

Adaptation 2: Provide More Rigor and Depth

I. ROUTINE SEGMENTS		
<i>A. Communicating Learning Goals and Feedback</i>		
Element	Traditional Classroom	Modifications for More Rigor and Depth
1. Providing Rigorous Learning Goals and Performance Scales (Rubrics)	The teacher provides or reminds students about a specific learning goal and the scale that accompanies that goal.	Learning goals are more rigorous in nature to reflect the demands of the standards. Scales for learning goals include the application of knowledge.
2. Tracking Student Progress	Using formative assessment, the teacher helps students chart their individual and group progress on a learning goal.	Students are involved in and take some responsibility for providing evidence for their progress on the scale.
3. Celebrating Success	The teacher helps students acknowledge and celebrate their current status on learning goals as well as knowledge gain.	Students are involved in and take some responsibility for celebrating their individual status and growth and that of the whole class.
<i>B. Establishing and Maintaining Classroom Rules and Procedures</i>		
Element	Traditional Classroom	Modifications for More Rigor and Depth
4. Establishing Classroom Routine	The teacher reminds students of a rule or procedure or establishes a new rule or procedure.	Routines focus more on students working individually or in small groups as opposed to whole-class instruction.
5. Organizing the Physical Layout of the Classroom	The teacher organizes materials, traffic patterns, and displays to enhance learning.	The physical layout of the classroom is designed to support long-term projects by individual students and groups of students.

II. Content Strategies		
<i>C. Helping Students Effectively Interact With New Knowledge</i>		
Element	Traditional Classroom	Modifications for More Rigor and Depth
6. Identifying Critical Content	The teacher provides cues as to which information is important.	The teacher continuously identifies and highlights the content that is critical for students and, by the end of the lesson, these efforts portray a clear progression of information that leads to deeper understanding of the content.
7. Organizing Students to Interact with New Content	The teacher organizes students into dyads or triads to discuss small chunks of information.	Students are provided help regarding how to interact in a manner that will help them process new content. Additionally, students are provided guidance regarding how they might focus on one or more of the cognitive or conative skills (see Table 5).
8. Previewing New Content	The teacher uses strategies such as K-W-L (Know, Want to Know, Learned), advance organizers, and preview questions.	The previewing activities allow for students to access and analyze information (e.g., the previewing activities allow for "flipped classroom" activities) as opposed to simply being presented with information.
9. Chunking Content into "Digestible Bites"	The teacher presents content in small portions that are tailored to students' levels of understanding.	The content is chunked in such a way as to progress to a clear conclusion or "learning progression" about the new information.
10. Helping Students Process New Information	After each chunk of information, the teacher asks students to summarize and clarify what they have experienced.	Group processing of information is focused on students generating conclusions about the new information.
11. Helping Students Elaborate on New Information	The teacher asks questions that require students to make and defend inferences.	The teacher asks questions that not only require students to make inferences about the content but also require them to provide evidence for their inferences.
12. Helping Students Record and Represent Knowledge	The teacher asks students to summarize, take notes, or use nonlinguistic representations.	Activities that require students to record and represent knowledge emphasize student creation of a variety of types of models (e.g., mental, mathematical, visual, and linguistic) that organize and summarize the important content.
13. Helping Students Reflect on Learning	The teacher asks students to reflect on what they understand or what they are still confused about.	Reflection activities include consideration of selected cognitive and conative skills (see Table 5).

<i>D. Helping Students Practice and Deepen Their Understanding of New Knowledge</i>		
Element	Traditional Classroom	Modifications for More Rigor and Depth
14. Reviewing Content	The teacher briefly reviews related content addressed previously.	The teacher reviews activities to ensure that students are aware of the “big picture” regarding the content.
15. Organizing Students to Practice and Deepen Knowledge	The teacher organizes students into groups designed to deepen their understanding of information or practice skills.	Students are provided guidance as to how to interact in a manner that will help them practice and deepen their knowledge and are also provided guidance as to how they might focus on one or more cognitive or conative skills (see Table 5).
16. Using Homework	The teacher uses homework for independent practice or to elaborate on information.	Homework activities allow students to access and analyze information as opposed to simply being presented with information (i.e., homework activities allow for aspects of a “flipped classroom”).
17. Helping Students Examine Similarities and Differences	The teacher engages students in comparing, classifying, and creating analogies and metaphors.	Activities involving comparing, classifying, and creating analogies and metaphors address the “big ideas” and “conclusions” as well as specific details.
18. Helping Students Examine Their Reasoning	The teacher asks students to examine informal fallacies, propaganda, and bias.	Analysis of errors includes more efficient ways to execute processes as well as examining and critiquing the overall logic of arguments.
19. Helping Students Practice Skills, Strategies, and Processes	The teacher engages students in massed and distributed practice.	Practice activities are designed to develop fluency and alternative ways of executing procedures.
20. Helping Students Revise Knowledge	The teacher asks students to revise entries in notebooks to clarify and add to previous information.	Revision of knowledge involves correcting errors and misconceptions as well as adding new information. Additionally, it involves viewing knowledge from different perspectives and identifying alternative ways of executing procedures.

<i>E. Helping Students Generate and Test Hypotheses About New Knowledge</i>		
Element	Traditional Classroom	Modifications for More Rigor and Depth
21. Organizing Students for Cognitively Complex Tasks	The teacher organizes students into small groups to facilitate cognitively complex tasks.	Students are not only provided with guidance as to how to interact in a manner that will help them generate and test hypotheses but are also provided guidance as to how they might focus on one or more cognitive or conative skills (see Table 5).
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing	The teacher engages students in decision-making tasks, problem-solving tasks, experimental-inquiry tasks, and investigative tasks.	In addition to analyzing the accuracy of original hypotheses, students examine their own thinking and execution of the cognitively complex tasks.
23. Providing Resources and Guidance for Cognitively Complex Tasks	The teacher makes resources available that are specific to cognitively complex tasks and helps students execute such tasks.	Resources include and emphasize the effective use of technology in the context of cognitively complex tasks.
III. STRATEGIES ENACTED ON THE SPOT		
<i>F. Engaging Students</i>		
Element	Traditional Classroom	Modifications for More Rigor and Depth
24. Noticing When Students are Not Engaged	The teacher scans the classroom to monitor students' levels of engagement.	In addition to monitoring for student attention, the teacher monitors for cognitive engagement (i.e., students' interest in the content).
25. Using Academic Games	When students are not engaged, the teacher uses adaptations of popular games to re-engage them and focus their attention on academic content.	Academic games focus on important concepts, generalizations, and principles as opposed to lower-level information.
26. Managing Response Rates	The teacher uses strategies such as response cards, response chaining, and voting technologies to ensure that multiple students respond to questions.	In addition to ensuring that all students respond, the teacher ensures that student responses are backed up by evidence.
27. Using Physical Movement	The teacher uses strategies that require students to move physically, such as vote with your feet and physical reenactments of content.	Frequent movement is facilitated by students leaving their desks to gather information, confer with others, use specific types of technology, etc.
28. Maintaining a Lively Pace	The teacher slows and quickens the pace of instruction in such a way as to enhance engagement.	Students are provided with adequate time to gather information, confer with others, use specific types of technology, etc.
29. Demonstrating Intensity and Enthusiasm	The teacher uses verbal and nonverbal signals to show that demonstrate enthusiasm about the content.	The teacher demonstrates enthusiasm by sharing a deep level of content knowledge.

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Element	Traditional Classroom	Modifications for More Rigor and Depth
30. Using Friendly Controversy	The teacher use techniques that require students to take and defend a position about content.	Friendly controversy activities require students to provide evidence for their positions and address the sources of their evidence.
31. Providing Opportunities for Students to Talk about Themselves	The teacher uses techniques that allow students to relate content to their personal lives and interests.	Students are asked to relate the content and the use of specific cognitive and conative skills (see Table 5) to their daily lives.
32. Presenting Unusual or Intriguing Information	The teacher provides or encourages the identification of intriguing information about the content.	The unusual information demonstrates in-depth knowledge of the content.
G. Recognizing Adherence to Rules and Procedures		
Element	Traditional Classroom	Modifications for More Rigor and Depth
33. Demonstrating "Withitness"	The teacher is aware of variations in student behavior that might indicate potential disruptions and attends to them immediately.	In addition to awareness of behavioral issues, the teacher senses confusion about or lack of interest in the content and intervenes appropriately.
34. Applying Consequences for Lack of Adherence to Rules and Procedures	The teacher applies consequences for lack of adherence to rules and procedures consistently and fairly.	The teacher links lack of adherence to rules and procedures to self-regulation strategies students might use.
35. Acknowledging Adherence to Rules and Procedures	The teacher acknowledges adherence to rules and procedures consistently and fairly.	The teacher acknowledges adherence to rules and procedures and links such adherence to specific self-regulation strategies students have used.
H. Establishing and Maintaining Effective Relationships with Students		
Element	Traditional Classroom	Modifications for More Rigor and Depth
36. Understanding Students' Interests and Backgrounds	The teacher seeks out knowledge about students and uses that knowledge to engage in informal, friendly discussions with students.	The teacher relates content-specific knowledge to personal aspects of students' lives.
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students	The teacher uses humor and friendly banter appropriately with students.	The teacher demonstrates and fosters respect for students' thinking.
38. Displaying Objectivity and Control	The teacher behaves in ways that indicate he or she does not take infractions personally.	The teacher demonstrates a commitment to academic rigor.

<i>I. Communicating High Expectations for All Students</i>		
Element	Traditional Classroom	Modifications for More Rigor and Depth
39. Demonstrating Value and Respect for Low Expectancy Students	The teacher demonstrates the same positive, affective tone with low expectancy students as with high-expectancy students.	The teacher exhibits respect for and understanding of low expectancy students' thinking regarding the content.
40. Asking Questions of Low Expectancy Students	The teacher asks questions of low expectancy students with the same frequency and level of difficulty as with high expectancy students.	The teacher asks questions that require conclusions from low expectancy students.
41. Probing Incorrect Answers with Low Expectancy Students	The teacher inquires into incorrect answers with low expectancy students with the same depth and rigor as with high expectancy students.	The teacher asks low expectancy students to provide evidence for their conclusions and examine the sources of their evidence.