

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

### Signposts on the Road to Rigor and Relevance Checklist (continued)

Yes	Partial	No	<b>Relationships</b>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Students actively support each other while attaining higher levels of achievement.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Teachers work with students frequently outside of classroom instruction.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Parents and community members are frequent participants in school activities.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Teachers consistently exhibit behaviors that show they care about and respect students.
<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	Partial	No	<b>Reschedule</b>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The length of instructional periods allows for students to complete projects and problems consistent with high rigor/high relevance.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Teacher teams have the flexibility to modify the schedule to meet student needs.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The master schedule is designed around the needs of students.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The schedule provides planning time for teachers to discuss student needs and plan interdisciplinary projects.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Teachers are skilled in maximizing all of instructional time.
Yes	Partial	No	<b>Rejuvenation</b>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Teachers are encouraged to participate in self-directed professional learning.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Teachers collaborate frequently by sharing ideas and strategies.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Coaches are available to work with teachers individually on professional development priorities.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	New teachers are provided with mentors and time to meet with them.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	School or district professional development is personalized to teacher needs.
Yes	Partial	No	<b>Rewards</b>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Students are recognized in a wide variety of events and activities.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Students and staff celebrate schoolwide academic achievement.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Students get frequent feedback from teachers about the quality of their work.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Incentives are provided to teachers that take on extra work or make outstanding contributions.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Both parents and the community provide rewards and recognition to students.