COURSE SYLLABUS

Course: Supporting Struggling Students with Rigorous Instruction

Presenter: Dr. Robyn Jackson

Credits: 3 Graduate Credits

Course Overview

In this course, you will gain the knowledge and skills to support struggling students without sacrificing rigor. Presenter Dr. Robyn R. Jackson begins by helping educators understand why students struggle. From there, you will learn specific strategies for supporting students. These include acceleration strategies designed to prevent students from struggling in the first place, progressive intervention strategies that directly address sources of student struggle and quickly get struggling students back on track, and remediation strategies that target specific areas of difficulty and prepare students for summative assessments.

Dr. Jackson introduces participants to the four stages of rigorous learning—acquisition, application, assimilation, and adaptation—and will show you how to support students through each stage. You will learn specific instructional and support strategies for increasing students' capacity to engage in rigorous learning experiences, ways to increase the rigor of their own courses, and assessment strategies that extend students' rigorous learning throughout the unit. Finally, you will develop a proactive intervention plan that supports students' rigorous learning before the lesson, during learning, and through the summative assessment.

Presenter Bio

Robyn R. Jackson earned her Ph.D. in Curriculum and Instruction from the University of Maryland. In her work with teachers, administrators, schools, and non-profit organizations, Dr. Jackson focuses on key principles of education rather than isolated strategies. Dr. Jackson founded Mindsteps Inc. in 2006 to help teachers learn how to help every students meet or exceed rigorous learning standards. Her work with administrators helps them effectively train and support teachers and create highly rigorous school programs that ensure equitable access to college readiness for all students. She also works with school systems and non-profits to remove institutional barriers to equity, access, and rigor for all students, particularly students of color who are traditionally under-represented in advanced courses.

As you take this course, you will:
- Listen to experts.
- Watch real classroom learning.
- Understand research and best practice.
- Access resources, lesson plans, and graphic organizers.

Course Objectives

In this course, you will learn:
1) How to identify material students are struggling with and how to apply a variety of intervention strategies to help them
2) The difference between rigorous and un-rigorous instruction and assessment strategies
3) How to apply rigorous instruction and assessment strategies to their lessons and units

Course Outcomes

By the end of this course, you will be able to:

1) Anticipate students' struggles and develop proactive plans to preclude those struggles
2) Identify struggling students and apply a variety of intervention and remediation strategies to help them
3) Employ rigorous instruction and assessment strategies through all stages: acquisition, application, assimilation, and adaptation

Course Resources

Included within each unit are readings, resources, and materials available to download, save, and print. Please make sure you access all materials for each unit by clicking on the "Resources" tab to the right of the screen.

Methods of Instruction and Evaluation

- Videos (presentations consisting of interviews and classroom footage)
- Readings
- Reflection questions (open-ended questions at intervals throughout the course which ask participants to reflect on the course content, their own practice, and next steps for their practice)
- Checks for Understanding (selected-response quizzes to assess understanding)
- Discussion forums (prompts that engage participants in online dialogue with their cohorts)
- Pre and Post surveys
- Mid-course Project and Final Capstone Project

Academic Honesty

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else's work as one's own, and includes failing to cite sources for others' ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

Grading Policy (using rubric 1-4 scale system)

Total grade for the course is a culmination of performance grades

A: 3.4 – 4.0
B: 2.7 – 3.3
C: 2.0 – 2.6
F: < 2.0

Percentage of Course Credit

Course grade is determined by the following:

Reflections	15%
Checks for understanding	25%
Mid-course Project	25%
Final Capstone Project	35%

In order to complete the requirements of the course, you must complete all course work (e.g., reflections, checks for understanding), including watching all videos and participating in all discussion forums. We do not award partial credit.

Reflection Rubric

Assessment	Underdeveloped (1)	Basic (2)	Proficient (3)	Distinguished (4)
Checks for understanding	65% or below	66-79%	80-89%	90-100%
Reflection Question	Participant has included little to no content indicating consideration and comprehension of course content. Participant has not addressed the questions posed. Participant has copied from the course transcript without synthesis or analysis.	Participant has included little that indicates consideration and comprehension of course content. Participant has answered most questions directly but some too briefly.	Participant has included appropriate content from the course content and made connections to practice. Participant has made thoughtful comments in direct response to the prompts.	Participant has provided rich detail and supporting examples from the course content and made specific connections to his/her practice. OR Participant has made thoughtful comments in direct response to the prompts and created next steps to support his/her learning.

Course Calendar

Unit 1: Introduction to Proactive Support Services
Presenter Robyn Jackson introduces participants to the idea of proactive support and why it is much more effective than remediation in helping struggling students. Participants learn the theoretical underpinnings of this approach and meet several teachers who have been learning and implementing Jackson's strategies. Classroom videos help participants observe the successes and challenges confronted by these teachers as they implement Jackson's strategies. **Objectives** In this unit, you will learn: ▪ The "curse of knowledge" and how to combat it in the classroom ▪ What constitutes proactive support and the steps involved in developing a proactive support plan ▪ The characteristics of effective support **Outcomes**

By the end of this unit, you will be able to:
- Overcome "the curse of knowledge"
- Provide proactive supports for struggling students

Unit 2: Acceleration Plans

Jackson introduces the concept of acceleration, previewing key knowledge and skills students will need to master prior to the lesson or unit. Acceleration rounds out students' prior knowledge and helps students develop more effective strategies for acquiring and retaining information.

Participants learn to anticipate confusion in order to anticipate their acceleration and support plans. She details methods to activate students' prior knowledge, or, for students who don't have prior knowledge, ways to help students develop a basic understanding of concepts foundational to the lessons.

Participants rejoin the teachers they met in the previous unit as they begin to develop their acceleration plans. Participants also begin to develop an acceleration plan of their own.

Objectives
In this unit, you will learn:
- The two biggest reasons students struggle prior to learning
- The three "C's" to help anticipate confusion
- Strategies for activating prior knowledge
- Strategies for creating prior knowledge

Outcomes
By the end of this unit, you will be able to:
- Anticipate and resolve confusion for students prior to a lesson
- Activate prior knowledge
- "Backfill" missing prior knowledge for students

Unit 3: Organizing Strategies

Jackson introduces participants to techniques for previewing organizing strategies that help set students up for success. She shares specific ways participants can use these organizing strategies with their students.

Participants are introduced to the use of advanced and graphic organizers and their value in the classroom.

Educators rejoin the teachers they met in previous units as they continue the development of their acceleration plans. They also continue the development of their own lesson plans.

Objectives
In this unit, you will learn:
- How to frame learning for students using advanced organizers

- How to preview organizing strategies prior to a lesson to set students up for learning
- Strategies for using graphic organizers successfully as a support for learning

Outcomes
By the end of this unit, you will be able to:
- Develop and use advanced organizers to frame learning for students
- Preview organizing strategies to set students up for success
- Use graphic organizers

Unit 4: Vocabulary

Participants learn how to use vocabulary instruction to support students and set them up for success. Jackson explains the steps of effective vocabulary instruction and explores how to implement these steps.

Participants also learn how to apply specific vocabulary strategies to improve instruction and support of their students. They rejoin the teachers from earlier units as they continue to develop their acceleration plans and participants continue to develop their own.

Objectives
In this unit, you will learn:
- Why vocabulary instruction is an effective support tool
- The steps for effective vocabulary instruction

Outcomes
By the end of this unit, you will be able to:
- Implement research-based vocabulary instruction to help students develop key vocabulary skills
- Implement the following vocabulary strategies:
    o Word maps
    o Frayer models
    o Concept maps
    o Double-entry notebooks
    o Cue cards

Unit 5: Organizing Strategies

In this unit teachers learn the difference between productive and destructive struggles and how to respond effectively to those students struggling destructively.

Dr. Jackson demonstrates how to begin developing an intervention plan by establishing mastery thresholds, developing formative assessment, and setting red flag mechanisms that warn teachers early that students are headed for destructive struggle. Participants learn how to develop the first two parts of a proactive intervention plan.

Objectives

In this unit, you will learn:
- The difference between productive and destructive struggle
- How to determine mastery thresholds for individual courses
- How to establish red flag mechanisms that warn of destructive struggle early on
- How to develop formative assessments that reveal red flags

Outcomes
By the end of this unit, you will be able to:
- Identify key signs that their students are struggling destructively and are headed for frustration
- Determine mastery thresholds aligned with their instructional standards
- Establish red flag mechanisms to warn them of the first sign that students might be headed for destructive struggle
- Develop and effectively implement formative assessments

Unit 6: Supports and Interventions

Participants learn how to select and provide students with appropriate interventions.

The unit begins with a close look at what interventions are, how they differ from typical supports, and how to select interventions that directly respond to red flags.

Participants also learn how to use specific interventions to help students get back on track when they struggle.

Objectives
In this unit, you will learn:
- The difference between supports and interventions
- How to use progressive interventions as a way of providing targeted support to students who struggle
- Specific intervention strategies

Outcomes
By the end of this unit, you will be able to:
- Distinguish between supports and interventions
- Use progressive interventions
- Match the appropriate intervention strategy to each red flag

Unit 7: Monitoring Intervention Plans

Participants learn how to monitor their intervention plans to ensure that they are effectively meeting the needs of their students. They learn how to select appropriate interventions, understand when interventions are working, and gradually remove supports so that students can become independent learners.

Objectives
In this unit, you will learn:
- The criteria for effective interventions
- How to select interventions well-matched to red flags
- How to gradually remove supports so that students can become independent

Outcomes
By the end of this unit, you will be able to:
- Develop a proactive intervention plan
- Select appropriate interventions
- Monitor their interventions to ensure they are working effectively
- Gradually remove interventions to help students become independent

Unit 8: Remediation

Dr. Jackson teaches participants how to discern which students need remediation. Participants learn how to select the appropriate remediation strategies and to implement those strategies effectively.

Objectives
In this unit, you will learn:
- The purpose of remediation
- How to implement remediation
- Specific remediation strategies

Outcomes
By the end of this unit, you will be able to:
- Select appropriate interventions for struggling students
- Develop a responsive remediation process to support students just prior to summative assessment
- Implement specific remediation strategies to support struggling students

Unit 9: Introduction to Rigorous Instruction

Jackson compares rigorous with un-rigorous application. She reveals what thinking skills contribute to rigorous application.

Participants learn how to plan rigorous application lessons that teach specific thinking skills. They also learn how to support students during this stage so they acquire the thinking skills they need to move to other stages of rigor.

Objectives
In this unit, you will learn:
- What rigorous instruction is
- How to select rigorous content

- The four primary characteristics of rigorous content
- Differences between content that is layered, complex, ambiguous, and implied
- Support strategies that help students successfully manage rigorous application

Outcomes
By the end of this unit, you will be able to:
- Plan rigorous application lessons
- Select and implement specific strategies to support rigorous application
- Teach specific thinking skills

Unit 10: Rigorous Acquisition Strategies

Jackson presents the first stage of rigorous instruction: acquisition. Participants learn the difference between rigorous and un-rigorous acquisition and how to foster rigorous acquisition. They also learn how to support students during the acquisition stage so that they are better prepared to move to other stages of rigor.

Objectives
In this unit, you will learn:
- The difference between rigorous and un-rigorous acquisition
- How to foster rigorous acquisition through effective instructional practices
- Support strategies that help students move successfully through rigorous acquisition so that they are more prepared to move to other stages of rigor

Outcomes
By the end of this unit, you will be able to:
- Plan rigorous acquisition lessons
- Select and implement specific strategies to foster rigorous acquisition

Unit 11: Rigorous Application Strategies

Dr. Jackson compares rigorous with un-rigorous application. She reveals what thinking skills contribute to rigorous application.

Participants learn how to plan rigorous application lessons that teach specific thinking skills. They also learn how to support students during this stage so they acquire the thinking skills they need to move to other stages of rigor.

Objectives
In this unit, you will learn:
- The difference between rigorous and un-rigorous application
- The specific thinking skills involved in rigorous application
- How to plan rigorous application lessons
- Support strategies that help students successfully manage rigorous application and develop the

thinking skills required to move to assimilation and adaptation

Outcomes
By the end of this unit, you will be able to:
- Plan rigorous application lessons
- Select and implement specific strategies to support rigorous application
- Teaching specific thinking skills

Unit 12: Rigorous Assimilation Strategies

Participants learn how to help students use what they have learned in meaningful ways. They learn what rigorous assimilation is, how to create learning environments in which students assimilate their knowledge meaningfully, and specific strategies to help students develop the appropriate thinking processes.

Objectives
In this unit, you will learn:
- What rigorous assimilation is
- Specific strategies to help students develop thinking processes
- Support strategies that help students master rigorous assimilation tasks

Outcomes
By the end of this unit, you will be able to:
- Plan rigorous assimilation lessons
- Select and implement specific strategies to support rigorous assimilation
- Teach specific thinking processes

Unit 13: Rigorous Adaptation Strategies

Participants learn what adaptation is, why it is important, and how it relates to habits of mind. Jackson prepares participants to plan adaptation lessons and help students develop 16 habits of mind as they learn content in a highly rigorous way. Participants also learn to develop support strategies to helps students successfully reach adaptation.

Objectives
In this unit, you will learn:
- What adaptation is and how it relates to the other stages of rigor
- How to plan adaptation lessons
- How to help students develop habits of mind
- Support strategies to help students reach adaptation

Outcomes
By the end of this unit, you will be able to:
- Plan rigorous adaptation lessons
- Select and implement specific strategies to support rigorous adaptation

- ▪ Teach the habits of mind

Unit 14: Rigorous Assessment Strategies

Participants learn how to create highly rigorous assessments. They study several characteristics of good assessments and learn how to select appropriate assessments that provide rigorous endpoints and extensions of students' learning. Dr. Jackson demonstrates strategies for creating or selecting rigorous assessments that measure how well students have met the standards. In addition, participants learn strategies for helping students prepare for rigorous assessments, including how to provide supports that ensure all students' success.

Objectives
In this unit, you will learn:
- ▪ What makes an assessment effective in measuring rigorous learning and extending thinking
- ▪ How to create or select rigorous assessments that measure how well students have met rigorous learning standards
- ▪ Support strategies that help students prepare for rigorous assessments

Outcomes
By the end of this unit, you will be able to:
- ▪ Analyze their assessments for rigor
- ▪ Create rigorous assessments
- ▪ Implement rigorous summative assessment strategies
- ▪ Support students who struggle with rigorous summative assessments

Unit 15: The Action Plan

Participants review the key concepts of the course and develop an action plan for systematically implementing the course's strategies with their students.

Objectives
In this unit, you will learn:
- ▪ How to support students struggling with rigor
- ▪ How to develop an action plan for supporting those students

Outcomes
By the end of this unit, you will be able to:
- ▪ Develop an action plan for implementing course strategies with students
- ▪ Make informed choices about which strategies to use when
- ▪ Customize strategies for use with their own students