# Weeks 7-11 Planning template: Rigor foundation

## Investment: winning hearts and minds

### Launch & Rallying cry

When you launch the rigor foundation work with your team, you must have a clear, crisp, and compelling articulation of why this work matters. I will make my slides from the 9/10 ISL 7-11 launch session available to you, but in the meantime, think about how *you* want to make the pitch for rigor.

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| What will your Weeks 7-11 opening and rationale look like? What will be your rallying cry? |  | |
| What do you want your team to think? | | **What data, texts or experiences could you use to influence their thinking?**  **Are there key mindsets you need to name, frame and imbue?** |
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| What do you want your team to feel? | | **What stories can you tell or experiences can you shape for them to influence their feelings?** |
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| What do you want your team to do? | | **How can you capture what you want them to do succinctly, clearly and vividly? What is your rallying cry for weeks 7-11?** |
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### Maintenance: Narrating progress

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| How will you continue to narrate progress to your team to reinvest and reinspire throughout? |  |

## vision of excellence

### Refining the vision of excellence:

### Make any edits or additions to the math and humanities CFS’ below to create your VOE

**Scoring in the Network Data Tool**

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| **4 - Strong** | **3 - Solid** | **2 - Emerging** | **1 - Ineffective** |
| Meets almost all criteria; almost the entire lesson fosters the type of thinking required by the most rigorous tasks on the state/AP exam | Meets most criteria; Much of the lesson requires that scholars engage in the type of thinking and required for the state/AP exam | Meets some criteria; Pushes scholars beyond basic restate/recall but fails to match the rigor of the state/AP exam | Meets few criteria; Demands mostly identify/restate and “right there” thinking |

**Humanities Criteria for Success**

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| **Facet** | **Key Criteria** |
| **Rigor of Text(s)**  *Each lesson is focused on a high-quality text (or multiple texts)* | * **Complex**: The text(s) are at or above the complexity level expected for the grade and time in the school year. * **Rich:**   + For ELA: The text(s) exhibit exceptional craft and thought worthy of analysis.   + For history: The text(s) build knowledge relevant to the content being studied and/or spur historical thinking: compare and contrast, causation, change over time, contextualization. |
| **Core Task / Problem Rigor**  *Core task or central question fosters depth of thought* | * **Demands analysis** (as opposed to identifying or rehashing) * **Focuses on central meaning/theme/key ideas**   + Broad, demands inquiry into key ideas and authorial moves without unnecessary scaffolding   + Requires careful reading of the full breadth of the text   + Aligned to grade level CCSS, matches the rigor of the state/AP exam * **Requires students to cite evidence from the text to support analysis, inferences and claims.** |
| **Questioning**  *Back pocket questions Illuminate the full depth of the text* | * **Analytical and Text Dependent**: Questions prompt deep analysis that uncovers the rigor of the text’s meaning and/or an exemplary response; push beyond rehash by prompting scholars to -   + Analyze key words/phrases/lines they may overlook   + Analyze the impact of authorial choices on meaning   + Analyze the structure of the text and its impact on meaning   + Reconcile tensions and clarify ambiguity in the text   + Articulate the theme in a nuanced fashion |
| **Exemplar**  *The teacher establishes clear standards for work quality*. | * **Standards of excellence for student work –**   + Clear criteria for success are posted for scholars   + Where appropriate, the teacher has modeled excellent work via a visual anchor   + Where appropriate, the teacher prompts scholars to contrast exemplar and non-exemplar |
| **Scholars Working**  *The vast majority of the lesson is spent in text* | * **A majority of the lesson is spent reading, speaking or writing about texts.**   + Each phase of the lesson includes clear tasks for scholars to engage in * **AIR is the default setting for reading** |
| **Pacing**  *Brisk pacing quickly gets to the meat of the lesson* | * **Focuses on the meat**   + Allocates the most time to the most rigorous activities * **Fast Start**    + Do now/framing/opening routines complete within 5-10 minutes * **Chunked out**   + The lesson consists of clear cycles of scholar work and sharing out that creates the illusion of speed |

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| **Facet** | **Key Criteria** |
| **Key Points** | * **What and How** – Describe the ‘what’ and ‘how’ of the lesson * **Accessible** – Written in student friendly language * **Concise** – Written in as few words as possible without over simplifying the point * **Focused** – 2-3 Key Points for a lesson |
| **Core Task/Problem Rigor** | * **Think About It**   **Illumination** – Problem is aligned with 1-2 key points. Student work and thinking will illuminate the key point(s) without much teacher intervention.  **“Low floor, high ceiling”** – Within the zone of proximal development so all kids can access it, but there’s space for a rich discussion about multiple strategies. It promotes flexible thinking.  **Requires interpretation** – Requires sense making through annotation or representation and planning to determine the strategy and/or solution pathway.  **Requires communication** – Requires use of evidence and reasoning through work shown or written explanation.   * **INM**   + Meets criteria 1, 3 and 4 for a Think About It Problem   + **Higher Threshold –** Slightly above zone of proximal development, but applies previously learned mathematics. Entry or solution path is neither stated nor obvious. |
| **Questioning** | * **Funneled** –   + Start broad and get narrower in reaction to student responses as a means to guide students to think about and summarize key points; initial questions are not leading.   + Elicit multiple ideas or solution methods to strengthen understanding of the content. * **Developmental** – Relate new concepts to prior knowledge and skills to develop thinking and understanding about the content of the lesson. * **Predominantly higher order questions** – Majority of questions ask kids to do sense making, reasoning, and justifying. Few questions are meant to gather information (i.e. recall facts, definitions, steps, or procedures)**.** |
| **Exemplar** | * **Accurate** – Correctly applies Common Core aligned strategies for the day’s lesson, arriving at the correct answer * **Meets UPESC framework** * **Exemplar serves as a visual anchor** (student or teacher generated during class)for students to reference once they are working during partner practice and independent practice * **Exemplar work completed** for at a minimum the Exit Ticket, TAI, and INM Example (\*\*All problems in classwork should be completed ahead of time but may not be completed to the same level of detail). |
| **Scholars Working** | * **Heavy emphasis on scholar work time –**   + Scholars spend the bulk of the lesson “doing” as opposed to listening or waiting   + Direct instruction is strategic and efficient   + Scholars spend little to no time in the lesson simply transcribing * **Strategic Release** – Students are released to work at all points when appropriate (i.e. applying previously learning concept or skill, to CFU the class, etc.)   **Always another level** – Students have work that challenges them at every point in the lesson |
| **Pacing** | * **Fast Start –** Opening portion of the lesson complete within 10 minutes * **Focuses on the meat –** Allocates the most time to the most rigorous activities(i.e. TAI + INM) * **Chunked out**   + The lesson consists of clear cycles of scholar work and sharing out; avoids long swaths of one modality where scholar attention wanes   + Changes modalities (independent work, turn and talk, discussion, kinesthetic checks for understanding, etc.) that create the illusion of speed |

**Math Criteria for Success**

### Norming on the Vision of Excellence

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| Self-Assessment: How normed do you think your SLT is when it comes to rigor? (where do individuals fall) |  |
| How are you going to norm your SLT? | * [Get a baseline using video / lesson plan / group observation] * [Group lesson plan review] * [Watch video as group] * [Do initial observations as co-observations whole-SLT] |
| When are you going to norm your SLT? | * How will you ensure there are ongoing norming checks in place? |
| When and how are you going to ensure teachers are clear on expectations? |  |

## Logistics

### Roles & Responsibilities

Refer to your Weeks 1-6 Roles & Responsibilities document. Reflect on Weeks 1-6. Given your lessons learned or the emphasis of 7-11, do any of those assignments need to change for Weeks 7-11?

### Gathering the Data

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| How will you collect data? | * [Recommended] Lesson Plan Review + Observations   + Do a quick review of the lesson plan and then observe the class to see how the lesson plays out   + Will require more advanced planning but is highest impact * Lesson Plan Review Only or Observation Only * Differentiate based on teacher skill / experience |
| Are there any process adjustments you’ll need to make this work? (e.g., do you have a clear system and structure in place for lesson plan review) |  |

## Teacher PD & Support

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| What will your Friday PD sequence look like?  Are there facets of the CFS that you already know your team needs to work on?  Do you need to differentiate by department? | * [Recommended Launch] 10/02 (Week 7 begins on 10/05) * Week 7: 10/09 * Week 8: 10/16 * Week 9: 10/23 * Week 10: 10/30 * Week 11: 11/06 |
| How will you support struggling teachers? |  |
| Do your coaching assignments need to change? |  |
| Review your Week 1-6 RS support plan. Are there any changes you need to make? |  |

## Weekly Meetings

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| How effective have your weekly data review / action planning meetings been to date? |  |
| Based on your reflections and given the content of 7-11, what changes do you want to make to the prep, process, or structure of your weekly meetings? |  |