



Facilitator's Guide

Title of Training:	High Expectations and Rigorous Instruction
Description:	In many schools, you will see mission or vision statements that include terms such as rigor and high expectations for ALL students. How do we ensure that we are doing more than paying lip service to the phrase high expectations? When reflecting upon being culturally responsive, the ultimate goal is to facilitate learning to build efficacious students. The bar is the bar, and as teachers, our actions propel the conditions for all students to succeed. At its core, setting high expectations for students is about creating a culture of perseverance and empowerment. In this module, you will explore and design around three main objectives: 1. The Expectations-Support Connection 2. Opportunity and Access 3. The Power of the Language and Feedback
Resources Provided:	Presentation Materials • Module 3 presentation ◦ Module 3 Presentation (PowerPoint) ◦ Module 3 Presentation (Google Slides) • Module 3 Immersive Scenario The Expectations-Support Connection • Sharing Student Work ◦ Student Work Board Template (Google Draw) ◦ Student Work Board Template (PPT) • Bias in Remote Learning: Identifying and Addressing Your Biases to Advance Student Achievement ◦ Check Your Bias: Identifying and Addressing Your Biases to Advance Student Achievement Survey • A Climate of Executive Function



- [Appendix A: Executive Function Skills](#)
- [Executive Function: Doodle Time](#)
- [Connecting Complex Thinking to Academic Rigor](#)
- [Investing in Cultural Pluralism to Empower Learners](#)
 - [Cultural Pluralism](#)
 - [Cultural Pluralism Audit](#)
- [The Power of Believing That You Can Improve](#)

Opportunity and Access

- [Authentic Instruction: Exploring PBL](#)
 - 5 PBLs Brainstorm Organizer
 - [Google Doc](#)
 - [PDE](#)
 - [Our Town: Same or Different? \(K–1\)](#)
 - [The Struggle for Equality \(4–5\)](#)
 - [Teen Activists: Making a Difference \(6–7\)](#)
 - [A Question of Objectivity \(11–12\)](#)
- [Addressing Race, Racism, and Current Events in Your Remote/Hybrid Environment.](#)
 - [Lesson Plan Example 1](#)
 - [Lesson Plan Example 2](#)
 - Blank Lesson Plan template
 - [Standard format](#)
 - [Accessible format](#)
 - [KWL Chart](#)
- [Benchmark Lesson](#)
 - [Benchmark Lesson Template](#)
 - [Benchmark Discussions](#)
- [Five Types of Instructional Activities](#)
 - [Five Types of Instructional Activities \(video\)](#)

The Power of Language and Feedback

- [Asset-Based Feedback Protocol](#)
- [Framing Language to Support Achievement](#)
 - [Framing Language](#)
 - [Language Matters](#)
 - [Graphic Organizer](#)



	• Providing Culturally Sustaining and Responsive Feedback in a Remote and Hybrid Environment ◦ Providing Effective Feedback • Closing Reflection
Objectives:	• “The Expectations-Support Connection” — Setting high expectations for all students is important but requires providing support to ensure all have the resources and learning opportunities to succeed. How do you create a classroom climate of high expectations in a remote learning environment? • “Opportunity and Access” — It is important to provide students with opportunities to learn that are accessible in terms of cognitive levels, learning styles, language, and cultural relevance. How do you ensure differentiated support in a remote learning environment? • “The Power of Language and Feedback” — Supporting students to achieve at high levels involves personalized facilitation through the use of language and feedback in terms of both academics and the learning process. How do you provide powerful facilitation and feedback in a remote learning environment?
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Notes to Facilitator

This module was designed as a toolkit where participants complete the first immersive scenario, make choices on activities based on the topic, and complete the reflection that ends the module. Within many of the ‘choice’ activities, there are opportunities for participants to engage individually, in pairs or small groups, and in a whole-group setting. There are directions on each activity for participants or for facilitators.



Participant Materials

Activities within the toolkit can be printed for use individually or in a group setting, or they can be used electronically. Each activity has an estimated time frame included.

Technical Requirements

- Some of the activities link to external videos or websites, so the use of a standard browser is recommended.
- If conducting an activity virtually, the use of a virtual meeting platform with sharing capabilities will be required.

Walkthrough

This toolkit is a collection of activities for participants to engage in individually, in pairs, in small groups, or as a faculty or staff.

For each of the activities provided:

- Direct participants to click the appropriate link to the activity in which they want to complete
- Activities can be done individually or in groups
- Have participants read through all of the instructions prior to beginning any activity so there is clarity of expectations
- Answer any clarifying questions about the directions before having participants begin the activity (if working in groups)
- All activities are for learning and reflection and will not be collected
- Direct participants to use Accountable Talk language in all discussions and to lead with empathy so there is a safe space for all conversations (if conducted in small groups)

Please begin with what we will call an Immersive Scenario that will provide you with a starting place in our exploration.



Given that this is a ToolKit, you can use any of the tools that you want below, in any order that you want. We only ask that you save the reflection for last! Read through the descriptions of the activities to determine which to pursue further.

“The Expectations-Support Connection”

Setting high expectations for all students is important but requires providing support to ensure all have the resources and learning opportunities to succeed. How do you create a classroom climate of high expectations in a remote learning environment?

- **Sharing Student Work** — To design opportunities for students to showcase and share their quality work. This activity includes a website exploration and action tool.
- **Bias in Remote Learning: Identifying and Addressing Your Biases to Advance Student Achievement** — To reflect on your own implicit bias, as well as the systems of bias prevalent in remote learning, and the steps you can take to address that bias and its impact on students. This activity includes a website exploration, reflection questions, and a brainstorm and design activity.
- **A Climate of Executive Function** — To learn about executive function and how to implement strategies for student success. This activity includes an e-text, reflection questions, and an action tool.
- **Investing in Cultural Pluralism to Empower Learners** — To learn about cultural pluralism and how to implement strategies that support student achievement. This activity includes a video, reflection questions, and an action tool.
- **The Power of Believing That You Can Improve** — To understand the importance of creating a growth mindset and develop growth mindset practices within a remote and hybrid learning environment. This activity includes a video, reflection questions, and a brainstorm and design activity.



“Opportunity and Access”

It is important to provide students with opportunities to learn that are accessible in terms of cognitive levels, learning styles, language, and cultural relevance. How do you ensure differentiated support in a remote learning environment?

- Authentic Instruction: Exploring PBL — To learn about and design a Problem-Based Learning or Project-Based Learning (PBL) task that creates authenticity for your curriculum. This activity includes a website exploration, reflection questions, and a brainstorm and design activity.
- Addressing Race, Racism, and Current Events in Your Remote/Hybrid Environment — To explore strategies that address race and racism to foster high expectations through rigorous instruction of current events. This activity includes an e-text, reflection questions, and a brainstorm and design activity.
- Benchmark Lesson — To reflect on the format, purpose, and use of a benchmark lesson and discussion. This activity includes a video, reflection questions, and a brainstorm and design activity.
- Five Types of Instructional Activities — To provide a deliberate progression of instructional activities from which all students can learn in remote and hybrid environments. This activity includes a video, reflection questions, and an e-text.

“The Power of Language and Feedback”

Supporting students to achieve at high levels involves personalized facilitation through the use of language and feedback in terms of both academics and the learning process. How do you provide powerful facilitation and feedback in a remote learning environment?

- Asset-Based Feedback Protocol — To analyze the nature and benefits of culturally responsive, asset-based feedback in a remote and hybrid learning environment. This activity includes a website exploration, reflection questions, and an action tool.
- Framing Language to Support Achievement — To examine the impact words have on student achievement, classroom climate, and belief in oneself in a remote and hybrid



learning environment. This activity includes an e-text, reflection questions, and a brainstorm and design activity.

- Providing Culturally Sustaining and Responsive Feedback in a Remote and Hybrid Environment - To determine and implement guidelines for providing effective feedback to students in response to their learning and developmental needs within a remote or hybrid learning environment. This activity includes a video, reflection questions, and an action tool.