Leader’s Guide
A Classic Method for Fostering Critical Thinking and Collaboration

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

- (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

High Quality Professional Development For Classroom Teachers

By Responsive Learning
OPTIONS FOR USING THIS TRAINING:

BLENDDED 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 A Classic Method for Fostering Critical Thinking and Collaboration.

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
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 (A Classic Method for Fostering Critical Thinking and Collaboration)

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.
A Classic Method for Fostering Critical Thinking and Collaboration: 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 using the classic method of Socratic Seminars. Specifically, we will address the OAGC recommend professional development topic of: Higher Level Thinking and Complexity, as well as the ODE gifted professional development competenc(ies): a, b, and d.

Socratic Seminars can provide students with much needed practice in collaboration. The use of inquiry can help students’ imaginations to be sparked and foster their curiosity to ask questions. A Socratic Seminar by definition is an “exploratory intellectual conversation centered on a text” (Chorzempa & Lapidus, 2009, p. 55). This group discussion model is designed to resemble Socrates’ instruction-through-questioning method (Chorzempa & Lapidus, 2009; Tredway, 1995). Through thoughtful conversation, students are encouraged to think critically, analyse one or more pieces of text and synthesize their thinking. Socratic Seminar allows students to collaborate and engage in meaningful conversation with their peers. This method is student-led, while the teacher acts as a facilitator, which allows students to take ownership of their thoughts and ideas. Having this opportunity to contribute his/her insight, allows students to engage in 21st Century skills to help develop college and career readiness.

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 the use of Socratic Seminar as a method to foster critical thinking and collaboration with your gifted learners in your classroom.

Ok, so let’s get started.
ONLINE MODULE REVIEW (15 MINUTES)

Objective: To compare/contrast a Socratic Seminar with current classroom discussion practices.

Materials: Paper, Pencil, Partner or Small Group

Preparation: Participants must have already completed the online module.

Activity:
1. Teachers will reflect on their current classroom discussion practices.
2. Teachers will independently compare/contrast their current classroom discussion practices with the Socratic Seminar method. Teachers will jot down these comparisons on a piece of paper.
3. Using “Turn-and-Talk” or “Think-Pair-Share”, teachers will share their written answers with their partners or small groups.

ONLINE MODULE APPLICATION (15 MINUTES)

Objective: To create interpretive discussion questions (to be used in a Socratic Seminar).

Materials: Texts that will be used in the classroom for discussion (i.e. novels for upcoming ELA units, nonfiction texts, pieces of artwork, poems, etc.), Paper/Notebook, Pencil, Partner or Small Group

Preparation: Participants must have already completed the online module. Teachers will need text(s) that they have previously read or previewed in order to create questions for a Socratic Seminar.

Activity:
1. Teachers will choose a focus text from the texts that were brought to this session. This focus text will be used in the future to conduct a Socratic Seminar in the classroom with students. (Independently)
2. With the focus text in mind, teachers will generate possible interpretive (i.e. open-ended) questions that students could explore and discuss during a Socratic Seminar. (Independently)
3. Teachers will then share their list of possible questions in pairs or small groups to provide an opportunity for feedback to determine which question will be their focus for the upcoming Socratic Seminar.
ONLINE MODULE INTEGRATION (15 MINUTES)

Objective: To plan all elements of a Socratic Seminar in preparation for implementation.

Materials: Laptop, Chosen Focus Text, Chosen Focus Question, Paper/Notebook, Pencil, Access to Online Module, Access to Internet for Viewing Videos, Class List, Student Data, Handouts from Session

Preparation: Participants must have already completed the online module. Teacher will need to bring focus text and focus question created during the Application portion of the online module with them.

Activity:
1. Teacher will brainstorm classroom norms/rules that in the future will be collectively adopted by the class (after teacher introduces Socratic Seminar method).
2. Teacher will decide upon which variation of a Socratic Seminar he/she will implement with students.
3. Teacher will brainstorm student jobs that can be incorporated into the variation of the Socratic Seminar chosen that will be collectively adopted by the class (after teacher introduces Socratic Seminar method).
4. Teacher will reflect upon and take notes about the classroom environment to adjust as needed to most effectively support a student-led collaborative discussion (i.e. consider affective needs of students, transitions, what needs to occur before/during/after Socratic Seminar, etc.).
5. Teacher will decide upon which assessments will be used to monitor student learning/participation during and after the seminar (if necessary, teacher will create such assessments, but can also refer to handouts).
6. Teacher will develop a plan to introduce students to the Socratic Seminar method (i.e. watching video clips of other students engaged in Socratic Seminars, providing information/background/purpose about inquiry and Socratic Seminars, etc.).
7. Now that teacher has a focus text, focus interpretive question, understands his/her role, plan of engagement, collectively developed rules/norms and jobs, a chosen variation, prepared assessments, a supportive and conducive classroom environment, he/she will have students participate in a test run of a Socratic Seminar!
The original Professional Development Plan for General Education Teachers Providing Gifted Services in the Regular Classroom was based on best practices in gifted education research and adapted to reflect the Administrative Code changes made in 2017. The professional development section (D)(8)(b)(i–ii) for general education teachers was revised by the State Board of Education in February of 2018. Although the content and learning outcomes remain the same, there are new contact hours and time-frame requirements of 15 hours each year over a four-year period. The chart below reflects those changes and supports ongoing continued professional development that is part of OAC 3301-51-15 (D)(8)(b)(iii).

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 (from 2018 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.

The professional development plan should be used in conjunction with the assessment chart, which provides guidance for content as well as measurement and evidence of effectiveness of professional development efforts within the general education classroom. Professional development should include resources such as the NAGC and CEC webpages as well as OAGC publications such as “What to Expect When You’re Teaching a Gifted Child.”

National Association for Gifted Children
http://www.nagc.org/information-publications
www.NAGC.org

Center for Exceptional Children
https://www.cec.sped.org/Search?q=gifted+and+talented
www.CEC.sped.org

Ohio Association for Gifted Children
www.OAGC.com
## Year One Professional Development Plan
### 15 contact Hours
General education teachers must participate in 15 hours of professional development in gifted education with ongoing support from a licensed gifted intervention specialist or coordinator with gifted licensure for gifted students to be counted as served.

<table>
<thead>
<tr>
<th>Content</th>
<th>NAGC/CEC Teacher Preparation Standards in Gifted and Talented Education (2013)</th>
<th>PD Hours</th>
</tr>
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</table>
| **Identification of Gifted Students**        | 4.1 Beginning gifted education professionals understand that some groups of individuals with gifts 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 gifts 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 hour   |
| **Development of Written Education Plans**   | 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. | 1 hour   |
| **Characteristics of Gifted Students**       | 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.  
1.2 Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents.  
2.1 Beginning gifted educational professionals create safe, inclusive, and culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions.  
5.5 Beginning gifted education professionals use instructional strategies that enhance the affective development of individuals with gifts and talents. | 4 hours  |
| **Higher-Level Thinking and Complexity**     | 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.  
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.  
5.2 Beginning gifted education professionals apply appropriate technologies to support instructional assessment, planning, and delivery for individuals with gifts and talents. | 9 hours  |
Year Two Professional Development Plan 15 contact hours

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</table>
| **Characteristics of Gifted Students**<br>ODE Competencies d, e  
(Part II: Emphasis on Motivation, Underachievement, Perfectionism, and Relationships) | 1.2 Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents.  
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. | 3 hours |
| **Lesson Design for Gifted and Talented Students:**<br>Application of Complexity to Curriculum<br>ODE Competencies b, c, f, g  
**Include practical application to classroom settings.** | 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.  
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.  
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. | 9 hours |
| **Higher-Level Thinking and Complexity**<br>ODE Competencies a, b  
(Part II: Emphasis on Higher Level Thinking at the core of unit design)  
**Include practical application to classroom settings.** | 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. | 2 hours |
| **Development of Written Education Plans**<br>ODE Competencies f, g, h  
(Part II: Emphasis on affective considerations in WEP design) | 5.5 Beginning gifted education professionals use instructional strategies that enhance the affective development of individuals with gifts and talents. | 1 hour |
# Year Three Professional Development Plan 15 contact hours

General education teachers must participate in 15 hours of professional development in gifted education with ongoing support from a licensed gifted intervention specialist or coordinator with gifted licensure for gifted students to be counted as served.

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<th>NAGC/CEC Teacher Preparation Standards in Gifted and Talented Education (2013)</th>
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<tbody>
<tr>
<td>Higher-Level Thinking and Complexity</td>
<td>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.</td>
<td>2 hours</td>
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<td>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.</td>
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<tr>
<td></td>
<td><strong>ODE Competencies</strong>&lt;br&gt;a, b&lt;br&gt;(Part III: Emphasis on creativity and creative problem solving)</td>
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<td>Differentiation in the Regular Classroom</td>
<td>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.</td>
<td>10 hours</td>
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<td>2.3 Beginning gifted education professionals adjust their communication to an individual’s language proficiency and cultural and linguistic differences.</td>
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<td></td>
<td>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.</td>
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<td></td>
<td>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.</td>
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<td></td>
<td>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.</td>
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<td>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.</td>
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<tr>
<td>Development of Written Education Plans</td>
<td>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.</td>
<td>3 hours</td>
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<td>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.</td>
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<td>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.</td>
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<td></td>
<td>5.5 Beginning gifted education professionals use instructional strategies that enhance the affective development of individuals with gifts and talents.</td>
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<td><strong>ODE Competencies</strong>&lt;br&gt;f, g, h&lt;br&gt;(Part III: Emphasis on incorporation of student interest and ongoing assessment to monitor progress)</td>
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### Year Four Professional Development Plan 15 contact hours

General education teachers must participate in 15 hours of professional development in gifted education with ongoing support from a licensed gifted intervention specialist or coordinator with gifted licensure for gifted students to be counted as served.

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<tbody>
<tr>
<td><strong>Differentiation in the Regular Classroom</strong></td>
<td>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. &lt;br&gt;2.3 Beginning gifted education professionals adjust their communication to an individual’s language proficiency and cultural and linguistic differences. &lt;br&gt;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. &lt;br&gt;5.2 Beginning gifted education professionals apply appropriate technologies to support the instructional assessment, planning, and delivery for individuals with gifts and talents.</td>
<td>5 hours</td>
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<td><strong>Acceleration</strong></td>
<td>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. &lt;br&gt;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.</td>
<td>10 hours: Distribution based on the need of professional learning community</td>
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<td><strong>In-depth or Independent Study</strong></td>
<td>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. &lt;br&gt;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.</td>
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<tr>
<td><strong>Mentorships</strong></td>
<td>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.</td>
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**Year FIVE and Beyond Professional Development Plan**

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.

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<thead>
<tr>
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<th>NAGC / CEC Teacher Preparation Standards in Gifted and Talented Education (2013)</th>
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<tbody>
<tr>
<td>Professional Growth</td>
<td>6.1 Beginning gifted education professionals use professional ethical principles and specialized program standards to guide their practice.</td>
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<td></td>
<td>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.</td>
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<td>6.5 Beginning gifted education professionals advance the profession by engaging in activities such as advocacy and mentoring.</td>
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<td></td>
<td>7.1 Beginning gifted education professionals apply elements of effective collaboration.</td>
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<td></td>
<td>7.2 Beginning gifted education professionals serve as a collaborative resource to colleagues.</td>
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<td></td>
<td>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.</td>
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Hours to be determined by the district but must be documented.