



**International Center for
Leadership in Education**

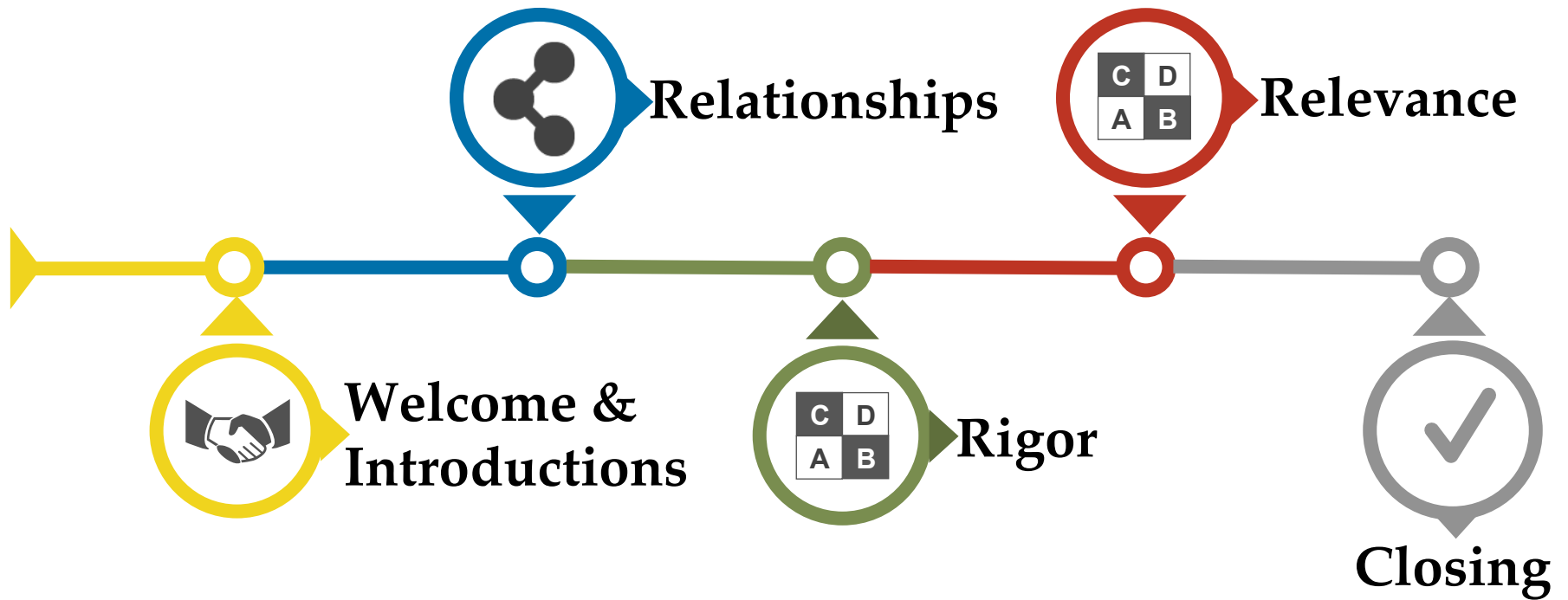
Establishing a Common Vocabulary: Rigor, Relevance and Relationships

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Agenda



Holland, Michigan



My Credentials

Senior Implementation Advisor

The International Center for
Leadership in Education



Building Relationships



All We Have In Common

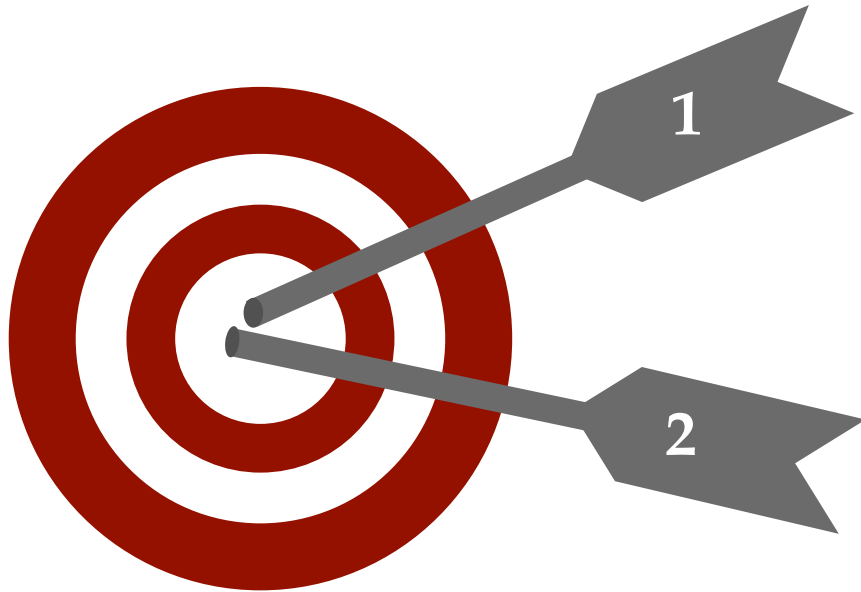
With the people sitting near you
form a group of 3-5

Create a list of at least three things
you have in common.

Be ready to share some items from
your list with the group.



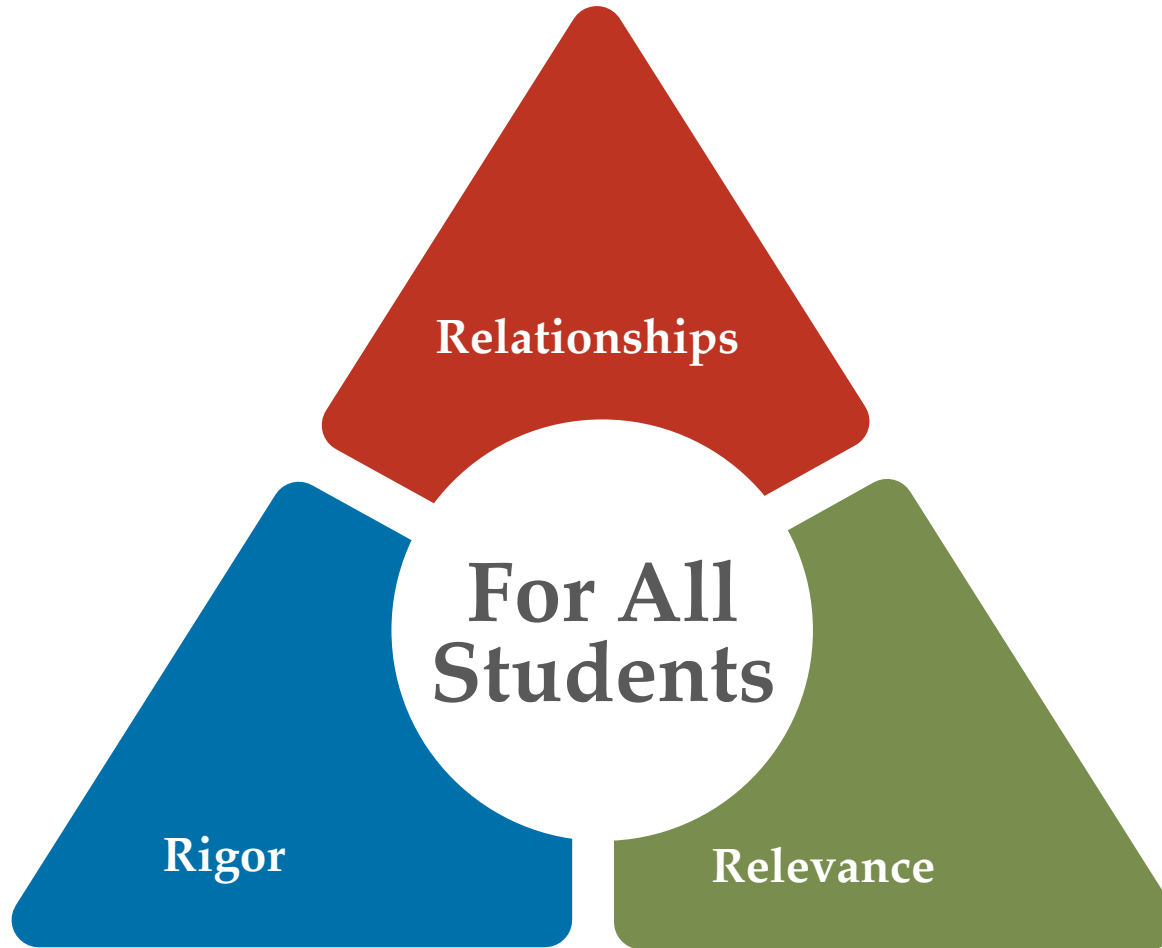
Learning Outcomes



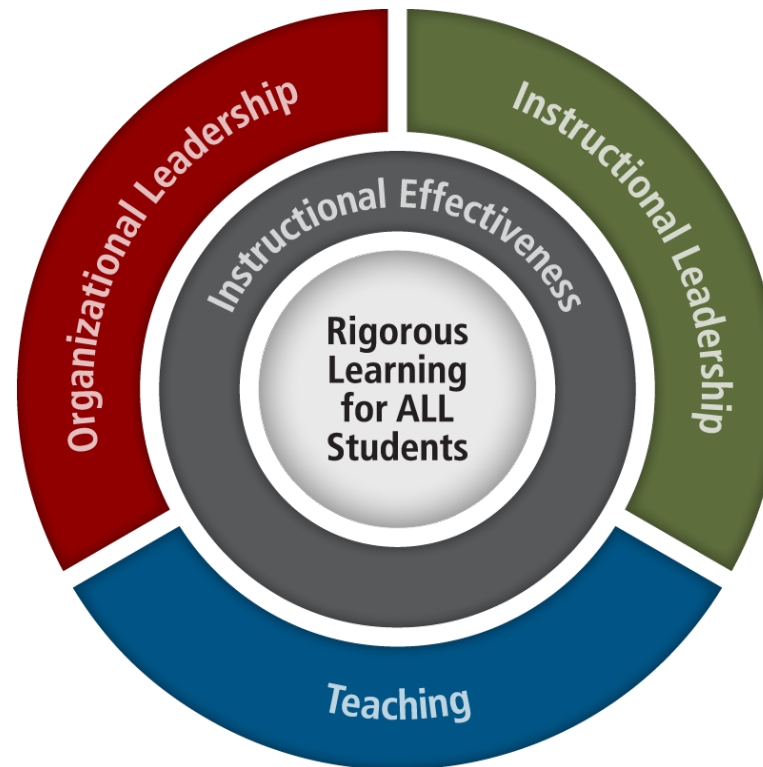
Understand how rigor, relevance, and relationships support the foundations of effective instruction

Begin applying the tools aligned with rigor and relevance to create a more engaging learning environment

ICLE's Philosophy



Building a Systemwide Approach for Rigorous Learning



Comparing Models

Traditional Teaching Frameworks	DSEI
What teachers should do	What the entire system should do
Teacher-focused	Student-focused
Teachers deliver instruction	Teachers facilitate learning
Vision is set by top leaders	Vision is built more inclusively
Define vision primarily in terms of academic measures	Define vision as strong academic and then personal skills and the ability to apply them
Rigid structures support adult needs	Flexible structures support student needs
Focus on teaching	Focus on learning

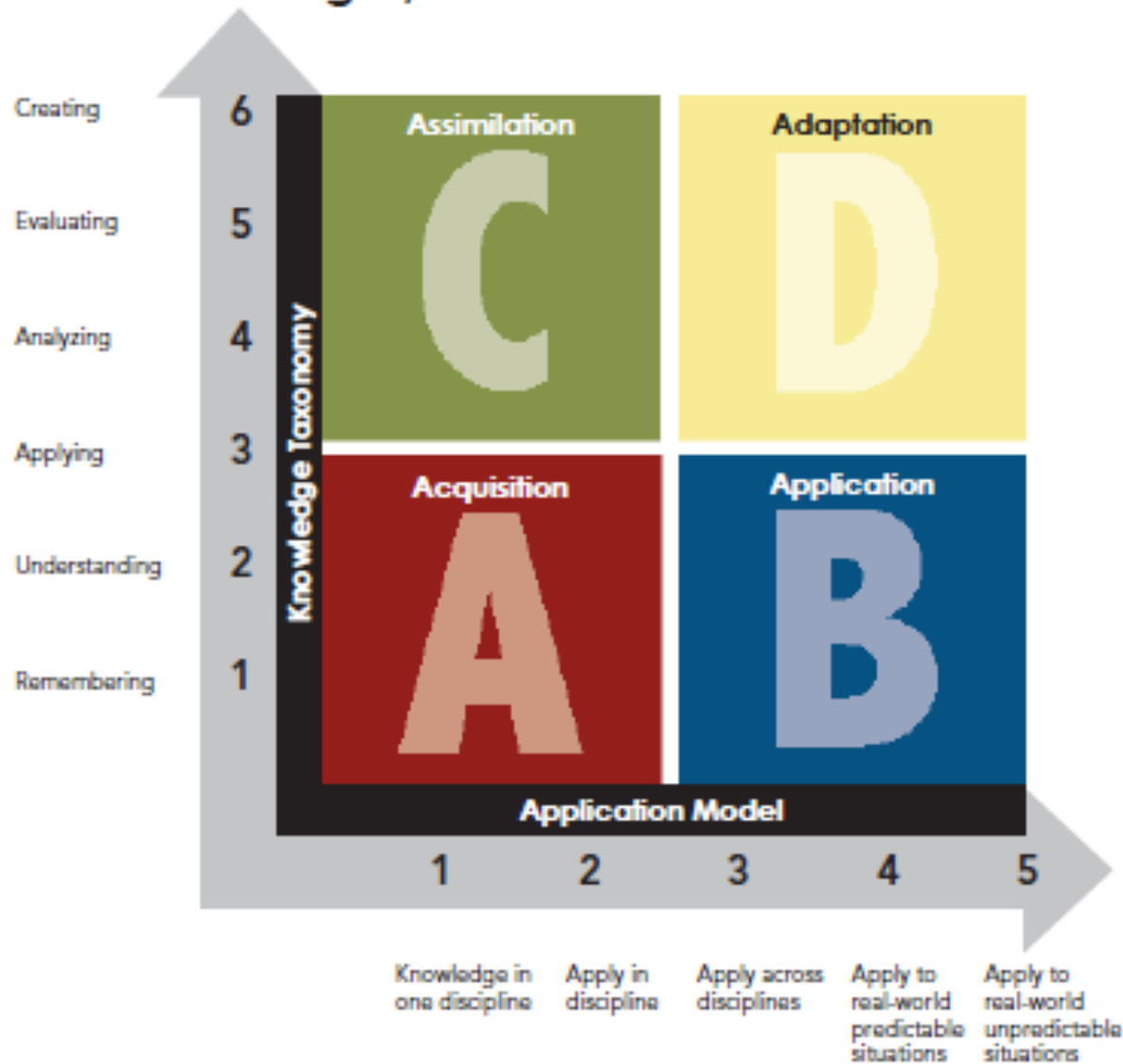
Is Your System Aligned?



Strengths

Challenges

Rigor/Relevance Framework®



The Third R

RELATIONSHIPS





Relationships Make Relevance Possible

A Focus on Relationships

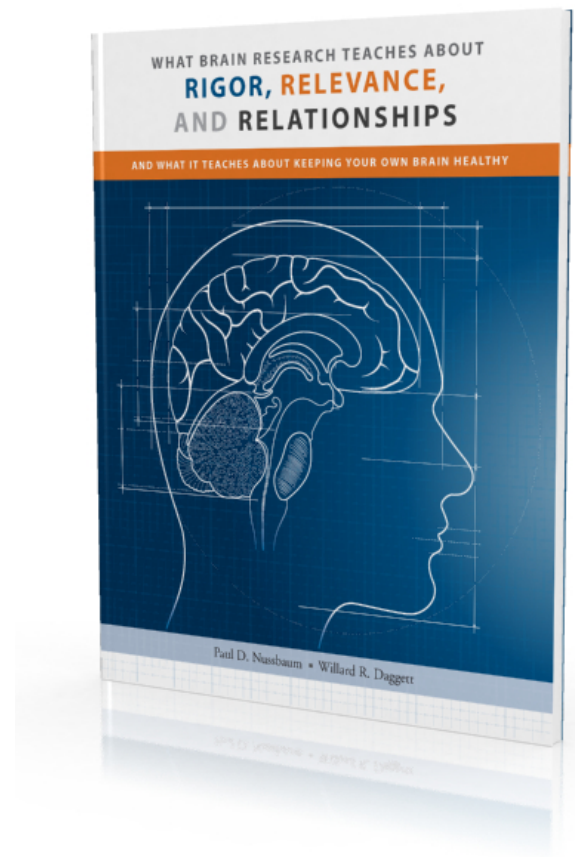
Teacher ↔ Student

Student ↔ Student



Neuroscience Connections

The human brain is
hardwired to give
and receive care.



Relationships...

- increase feelings of safety, motivation and risk-taking
- can enhance learning
- need to be in place to build the safety needed to use higher order thinking (rigor)



Relationship Resources



Search the following keywords:



Teambuilding



Inclusion Activities



Energizers

How Do You Build Relationships?

What is the culture of your schools?



Bus
drop-off /
pick-up

Café

Hallways

Office

Engagement Characteristics

- Positive body language
- Consistent focus
- Verbal participation
- Confidence
- Sense of fun and excitement
- Comfort seeking help and getting individual attention
- Can clearly describe learning
- Find the work meaningful, relevant, and connected
- Work on rigorous learning, complex problems, and issues
- Can explain what high-quality work looks like and how his or her work compares
- Can set and meet personal goals

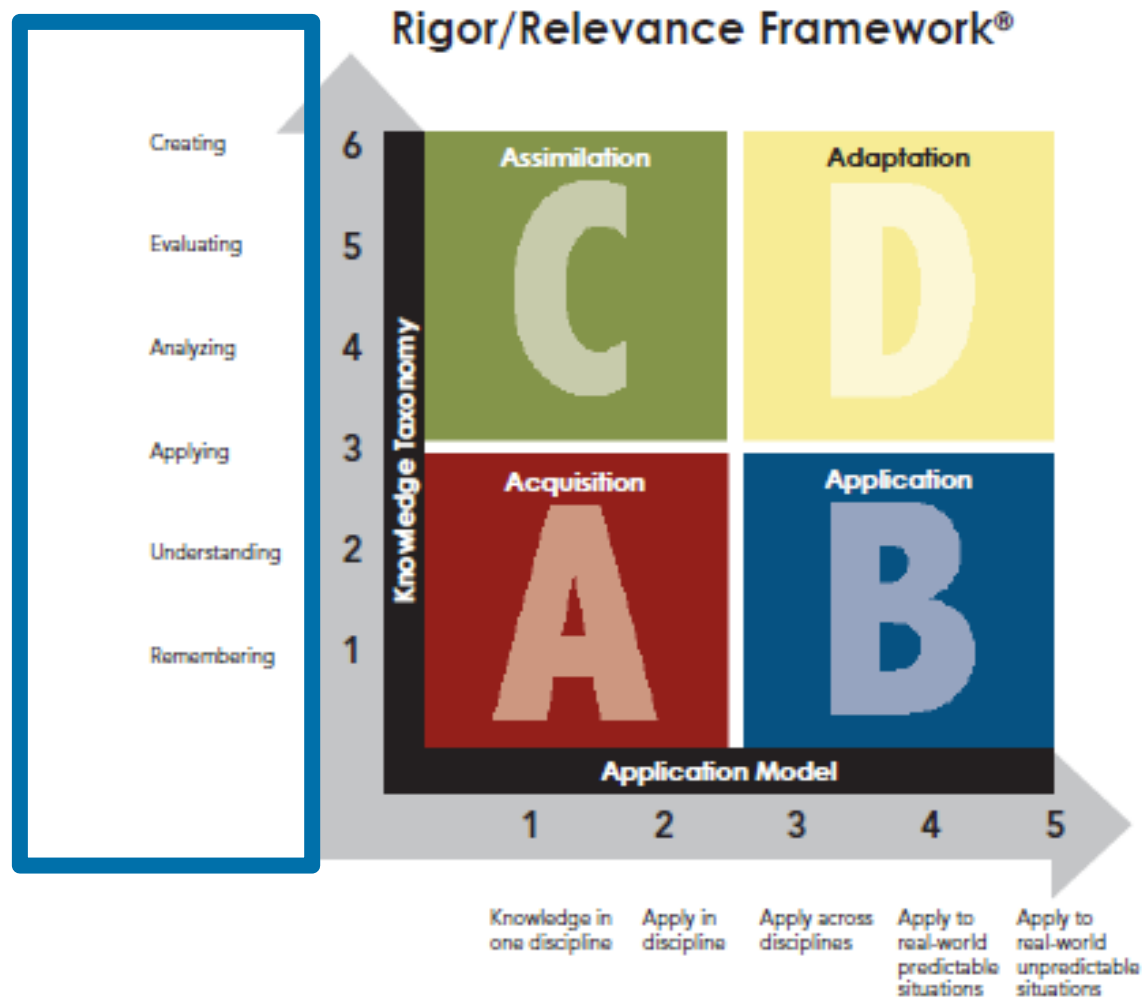
**Relationships
Love your students
more than you love
your subject!**



With Relationships in Place and Relevancy Established Rigor Can Be Achieved

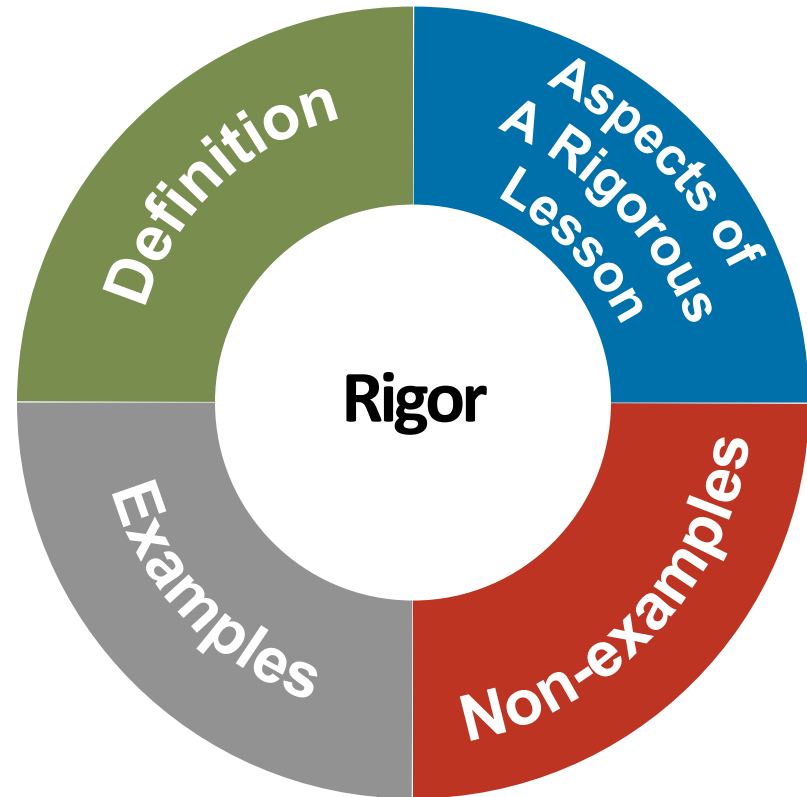


Defining Rigor



How Do You Define Rigor?

What makes a lesson rigorous for students?



Rigor is

Scaffolding student thinking

Planning for student thinking

Assessing student thinking about content

Recognizing the level of thinking students demonstrate

Managing the teaching/ learning level for the desired thinking level for each student



Rigor is Not...

More or harder worksheets

AP or honors courses

The higher level book in reading

More work

More homework

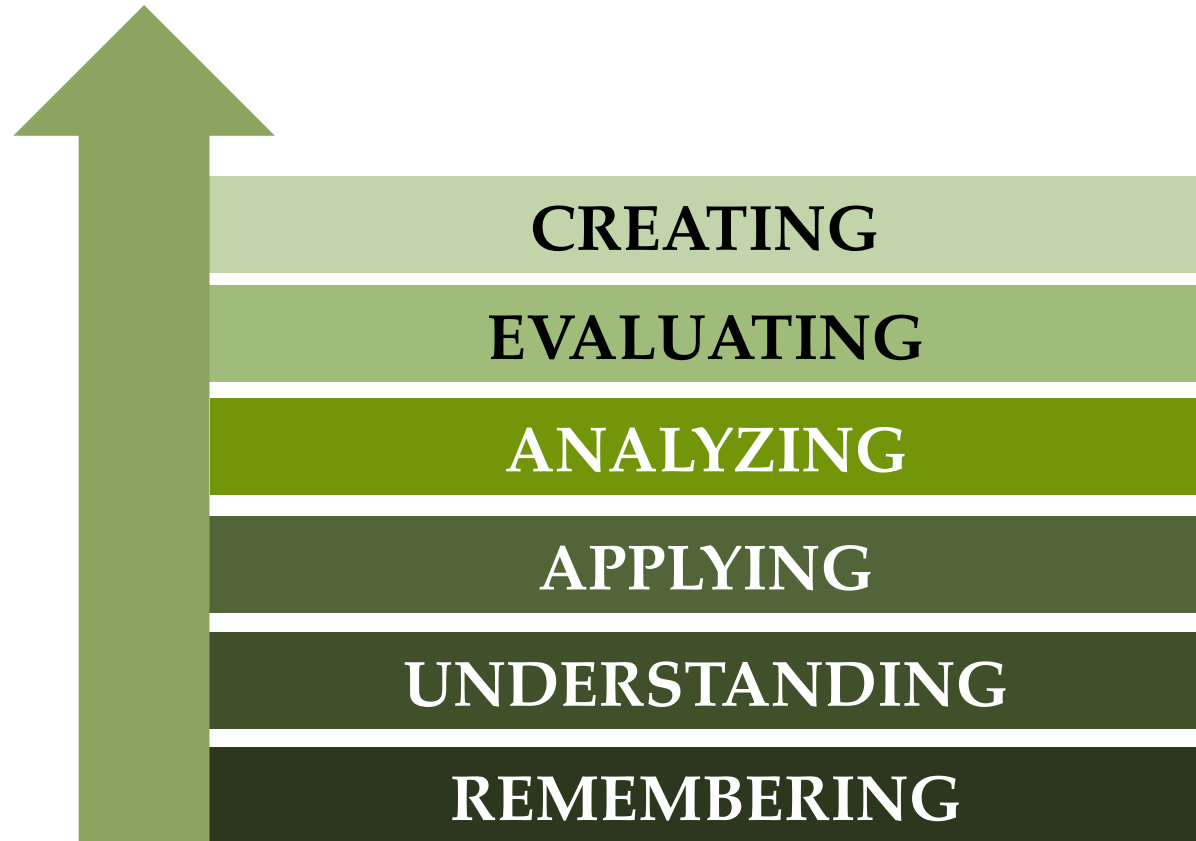


Rigor Makes the Future Possible

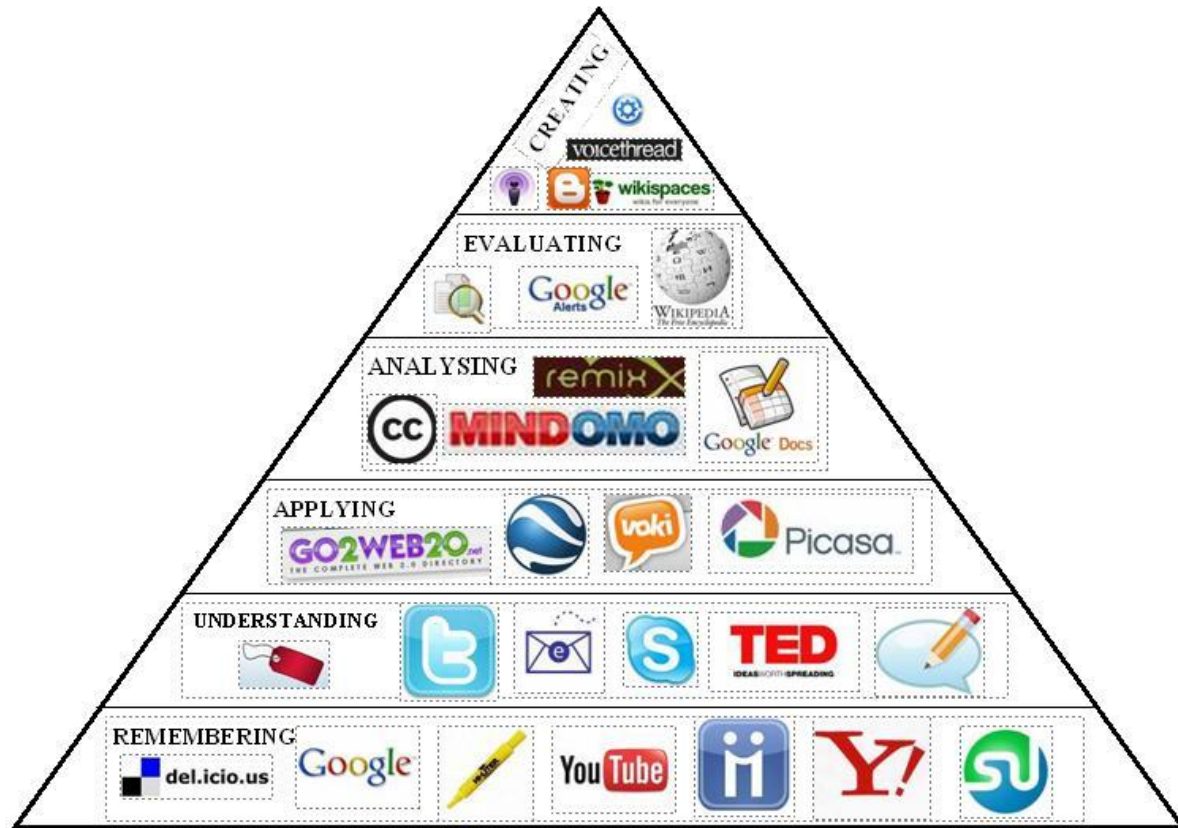


Rigorous Learning

Means Framing
Lessons At The
High End Of
The Knowledge
Taxonomy

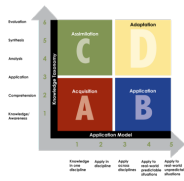


Integrating Technology



Bloom's Taxonomy—Technology Version
educationaltechnologyguy.blogspot.com

Ways to increase Rigor

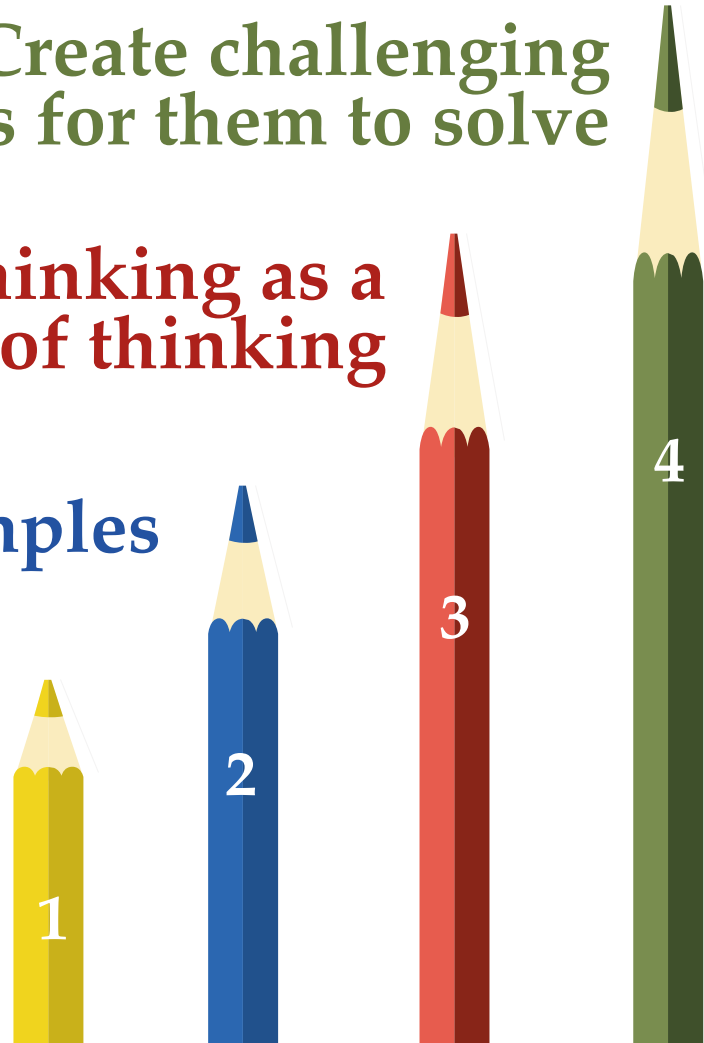


Create challenging problems for them to solve

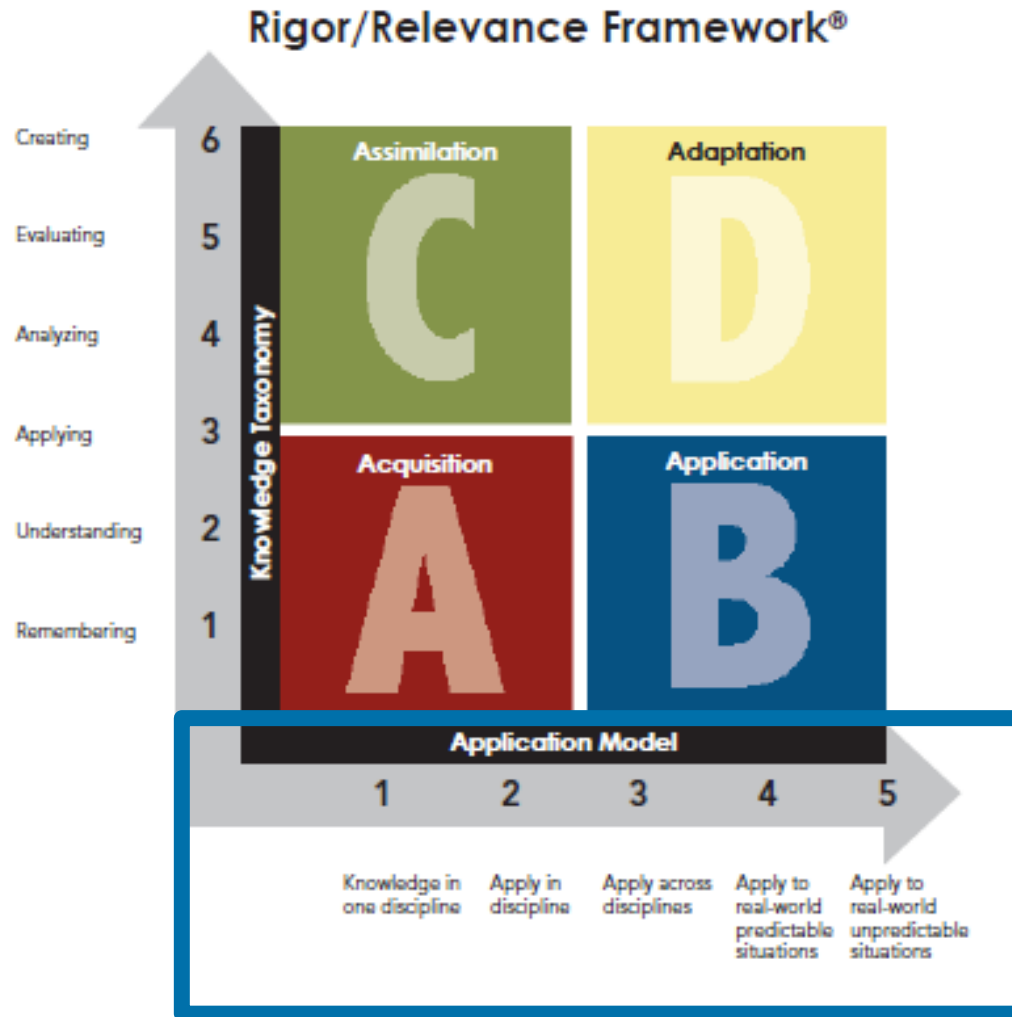
Writing and thinking as a measure of thinking

Sharing clear examples

Questions!!!

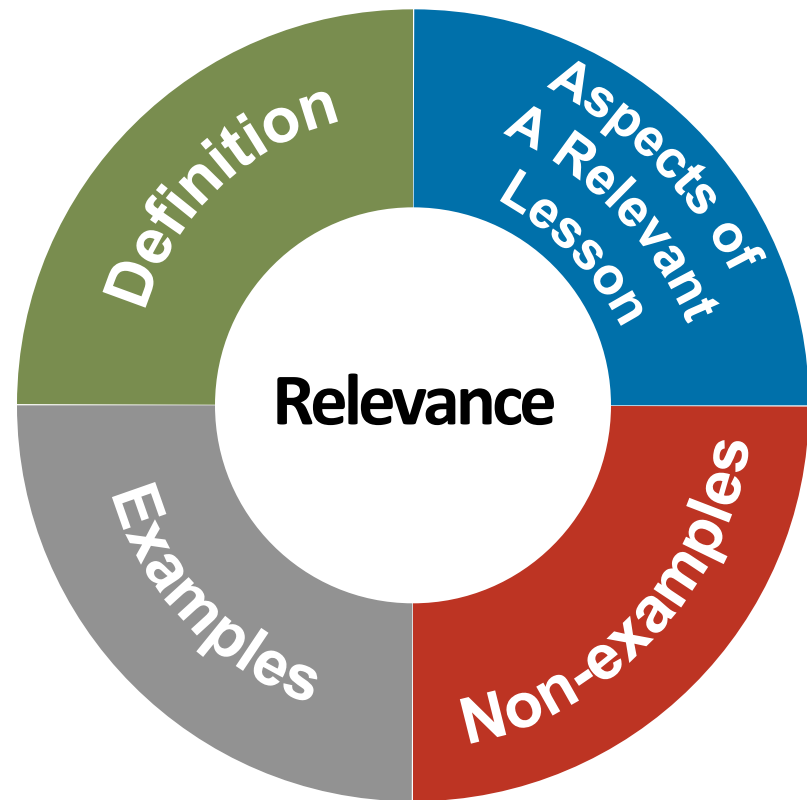


Relevance



How Do You Define Relevance?

What makes a lesson relevant for students?



What is Relevant to Today's Students?

K-Born in 2010

6th Grade –
Born in 2003

12th Grade –
Born in 1997
(in K 2002)

What have you experienced
that they have NOT?



Relevant

Real World Application in Unanticipated Situations



A Relevant Lesson asks Students to:
Use their knowledge to tackle real-world problems that have more than one solution



Relevance

Is the purpose of the learning



ACQUIRE KNOWLEDGE

APPLY KNOWLEDGE

INTERDISCIPLINARY

REAL WORLD PREDICTABLE

REAL WORLD UNPREDICTABLE

Relevance Makes Rigor Possible

Diverse Learners respond well to relevant and contextual learning

This improves memory, both short term and long term

Relevance must be student based: the student's life, the student's family and friends, the student's community, the world today, current events, etc.

Adding Relevance to Any Lesson or Unit

Comparing Learning to...

- Student's life
- Family's life
- Student's community and friends
- Our world, nation, state
- World of Work
- World of Service
- World of Business and Commerce that we interact with

Use the Real World

- Moral, ethical, political, cultural points of view, and dilemmas
- Real world materials
- Internet resources
- Video and other media
- Scenarios, real life stories
- News - periodicals, media

If a lesson is relevant students will be able to tell you:

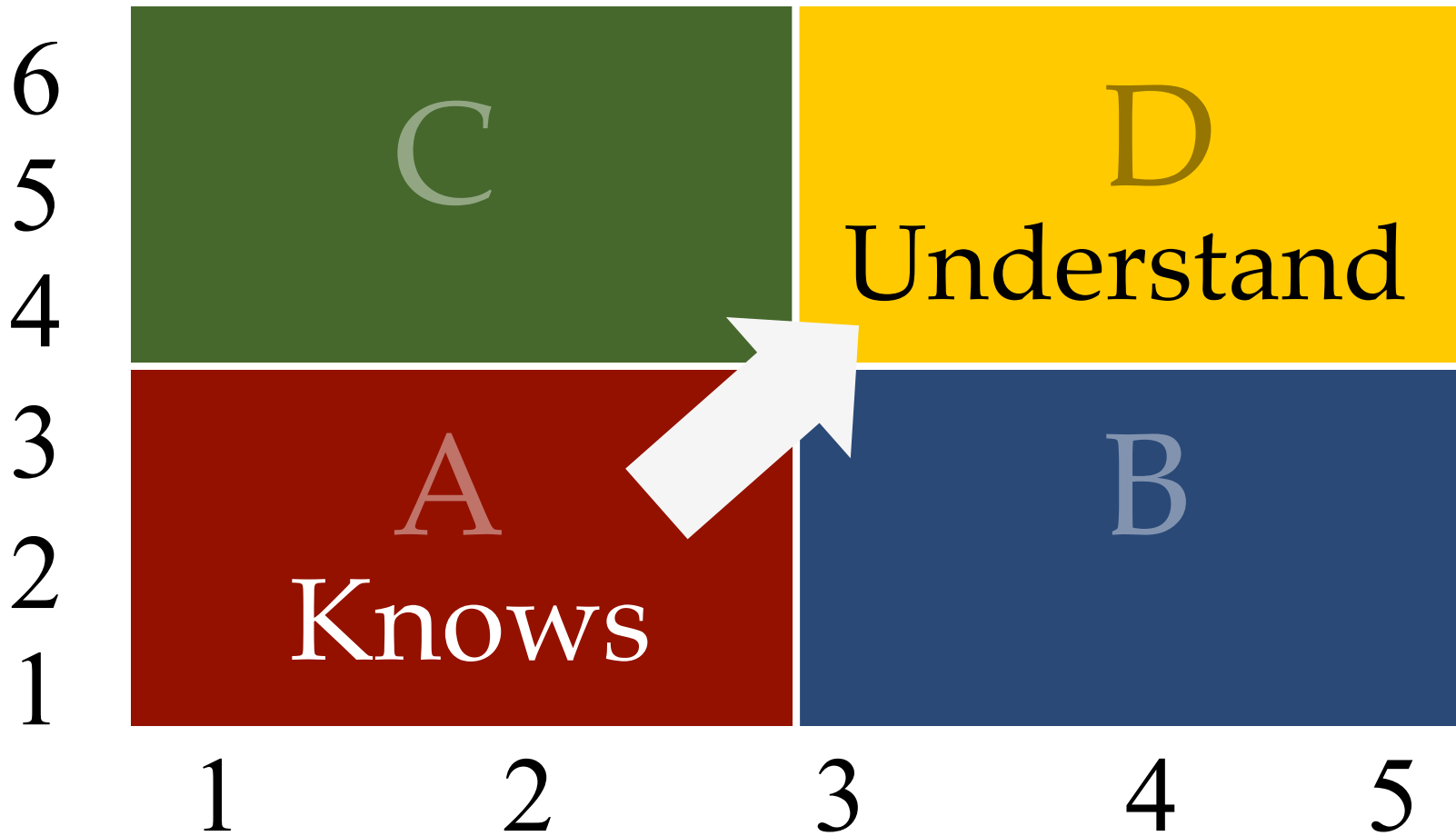
What They Learned

Why They Learned It

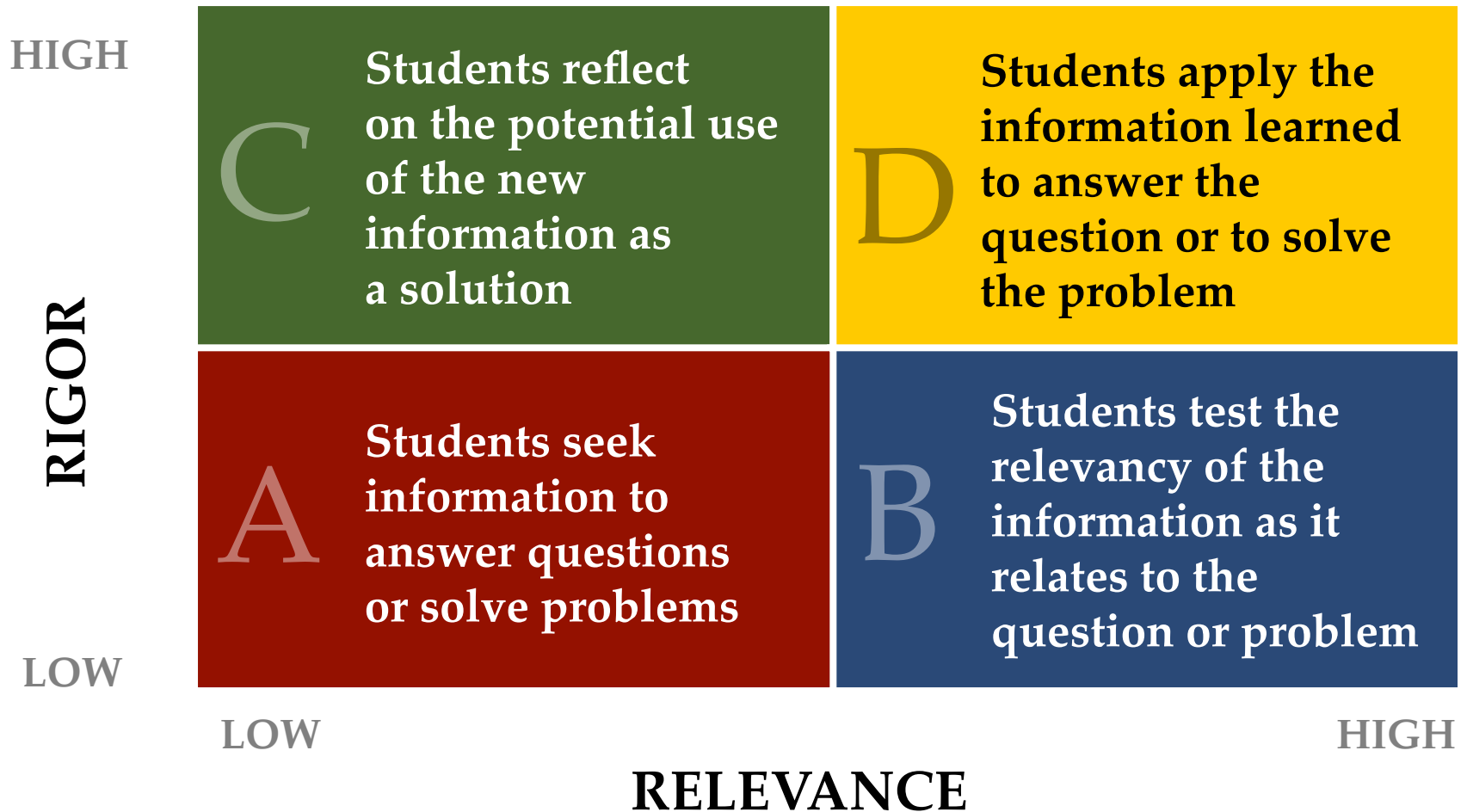
How They Will Use It

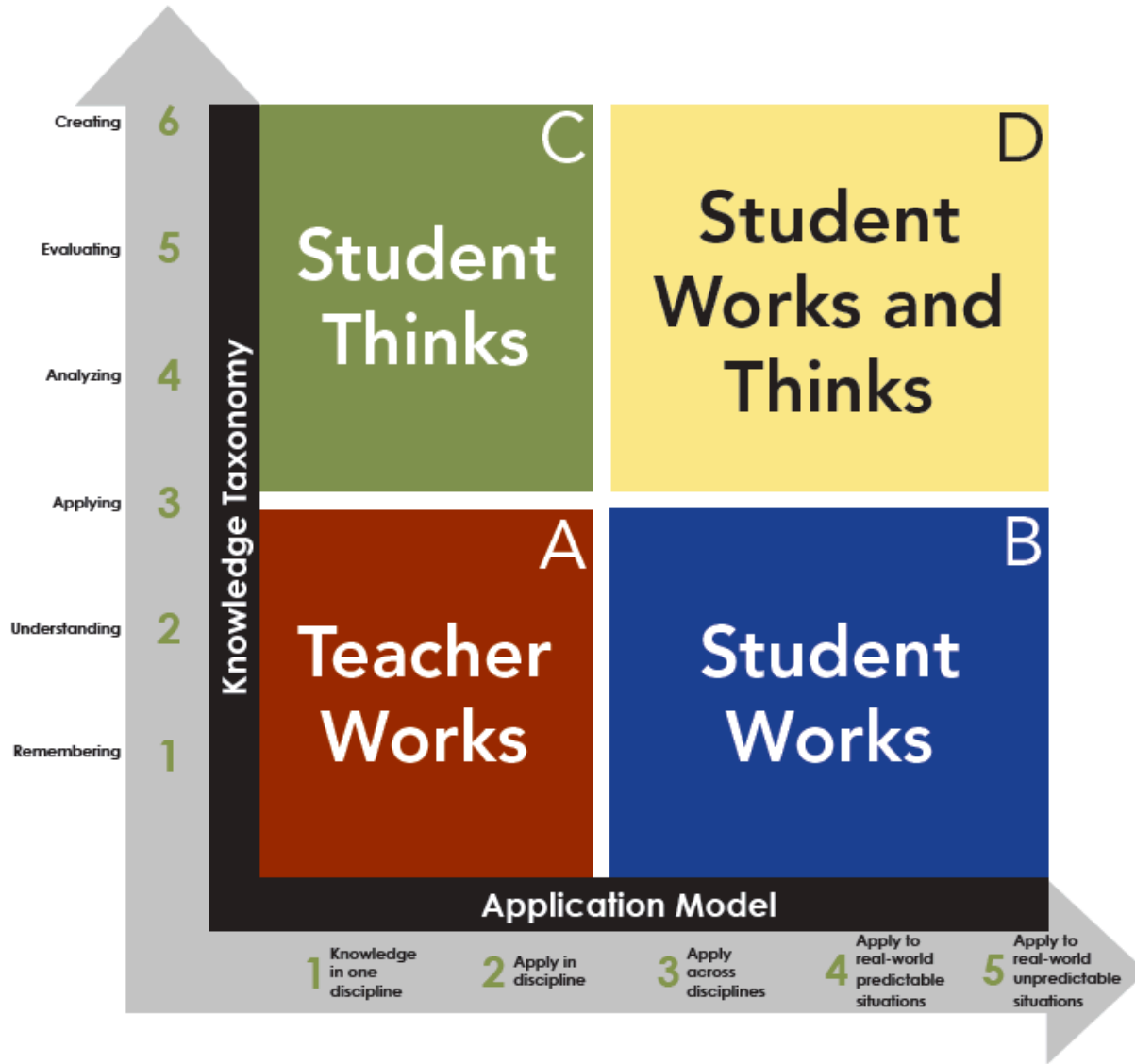
The lesson will have meaning for students

Rigor/Relevance Framework

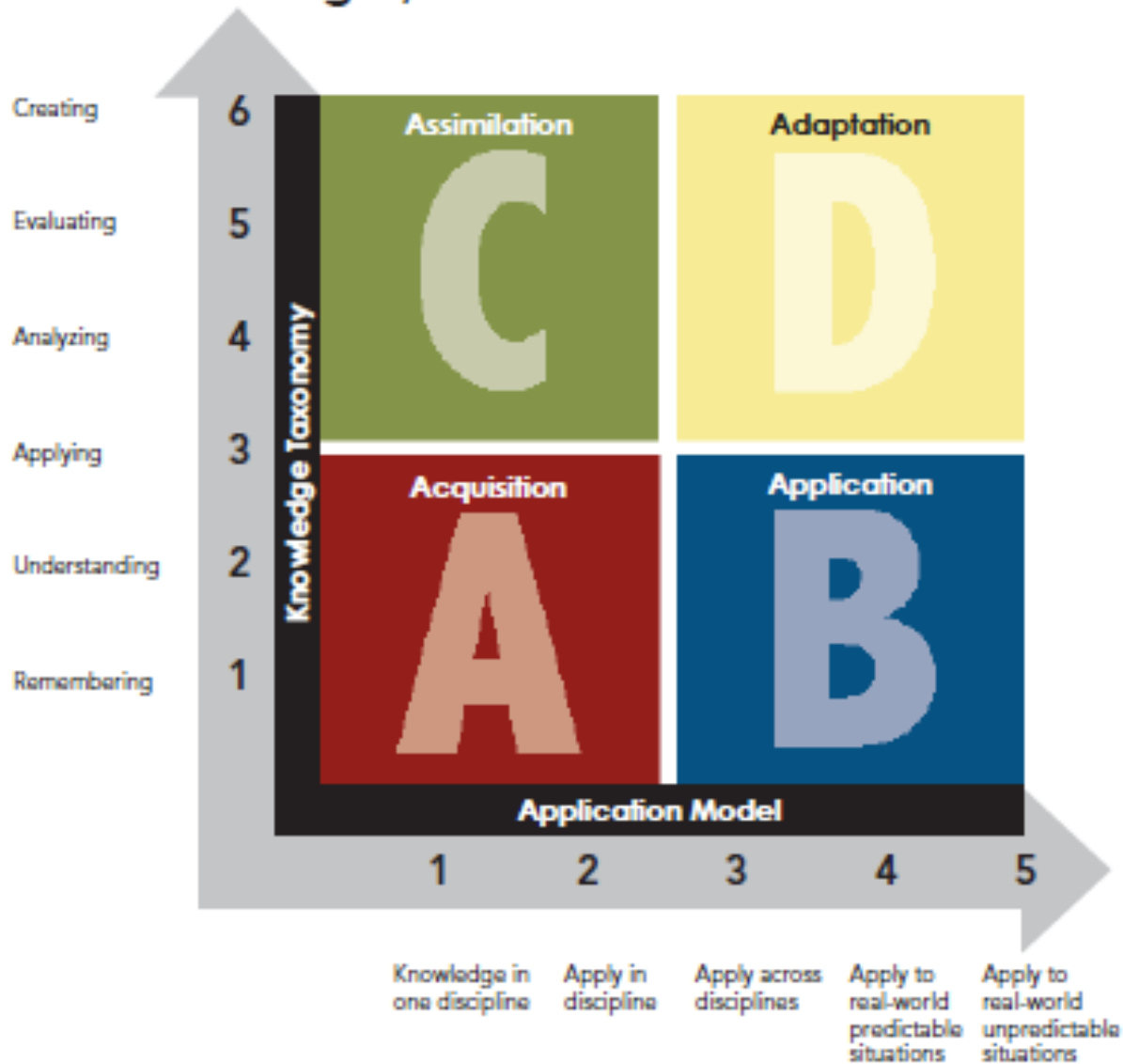


Rigor/Relevance Framework





Rigor/Relevance Framework®



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