

# A3 Definitions

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## RELATIONSHIP

- Opening student eyes to cycles in their lives (positive & negative relationships) to better understand themselves and others
- Relationships between what is learned in class and the outside world
- Relationship to us – we won't abandon them when others have
- Educating them on awareness of patterns (Ex. Kids of alcoholics)
- Stuff we do between all members of the community
- Telling the truth (no blame, shame, judgment, excuses, attacks)
- Watching & listening back and forth. Focused & receptive.
- Open to outcome
- Patterning positive relationships and communication
- Facilitating an open line of communication to build a deeper (or new) connection among people
- Using acceptance & commitment to create an active context for communication and action
- Going beyond a context of power
- Valuing all members
- Building trust (ensemble)

## RELEVANCE

- Making meaningful connections with student's interests & experiences
- Resonates (w/ student interests, life experiences)
- Sparking an intrinsic desire for discovery
- Authentic connections with arts/subject
- It matters
- I care
- Contributing to the larger community – citizenship
- Authentic (relates) to student's life (how it relates back to reality)
- Authentic to the world
- Take what you learn and apply to everyday life
- Not just skills for here and now, but ones they can take into their futures
- A connection to skills and learning that transcends time

## RIGOR

- High expectation of learning of skills
- Raising the bar of expectations
- A discipline of excellence
- Challenging a student's status quo
- Raising students' level of concern
- Through public demonstrations of their learning
- Discipline
- Challenge/Struggle
- Strengthening
- It's not content; it's application, synthesis, and evaluation
- Deep study that applies outside of the learning environment
- Higher order thinking skills (keeping their minds challenged)
- Helping them look beyond their world (big picture)
- Teaching them to challenge themselves
- Individual rigor – not about competition (I may be in algebra & you in AP physics, our rigor is different)
- Disequilibrium
- Challenging one step above students' existing knowledge
- Scaffolding-support to meet challenge
- High cognitive level-generalization