Rigor and Relevance Framework
ACSA Webinar, May 6, 2015

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Agenda
Welcome & Introductions
Closing
Relationships
Relevance
Rigor
My Credentials

Senior Implementation Advisor

The International Center for Leadership in Education
Learning Outcomes

Understand how rigor, relevance and relationships support effective instruction

Build awareness of tools aligned with the four quadrants of the Rigor/Relevance Framework

ICLE’S Philosophy

Relationships
Relevance
Rigor

for ALL Students
Rigor/Relevance Framework®

A Focus on Relationships

Teacher

Student

Student

Student
Neuroscience Connections

The human brain is hardwired to give and receive care.

Relationships...
- increase feelings of safety, motivation and risk-taking
- can enhance learning
- need to be in place to build the safety need to use higher order thinking (rigor)
### Shift in Teaching

<table>
<thead>
<tr>
<th></th>
<th>Management-based Teaching</th>
<th>Relationship-based Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rules</strong></td>
<td>Mandated</td>
<td>Negotiated</td>
</tr>
<tr>
<td><strong>Power</strong></td>
<td>Without question</td>
<td>Authority with respect</td>
</tr>
<tr>
<td><strong>Indicators</strong></td>
<td>Students are passive and quiet</td>
<td>Students are actively engaged</td>
</tr>
<tr>
<td><strong>Risk-taking</strong></td>
<td>Discouraged</td>
<td>Encouraged</td>
</tr>
<tr>
<td><strong>Control Mechanisms</strong></td>
<td>Negotiate feedback/punishment</td>
<td>Positive reinforcement/reward</td>
</tr>
<tr>
<td><strong>Teacher Role</strong></td>
<td>Disseminate knowledge</td>
<td>Guide learning and give encouragement</td>
</tr>
</tbody>
</table>

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### Relationship Resources

Search the following keywords:

- Teambuilding
- Inclusion Activities
- Energizers
Relationships
Love your students more than you love your subject!

Focusing on Rigor
Rigor Makes the Future Possible

How Do You Define Rigor?

What makes a lesson rigorous for students?

<table>
<thead>
<tr>
<th>Definition</th>
<th>Aspects of a Rigorous Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples</td>
<td>Non-examples</td>
</tr>
</tbody>
</table>
Rigor is Not…

More or harder worksheets
AP or honors courses
The higher level book in reading
More work
More homework

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 MEANS FRAMING LESSONS AT THE HIGH END OF THE KNOWLEDGE TAXONOMY.

Bloom’s Taxonomy

Old Version

New Version
Integrating Technology

Rigorous Lessons ask Students to:

- EXAMINE
- CLASSIFY
- GENERATE
- CREATE
- SCRUTINIZE
- PRODUCE
- DEDUCE
- ASSESS
- PRIORITIZE
- DECIDE
Ways to increase Rigor

1. QUESTIONS!!
2. Sharing clear examples
3. Writing and thinking as a measure of thinking
4. Create challenging problems for them to solve

Rigor/Relevance Framework

A: Knows
B: Understands

1 2 3 4 5

1 2 3 4 5
Focusing on Relevance

How Do You Define Relevance?

What makes a lesson relevant for students?

Definition

Aspects of a Relevant Lesson

Examples

Non-examples
What is Relevant to TODAY’s Students?

K- Born in 2009
6th Grade- Born in 2002
12th Grade-Born in 1995 (in K 2001)

What have you experienced that they have NOT?

Relevant
Real World Application in Unanticipated Situations
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
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.

### Relevance Makes Rigor Possible

### 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 the Real World**
- 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

With Relationships in Place and Relevancy Established Rigor Can Be Achieved
Students seek information to answer question or solve problem.

Students test the relevancy of the information as it relates to the question or problem.
Rigor/Relevance Framework

- **High Rigor, High Relevance**: Students reflect on the potential use of the new information as a solution.

- **High Rigor, Low Relevance**: Teacher gives students a real-world question to answer or problem to solve.

- **Low Rigor, Low Relevance**: Students reflect on the potential use of the new information as a solution.

- **Low Rigor, High Relevance**: Teacher gives students a real-world question to answer or problem to solve.
Rigor/Relevance Framework

A High

B High

C High

D High

Students apply the information learned to answer the question or to solve the problem.

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

Students seek information to answer question or solve problem.

Students test the relevancy of the information as it relates to the question or problem.
Rigor/Relevance Framework

**Motivation**
Creativity – Innovation
Problem Solving

**Relevancy**
Validation

**Acquisition of knowledge / skills**

**Rigor**
High
Critical Thinking
Low

**Relevance**
High
Low
**Adding Relevance to Any Lesson or Unit**

Comparing Learning to...

- Student's life
- Family's life
- Student's community and friends
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- Moral, ethical, political, cultural points of view, and dilemmas
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**Tools to Support a Rigorous and Relevant Learning Environment**
### Verb List by Quadrant

Use the Verb List by Quadrant to define the level of rigor. You can use this list to either create a desired level of expected student performance or to evaluate the level of existing curriculum, instruction, or assessment.

<table>
<thead>
<tr>
<th>Quadrant A</th>
<th>Quadrant B</th>
<th>Quadrant C</th>
<th>Quadrant D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculate</td>
<td>Adjust</td>
<td>Analyze</td>
<td>Adapt</td>
</tr>
<tr>
<td>Choose</td>
<td>Apply</td>
<td>Categorize</td>
<td>Argue</td>
</tr>
<tr>
<td>Count</td>
<td>Build</td>
<td>Cite</td>
<td>Compose</td>
</tr>
<tr>
<td>Define</td>
<td>Collect</td>
<td>Classify</td>
<td>Conclude</td>
</tr>
<tr>
<td>Emphasize</td>
<td>Construct</td>
<td>Compare</td>
<td>Create</td>
</tr>
<tr>
<td>Find</td>
<td>Demonstrate</td>
<td>Conclude</td>
<td>Design</td>
</tr>
<tr>
<td>Identify</td>
<td>Display</td>
<td>Contrast</td>
<td>Develop</td>
</tr>
<tr>
<td>Label</td>
<td>Dramatize</td>
<td>Debate</td>
<td>Discover</td>
</tr>
<tr>
<td>List</td>
<td>Draw</td>
<td>Defend</td>
<td>Explore</td>
</tr>
<tr>
<td>Locate</td>
<td>Fix</td>
<td>Diagram</td>
<td>Formulate</td>
</tr>
<tr>
<td>Match</td>
<td>Follow</td>
<td>Differentiate</td>
<td>Internet</td>
</tr>
<tr>
<td>Memorize</td>
<td>Illustrate</td>
<td>Discriminate</td>
<td>Modify</td>
</tr>
<tr>
<td>Name</td>
<td>Interpret</td>
<td>Evaluate</td>
<td>Plan</td>
</tr>
<tr>
<td>Name</td>
<td>Point to</td>
<td>Examine</td>
<td>Predict</td>
</tr>
<tr>
<td>Name</td>
<td>Recall</td>
<td>Explain</td>
<td>Prioritize</td>
</tr>
<tr>
<td>Name</td>
<td>Recall</td>
<td>Explain</td>
<td>Propose</td>
</tr>
<tr>
<td>Name</td>
<td>Record</td>
<td>Excess</td>
<td>Rate</td>
</tr>
<tr>
<td>Name</td>
<td>Record</td>
<td>Excess</td>
<td>Recommend</td>
</tr>
<tr>
<td>Name</td>
<td>Say</td>
<td>Denote</td>
<td>Revise</td>
</tr>
<tr>
<td>Name</td>
<td>Select</td>
<td>Infer</td>
<td>Review</td>
</tr>
<tr>
<td>Name</td>
<td>Spell</td>
<td>Judge</td>
<td>Review</td>
</tr>
<tr>
<td>Name</td>
<td>View</td>
<td>Justify</td>
<td>Review</td>
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<td></td>
<td></td>
<td>Prove</td>
<td>Review</td>
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<tr>
<td></td>
<td></td>
<td>Research</td>
<td>Review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Study</td>
<td>Review</td>
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<tr>
<td></td>
<td></td>
<td>Summarize</td>
<td>Review</td>
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<tr>
<td></td>
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<td></td>
<td>Review</td>
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<tr>
<td></td>
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<td>Review</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Review</td>
</tr>
</tbody>
</table>
Question Stems by Quadrant

**C**
- How are these similar/different?
- How is this like...?
- What's another way we could say/explain/express that?
- What do you think are some reasons/causes that...?
- Why did... changes occur?
- What is a better solution to...?
- How would you defend your position about that?

**A**
- What is/are...?
- How many...?
- What did you observe...?
- What else can you tell me about...?
- What does it mean...?
- What can you recall...?
- Where did you find that...?
- Who is/are...?
- How would you define that in your own terms?

**D**
- How would you design a...to...?
- How would you compose a song about...?
- How would you rewrite the ending to the story?
- What would be different today, if that event occurred as...?
- Can you see a possible solution to...?
- How could you teach that to others?
- If you had access to all the resources, how would you deal with...?
- What new and unusual uses would you create for...?

**B**
- Would you do that?
- Where will you use that knowledge?
- How does that relate to your experience?
- What observations relate to...?
- Where would you locate that information?
- How would you illustrate that?
- How would you interpret that?
- How would you collect that data?
- How do you know it works?
Engagement Routines by Quadrant

Some examples of structured engagement routines are rated for their appropriateness to each quadrant below.

<table>
<thead>
<tr>
<th>Routines</th>
<th>Quadrant A</th>
<th>Quadrant B</th>
<th>Quadrant C</th>
<th>Quadrant D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer Up</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Choral Responses</td>
<td>***</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>One-For-One — Get One</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Move Move</td>
<td>***</td>
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<td>**</td>
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<tr>
<td>Inquiry</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Ignore Others</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Appointment Heads</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Parrot and Oabinetness</td>
<td>**</td>
<td>*</td>
<td>*</td>
<td>*</td>
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<tr>
<td>Pick and Point</td>
<td>***</td>
<td>***</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Purposeful Viewing</td>
<td>***</td>
<td>***</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Question Chains</td>
<td>***</td>
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<td>***</td>
<td>***</td>
</tr>
<tr>
<td>Randomly List and Generate Tasks</td>
<td>***</td>
<td>***</td>
<td>***</td>
<td>***</td>
</tr>
<tr>
<td>Show of Thumbs</td>
<td>***</td>
<td>***</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Semantic Sensor</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Thumbs-Up/Thumb Down</td>
<td>***</td>
<td>***</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Turn and Talk</td>
<td>***</td>
<td>***</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Using Response Frames</td>
<td>***</td>
<td>***</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Write and Review</td>
<td>***</td>
<td>***</td>
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<td>*</td>
</tr>
</tbody>
</table>

Application Model Decision Tree

1. **Level 1**: Knowledge in one discipline
   - Is it application? NO
   - Is the application real world? NO
   - Is the outcome unpredictable? NO

2. **Level 2**: Application in one discipline
   - Is the application real world? NO
   - Is more than one school subject involved? NO
   - Is the outcome unpredictable? YES

3. **Level 3**: Interdisciplinary application
   - Is the outcome unpredictable? NO

4. **Level 4**: Real-world predictable application
   - Is the outcome unpredictable? YES

5. **Level 5**: Real-world unpredictable application
Technology Use by Quadrant

Empower students to consider the following examples of technology use by quadrant.

**Quadrant C**
- Editing
- Hyperlinking
- Media Clipping/Cropping
- Monitoring
- Photos/Video
- Programming
- Reverse Engineering
- Software Cracking
- Testing
- Validating Resources

**Quadrant D**
- Animating
- Audio Casting
- Blog Comments
- Broadcasting
- Collaborating
- Composing
- Digital Storytelling
- Directing
- Mashing-Mixing/Remixing
- Networking
- Photo/Video Blogging
- Podcasting
- Reviewing

**Quadrant A**
- Bullet Points
- Creating and Naming Folders
- Editing
- Highlight-Selecting
- Internet Searching
- Loading
- Typing
- Using a Mouse
- Word Doc

**Quadrant B**
- Advanced Searching
- Annotating
- Blogs
- Google Docs
- Operating/Running a Program
- Posting—Social Media
- Replying/Commenting
- Sharing
- Social Bookmarking
- Subscribing to RSS Feeds
- Tagging
- Texting
- Uploading
- Web Authoring

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Rigor / Relevance Framework™

Knowledge Taxonomy

<table>
<thead>
<tr>
<th>Evaluation 6</th>
<th>Assimilation</th>
<th>D Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Judge the Outcome”</td>
<td>Students extend and refine their knowledge so that they can use it automatically and routinely to analyze and solve problems and create solutions.</td>
<td>Students have the competence that, when confronted with perplexing unknowns, they are able to use their extensive knowledge base and skills to create unique solutions and take action that further develops their skills and knowledge.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Synthesis 5</th>
<th>“Putting Together”</th>
<th>Student Thinks and Works (Relationships Critical)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Making use of Knowledge”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analysis 4</th>
<th>“Taking Apart”</th>
<th>A Acquisition</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Application 3</th>
<th>“Information Gathering”</th>
<th>Teacher Works (Relationship of Little Importance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Confirming”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comprehension 2</th>
<th>“Confirming”</th>
<th>B Application</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Knowledge 1</th>
<th>“Information Gathering”</th>
<th>Student Works (Relationships Important)</th>
</tr>
</thead>
</table>

Relevance Makes Rigor Happen!

<table>
<thead>
<tr>
<th>Relevance Makes Rigor Happen!</th>
<th>1 Knowledge in use Disciplines</th>
<th>2 Apply Knowledge in one discipline</th>
</tr>
</thead>
</table>

Application Model

| Application Model | 3 Apply Knowledge across disciplines | 4 Apply Knowledge in real world predictable situations | 5 Apply Knowledge in real-world unpredictable situations |
Rigor/Relevance Framework®

Three Questions to Ask:
1. Which quadrant does your lesson plan reflect?
2. Which quadrant did student performance reflect when you delivered the lesson?
3. How do you know and what will you do as a result?

Two Actions to Take:
1. End all lessons at higher rigor levels (analysis, synthesis, evaluation).
2. Make certain students act upon or apply relevance in lessons frequently.
Linda L. Jordan

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