Building Rigor, Relevance, and Relationships through Quad D Instruction

CCSB Digital Learning Day
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PGE TOSA
Presentation adapted from International Center for Leadership in Education
Agenda

Welcome & Introductions

Relationships

Rigor

Relevance

Closing
The Voice of an Active Learner
Learning Outcomes

1. Understand how rigor, relevance, and relationships support the foundations of effective instruction.

2. Begin applying the tools aligned with rigor and relevance to create a more engaging learning environment.
How do you build relationships?

For All Students

- Relationships
- Rigor
- Relevance
Which monkey would you like to be?
How Do You Build Relationships?

Bus drop-off / pick-up
Café
Hallways
Office
Relationships
Love your students more than you love your subject!
## Comparing Models

<table>
<thead>
<tr>
<th>Traditional Teaching Frameworks</th>
<th>DSEI</th>
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<tbody>
<tr>
<td><strong>What teachers should do</strong></td>
<td><strong>What the entire system should do</strong></td>
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<tr>
<td>Teacher-focused</td>
<td>Student-focused</td>
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<tr>
<td>Teachers deliver instruction</td>
<td>Teachers facilitate learning</td>
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<tr>
<td>Vision is set by top leaders</td>
<td>Vision is built more inclusively</td>
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<tr>
<td>Define vision primarily in terms of academic measures</td>
<td>Define vision as strong academic and then personal skills and the ability to apply them</td>
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<tr>
<td>Rigid structures support adult needs</td>
<td>Flexible structures support student needs</td>
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<tr>
<td>Focus on teaching</td>
<td>Focus on learning</td>
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</table>
How Do You Define Rigor?

What makes a lesson rigorous for students?
Rigor is

Scaffolding student thinking
Planning for student thinking
Assessing student thinking about content
Recognizing the level of thinking students demonstrate
Managing the teaching/ learning level for the desired thinking level for each student
Rigor is Not...

- More or harder worksheets
- AP or honors courses
- The higher level book in reading
- More work
- More homework
Pack your bags, you’re going on vacation!

1. You and a partner will be assigned a region.
2. From that region, you can pick your state of choice. (Only one group can do a state)
3. You will receive a “suitcase” (manila folder)
4. On the front of your folder, you will draw the name of the state. It should be large letters, colorful, and neat.
5. You will also design some “bumper stickers” to advertise places you have “visited” in that state.
6. Inside Left- You need to draw the state tree, flower, bird, and flag
7. Inside Right- You need to draw an outline of the map, and label the capital city, a few other large cities, major lakes, rivers and mountains.
8. Inside Right- You will also write a paragraph that includes information such as the region it is located in, bordering states, natural resources, and climate.
9. You will receive a grade based on your work progress each day, neatness, accuracy, and effort. As well as a test grade on the final product.
10. I will also be monitoring how well you are staying on task.
How do I take this social studies strand and make it rigorous?

• Students pick where they want to live as adults (age 23-25).

• Research the US and discover how the US states are grouped by region. They will research each region using 8-10 basic criteria (Example: climate, geographic features, cities, culture, etc.)

• Rank the regions from most favorable place for them to live to least favorite and why (based on the criteria).

(Source- Dr. Linda Jordan)
Rigorous Learning

Means Framing Lessons At The High End Of The Knowledge Taxonomy
Integrating Technology

Bloom’s Taxonomy—Technology Version

educationaltechnologyguy.blogspot.com
Ways to Increase Rigor

1. Create challenging problems for them to solve
2. Writing and thinking as a measure of thinking
3. Sharing clear examples
4. Questions!!!
What makes a lesson relevant for students?

How Do You Define Relevance?
What is Relevant to Today’s Students?

What have you experienced that they have NOT?

- K-Born in 2010
- 6th Grade – Born in 2003
- 12th Grade – Born in 1997 (in K 2002)
A Relevant Lesson asks Students to:

Use their knowledge to tackle real-world problems that have more than one solution
Relevance
Is the purpose of the learning

- Acquire Knowledge
- Apply Knowledge
- Interdisciplinary
- Real World Predictable
- Real World Unpredictable
Relevance Makes Rigor Possible

Diverse Learners respond well to relevant and contextual learning

This improves memory, both short term and long term

Relevance must be student based: the student’s life, the student’s family and friends, the student’s community, the world today, current events, etc.
Adding Relevance to Any Lesson or Unit

Comparing Learning to...

- Student’s life
- Family’s life
- Student’s community and friends
- Our world, nation, state
- World of Work
- World of Service
- World of Business and Commerce that we interact with

Use Real World Resources

- Moral, ethical, political, cultural points of view, and dilemmas
- Real world materials
- Internet resources
- Video and other media
- Scenarios, real life stories
- News - periodicals, media
If a lesson is relevant students will be able to tell you:

- **What They Learned**
- **Why They Learned It**
- **How They Will Use It**

The lesson will have meaning for students.
Rigor/Relevance Framework

Students seek information to answer questions and solve problem
Rigor/Relevance Framework

Students test the relevancy of the information as it relates to the question or problem.
Students reflect on the potential use of the new information as a solution.
Rigor/Relevance Framework

Teacher gives students a real-world question to answer or problem to solve
Rigor/Relevance Framework

Students apply the information learned to answer the question or to solve the problem.
Rigor/Relevance Framework

C

A

Knows

D

Understand

B
Rigor/Relevance Framework

<table>
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<tr>
<th>HIGH</th>
<th>LOW</th>
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<td><strong>C</strong></td>
<td><strong>D</strong></td>
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<tr>
<td><strong>A</strong></td>
<td><strong>B</strong></td>
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**RIGOR**

**HIGH**

C: Students reflect on the potential use of the new information as a solution

D: Students apply the information learned to answer the question or to solve the problem

**LOW**

A: Students seek information to answer questions or solve problems

B: Students test the relevancy of the information as it relates to the question or problem

**RELEVANCE**
<table>
<thead>
<tr>
<th>Quadrant A Verbs:</th>
<th>Quadrant B Verbs:</th>
<th>Quadrant C Verbs:</th>
<th>Quadrant D Verbs:</th>
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<td>calculate</td>
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<td>choose</td>
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With Relationships in Place and Relevancy Established Rigor Can Be Achieved
“You can’t build the future by perfecting the past.”
I see you did well in school, but what real-world skills do you have?

Tests. I can take tests.