

Leader's Guide

Planning for Rigor

OAGC HQPD Topics:

- *Planning for Rigor*

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 *Planning for Rigor*.

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) Hand-outs from the video *Planning for Rigor*.

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 90 minute group session (faculty meeting, PLC) or it can be tiered into four 20-30 minute separate activities. Additionally, the following suggested activities could serve as an outline for a 3 hour to full day professional development.



Planning for Rigor

Discussion and Activities

Recommended Script:

Welcome everyone. Thank you for giving us this opportunity to share some knowledge with you today. Rigor can be a rather broad term and one that is “thrown around loosely” when working with gifted students. There are many leading researchers in the field of education who address the concept of rigor. Although each takes his or her own spin on the concept, one thing they have in common is that each focuses on the thinking that is required of the students. While everyone agrees that rigorous instruction should be in every classroom, how do we recognize rigorous instruction with all of the different models and approaches that can be used? Robyn Jackson, a relatively new leading educator on rigor says this: “Rigorous instruction adds focusing on what students will be able to understand and how students will be able to think to the planning rather than just focusing on what students will be able to do and know.”

Rigorous instruction creates learning experiences that help students make meaning for themselves; promotes the kind of thinking that goes beyond recalling information and performing procedures; and extends and refines their thinking and reaches for greater understanding. All aspects that are important for learners who have been identified as gifted academically.

Rigor is the key to unlocking the deeper understanding needed to help our students become better learners and increase student performance, especially within our gifted population. Consider this quote from Robyn Jackson “If we want all of our students to become better thinkers and learners, we must design rigorous learning experiences that go beyond helping them simply master standards.” Dr. Robyn Jackson is a former high school teacher and middle school administrator. She is the president and founder of Mindsteps Inc., a professional development firm specializing in developing workshops for teachers and administrators. We will be utilizing her work on rigor to frame this workshop.

We are going to be working with rigor in a couple of different ways. We are all familiar with the more traditional models of cognitive rigor such as Blooms Taxonomy or Webb’s Depth of Knowledge. Robin Jackson thinks about rigor in a different way by identifying actual characteristics of rigor while applying the levels of thinking required for reaching higher order processing.

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 unpack Jackson’s Characteristics of Rigor.*
- 2. Finally, we will discover and describe examples of instructional practices and materials that illustrate how and why the various levels of thinking are being utilized in our own classrooms.*
- 3. Next, we will work in groups to relate this learning to an actual sample lesson by evaluating that lesson in terms of Ambiguity, Complexity, Layers and Implicit Meaning.*

- 4. We will evaluate and extend the level of rigor in the lesson in order to reach multiple levels of thinking and processing.*

Ok, so let's get started.

ONLINE MODULE REVIEW (20 MINUTES)

Objective: Participants will review key aspects of Jackson’s Characteristics of Rigor by completing a sorting activity.

Materials: Characteristics of Rigor Sorting Activity printed off and cut apart, one set for every 3-4 participants; Learning Material Rigor-Analysis Worksheet (will need for the third activity as well).

Preparation: Develop method for breaking large group into small groups of 3-4. Download materials and hand-outs from the course resources. Cut apart sorting activity.

Activity:

1. Divide the group into smaller groups of 3-4 people.
2. In your group, review some of the key points in the video relating to characteristics of rigor, including Implicit Meaning, Ambiguity, Layers, and Complexity. Discuss what each characteristic means to you.
3. Distribute prepared Characteristics of Rigor Sorting Activity. Work together at your tables as a group to sort these examples into the four categories: Implicit Meaning, Ambiguity, Layers, and Complexity.
4. Pass out Learning Material Rigor-Analysis Worksheet in order to check for accuracy.

ONLINE MODULE APPLICATION (20 MINUTES)

Objective: The participant will examine his or her own teaching practices and materials and will outline an example (lesson) of the level of thinking being used in the classroom.

Materials: Methods to Consider Based on Stage of Rigorous Instruction and Thinking hand-out. Stage of Rigorous Instruction worksheet (there are four versions each with a different stage of rigorous thinking being highlighted).

Preparation: Copy hand-out as needed. You will also need to make several copies of the Stage of Rigorous Instruction worksheet in each of the levels of thinking that will be passed out to different groups of individuals.

Activity:

1. Divide teachers into similar grade bands or content areas. Distribute Methods to Consider Based on Stage of Rigorous Instruction and Thinking hand-out.
2. Review hand-out. Distribute Stage of Rigorous Instruction worksheet so that each group has a different level of thinking highlighted.
3. You will be completing the worksheet “Stage of Rigorous Instruction”. Please take notice of the level of thinking in bold print at the top of the page. Each group will be using the hand-out to come up with several specific examples that illustrates how and why the level of thinking highlighted in bold is being utilized in your classroom.
4. Share out lesson ideas and strategies using levels of rigorous thinking.

ONLINE MODULE INTEGRATION 1 (20 MINUTES)

(Note: Integration 1 and Integration 2 could be combined for one 40 minute session or used as presented as two separate activities).

Objective: Participants will evaluate a sample lesson for rigor in term of Ambiguity, Complexity, Layers and Implicit Meaning.

Materials: Sample lesson (participants have a choice between a lesson involving an Indian folktale and an upper level science lesson), Learning Material Rigor Analysis Worksheet (from previous activity), and Culminating Rigor Activity Worksheet 1.

Preparation: Download the lessons and hand-outs from the course resources and make copies.

Activity:

1. Divide teachers into similar grade bands or content areas. Distribute chosen sample lesson, Culminating Rigor Activity Worksheet 1, and Learning Material Rigor -Analysis Worksheet.
2. After reading through the chosen lesson, evaluate the lesson using the Learning Material Rigor-Analysis Worksheet. Keep in mind that you will evaluate all components of the lesson in terms of characteristics of rigor.
3. Record your findings on the Culminating Rigor Activity worksheet. Discuss your findings.
4. Evaluate the extensions provided in the lesson. Do they add any rigor to the lesson? If so, how? (Note: You may need help teachers recognize the difference between an extension that is truly rigorous in its characteristics from that which is merely fun.)
5. What modifications can be made to this material to ensure students are not only mastering the standard but given the opportunity to exceed the standard in terms of the characteristics of rigor?

ONLINE MODULE INTEGRATION 2 (20 MINUTES)

Objective: Participants will evaluate a sample lesson for rigor in term of Levels of Thinking: Acquisition, Application, Assimilation and Adaptation.

Materials: Sample lesson from previous activity, access to appropriate State Standards for your area, Methods to Consider Based on the Stage of Rigorous Instruction and Thinking hand-out, and Culminating Rigor Activity Worksheet 2.

Preparation: Download the lessons and hand-outs from the course resources and make copies.

Activity:

1. Teachers will remain in their selected groups. Distribute Methods to Consider Based on the Stage of Rigorous Instruction and Thinking hand-out, and Culminating Rigor Activity Worksheet 2.
2. Using the Methods to Consider Based on the Stage of Rigorous Instruction and Thinking hand-out, evaluate the chosen lesson from the previous activity for stages of rigorous thinking. Determine what the highest level of thinking is present. What is your evidence to support your decision?

3. Locate the appropriate state standards that apply to your given lesson.
4. Evaluate how well the material meets, or exceeds, the demands of the standard.
5. What modifications can be made to this material to ensure you are not only mastering the standard, but giving students the opportunity to exceed the standard in terms of the stage of rigorous instruction and thinking?

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
<p><i>Identification of Gifted Students</i></p> <p>ODE Competencies: e, g</p>	<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>	<p>1.5 hours</p>

<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.