

RIGORNOMICS: Defining Models of Excellence

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RIGOR

FOUR STAGES OF IMPLEMENTATION:

1. Questioning and Reflection
2. Classroom Engagement and Development
3. School-Wide and Community Level Participation
4. Global Thinking and Interpersonal Relationships

NOTES:

Things to look for in a rigorous classroom:

1. Students are **focused** (both physically and mentally) with the task at hand.
2. The task is **challenging**, even to the highest child in the room, yet the teacher is providing the **tools** and **support** necessary to solve the problem at hand.
3. The teacher **facilitates** discussion or questioning, much like a conductor would an orchestra, as to lead **deeper** into the material, gathering new insights from ALL students, not just those with their hand up.
4. Content is **connecting** across curriculum, it is not in isolation. Students are making connections and "light bulbs" are going off as students begin to connect the dots.
5. Students leave class **asking questions**, not because they are confused, but because they want to know more; they are **curious** as to why something happened or how it could be done differently.

Summarized Way to Look at Rigor:

True rigor is "creating an environment in which each student is **expected** to learn at high levels, each student is **supported** so he or she can learn at high levels, and each student **demonstrates** learning at high levels" (Blackburn, 2008)

The Building of Higher Order Thinking:

Knowledge: Can you name the country where these pictures took place?

Comprehension: Why are the rebels trying to remove al-Assad from power?

Application: Do you know of another instance where civil war has taken place?

Analysis: How is the Syrian uprising similar to _____ (answer from above)?

Synthesis: Can you plan a possible solution for ending the destruction taking place in Syria?

Evaluation: In what ways can world powers intervene in political uprisings to prevent future ones?