

## Teachers' Definitions of Rigorous Instruction

Please indicate your agreement or disagreement with the following statements about rigorous instruction.

Statement	Agree	Disagree	Sometimes	Not sure
1. Rigorous instruction engages students in higher order <b>cognitive processes</b> such as genuine problem solving, critical thinking, analyzing, understanding, communication, reasoning.				
2. Rigorous instruction engages students in <b>application</b> of what they learned to real world context, in word problems, open-ended and unfamiliar problems, and in transfer of knowledge.				
3. Rigorous instruction is <b>challenging</b> for students. It pushes students to their highest ability.				
4. Rigorous instruction is <b>different for different students</b> .				
5. Rigorous instruction is aligned with the <b>Standard Course of Study</b> , it prepares students for the standardized tests.				
6. Your own definition:				

## Examples of Lesson Plan Templates

### Template #1

<b>Big Idea:</b>	
<b>Essential Question or Subject-Specific Big Idea:</b>	
<b>Learning Target(s):</b> <i>(What do you want students to know and be able to do?)</i>	
<b>Common Instructional Framework:</b> <i>(Which strategy or strategies will be the most powerful tool for achieving the instructional goals? How will the protocol for the instructional strategy encourage student engagement and powerful teaching and learning?)</i>	
<b>Assessment (Formative and Summative)</b> <i>(How will I know students are mastering learning targets?)</i>	
<b>Student Groups:</b> <i>(How will students be grouped and why is this grouping appropriate?)</i>	
<b>Framing the Lesson:</b> <i>(How can I set this up for the class so that students understand the purpose of the lesson, and how they can demonstrate mastery of the learning targets?)</i>	
<b>Lesson Description:</b> Include information about both student and teacher activity. <i>(What will the students be doing? How will I facilitate and support student engagement?)</i>	
<b>Lesson Reflection:</b> <i>(What went well? What should be changed for next time?)</i>	

**Template #2**

<b>Learning Objectives</b>	<b>NC Standards</b>	<b>Agenda</b>
<b>Instructional Strategies</b>	<b>Resources</b>	<b>Assessments</b>
<b>Notes/Reflections:</b>		

**Template #3**

<b>Big Idea:</b>  (Big idea is a concept, or relationship among concepts, or a structure that is essential to the discipline and permeates multiple lessons.)	
<b>Learning Objectives:</b>  Learning objectives/targets should specify what students will have learned as a result of lesson activities, not what they will do. The new learning may include knowledge (facts), skills (procedures), and understanding (understanding of concepts and relationships between concepts, or between procedures and underlying concepts, etc.). It is important to include at least one procedural and one conceptual learning target in	

every lesson.	
<p><b>Agenda</b></p> <p>Overview/flow of the lesson</p>	
<p><b>Lesson Tasks and Instructional Strategies</b></p> <p>These are the specific tasks and strategies that you are going to use to accomplish the learning goals. Describe these tasks and strategies in such a way that you are answering the following questions.</p> <ul style="list-style-type: none"> <li>• What is the activity/task/assignment that you will have students complete to accomplish the learning objectives?</li> <li>• How does this task maintain a high level of cognitive demand for students?</li> <li>• What are the questions that you will have students answer as part of the task?</li> <li>• How will you activate prior content knowledge? How will you introduce new content knowledge?</li> <li>• How will students complete the task? (Working independently, in groups, choices students will have, etc.)</li> <li>• How will you differentiate the activity for students of different learning needs? (Think about students who might already have mastered the content or those who need additional help.)</li> </ul>	
<p><b>Assessment (Formative and Summative)</b></p> <p>For formal assessments or quizzes, examples of problems/tasks should be provided. For informal/formative assessments, examples of questions to students should be provided. The lesson plan should provide information about: (1) what are the criteria for students' successful achievement of the lesson's learning targets; (2) how the teacher will monitor whether and to what extent the learning targets are achieved by most students (it is not enough to say that the teacher will circulate and watch students work. It is necessary to say what evidence of learning in the student work/conversations the teacher will look for and how this evidence will be collected. For example, what questions would be asked or what solutions to problems will indicate learning or misconceptions); (3) how the information about current student knowledge or understanding collected during the lesson will be acted upon; (4) whether the lesson provides opportunities for self- and/or peer assessment.</p>	