

Chapter 6 Reflection Tool: Rigor and Mastery

Answer the following questions to help you create a Student Excellence Support System that provides students with the appropriate rigor to challenge them at their level of proficiency and pursue success in content mastery.

Teacher Team Collaboration

- Has our team established plans to incorporate all five components of rigor and mastery (possess content knowledge and expertise, provide assessments to generate data, provide rigorous instructional activities, establish a learning culture that promotes questioning, and monitor and adjust instruction for student success) into our classes?
- How well do team members lead one another in deepening our knowledge of the essential skills?
- How well do we work together to deepen our understanding of the prerequisite skills?
- How well do we work together to ensure that our knowledge of the essential skills serves as a solid foundation for future skills?
- When a teacher experiences difficulty with rigor and mastery, what steps does he or she take to seek help from the team?

Classwide Supports

- How well have I aligned my plans for rigor and mastery with those developed by the team?
- How well have I developed my informal formative assessments with both those developed by the team and the four levels of proficiency in mind?
- How well have I developed instructional activities that are aligned to my assessments and that are at the four levels of proficiency?
- How well have I crafted my questioning strategies to scaffold learning for struggling students and extend learning for proficient learners?
- How well do I monitor student learning and use those data to adjust my lessons during and after instruction?

Individualized Student Supports

- When a student is disconnecting from the learning, how well do I consistently determine the root cause of the student's frustration with rigor and mastery?
- Once I determine the potential root cause, how well do I verify that the failure is not due to my classroom supports or inconsistency from the team?
- How well do I ensure that the lack of rigor and mastery is not due to a deficiency in a lower level in the Hierarchy of Student Excellence?

- How effective am I at identifying the student's strengths so I can leverage these strengths to address the areas for growth?
- When I prescribe an intervention, how committed am I to providing the intervention with frequency and consistency?
- How consistently do I gauge student growth in the target area to determine if my intervention was effective?
- When the student is still unsuccessful, how well do I reflect and refine the intervention to better help the student?
- When my efforts to help the student continue to fail, how well do I reach out to my team members to help me better respond to the student?