# 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.
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| **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
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**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? |  |