Administrators will learn how to . . .

• Coach and evaluate for rigor and alignment at the classroom and building levels

• Build capacity for rigor and alignment in the building/district

Assessing Academic Rigor to Ensure Proficiency and World Readiness: Day 4

Iowa Evaluator Approval Training Program III: Assessing Academic Rigor Module – Based on SREB Learning-Centered Leadership Program and the Wallace Foundation
Hello Again!

Please welcome Chris Nugent from Fulton School, Dubuque

At your tables, share:

- One idea/thought/action you have had regarding “Assessing Academic Rigor” since we last met.
- How have you shared your new learning in your building/district?
- What thoughts/practices have you had in coaching for rigor?
- What barriers to make rigor a priority do you see important to address back home.
Housekeeping

- Phone calls
- Restrooms
- Breaks
- Lunch
- Punctuality
- Sharing
Norms

- Listen with an open mind.
- Work toward solutions.
- Meet commitments or let others know if you are struggling to do so.
- Embrace change when appropriate.
- Respect confidentiality.
Please use the “Parking Lot” for questions/concerns!
Facilitate school staff in a collaborative effort of *academic press* to measure and increase classroom rigor in objectives, instruction, and assessments in order to meet the demands of continued education and, ultimately, college and the workplace.
Implementation of Assessing Academic Rigor (4 days)

Workshop One
Days 1 & 2

Workshop Two
Day 3

Workshop Three
Day 4

4-6 Weeks between Workshop 1 and 2

4-6 Weeks between Workshop 2 and 3

Assessing Academic Rigor - Based on SREB Learning-Centered Leadership Program and the Wallace Foundation
Workshop Three:  Day 4

A Whole-School Picture of Rigor

- Process your coaching conversations in triads
- Focus on using rigor in the evaluation process
- Look for evidence of academic press in a building
- Build school or district-wide academic press
- Identify uses for the Rigor Dashboard
- Take action
Big Ideas from Days 1 - 3

- Review the Big Ideas from Days 1 – 3 (page 1 of the Day 4 Participant’s Guide) and discuss the following:
  - What key words pop out at you?
  - What additional insights do you have into these “big ideas”?
  - What insights have you gained since the last session?
  - What questions/concerns do you have about the skills and knowledge in Days 1-3?
  - What are your expectations for this final session?
Debriefing the Homework

Discuss your Day 3 rigor assignment: “Conducting a Coaching Conversation on Rigor” with your tablemates.

Share the following:

- The context and content of your Coaching Conversation
- Your reflection about the Coaching Conversation
The Coaching Work

- Coaching Protocol – “Praise/Question/Polish” (PG)

- The Coach’s Reflection
  - Describe your coaching conversation: planning; stance (Directive/Instructional, Collaborative, Facilitative/Supportive); questions planned/used; and the outcome of the conversation.
  - What worked? What didn’t? How did you/will you overcome those barriers?
  - Learning points
  - Next steps

- What are 3 key learning points from your triad? Choose a spokesperson and post on chart paper.
What Is Academic Press?
Definition

- Focuses on the extent to which school members, including students, teachers, and administrators, experience an emphasis on academic success and conformity to specific standards of achievement
- Involves specific direction for student work and academic achievement
- Creates incentives that motivate teachers and students to achieve at higher levels
- Comes from many sources; e.g., principal’s expectations for teachers to meet curriculum standards and work to promote particular student outcomes, teachers’ expectations for students to learn
Objectives of *Academic Press*

- Identify ways to **measure, monitor, and encourage rigor** at the district, school and classroom levels.

- Demonstrate how to **gather and analyze data related to the level of cognitive complexity** of expected student learning (i.e., rigor).

- Given data across grade levels and subject areas, synthesize the data in order to **identify a whole-school picture of rigor** and areas of strength and areas of concern.

- Given school-wide strengths and areas of concern, **identify actions to develop a culture of rigor** across the school to ensure that all students will learn at cognitively complex levels of learning.
Looking at Academic Press in an Iowa High School

- North Scott CSD video clip featuring superintendent, Jeff Schweibert and HS principal, Shane Knoche

- Each table team will review the “Evidence Packet - North Scott High School” and select examples in the documents that support the extent to which the school focuses on rigor, high expectations, effort and increasing student achievement. (demographic data)

- Use the “Looking at Rigor” chart to post your findings.

- Large group discussion of findings.
Academic Press in Your School

- Reflect on your own building or district.
  - What practices are in place to increase school-wide/district-wide rigor? What are your levels of expectation and effort?

- Discuss as a table those actions that support academic press and high expectations as well as those that might be specifically replicated in your own building/district.

- Highlight as a large group those practices that could be replicated back home as you seek to increase focus on rigor – and academic press.
Indicators of Academic Press

Assessment for Learning
Collaboration
Course-taking Patterns
Curriculum Coherence
Expectations for Student Work
Grading Practices
Instructional Strategies
Student Supports

Assessing Academic Rigor - Based on SREB Learning-Centered Leadership Program and the Wallace Foundation
Rigor Rubric Carousel Activity

- Count off by 8’s and stand by your number-indicator chart paper posted on the wall.

- As a team, list different ways Iowa schools could use this indicator to increase academic press.

- When the cue is given, move to next chart. Review the ideas posted there and then add your own.

- Proceed through all 8 charts and return to your original chart. Review your chart and summarize ideas for the large group, highlighting 3-4.
The Rigor Rubric


- Based on the 8 indicators we just reviewed
- Allows you to measure the depth of implementation of the 8 indicators in your school
  - Uses 4 levels of implementation from “Not Ready” to “School-Wide”
  - Addresses 5 elements (a through e)
  - Provides an average for each key concept by tallying the scores for each level and element and dividing the total by 5.
- One page per indicator for increasing rigor and academic press

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1. **Assessment for Learning:** Classroom assessments are rigorous if they provide specific information about student achievement of the learning and content in high standards.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Not Ready</strong></td>
<td><strong>Getting Ready for Implementation</strong></td>
<td><strong>Emerging Implementation</strong></td>
<td><strong>School-wide Implementation</strong></td>
</tr>
<tr>
<td>0 points</td>
<td>10 points</td>
<td>20 points</td>
<td>30 points</td>
</tr>
</tbody>
</table>

### a. Alignment to Standards (Score __30__)

- Some classroom assessments are strongly aligned to the cognitive complexity and topics of the grade-level state standards.
- Most classroom assessments are strongly aligned to the cognitive complexity and topics of the grade-level state standards.
- All classroom assessments are strongly aligned to the cognitive complexity and topics of the grade-level state standards and, when appropriate, go beyond grade-level standards.

### b. Common Benchmark Assessments (Score __30__)

- Common assessments are administered across some grades, subjects or courses.
- Common assessments, which include high levels of cognitive complexity, are administered across most grades, subjects or courses.
- Common assessments, which include high levels of cognitive complexity, are administered across all grades, subjects or courses and are regularly analyzed and revised by learning teams.

### c. Using Assessment Results (Score __20__)

- Teachers analyze test results to improve assessments.
- Teachers analyze test results to diagnose student learning and improve assessments and instruction.
- Teachers analyze test results to diagnose student learning, improve assessments and instruction, and modify curriculum.

### d. Assessment Literacy (Score __30__)

- Teachers are generally assessment literate, understanding where and when to use a variety of assessments and recognizing quality assessments.
- Teachers can select high-quality, technically correct assessment items/tasks that are aligned to higher levels of learning.
- Teachers can select, develop and/or revise assessment items/tasks to measure higher levels of learning.

### e. Assessment Monitoring (Score __20__)

- The principal and/or learning team monitors classroom assessments in some grades, subjects or courses.
- The principal and/or learning team monitors classroom assessments in most grades, subjects and courses.
- The principal and/or professional learning team monitors and recommends revisions for classroom assessments in all grades, subjects and courses.

**Score Tally on Assessment for Learning:**  a. ___ + b. ___ + c. ___ + d. ___ + e. ___ = ____ / 5 = __26__
## Format of the Rigor Rubric

8 Indicators with 5 Elements (a – e) each

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0 points</td>
<td>10 points</td>
<td>20 points</td>
<td>30 points</td>
</tr>
</tbody>
</table>

a.

b.

c.

d.

e.

Score Tally: \( \frac{a + b + c + d + e}{5} = _____ \)
### Indicator 5: Expectations of Student Work

#### Element a. Examples of Student Work

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Points</td>
<td>Teachers provide models of exemplary student work for students during the year.</td>
</tr>
<tr>
<td>20 Points</td>
<td>Teachers provide models of exemplary levels of student work to students prior to assessments on that material.</td>
</tr>
<tr>
<td>30 Points</td>
<td>Teachers require students to <strong>analyze exemplary student work</strong> to determine the qualities that make the work proficient.</td>
</tr>
</tbody>
</table>

*Increasing Rigor*
Collecting Data Using the Rigor Rubric

Characteristics and Uses of the Rubric

- It is a measuring tool for monitoring at specified intervals (e.g., quarterly, semester, annually)

- It is subjective - but perceptions MUST be supported with examples of evidence

- It may be used by leadership committee, sample of grade, department, or entire faculty

- It uses consensus agreement, a collaborative process which provides opportunities for discussion and common understanding
Using the Rubric (District teams)

1. Use Indicator 4: Curriculum Coherence

2. Independently score each element.

3. Share your score for each element with your team, using the “Fist of Five” process.

4. Acknowledge and discuss discrepancies in scores.

5. Reach consensus using the grid form.
Displaying Your School’s Rigor

How will you accelerate performance?
Rigor Dashboard Gauges

Assessment for Learning

Student Support

Collaboration

Instructional Strategies

Course-taking/Grouping

Grading Practices

Curriculum Coherence

Expectations for Student Work

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Scoring Example

0 = No implementation
10 = Getting Ready for Implementation
20 = Emerging Implementation
30 = School-wide Implementation

Curriculum Coherence

Not Ready

School-wide
8th Grade ELA – An Example

- Assessment for Learning = 26
- Collaboration = 16
- Course-taking Patterns = 12
- Curriculum Coherence = 20
- Expectations for Student Work = 20
- Grading Practices = 16
- Instructional Strategies = 20
- Student Supports = 20

The school then plotted these scores on the “Dashboard” as a data display — to monitor school-wide practices.
8th Grade ELA
Rigor Dashboard Gauges
(Red arrow indicates current status)

0 = Not Ready
10 = Getting Ready for Implementation
20 = Emerging Implementation
30 = School-wide Implementation
Rigor Improvement Strategies

Current status: red arrow
Goal status: green arrow

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Sample Proficiency Gauge

Proficiency Levels for Grade 8 English/Language Arts

Grade 8 Reading – 72% were proficient
Grade 8 Writing – 53% were proficient
Sample Proficiency Gauge

Proficiency Levels by Grade Levels and Subject Areas

- **Grade 10 English/Language Arts** – 72% were proficient
- **Grade 10 Math** – 53% were proficient
- **Algebra I** – 42% were proficient
- **American History** – 30% were proficient
Sample: Combining Gauges

Proficiency Level

- Grade 10 ELA – 72%
- Grade 10 Math – 53%
- Algebra I – 42%
- Amer Hist – 30%

Collaboration
Course-taking Patterns
Grading Practices

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Our definition of rigor:
*Rigor is . . .*

Our strategies to increase rigor school-wide:
• Collaboration: *We will ...*
• Instructional Strategies: *We will ...*
• Grading Practices: *We will ...*

Where we are **now** (date) and where we want to **be** by (date):

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Creating Your Own Dashboard

You can create your own “Rigor Dashboard” using the previous PowerPoint slides:

1. Each gauge on the PowerPoint slide can be copied and pasted into a dashboard of your own design using PowerPoint.

2. The Proficiency Gauge will require two steps: a) copy and paste the movable proficiency bar, and b) copy and paste the gauge itself.

3. To mark the current and goal scores on gauges, use the Drawing Toolbar/Shapes arrow command.

4. Insert text boxes or format background to customize the dashboard for your school.
At your table, allow each participant 10 minutes to present and get feedback on their Action Plan or IPDP. Consider the following questions:

- How will you engage the entire staff in increasing rigor?
- What strategies do you want to try first?
- How will you get people organized?
- What is your action plan for the next month?
- With whom will you have your next coaching conversation regarding academic rigor?
- What are your next steps?

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Considerations in Action Planning

- Select strategies to assess rigor at the classroom level
- Hold people accountable for actions needed
- Monitor timelines for the rigor dashboard
- Establish a culture that understands, values, and develops *academic press* through school-wide practices, and
- Increase your own skills as a coach and evaluator of rigor and academic press.
You’ve Only Just Begun…

- Questions/Concerns

- Let’s spend a few minutes reviewing the “big ideas” from all 3 workshops
  - Day 1 & 2
  - Day 3
  - Day 4

- Summing It All Up!

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Ticket Out the Door

- Share with an elbow partner your next step in addressing rigor in your school/district.
- Complete the workshop reflection and feedback – leave it on the table as you exit.
- Complete the online course evaluation.
- Do what’s necessary to increase academic rigor for your students.