

Benchmark Tasks

Use the following checklist of benchmark tasks to reflect on the various aspects of progress in implementing rigor, relevance, and relationships in your school.

Leadership for Rigor/Relevance/Relationshipship

Pervasive	Considerable	Partial	Initiated	Absent	Envision <i>“Vision without action is a dream. Action without vision is simply passing the time. Action with Vision is making a positive difference.”</i> Joel Barker
					1. Share information on WHY rigor, relevance, and relationships are important.
					2. Collect ongoing evidence of the need for rigor, relevance, and relationships.
					3. Engage staff in discussions to understand, embrace, and reflect on the need for rigor, relevance, and relationships.
					4. Establish common definitions of rigor and relevance.
					5. Establish common definitions of relationships to support student learning.
					6. Establish common definitions of relationships to support staff collaboration.
					7. Share examples of rigor and relevance in the school.
					8. Connect rigor and relevance with instruction and assessment practices.

Pervasive	Considerable	Partial	Initiated	Absent	<p>Discover</p> <p><i>“The real act of discovery consists not in finding new lands but seeing with new eyes.”</i></p> <p>Marcel Proust</p>
					1. Analyze local assessments for levels of rigor and relevance.
					2. Identify examples of Quadrant D lessons in the school.
					3. Share examples of high rigor and high relevance learning.
					4. Analyze state assessments for levels of rigor and relevance.
					5. Conduct student focus groups on rigor and relevance.
					6. Conduct student focus groups on relationships.
					7. Survey students as to the current levels of learning support and relationships.
					8. Share examples good learning support and relationships with staff.

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> Jeff Immelt</p>
					1. Share Rigor/Relevance Framework with students.
					2. Explain Rigor/Relevance Framework to parents.
					3. Engage staff in applying Rigor/Relevance Framework to their instruction.
					4. Explain Relationship Framework to staff and reflect on current levels of relationships.
					5. Create consensus on priority standards for learning.
					6. Map instruction at each grade and each course to state standards.
					7. Agree on a common lesson format for high rigor/high relevance instruction.
					8. Reflect on positive and negative staff behaviors that influence learning relationships.
					9. Analyze strengths of extra-curricular activities that contribute to positive learning relationships.
					10. Establish student learning criteria and data measures for school that relate to core and stretch learning.
					11. Establish student learning criteria and data measures for school that relate to student engagement and personal skill development
					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: right;">Chuck Palahniuk</p>
					1. Design interdisciplinary lessons.
					2. Design new activities to strengthen learning relationships among students.
					3. Design activities to strengthen support and relationships for students in the transition year into the school.
					4. Create new instructional activities that increase rigor and/or relevance.
					5. Create new assessments 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>
					1. Develop staff skills to create, adapt, and use performance assessments.
					2. Develop staff skills to identify and write good test questions.
					3. Develop common performance tasks for typical student performance, e.g. writing, presentations.
					4. Develop staff skills to write high rigor/high relevance performance tasks.
					5. Develop staff ability to select and use instructional strategies appropriate for high rigor/high relevance.
					6. Develop staff skills in building positive learning relationships.
					7. Develop staff ability to create classroom procedures that build learning relationships.
					8. Create structures and support for daily professional learning.
					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>
					1. Conduct frequent walk-throughs to observe instruction.
					2. Include rigor and relevance as a part of the observation protocols for classroom walk-throughs.
					3. Provide opportunities for peer review of instruction.
					4. Conduct peer review of learning experiences for rigor and relevance.
					5. Conduct celebrations of achievement of rigor and relevance.
					6. Conduct celebrations of developing learning relationships.
					7. Analyze data of student learning criteria on core and stretch learning related to rigor and relevance.
					8. Analyze data of student learning criteria on student engagement and personal skills development related to relationships.
					9. Staff gives each other feedback on positive relationship behaviors.