

Three-credit Graduate Workshop

EDU 548 H - Collaborating Online for Rigor and Relevance

Participants in this course will explore the nature of teaching and learning through designing lessons that are academically rigorous and real-world relevant. Participants will use the Rigor/Relevance Framework as a tool to designing one high rigor/high relevant lesson. In addition, 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. Communication as a way to develop high quality lessons

Students will participate in weekly discussions to:

- A. Understand the implications of the “why and how of rigorous and relevant” instruction, assessment and the application of knowledge.
- B. Understand the demographic and globalization changes that impact education, including the public’s divergent and often competing expectations of public schools.
- C. Understand the successful practices educators can use in creating and implementing effective plans to improve the academic performance of all students.

II. Interdisciplinary Planning

Students will:

- D. Develop their own high rigor/high relevance lessons using the Rigor/Relevance Framework
- E. Review the work of others to collaborate on increasing the quality of the lessons.
- F. Seek ways to organize high expectation interdisciplinary instruction and assessment along a continuum to enable all students to obtain higher standards.
- G. Design and submit one fully developed Gold Seal Lesson for publication on the Successful Practices Network Website.

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
6. Student Learning	Teach a lesson that you began planning with student learning in mind
7. Performance Tasks	Develop your lesson (Instructional Focus, Student Learning, Performance Task)
8. Essential Skills	Identify the Common Core State Standards aligned to your lesson
9. Scoring Guide	Assess student learning with a Quad D performance-based assessment
10. Gold Seal Lesson	Submit your Gold Seal Lesson for publication

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 | 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
Answered question posed	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.
Feedback to others	Always provides feedback to others.	Sometimes provides feedback to others.	One or two times provided feedback to others.	Never provides feedback to others.
Feedback to others who respond to you	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
Meeting guidelines of assignment	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.
Referencing site materials	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.
Feedback to others	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