

Aspiring for rigor, relevance and relationships in the classroom will not only trigger excitement about learning. It will also increase performance and better prepare our children for their lives beyond school."

Dr. Bill Daggett, ICLE



RIGOR and RELEVANCE: Moving School Transformation from Theory to *ACTION*

**A Statewide Conference for High School
Youth & Adult Teams**

March 16, 2011

Vermont College of Fine Arts

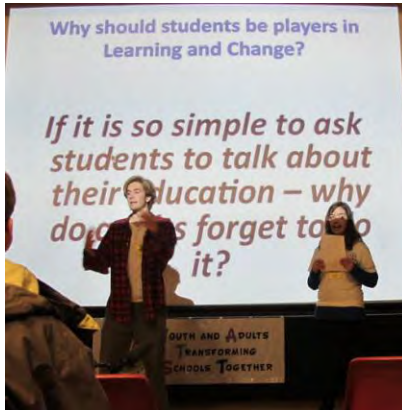
Essential Questions....

- **How does Rigor and Relevance foster engaged learning and school transformation?**
- **What is the Rigor/Relevance Framework and how can it change our classroom experiences?**
- **How do I train others in the Rigor/Relevance Framework so that it serves as a catalyst for transformation in my school?**
- **What are the next steps to weave this Framework into our team's transformation efforts?**

If you want to find out the answers to these questions....read on and register soon - space is limited!

What is this day about?

Rigor, Relevance, and positive Relationships (3 Rs) are essential to increasing student engagement in learning. The looming question is.... how do schools move from understanding the theory behind the 3 Rs to actually using them as a tool in the school transformation process?



The International Center for Leadership in Education (ICLE) has successfully developed the Rigor/Relevance Framework as a basis for school-wide transformation. Ray McNulty, President of ICLE and past Vermont Commissioner of Education, will share ways that other schools have successfully used this model to transform their learning environment. For example, in Kennesaw Mountain High School in Georgia, 150 students were trained to share the model with the entire student body of 3,000. As a result of this training, students nominate teachers who have integrated highly rigorous and relevant curricula into their courses; these teachers are then honored at monthly faculty meetings.

This “Training of Trainers” conference will coach attendees in using this model in their own school change efforts. Participants will leave this day with a sense of confidence and competence to utilize the Rigor/Relevance Framework as a guide for ACTION, including a plan to train peers and the greater school community in the model.

Who should come?

Teachers, students and administrators currently involved in high school transformation efforts. Attendees should have familiarity with the Rigor, Relevance and Relationship model for school transformation. A school team that includes youth is ideal.

NOTE: Including youth is recommended only if there is a plan for continued use of the Rigor/Relevance Framework in your school.



What is “Youth and Adults Transforming Schools Together”?



The goal of YATST high school teams is to “increase student engagement in learning and voice in decision-making by creating a partnership between students, faculty and the community to increase rigor, relevance, relationships and responsibility in Vermont schools”. The teams utilize an action research model, identifying strengths, areas of concern and a direction for change based on school data.

These teams have established baseline data regarding teacher & student rigor and relevance in their schools, and this Framework promises to provide a critical next step. For more information about YATST, go to www.yatst.com. A short introductory [video](#) provides an excellent overview of the work.

Conference Sponsors:

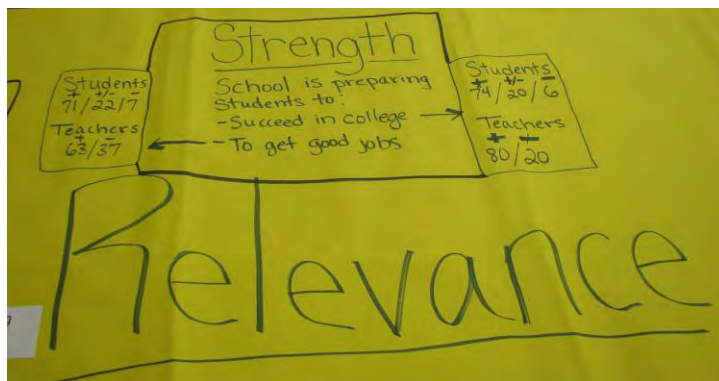
The Department of Education has joined forces with the Youth and Adults Transforming Schools Together to sponsor this conference.

Logistics:

Location:	Vermont College of Fine Arts, Montpelier, VT
Time:	8:30AM - 3:30 PM
Cost:	\$10 students; \$25 adults
Registration:	Click here to register

Space is limited to 120 participants. Please register by March 7th at the latest. Early registration is recommended.

For further information, contact Helen Beattie at hnbeattie@gmail.com
or call 802-472-5127



“There is no power greater than a community discovering what it cares about”.

Margaret Wheatley
“Turning to One Another”, 2002.