**Video Clips for Discussion of Rigor, Depth of Knowledge/DOK, and Deeper Learning**

With a partner, choose a video clip to watch of a lesson segment. **Use the Observation Notes Worksheet** to describe the activity students are involved with. One person observes/makes notes about teacher actions; the other observes /makes notes about student actions.

After viewing, discuss what you observed.

* **What teacher - student actions did you observe?**
* **How does this lesson align with implementing rigor or different DOK levels (e.g., parts of the Hess CRM)?**
* **What might the teacher do next to deepen learning?**
* **How might I/we use this strategy?**

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| **Title** | **Link** | **Topic** | Referenced in *Rigor by Design, Not Chance* |
| See also | [**Edutopia Videos**](https://www.youtube.com/channel/UCdksaQxXH13BMeHo09MorBg)- Search hundreds of video clips for topics interest | You can search the video library by content area and grade level. |  |
| **Boosting Engagement with Notices and Wonders** | [Boosting Engagement With Notices and Wonders (youtube.com)](https://www.youtube.com/watch?v=yp0QORzzvSs) | (3 min) NCTM strategy; math lesson using graphs | Similar KWHL, p.44See also Wonder of the Day, RbD p. 86 |
| **Barometer** | [**Barometer** | Facing History & Ourselves](https://www.facinghistory.org/resource-library/barometer) | (6 min – you can start at minute 1:25 for directions) “Sharing Opinions” and listening to points oof view. | RbD p. 49 |
| **Scaffolding Discussion Skills in Socratic Circles** | [**Scaffolding Discussion Skills with a Socratic Circle**](https://www.edutopia.org/video/scaffolding-discussion-skills-socratic-circle) | (3:37 min)Planning strategies for academic discussions in a high school social studies classroom. Some students observe and track the contributions of peers | RbD p. 34 |
| **Out of the Margins –**Middle school/upper elementary | [**Authentic Student Voice Example**](https://vimeo.com/768179423) | (6 min) Middle school students share what they really want to learn about and teach others about history. | RbD, chapter 1 – the importance of student voice |
| **Why listen to student voice?** | [Here's Why We Should Really Listen to Student Voices (youtube.com)](https://www.youtube.com/watch?v=NF-Rg53V44A) | (3:21 min) Teachers talk about student voice | RbD, chapter 1 – the importance of student voice |

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| **Title** | **Link** | **Topic** | Referenced in *Rigor by Design, Not Chance* |
| **Socratic Seminar – gr 2** | [**Grade 2 Socratic Seminar**](https://www.youtube.com/watch?v=zBfH_fhAme0) | (8:38 min) Teacher uses the Socratic Seminar strategy to practice speaking-listening with Buddy Reading prep; review management strategies (yarn circle), rules, equity sticks; large group discussion – How to get started - use sentence frames, etc. | RbD p. 34 |
| **Socratic Seminar – gr 4** | [**Grade 4 Socratic Seminar**](https://www.youtube.com/watch?v=pVjL6xWzWiQ&t=168s) | (7 min.) A fourth-grade teacher uses a line of questioning in a structured, text-based discussion to help students recognize important elements and themes in a piece of graphic art. | RbD p. 34 |
| **Socratic Seminar –** **gr 5/6** | [**Upper Elementary Socratic Seminar**](https://www.youtube.com/watch?v=Y-PBzjeYdp0) | (9 min) Teacher prep (text choices – to elicit big ideas), purpose, and teaching students about types of question- closed, open, and big ideas. | RbD p. 34 |
| **Socratic Seminar – gr 7** | [**Grade 7 Socratic Seminar**](https://www.youtube.com/watch?v=fAEXtn4-F_o) | (6 min.) See how students are approaching a Socratic Seminar lesson, taught by Kyrene School District teacher, Jill Malina. Locating text evidence – explains “pilots and 2 wingmen” discussion structure. | RbD p. 34 |
| **Socratic Seminar –** **gr HS** | [**HS Socratic Seminar**](https://learn.teachingchannel.com/video/using-socratic-seminars-in-classroom) | (5 min) Learning to support claims and counter claims. | RbD p. 34 |
| **Socratic Seminar –** **gr HS** | [**HS Fishbowl /Socratic Seminar**](https://vimeo.com/54871334) | (6 min) Citing evidence from multiple texts | RbD p. 34 |
| **Academic Math Talk Moves for ELLs** | [(34) Encouraging Academic Conversations With Talk Moves - YouTube](https://www.youtube.com/watch?v=5_FJ3huMJ7s)[no students in this video] | (8:52 min) ELL Expert describes strategy aligned with developing conjectures and arguments in math: revoicing to clarify; repeating; reasoning; adding on; wait time; turn & talk | Questioning Chapter 2Scaffolding Chapter 4 |
| **Encouraging Academic Discourse** | [**Encouraging Academic Conversations with Talk Moves**](https://www.edutopia.org/video/encouraging-academic-conversations-talk-moves) | (4 min)Middle school teacher uses sentence frames to encourage discourse | Scaffolding Chapter 4 |
| [**Improving Participation with Talk Moves**](https://learn.teachingchannel.com/video/student-participation-strategy) **- elem** | [**Improving Participation with Talk Moves**](https://learn.teachingchannel.com/video/student-participation-strategy)\*Teaching Channel allows 3 free views | (2 min) Fourth grade students use 4 talk moves. |  |

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| **Title** | **Link** | **Topic** | **Referenced in *Rigor by Design, Not Chance*** |
| **Station Rotation – Differentiation gr 1** | [(34) Station Rotation: Differentiating Instruction to Reach All Students - YouTube](https://www.youtube.com/watch?v=Kg38A1ggYiE) | (5:15 min) Rotation stations allow students to learn in a range of modalities, while making differentiation manageable for one teacher.  | Scaffolding Chapter 4 |
| **Response cards** | Scaffolding with [Response cards](https://www.youtube.com/watch?v=2L7o-By9rYo) | (1 min) Using sentence stems, any grade level | See my stems and sentence frames, RbD pp. 81, 140 |
| **Developing Executive Functions to Prioritize Tasks** | [Developing Executive Functions](https://www.youtube.com/watch?v=AhoXKhkQ6SE)  | (3:49 min) Explicitly modeling the process of prioritizing tasks builds students’ ability to organize and manage their time. “Eat your frog first.” | Scaffolding Chapter 4 |
| **Teaching students to prove their thinking** | [Scaffolding - Teaching Students to Prove Their Mathematical Thinking](https://www.youtube.com/watch?v=7Ph2NCOiDNU)  | (6:17 min) Third graders learn how to solve math problems through cognitive guided instruction: grapple with problems, engage in discourse with peers, work to prove their mathematical thinking to the group. Strategies: chart the strategies, use probing questions and discourse. | Scaffolding Chapter 4 |
| **Going Deep with Problem-Based Tasks** – gr K\*\* | [EL Education - Going Deep With Kindergartners With Problem-Based Tasks In Math](https://eleducation.org/resources/going-deep-with-kindergartners-with-problem-based-tasks-in-math/) | (7:31 min) Students plan how to teach PreK students about less than\*\*El Education requires that you create an account in order to view | Complex Tasks, Chapter 5 |
| **Tiny House Project**  | [VIDEO: The Tiny House Project | PBLWorks](https://www.pblworks.org/video-tiny-house-project) | (7:40 min). Third graders design a tiny house as a PBL project – transfer of multiple math, reading, and communication skills and concepts. Stations, mini lessons, and giving and using feedback are employed. | Complex Tasks, Chapter 5Peer Feedback,Chapter 6 |
| **Graduate Capstone Projects** - HS | [The Power of Performance Assessments: Oakland Unifi ed’s Graduate Capstone Project](https://www.youtube.com/watch?v=V5ts4gZSux8) | (5:27 min)A yearlong Graduate Capstone Project provides opportunities for students to research, analyze, and become experts in a chosen topic. | Complex Tasks, Chapter 5 |
| **Peer Feedback Using Rubric Success criteria** – elementary grades | Peer Feedback Using Rubric Success Criteria | (10 min)[www.karin-hess.com/learning-progressions](http://www.karin-hess.com/learning-progressions) Peers use rubric levels and evidence to provide feedback. (Teachers College Reading Writing Project) | Metacognition and Reflection, Chapter 6 |
| **Student-Led Conferences gr K** | Student-Led Conferences: individual[www.youtube.com/watch?v=dmIReiqI1ec](http://www.youtube.com/watch?v=dmIReiqI1ec)  | (4:36 min)A student meets with her parents to share what she has learned. | Metacognition and Reflection, Chapter 6 |

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| **Title** | **Link** | **Topic** | Referenced in *Rigor by Design, Not Chance* |
| **Student-Led Conferences – whole class, gr K**  | **Student-Led Conferences: whole class**[www.youtube.com/watch?v=xvsHi1sZf9U](http://www.youtube.com/watch?v=xvsHi1sZf9U)  | (6 min) Whole class simultaneous conferencing, moving from one station to another. Parents talk about experiencing the conference with their child. | Metacognition and Reflection, Chapter 6 |
| **Student-Led Conferences – middle school**  | [**Student Led Conference Middle School Example**](https://www.youtube.com/watch?v=XpSfwf0PdwM) | (5 min) Student uses a conferencing guide, explains her grade, and responds to her parent’s questions. | Metacognition and Reflection, Chapter 6 |
| **SPUR Sample Student-Led Conferences - HS** | [www.youtube.com/watch?v=ueRcBg8uYS8](http://www.youtube.com/watch?v=ueRcBg8uYS8)  | **(**15 min) CTE students [3-minute conferences] where they share work and set goals. | Metacognition and Reflection, Chapter 6 |
| [**Student-led Conferences**](https://www.youtube.com/watch?v=L_WBSInDc2E) | [Student-Led Conferences: Empowerment and Ownership (youtube.com)](https://www.youtube.com/watch?v=L_WBSInDc2E) | (5 min) Students describe how their parent-teacher conferences creates opportunities for reflection, engagement, and agency. Prework includes organizing materials, setting goals, and writing an essay about strengths and challenges. | Metacognition and Reflection, Chapter 6 |
| [**Student Voice** **– Senior Talks**](https://www.youtube.com/watch?v=qw0B_JmIuRI)  | [Elevating Student Voice Through Senior Talks (youtube.com)](https://www.youtube.com/watch?v=qw0B_JmIuRI) | (3:49 min) High school seniors build confidence by documenting their growth and learning in a speech presented to their families and the school community. | Metacognition and Reflection, Chapter 6 |
| **Peer Feedback - Bean critique -** elementary | [60-Second Strategy: Bean Critique - YouTube](https://www.youtube.com/watch?v=IVKMNguHDB4)  | Students put 2 beans into cups after reviewing peers’ work. | Metacognition and Reflection, Chapter 6 |
| **Math – Learning from mistakes – middle school** | [Keeping Assessment Relevant and "Authentic" (youtube.com)](https://www.youtube.com/watch?v=HfwGqH9w-64&list=PLsSqn4J5PCdVYMTKlFiBwb4eFJlIJ8btj) | (3:51 min) learning from mistakes; a middle school lesson applying slope | Metacognition and Reflection, Chapter 6 |
| **Problem-based math: Student ownership - HS** | [Performance-Based Assessment: Making Math Relevant (youtube.com)](https://www.youtube.com/watch?v=KZomm-1BbYQ) | (5:34 min) HS students complete 4 “missions” as a team | Metacognition and Reflection, Chapter 6 |
| **Essay Structure for ELLs\*** | [**The Writing Recipe: Essay Structure for ELLs**](https://learn.teachingchannel.com/video/ell-essay-structure-lesson)\*Teaching Channel allows 3 free views | (7 min)Teacher models use of manipulatives (5 index cards) to illustrate the essay schema. | Scaffolding Chapter 4 |
| **Title** | **Link** | **Topic** | Referenced in *Rigor by Design, Not Chance* |
| **Clarifying objectives for ELLs** | [**Clarifying ‘Messy’ Objectives**](https://www.englishlearnerportal.com/blog-messy-objectives) |  (6 min)Teacher models the strategy of unpacking the meaning of learning targets for students | Scaffolding Chapter 4 |
| **Authentic tasks take student learning outside the classroom – MS/HS** | [Authentic tasks take student learning outside the classroom (youtube.com)](https://www.youtube.com/watch?v=kOonNeYh89k) | (4 min) Students design investigations to research their questions and produce “authentic” products of learning. | Complex TasksChapter 5. RbD Inquiry-Based Investigations, p. 120 |
| **Sustained Inquiry Starts with a Driving Question - elementary** | [Sustained Inquiry Starts with a Driving Question (youtube.com)](https://www.youtube.com/watch?v=dGt3v7hCr2Q) | (3:20 min) Students collaborate to design investigations, research their questions, and produce “authentic” products of learning. | Complex TasksChapter 5. RbD Inquiry-Based Investigations, p. 120 |
| [**The Art of Questioning**](https://learn.teachingchannel.com/video/structuring-questioning-in-classroom)- any grade level 6-12 | [**The Art of Questioning**](https://learn.teachingchannel.com/video/structuring-questioning-in-classroom)\*Teaching Channel allows 3 free views | (5 min) HS class discusses an informational text. Using “stepping stones” to get to deeper meaning of texts. | QuestioningChapter 2 |
| [**Pattern Folders—A Literary Analysis Tool**](https://learn.teachingchannel.com/video/literary-analysis-tool)- any grade level 6-12 | [**Pattern Folders—A Literary Analysis Tool**](https://learn.teachingchannel.com/video/literary-analysis-tool)\*Teaching Channel allows 3 free views | (3 min)Strategy to help students connect details + big ideas | Scaffolding Chapter 4 |
| **Hint Cards**- any grade level | [**Hint Cards**](https://learn.teachingchannel.com/video/hint-cards)\*Teaching Channel allows 3 free views | (2 min) Middle school teacher describes strategy to develop more independent learners | Scaffolding Chapter 4 |
| [**Carousel Activity: Rotating Through Geometry Stations**](https://learn.teachingchannel.com/video/carousel-activity-math-lesson) - any grade level | [**Carousel Activity: Rotating Through Geometry Stations**](https://learn.teachingchannel.com/video/carousel-activity-math-lesson) \*Teaching Channel allows 3 free views | (5 min) **–** Activity encouraging peer feedback and reasoning that can be adapted at any grade level or content area | Peer feedback,RbD, pp. 86-87 |
| [**Differentiating with Learning Menus**](https://learn.teachingchannel.com/video/differentiating-instruction-strategy)– any grade | [**Differentiating with Learning Menus**](https://learn.teachingchannel.com/video/differentiating-instruction-strategy)\*Teaching Channel allows 3 free views | (5 min)Middle school social studies teacher creates a 3-tiered menu of choices for students to select/do, “test” out of, move to the next level. | Complex TasksChapter 5 |

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| **Title** | **Link** | **Topic** | Referenced in *Rigor by Design, Not Chance* |
| [**Giving students Options – Menus**](https://learn.teachingchannel.com/video/independence-in-learning) | [**Giving students Options – Menus**](https://learn.teachingchannel.com/video/independence-in-learning)\*Teaching Channel allows 3 free views | (2 min)Middle school math uses a 3-tiered menu of choices to select and “test out” of  | Complex TasksChapter 5 |
| [**Differentiation – Stations**](https://www.youtube.com/watch?v=Kg38A1ggYiE) | [**Differentiation – Stations**](https://www.youtube.com/watch?v=Kg38A1ggYiE)  | (5:15min) Rotation stations allow first grade students to learn in a range of modalities, while making differentiation manageable for one teacher.  | Complex TasksChapter 5 |
| **Descriptive feedback** - any grade | [EL Education - Descriptive Feedback Helps All Students Reach Proficiency](https://eleducation.org/resources/descriptive-feedback-helps-all-students-reach-proficiency/)  | (5:38 min) 11th grade | Metacognition and Reflection, Chapter 6 |
| Scaffolding - [Ranking Baseball Players](https://learn.teachingchannel.com/video/statistical-analysis-lesson) – HS lesson, but adaptable for middle grades | [Ranking Baseball Players](https://learn.teachingchannel.com/video/statistical-analysis-lesson) \*Teaching Channel allows 3 free views | (6 min) Scaffolding DOK 3-4 tasks: teacher selects data sets; pairs work; software to graph/analyze data; defend claim. Differentiate: extend, own, go deeper. | Scaffolding Chapter 4 |
| **My Favorite No: Learning from Mistakes**- any grade | <https://learn.teachingchannel.com/video/class-warm-up-routine>\*Teaching Channel allows 3 free views | (6 min)Teacher questioning applies multiple scaffolding strategies and DOK levels. | Metacognition and Reflection, Chapter 6 |
| **Bringing legends to life** – primary grades | [Teaching Elementary School Students Through Legends (teachingchannel.com)](https://learn.teachingchannel.com/video/teaching-through-legends)\*Teaching Channel allows 3 free views | (6 min) Primary teachers uses a variety of scaffolding strategies for a class project, getting to DOK 4 | Scaffolding Chapter 4Complex tasksChapter 5 |
| **Austin’s Butterfly** - elem | [Austin's Butterfly: Models, Critique, and Descriptive Feedback - YouTube](https://www.youtube.com/watch?v=E_6PskE3zfQ)  | (6:33 min.) Master teacher, Ron Berger, models how peers can give feedback. | Metacognition and Reflection, Chapter 6 |
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