



LILIE, LLC Course Information

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**More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

Title of Course: : Infusing Rigor into Your Classroom Instruction and Outcomes

Course Description: Participants will examine ways they can create meaningful, challenging, rigorous instruction and assessments that provide opportunities that allow for higher level thinking as the norm. They will explore and vet a multitude of resources and develop teaching strategies and assessments that can be incorporated immediately across content areas, grades and subjects to provide challenging and significant learning experiences for every student in their classrooms in an environment that supports risk taking in a safe, brave space. As no singular teaching experience will match another, it's crucial to experience this course in the same rigorous manner we approach the application of our teaching methodology for our classrooms. Every participant in this course comes to this course with a different background (geographical, cultural, life experience.) They will step out of their comfort zone by building a process for continually assessing, reflecting upon and challenging biases and prejudices while building a coalition with educators that are different from them. As a culminating activity participants will create or update a unit of study to include rigorous assessment, instruction, materials and instructional strategies.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback n in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Session I

<p>Objectives</p>	<p>Participants in the is course will:</p> <ul style="list-style-type: none"> -Share educational bio, identity markers and personal foundation beliefs about rigor) with course participants to: establish a baseline, create connections, offer multiple perspectives and state a minimum of 3 professional goals and expectations for this course as a component of their professional growth and commitment to offering a brave yet rigorous learning experience. -Define RIGOR and 5 new vocabulary words connected to it to create a common understanding of the framework of rigor and critical consciousness -Review and explain the history and research behind the focus on rigor to build a foundation for comprehension and implementation especially in marginalized and underserved communities -Identify the clear expectations and foundational beliefs of why rigor and critical consciousness is so important when lesson planning while also addressing how rigor can be considered an “exclusionary concept” one that suppresses BISOC brilliance and abilities.
<p>Topics</p>	<ul style="list-style-type: none"> ● Focus on Equity, Brave Spaces and Culturally Responsive Teaching ● Awareness ● Questioning Constructs of Rigor
<p>Application to Instruction & Student Learning</p>	<p>The transition from face-to-face instruction to instruction in an online learning format (or a combination of both) requires instructors to take on new roles and responsibilities that vary from those of a traditional classroom setting.</p> <p>Participants will reflect on their identity markers, foundational beliefs surrounding rigor, understand the definition of rigor and the importance of rigor as part of a teaching method. They will come to appreciate the merit of a progressive pursuit of information and feedback to better understand any topic on a macro and micro level while incorporating the potential varying interpretations of information innate among their students.</p> <p>Participants will familiarize themselves with vocabulary words/jargon connected to rigor so they can identify opportunities to implement rigor in their daily instruction (either asynchronous or synchronously) and elicit/encourage rigor in their students’ pursuits of information.</p> <p>Participants will utilize the conversations and resources taught and implemented throughout this week and course to critically analyze the concepts/resources/historical construct of rigor, increase rigor and enhance lesson plans to appropriately challenge students, identifying and crafting such lessons to meet the diverse and varied needs of both educators and students.</p> <p>Participants will understand the importance of promoting rigor to their students, with attention to those historically underrepresented and underserved by exploring ideas from Hammond’s book and applying to instructional practices</p>

Session II

Objectives	<p>Participants in course will, throughout this session:</p> <ul style="list-style-type: none"> • Examine the importance of “quality not quantity” and “doing more with less” when planning lessons and implement this shift into their own planning and instructional decisions • Examine and identify the identities struggles of marginalized populations and students in order to provide the knowledge and lens to take steps in supporting these students as well as ways to promote rigor unique to their needs • Compare and contrast current classroom applications with what are exemplar models of rigorous classroom applications keeping in mind awareness and information processing (framework for culturally responsive teaching) in both school-based learning and distance learning environments. • Identify instructional strategies, techniques and resources that relate to highly effective questioning that can be easily incorporated in to current learning environment and evaluate which would be most useful in their application and/or what modifications may need to be successful in a distance learning environment. • Understand and identify marginalized populations • Connect new content to culturally relevant examples and metaphors from students’ community and everyday lives • Decide where they currently fall in the scale of 0-5 (5 being “all in”) as a “progressive/anti-racist/multi-cultural/responsive” educator • Explore the value and necessity of incorporating research and resources that reflect the experiences and perspectives of non-dominant racial and cultural groups • Create rigorous, differentiated assessments that challenge students at the appropriate level and allow them to demonstrate understanding and convey thoughts in multiple formats based on need, identities and culture
Topics	<ul style="list-style-type: none"> • Ways to Increase Rigor – Information Processing, Complexity of Content and Curriculum, Questioning and Assessments • Explore the value and necessity of incorporating research and resources that reflect the experiences and perspectives of non-dominant racial and cultural groups. A student’s racial and cultural background plays a significant role in a student’s growth of identity and can often have a powerful impact on academic performance. As educators, we must be mindful to focus on racial and cultural needs as well as the intellectual, behavioral, or social needs. • Understanding and Identifying the Marginalized and their needs • Examine Bias’ Role and how to combat
Application to Instruction & Student Learning	<p>Participants will:</p> <ul style="list-style-type: none"> • Explore many models for pursuing higher levels of questions and adapting/organizing them to meet the needs of their students, specific learning environments and project goals, understanding the point-of-view and intent of the questions and the possibilities of a complex array of responses. • Customize more advanced questioning methodology to overcome institutional, geographical, cultural, and experiential hurdles they may encounter from subjects. • Explore the value and necessity of incorporating research and resources that reflect the experiences and perspectives of non-dominant racial and cultural groups to underscore the importance and ways in which to best reach these students and cultivate and expectation of rigor for all • Evaluate and critique their current curriculum and materials with a focus on increasing complex content, diversity, and critical consciousness which will lead to a successful learning experience for all students in all educational settings.

Session III

Objectives	<p>Participants will:</p> <ul style="list-style-type: none"> • Read Positive School Climates and Diverse Populations and explain your goals in creating a brave learning environment for those underserved student populations being sure to identify the population(s) and the inequities you see them face.
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	<ul style="list-style-type: none"> • Think about your instruction (BCSD) and examine resources and collect information about rigor support and guidance strategies (i.e., scaffolding, modeling, and chunking) to be used in both school-based and/or distance learning • Incorporate differentiated culturally connected activities and assignments into lesson plans that recognize individual differences and take into account these differences in their practice and share result(s) • Use and model a variety of graphic organizers during instruction to encourage students to identify and use the task appropriate graphic organizer and also level the playing field. • Explain connection between rigor, “Habits of the Mind” and PZ Thinking Routines and how that connection can help students learn at higher levels • Help correct the trend of limited or non-existent opportunities due to educational inequity for culturally and linguistically diverse students to develop habits of mind and cognitive capacities • Identify and reflect again upon current personal teaching experiences; adapt unit lessons to include evidence of knowledge of students, integration of learning to build students’ brain power that mirrors that culture, differentiation strategies with an open-ended focus and identify ways to help diverse, students who struggle carry more of the cognitive load during instruction • Empower a broad, diverse population of students to express their own ideas • Continue expanding Rigor “living vocabulary” list to further create a consensus-based understanding
Topics	<ul style="list-style-type: none"> • Encouraging Brave Learning Environments • Ways to Increase Rigor • Support, Guidance, Learning Partnerships, Open-Ended Focus, Student Motivation, Differentiation and Engagement
Application to Instruction & Student Learning	<p>Nowadays, more than ever, educators are expected to raise the bar and challenge all students while taking into consideration the varied needs, performance levels, and backgrounds that influence the learning abilities and habits of each student. When thinking about rigor and high expectations, we must remember not only to support a diversity of learners for rigorous content but also identify high expectations related to non-cognitive skills and evidence of “Habits of the Mind” being displayed.</p>

Session IV

Objectives	<p>Participants will:</p> <ul style="list-style-type: none"> • Share rigor infused unit of study lesson plan based on newly gleaned instructional strategies, techniques and resources that relate to rigorous content and complexity (highlighted) with attention to culturally responsive practices and rationales explaining • Review other participants’ lessons and identify aspects that can be adapted to their personal educational environment • Provide suggestions for creating a unified, building wide culture of rigor to further enhance the supports for increasing expectations and preparing students for challenges outside the classroom/school setting • Develop a culture of rigor that isn’t exclusionary throughout the school starting off with Courageous Conversations • Analyze the learning experience in this course by deeply reflecting on professional goals and expectations set at the beginning of this course • Update teaching practices to incorporate a new level of rigor that challenges and yet supports all learners in any educational setting and embracing of their unique needs and experiences • Discuss adaptations of word-meaning instruction to help your marginalized students that face a large deficit in English vocabulary. • Promote brave learning community culture by encouraging deep and challenging personal reflections that value voice and • Practice and model tenets of brave learning environment through this course and feedback for colleagues’ lessons and work • Identify challenges you are still facing (or did you face) relating to RIGOR, your personal beliefs/biases and your educational setting.
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Topics	<ul style="list-style-type: none"> • Final assignment • Creating a Culture of Rigor and Reflection
Application to Instruction & Student Learning	<p>As educators are mindful of their own lived experiences, biases, diversity of students’ backgrounds and experiences and crafting coursework that factors in those differences, students will feel confident in either a school based and/or online classroom. As educators set higher standards for themselves to address these variables, students will rise to higher standards as the hurdles that may have hindered them previously, including inequitable practices, are removed through more inclusionary teaching methods.</p> <p>Participants will implement, reflect, and modify questions posed during instruction and specific lessons created to reflect rigor, higher level questioning in an effort to elevate student understanding and synthesis.</p> <p>Once educators deeply reflect on their application of the CRT framework and experiences and grow comfortable with improving and elevating rigor in education, they can confidently promote academic success with positive student learner outcomes, including the most marginalized groups of students.</p> <p>Instructor and participants are tasked with reflecting on shared experiences and bravely offering suggestions and constructive feedback to further develop strategies and ideas to cultivate and support high rigor.</p>