

Indicators of Rigorous Student Learning and Facilitating Teacher Behaviors

(That's what needs to happen in Harrellland
and what you all need to take with you for a lifetime of learning.)

If students are engaged in rigorous student learning, they are...

Working in authentic contexts and settings
Addressing problems that are messy and complex
Undertaking projects that go deep as well as broad
Addressing multiple disciplines and investigating their connections to the core topic or problem
Deeply immersed and engaged in the work over extended periods of time
Working with mentors and other "experts" who are doing similar work to their own
Selecting and using a range of tools, materials, and artifacts
Using literacy and numeracy skills to describe their learning and work
Examining and challenging their and others' beliefs and assumptions
Incorporating ongoing reflection about their learning and work
Continually revising both the process and the product of their learning and work
Demonstrating their learning and work through real-world exhibitions and performances for peer and public review
Discovering new questions and challenges that lead to new problems and projects

If teachers are facilitating rigorous student learning, they are...

Modeling activity
Building common relationships
Sharing reflections
Making a safe, comfortable environment
Celebrating mistakes
Sharing decisions
Teaching in interdisciplinary ways
Promoting a culture of revision
Incorporating many different disciplines
Balancing content and process
Creating a risk-taking environment
Comfortably working on simultaneous projects with students
Having clear learning outcomes
Continually accessing students
Crafting essential questions which help students identify complexities
Providing time for student reflection
Modeling rigorous learning behaviors for students

***These ideas/ideals were developed at a workshop facilitated by Elliot Washor and Charles Mojkowski at Coalition for Essential Schools 2006 Convention in Chicago. Information from Mrs. Harrell's notes.
Never forget this; it's vital.***