up disabler and click on **Glossary**.

The screenshot shows the Agile Mind website interface. At the top, there is a navigation bar with links: New, Edit, View, Print, Help, and Sign Out. Below this, there are tabs for 'My Agile Mind' and 'My Courses'. The 'My Courses' tab is active, showing 'Course: Algebra I'. On the left side, there is a sidebar with 'Course Contents' and 'Course Materials'. Under 'Course Materials', there are links for 'Course topics', 'Animation index', 'About the course', 'Alignment to standards', and 'Glossary'. The 'Glossary' link is highlighted with a red box and an arrow pointing to it with the text 'Click on Glossary here'. In the main content area, there is a section titled 'Glossary' with a sub-header 'Click here to launch an illustrated English-Spanish math glossary:'. Below this, there is a button labeled 'Launch Math Glossary' with a red arrow pointing to it and a text box saying 'Launch the illustrated English-Spanish/Spanish-English Glossary'. To the right of the main content area, there is a preview of the glossary entry for 'angle', showing an English definition, a diagram, and a Spanish definition.

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New Edit View Print Help Sign Out

My Agile Mind My Courses

Course: Algebra I

Course Contents

Course Materials

Course topics

Animation index

About the course

Alignment to standards

Glossary

Click here to launch an illustrated English-Spanish math glossary:

Launch Math Glossary

Don't see your Glossary window?

- If you already opened the Glossary during this Agile Mind session, the Glossary window may be hiding behind your other open windows.
- If your computer has software that blocks pop-up windows, you will need to allow pop-ups from our Agile Mind web sites.

are using an iPad, the Glossary will be shown in a new your browser.

angle

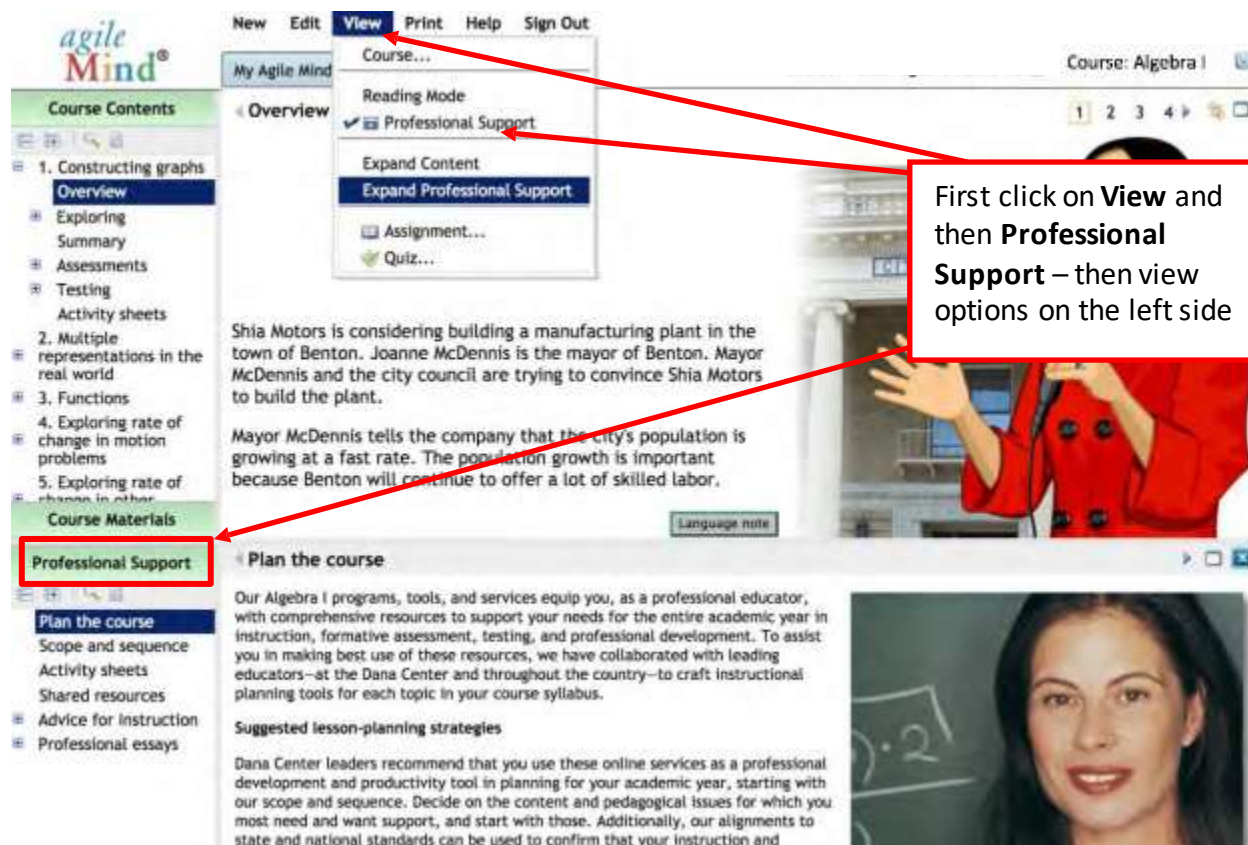
An angle is the union of two rays that have the same endpoint. In the image, rays AE and AF form $\angle EAF$. Segments DE and EG lie on rays AE and AF , which form $\angle DEG$.

ángulo

Un ángulo es la unión de dos rayos que tienen el mismo punto extremo. En la ilustración, los rayos AE y AF forman el ángulo $\angle EAF$. Los segmentos de recta DE y EG se encuentran en los rayos AE y AF , los cuales forman el ángulo $\angle DEG$.

Professional Support

Embedded in every topic and every lesson are a series of professional supports for teachers. To access professional supports, select **View** → **Professional Support**. A split pane will appear at the bottom of your screen. Manipulate the split screen to a comfortable position for viewing.



Professional Support provides you with five resources that help with lesson planning:

- **Plan the Course:** An overview of available instructional planning tools and suggested possible uses
- **Scope and Sequence:** Agile Mind scope and sequence documents and alignments; all documents can be downloaded and printed for ease of use
- **Activity Sheets:** Access single PDF files of the available Student Activity Sheets per topic.
- **Shared Resources:** Useful Internet resources
- **Advice for Instruction:** Lesson planning and delivery ideas for individual topics/lessons
- **Professional Essays:** A series of print and video supports for educators by respected peers

Advice for Instruction is one of the most powerful achievements of the Dana Center educators. It represents, in convenient form, the best advice educators could get from a trusted colleague about how to design and enact each day of instruction to achieve success for all students.

The screenshot displays the Agile Mind software interface. On the left, a sidebar lists course contents, including '1. Constructing graphs' with sub-items like 'Overview', 'Exploring', 'Summary', 'Assessments', 'Testing', and 'Activity sheets'. Below this, 'Course Materials' and 'Professional Support' are listed. A red box highlights 'Advice for Instruction' in the sidebar. The main content area shows the 'Prepare instruction' section for 'Constructing graphs'. It includes a text block about a manufacturing plant, a list of 'Goals and objectives' (e.g., 'construct graphs, set scales, and verify that graphs accurately reflect the data;'), and a list of 'Prerequisite skills' (e.g., 'graph on paper and with a graphing calculator;'). A red arrow points from the 'Advice for Instruction' sidebar item to the 'Prepare instruction' section. A red box on the right contains the text: 'Click on **Advice for Instruction** and then expand the topic to access topic-specific support for planning and instruction'.

The Advice for Instruction syllabus mirrors the course content and includes topic-specific support for planning and instruction through the following resources:

- **Prepare instruction** includes the learning goals for the topic, as well as prerequisite skills, and any resources needed for effective enactment of lessons.
- **Deliver instruction** provides teachers with lesson-specific supports that include guidance and questions to open and frame the lesson; advice for enactment representing research-based best practices for instruction; rich questioning strategies to promote classroom discussion and deepen students' thinking; as well as language and literacy supports. Deliver instruction supports educators day to day as they continuously refine their skills and implement exemplary teaching practices. These materials can be conveniently copied into a Word document, where teachers can customize them, if they choose.

Professional essays include both print and video essays. Under **Video Essays**, you can access a series of videos and related supportive materials that illustrate the way in which Agile Mind can be used in the classroom to enact engaging lessons.

The screenshot shows the Agile Mind web interface. The sidebar on the left contains a 'Professional Support' section with a red box around 'Professional essays'. A red arrow points from this box to a text box on the right. The main content area shows a video player with a play button and a description of a group working on a play-dough task. The sidebar also lists 'Print Essays' and 'Video Essays' under 'Professional essays'. The main content area includes 'Reflection questions' and an 'Observations' field.

Click on **Professional essays** and then expand the topic **Video Essays** to access a series of videos that illustrate teaching with Agile Mind program resources

Click on Video Essays to access a series of engaging videos of lessons being taught by teachers using Agile Mind in their classrooms. Note: Click through to screens 2 or 3 to view video essays.

Reports and Other Tools

Other class management tools, such as individualized reports and the creation of new assignments are available by selecting the **My Agile Mind** tab. There are three types of reports available: **Class Usage**, **Assignment Reports**, and **Test Reports**.

The screenshot shows the Agile Mind web application interface. At the top, there is a navigation bar with links: New, Edit, View, Print, Help, and Sign Out. Below this, there are two tabs: 'My Agile Mind' (which is highlighted with a red circle) and 'My Courses'. The main content area displays 'Today: Oct 14, 2014' and a calendar for October 12-18, 2014. The left sidebar contains a 'My Information' section with links to Calendar, Rosters, and Agile Assessment. Below this, there is a 'Reports' button highlighted with a red box. A red arrow points from the 'Reports' button to a text box on the right.

To view reports, first click on the **My Agile Mind** tab, then click on **Reports** in the left navigation section

The screenshot shows the Agile Mind web application interface with the 'Reports' section selected in the left navigation bar. The 'Reports' section is highlighted with a red box. Below it, there are four sub-options: Class Reports, Assignment Reports, Quiz Reports, Teacher's Reports, and Student's Reports. A red arrow points from the 'Class Reports' option to a text box on the right. The main content area displays 'Today: Oct 14, 2014' and a calendar for October 12-18, 2014. The left sidebar contains a 'My Information' section with links to Calendar, Rosters, and Agile Assessment. Below this, there is a 'Reports' button highlighted with a red box. A red arrow points from the 'Reports' button to a text box on the right.

To view **Reports**, select one of the types of reports in the left-side navigation bar, then click on the name of the subject or class you wish to view

Once a report is selected, use the blue links for more information. Some links allow you to “drill down” to additional reports, and some links pop up new windows with item information.

Assignment Results by Student

Where: Review Topic 2 Multiple representations in the real world | 2. Multiple representations in the real world | Assessments | Guided assessment

District: Agile Mind
School: Agile Mind High School I
Course: Texas Algebra I

Class: I. Algebra I
Current students
Dec 4, 2013 - Jul 31, 2015

Student	Effort	10 assessment questions		8 practice questions		Page 2 Q1	Page 3 Q1	Page 4 Q1	Page 5 Q1	Page 6 Q1	Page 7 Q1	Page 8 Q1
		Score	% Tried	Score	% Tried							
BROOKS, DONISE	00:14:37	100%	100%			✓1	✓1	✓1	✓1	✓3	✓1	✓2
BURKETT, JEFFREY	00:04:07	90%	100%			✓1	✓3	✓1	✓1	✓1	✗3	✓2
CASTOR, JESUS	00:19:14	100%	100%			✓1	✓1	✓1	✓1	✓1	✓1	✓1
CRAIG, JORDAN	00:02:26	50%	70%			✗3	✓2	✓3				✓3
DELA ROSA, STEPHEN												
DOUGLAS, TYLER	00:07:23	100%	100%			✓1	✓1	✓1	✓1	✓1	✓1	✓1
FERNIZ, DAYNA	00:11:51	100%	100%			✓2	✓1	✓1	✓1	✓3	✓2	✓2
GAUTHIER, ALEXANDER	00:05:30	90%	100%			✓1	✓1	✓3	✓1	✗3	✓3	✓1
GUZMAN, URSULA												

Review Topic 2 Multiple representations in the real world

Texas Algebra I | 2. Multiple representations in the real world | Assessments | Guided assessment | Page 2 | Q1

What words describe how Anthony should build the next model in his series of concrete representations of this situation?

The pool should be 3 squares by 3 squares, and the border should be 4 squares by 6 squares.

A. squares, and the border should be 4 squares by 6 squares.

The pool should be 3 squares by 5 squares, and the border should be 4 squares by 7 squares.

B. squares, and the border should be 4 squares by 7 squares.

✓ C. The pool should be 3 squares by 5 squares, and the border should be 5 squares by 7 squares.

Solution:
No solution available

Answer: C

OK

Thank you for reviewing Agile Mind! We would love to serve your students and educators, and are standing by to answer any questions that you may have!

Transforming Achievement in Mathematics and Science – for All Students



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