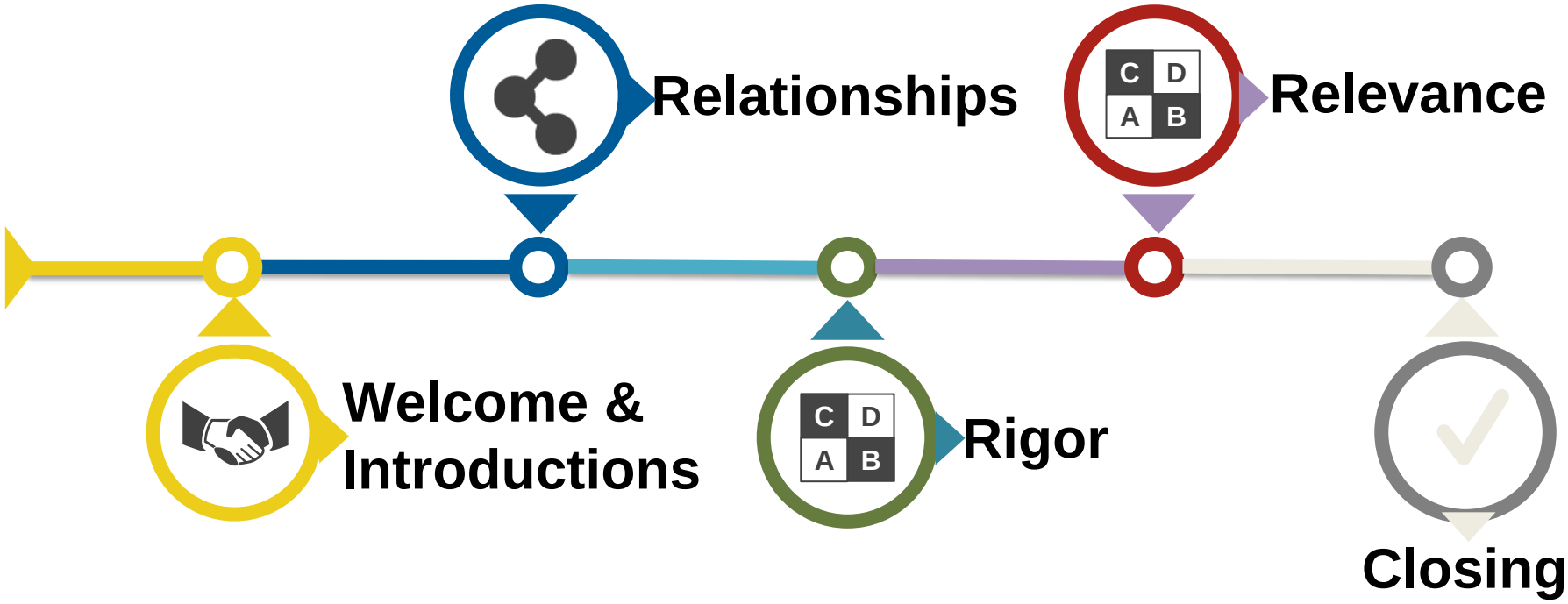
Building Rigor, Relevance, and Relationships through Quad D Instruction

CCSB Digital Learning Day
Mollie Chandler
PGE TOSA

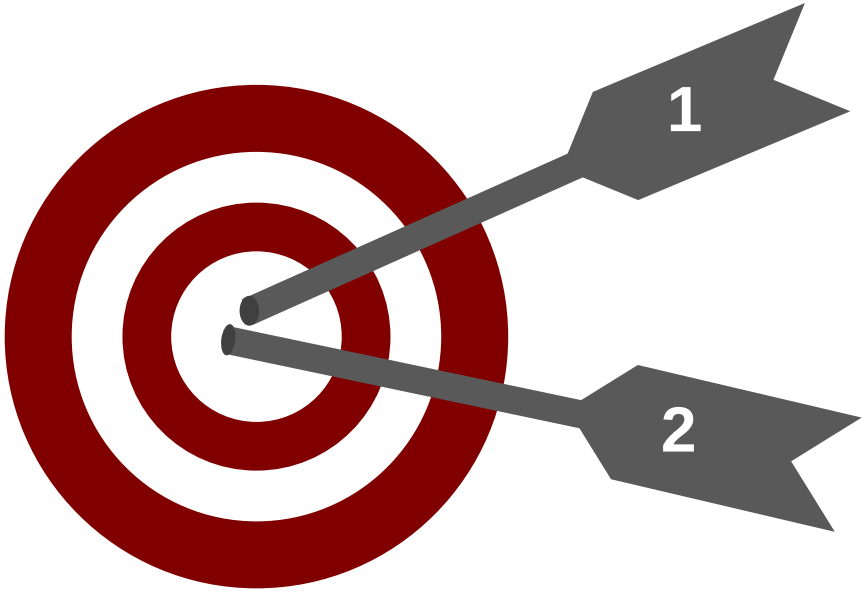
Presentation adapted from International Center for Leadership in Education

Agenda


Relationships
Relevance
Welcome & Introductions
Rigor
Closing

The Voice of an Active Learner

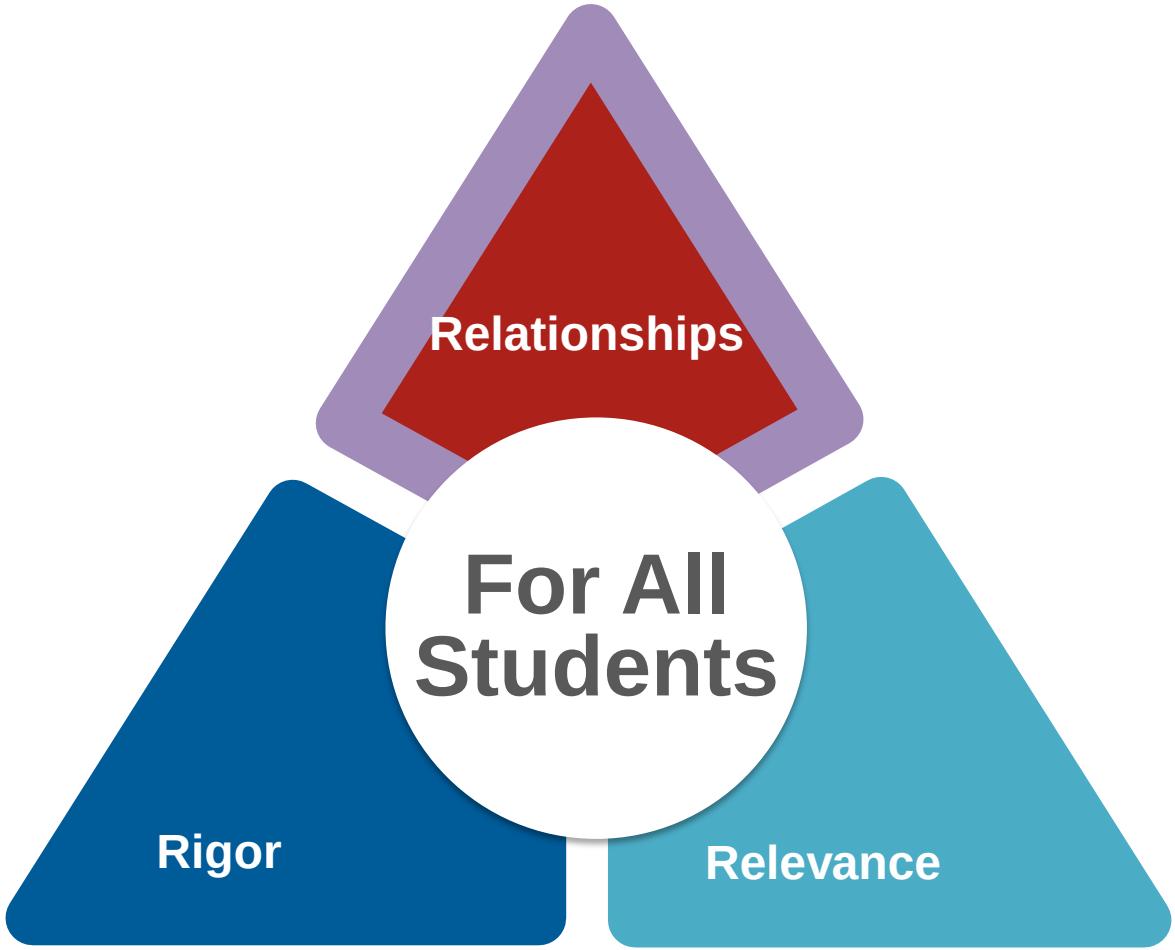
Learning Outcomes



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

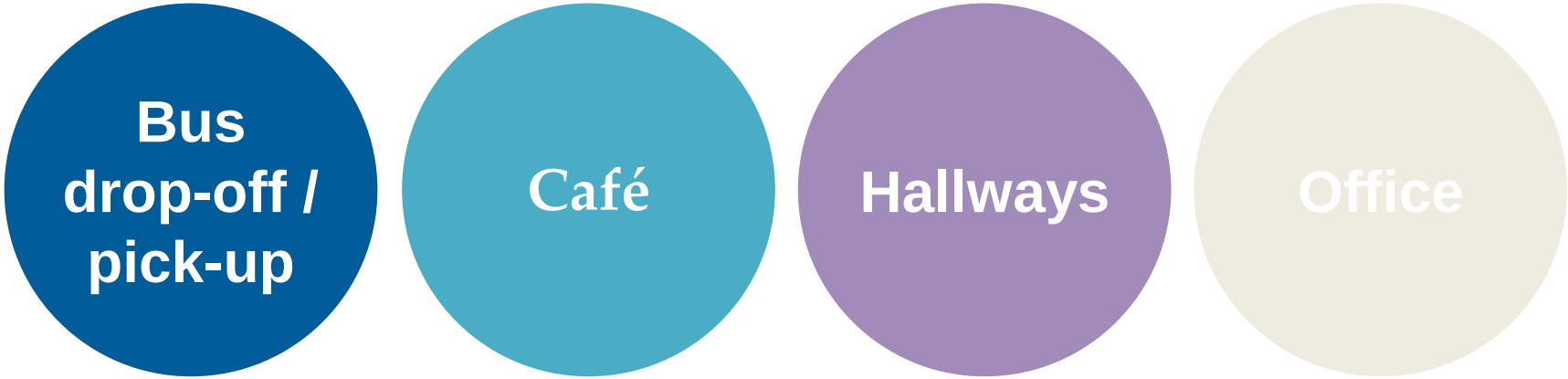
Begin applying the tools aligned with rigor and relevance to create a more engaging learning environment

How do you build relationships?



Which monkey would you like to be?

How Do You Build Relationships?



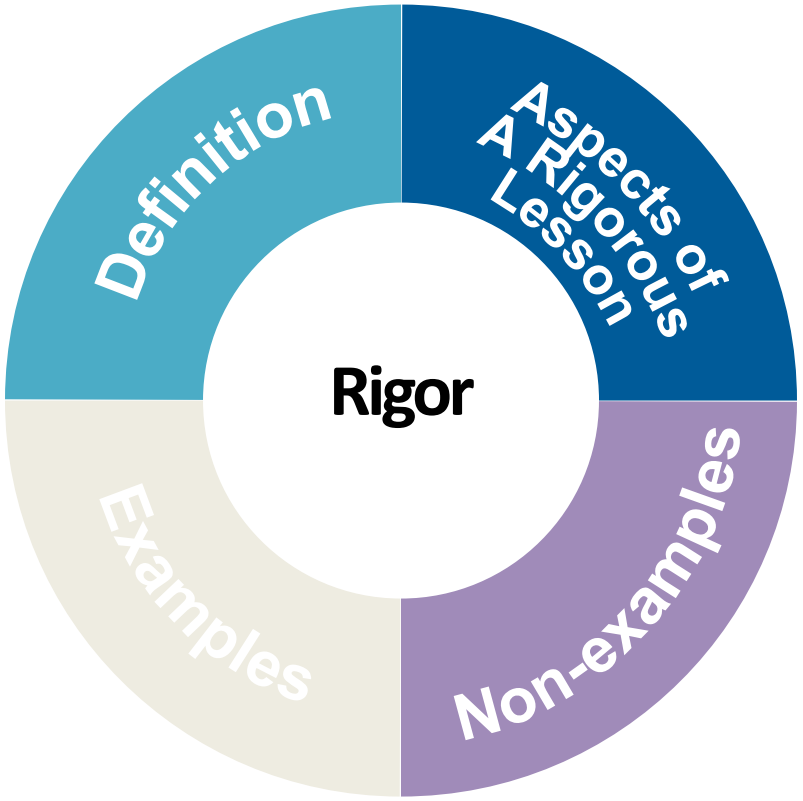
Relationships
Love your students more than you love your subject!

Comparing Models

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

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

Example Lesson on Regions of the US

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).

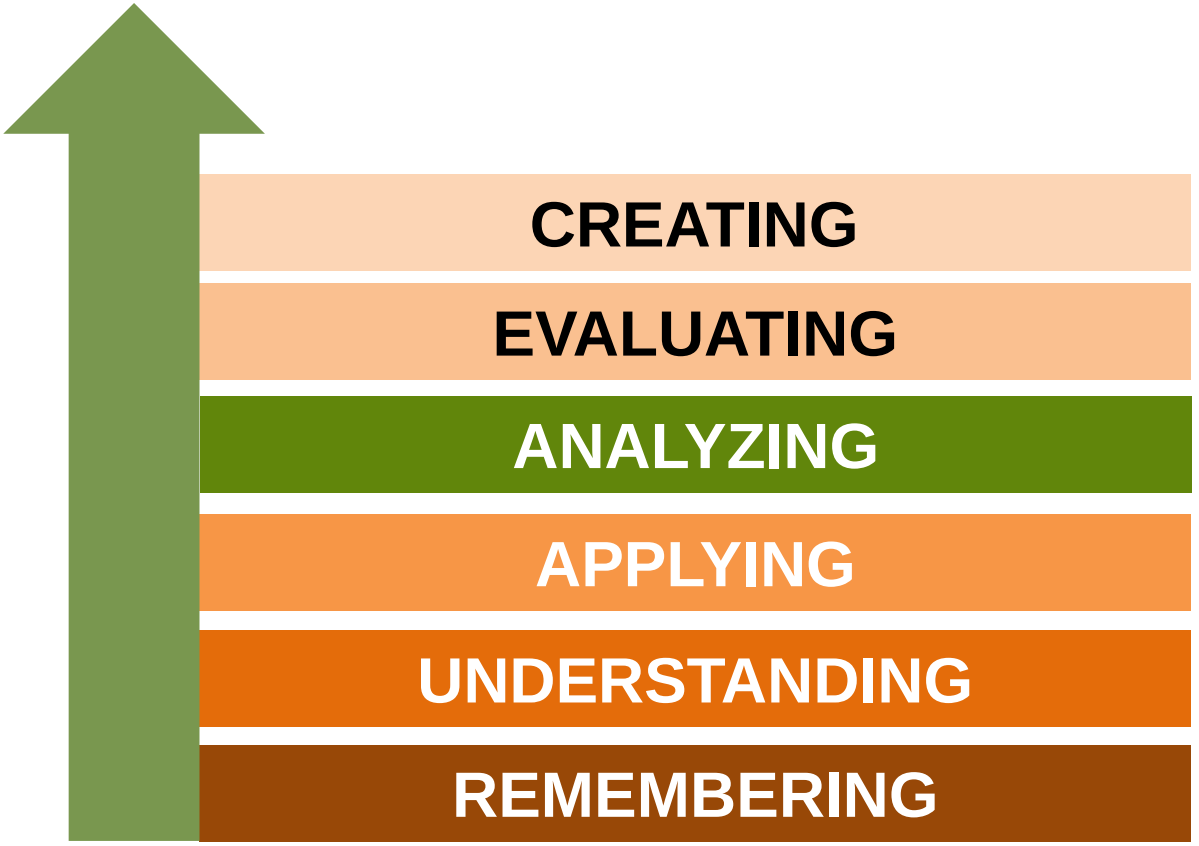
- Research the US and discover how the US states are grouped by region. They will research each region using 8-10 basic criteria (Example: climate, geographic features, cities, culture, etc.)

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

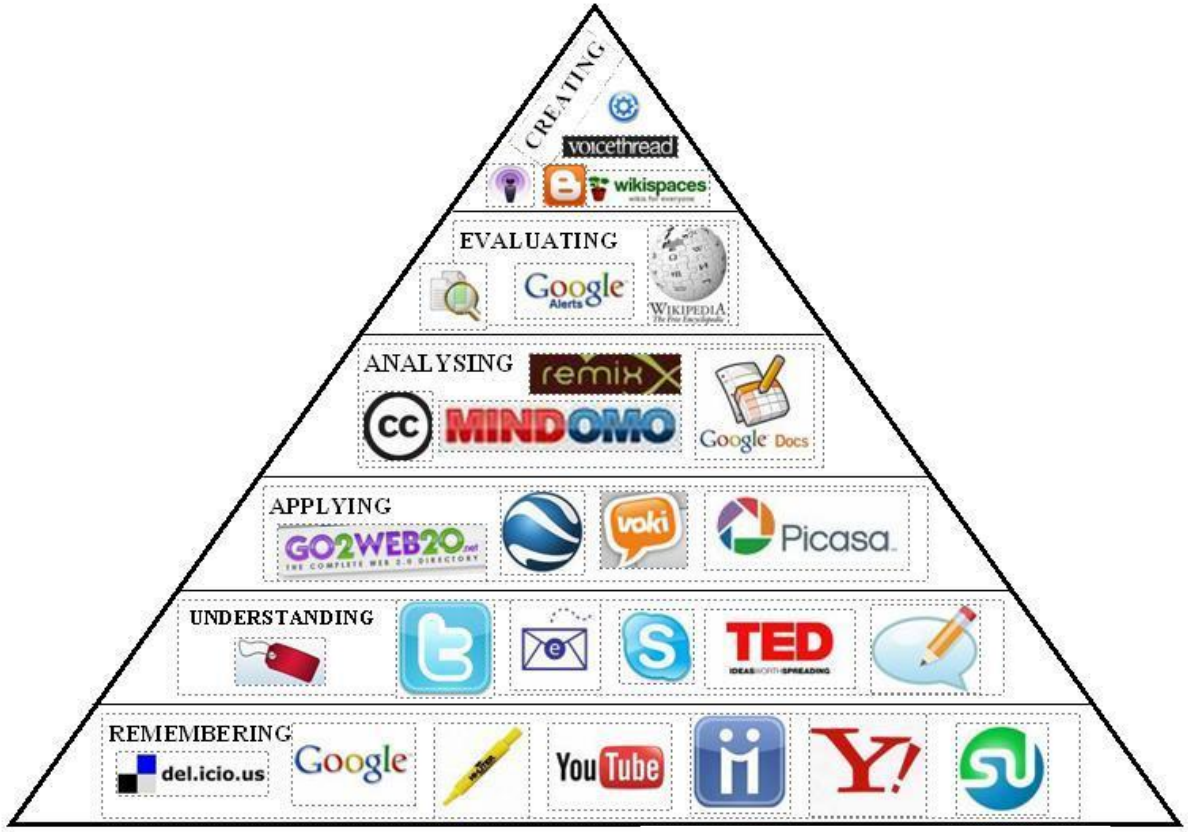
(Source- Dr. Linda Jordan)

Rigorous Learning

Means Framing Lessons At The High End Of The Knowledge Taxonomy



Integrating Technology



Bloom's Taxonomy—Technology Version

educationaltechnologyguy.blogspot.com

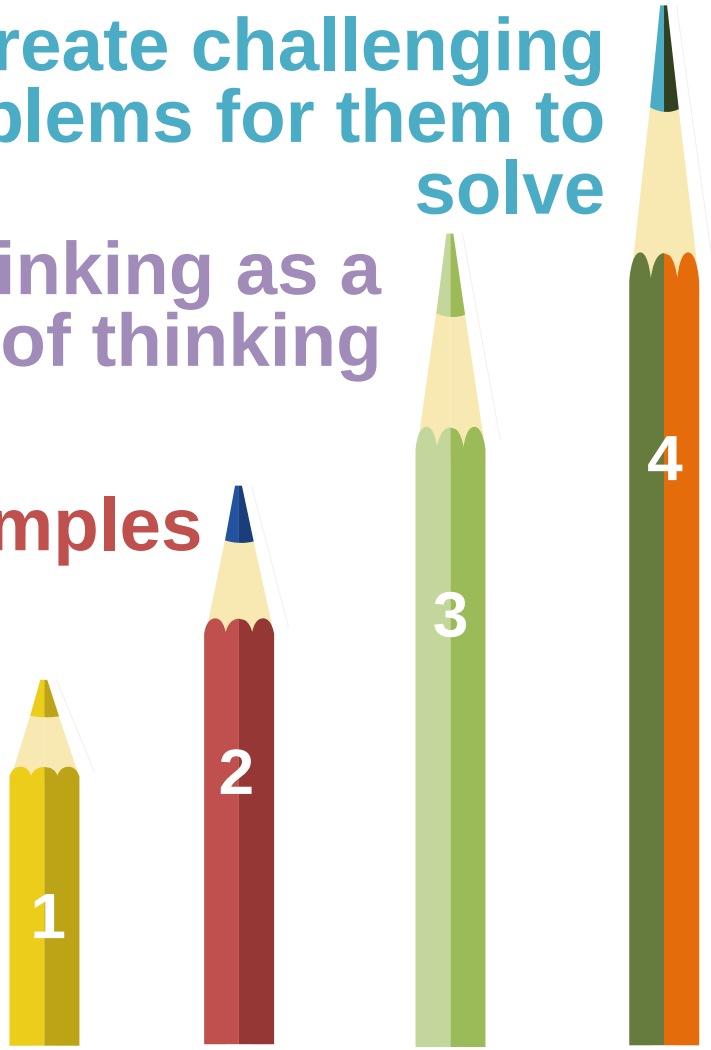
Ways to Increase Rigor

Create challenging problems for them to solve

Writing and thinking as a measure of thinking

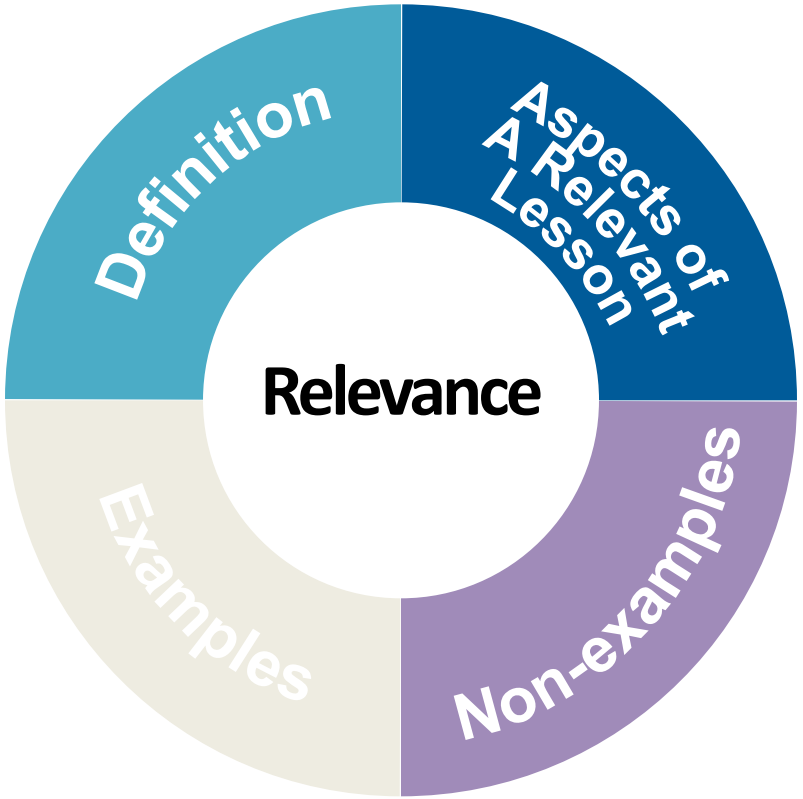
Sharing clear examples

Questions!!!



How Do You Define Relevance?

What makes a lesson relevant for students?



What is Relevant to Today's Students?

K-Born in 2010

6th Grade – Born in 2003

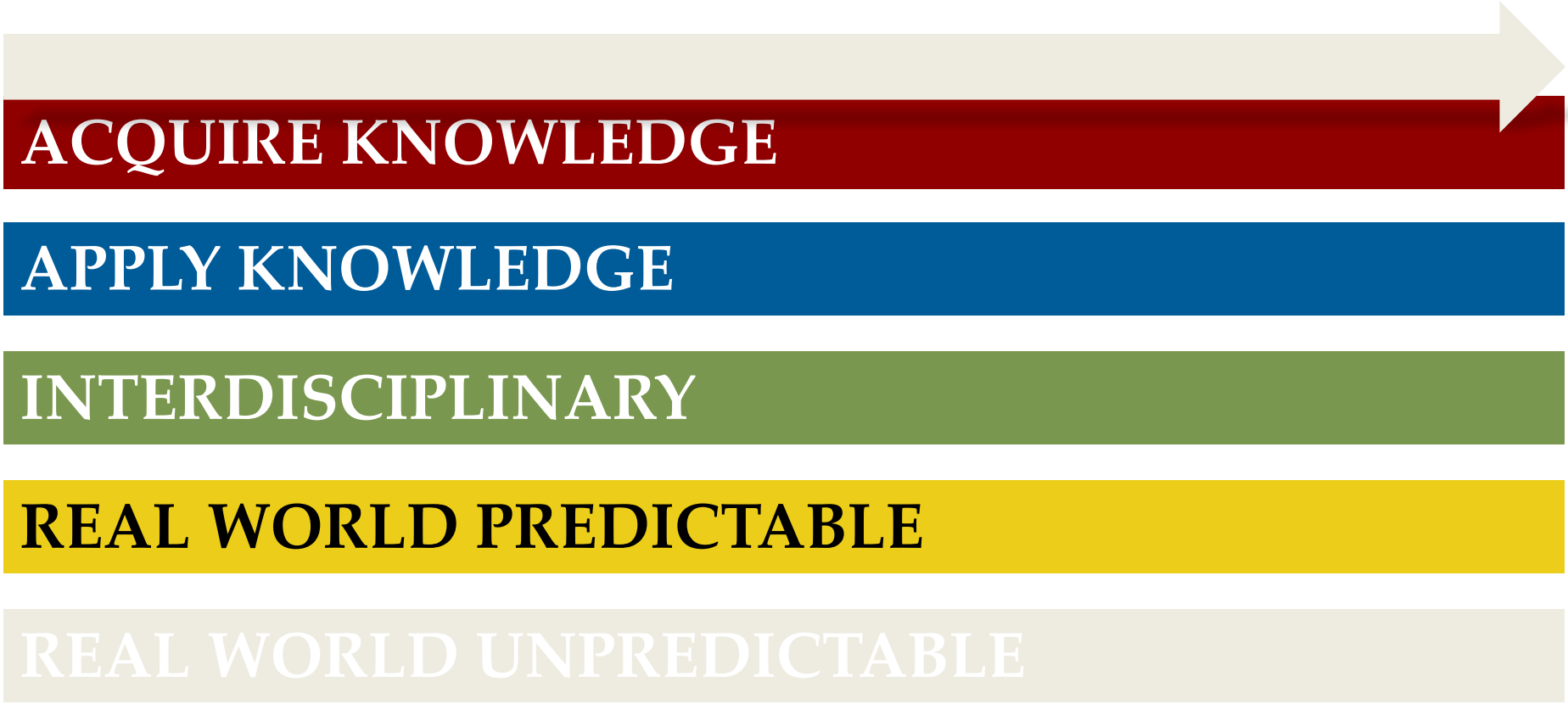
12th Grade – Born in 1997 (in K 2002)

What have you experienced that they have NOT?

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



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:

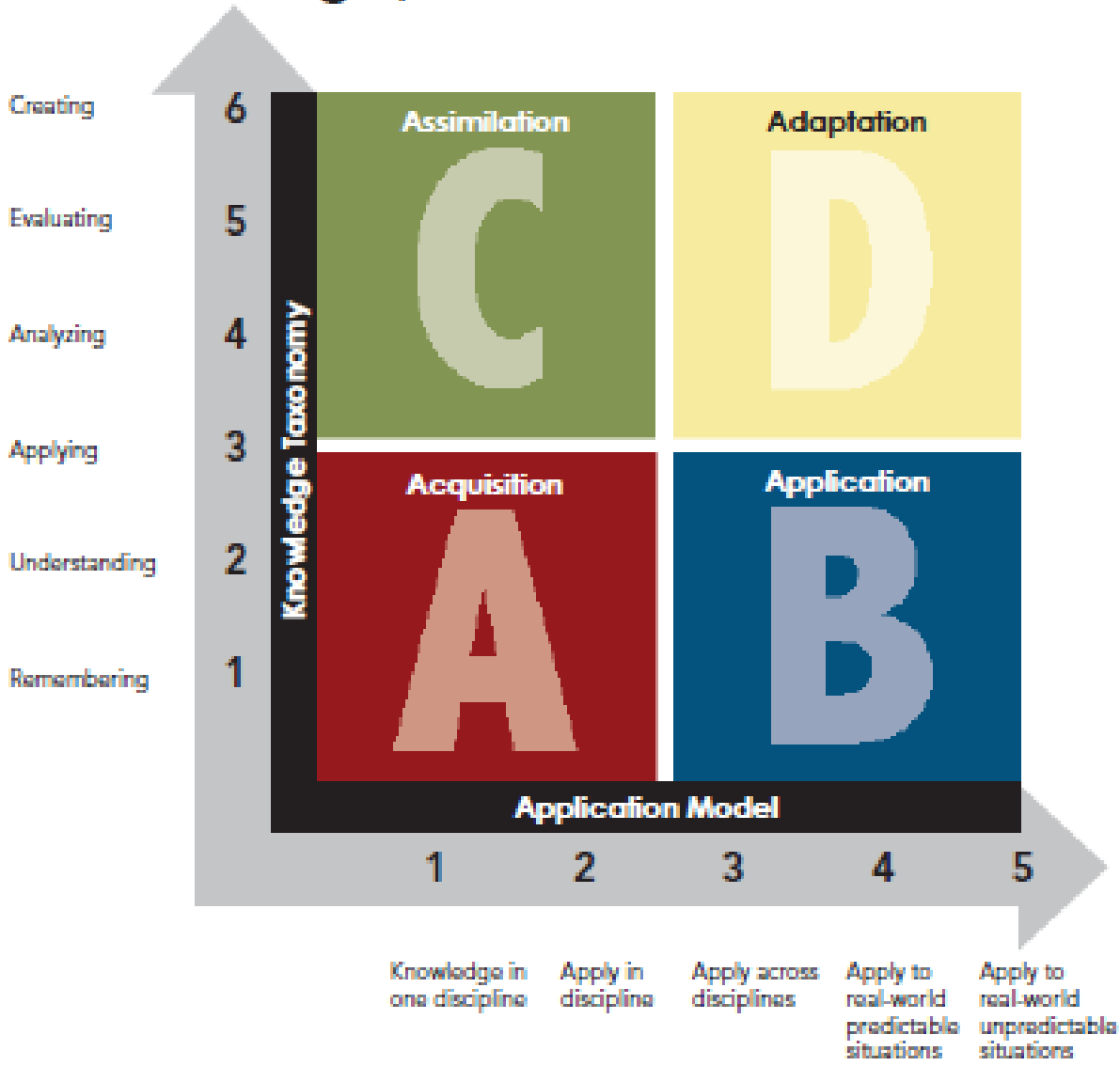
What They Learned

Why They Learned It

How They Will Use It

The lesson will have meaning for students

Rigor/Relevance Framework®



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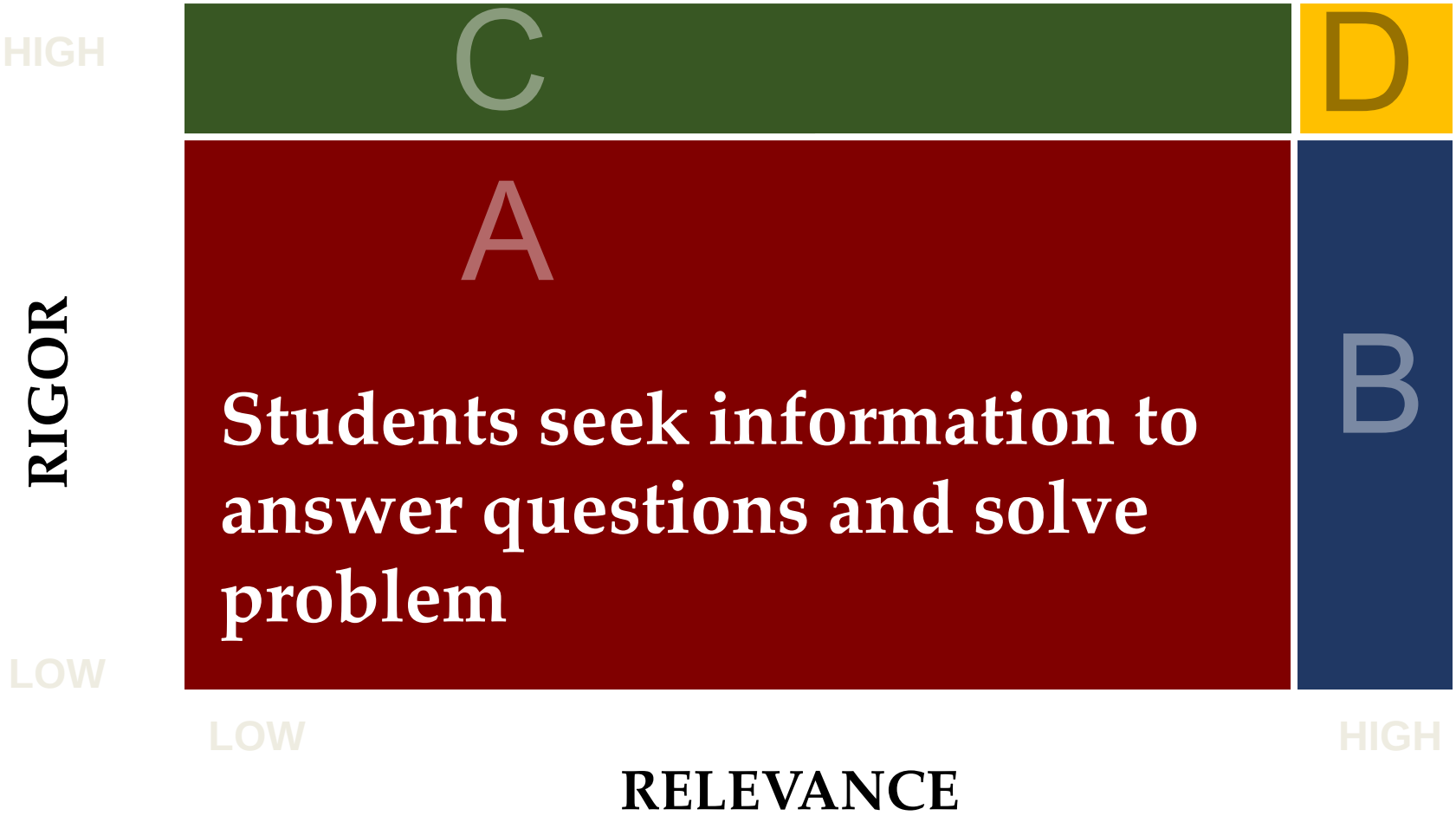

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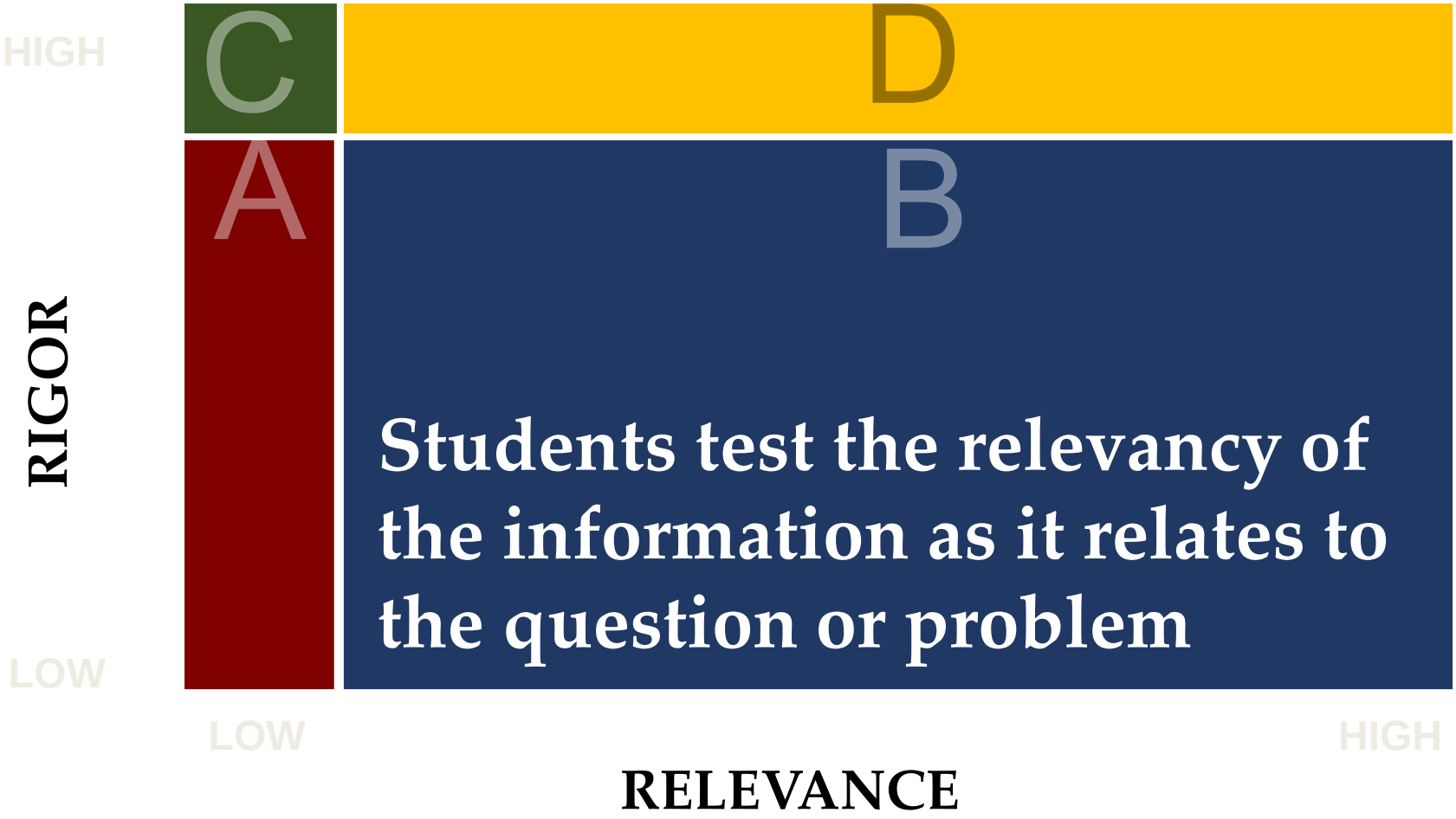

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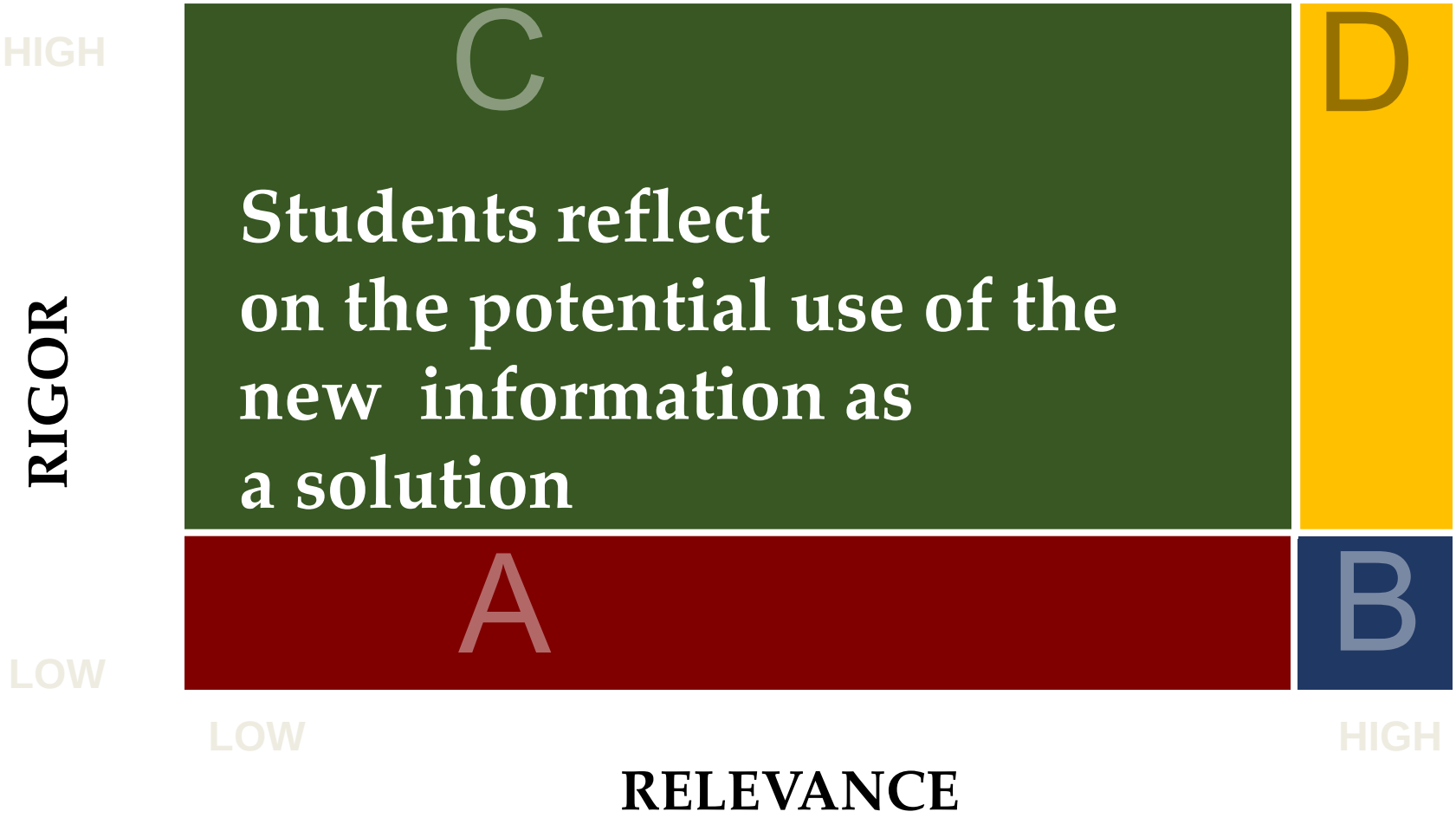

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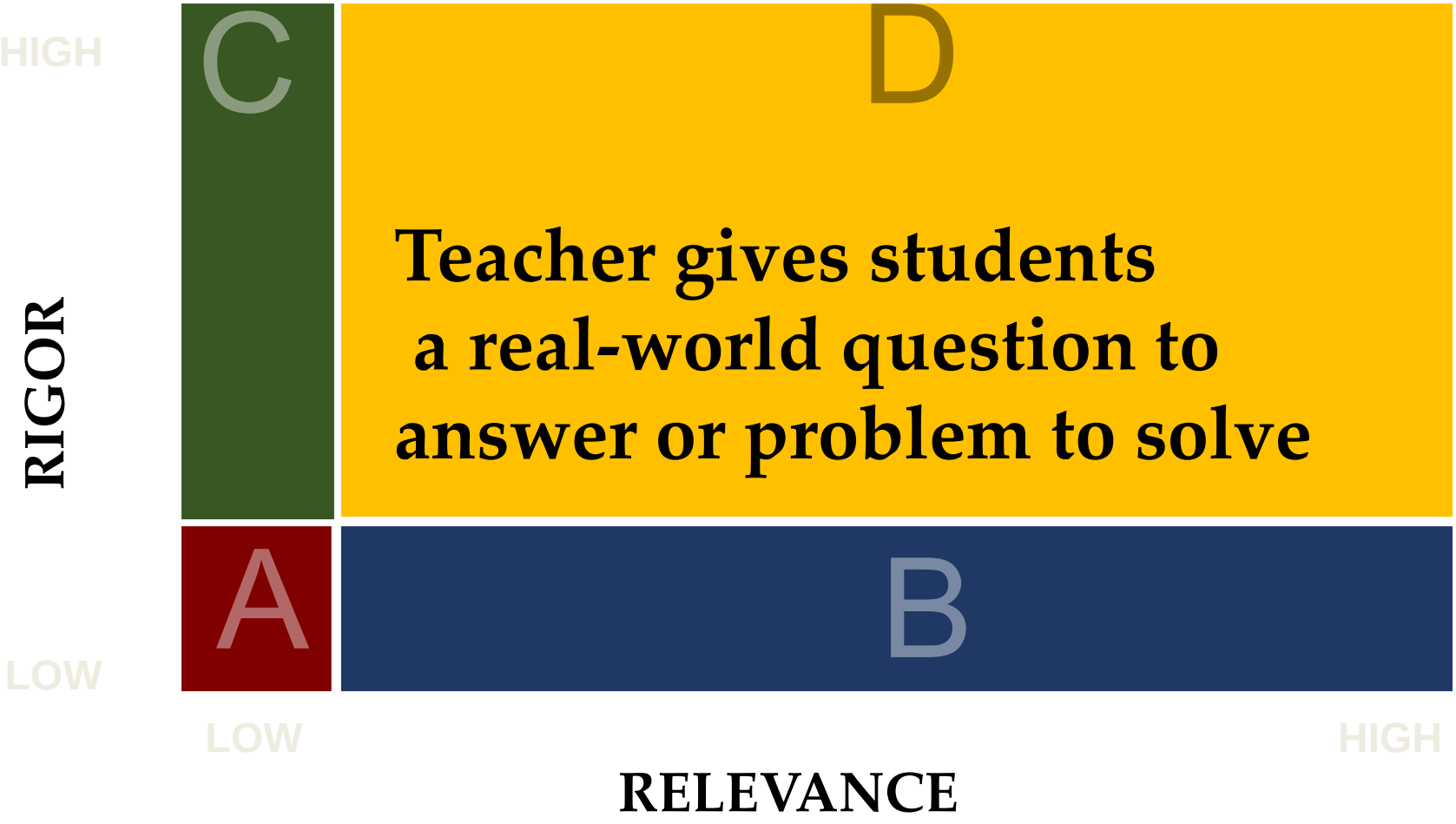

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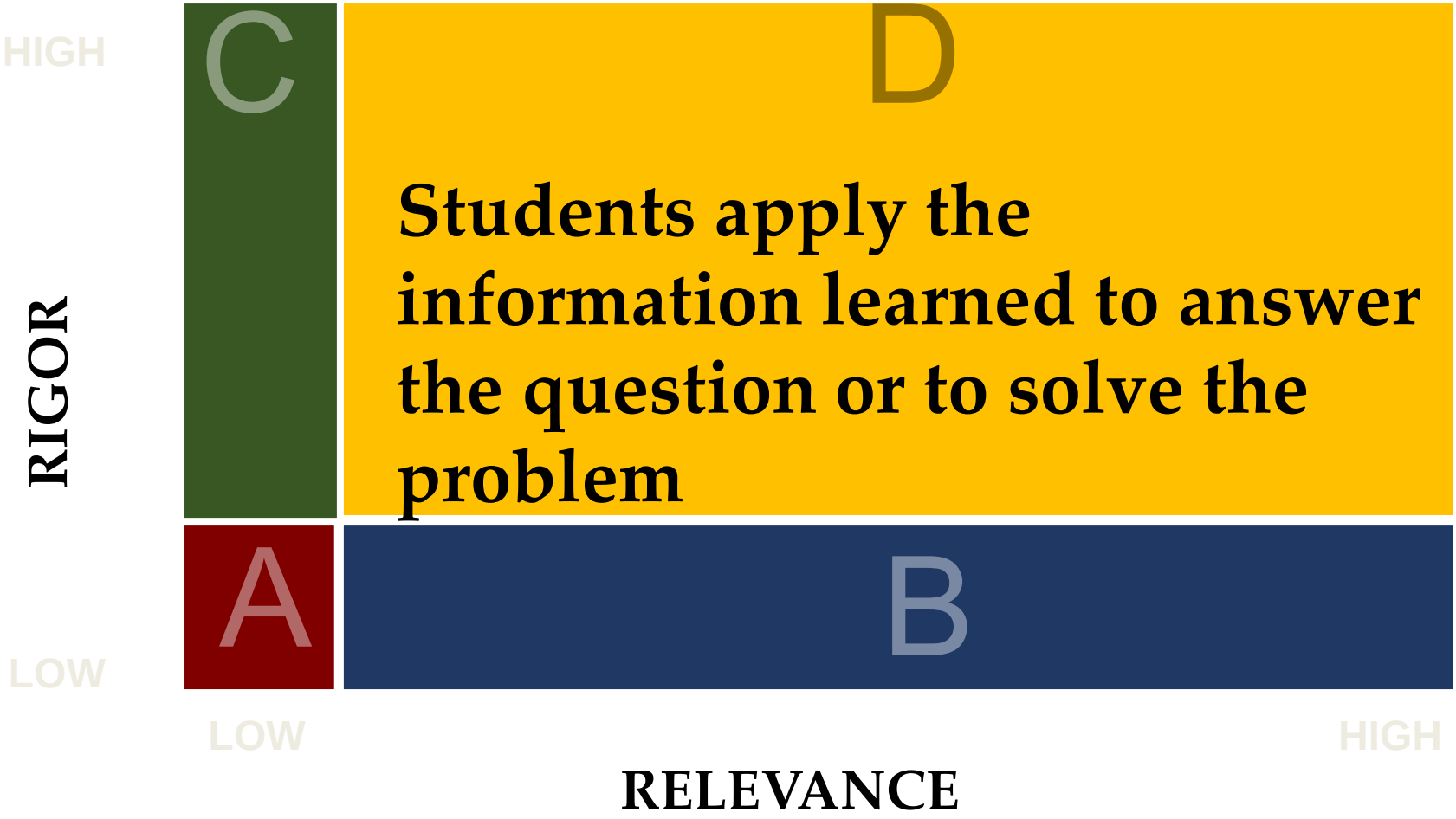

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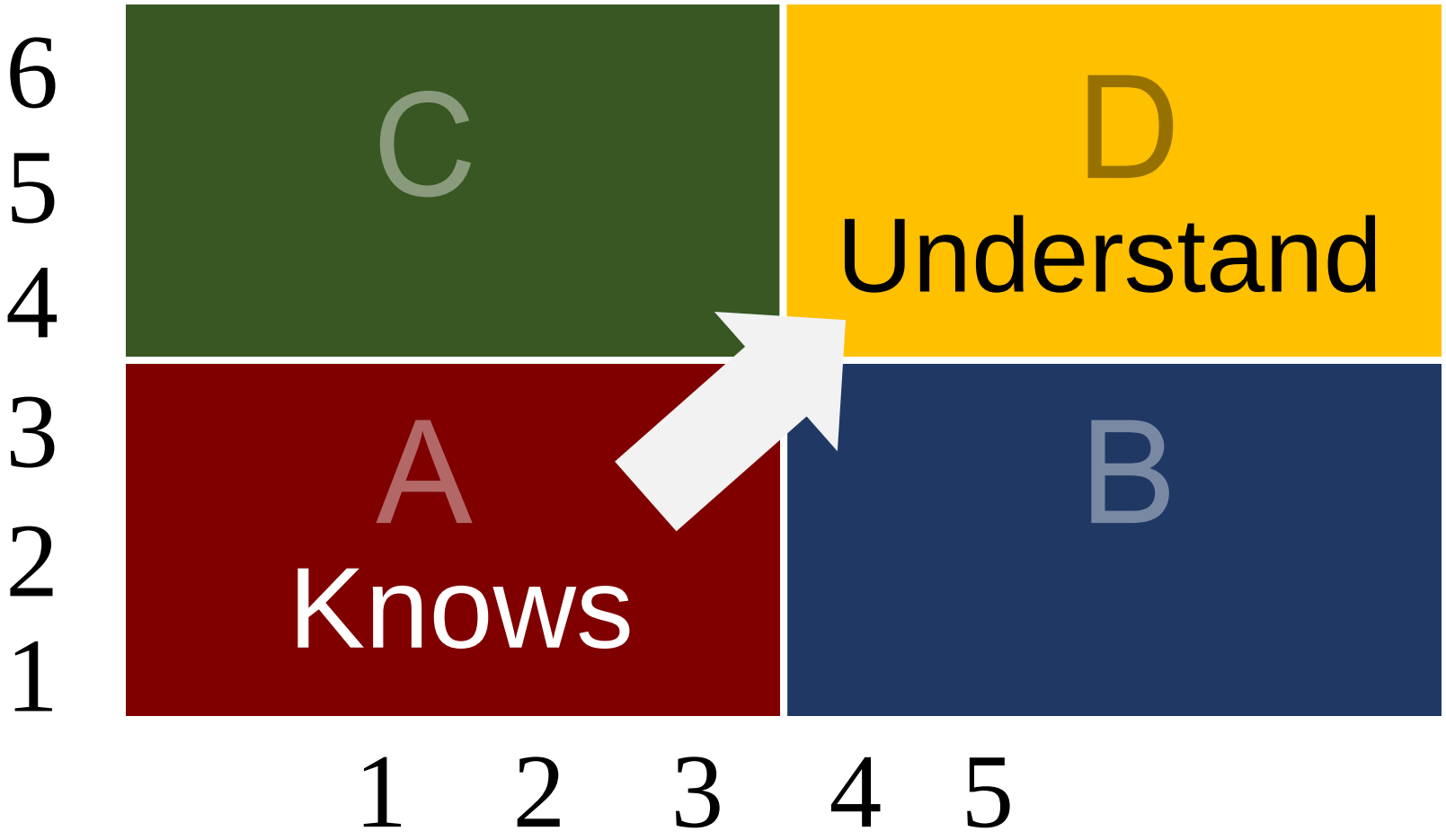

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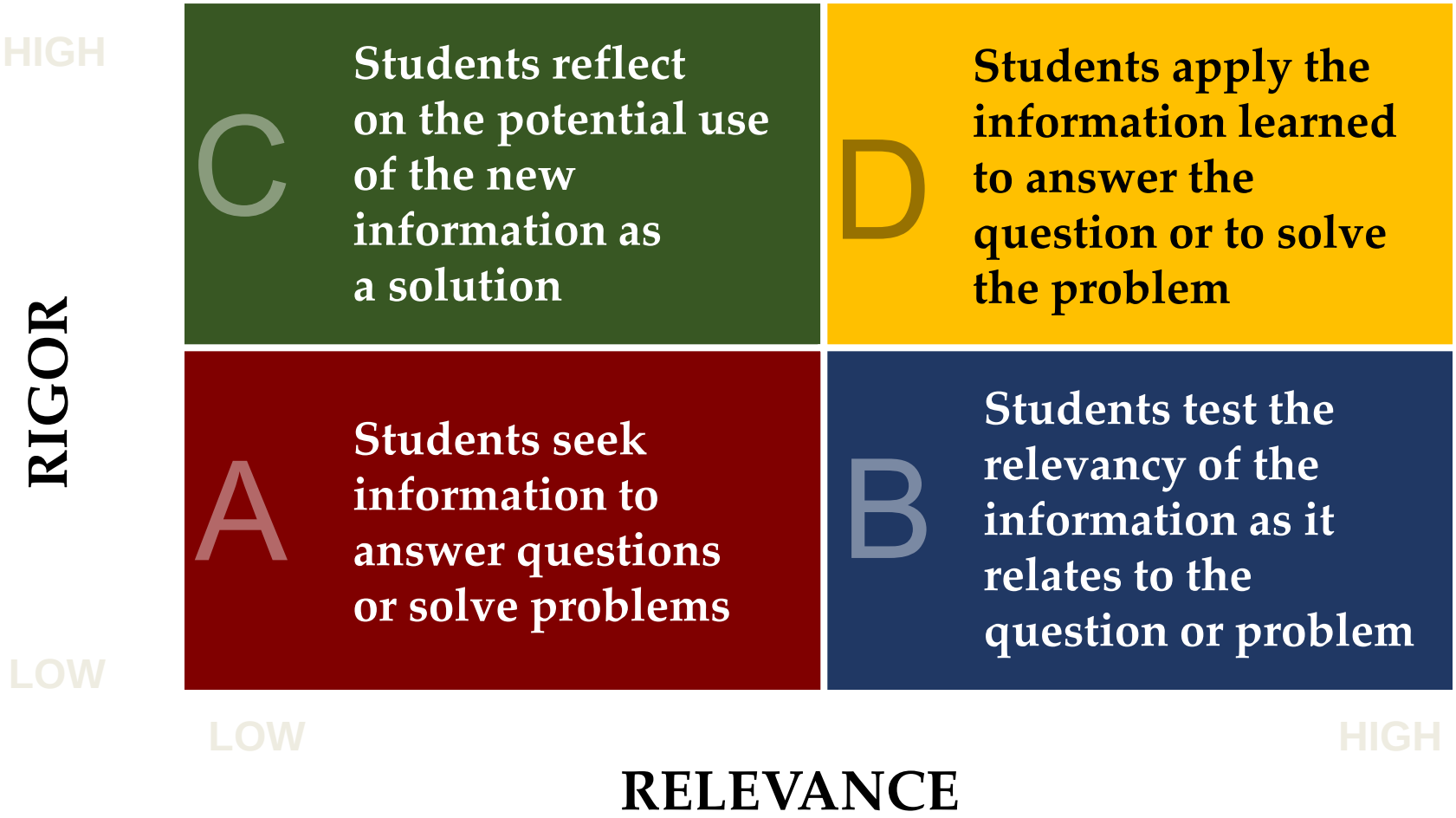
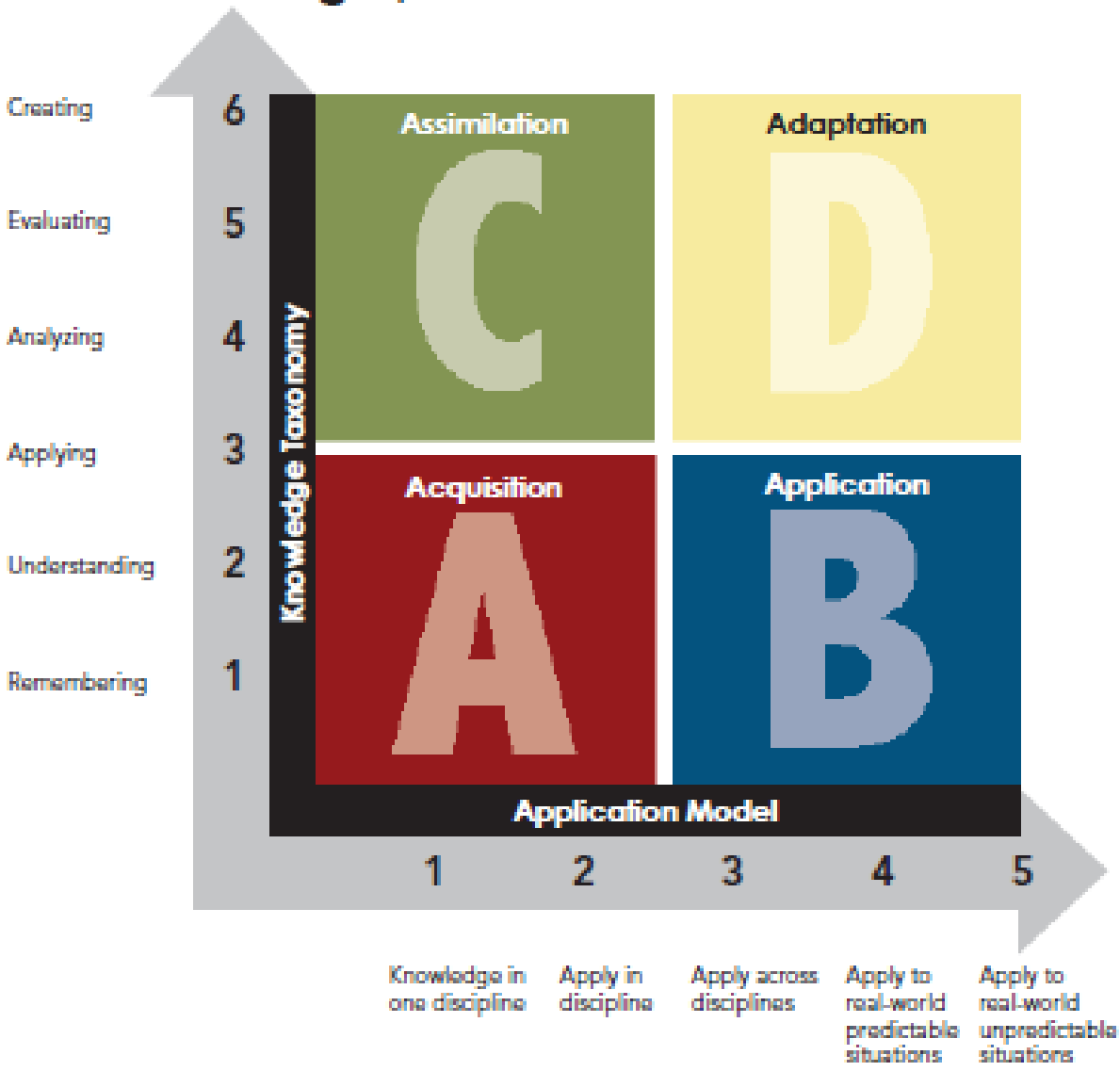


Rigor/Relevance Framework®



Quadrant A Verbs:	Quadrant B Verbs:	Quadrant C Verbs:	Quadrant D Verbs:
calculate	adjust	analyze	adapt
choose	apply	categorize	compose
count	build	classify	conclude
define	collect	compare	create
describe	construct	conclude	design
find	demonstrate	contrast	develop
identify	display	debate	discover
label	dramatize	defend	explore
list	draw	diagram	formulate
locate	fix	differentiate	invent
match	follow	discriminate	modify
memorize	illustrate	evaluate	plan
name	interpret	examine	predict
point to	interview	explain	prioritize
recall	look up	express	propose
recite	maintain	generate	rate
record	make	infer	recommend
say	measure	judge	revise
select	model	justify	teach
spell	operate	prove	
view	play	research	
	practice	study	
	produce	summarize	
	relate		
	role play		
	sequence		
	show		
	solve		
	tune		
	use		

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?
HUMAN RESOURCES
TESTS. I CAN TAKE TESTS.
WeKnowMemes