Discussion Questions

R.I.G.O.R. Unveiled Study Guide

Introduction and Foundations

- What misconceptions about rigor have you seen in practice (e.g., more homework, "hard books," high failure rates)?

- How do you currently define rigor in your own classroom?

- In your context, what's the balance between high expectations and the supports needed for students to meet them?

- How can rigor support—not overwhelm—students?

Relationships

- How consistently do we use student names in positive and productive ways?

- How does our movement around the classroom (proximity) affect student engagement?

- What classroom practices encourage respectful peer interactions?

- In what ways do we encourage academic risk taking (ART), and how do we celebrate it?

- How do we validate student ideas so that they serve as bridges to new learning?

Instruction

- How do we gather and act on evidence of student learning during a lesson?

- What balance do we see between teacher talk and student academic talk?

- How are scaffolds used to support productive struggle without oversimplifying learning?

- How do we vary the ways students receive input (direct teaching, modeling, discovery, etc.)?

- How often do we provide opportunities for deliberate practice and application in new contexts?

Goals

- How do we ensure that our learning goals align with grade-level expectations?

- Are the levels of knowledge we expect from students aligned with the standards (surface, deep, transfer)?

- How do we make success criteria visible and understandable to students?

- What structures support students in self-assessing their progress?

- How do we explicitly teach students to seek and use feedback to improve learning?

Organization

- How accessible is our classroom environment for all learners (physical, cognitive, emotional)?

- Are our classroom walls and resources current, content rich, and meaningful for students?

- How do we use flexible grouping patterns to meet diverse student needs?

- What proactive procedures help us address student behavior productively?

- How well does our lesson flow and pace align with learning goals and student engagement?

Relevance

- How do we ensure tasks are meaningful both inside and outside the classroom?

- Can students describe the value of what they are learning and how they are learning it?

- How do we integrate students' lived experiences and those from different backgrounds into lessons?

- In what ways do classroom artifacts and materials reflect student identities and interests?

- How do we activate students' prior knowledge before introducing new concepts?

Universal PLC+ Reflection Questions

(to use after each RIGOR Walk or observation cycle)

- What are our collective strengths?

- Where do we need more focused improvement?

- How do our practices impact multilingual learners?

- How do our practices impact students with disabilities?

- How do our practices impact our high-achieving students?

- How and with whom should we share our findings?