

**Collaborating Online for Rigor and Relevance: Using the Rigor/Relevance Framework™**

Participants in this workshop will explore the nature of teaching and learning through the Rigor/Relevance Framework. Participants will consider the importance of planning instruction that is aligned to curriculum and assessment. Course materials, discussions, and activities are online and emphasize collaboration as a way to develop high quality lessons, interdisciplinary planning, and strategies to improve the quality of instruction.

**Student Outcomes**

- I. Collaborate to develop teaching strategies that engage students.
  
- II. Students will:
  - A. Reflect on the importance of Rigor and Relevance.
  - B. Practice sorting verbs into the knowledge taxonomy.
  - C. Sort student work samples into the four Rigor/Relevance quadrants.
  - D. Generate interdisciplinary or integration ideas to transform a lesson to increase knowledge interconnectedness.
  - E. Generate ideas for supports needed to make the use of the Rigor/Relevance Framework the norm and not the exception in their teaching practices.

**Course Outline**

The purpose of CORR is to have participants work together in an asynchronous mode to examine the Rigor/Relevance Framework. Because of so many significant time limitations, this experience allows teachers to work together at convenient times through the use of an online management system. Participants in CORR will develop the following skills:

- Apply the Rigor/Relevance Framework to their instruction
- Set expected levels of rigor and relevance for students
- Design performance tasks for a given level of rigor and relevance
- Design assessments for a given level of rigor and relevance

Each module is designed to provide teachers with adequate background knowledge, increase collaboration and create a finished product. There are five activities in the CORR structure.

**Connect** stimulates interest and connects the teacher with the current topic.

**Explore** provides background information that teachers can read or listen to. The section includes articles, links to Web sites, video, and audio.

**Share** is a discussion section that starts with a question related to the topic. Teachers contribute to the online discussion and share ideas to shape each others perspective.

**Apply** is the section in which teachers will apply what they have learned. These are engaging activities that allow teachers to complete hands on activities and reinforce their knowledge.

**Develop** is the section in which teachers will create a product or project required in each respective topic. Each topic will end with something specific that teachers will develop.

The aforementioned components are included in each of the following five topics. The topics guide participants through developing a deeper understanding of building relationships. The topics are:

| Course Module                                 | Development Activity  |
|---|---|
| 1. Why Rigor and Relevance?                   | Develop a memo and share it with your Principal   |
| 2. Rigor/Relevance Framework                  | Develop an action plan to increase your Quad D instruction and assessment   |
| 3. Raising the Levels of Rigor and Relevance  | Write a performance task and justify the level of rigor and relevance   |
| 4. Interdisciplinary Instruction              | Teach and reflect on a lesson that is interdisciplinary   |
| 5. Teaching for the High Rigor/High Relevance | Develop an action plan for securing the supports needed to implement the Rigor/Relevance Framework in your teaching practices |

**Course Activities:**

There are 3 types of course activities. The discussion activities (Share) are forum questions that have been designed to align with the current topic. Each topic has at least one forum. The reflection activities (Journal), and the “Develop” activities (Develop) are product-based assignments where participants are developing and sharing materials for their use.

**Pertinent Links:**

- <http://rigor-relevance.com>

Please note: If you are registered for graduate credit via the University of Sioux Falls

1. A review of the student’s online discussion participation will be conducted
2. “Develop Activity” assignments need to be received on a continuous basis

Please send Develop assignments to:

Dale Eggebraaten  
 Successful Practices Network  
 1585 Route 146, Rexford, NY 12148  
 or  
[Dale@spnet.us](mailto:Dale@spnet.us) | fax (518) 723-2140

### Grading Rubric - Participation (Share)

There are opportunities for participants to interact with each other and to share content, experience, and observations about the course. Participation is graded based on the quality of the messages posted and correspondence with others.

|  | A  | B   | C   | No Credit  |
|--|--|---|---|--|
| <b>Answered question posed</b>               | Initial response is of high quality. It includes reference of materials online and in printed materials. | Initial response answers question but does not reference any materials. | Initial response lacks clarity.               | No response.   |
| <b>Feedback to others</b>                    | Always provides feedback to others.  | Sometimes provides feedback to others.                                  | One or two times provided feedback to others. | Never provides feedback to others.                   |
| <b>Feedback to others who respond to you</b> | Always provides feedback to those who respond to me.   | Sometimes provides feedback to others who respond to me.                | One or two times provided feedback to others. | Never provides feedback to others who respond to me. |

### Grading Rubric - Assignments (Develop)

There are five opportunities for participants to submit assignments. Assignments are graded based on their quality and how they relate to the content of the course/module.

|   | A   | B  | C  | No Credit            |
|---|---|--|--|----------------------|
| <b>Meeting guidelines of assignment</b> | Clearly addresses all parts of the task, demonstrates a clear understanding of purpose                    | Addresses all parts of the task, demonstrates a general understanding of purpose                     | Address only parts of the task, demonstrates little understanding of purpose | No response.         |
| <b>Referencing site materials</b>       | Provides effective support for judgments through specific references to site material and prior knowledge | Provides some support for judgments through specific references to site material and prior knowledge | Provides weak support for judgments  | No reference.        |
| <b>Feedback to others</b>               | Provides feedback to more than half of the class  | Provides feedback to about half of the class   | Provides feedback to less than half of the class                             | Provides no feedback |