



## **Rigor: The Irvington Understandings**

On Tuesday, October 24, 2017, the Irvington Board of Education, District administration and school principals shared a deep conversation on the topic of *instructional rigor*. Employing a text-based discussion protocol that utilized multiple print resources including the article *Rigor Redefined*, by Tony Wagner and calling upon school-based and personal experiences, this collection of school district leaders collaborated on developing a common understanding of the concept of rigor that will be used to guide our on-going work and will inform our aspirations for our students learning experiences..

These understanding also align with IUFSD's Theory of Action 1:

### **Theory of Action**

If we provide students with rigorous, authentic learning experiences rooted in a comprehensive curriculum, then they will acquire the knowledge, skills and dispositions of successful 21<sup>st</sup> Century learners that will prepare them to thrive in a rapidly evolving global society.

### **Goal**

In order to develop successful 21<sup>st</sup> Century learners that will be prepared to thrive in a rapidly evolving global society, the Irvington School District will:

- provide students with rigorous authentic, learning experiences
- develop a comprehensive curriculum that includes:
  - aligned and articulated content
  - defined learning outcomes
  - a balanced and systematic approach to assessment
  - 21<sup>st</sup> Century skills and dispositions - problem solver, flexible thinker, collaborative learner, effective communicator, empathetic citizen, and self-reliant, reflective, creative, risk-taker.

## **Rigor: Our Understandings**

In the Irvington Union Free School District, we believe instructional rigor to include the following characteristics:

- Risk taking, critical thinking, and the development of problem solving skills;
- Belief that failure is a learning experience and “productive struggle” in learning is productive;
- Differentiated learning opportunities;
- 21st Century learning dispositions;
- Inclusion of optimal learning environments;
- Emotional component of learning;
- Collaboration;
- Developmentally appropriate instruction and learning;
- Evidenced through the transfer of skills and knowledge;
- Students demonstrate the cognitive “heavy lifting” with teacher support;
- Personalized learning and student agency;
- Regular and thorough student feedback;
- Consistent high expectations;
- Measurement of student learning and growth;
- Safe-space for exploration;
- Self confidence and value for resiliency;
- Embedded through curriculum design; and
- Support through professional learning and teacher coaching and observation.