

Coaching & Observing Rigor: Reflection Questions



Thoughtful Work	<ul style="list-style-type: none"> • What level of thinking is required for the work? • To what degree do students participate in learning tasks that require them to analyze, synthesize, evaluate, and/or create information? • How do the learning tasks give students the opportunity to adapt their knowledge to new activities? • What evidence demonstrates that students take responsibility for extending their learning beyond the task assigned? • How do students demonstrate an ability to pursue self-discovery? • To what extent do students take risks and self-select avenues to best represent their own thinking? • Specifically, how is the thoughtful work incorporating today's careers skills, and which ones?
High-Level Questioning	<ul style="list-style-type: none"> • To what extent are students exposed to questions that ascertain their ability to analyze, synthesize, evaluate, and/or create information? • What evidence do you find that students can create and respond to questions in ways that demonstrate their ability to analyze, synthesize, and/or evaluate information? • What evidence demonstrates that students are able to ask the teacher questions that show they are analyzing, synthesizing and/or evaluating information? • To what extent do students demonstrate independent thinking? • What evidence demonstrates that students are able to challenge the thinking of their peers? • What evidence demonstrates that students are able to ask classmates questions that probe for analysis, synthesis, and/or information evaluation? • To what degree do students respond to their classmates' rigorous questions without guidance from the teacher? • How do students explain their answers, using credible sources and reasoning, when responding to questions that require them to analyze, synthesize, and/or evaluate information? • How are high-rigor questions creating opportunities for students to apply today's career skills, and which ones?

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Academic Discussion	<ul style="list-style-type: none">• To what degree do students verbalize learned content through the correct use of content-rich academic vocabulary?• To what degree do students primarily drive the discussion?• What evidence demonstrates that students add value to the thoughts their classmates share?• How do students stay engaged in academic conversations with their peers?• What evidence demonstrates that students are able to justify their thinking with evidence?• How are students taking responsibility to make unsolicited contributions to class discussions?• To what degree do students make an effort to hear from all other students?• What evidence demonstrates that students' thoughts matter to and are respected by all in the room?• How do students ask for clarification when needed?• How are academic discussions creating opportunities for students to apply today's career skills, and which ones?
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