

REFRAMING RIGOR
NEW PARADIGM FOR EDUCATION

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SESSION AGENDA

This session will explore how deep learning and assessment are being actualized in an urban setting to realize achievement of high expectations with all students through rigor.

1. What is our definition of rigor and how does it impact what we do with our students?
2. How does our definition of rigor provide more equitable learning for all our students?
3. How have we embedded this work into the fabric of our teaching, learning, and assessing practices?
4. What connections might you make between our journey and your current context?

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WHAT IS RIGOR?

<https://padlet.com/pszymanski4/cvqac52wkojwec3s>

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VIGNETTE

PRINCIPAL PERSPECTIVE

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OUR JOURNEY

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PREWORK TO RIGOR

YEAR 1 - DEVELOPING THE KNOWLEDGE AND UNDERSTANDING

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DEVELOPMENT

PHASE 1: LEADERSHIP TRAINING

- Defining Rigor - Leadership
- Training w/Partners
 - Development
 - Instructional Model
 - Priorities
 - Data Pyramid
 - Data Norms

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BUILDING KNOWLEDGE AND UNDERSTANDING

Creating a coherent whole between the curriculum, instruction, and assessment.

VIABLE CURRICULUM
Ensuring that the knowledge and skills that are most essential to achieving the desired results will be the focus of both teaching and learning

DEPTH OF KNOWLEDGE
In-depth instruction of essential concepts and skills is more effective than superficially covering every concept in the textbook.

DEFINING STANDARDS
What do we want students to know, understand, and/or do? These are non-negotiable

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INSTRUCTIONAL MODEL AND PRIORITIES

OUTCOMES, RESULTS, IMPACT

- Integrate reading, writing and discussion in all content areas to provide cohesive instruction and opportunities for productive struggle.
- Provide effective feedback to students that affirms what they have done well and guides them toward academic improvement and achievement of learning goals.
- Study and leverage student-level data on a regular and consistent basis to identify learning opportunities and create plans to address them.
- Use rubrics as tools to provide a shared language with clear guidelines and expectations to provide a measure, adjust and evaluate learning.

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EXIT TICKETS/QUIZZES
K-5 SCIENCE: CER/Constructed Response Evaluations
ELA/SSA: Comprehension Tests, Write-Ons, A/W, Writing Samples, Read/Response, Math Exit Tickets, CER
K-5 SOCIAL STUDIES: Supporting Questions
TUTORING/INTERVENTION: Exit tickets/Exit Ticket Learning with Lightning Squad

UNIT/MODULE ASSESSMENTS
K-5 READING: FFP, SSQDN
K-1 MATH: Module Assessments
K-5 SOCIAL STUDIES: Unit Assessments/Competing Questions
K-5 SCIENCE: End-of-Module Assessments

INTERIM ASSESSMENTS
K-1 READING: Roots Assessments
2-5 READING: ANET
2-5 MATH: ANET

STATE ANNUAL/SUMMATIVE
• Evaluate Learning
• Evaluate School Quality
• Evaluate District/School Policies

CLASSROOM Formative/Summative
• Monitor/Adjust Instruction
• Inform Staff, Students, and Parents about the Learning Progress

DISTRICT/SCHOOL Interim Benchmarks
• Predict Performance
• Evaluate Curriculum/Programs
• Inform Student Services and Placement

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NPFE: DATA NORMS

FUNDAMENTAL BELIEFS

Remember... there is a student behind each number.

- Suspend Judgment
- Value Purpose Over Process (Establish a Routine)
- Share Ideas and Strategies (Growth Mindset)
- Ask Clarifying Questions
- Utilize Clear and Concise Data
- Reflect Forward and Create a Plan

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ALL CHILDREN CAN LEARN

FOUNDATIONAL

EQUALITY


EQUITY

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ROLL-OUT

**PHASE 1:
STAFF TRAINING**

- Rolled out rigor to other leadership teams
 - Instructional Coaches
 - Student Support Specialists
- Created progress monitoring system for instruction
- Development of schoolwide strategic plan
- Tiered Professional Development
 - Leaders
 - Staff
 - Shared the definition with staff



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MONITORING PROGRESS


The LTT and Data Trackers provided leaders with a way to track instructional progress, but also determine next steps of support for staff.

LEADERSHIP TOUCHPOINT TRACKER

- Aligned to Coaching Resources
 - Get Better Faster
 - Core Actions
- Identify High Leverage Action Step
 - Record Coaching Touchpoints
 - Document Follow-Up
 - Unpack Coaching Cycles

DATA TRACKERS

- Aligned to NPPE Data Pyramid
 - Intentional Data Tracking
- Collect, Record Data
- Analyze for Trends
 - Vertically and Horizontally
- Use for Planning



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WATERFALL

WHAT ARE SOME THINGS YOU NOTICED ABOUT OUR JOURNEY, THUS FAR?

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VIGNETTE

TEACHER PERSPECTIVE

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STRENGTHENING OUR STRUCTURES


YEAR 2 - FULL INTEGRATION

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DEVELOPMENT

**PHASE 2:
LEADERSHIP TRAINING**

- Review Rigor
- Strengthening out Structures
- Tracking Progress
- Reflect on Strategic Plan



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BREAKOUT GROUP

[ARTICLE](#)

WHAT YOU PRACTICE IS WHAT YOU VALUE

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UNPACKING AND ALIGNING RESOURCES

OBSERVATION LOOK-FORS Identifying and determine specific high level teacher moves and expected student moves during a lesson.

TIERED-COACHING RESOURCES Determined a timeline for the use of coaching resources based on teacher experience, ie. new staff = GBF first 90 days, 80% of returning staff = The Core Actions from the start.

ALIGN TEACHER EVALUATION TO RESOURCES Determine and identify how and where "everyday" instruction directly aligns to the EOY Teacher Evaluation.

HIGH LEVERAGE ACTION PLAN Identify HLA, along with the support and strategies to be implemented to achieve the goal.



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BREAK

15 - MINUTES

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OBSERVATION AND FEEDBACK

ALIGNING RESOURCES

[GBF-NEWSTAFF](#)
[CORE ACTIONS-RETURNING STAFF](#)
[HIGH LEVERAGE ACTION SHEET](#)
[EOY EVALUATION ALIGNMENT](#)

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PROGRESS MONITORING

STREAMLINING THE PROCESS

[THE LEADERSHIP TRACKER](#)

- Online Platform
- Document/Track Support
 - Observations
 - Coaching Touchpoints
 - Evaluations
- Upload Resources
 - Observations Videos
 - Coaching Artifacts


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FULL ROLL-OUT

PHASE 2:

STAFF TRAINING

- Professional Development/Training on Rigor
 - Training provided by Partners
- Updated/Revised Lesson planning process
 - Backwards Planning



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A COMPREHENSIVE APPROACH TO PLANNING

Planning is more intentional and aligned to what students need to know, understand, and/or do from the standards to the student work data.

LESSON PLANNING:

- Standard-Based
 - What do students need to know, understand, and/or do?
 - Depth of Knowledge
- Aligned to Instructional Priorities
 - Intentional Strategies
- Inclusive of Formative Evaluation

DATA-DRIVEN INSTRUCTION:

- Refined Data Trackers
 - All Core Subjects
- Development of Rubrics
 - Literacy Formatted
 - Key Understandings
 - Evidence and Reasoning

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QUESTIONS

ONE - SOMETHING THAT IS STILL GOING AROUND IN YOUR HEAD

TWO - SOMETHING THAT STOOD OUT/RELATES IN YOUR MIND

THREE - SOMETHING THAT AGREED WITH YOUR OWN THINKING

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VIGNETTE

TEACHER PERSPECTIVE

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MAKING IT STICK

YEAR 3 - MEETING THE NEEDS

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DEVELOPMENT

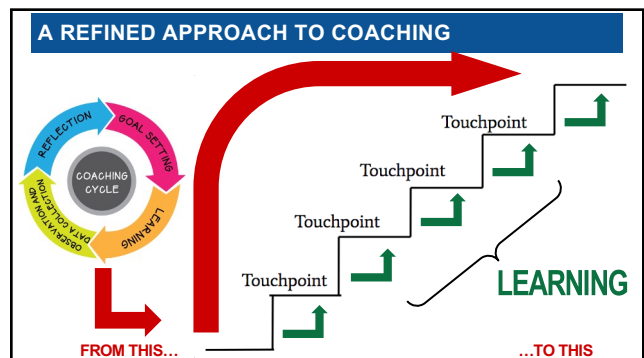
PHASE 3: LEADERSHIP TRAINING

- Instructional Coaching
- Weekly Feedback
- Data-Driven Decision-Making
- Strategic Planning



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REFINED FEEDBACK

Weekly feedback for lesson plans and data trackers has evolved as we continue to refine our practices.


YEAR 1	YEAR 2	YEAR 3
<p>FEEDBACK:</p> <p>Did teachers turn-in lesson plans and are they on pace?</p> <p>Is the teacher recording data on the tracker every 1-2 weeks?</p>	<p>FEEDBACK:</p> <p>Does the teacher know what students really need to know, understand, and/or do?</p> <p>How do you create opportunities for students to provide evidence and reasoning in their verbal and written responses.</p>	<p>FEEDBACK:</p> <p>What specific teacher moves are you going to make to address the possible student misconceptions in the lesson?</p> <p>How does the students performance on the CERs compare to the write-ons?</p>

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CLASSROOM LEVEL

PHASE 3: STAFF TRAINING

- Data-Driven Intervention
 - Embedded Daily Intervention
 - Personalized Learning Pathways
- Re-Defined Data Days
 - Development of Student Profiles
 - Classroom Level Action Plans
 - Targeted Groups



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CLASSROOM LEVEL DATA

REDEFINED

Network Data Days

- Create/Update [Student Profiles](#)
 - Comprehensive Data Trackers
 - Inclusive of Multiple Data Points
- Creating a Story
 - [Action Planning](#)

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VIGNETTE

PRINCIPAL PERSPECTIVE

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RIGOR IN OUR ORGANIZATION

REDEFINED


Remember... there is a student behind each number.

- Sufficiently and Appropriately Challenging
- Educational Equity That Prepares Students For Success
- Learning Environments That are Stimulating, Engaging and Supportive
- Appropriate Learning Experiences Motivates Students to Learn
- Lesson Encourages Students to Question Their Assumptions and think Deeply
- It is More Thinking but Not More Work

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THIS IS OUR STORY!

THIS IS OUR JOURNEY!



- What is your story?
- What connections did you make between our journey and your current context?
- How will our story support you in your journey?

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WHAT'S YOUR STORY?

HERE'S WHAT!
SO WHAT?
NOW WHAT?

<https://forms.gle/nkvvCO2SevXUdFml9>

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QUESTIONS

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THANK YOU!

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