

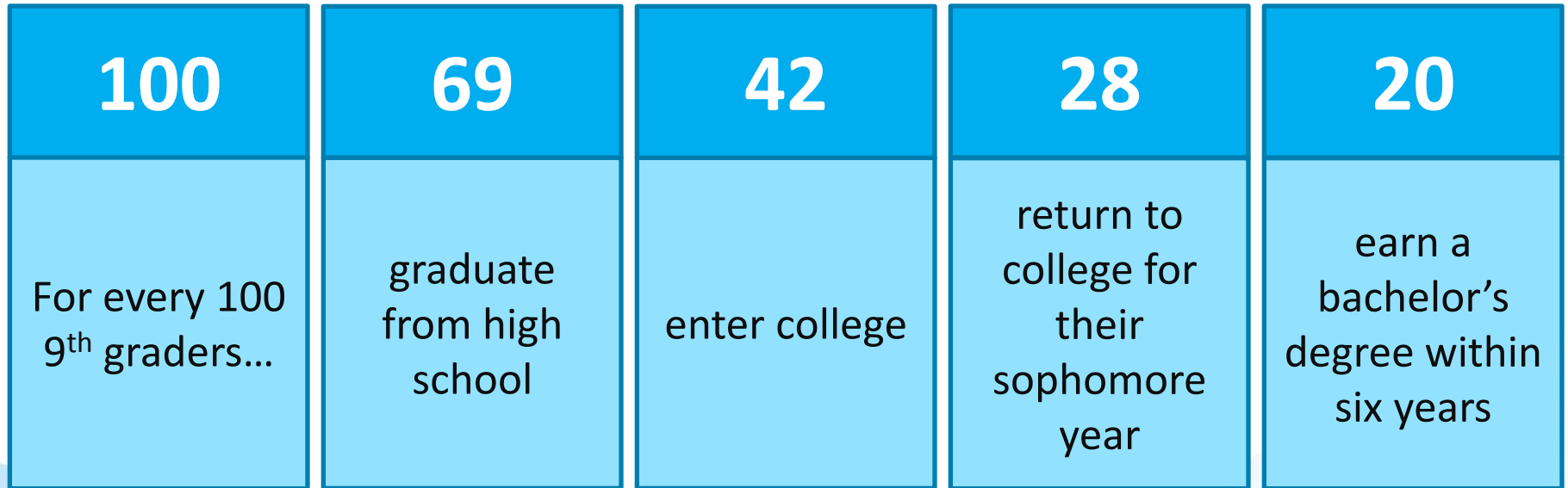
# Recognizing Rigorous Instruction in the Classroom

**NCAPP Middle Level Colloquium**

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# The Case for Rigor



Source: [The National Center for Higher Education Management Systems](#) Progress & Completion data

The College Board collaborates with districts and schools to support efforts that ensure more students are adequately prepared for post-secondary success.

# A Rigorous Curriculum — The Best Predictor of College Success

All students can meet high expectations for academic performance when taught high standards by qualified teachers.

## Fact

**The rigor of the curriculum** is the most significant predictor of academic success and post secondary education completion.

- ▶ African American and Latino students' college degree completion rates are more positively affected than any other group by the rigor of the high school curriculum.

Source: Adelman, Clifford. (2006). "The Toolbox Revisited — Paths to Degree Completion from High School Through College." Washington, DC: US Department of Education.

# **Module 1:**

## **Introduction: What is Rigor?**

# Module 1: What is Rigor?

## Activity :

Consider your own experiences in the classroom.

How do you identify rigorous instruction in the classroom? What would you see?

With a partner or small group, come up with a working definition of rigor.

Strategies:

- ▶ Brainstorming
- ▶ Accessing Prior Knowledge
- ▶ Think – Pair – Share

# Module 2:

# Jigsaw

# Module 2: Jigsaw

## Activity:

1. Classroom will be divided into four groups
2. Each group will be assigned a section of the 4-square quote page
3. Perform 2 tasks in your group:
  - Summarize the section
  - Identify 2 – 3 “look-fors” that would help you identify rigor in your domain
4. Share out with the group

## Strategies:

- ▶ Jigsaw
- ▶ Summarize/Paraphrase
- ▶ Brainstorm
- ▶ Group Discussion

# Module 3:

# Observing Rigorous Instruction



# Module 3: Observing Rigorous Instruction

## Activity:

1. Observe the model lesson (video)
2. Record your observations according to your “look-fors”
3. Return to your team and share the findings
4. Report out to whole group

## Strategies:

- ▶ Visual Prompts
- ▶ Discussion Groups
- ▶ Sharing and Responding

# Module 4:

# Connections to SpringBoard

# Module 4: Connections to SpringBoard

## Activity:

1. **Examine SpringBoard Look-Fors**
2. **Cross reference your findings with new ideas**
3. **What examples did you see in the video that connect to the SpringBoard look fors?**
4. **Discuss how you might apply these new look-fors in multiple disciplines**

## Strategies:

- ▶ **Shared Reading**
- ▶ **Predicting**

## INSTRUCTION

Exemplar	Notes	Non-Exemplar
Purpose statements are an active part of classroom dialogue.		Purpose statements are not an active part of classroom dialogue.
The teacher makes strategic adjustments to the lesson to provide additional support for students.		The teacher provides little to no differentiation in instruction to meet students' needs.
The teacher uses learning strategies as a way of facilitating understanding of the material.		The teacher teaches strategies as the focus of the lesson.
The teacher uses a variety of grouping practices/strategies to advance learning and support student outcomes.		The teacher does not group students effectively to support learning needs and student outcomes.
The teacher's questions scaffold toward higher complexity with adequate wait time for student responses.		The teacher's questions are limited in range of complexity.
The teacher provides modeling, guided practice, and independent practice aligned to performance expectations of assessments.		The teacher does not provide modeling and practice, or they are not aligned to performance expectations.

## COGNITIVE ENGAGEMENT

Exemplar	Notes	Non-Exemplar
Students actively draw upon prior knowledge and use that knowledge to connect with lesson goals.		Students are not provided opportunities to draw upon and connect to prior knowledge within lessons.
Students know when, where, and how to use strategies, free of teacher support when appropriate.		Students show no evidence of using learning strategies.
Student activities move strategically through multiple levels of cognition.		Student activities remain at limited levels of cognition or do not use explicit processes to move through different levels.
Student collaboration occurs within structured processes to meet goals of lessons.		Student collaboration is random, without structured processes to meet goals of lessons.
Students understand expectations for individual accountability within collaborative activities.		Students do not have explicit individual roles and responsibilities in collaborative activities.

I believe a much more specific kind of vision is required to motivate teachers and to rally the community. First, we need clarity about what are the few most important things students should know and be able to do—a short list of expectations for all students, which grows out of a new awareness of how the world has changed and of the essential skills needed for work and citizenship today. And then we need a deeper, shared understanding of the good teaching practices that can achieve those goals and of the performance-based assessments that best measure student progress. Developing this more explicit vision of academic goals, teaching methods, and assessments requires a very different kind of process from just putting together another blue-ribbon committee to write a district mission statement.

**T. Wagner (2001)**

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# Thank you!

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