

Recognizing Rigor in Classrooms: Four Tools for School Leaders
 By Ronald Williamson and Barbara Blackburn

PRINCIPALLeadership Few people question the need for America's schools and classrooms to be more rigorous. But there is little agreement about what rigor is and what it looks like.

In *Rigor is NOT a Four-Letter Word*, Barbara Blackburn defined rigor as creating an environment in which each student is expected to learn at high levels, each student is supported so that he or she can learn at high levels, and each student demonstrates learning at high levels (Blackburn, 2008). This three-part approach assures that rigor doesn't consist of just adding curriculum requirements or raising grading standards. Integral to the model is providing every student with high levels of support so that they can thrive and be successful in their classrooms.

Rigor is more than a specific lesson or instructional strategy. It is deeper than what a student says or does in response to a lesson. Real rigor is the result of weaving together all elements of schooling to improve the achievement and learning of every student.

High Expectations

Content of The Sessions

Session 1:
 Increase Rigor by Having High Expectations

Session 2:
 Increase Rigor by Scaffolding Learning

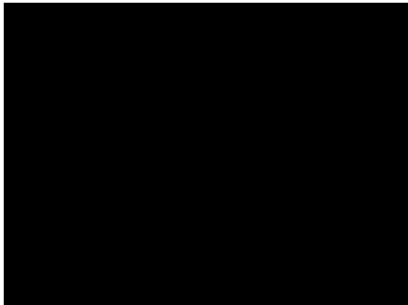
Session 3:
 Increase Rigor by Providing Opportunities for Students to Demonstrate their Learning

Session 1: Increasing Rigor by Having High Expectations

Part 1:
Writing high level questions

Part 2:
Showing Your High Expectations by Honoring Students' Wrong Answers

Part 3:
Showing Your High Expectations by Extending Students' Answers





Session 2: Increasing Rigor using Scaffolding

Part 1:
Debrief implementation of Session 1

Part 2:
Use Guiding Questions to Guide Learning

Part 3:
Use Tools to Deepen Understanding

Part 4:
Use Visuals & Graphic Organizers



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Session 3: Increasing Rigor by Teaching Students to Demonstrate Learning

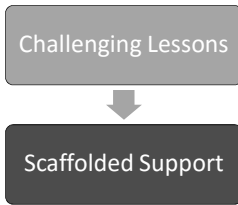
Part 1:
Debrief implementation of Session 2

Part 2:
Rigor Defined from a Student's Point of View

Part 3:
Simple Ways to Increase Student Engagement

Part 4:
To Infinity...and Beyond!

Defining Rigor from a Teacher's Point of View



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Defining Rigor from a Student's Point of View



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The Plan

1. After school PD session



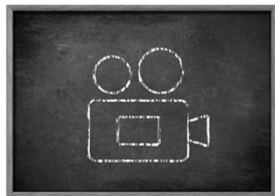
The Plan

1. After school PD session
2. Plan during PLCs



The Plan

1. After school PD session
2. Plan during PLCs
3. Record you and your students using the strategies



The Plan

1. After school PD session
2. Plan during PLCs
3. Record you and your students using the strategies
4. Keep using the strategies and watch the results!



Where Do I Get It the Materials?

www.dropbox.com

Rigor TOTs – T-STEM 2016

Request to join the Dropbox from
carol.gautier@gmail.com.

Contents of the Dropbox:

- Article "Recognizing Rigor in Classrooms" from *Principal Leadership*
- Power Point for each session including what to do before each session and the notes for the presenter
- Handouts for each session
