



THE GOVERNOR JOHN ENGLER
**CENTER FOR
CHARTER SCHOOLS**
CENTRAL MICHIGAN UNIVERSITY

Are My Students Getting What They Need?

Ensuring Rigorous and Relevant Instruction

**August 17, 2021
Annual Conference**

Facilitated by Valerie Ward
School Performance Manager
Academic Performance and Accountability Team
The Governor John Engler Center for Charter Schools
vward@thecenterforcharters.org
616-498-9202

Session Outcomes

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

Do Now

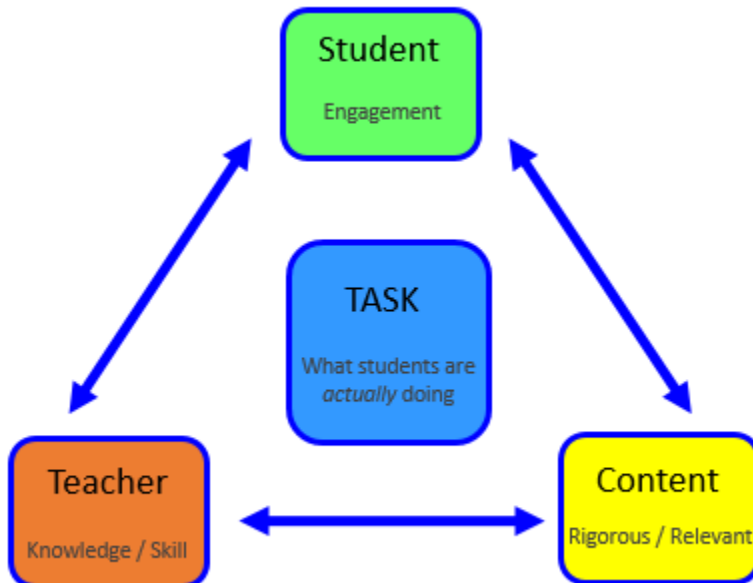
Complete the following sentence starters.

Rigor is _____

Relevance is _____

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

The Instructional Core



Notes: _____

Rigor in Various Forms

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

Real-World Connections

It is important to consider relevance at all times of lesson planning and delivery to engage students. A few ideas to increase relevance and build in the appropriate levels of rigor for students include:

Project-Based Learning: A _____ classroom approach in which students actively explore _____ problems and challenges and acquire a deeper knowledge of the _____.

_____ **-Based Learning:** An instructional _____ based upon active learning with the core premise being that _____ should be based around _____ questions with the teacher’s job being the facilitator of students discovering knowledge themselves.

Experiential Learning: The _____ of making meaning from direct experiences (i.e., learning by _____).

Notes: _____

Ways to Push Thinking

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...

Questioning

1. To guide _____
2. To push _____
3. To remediate _____
4. To stretch _____
5. To check for _____

Notes:

Constructed Response

Revised Bloom's Taxonomy – Question Starters

Remembering- Knowledge

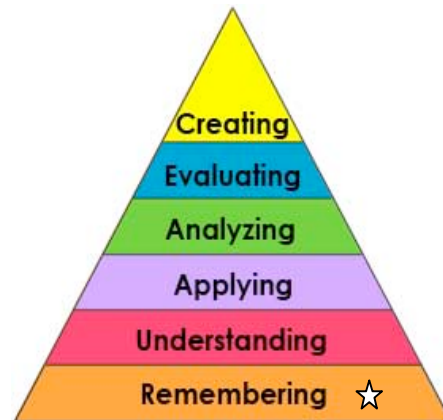
Recall or recognize information, and ideas

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

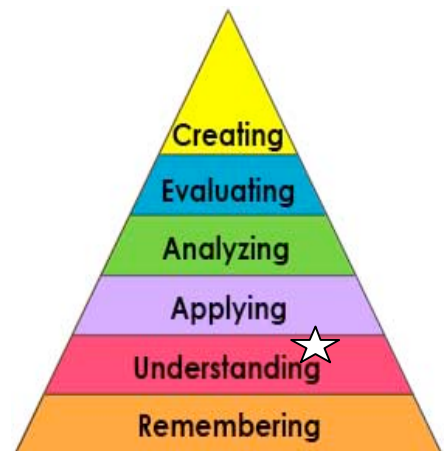
Understand the main idea of material heard, viewed, or read. Interpret or summarize the ideas in own words.

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

Applying-Application

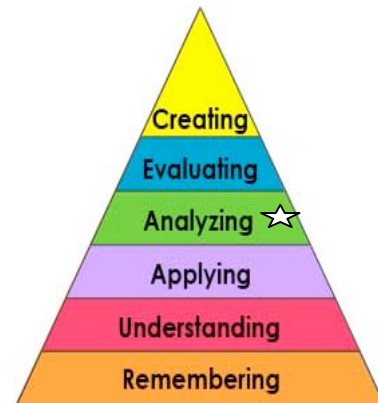
Apply an abstract idea in a concrete situation to solve a problem or relate it to prior experience.

The teacher should:

- Provide opportunities for the student to use ideas, theories, or problem solving techniques and apply them to new situations.
- Review the student's work to ensure that he/she is using problem solving techniques independently.
- Provide questions that require the student to define and solve problems.

Questioning prompts:

What actions would you take to perform _____?
How would you develop _____ to present _____?
What other way would you choose to _____?
What would the result be if _____?
How would you demonstrate _____?
How would you present _____?
How would you change _____?
How would you modify _____?
How could you develop _____?
Why does _____ work?
How would you alter _____ to _____?
What examples can you find that _____?
How would you solve _____?



Anderson & Krathwohl, 2001

Analyzing - Analysis

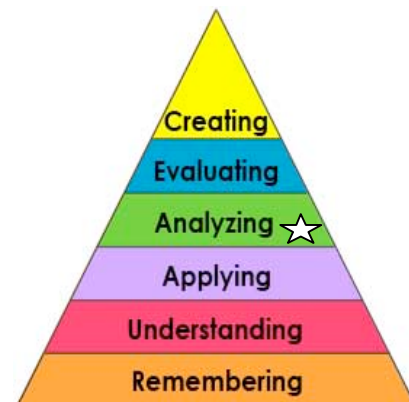
Break down a concept or idea into parts and show relationships among the parts.

The teacher should:

- Allow time for students to examine concepts and ideas and to break them down into basic parts.
- Require students to explain why they chose a certain problem solving technique and why the solution worked.

Questioning prompts:

How can you classify _____ according to _____?
How can you compare the different parts _____?
What explanation do you have for _____?
How is _____ connected to _____?
Discuss the pros and cons of _____.
How can you sort the parts _____?
What is the analysis of _____?
What can you infer _____?
What ideas validate _____?
How would you explain _____?
What can you point out about _____?
What is the problem with _____?
Why do you think _____?



Anderson & Krathwohl, 2001

Evaluating- Evaluation

Make informed judgments about the value of ideas or materials. Use standards and criteria to support opinions and views.

The teacher should:

- Provide opportunities for students to make judgments based on appropriate criteria.
- Have students demonstrate that they can judge, critique, or interpret processes, materials, methods, etc. using standards and criteria.

Questioning prompts:

What criteria would you use to assess _____?

What data was used to evaluate _____?

What choice would you have made _____?

How would you determine the facts _____?

What is the most important _____?

What would you suggest _____?

How would you grade _____?

What is your opinion of _____?

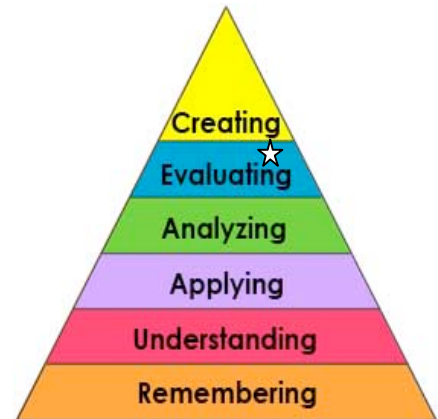
How could you verify _____?

What information would you use to prioritize _____?

Rate the _____.

Rank the importance of _____.

Determine the value of _____.



Creating-Synthesis

Bring together parts of knowledge to form a whole and build relationships for new situations.

The teacher should:

- Provide opportunities for students to assemble parts of knowledge into a whole using creative thinking and problem solving.
- Require students to demonstrate that they can combine concepts to build new ideas for new situations.

Questioning prompts:

What alternative would you suggest for _____?

What changes would you make to revise _____?

How would you explain the reason _____?

How would you generate a plan to _____?

What could you invent _____?

What facts can you gather _____?

Predict the outcome if _____.

What would happen if _____?

How would you portray _____?

Devise a way to _____.

How would you compile the facts for _____?

How would you elaborate on the reason _____?

How would you improve _____?

