



SCHOOLS FOR RIGOR INFORMATION AND STAFF EXPECTATIONS

Year 1 Demonstration Schools:	Year 2 Schools:	
• North HS • Weeks MS • Findley Elem • Howe Elem • Lovejoy Elem • Perkins Elem	• Lincoln HS • Harding MS • Hiatt MS • Hoyt MS • Capital View Elem • Edmunds Elem • Garton Elem • Jefferson Elem	• McKinley Elem • Madison Elem • Morris Elem • Phillips Elem • Samuelson Elem • Willard Elem • Windsor Elem

Schools for Rigor will receive intensive support cycles of professional development from Learning Sciences International (LSI) and coaching from Office of Schools Directors, supported by a suite of technology tools. A fundamental feature is that teachers continue to learn, grow and develop in PLCs and in accelerated, intensive training in strategies to transform schools and classrooms into student-centered places of engaging and academically demanding learning. Instruction is based on daily learning targets that principals, teachers and students all take aim at and make immediate adjustments if they miss.

Instead of over-reliance on standardized testing there will be “relentless inspection of student evidence,” according to Michael Toth, the founder and CEO of LSI. Data will be reviewed daily instead of periodically. Teaching in Schools for Rigor is different than the most previous teaching environments teachers have experienced as they undertake the process of transitioning from teacher-centered classrooms to student-centered classrooms where autonomous discussions are led by critically thinking students.

Students learning is constantly monitored, as is the learning and implementation of the principals and teachers. Throughout the school year “Rigor Walks TM” assess and monitor the following metrics, each a pillar of rigorous instruction:

- *Conditions for Learning Rigorous Standards:* The pillar measures the systems and structures that create a climate and culture of positive relationships, shared responsibility, and continuous improvement to set the stage for rigor and autonomous student learning
- *Tracking Student Progress Towards Standards:* The pillar measures whether data tracking is occurring at short-, mid- and long cycles to ensure that a tightly-coupled system exists where decisions made for continuous improvement. The pillars also measures whether students in interventions have closed the gap to meet grade-level standards with all students
- *Standards-Based Student Evidence:* The pillar measures whether instructional strategies are implemented to appropriately challenge all students at the highest taxonomy levels to elicit student evidence demonstrating proficiency of the standard. In addition it measures whether this evidence is common across classrooms.

- *Organizing Students to Achieve the Standard:* The pillar measures the level of collaborative, interdependent work of student teams where students challenge and support each other while learning together. Moreover, it focuses on whether teams are interacting about the critical content of the standard with students driving, owning and monitoring their learning together.
- *Monitoring to Take Action within a Lesson:* The pillar measures whether teachers are monitoring students during a lesson, making instructional adjustments, and providing actionable feedback to students.

Schools for Rigor Indicators of Success

We Know We Are Successful When:

- Principals are relentlessly focusing on student evidence of learning
- Teachers have very clear learning targets and success criteria and transfer those to the students
- All students track their own progress and all teachers are constantly monitoring and supporting their students in this process
- PLCs are actively using data to support student learning
- Teacher ownership and teacher advocacy expands the coalition of the willing



Schools for Rigor Teacher Commitments

- I will do my best to ensure the success of the transition to the School for Rigor
- I will fully engage in all professional development to deepen my understanding and implement the learning with my students
- I will engage in honest self-reflection to deepen my understanding, demonstrate a willingness to grow and a willingness to give and receive feedback
- I will do my best to make connections between the work of creating a School for Rigor and other district and school initiatives
- I am willing to take calculated risks while trying new things
- I will fully engage in collaborative work sessions and common planning
- I will participate in Look & Learns to observe and be observed and use these opportunities to grow and assist in the growth of my colleagues
- I will ask for assistance, willingly share my perceptions about the process, and intentionally make connections to other initiatives and processes
- I will be fully engaged in coaching opportunities to deepen my growth
- I will use the technology provided to help my students reach their full potential and for my personal, professional growth