

SUPERINTENDENT'S

HOPE NOTE



Thank You!

The past few months have not been easy. With the added media attention and the many challenges that come with leading and serving in public education, it's important to pause and recognize the strength, professionalism, and heart of our team.

Whether you teach in the classroom, serve meals, maintain our buildings and grounds, keep offices running smoothly, or support learners in countless other ways, you are an essential part of what makes our district strong- and I thank you.

Thank you for showing up each day! Together, we continue to show what it means to be part of the Susquehanna Township School District team, where everyone matters and every effort counts.

Click to view the full [Strategic Plan](#) and visit our website at www.hannasd.org

Academic Rigor: What It Looks Like In and Beyond the Classroom

Let's talk rigor. Academic rigor isn't about more work. It's about inspiring learners to think deeply, persevere through challenges, and take ownership of their learning. In the classroom, rigor appears when learners solve meaningful problems, analyze complex ideas, and make connections across subjects.

At the **elementary level**, rigor might look like learners designing and testing bridges made from everyday materials, testing, revising, and discussing why certain structures hold more weight.. They aren't just following directions; they're questioning, experimenting, and using what they've learned in new ways. At the **secondary level**, it could be learners analyzing multiple perspectives on a historical event and defending their own argument with evidence.

Beyond the classroom, rigor shows up as perseverance, continuing to practice, create, or refine even when success isn't immediate. As facilitators, we foster rigor by holding high expectations, guiding learners through challenges, and celebrating growth. **True rigor is less about perfection and more about persistence, curiosity, and the pursuit of understanding.** 😊

Depth of Knowledge: Moving Learners from Knowing to Doing

According to research by Dr. Norman Webb, who developed the Depth of Knowledge (DOK) framework, there are four levels of DOK. Each level represents an increasing depth of cognitive complexity:

Level 1 – Recall and Reproduction:

Tasks require basic recall of facts, definitions, or simple procedures (e.g., listing, defining, or identifying).

Level 2 – Skills and Concepts:

Students use information or conceptual knowledge, apply skills, and make decisions (e.g., classifying, summarizing, or comparing).

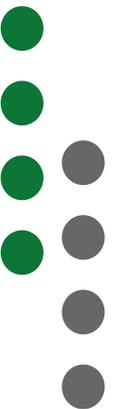
Level 3 – Strategic Thinking:

Tasks require reasoning, planning, and using evidence (e.g., analyzing, drawing conclusions, or justifying answers).

Level 4 – Extended Thinking:

Learners synthesize information from multiple sources, engage in complex reasoning, and apply understanding over time (e.g., designing, researching, or developing solutions to real-world problems).

These four levels help educators design instruction and assessments that move learners from surface learning to deep understanding and transfer of knowledge.



PA Core State Math Standard - CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.

DOK Level 1 - Recall

- What is the place value of the digit 7 in the number 2,754?

DOK Level 2 - Skill/Concept

- Solve $24 \times 324 \times 3$ by using place value. Show your thinking (you can draw or use an area model).

DOK Level 3 - Strategic Thinking

- A bakery makes 32 cookies per day. How many cookies will they make in 7 days? Solve this problem and explain how breaking apart the numbers into tens and ones helped you.

Level 4 – Extended Thinking:

- Design a word problem that requires someone to add two 3-digit numbers and subtract a 2-digit number. Solve your own problem and explain which place values were most important in solving it.

PA Core State ELA Standard - CC.1.2.4.E Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).

DOK Level 1 - Recall

- Identify the cause and the effect in this sentence: "Because it was raining, the game was cancelled."

DOK Level 2 - Skill/Concept

- Summarize the main problem in a short story and explain how it was solved.

DOK Level 3 - Strategic Thinking

- Formulate a question about a cause-and-effect relationship in the text, then use evidence from the passage to answer it.

Level 4 – Extended Thinking:

- Apply your understanding of text structures to evaluate and improve a poorly organized paragraph. Rewrite it using a clear text structure and explain how your changes make it easier to understand.



Piece of the Puzzle

Please join me in celebrating Teah Bennett as our "Piece of the Puzzle." Teah recently returned to the district, and her presence has been deeply missed throughout the entire Thomas Holtzman building. Even in the few months since her return, her positive impact has been remarkable. The whole building is delighted to have her back. Congratulations Teah!