



Gifted Services Professional Learning Cycle (5 hour)

To support school-based, differentiated, personalized learning for teachers, Gifted Services developed the Gifted Services Professional Learning Cycle to provide a collaborative approach to implementing curricular resources written for gifted learners.

- **Personalized Learning for one teacher:** RTGs works one on one with a teacher to go through this cycle to plan, implement, reflect on a specific resource and/or strategy. (i.e. Critical and Creative Thinking (CCT) Framework, Socratic Seminar, DBQ, Problem Based Learning)
 - Canvas: self enrollment on CCT Framework Canvas: self enrollment on CCT Framework
- **Personalized Learning for more than one teacher:** RTGs works with a team and/or small group to go through this cycle to plan, implement, reflect on a specific resource and/or strategy. (i.e. CCT Framework, Socratic Seminar, DBQ, Problem Based Learning)
 - Canvas: self enrollment on CCT Framework
- **Small or large group strategy group:** Based on walkthrough data and/or observations by principals around an area of focus for advanced learners, the RTG will plan a collaborative study for multiple dates. (This could be around a specific book such as *Advancing Differentiation* and/or could be around a Canvas course such as the CCT Framework.) In this case, the professional learning cycle would be used with a larger number of teachers focusing on the same topic.

As an RTG, it is our responsibility to build each teacher's capacity in implementing best practices in regard to gifted services. In order to do this, we need to collaborate with teachers based on school need for professional development. Five-hour cycles of PD can earn teachers five recertification points (and points towards their 40 points needed to teach gifted clusters of students).

Questions to guide you in developing your PD:

- What data can you use to help you select a resource to use in your PD with teachers?
- How will you recruit certain teachers for your PD?
- How will your group meetings look?
- What should teachers prepare to do before your PD begins?
- What will teachers come out learning?
- How will what teachers are doing in this PD impact student achievement?
- What takeaways will teachers have and how will they demonstrate these takeaways?

What should your Professional Learning Cycle Look Like?

- Participate in a session where strategy is explained and/or modeled and view presentations and read accompanying documents (1 hour)
- Collaborate/Plan with RTG to infuse selected strategy in upcoming lesson (1 hour)
 - RTG uses Cognitive Coaching Planning Conversation Map to guide the planning session
- Implement strategy with class/RTG can model/co-teach/observe/take anecdotal notes on students/gather products (1 hour)
- Follow up discussion with RTG (1 hour)
 - RTG uses either the Cognitive Coaching Problem Resolution or Cognitive Coaching Planning Conversation Map to guide further implementation of strategy learned
- Reflection on process and next steps (1 hour)
 - RTG uses Cognitive Coaching Reflective Conversation Map to guide the planning session

Details of Process

Planning Conversation

You will engage in the **planning conversation map** (Cognitive Coaching) with your RTG. To prepare for this conversation, answer at least three questions from three of the major categories below:

Clarify goals

- What are your goals for infusing this strategy in your lessons?
- How might this goal relate to other goals?

Specify specific success indicators and a plan for collecting evidence.

- What are some things you'll see or hear in your classroom that will tell you you've reached your goal?
- How might you collect evidence that will tell you you've achieved your goal?

Anticipate approaches, strategies, decisions and how to monitor them

- What guided your decision to select this strategy to use with your content?
- In what ways might you monitor your approaches/decisions when implementing this strategy?

Establish personal learning focus and processes for self-assessment

- What might be important to pay attention to in yourself?
- What might you want to learn from this?

Reflect on the coaching process and explore refinements

- How have these questions supported you and your thinking?

Implementation

After having a planning conversation with your RTG, next decide on how you would like implementation support from the RTG. Here are a few options:

- RTG models the strategy while you take notes on the observation form. Then

you do the strategy with another group while the RTG takes notes on the observation form based on your conversations about your priorities.

- o RTG and you co-teach the lesson and work with small groups based on data.
- o You plan with the RTG. You implement the strategy on your own.

After implementation, please answer three of these questions:

1. What are some things that your students learned while using this strategy?
2. What did you notice about the level of engagement in the classroom?
3. What did you notice about the level of rigor this strategy invites?
4. How did this strategy offer voice and choice to your students?
5. How will you infuse this strategy in upcoming units or lessons?

Reflecting Conversation

After implementing this strategy and completing the implementation discussion, you will have a reflecting conversation with your RTG.

To prepare for this reflecting conversation, please review the goals of this map:

- o **Summarize impressions and recall supporting information.**
- o **Analyze causal factors**
- o **Construct new learning**
- o **Commit to application**
- o **Reflect on the coaching process and explore refinements**

Then answer one question from each category below:

Pedagogy

- o In what ways did you assess students' knowledge as you implemented the lesson?
- o What did you notice about the effectiveness of the strategies you used in this lesson?
- o What might be some of the strategies you used in keeping all the students engaged?

Self-Knowledge

- o As you reflect on your experiences, what did you pay attention to as you differentiated?
- o How did your own beliefs about this content affect your choices?
- o What might be some of the ways in which this lesson stretched your style?

Collegial Interactions

- o What might your colleagues say to you about this lesson?
- o What are some of the ways your interactions with your colleagues assisted you with this lesson?

Cognitive Processes of Instruction

- o What decisions did you make about how to monitor and adjust?
- o As you were planning the lesson, what were some of the criteria you used to access higher order thinking?
- o As you reflect on this lesson, how did it compare to what you planned?

Students and How They Learn

- o As you planned the lesson, what might be some of the predictions you made about students' misconceptions?
- o What might be some of the things you notice about the developmental levels of your students?
- o How did your understanding of student's culture(s) influence your decisions?

Content

- o What might students need to know in order to understand main idea?
- o What might be some of the essential questions that guided this lesson?
- o How did you make decisions about how to sequence the content of this lesson?

SWIK

Please select one of the ways to show what you know. (#SWIK):

Share a video of the strategy implementation with students with a reflection highlighting successes, struggles and possible solutions for your next implementation.

Share written reflection of your experience, your students' experiences and how you see this strategy infused in upcoming lessons.

Upon successful completion, teachers will earn a badge for that strategy or curricular resource.

All sessions should be documented via Canvas courses. Please contact Cheryl.McCullough@apsva.us if you would like to create a session for your teachers.