

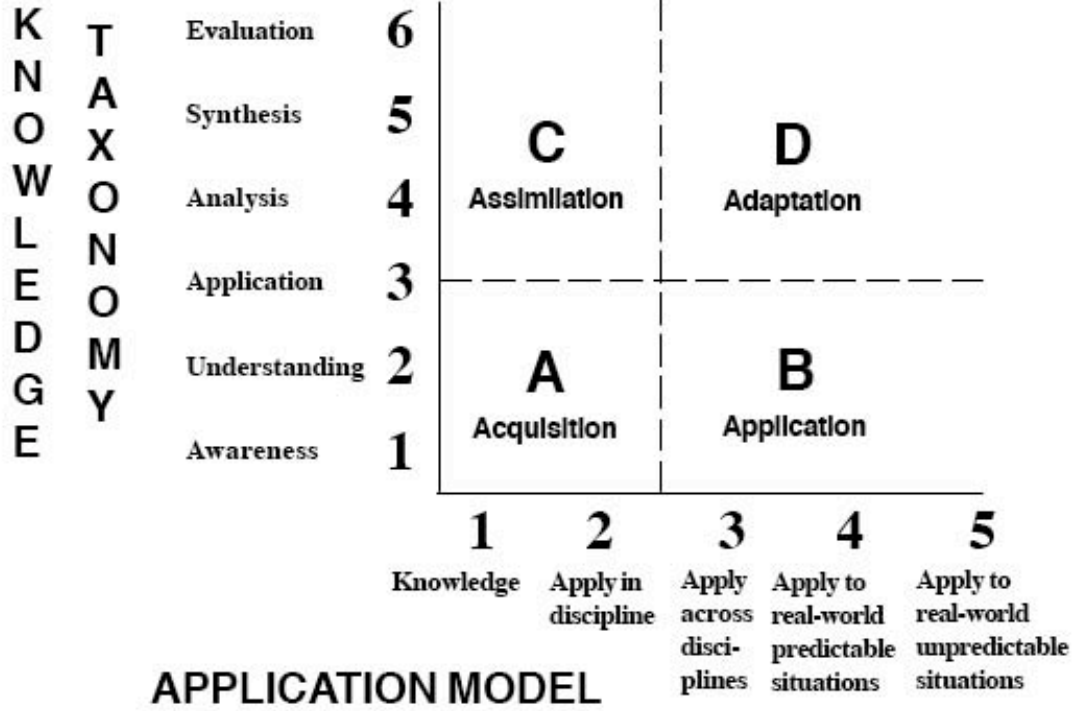


Leadership for Rigor/Relevance Workshop

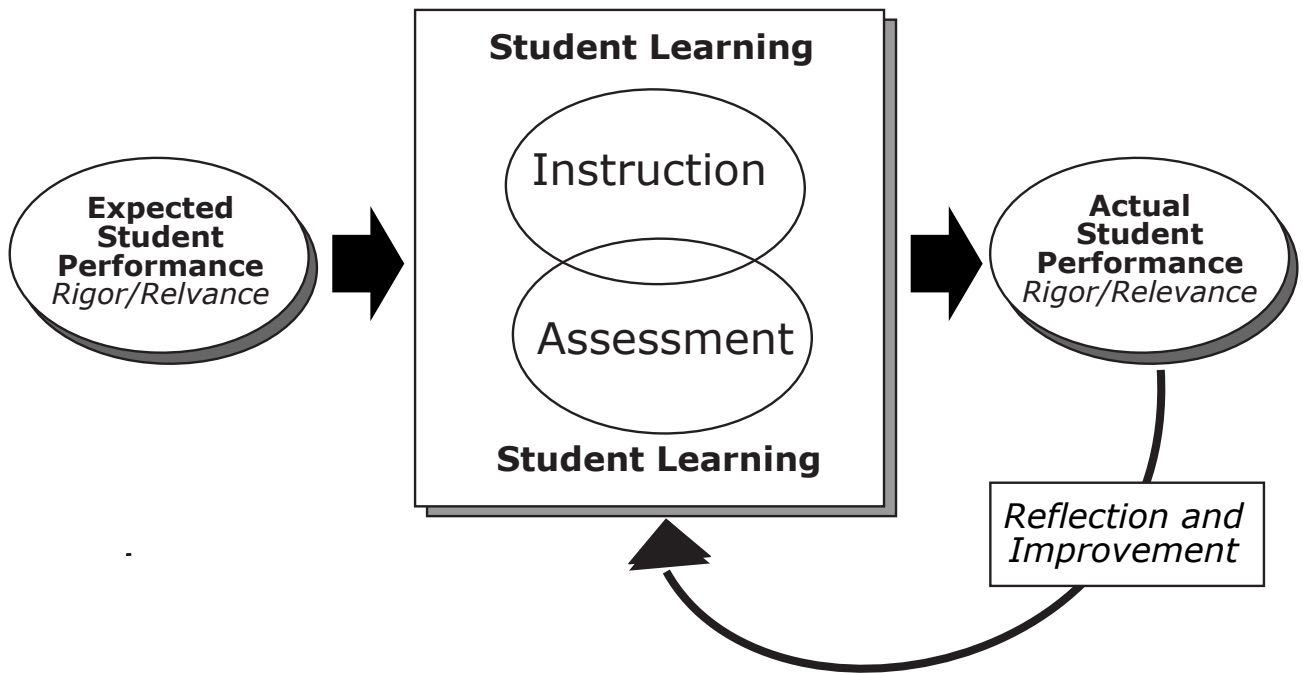
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Rigor/Relevance Framework



Rigorous and Relevant Instruction



Rigor/Relevance Framework ³

Worksheet

KNOWLEDGE TAXONOMY

Evaluation	6	C - Assimilation	D - Adaptation	
Synthesis	5			
Analysis	4			
Application	3	A - Acquisition	B - Application	
Comprehension	2			
Awareness	1			

1	2	3	4	5
Knowledge in one discipline	Apply in one discipline	Apply across discipline	Apply to real-world predictable situations	Apply to real-world unpredictable situations



APPLICATION MODEL

Supervising Learning
Good Reflective Questions

What do you intend students to learn?

What is the level(s) of Rigor and Relevance?

How do you know students understood the lesson?

Are you meeting the needs of all students?

What data are you using to determine you are meeting the standards?

What can I do as instructional leader to support your efforts?

What was the most successful part of the learning experience and why?

If you teach this lesson again, how would you change it?

What evidence can you share regarding achievement of standards?

How do you know learning has occurred?

What strategies do you use to address individual learning styles?

Checklist for Rigorous and Relevant Teaching and Learning

The teaching design

- Is planned using data on students and curriculum.
- Is clearly linked to priority state standards.
- Has an expectation for levels of rigor and relevance.
- Uses appropriate assessments aligned with the rigor and relevance of expectations.
- Is clearly guided by big ideas and essential questions.
- Uses strategies that are aligned with the rigor and relevance of expectations.
- Includes the knowledge and skills necessary for expected student performance.
- Uses authentic performance tasks calling for students to demonstrate their understanding and apply knowledge and skills.
- Uses clear evaluation criteria and performance standards evaluations of student products and performances.
- Uses a variety of resources. The textbook is only one resource among many.

The classroom

- Has student work and essential questions as central to classroom activities.
- Has high expectations and incentives for all students to achieve the expected performance.
- Has a culture that treats students and their ideas with dignity and respect.
- Displays evaluation criteria or scoring guides.
- Has samples of high-quality student work on display.

The teacher

- Informs students of the expected performance, essential questions, performance requirements, and assessment criteria at the beginning of the lesson or unit.
- Engages students' interest when introducing a lesson.
- Uses a variety of strategies that match the expected level of rigor and relevance and learning styles of students.
- Facilitates students' active construction of meaning (rather than simply telling).
- Effectively uses questioning, coaching, and feedback to stimulate student reflection.
- Facilitates student acquisition of basic knowledge and skills necessary for student performance.
- Differentiates instruction to meet individual student needs.
- Adjusts instruction as necessary on reflection and feedback from students.
- Uses information from ongoing assessments to check for student learning and misconceptions along the way.
- Uses a variety of resources to promote understanding.

The students

- Can describe the goals (student performance) of the lesson or unit.
- Can explain what they are doing and why (i.e., how today's work relates to the larger unit or course goals).
- Are engaged throughout the lesson or unit.
- Can describe the criteria by which their work will be evaluated.
- Are engaged in activities that help them to apply what they have learned.
- Demonstrate that they are learning the background knowledge and skills that support the student performance and essential questions.
- Have opportunities to generate relevant questions.
- Are able to explain and justify their work and their answers.
- Use the criteria or scoring guides to revise their work.

Pervasive	Considerable	Partial	Initiated	Absent	<p style="text-align: center;">Build</p> <p style="text-align: center;"><i>"You lead today by building teams and placing others first."</i></p> <p style="text-align: center;">Jeff Immelt</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Share Rigor/Relevance Framework with students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Explain Rigor/Relevance Framework with parents.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Engage staff in applying Rigor/Relevance Framework to their instruction.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Explain Relationship Framework to staff and reflect on current levels of relationships.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Create consensus on priority standards for learning.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Map instruction at each grade and each course to state standards.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Agree on a common lesson format for high rigor/high relevance instruction.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Reflect on positive and negative staff behaviors that influence learning relationships.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Analyze strengths of extra-curricular activities that contribute to positive learning relationships.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Establish student learning criteria and data measures for school that relate to core and stretch learning.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Establish student learning criteria and data measures for school that relate to student engagement and personal skills development.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Improve staff collaboration through team building activities.

Pervasive	Considerable	Partial	Initiated	Absent	<p style="text-align: center;">Create</p> <p style="text-align: center;"><i>"The goal isn't to live forever, the goal is to create something that will."</i></p> <p style="text-align: center;">Chuck Palahniuk</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Design interdisciplinary lessons.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Design new activities to strengthen learning relationships among students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Design activity to strengthen support and relationships for students into the transition year into school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Create new instructional activities that increase rigor and or relevance.

Pervasive	Considerable	Partial	Initiated	Absent	<p style="text-align: center;">Develop</p> <p style="text-align: center;"><i>“When you shift people's perceptions, their actions follow.”</i> Rayona Sharpnack</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Develop staff skills to create, adapt and use performance assessments.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Develop staff skills to identify and write good test questions.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Develop common performance tasks for typical students performance, e.g. writing, presentations.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Develop staff skills to write high rigor, high relevance performance tasks.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Develop staff ability to select and use instructional strategies appropriate for high rigor/high relevance.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Develop staff skills in building positive learning relationships.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Develop staff ability to create classroom procedures that build learning relationships.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Create structures and support for daily professional learning.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Create a model of peer teaching and coaching.

Pervasive	Considerable	Partial	Initiated	Absent	<p style="text-align: center;">Support</p> <p style="text-align: center;"><i>“Some people change when they see the light, others when they feel the heat.”</i> Caroline Schoeder</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. School instructional leaders conduct frequent walk-throughs to observe instruction.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Rigor and relevance is part of the observation protocols for classroom walk-throughs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Provide opportunities for peer review of instruction.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Conduct peer review of learning experiences for rigor and relevance.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Conduct celebrations of achievement of rigor and relevance.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Conduct celebrations of developing learning relationships.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Analyze data on student learning criteria on core and stretch learning related to rigor and relevance.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Analyze data on student improvement of student learning criteria on student engagement and personal skills development related to relationships.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Staff give each other feedback on practice of positive relationship behaviors.

			Checklist of the Signposts on the Road to Rigor and Relevance
Yes <input type="radio"/>	Partial <input type="radio"/>	No <input type="radio"/>	<p>Rubrics</p> <p>Common rubrics are used through out the school for typical performances such as student writings and presentations.</p> <p>Teachers are proficient in creating and adapting rubrics to their instruction.</p> <p>Students are informed of evaluation criteria in advance of completing student work.</p> <p>Teachers share rubrics among other teachers</p> <p>Teacher use rubrics beyond those required for reporting grades.</p>
Yes <input type="radio"/>	Partial <input type="radio"/>	No <input type="radio"/>	<p>Reading</p> <p>All teachers use reading in the content strategies as part of instruction.</p> <p>Teachers have access to data on the reading level of each of their students.</p> <p>Reading level of students is measured frequently to determine progress.</p> <p>Teachers know the reading level of materials used in the classroom.</p> <p>Teachers differentiate instruction to accommodate different reading levels of students.</p>
Yes <input type="radio"/>	Partial <input type="radio"/>	No <input type="radio"/>	<p>Reflective Thought</p> <p>Teachers often create student work that requires students to create an answer rather than recall an answer.</p> <p>Teachers give students time to think in classroom instruction</p> <p>Teachers work to help students relate learning to student background and personal experience.</p> <p>Teachers frequently use the inquiry method of encouraging students to pose questions.</p> <p>Students have opportunity to reflect on the quality of their work and summarize what they have learned.</p>
Yes <input type="radio"/>	Partial <input type="radio"/>	No <input type="radio"/>	<p>Revision</p> <p>Teachers share innovative lessons with other teachers.</p> <p>Teacher have the opportunity to observe other classroom demonstrating best instructional practices.</p> <p>Teachers have access to adequate technology for integration of technology in instruction.</p> <p>There is a common structure to lesson plan development across subjects or grades.</p> <p>Teachers collaborate in development of interdisciplinary lessons.</p>
Yes <input type="radio"/>	Partial <input type="radio"/>	No <input type="radio"/>	<p>Research</p> <p>Teachers collect data to evaluate effectiveness of innovative practices.</p> <p>Teachers select innovations and instructional programs based on research data.</p> <p>Teachers visit other classrooms and schools to identify best practices.</p> <p>Teachers analyze data on students to identify strengths weaknesses and interests to differentiate instruction.</p> <p>Teachers stay current in profession by reading journals and participating in professional organizations.</p>
Yes <input type="radio"/>	Partial <input type="radio"/>	No <input type="radio"/>	<p>Resilience</p> <p>Teachers know individual student's strengths and give them daily opportunities to use their strengths.</p> <p>There are ample opportunities for students to explore interest through in-class and other school activities.</p> <p>The school uses a variety of recognitions to "catch" students succeeding.</p> <p>School provides a safe and secure atmosphere where students are comfortable and willing to take risks.</p> <p>Students who fail or act out and are removed from schools have ample opportunity to re-enter the system</p>
Yes <input type="radio"/>	Partial <input type="radio"/>	No <input type="radio"/>	<p>Relationships</p> <p>Students actively support each other attaining higher levels of achievement</p> <p>Teachers work with students frequently outside of classroom instruction.</p> <p>Parents and community members are frequent participants in school activities.</p> <p>Teachers consistently exhibit behaviors that show they care about and respect students.</p>

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Each student has an adult advocate that knows the student well and meets regularly to identify needs, problems and accomplishments.
Yes <input type="radio"/>	Partial <input type="radio"/>	No <input type="radio"/>	<p>Reschedule</p> <p>The length of instructional periods allows for students to complete projects and problems consistent with high rigor/high relevance</p> <p>Teacher teams have the flexibility to modify schedule consistent with meeting student needs.</p> <p>The master schedule is designed around the needs of students.</p> <p>The schedule provides for planning time for teachers to discuss student needs and plan interdisciplinary projects.</p> <p>Teachers are skillful in fully using all of instructional time.</p>
Yes <input type="radio"/>	Partial <input type="radio"/>	No <input type="radio"/>	<p>Rejuvenation</p> <p>Teachers are encouraged to participate in self-directed professional learning.</p> <p>Teachers collaborate frequently sharing ideas and strategies.</p> <p>Coaches are provided to work individually with teachers on professional development priorities.</p> <p>New teachers are provided mentors and time to meet together.</p> <p>School or district professional development is personalized to teacher needs.</p>
Yes <input type="radio"/>	Partial <input type="radio"/>	No <input type="radio"/>	<p>Rewards</p> <p>Students are recognized in a wide variety of events and activities.</p> <p>Students and staff celebrate school wide academic achievement.</p> <p>Students get frequent feedback from teachers on the quality of their work.</p> <p>Incentives are provided to teachers that take on extra work or made outstanding contributions.</p> <p>Parents and community are partners in providing rewards and recognition to students.</p>