



*Welcome to the
Annual Conference!*



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Do Now

Rigor is...

Relevance
is...

The biggest
challenge to
ensuring rigor
and relevance
in my
class/school
is...



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Are My Students Getting What They Need?

Ensuring Rigorous and Relevant Instruction

Facilitated by Valerie Ward
School Performance Manager
The Governor John Engler Center for Charter Schools at CMU
August 17, 2021



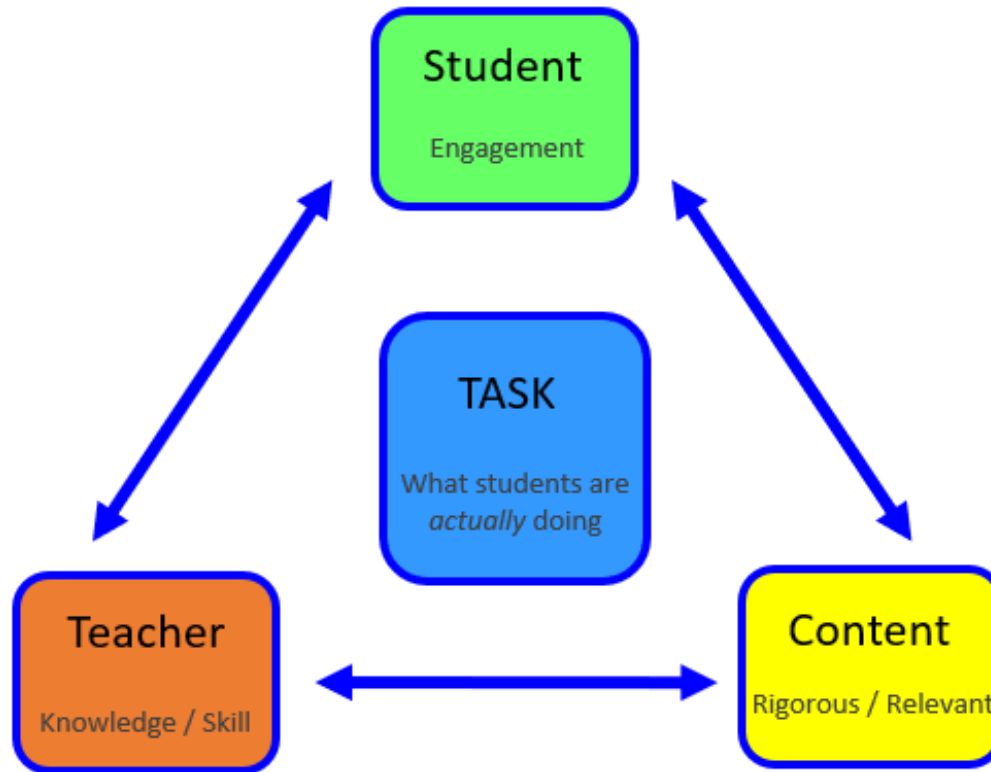
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Today's Outcomes

- Develop a deeper understanding of “rigorous” and “relevant” instruction
- Explore student-centered techniques that will increase engagement, growth and achievement.

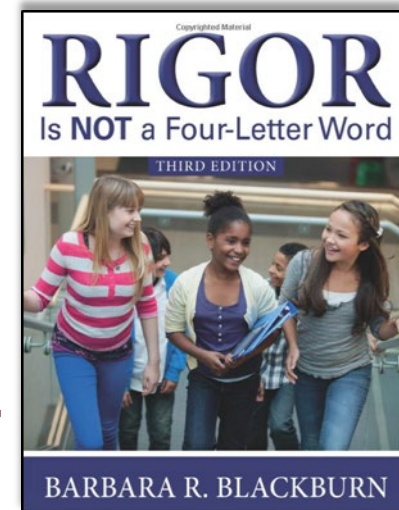


Instructional Core



What is Rigor?

- » Review your Do Now definition of RIGOR with an elbow partner.
- » “Rigor is creating an environment in which each student is expected to learn at high levels, each student is supported so he/she can learn at high levels, and each student demonstrates learning at high levels.”



-Barbara R. Blackburn



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Rigor In Various Forms

- Rigorous **content** is cognitively complex, thought-provoking, challenging and conceptual.
- Rigorous **environments** ensure students perform at their maximum potential while building their will to persevere.
- Rigorous **skills** foster independent, self-directed and productive learners who are creative and critical thinkers, problem-solvers, and innovators.



What is Relevance?

- » Review your Do Now definition of RELEVANCE with an elbow partner.
- » “Learning experiences that are either directly applicable to the personal aspirations, interests, or cultural experiences of students (*personal relevance*) or that are connected in some way to real-world issues, problems, and contexts (*life relevance*).”

» www.edglossary.org



Rigor and Relevance Together

» “When it comes to instructional design, relevance helps students see the value of what they’re learning & rigor ensures they are challenged to develop advanced skills and knowledge.”

» -Jill Thompson, *Learning Forward*



“Education is not the learning of facts, but the training of the mind to think.”

Albert Einstein
1879 - 1955



Real-World Connections

- » Make it Meaningful!
 - “Why do we have to learn this?”
- » Project-Based Learning
- » Inquiry-Based Learning
- » Experiential Learning



Methods to Enhance Relevance

- » **Project-based Learning**: A dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge of the subject.
- » **Inquiry-based Learning**: An instructional method based upon active learning with the core premise being that learning should be based around student questions with the teacher's job being the facilitator of students discovering knowledge themselves.
- » **Experiential Learning**: The process of making meaning from direct experiences (i.e., learning by doing).



Push Student Thinking

» “Students can do a lot of things during school that don’t require thinking. But they can’t write coherently without thinking, and they can’t speak logically about content without thinking.”

» —Patty Profound

SAY SOMETHING

Ways To Push Our Thinking!

- ✓ In other words...
- ✓ The important thing about this is...
- ✓ As I say this I am realizing...
- ✓ Another example is...
- ✓ This shows...
- ✓ This is important because...
- ✓ This is giving me the idea that...
- ✓ This connects to...
- ✓ To add on...
- ✓ I used to think...but now I'm realizing...
- ✓ What surprises me about this...
- ✓ On the other hand...
- ✓ This is different from...



Revised Bloom's Taxonomy – Question Starters

Remembering- Knowledge

Recall or recognize information, and ideas

The teacher should:

- Present information about the subject to the student
- Ask questions that require the student to recall the information presented
- Provide verbal or written texts about the subject that can be answered by recalling the information the student has learned

Question prompts

What do you remember about _____?
How would you define _____?
How would you identify _____?
How would you recognize _____?
What would you choose _____?
Describe what happens when _____?
How is (are) _____?
Where is (are) _____?
Which one _____?
Who was _____?
Why did _____?
What is (are) _____?
When did _____?
How would you outline _____?
List the _____ in order.



Anderson & Krathwohl, 2001

Understanding-Comprehension

Understand the main idea of material heard, viewed, or read. Interpret or summarize the ideas in own words.

The teacher should:

- Ask questions that the student can answer in his/her own words by stating facts or by identifying the main idea.
- Give tests based on classroom instruction

Question prompts:

How would you compare _____? Contrast _____?
How would you clarify the meaning _____?
How would you differentiate between _____?
How would you generalize _____?
How would you express _____?
What can you infer from _____?
What did you observe _____?
How would you identify _____?
How can you describe _____?
Will you restate _____?
Elaborate on _____.
What would happen if _____?
What is the main idea of _____?
What can you say about _____?



Anderson & Krathwohl, 2001

Read with Purpose

- Highlight or star key areas of interest and new information.
- Reflect on your typical style for developing and utilizing questions.
- Determine a goal for strengthening questioning in your classroom or building.

Five Purposes Of Questioning

To guide students toward understanding when introducing material

To push students to do a greater share of the thinking

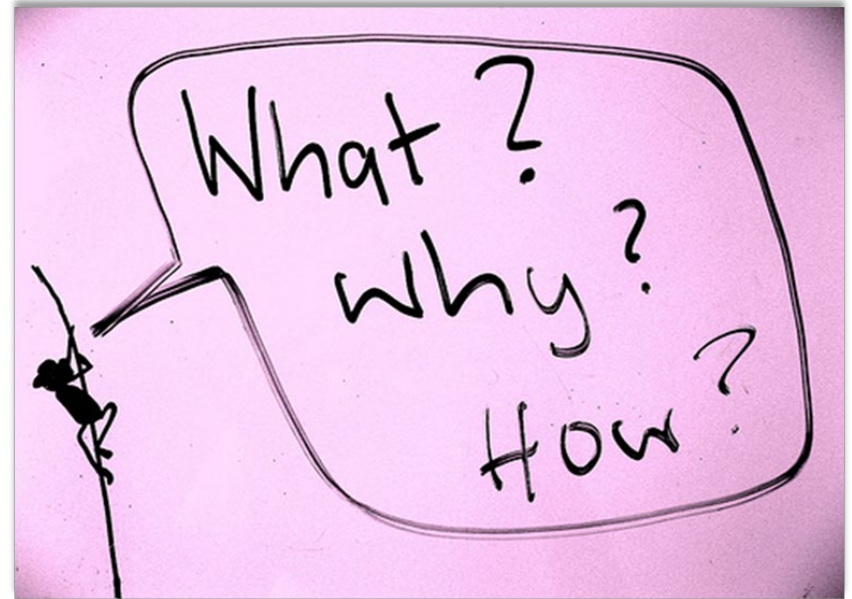
To remediate an error

To stretch students

To check for understanding

Question Stems

- What evidence...
- What makes you say that...
- What if...



Tip: Focus on structuring open-ended questions for your lessons ahead of time and encourage students to phrase their questions in the same manner.



Constructed Response

R

RESTATE THE QUESTION

Restate or reword the question and turn it into a statement.

A

ANSWER THE QUESTION

What is being asked?
Answer all parts of the question.

C

CITE THE SOURCE

Tell where you found examples and details in the text.
In paragraph 2... The text states ... The author says...

E

EXPLAIN your response. Give evidence from the text to support your answer. Add your thoughts.

For example... This shows... This means... I believe...



Can You See It?

»» What might a classroom look and sound like when the environment is primed for rigorous and relevant instruction?

Looks Like	Sounds Like

Write-Pair-Share



QUESTIONS & ANSWERS

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“Rarely do we find men who willingly engage in hard, solid thinking. There is an almost universal quest for easy answers and half-baked solutions. Nothing pains some people more than having to think.”

Martin Luther King Jr.



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