

Ongoing HQPD Toolbox

OAGC Coordinator Division

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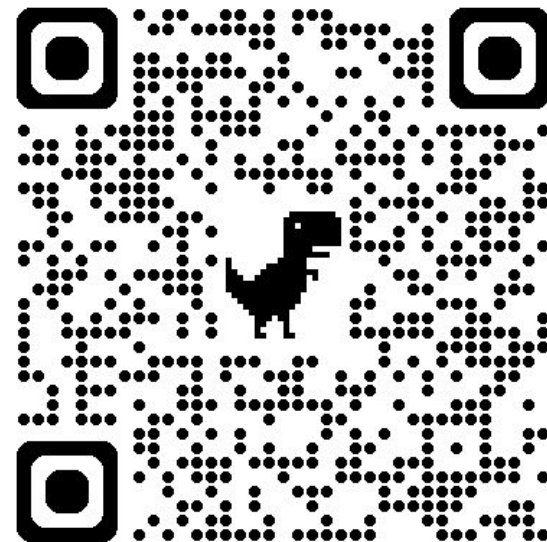


<https://tinyurl.com/OAGCHQPD24>

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Think and Reflect: Your Experiences

What have been some of the most high-impact PD sessions you've attended? Why?

Agenda

1. Ongoing Hours Requirement
2. OTES 2.0 Alignment
3. Current HQPD Options
4. Questions

Ongoing Hours Requirement

Gifted Education Assignment	Professional Development Hours Required	Ongoing Professional Development Required	Ongoing Support Required
Gifted Intervention Specialist	No	Yes	No
General Education Teacher	Yes	Yes	Yes
Honors Teacher	Yes	Yes	Yes
Advanced Placement Teacher	Yes	Yes	Yes
International Baccalaureate	Yes	Yes	Yes
College Credit Plus	No	No	No
Trained Arts Instructor	No	No	Yes
Gifted Coordinator	No	Yes	No

Ongoing Hours Requirement

When do ongoing hours of gifted professional development begin? After a general education teacher who is designated a provider of gifted services has met the total clock hour requirement, he or she must receive ongoing hours of professional development in gifted education. These annual hours of gifted professional development are determined by the district.

Provider of Professional Development

Gifted education professional development must be from one of the following providers:

- a) An educator who holds licensure or endorsement in gifted education;
- b) An educator who holds a graduate degree in gifted education; or
- c) A state or national presenter in gifted education.

Ongoing Hours Requirement

Gifted Education Competencies

Qualifying professional development in gifted education must relate to the following 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 curriculum 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.

OTES 2.0

<p>KNOWLEDGE OF STUDENTS (Standard 1: Students, Standard 4: Instruction, Standard 6: Collaboration and Communication)</p> <p><i>Possible Sources of Evidence: analysis of student data, pre-conference, artifacts, student surveys</i></p>	<p>Planning instruction for the whole child</p> <p>Element 1.2 Element 1.4 Element 1.5 Element 4.2 Element 4.4 Element 6.4</p>	<p>The teacher's instructional plan makes no connections to and the teacher is not familiar with student experiences, culture, developmental characteristics or backgrounds.</p>	<p>The teacher's instructional plan makes minimal connections to student experiences, culture, developmental characteristics or student backgrounds.</p>	<p>The teacher's instructional plan reflects connections to student experiences, culture and developmental characteristics. These may include prior learning, abilities, strengths, needs, talents, backgrounds, skills, language proficiency and interests.</p>	<p>The teacher's instructional plan reflects consistent connections to student experiences, culture and developmental characteristics. These may include prior learning, abilities, strengths, needs, individual talents, backgrounds, skills, language proficiency and interests. The instructional plan draws upon input from school professionals and outside resources.</p>
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OTES 2.0

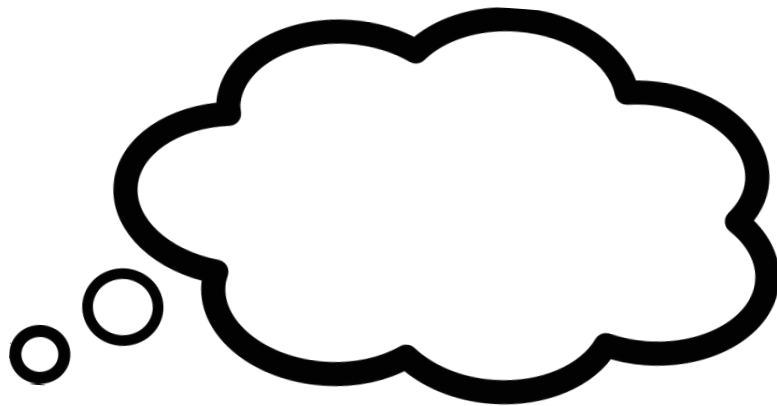
<p>Student-centered learning</p> <p>Element 3.5 Element 4.5 Element 4.6 Element 5.3 Element 5.4</p>	<p>Learning is entirely teacher directed. Students are not participating in learning activities.</p> <p>There are no opportunities for student choice about what will be learned and how learning will be demonstrated. There is no evidence of differentiated instructional strategies or resources.</p>	<p>Learning is primarily teacher directed. Students participate in whole class learning activities.</p> <p>There are few opportunities for student choice about what will be learned and how learning will be demonstrated. The teacher uses limited differentiated instructional strategies or resources.</p>	<p>Learning is a balance between teacher-directed instruction and student-directed interaction as students apply their knowledge and skills as developmentally appropriate. The teacher effectively combines collaborative and whole class learning opportunities to maximize student learning.</p> <p>Teacher gives opportunities for student choice about student learning paths or ways to demonstrate their learning. Teacher uses differentiated instructional strategies and resources for groups of students.</p>	<p>Learning is primarily self-directed with the teacher in the role of facilitator encouraging students to apply their knowledge and skills as developmentally appropriate. The teacher encourages students to persist in the learning tasks. The teacher effectively combines independent, collaborative and whole class learning opportunities to maximize student learning.</p> <p>Teacher routinely promotes opportunities for students to actively take part in developing goals toward mastery, and students are responsible for deciding how to demonstrate their learning. Instructional strategies, pacing and resources are differentiated to make the lesson accessible and challenging for all students, while supporting the various learning needs of individual students.</p>
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OTES 2.0

ORGANIZATIONAL AREA: PROFESSIONALISM					
Domains	Components				
		Ineffective	Developing	Skilled	Accomplished
	Professional learning Element 7.2 Element 7.3	The teacher sets short-term and long-term professional goals but fails to monitor progress or take action to meet the goals.	The teacher sets and monitors short-term and long-term professional goals but fails to take appropriate action to meet the goals.	The teacher sets short-term and long-term professional goals and monitors progress in meeting them based on self-reflection and data analysis. The teacher takes appropriate action to meet the goals.	The teacher consistently pursues best practices and sets, monitors and reflects on progress toward meeting short-term and long-term professional goals based on data analysis to improve student learning. The teacher takes appropriate action to meet the goals. The teacher collaborates with colleagues and others to share best practices.

OTES 2.0: Think and Reflect

How can the OTES 2.0 process help to inform your personal and/or coaching practice when pursuing professional development?



Adult Learning

KNOW YOUR STAFF

Knowing your staff as a whole will support decisions regarding professional learning. Consider using a survey to collect information on years within the profession, specific training, interests and areas of strength/growth.



MOTIVATE



Allow staff a voice in professional learning, and respect them as autonomous adults. Make learning meaningful by providing opportunities to collaborate with colleagues, and to reflect on the process.

SET GOALS

Learning needs to be relevant to content and needs of current students. Be sure to set and communicate timely goals for professional learning. Provide feedback along the way, and a system to evaluate progress.



DIFFERENTIATE



Teachers hold varied life experiences and interests, as well as levels of implementation. Consider offering multiple options and formats for professional learning to engage staff in finding the best fit.

AUTHENTICATE

Authentic learning occurs when staff has ownership of their path. Plan for ways to allow teachers to learn, practice and reflect on practices often. Learning must be active and relevant.



BUILD A CULTURE

Ultimately, a culture that supports professional growth needs to exist. Leaders must value and support collaboration, risk-taking, and trust. Clear communication between teachers and administrators will support clear expectations for all.



HQPD Models

1. Synchronous Push-In
2. Synchronous Pull-Out
3. Asynchronous
4. Resources

Synchronous Push-In

- Coaching, co-planning, co-teaching
- Read article and try it in your classroom
- Instructional Strategy Support

Coaching Cycle Logs

MINI COACHING CYCLE LOG

COACHING LOG: MINI COACHING CYCLE

Teacher: Grade/Subject: 3rd grade
Coach: Becca Fredmonsky Dates of Cycle: meeting 2/16

1. What is the goal or target? What bigger learning does it sit under?

The goal is to provide enrichment to 12 high ability students c mathematics WIN time. While connecting to MAP data, tasks order thinking and SFMP will be considered.

2. What evidence do we have, or need, that will inform us of where students are?

We have MAP data and classroom performance. We will collect and post data from the students.

3. Based on our evidence, what did we learn, and what can we try?

An area of focus per MAP data would be number sense and we can try providing student choice with a choice board to challenge thinking in order to deepen students' mathematical understand

Directions: Select a total of 3 choices from the board. Read the description and click on the title. Move a checkmark over the square once it is complete.

Half Court Practice

Can you beat all 8 levels? Round the numbers to the nearest hundred to get to the next level. (Click on the title for an online game)

Coded Hundreds Cube

This hundreds cube is written in a secret code! Use what you know about number patterns to solve it. (Click on the title)

Super Shapes

Find the value of the shapes in this challenging problem. (Click on the title)

Which One Doesn't Belong?

Find a reason why one of these numbers does not belong with the others. (Click on the title)

Open Middle

Can you solve the missing numbers? Use your best strategy!

Picasso's Line Puzzles

Use your best multiplication and division strategies to make brush strokes like Picasso!

Who Caught the Biggest Fish?

See if you can solve this logic problem. What happens when salamanders go fishing?

What's in the Box?

Can you solve the multiplication box? (Click on the title)

The Golden Bat Bandit

The Sounders baseball team needs your help in solving a mystery. Can you locate the Golden Bat?

The Best of Teaching for High Potential: NAGC's Teacher Resource (Publication)

Posted By **Jeff Danielian**, Tuesday, May 9, 2023

It only takes one visit to the NAGC website for members to notice that a host of research-based materials and resources are only a click away. Whether you are an educator or parent, administrator or policymaker, there are resources for YOU.

As NAGC's Teacher Resource Specialist, I have the opportunity to work on a variety of projects, most notably the publication Teaching for High Potential (THP). Designed with educators of grades K through 12 in mind, each issue of THP is filled with practical guidance and classroom-based materials for educators striving to understand and challenge their high-potential and high-achieving students.

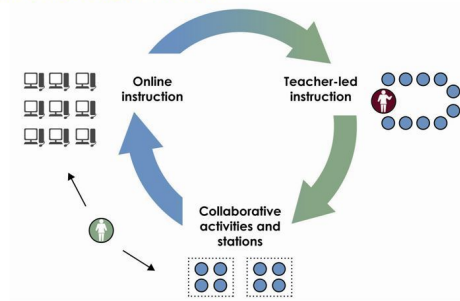
In just four 20-page issues each year, THP delivers 12-15 feature articles and 32-35 rotating columns each year, covering just about every facet of the educational field. Through the presentation of material grounded in research and demonstrating best practice with regards to the identification, service, and evaluation of gifted and talented students, THP strives to be the premier publication for practitioners at any level. Since early 2005, THP



The Great Books Foundation



Station Rotation Model



Co-Teaching Examples



Writer's Craft: Graphic Novels Book Clubs

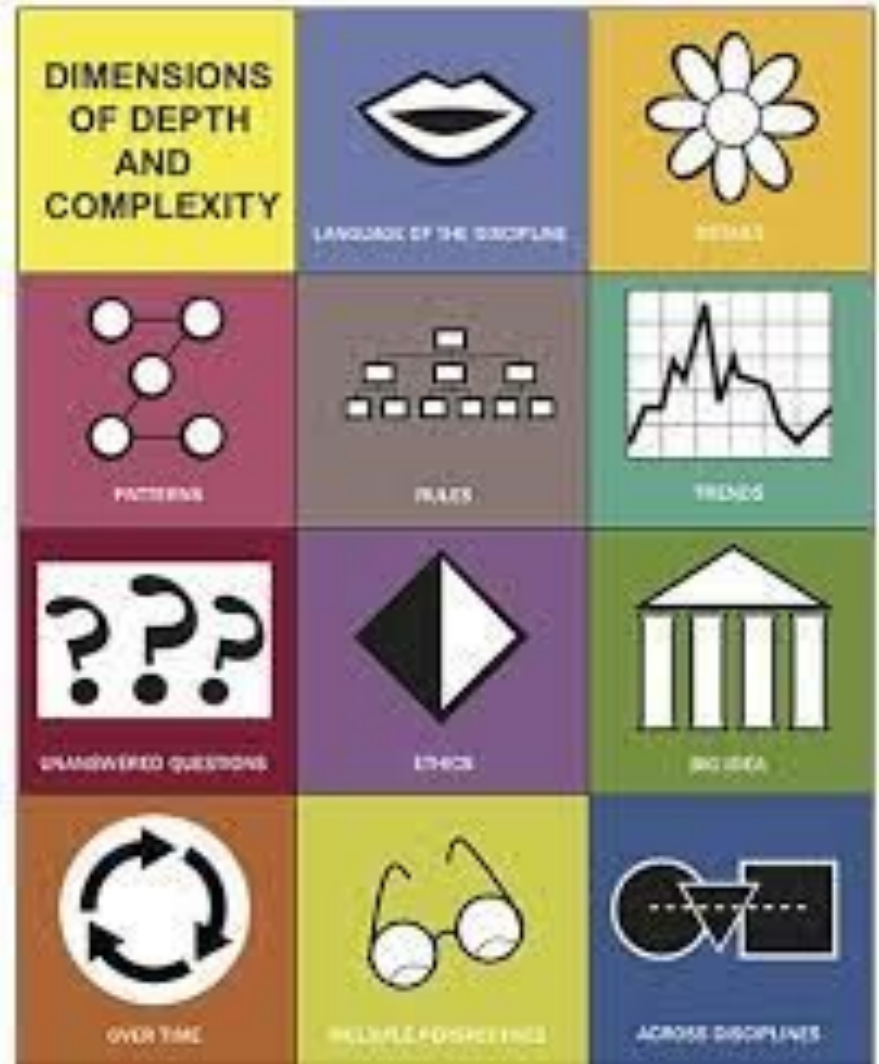
How do writers use
their craft to write
great stories that
hold our interest?

Synchronous Pull-Out

- In-service Days
- Grade level PD days
- Lunch N' Learn
- GT Strategy Chats

J. Taylor Depth & Complexity

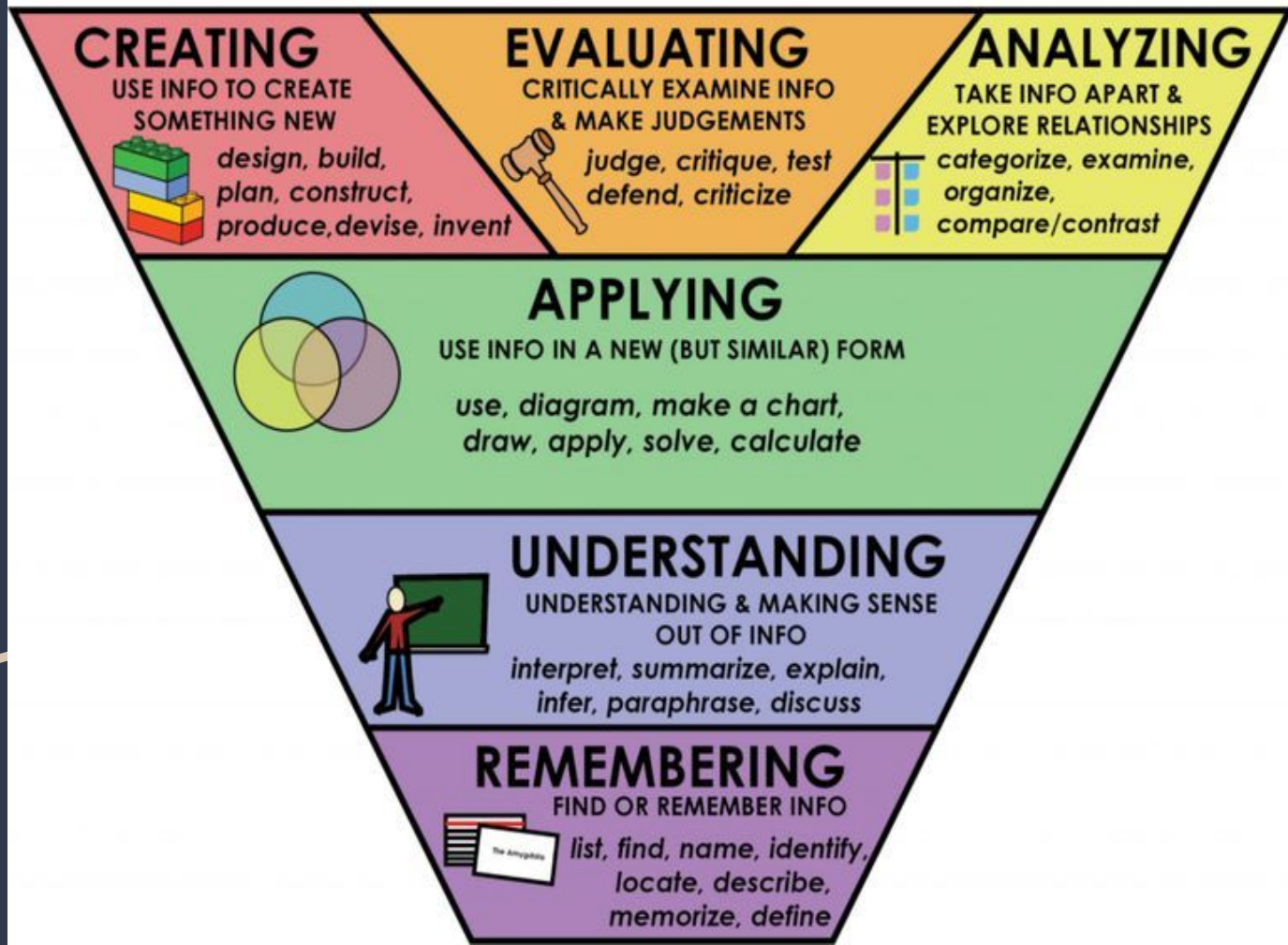
Using this in your
day-to-day classroom



Bloom's Taxonomy

Using this in
your
day-to-day
classroom

BLOOM'S TAXONOMY



Scaffolding Bloom's

Using the story

Goldilocks and the

Three Bears

- †Remember – What are items used by Goldilocks while she was in the Bears' house?
- †Understand – Explain why Goldilocks liked Baby Bear's chair the best.
- †Apply – What would Goldilocks use if she came to your house.
- †Analyze – Compare this story to reality. What events could not really happen?
- †Evaluate – Judge whether Goldilocks was right for entering the Bears' house. Defend your opinion.
- †Create – Imagine how the story would change if the bears had simply locked their door.

Webb's DoK

Using this in
your
day-to-day
classroom

Webb's Depth-of-Knowledge Model (Context Ceilings)

How else can the
knowledge be used?

DOK-4

EXTENDED THINKING

*What impact?
What influence?
What if?
What could happen?
What would happen?
What will?
What do you believe?
How do you feel?
What do you think?
What is your opinion /
perspective / thoughts?
What can you design /
develop / do?
What kind of argument /
informational text /
narrative could you write?*

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Why can the
knowledge be used?

DOK -3

STRATEGIC THINKING

*Why is this the answer /
conclusion / outcome /
result / solution?
Why does / did it
happen?
Why does / did it work?
Why can it be used?
What is the cause /
effect?
What distinguishes /
indicates?
What is the reason?
What is the relationship?
How could you?
Which one?*

How can the
knowledge be used?

DOK -2

BASIC APPLICATION OF SKILLS AND CONCEPTS

*How can the answer /
conclusion / outcome /
result / solution be
attained?
How does / did it
happen?
How does / did it work?
How is / was it used?
How do you?
How would you?*

What is the
knowledge?

DOK -1

RECALL AND RERODUCTION

*Who?
What?
Where?
When?
How?
Why?*



hio

Department
of Education



Ohio's State Tests

Cubing/ “Think Dots”



“Think Dots”/ Cubing: Creating the Lesson

1. Identify the topic/ lesson to "cube". (This lesson would be a great way to review the chapter.)
Example: kinetic/ potential energy.

2. Create the goals (learning targets), such as:
Students will define potential and kinetic energy.
Students will correctly give examples of potential and kinetic energy.
Students will accurately apply understandings of potential and kinetic energy.

3. Create the grading criteria you will use.

Example: earn 20 points by earning correct answers as follows:

One-sentence categories: worth one point. Incorrect answers or incomplete sentences earn zero points.

Two-sentence categories: worth two points. Incorrect answers with complete sentences receive one point. Incorrect answers with incomplete sentences receive zero points.

Three or more sentence answers receive up to five points!

5 points: deep thinking, strong evidence, excellent reasons; perfect grammar

4 points: same as a 5, but imperfect grammar

3 points: same as a 5, but contains at least one sentence fragment

2 points: answers without depth or strong evidence; may include a fragment

1 point: has a complete sentence but does not answer the question

0 points: words on the page; incomplete thoughts.

3. Create 7-10 questions for *each* level of Bloom's Taxonomy. Put those questions into the template on back. See Ian Byrd's "Differentiator" for help with crafting questions and/ or tasks: <http://byrdseed.com/differentiator/>

4. Create your worksheet. Be sure that students write which question they're answering before writing the answer (See example on page 3).

5. Adaptations:

Adaptation for IEP: a) cluster the IEP students and create cubes with only the bottom three or four levels (no synthesis or application). b) require IEP students to try only one of the top-level questions; if they're stumped, let them "roll again".

Adaptation for gifted: Cluster the gifted and/ or more able students into a group together. Students may answer only two questions (total) from the bottom three categories.

6. Troubleshooting:

What if students just skip around and don't use the dice? That's fine. The point is to review the material, answer the questions, and comprehend the content. Ideally, you'll review the answers to all questions together after you've graded it.

What if the IEP students really can't get to 20 points? That's fine, too. Tell them to get as much as they can done. As long as they're working together, on-task, for the whole period, you'll take the quality of the work they give you. (Then, grade the work that is done and "curve" it based on quality so it's on a 20 point scale.)

What if the gifted kids just rush through? Remind them that the grade is based on *quality*, not just finishing the work. Sloppy work = fewer points. If they plan to turn in sloppy work, they'll need to answer *more* questions to earn the 20 points!

Cubing/ “Think Dots”



Revised Bloom's Taxonomy – Question Starters

Remembering- Knowledge

Recall or recognize information, and ideas

The teacher should:

- Present information about the subject to the student
- Ask questions that require the student to recall the information presented
- Provide verbal or written texts about the subject that can be answered by recalling the information the student has learned

Question prompts

What do you remember about _____?

How would you define _____?

How would you identify _____?

How would you recognize _____?

What would you choose _____?

Describe what happens when _____?

How is (are) _____?

Where is (are) _____?

Which one _____?

Who was _____?

Why did _____?

What is (are) _____?

When did _____?

How would you outline _____?

List the _____ in order.



Anderson & Krathwohl, 2001

Other Popular Topics

- Equity
- Creativity
- Myths about Gifted Education
- Effective Feedback
- SEL for Gifted Students

Lunch N' Learn

Informal demonstrations
and conversations during
teacher lunch periods.

- Google Classroom demos
- Google Sites
- Assessment Analysis- Bloom's Taxonomy or DOK
- Reviewing example Gifted Lesson plans
- Co-planning gifted lesson
- Discussion/feedback for gifted lesson

GT Strategy Chats

Virtual conversations
with an open forum
format on differentiation
and gifted instructional
strategies.

- Reflection
- Collaboration
- Creative Thinking
- Assessment
- Higher-Level Questioning
- Independent Study
- Share Your Best Lesson
- Gifted Q & A

Focused TBTs

Monthly TBT
meetings
that embed
a PD
strategy

- WEP Review
- Specific subject (AI in Education)
- Ongoing book study
- WEP/ PR check-ins
- Gifted Q & A

Think and Reflect

What synchronous strategy would you like to build upon?

Asynchronous

- Gifted Movie PD (with article review)
- WEP goal revisions
- 3-2-1 Reflections
- Google Classroom options for each competency
- Book study
- Podcast/Video/Ted Talk/Todd Talk

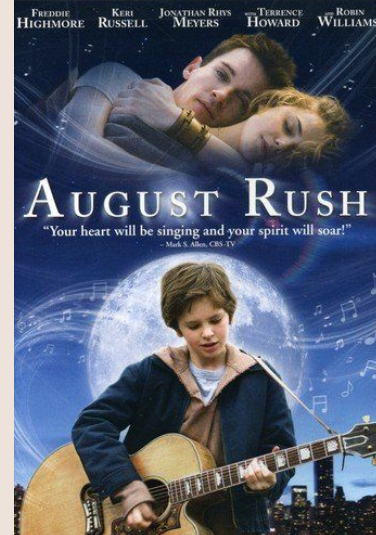
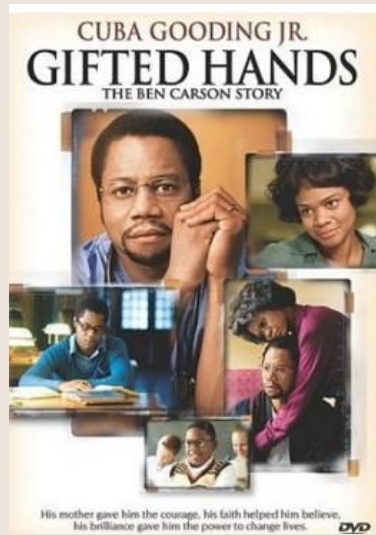
Gifted Movie Nights:

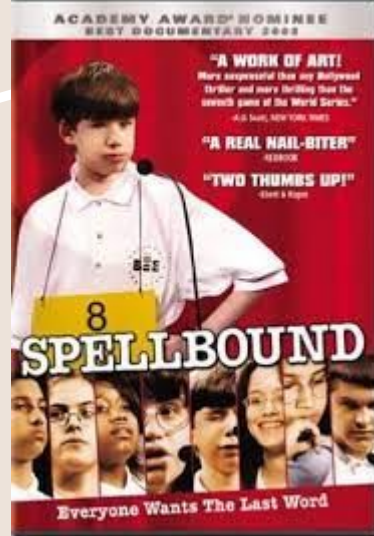
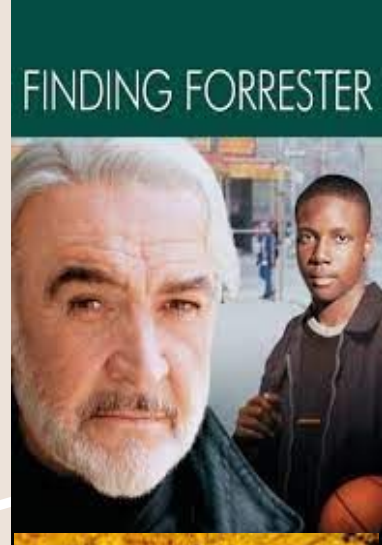
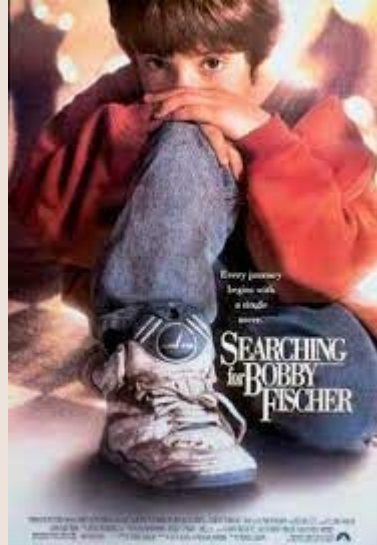
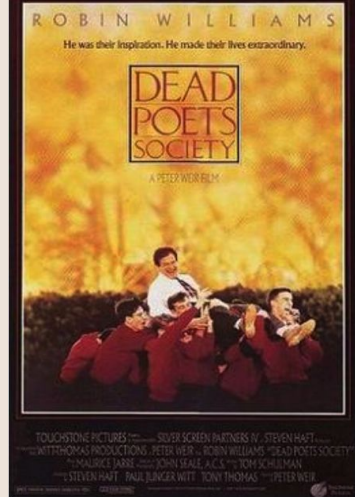


In-person
and virtual
options
highlighting
gifted
students and
their
experiences,

through
cinema.

1. Introduction to the movie
2. Topics of Focus
3. Project/ Rubric
4. Related Article(s)
5. Follow-up Conversation





WEP Workshop

Revising
cluster-grouping
service WEP goals

1. Identify student grouping strategy
2. Identify baseline data
3. Set tiered or targeted goals
4. Identify students for each category

3-2-1 Reflection

Teacher reflection
after independent
study

- 3 things you learned
- 2 ways this will impact your classroom
- 1 question you still have

the
GIFTED GUY
Todd Stanley



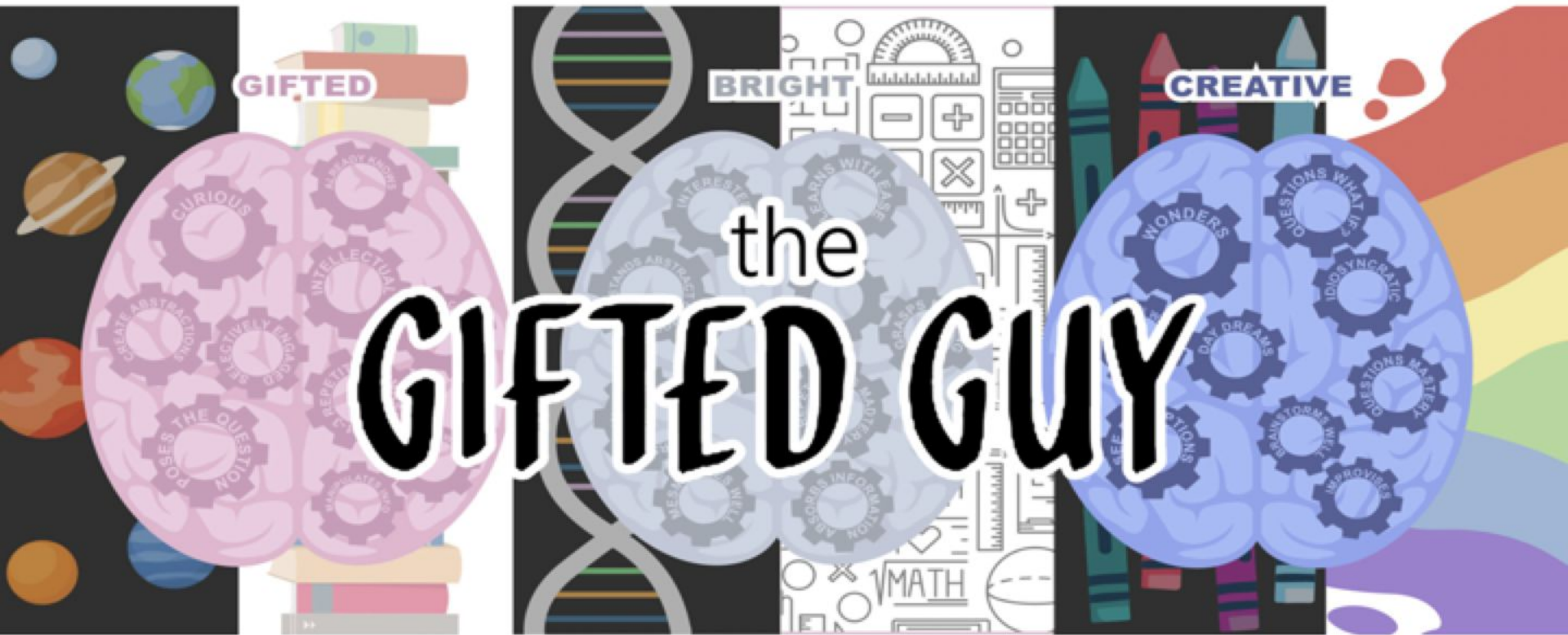
TODD
Teaching Theory into Practice

Differentiation in Gifted



Todd Stanley

- HOME
- ABOUT ME
- MY BOOKS
- BLOGS
- SPEAKING
- TODD TALKS
- ENRICHMENT
- RESOURCES
- PROF. DEVELOPMENT
- CONTACT ME



Topics for each competency



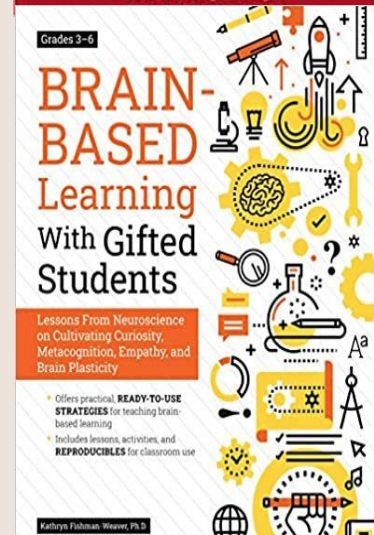
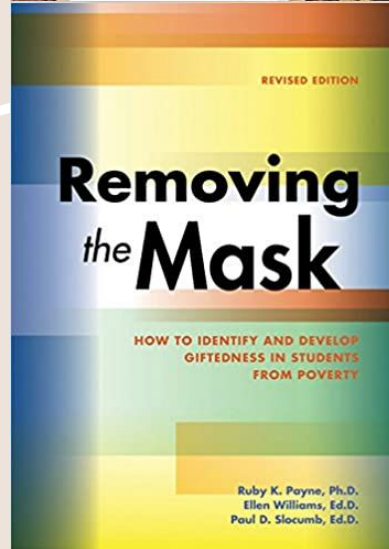
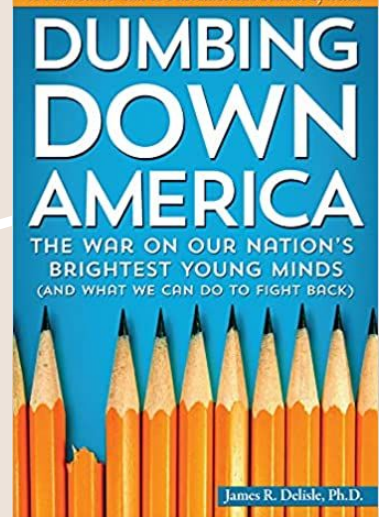
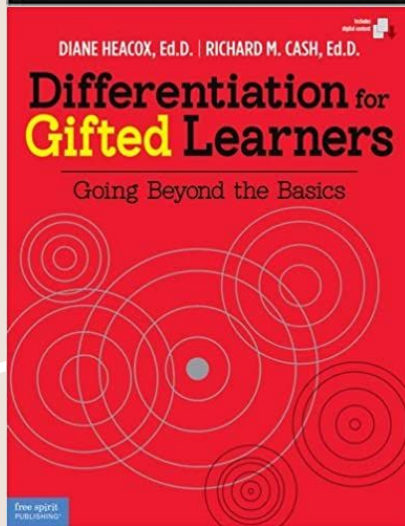
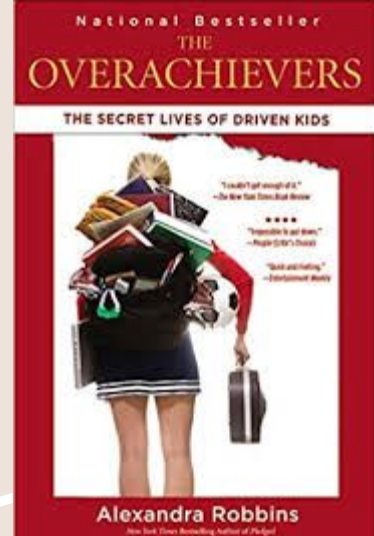
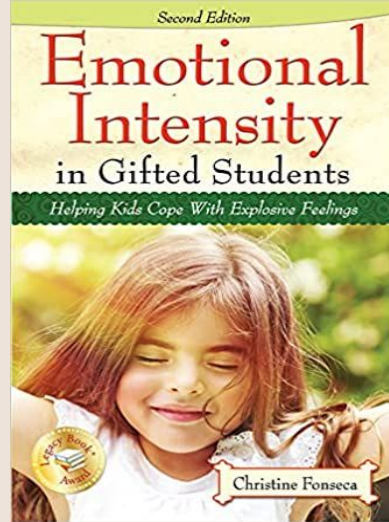
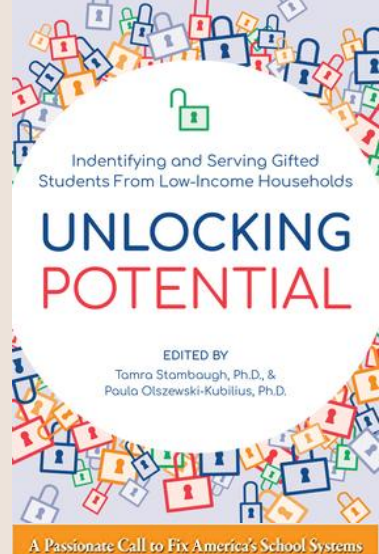
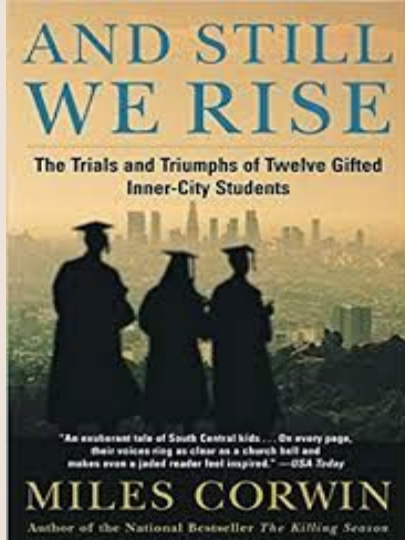
Google Classroom

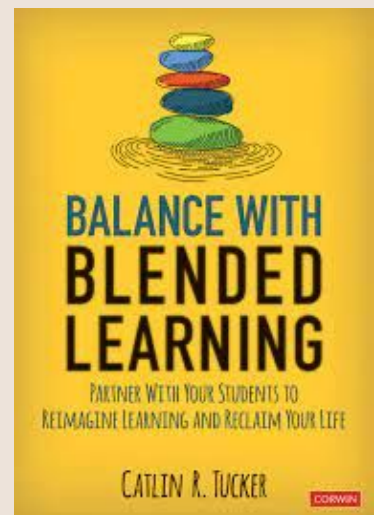
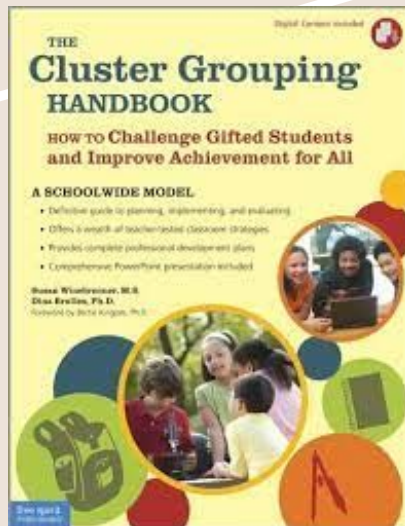
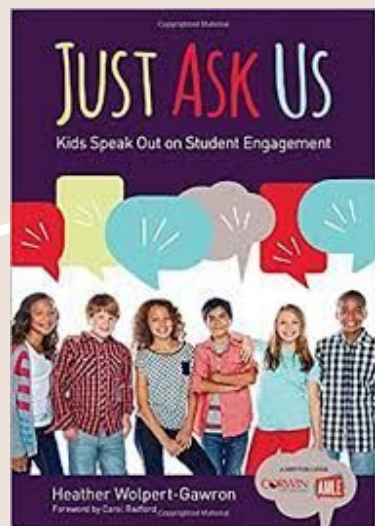
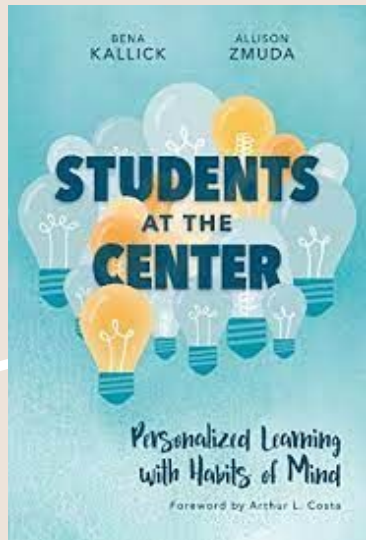
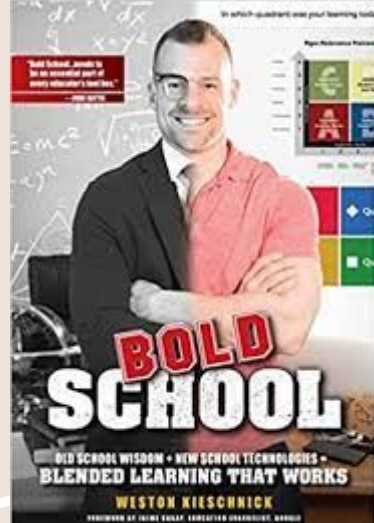
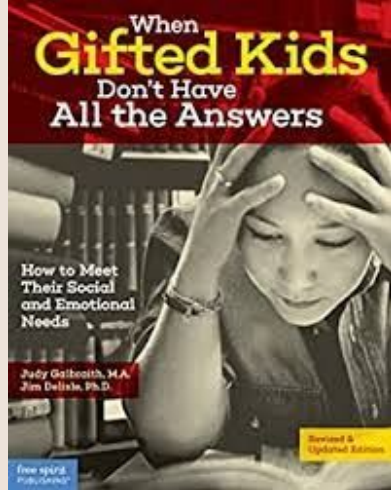
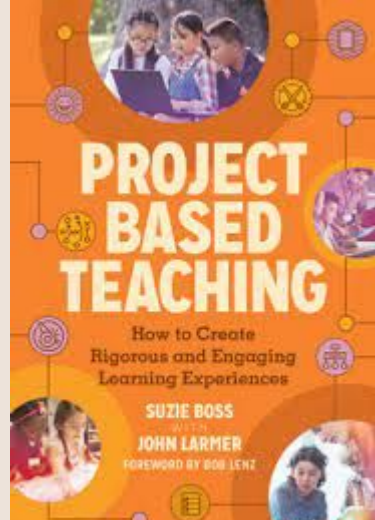
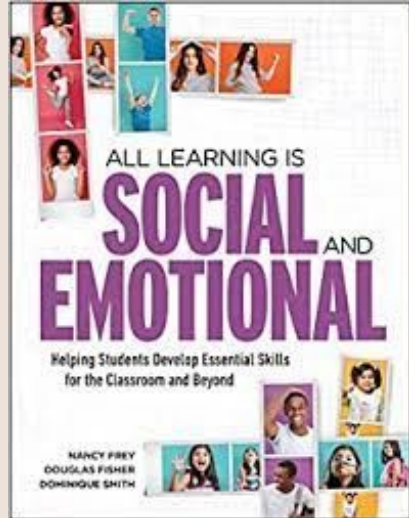
- Can add additional modules as topics/articles/questions come up
- Give choices for each competency
- Make reflection assignment open ended

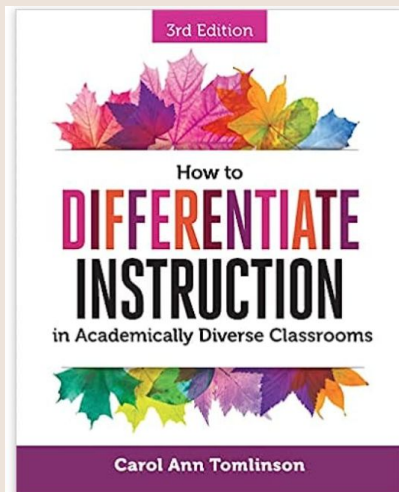
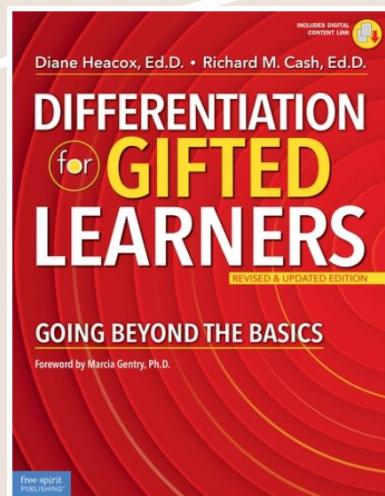
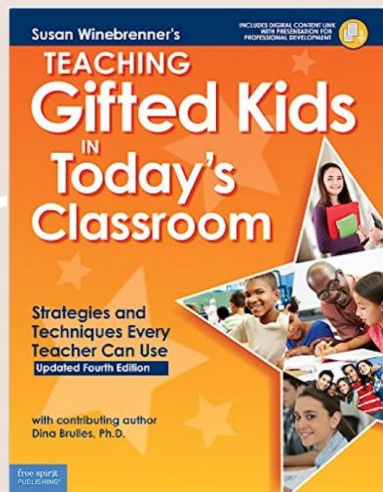
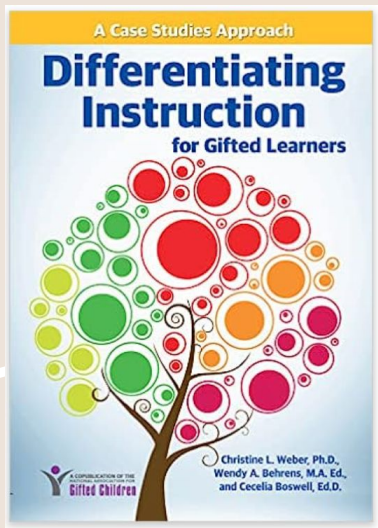
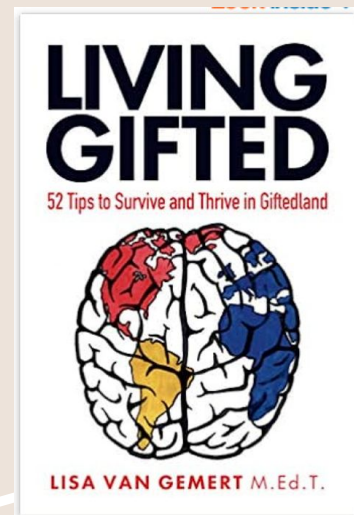
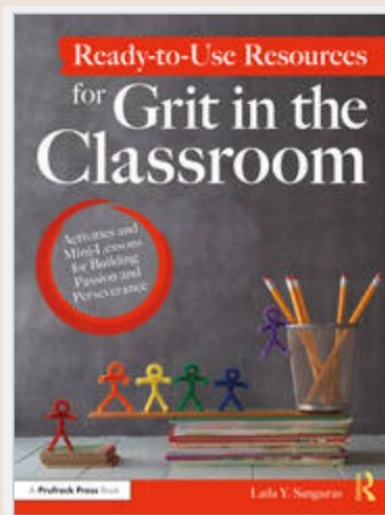
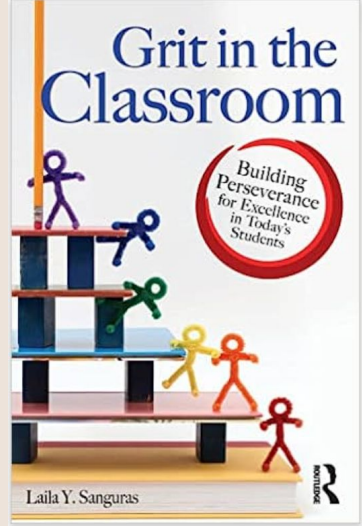
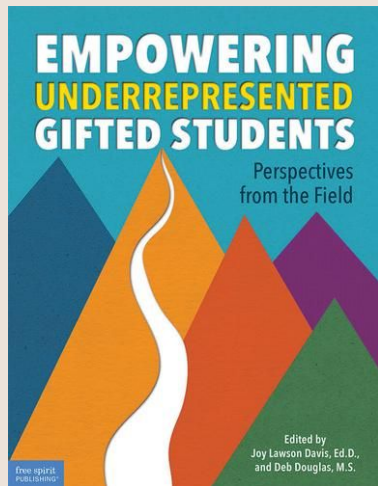
Google Classroom

The screenshot shows a web browser window with the following elements:

- Browser Tabs:** 'Ongoing HQPD Toolbox - Google' and 'Classwork for Creativity PD'.
- Address Bar:** classroom.google.com/u/0/w/NzcxNTY0OTU4N1pa/t/all
- Navigation:** 'Creativity PD' (selected), 'Stream', 'Classwork', 'People'.
- Assignment Card:**
 - Title:** Using Technology to Serve Creative Thinkers
 - Status:** No due date
 - Posted:** Sep 28, 2017 (Edited Sep 30, 2017)
 - Assigned:** Assigned
 - Text:** Explore the following technologies and consider how they might help you serve creative thinkers in your classroom.
 - POSTER MY WALL:** <https://www.postermywall.com/index.php/posterbuilder>
Have students create posters to visually express their ideas. Downloads of samples are free.
 - WIX:** <https://www.wix.com/website/templates/html/creative-arts/1>
Have students create their own web sites to represent their learning at this easy to use set of adaptable templates.
 - SKETCHUP:** <https://www.sketchup.com/>
- Bottom Card:** How to serve creative students in the class... (No due date)



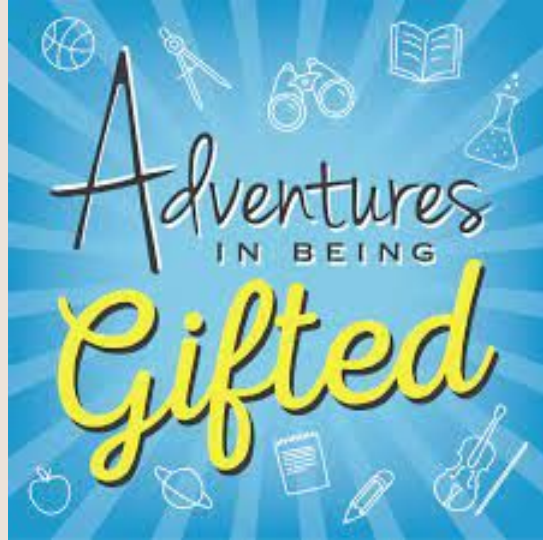




THE **NeuR Diversity** PODCAST



with Emily Kircher-Morris



N
CTD



**EXPERIENCE
MATTERS**

with

STEVE SHAPIRO


NATIONAL ASSOCIATION FOR
Gifted Children
Professional Learning

Think and Reflect

What asynchronous strategy have you utilized for HQPD?

Additional Resources

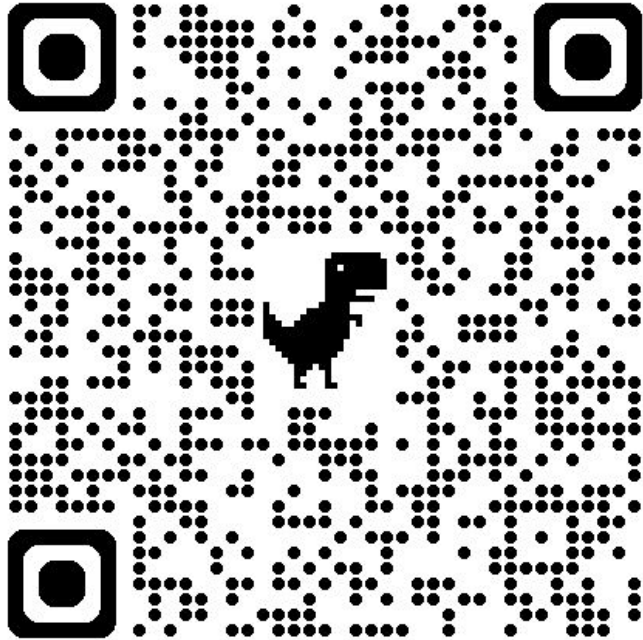
- Free Spirit Publishing
 - [Webinars](#)
 - [Blog posts](#)
- Prufrock Press (Routledge)
 - [Book Study Guides](#)
 - [Webinars](#)
- OLAC Modules
 - [Ohio Leadership Advisory Council](#)

*OAGC
Coordinator
Division*



[https://oagc.com/divisions/
coordinators/](https://oagc.com/divisions/coordinators/)

Enter the Coordinator Division Raffle:



Be sure to visit our Coordinator
Division table in the hall!

Other Coordinator Strand Sessions:

<u>Monday:</u>	<u>Tuesday:</u>
Acceleration Basics	New Coordinator Q & A
Chart of Approved Assessments	Basics of the Gifted Indicator
Ongoing HQPD Toolbox	Leveraging Assessment Data for Instructional Planning
EMIS	WEPs and WAPs

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Questions?
Thank you!