



## LILIE, LLC Course Information

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### **Title of Course (45 hours):** Infusing Rigor into Your Classroom

#### **Course Description:**

Participants will examine ways they can create meaningful, challenging instruction that provides opportunities that allow for higher level thinking in their students. By approaching personal teaching practices with the goal of increasing levels of rigor and relevance student achievement will increase. Educators will explore resources and develop teaching strategies that can be incorporated immediately across content areas, grades and subjects to provide challenging and significant learning experiences in their classrooms.

#### **Overall Course Objective and Expectation(s): SWBAT:**

- Gain an understanding of educational rigor
- Examine research grounded in the need for rigor and synthesize findings
- Articulate a personal understanding of rigor
- Explore the key elements of rigor – curriculum, instruction and assessment
- Apply design principles based on increased rigor in the analysis and design of planning, lessons, and assessments

**Opportunities for Common Core Standards Alignment:** Course work will, when applicable, demonstrate the practice of common core standard shifts. This practice by instructors of LILIE courses may act as a model for implementation of learned information and skills into common core aligned classroom practice. Depending on nature and thrust of course objective, course will make attempt to balance informational and literary texts, provide for deeper and more critical knowledge in the discipline(s), provide for a staircase of complexity, offer ways in which to demonstrate text-based answers, offer opportunities of writing from various sources applicable to course content and offer tiered academic vocabulary through resources, assignments and instructor-peer and peer-peer dialogue.

#### **Course Instructional Materials:**

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

#### **Instructor Consultation and Interaction:**

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

#### **Suggested Readings (subject to change):**

[RIGOR is NOT a Four-Letter Word](#) by Barbara R. Blackburn

Critical Thinking and Formative Assessments: Increasing the Rigor in Your Classroom by Todd Stanley and Betsy Moore  
Rigor Made Easy: Getting Started by Barbara Blackburn  
Caring To Teach, Teaching To Care: The Importance Of Relationship, Respect, Responsibility, Relevance, And Rigor... by Dave Opalewski and Anna Unkovich  
Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction, and Assessment... by Larry Ainsworth

**Proof of Course Completion:**

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



## Scope & Sequence/Weekly Topics and Objectives

### *Week 1*

#### **Topic(s): Introduction, Definitions, Research, Expectations and Why?**

##### **Objectives:**

- State a minimum of 3 professional goals and expectations for this course
- Define RIGOR
- Review and explain the research behind the focus on rigor
- Identify the clear expectations and foundational beliefs of why rigor is important

##### **Impact on Classroom Instruction:**

Participants will familiarize themselves with the history, theories and principles behind rigor. They will use the conversations and resources shared throughout the course to help prepare students for life after high school by increasing rigor in our classrooms.

##### **Learner Outcomes:**

Students will be able to:

- Summarize information from multiple resources regarding rigor
- Identify informative, helpful resources to transition current learning environment to a learning environments infused with rigor
- Connect rigor with literacy (complexity and strategies)
- Respectfully engage in dialogue with others

##### **Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE,LLC):***

- Introduce self to classmates explaining position, experience and professional mission statement
- Summarize the background and history of rigor
- Read resources and articles, reflect, reference and post about readings
- Plan and post professional goals for class to be implemented throughout course
- Check for understanding and clarify misconceptions via daily postings and discussions



## *Week II*

### **Topic(s): Ways to Increase Rigor –Complexity of Content and Curriculum, Questioning and Assessments**

#### **Objectives:**

- Examine the importance of “quality not quantity” and “doing more with less”
- Compare and contrast current classroom applications with rigorous classroom applications
- Identify instructional strategies, techniques and resources that relate to highly effective questioning
- Create rigorous assessments

#### **Impact on Classroom Instruction:**

Participants will explore many models for organizing higher levels of questions and then adapt them to their specific learning environment. They will evaluate and critique their current curriculum with the focus of increasing complex content that can lead to a successful learning experience for all students.

#### **Learner Outcomes:**

Students will be able to:

- Identify characteristics of good questioning
- Demonstrate understanding of learning at high levels with challenging and varied assessments and raising the level of content
- Modify current practices to include more rigorous activities
- Professionally respond to peer postings

#### **Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC):***

- Share highly effective questioning techniques
- Review in depth the difference between “quality vs. quantity”
- Read and summarize multiple articles relating to effective questioning techniques and assessments
- Explore online resources and write a brief synopsis of points that resonate
- Post follow up questions on forum to further professional sharing and learning
- Moderate professional conversations



### *Week III*

## **Topic(s): Ways to Increase Rigor – Support, Guidance, Open-Ended Focus, Student Motivation, Differentiation and Engagement**

### **Objectives:**

- Examine resources and collect information about rigor support and guidance strategies – scaffolding, modeling, and chunking
- Incorporate differentiated activities and assignments into lessons
- Identify and reflect upon current personal teaching experiences and adapt unit lessons to include evidence of knowledge of students, differentiation strategies with an open-ended focus

### **Impact on Classroom Instruction:**

Participants will delve further into the concept of “digging into rigor”. They will research resources available for increasing student motivation and engagement. Participants will also identify the purpose and need for differentiation.

### **Learner Outcomes:**

Students will be able to:

- Assess and evaluate support and guidance strategies and formulate a plan to adapt to current lesson planning
- Read, discuss and implement new research- based differentiation strategies
- Identify informative, helpful resources relating to rigor and student motivation and engagement

### **Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE,LLC):***

- Review a variety of differentiation strategies
- Examine lesson plans and incorporation of rigorous, open-ended focus elements
- Study the impact of student perceptions and student teacher interactions
- Moderate conversations between participants and encourage dialogue



### *Week IV*

## **Topic(s): Challenges, Put into Practice and Reflections**

### **Objectives:**

- Compare and reflect on teaching practices before taking this course and after
- Identify new instructional strategies, techniques and resources that relate to rigorous content
  - and complexity that can be adapted to your teaching
- Share rigor infused lessons
- Analyze the learning experience in this course by reflecting on professional goals and expectations set at the beginning of this course

### **Impact on Classroom Instruction:**

Participants will apply new information gleaned throughout course to implement instructional strategies, ideas and concepts to raise the level of rigor. They will also address the stumbling blocks and challenges while overall creating situations that increase student engagement, expectations and motivation.

### **Learner Outcomes:**

Students will be able to:

- Design curricula and plan instruction based on knowledge and definition of rigor
- Explore the importance of reflection and professional goal setting
- Modify current lesson planning and teaching practices based on collegial discussions of rigor

### **Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC):***

- Provide feedback and evaluation of implemented ideas via course postings
- Compare prior knowledge to acquired knowledge
- Share newly created rigorous and lessons and assessment and peer reflect
- Discuss proactive ways for teachers to continue to build upon course information, reflect on learning
  - and improve instruction
- Post course reflection overview