

# Curriculum, Instruction, and Assessment

---

 Enhance understanding of the  
CIA

# The Mainstreaming of Lowered Expectations...




Quote from *Academic Achievement in the Middle Grades: What Does the Research Tell Us?* (SREB, 2000)

---


🔥 “Lee and Smith (1999), in what to date is the most extensive study of middle grades climate, reported that both academic press and social support predict student achievement, regardless of students’ backgrounds and their schools’ demographics. Analyzing survey data and test scores from over 28,000 sixth and eighth graders in Chicago, the authors concluded that in order to succeed in schools that demand academic rigor, students need strong personal support as well. Conversely, no matter how strongly a school caters to students’ affective and social needs, achievement depends on academic expectations and demands.”







# Academic Rigor Activity

---

 We are going to use a 1-2-4-8-group activity to define a term that should have a common and agreed up definition.

 **WHAT IS ACADEMIC RIGOR?**

 Activity can be used with faculty, parents, community to illustrate the need for conversation and agreement.

- 
-  In two minutes, write your personal definition of “academic rigor.”
  -  Pair – combine your definitions so you have one definition both of you can live with
  -  Pair with another pair (4’s) – combine the two definitions into one you can live with
  -  Pair with another foursome (8’s) – combine the two definitions into one you can live with – write your definition on chart paper and post
  -  Each team present its definition

---

P.O.T.S  
(person on the street)

Standard

POTS (average person) must  
understand the definition


# What have other groups said?





---

- 🔥 Instruction includes high level questions and thinking.
- 🔥 Teachers focus on what students know and are able to do.
- 🔥 Students create, develop, and publicly exhibit work.
- 🔥 All students are held to the same high standards.
- 🔥 Students and teachers use rubrics to evaluate work.
- 🔥 Teachers facilitate discussions.
- 🔥 All stakeholders understand the language used in the definition.
- 🔥 Students value the tasks assigned to them.
- 🔥 Students believe they are capable of high level work.

---

 What does rigor look like in a classroom?

 Take 5 minutes to extend your definition by describing what you would expect to see in a rigorous classroom.

- 
-  Put aside your definitions and list.
  -  See PM, Module 8 #1 Tony Wagner's "Rigor on Trial"
  -  After reading, make any changes to your definition and lists that would strengthen your ability to accurately communicate a clear understanding of academic rigor.


# Discussion

---

1. What teacher behaviors that indicate that rigor is present would you expect to see in middle level classrooms?
2. What student behaviors that indicate that rigor is present would you expect to see in middle level classrooms?
3. What are the behaviors that demonstrate that skillful teaching is occurring?
4. Finally, can we measure academic rigor by questioning students?

# Rigor At All Levels

---

 Students can do no better than the assignments they are given.


Dr. Katie Haycock, Education Trust


# Low Achieving Students

---

 Tend to receive less support at home


 Tend to live in high-stress environments


 Often provided ineffective support at school

 Likely to be labeled in ways that reinforce problematic behavior

 Behavior problems may overshadow academic needs

 Punishment alone does not help


 Need to find ways to promote resilience

 Need structure and support - direct instruction, demystify success

# From Discussion to Implementation

---


 Two tools

 See PM, Module 8 #2 Middle Level Academic Rigor And Support Self-Assessment Tool

 Review






 How could this tool be used?







 For our purpose today, use the content in this tool as a guide

- 
- 🔥 See PM, Module 6#2 Academic Rigor Planning Pyramid (this tool fits better in this module)
  - 🔥 We have posted three pieces of chart paper around the room. One labeled “Major Tasks,” a second labeled “Moderately difficult undertakings,” and the third labeled “Quick wins.”
  - 🔥 You have three colors of post-it notes on your table
    - 🔥 Green for Major Tasks
    - 🔥 Pink for Moderately Difficult
    - 🔥 Yellow for Quick Wins
- Record ideas on the appropriate color post-it notes.  
Post the notes on the appropriate chart paper  
Gallery Walk  
Look for ideas you did not think of  
Debrief

# Helping Students Take Responsibility for Learning

---

-  Personalized schools promote the achievement of standards for all students.
-  Personalized learning begins with individual interests so that each student becomes engaged in learning.
-  Teachers get to know each student's strengths, weakness, and interests.
-  With the school's support, students become self-directed learners who can use learning to manage their lives.
-  As students pursue an increasingly independent pathway, parents can assume new roles as guides and mentors in the learning experience.

- 
-  As students explore real options for their futures in the community, community members become involved in the schools in a meaningful way.
  -  Adults in the school model and benefit from stronger professional and student relationships.
  -  Students learn to set goals and measure success for themselves against common standards.
  -  Students advance to the next grade level upon demonstrating high performance in a variety of ways, not simply through norm-based tests.
  -  Reaching all students depends on reaching each one.

# Module Reflection



1. What insights have I gained from these modules? (content, feelings, connections, recollections, etc.)
2. How might I use this information with the Leadership team or the faculty?

Consider the modules just completed. Reflect on the uses of the content, the resources and people needed. Write your thoughts that best capture these ideas and processes on the Reflection Forms in the Participant Materials.