

Leader's Guide

Tiered Assignments on Steroids

OAGC HQPD Topics:

- *Differentiation*

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*
- *(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*



**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 *Tiered Assignments on Steroids*.

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 Tiered Assignments on Steroids:
 - a. *Bloom's Taxonomy Alphabetized*
 - b. *Hess Cognitive Rigor Matrices*
 - c. *Red Riding Hood Example*
 - d. *Ohio's Learning Standards Example*
 - e. *Ohio's Learning Standards: How Can We Use These? – Math*
 - f. *Unpacking Gr. 5 and 8 Math Standards to Show Increasing Complexity of Tasks*
 - g. *Individual Performance Profile*
 - h. *Quality Control on Your Lesson Plans*
 - i. *ODE's Gifted Lesson Review Supplemental Checklists*
 - j. *Curriculum Mapping for Tiering*
- 3) *Let's Discuss Tiered Assignments PPT*- Brian Krawetzke
- 4) *Grit 9 PPT*-Mark Suter

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.



Tiered Assignments on Steroids: 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 planning and providing instruction with Tiered Assignments on Steroids. Specifically, we will address the OAGC recommended professional development topic of Differentiation, as well as the ODE gifted professional development competencies, Higher Level Thinking and Complexity and Lesson Design for Diverse Learners.

Today, we are going to use the topic of tiered assignments as a planning tool for differentiated instruction. We will use the presentation materials and handouts from Tiered Assignments on Steroids to address the OAGC recommended professional development topic of Lesson Design for Diverse Learners, as well as the ODE gifted professional development competencies: (8)(b) a, b, c, d, e, f, g.

Gifted students often arrive knowing a good portion of what is about to be taught in a regular classroom, and what they do not know, they can often learn more quickly than typical age peers in their class. The use of planning tiered assignments allows for teachers to meet the needs of all students in their classrooms in more efficient and effective ways. In this session, you will learn how to create a tiered lesson plan and how you can evaluate a tiered lesson plan to ensure it is appropriate and rigorous enough for gifted learners.

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 module. The first thing we will do is to take a few minutes to discuss and share what we learned.*
- 2. Next, we will work in groups to relate this learning to the OAGC standards and ODE competencies and apply it to classroom instruction.*

- 3. Finally, you will have time to plan a lesson for your students which integrates appropriate learning standards tied to multiple levels of instruction tied to demonstrated student need emphasizing complexity and deeper learning.*

Ok, so let's get started.

ONLINE MODULE REVIEW (15 MINUTES)

Objective: Participants will review key aspects of planning to create tiered assignments.

Materials: paper, post-it notes

Preparation: Choose a method for breaking large groups into small groups of 4. Gather materials.

Activity:

1. Divide the group into smaller groups of 3-4 people.
2. In your small group, think-pair-share and then review some of the key points in the video, including, but not limited to data gathering, pre-assessment, Bloom's Taxonomy, depth of knowledge (DOK) concepts, rigor, appropriate learning standards, class management ideas, assessment, experts in the field, tiering by content, process or product, and anchor activities.
3. Briefly examine what each topic means to you, individually. List resources you already have that will help you do this and share out with the group. Additionally, brainstorm with your small group, ways to acquire additional resources that will help you plan a tiered lesson efficiently and effectively.
4. Select three experts in the field as a group and compare/contrast what is alike and different about their approach to creating tiered assignments.
5. Put your results in a graphic form and display them on the wall.
6. Do a gallery walk, and making comments or suggestions to each group's analysis with post-it notes.
7. Choose one new idea you are inspired to try after this analysis, write it down and share it within your small group.

ONLINE MODULE APPLICATION (15 MINUTES)

Objective: Participants will analyse a lesson plan and create tiers based on content, process or product via readiness, interest, or learning style.

Materials: Pre-printed lesson plans by grade level and content areas, various resource books, articles, and materials regarding tiered assignments, hand-outs from this module

Preparation: Download the handouts from the courser resources and make copies. Add additional resource materials you may have to facilitate the work. Determine lesson plans source (teachers created lesson plans or published ones obtained online), grade levels, and content areas according to the needs of your group.

Activity:

1. Divide into small groups of 3-4, preferably by grade and content area, if possible.
2. Each small group must select a lesson plan for study.
3. Discuss, as a group, which type of tiering you would like to develop: tiering by content, process or product via readiness, learning style or interest.

4. Study the depth of knowledge content rubrics authored by Dr. Karin Hess.
5. Modify the lesson plan to incorporate the depth of knowledge objectives while creating the various tiering levels.
6. When complete, groups should share their lesson plans with the entire group, highlighting their thought and decision-making processes that helped them determine their course of action and final lesson plan development.

For example:

- What was the most important factor in prioritizing your course of action in this exercise?
- What did you need to know and understand in order to modify the lesson plan?
- What resources could you acquire to make the process more efficient and effective?

ONLINE MODULE INTEGRATION (15 MINUTES)

Objective: Participants will evaluate tiered lesson plans created and enhanced by their small groups in the previous session.

Materials: Lesson plans developed by the previous session, evaluation rubrics

Preparation: Groups select lesson plans created by other groups

Activity:

1. Each small group will select a lesson plan created in the previous session according to their grade level, content focus or interest.
2. Using ODE developed ODE's Gifted Lesson Review Supplemental Checklist, they will examine the lesson plans for alignment with gifted criteria listed in the checklist.
3. Groups will modify the lesson as needed according to their analysis and use of the rubrics.
4. Groups will also examine the lesson for depth and complexity using Dr. Karin Hess's Cognitive Rigor Matrices. For each tiered level described in the lesson plan, they will determine if the instructions include enough depth and complexity to move students at levels of the planned tiering forward.
5. Groups will share out with the whole group their findings citing evidence from each Gifted Supplemental Checklist and appropriate content Cognitive Rigor Matrix to justify their conclusions.
6. At the end of this activity, participants will be well versed in using the Gifted Lesson Review Supplemental Checklist and Hess's Cognitive Rigor Matrices to improve planning for tiered assignments for gifted students.

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	<p>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.</p> <p>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.</p> <p>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.</p>	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>	<p>15 hours</p>

<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>	<p>5 hours</p>
<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>	<p>10 hours: distribution based on need of professional learning community</p>
<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>	
<p><i>Mentorships</i></p> <p>ODE Competencies: c, e</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>	

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.