

GEAR UP Professional Development



TOPIC

What is Rigor?

GEAR UP “R”

Reaching Higher Rigor Relevance Relationships Raising Awareness

STANDARDS FOR PROFESSIONAL LEARNING

Learning Communities Leadership Resources Data
 Learning Designs Implementation Outcomes

learningforward.org/standards-for-professional-learning

OUTCOMES

Educators will understand the three components of rigor and how they impact student learning.

MATERIALS & SET UP

- Rigorous Schools & Classrooms research brief (oregongearup.org/files/research-briefs/rigor.pdf)
- Flipchart, whiteboard, or something to write on
- Markers
- Post-it notes

PRIOR TO THE MEETING:

- Arrange the room so that three groups of educators can meet and talk with one another. Tables or other inclusive organization works best. Provide each group with a flipchart and markers. Adapt the number of groups based on the size of the faculty.
- Review the description of a Jigsaw from the National School Reform Faculty. (nsrfharmony.org/system/files/protocols/jigsaw_0.pdf)

AGENDA

Time: 45-75 minutes

5-10 minutes

Discuss as a group:

- **How do you define rigor? What does it look like in your classroom? In our school?**
Depending on the size of the group, you may want to encourage small groups to discuss and then share out to a larger group.

- 5-10 minutes* Distribute copies of Rigorous Schools & Classrooms research brief and ask participants to read the article.
- 10-15 minutes* Assign each of the three groups one part of the definition described in the brief:
1. Expecting students to learn at high levels
 2. Supporting students to learn at high levels
 3. Ensuring students demonstrate learning at high levels
- Ask each group to discuss and record their response to the following prompts:
- **How does this part of the definition apply at our school?**
 - **What are we currently doing at our school that reflects this part of the definition?**
- 10-15 minutes* Reorganize into triads with one member from each of the three larger groups and continue the conversation.
- **Share the discussion from each of the three groups.**
 - **What are the two most important things we are doing at our school that reflects this definition of rigor?**
- 10-15 minutes* As a total group, use a round-robin approach to report out the two things each triad group identified. Then discuss as a group. Record ideas on a flipchart or white board.
- **What are additional things we can commit to doing that will reflect the definition of rigor?**
- 5-10 minutes* Ask each individual to respond to this prompt.
- **Prior to our next meeting I commit to doing this one thing to improve rigor in my classroom.**
- Invite participants to write their commitment on a post-it-note and place it on a flipchart as they leave the meeting. Use these “notes” for follow-up at another meeting.

EVALUATION

An online evaluation form can be found at bit.ly/gearup-pd-eval. All educators should complete the evaluation; results will be sent to the coordinator from a GEAR UP staff member.

ADDITIONAL RESOURCES

Podcast

- Rigor for Students in Poverty: bamradionetwork.com/teaching-with-rigor/3330-rigor-for-students-in-poverty

Videos

- Barbara Blackburn
 - Two Characteristics of Student Motivation: youtube.com/watch?v=XxMh4vGRTwU

- Rigor 101: [youtube.com/watch?v=6M9a3so3Zqo](https://www.youtube.com/watch?v=6M9a3so3Zqo)
- Five Strategies for Improving Rigor in Your Classroom: [youtube.com/watch?v=ldSuqzWSFjk](https://www.youtube.com/watch?v=ldSuqzWSFjk)
- Rigor and Assessment: [youtube.com/watch?v=G69pAKBHYKQ](https://www.youtube.com/watch?v=G69pAKBHYKQ)

Selected Oregon GEAR UP Research Briefs

- High Expectations: oregongearup.org/sites/oregongearup.org/files/research-briefs/highexpectations.pdf
- Higher Level Thinking and Questioning Strategies:
oregongearup.org/sites/oregongearup.org/files/research-briefs/highlevelthinking.pdf
- Using Rubrics for Standards-Based Assessment:
oregongearup.org/sites/oregongearup.org/files/research-briefs/rubrics.pdf