Discover What Lies Beneath

High School Leadership Teams

March 10, 2015
High School Team

- Georgia Kopenhaver, High School ELA Specialist
- Matt Owens, High School Math Specialist
- Margaret Schilit, Middle and High Social Studies Specialist
- Dena Spickard, Middle and High Science and Health Specialist - Start Date TBD
- Marriah Schwallier, Teaching and Learning Team Leader for High School
Profile of the South Carolina Graduate

**World Class Knowledge**
- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

**World Class Skills**
- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

**Life and Career Characteristics**
- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

Transform SC
Approved by SCASA Superintendent’s Roundtable and SC Chamber of Commerce
“Transform SC is an education initiative of New Carolina. We are a collaboration of business leaders, policy makers, educators, parents and students who seek to transform K-12 public education in South Carolina. Our goal is to create a new system of learning that will produce high school graduates ready to compete in a global economy”.

http://www.transformsc.com/

https://www.youtube.com/watch?v=KdHC3ngXQV
Entry #1: In your role at your school, how do you ensure that students are meeting expectations of the Profile of the SC Graduate?
Review of Content and Cognitive Demands
Entry #2: What do you already know about rigor, Bloom’s Taxonomy, and Webb’s Depth of Knowledge? How are they related?
Content & Cognitive Demands

Is the purpose of learning to store knowledge or to produce knowledge?

If it is to produce knowledge, a careful and intentional focus on content and cognitive emphasis must be established in our classrooms.
We Must Start Thinking...

• How deeply students need to know the content so that they can apply it to produce and take ownership of knowledge?
• How should the content interact with the thinking process?

...Instead of...

Am I covering everything I have to cover?

Discuss with your team...
Content and Cognitive Demands

SL.11-12.3

Evaluate a speaker’s point of view, reasoning, and use evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

• Content Demands (nouns): evidence, inference, assumption, argument, rhetoric, bias, fallacy, fact, word choice, tone, point of view
• Cognitive Demands (verbs): analyze, evaluate, infer, reason, assess, draw connections
Silently - Organize the cognitive demands from the least complex to the most complex.
Prepare a justification for the organization of your complexity progression diagram to share with the whole group. Some things to consider as you study your progression from left to right:

- Are there natural groupings among the tasks? Describe the groupings.
- Describe the similarities and differences among the tasks?
- What prior knowledge or skills do the tasks require?

Justify your organization to the whole group and explain your thinking for the organization.
Break
Teams share thinking and justification for complexity progression.
Evaluating Rigor and Task Complexity

What criteria did you use to evaluate the task complexity?

• How many of you referenced Bloom’s Taxonomy?

• Did any of you reference Webb’s Depth of Knowledge?
Can we compare Bloom’s and Webb’s?
Because no simple one-to-one correspondence relates Bloom's Taxonomy and depth of knowledge, Hess superimposed them.

The resulting cognitive rigor (CR) matrix connects, yet clearly distinguishes, the two schemata, allowing educators to examine the rigor associated with tasks that might seem at first glance comparable in complexity.

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<tr>
<th>Revised Bloom’s Taxonomy</th>
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• Read the abstract through the lens of the SC Graduate.

• **Entry 3:** How is your school preparing students for the rigor of college and 21st Century careers? How do you know?

• Share your responses and at your table and discuss the implications for your students and teachers.
Ensuring that a curriculum aligns to standards alone will not prepare students for the challenges of the twenty-first century.

Because students need exposure to novel and complex activities every day, schools in the twenty-first century should prepare students by providing them with a curriculum that spans a wide range of the cognitive rigor matrix.

Team Collaboration
Team Planning
Items to Consider

- Think about rigor at your school.
- What steps have you already taken to ensure a rigorous learning opportunity for all students?
- How might your learning impact the attention that rigor will receive in your school?
Lunch
Webb’s DOK
(Depth of Knowledge)
Revist Entry #2: How has your understanding deepened as a result of your morning learning and the Hess video?
Webb’s DOK Resources

- Study the resources we have provided to increase your understanding of Webb’s DOK, and complete the Cognitive Rigor Task Activity.
Use your new or deeper understanding of DOK and the Cognitive Rigor Matrix to place the cognitive task cards in the appropriate locations on the matrix.

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Answer Key

Use the answer key to see if your team placed the cognitive task cards in the appropriate locations on the matrix.

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CRM Planning Sheet

Rev. 1.0 92-8-05 2009 9.5.10

© 2009 – Karin K. Hess, Center for Assessment, Dover, NH. Hess’s Cognitive Rigor Matrix
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Break
Rigor, SC Graduate and Richland 2 Focus Areas?

- Formative Assessment with Feedback Tied to the Standards
- Math Practice Standards
  1 - Make sense/persevere
  3 - Construct arguments
  4 - Model with math
  6 - Attend to precision
- Supporting Claims with Evidence
- Higher Level, Text-Based Questions
- Argument/Opinion Writing
- Research As Defined by the Standards
Rigor, SC Graduate and Richland 2 Focus Areas?

- Use the Richland Two Focus Areas handout and the Profile of the SC Graduate handout to complete the Rigor, Focus Areas and SC Graduate Activity.
Profile of the South Carolina Graduate

World Class Knowledge
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Rigor and Richland 2
Focus Areas

- Formative Assessment with Feedback Tied to the Standards
- Math Practice Standards
  - #1 - Make sense/persevere
  - #3 - Construct arguments
  - #4 - Model with math
  - #6 - Attend to precision
- Supporting Claims with Evidence
- Higher Level, Text-Based Questions
- Argument/Opinion Writing
- Research As Defined by CCSS and SCSS
Entry 4: Re-examine and reflect on the complexity progression and the CRM. Describe how and why your thinking about task complexity and cognitive rigor has changed or deepened. How will you and your team share this understanding with the teachers at your school? What are the implications for your student?
• Reflect on the steps your school has taken this year to bring the focus areas to routine use.
• What has been successful? How do you know?
• Where have you struggled? What would you do differently?
• Now take a deeper look through the lens of DOK. How does your work with the teachers at your school need to evolve to meet the rigorous demands of DOK and the Profile of the South Carolina Graduate?
What’s Ahead...

Boot Camp
Monday, June 15th
Tuesday, June 16th

Re-boot
Visit the Need To Know Reflection Form at:
www.tinyurl.com/reflectmarch10
Resources and References


• Webb, L. Norman. *Depth of Knowledge Levels for Four Content Areas*. 2002


• Karen Hess. *7 Misconceptions of Rigor and DOK Webinar*

• Transform SC