



LILIE, LLC Course Information

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**More detailed course curriculum can be provided upon request*

Title of Course: 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):

- 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

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

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 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 arena.

By providing a wide variety of professional articles, peer reviewed journal pieces and researched instructor created content that addresses the needs of all K-12 educators and by encouraging interactive dialogue among the enrollees, this course will encourage and require application, discussion and peer feedback of said strategies and understanding in teaching students within a teacher's own individual classroom practices. The discussion and feedback will give us our own meta-assessment of useful, research based and practiced strategies and techniques for addressing the needs of our varied students thus giving them more opportunity to truly excel.

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 reflection 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

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



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



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



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