

# Leader's Guide

## Serving Gifted Students in ALL Classrooms with Mastery Learning

### *OAGC HQPD Topics:*

- *Differentiation in the Regular Classroom*
- *Lesson Design for Diverse Learners: Application of complexity to curriculum*

### *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*
- *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*



**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 serving gifted students in ALL classrooms with mastery learning.

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](mailto: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 (Reaching Gifted Students in ALL Classrooms with Mastery Learning)
- 3) Additional handouts from the module materials.

### 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.



# Reaching Gifted Learners in ALL Classrooms with Mastery Learning: 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 mastery learning in order to meet the needs of gifted students in all service settings. Specifically, we will address the OAGC recommended professional development topic of: Differentiation in the Regular Classroom and Lesson Design for Diverse Learners as well as the ODE gifted professional development competencies: a, b, c, f, and g.*

*The state of Ohio provides many service setting options for districts in serving students identified as gifted. Finding ways to adequately meet the needs of gifted students in each of these settings can be difficult. Service that thoroughly extends and enriches students learning using depth of thinking, complexity, rigor, and respect for their individual levels of competency is challenging to achieve with traditional learning approaches. Mastery Learning is an approach to instruction that respects student's unique prior knowledge and learning needs- ideal for our gifted students- but has proven difficult to implement on a large scale in many classrooms because of a lack of manageable structure and methods of instructions. In this session, you will learn about a method for structuring mastery learning in your classroom that is student centered, learner paced, and easily manageable for the teacher implementing the tool. This structure is an ideal tool for gifted intervention specialists to use in self-contained classes, pull-out programs, working with cluster group teachers, and the other service settings available as options for serving gifted students in Ohio.*

*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 mastery learning through The Grid Method.*

*Ok, so let's get started.*

## ONLINE MODULE REVIEW (15 MINUTES)

**Objective:** Educators will respond to the online learning module with questions, excitements, and concerns and share these responses in small groups.

**Materials:** QEC handout from module resources

**Preparation:** Print QEC handout or share with teachers digitally

**Activity:**

1. (5 minutes) On the QCC handout provided, list any Questions, Excitements, and Concerns that you have after completing the online learning module.
2. (5 minutes) Form groups of 2-3 educators and share/discuss your responses to each section of the handout.
3. (5 minutes) One educator from each group shares significant questions, excitements, and concerns they discussed with the group as a whole.
4. Responses can be saved for further discussion at a later time. They may be valuable for gifted intervention specialists, coordinators, or administration to use as a guide for further PD.

## ONLINE MODULE APPLICATION (15 MINUTES)

**Objective:** Educators will apply the concepts of Webb’s DOK to create a mastery learning path for a unit of their choice.

**Materials:** Educators should bring standards, curricular materials, assessments, and favorite activities for a unit of their choice. They will also need copies of the DOK Template and Webb’s DOK guide.

**Preparation:** Leaders should make copies of the DOK template and Webb’s DOK guide for each teacher.

**Activity:**

1. The first step in creating a mastery learning grid is for educators to analyse a unit and sort learning opportunities they already use into Webb’s Depth of Knowledge Levels. This helps to form the Mastery Learning Path that you will use in your grid.
2. Review your curricular materials and identify the DOK level for each meaningful learning opportunity. An example is provided for you on one side of the DOK levels handout. Analyze critically each learning opportunity you add to handout- make sure it is an opportunity for new learning. Review tasks and repetitive practice are not to be included in this exercise.
3. Review your work: Check for any gaps in your DOK handout. Does level 3 have too many tasks to be manageable? Does Level 1 lack foundational material like vocabulary or background information? Check that your verbage indicates the correct depth of knowledge for each learning opportunity. An entry at the 3<sup>rd</sup> level that uses the verb “identify” is likely misplaced- identification tasks usually belong at level 1.

## ONLINE MODULE INTEGRATION (15 MINUTES)

**Objective:** Educators will transfer the unit's mastery learning path into the Grid template and begin to create accompanying materials.

**Materials:** Grid Template (hard copy or digital), mastery learning path from application activity, example grid units

**Preparation:** Copy materials needed for participants. If time has passed between the application activity and this activity, it is a good idea to review educator's mastery learning path and help those who need some additional help with that task. The mastery learning path should already be completed before beginning this activity. Additionally, provide links to [The Grid Method website](#) and [The Grid Method Facebook group](#) to participants. There are many other educators already using The Grid Method that are eager to help newcomers to this instructional structure.

### **Activity:**

1. Now that you have created your unique mastery learning path for your unit, it is time to plug these learning opportunities into your grid. Choose a logical order for them as you enter them into the template. For example, it would not make sense to put a background information activity after an activity that requires that background information!
2. Remember, review tasks and repetitive work do not belong in the grid. Because your grid requires students to demonstrate mastery of each box before moving on, these activities become much less necessary. Review and reteaching become a part of each box on the grid if students are unable to pass the mastery check for that box.
3. Once you have transferred your mastery learning path into the grid template, you then need to create any supplemental materials that students need to complete that learning opportunity. Instruction sheets, handouts, digital resources, mastery checks etc. This is the longest step in the grid process, but the most important for effective implementation of the grid. The goal is to have every resource created, copied, and accessible to students in a filing cabinet or digital folder before actually beginning the grid in class.
4. It may help for educators to look at example grid units as they do this work. This module has these available for you.

### **Key points to remember**

- Students must demonstrate mastery (generally 80% or higher on a mastery check **or** the ability to explain their thinking and understanding in a conversation with you) before they earn your signature on each box of the grid. Only after earning this signature are they allowed to move on to the next learning opportunity
- Students will all move through the content at different paces. This is expected! Allow it to happen!
- The first time you implement the grid in class, it will take students (and you!) time to adjust to the new system. The first unit will likely take longer than you expect it to. This improves over time as your students develop new skills as independent thinkers, are able to manage their time better, and acclimate to the new structure.
- **You have resources available to you in this process!** [www.thegridmethod.com](http://www.thegridmethod.com) has additional resources for you. There is also a [Facebook group](#) full of educators implementing The Grid Method model and eager to help others learn the system.

**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><b>4.1</b> 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><b>4.2</b> 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><b>4.3</b> 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><b>1.1</b> 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><b>1.2</b> Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents.</p> <p><b>2.1</b> 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><b>5.5</b> 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><b>3.1</b> 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><b>5.1</b> 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><b>5.2</b> 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><b>2.2</b> 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><b>3.3</b> 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><b>3.4</b> 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><b>2.2</b> 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><b>2.3</b> Beginning gifted education professionals adjust their communication to an individual’s language proficiency and cultural and linguistic differences.</p> <p><b>3.1</b> 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><b>3.2</b> 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><b>3.3</b> 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><b>3.4</b> 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><b>5.2</b> 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><b>4.3</b> 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><b>4.4</b> 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><b>4.5</b> 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><b>5.3</b> 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><b>2.4</b> 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><b>5.1</b> 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><b>2.4</b> 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><b>5,4</b> 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><b>2.4</b> 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><b>6.1</b> Beginning gifted education professionals use professional ethical principles and specialized program standards to guide their practice</p> <p><b>6.4</b> 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><b>6.5</b> Beginning gifted education professionals advance the profession by engaging in activities such as advocacy and mentoring.</p> <p><b>7.1</b> Beginning gifted education professionals apply elements of effective collaboration.</p> <p><b>7.2</b> Beginning gifted education professionals serve as a collaborative resource to colleagues</p> <p><b>7.3</b> 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.