

Leader's Guide

Instructional Frameworks for Critical and Creative Thinking

OAGC HQPD Topics:

- *Higher Level Thinking and Complexity*

ODE Competencies:

- *(a) The ability to differentiate instruction based on a student's readiness, knowledge and skill level, including using accelerated content, complexity, depth challenge, creativity and abstractness*
- *(b) The ability to select, adapt, or create a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive and complex content*



High Quality Professional Development For Classroom Teachers

By Responsive Learning



OPTIONS FOR USING THIS TRAINING:

BLENDED LEARNING (BOTH ONLINE AND FACE TO FACE)

With this option, teachers will view the online learning module, on their own time, prior to a faculty or PLC meeting, where an administrator or other instructional leader will guide the teachers through meaningful discussions and activities regarding Instructional Frameworks for Critical and Creative Thinking.

We suggest the following process for implementation:

- 1) One week prior to the meeting, teachers are directed to login to their account and view the online module and any related video(s). They may also choose to use the additional resources.
- 2) Prior to the meeting, the administrator/instructional leaders will prepare for the meeting by reviewing the online module, additional resources, and this Leader's Guide.

ONLINE ONLY

Sometimes there just isn't enough time in the day to get everything done. An administrator may choose to use this as a standalone online training. Teachers will complete the course, the conference video, and additional resources on their own time.

With the online option, this Leader's Guide will not be used.

Whichever option is used, the campus administrator can track progress and completion of the online modules and conference videos.



One week prior to the Face-to-Face training

LOG IN TO YOUR ADMINISTRATOR ACCOUNT

You should have received an email with your login credentials for the Campus Administrator Account, where you will access all of the resources for this training. We recommend that you familiarize yourself with the training by previewing the online learning modules, and any related video(s).

In addition, look through this Leader's Guide to determine which discussion questions and activities you will use during the meeting.

ENROLLING TEACHERS IN THE GT IGNITE ONLINE SYSTEM

You should have received an email with instructions for how to register your teachers with the GT Ignite online system. Each teacher needs to create an account in the GT Ignite System.

Here's why:

- 1) During the online training, your teachers will complete Reflective Questions.
- 2) As the administrator, you will have access to all of your teachers' responses to the Reflective Questions, giving you more insight into their unique needs for additional support.
- 3) With this account, your teachers can review any of the training modules throughout the school year.

For your convenience, the email you received also included an email template for you to copy, paste into an email, to send to your teachers. The email has the registration code and instructions. All you have to do is send it.

To respect your teachers' time, it is important to send this email to your teacher at least 4 days prior to the faculty/PLC meeting, so they can complete the online module and be ready to participate in the discussion and activities.

If you need this email to be resent to you, simply submit a request to support@responsivelearning.com



One day prior to the Face-to-Face training

PRINT HANDOUTS

During the training, every teacher will need a hardcopy of the hand-outs. It is imperative that each teacher has a copy of the following documents:

- 1) Copy of the OAGC HQPD with alignment to NAGC standards and ODE competencies. (Included at end of this document)
- 2) Handouts from the video Instructional Frameworks for Critical and Creative Thinking.

SEND FINAL EMAIL TO TEACHERS

We recommend sending your teachers a reminder to complete the online learning module and the conference video prior to arriving at the meeting, tomorrow. Teachers need to come ready to discuss. This will make the training run more smoothly.

DETERMINE THE MOST EFFECTIVE DELIVERY OF TRAINING FORMAT

As the leader of this training, you have choices. The following suggested activities can be provided as a 45 minute group session (faculty meeting, PLC) or it can be tiered into three 15 minute separate activities. Additionally, the following suggested activities could serve as an outline for a 3 hour to full day professional development.



Instructional Frameworks for Critical and Creative Thinking Discussion and Activities

Recommended Script:

Welcome everyone. Having gifted learners in a mixed-ability, regular classroom environment can be a challenge. Often, even the best and most experienced teachers have never had training specific to meeting the unique learning needs of this population. So, this meeting is just another way we are continuing our professional development and growing together as educators of all children.

Today, we are going to discuss the importance of higher level thinking and complexity, especially for gifted learners. Specifically, we will address the OAGC recommended professional development topic of: higher level thinking and complexity. as well as the ODE gifted professional development competency (a).

Before we begin let me give you an overview of what we will do during this meeting.

- 1. By now everyone should have completed the online learning modules. The first thing we will do is to take a few minutes to discuss and share what we have learned.*
- 2. Next we will work in grade level or content area groups to analyze which of the Higher Level Thinking Frameworks would best suit your needs.*
- 3. Finally you will create an action plan which will help you add complexity to your lessons on a regular basis.*

Ok, let's get started.

ONLINE MODULE REVIEW (15 MINUTES)

Objective: In this first activity, teachers will review aspects of Sandra Kaplan’s Depth Icons, using a Gallery Walk.

Materials: Chart Paper with icons, post-it notes, and pencils and pens.

Preparation: Prepare Chart Paper with Icons. Distribute post it notes and writing implements.

Activity:

1. The leader should explain the task and how to do a Gallery Walk
2. Participants will write comments about each icon on post-it notes, and place the comment on the appropriate Icon sheet. Participants may begin the walk at any entry point
3. Once all the post-it notes have been placed, divide the participants in to eleven groups, giving each group one of the icon sheets. Each group should sort the post-it notes on their icon chart into categories they determine. Based on their observations and comments on the chart, they should create a generalization statement for the icon. The generalization statements will then be shared with the entire group.

ONLINE MODULE APPLICATION (15 MINUTES)

Objective: Participants will choose the framework each wants to use and refine the lesson begun during the module making it classroom ready.

Materials: Participants should bring the lesson adaptations they made while viewing the module.

Preparation: Participants need the Frameworks Handout.

Activity:

1. Participants will reflect on the lesson as written using the Frameworks handout and will write the strategies and procedures for successful implementation of higher level thinking and complexity.
2. Do a “Think Pair Share” with another participant to review the new plans for the lesson.

ONLINE MODULE INTEGRATION (15 MINUTES)

Objective: Participants will create an action plan designed to provide opportunities for critical and creative thinking, problem solving and performance as a regular part of their lesson planning.

Materials: Participants need their assigned curriculum, a method of recording the action plan, (electronic or paper pencil), and the framework handout

Preparation: Remind participants to bring needed materials and to utilize the Framework Handout.

Activity:

1. Participants will create an action plan which provides opportunities for critical and creative thinking, problem solving and performance as a regular part of their lesson planning.
2. Participants will make adaptations to their assigned curriculum to include high level thinking, complexity, and problem solving.
3. Participants will “Think Pair Share” with another participant to review and refine the action plan and adaptations.

Professional Development Plan for General Education Teachers Providing Gifted Services in the Regular Classroom

Learning Outcomes (based on 2013 Gifted and Talented Teacher Preparation Standards)

The general education teacher will:

- know and understand issues in gifted education.
- create learning environments that promote growth and development of gifted learners.
- apply learning strategies to meet gifted student's needs and interests as well as promote gifted students' learning.
- construct and use varied assessments to inform instruction and evaluate progress.
- communicate with students and families to support student learning.
- view professional development in gifted education as a career-long effort and responsibility.

ODE General Educator of Gifted Competencies (based on 2016 Gifted Operating Standards)

The general education teacher will demonstrate:

- (a) The ability to differentiate instruction based on a student's readiness, knowledge and skill level, including using accelerated content, complexity, depth challenge, creativity and abstractness;
- (b) The ability to select, adapt, or create a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive and complex content;
- (c) The ability to provide an extension or replacement of the general education curricula, to modify the learning process through strategies such as curriculum compacting, and to select alternative assignments and projects based on individual student needs;
- (d) The ability to understand the social and emotional needs of students who are gifted and to address the impact of those needs on student learning;
- (e) The ability to recognize and respond to characteristics and needs of students from traditionally underrepresented populations who are gifted and create safe and culturally responsive learning environments;
- (f) The ability to use data from a variety of sources to measure and monitor the growth of students who are gifted;
- (g) The ability to select, use, and interpret technically sound formal and informal assessments for the purpose of academic decision making; and
- (h) The ability to participate in the development of the Written Education Plan.

Year One 30 hours of professional development

General education teachers would participate the year before gifted students would be counted as served in the regular classroom with ongoing support from a licensed gifted intervention specialist or coordinator with gifted licensure.

OAGC Content	NAGC /CEC Teacher Preparation Standards in Gifted and Talented Education (2013)	PD Hours
<i>Identification of Gifted Students</i> ODE Competencies: e, g	4.1 Beginning gifted education professionals understand that some groups of individuals with gifted and talents have been underrepresented in gifted education programs and select and use technically sound formal and informal assessments that minimize bias in identifying students for gifted educational programs and services. 4.2 Beginning gifted education professionals use knowledge of measurement principles and practices to differentiate assessments and interpret results to guide educational decisions for individuals with gifted and talents. 4.3 Beginning gifted education professionals collaborate with colleagues and families in using multiple types of assessment information and learning process decisions and to minimize bias in assessments and decision-making.	1.5 hours

<p><i>Characteristics of Gifted Students</i></p> <p>ODE Competencies: d, e</p>	<p>1.1 Beginning gifted education professionals understand how language, culture, economic status, family background, and/or area of disability can influence the learning of individuals with gifts and talents.</p> <p>1.2 Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents.</p> <p>2.1 Beginning gifted educational professionals create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions.</p> <p>5.5 Beginning gifted education professionals use instructional strategies that enhance the affective development of individuals with gifts and talents.</p>	<p>3.5 hours</p>
<p><i>Higher Level Thinking And Complexity</i></p> <p>ODE Competencies: a, b</p>	<p>3.1 Beginning gifted education professionals understand the role of central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and use their understanding to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels.</p> <p>5.1 Beginning gifted education professionals know principles of evidence-based, differentiated, and accelerated practices and possess a repertoire of instructional strategies to enhance the critical and creative thinking, problem solving, and performance skills of individuals with gifts and talents.</p> <p>5.2 Beginning gifted education professionals apply appropriate technologies to support instructional assessment, planning, and delivery for individuals with gifts and talents.</p>	<p>10 hours</p>
<p><i>Lesson Design for Diverse Learners: Application of complexity to curriculum</i></p> <p>ODE Competencies: b, c, f, g</p>	<p>2.2 Beginning gifted education professionals use communications and motivational and instructional strategies to facilitate understanding of subject matter and to teach individuals with gifts and talents how to adapt to different environments and develop ethical leadership skills.</p> <p>3.3 Beginning gifted education professionals use assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents.</p> <p>3.4 Beginning gifted education professionals understand that individuals with gifts and talents demonstrate a wide range of advanced knowledge and performance levels and modify the general or specialized curriculum appropriately.</p>	<p>15 hours</p>

Year Two 30 hours of professional development

General education teachers would participate the year gifted students are first counted as served in the regular classroom with ongoing support from a licensed gifted intervention specialist or coordinator with gifted licensure.

OAGC Content	NAGC /CEC Teacher Preparation Standards in Gifted and Talented Education (2013)	PD Hours
<p><i>Differentiation in the Regular Classroom</i></p> <p>ODE Competencies: a, b, c, f, g</p>	<p>2.2 Beginning gifted education professionals use communications and motivational and instructional strategies to facilitate understanding of subject matter and to teach individuals with gifts and talents how to adapt to different environments and develop ethical leadership skills.</p> <p>2.3 Beginning gifted education professionals adjust their communication to an individual's language proficiency and cultural and linguistic differences.</p> <p>3.1 Beginning gifted education professionals understand the role of central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and use their understanding to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels.</p> <p>3.2 Beginning gifted education professionals design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains.</p> <p>3.3 Beginning gifted education professionals use assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents.</p> <p>3.4 Beginning gifted education professionals understand that individuals with gifts and talents demonstrate a wide range of advanced knowledge and performance levels and modify the general or specialized curriculum appropriately.</p> <p>5.2 Beginning gifted education professionals apply appropriate technologies to support instructional assessment, planning, and delivery for individuals with gifts and talents.</p>	15 hours

<p><i>Development of Written Educational Plans</i></p> <p>ODE Competencies: f, g, h</p>	<p>4.3 Beginning gifted education professionals collaborate with colleagues and families in using multiple types of assessment information to make identification and learning progress decisions and to minimize bias in assessment and decision-making.</p> <p>4.4 Beginning gifted education professionals use assessment results to develop long and short-range goals and objectives that take into consideration an individual's abilities and needs, the learning environments, and other factors related to diversity.</p> <p>4.5 Beginning gifted education professionals engage individuals with gifts and talents in assessing the quality of their own learning and performance and in setting future goals and objectives.</p> <p>5.3 Beginning gifted education professionals collaborate with families, professional colleagues, and other educators to select, adapt, and use evidence-based strategies that promote challenging learning opportunities in general and specialized curricula.</p>	5 hours
<p><i>Acceleration</i></p> <p>ODE Competencies: a, f, g</p>	<p>2.4 Beginning gifted education professionals demonstrate understanding of the multiple environments that are part of a continuum, of services for individuals with gifts and talents, including the advantages and disadvantages of various settings and teach students to adapt to these environments.</p> <p>5.1 Beginning gifted education professionals know principles of evidence-based, differentiated, and accelerated practices and possess a repertoire of instructional strategies to enhance the critical and creative thinking, problem solving, and performance skills of individuals with gifts and talents.</p>	10 hours: distribution based on need of professional learning community
<p><i>In-depth or Independent Study</i></p> <p>ODE Competencies: a, b, c</p>	<p>2.4 Beginning gifted education professionals demonstrate understanding of the multiple environments that are part of a continuum, of services for individuals with gifts and talents, including the advantages and disadvantages of various settings and teach students to adapt to these environments.</p> <p>5.4 Beginning gifted education professionals emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in a multicultural society for individuals with gifts and talents.</p>	

<i>Mentorships</i> ODE Competencies: c, e	2.4 Beginning gifted education professionals demonstrate understanding of the multiple environments that are part of a continuum, of services for individuals with gifts and talents, including the advantages and disadvantages of various settings and teach students to adapt to these environments.	
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Year Three and Beyond 10 hours per year

To remain current in gifted education and allow students in a teacher's classroom to be counted as served, general education teachers must have ongoing professional development in gifted education and the continued support of a licensed gifted intervention specialist or coordinator with gifted licensure.

OAGC Content	NAGC /CEC Teacher Preparation Standards in Gifted and Talented Education (2013)	Hours of PD
<i>Professional Growth</i>	<p>6.1 Beginning gifted education professionals use professional ethical principles and specialized program standards to guide their practice</p> <p>6.4 Beginning gifted education professionals are aware of their own professional learning needs, understand the significance of lifelong learning, and participate in professional activities and learning communities.</p> <p>6.5 Beginning gifted education professionals advance the profession by engaging in activities such as advocacy and mentoring.</p> <p>7.1 Beginning gifted education professionals apply elements of effective collaboration.</p> <p>7.2 Beginning gifted education professionals serve as a collaborative resource to colleagues</p> <p>7.3 Beginning gifted education professionals use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings, experiences, and collaborators.</p>	Professional development hours must be specific to gifted education.