

Welcome and Overview

Welcome to the professional modules provided by the Colorado Department of Education. These courses, originally funded through the Federal Jacob K. Javits Grant, are designed to promote learning mastery and best practices to improve gifted programming in Colorado. The courses are designed with flexibility in mind and can be taught in their full versions across a period of weeks or used as partial and condensed modules to address pressing professional development needs. Facilitators can access content and customize tools and/or scheduling to deliver content in a streamlined manner in their community.

Choosing Facilitators

To reinforce local control in Colorado, districts and schools have the flexibility of offering these courses in multiple formats. CDE is offering these modules so that the professional learning is accessible in a wide variety of formatting and context. **If there is interest in taking these courses for credit, the local Administrative Unit (AU) or district needs to approve the course and verify the facilitator is qualified with experience in gifted education.**

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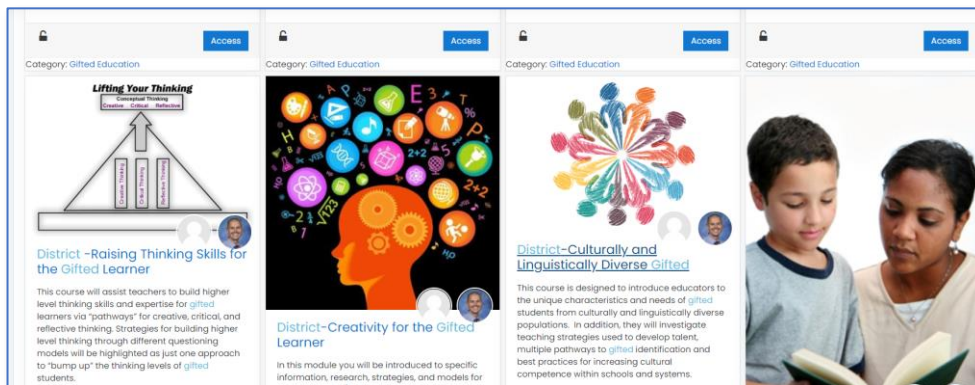
Introduction

Moodle is the content platform that CDE utilizes to provide professional development. As of August 2020, The Office of Gifted Education has opened **Guest Access** on all Moodle courses. The courses will include a facilitator's guide and all curricular content is available in guest access. This means that more professionals in the community can access and facilitate CDE courses.

Guest Access Information

CDE Gifted Education courses have been altered to allow for guest access. Facilitators can now teach classes in their full iteration or they can select specific content and activities to compact professional learning. With guest access, enrollees do **not** require a Moodle account or authentication to register for classes. To access the courses, visit:

OPEN ACCESS COURSES



Managing Courses

Though Moodle gives facilitators all content, assignments, optional reading, and blog prompts, it is recommended that facilitators utilize Google Classroom or a similar learning management system to host the course, post assignments, and blogs, and facilitate optional online grading. LMS resources such as Google Classroom provide turn-key capabilities to enroll students, assign work or activities, and provide grades if needed. However, if other platforms are already accessible to facilitators, they may be utilized to offer the content preferred for the course. Though facilitators may use any platform they choose, there is guidance below on getting started with Google Classroom since it is a free service.

Blogs and Assignments

The blog prompts and assignments can serve as an assessment tool throughout the course modules. Blog discussions allow adult learners to grapple with new concepts and collaborate with peers to put new learning into practice. All blog prompts are accessible in CDE Moodle courses and can be inserted into Google Classroom or the chosen online platform as an assignment, virtual forum, or an in-person discussion question where students can view replies and interact with peers.

If the facilitator will be providing grading, the *Blog Rubric* can be used in every module. If grading is used, instructors should respond to students and provide grading and feedback in a timely manner. If the instructor has posed questions to the student as a response, it is important to respond again to the student's reply to those questions. Blogs are designed to elicit complex thinking. Encourage students to provide thoughtful answers that welcome collegial dialog within the module. Instructor responses should model effective feedback, share resources and new ideas, and encourage inquiry. It is also important to note that facilitators can edit the prompts or requirements to fit the LMS platform being used or adult learner demographics.

Course Structure and Credit

Note that the syllabus provided is to facilitate the full version of the course. In their full form, these courses can be taken for professional development credit per the protocols of your organization. However, they may be utilized in a variety of ways and within a variety of settings such as individual school buildings or district-wide. Readings and texts in the syllabus are designed for the full course but could be changed to fit facilitator needs. Districts may consider using the courses to provide professional development hours. Other districts may decide to use them as a basis to provoke discussion in Professional Learning Communities. Courses may also be parsed out as partial-content modules used for online or in-person professional development. Facilitators may also use them as "flipped" classrooms, whereby teachers access module content at home, and engage in discussions in school settings. In all cases, it is the intent that the modules will serve as a resource to improve and examine a district's comprehensive services in relation to research-based practices in the field of gifted education. Professional development hours and course credit can be awarded by Administrative Units per their policies and protocols.

Google Classroom Overview

Below is an example of how to use Google classroom if it is a viable tool that your district supports for facilitation of a course. It is acceptable if facilitators are comfortable with other platforms. It is also acceptable to use a combination of platforms to fit facilitation needs. Ex: Canvas for assignments and grading and Zoom for video forum discussions. The platform should allow the facilitator to post introductions, blogs, and assignments from Moodle as well as providing grading and feedback.

STEP 1 – Create the class in Google Classroom. Give it a name specific to the course being offered.

STEP 2 – Using the "People" tab, invite students to the course using their email address.

Current Course Offerings

District - Addressing the Social Emotional Needs of Gifted Learners

District - Culturally and Linguistically Diverse Gifted

District - Creativity for Gifted Learners

District - Developing Mathematical Thinking in Gifted Learners

District - The Gifted Learner

District - Raising Thinking Skills for Gifted Learners

District - Reading for Gifted Learners

District - Using Depth and Complexity to Differentiate

STEP 3 – Begin posting announcements on the main page that will introduce students to the instructor and welcome them to the course.

STEP 4 – Direct students to the Moodle Course on Guest Access that they will use to view content and complete readings.

STEP 5 – Copy Blog Prompts and Assignments from the CDE Moodle Course into the Google Classroom main stream or by posting them as “Assignments” or “Questions”. Many of the docs in Moodle courses are Google Docs, Word Docs, or PDFs. Facilitators can paste or attach these to assignments in Google Classroom for student reference or completion.

STEP 6 – Feedback and Grading: Google Classroom has built in grading for assignments and questions that facilitator's assign throughout the course.

A step-by-step tutorial can be seen [here](#):



Planning and Preparation

Getting Started: Identifying the Audience

The modules cover an extensive amount of information and a variety of related activities. At the same time, components of the modules can be utilized to address specific learning needs of participants in the course. To begin the planning process, the intended audience should be clearly identified. Facilitators should consider the professional background, respective professional needs, and current levels of understanding of the audience. Facilitators should also plan around the course objectives to personalize expected outcomes from participation in the course. Lastly, there may be components of the district's education program that might be leveraged or incorporated into teaching the course. Examples of a possible learning groups could include the following:

- Building-level teachers and staff who serve gifted and talented students through building-based programs or services;
- District-level administrators, specialists with responsibilities for developing and supporting services for gifted and talented students across the district;
- The district's Gifted Education which has responsibility for overseeing the identification process and the placement of identified students into appropriate services; and
- A BOCES may choose to utilize the modules for professional development or training with a Professional Learning Community, comprised of members from school districts within their service region.

Notes, Comments, and Follow-up Activities: *(Use the space below to add notes and accommodations related to identifying the target audience.)*

Planning Course Content and Schedule

Gifted Education modules from CDE are designed so that facilitators can utilize the content to fit scheduling needs for your course. Courses may be taught in their entirety or as portions to fulfill professional learning needs. Decide what course content fits current requirements for professional development. The following template provides a sample timeline of a full CDE professional learning module.

Sample: Course Schedule for *Raising Thinking Skills*

Important Dates

- First day of course: October 5, 2020 (Monday)
- Last day of course: November 22, 2020 (Sunday at midnight)

Deadlines:

Please have all assignments (reading, assessment templates, blogs, blog responses) submitted no later than midnight on the last day of each week so that the instructor can review, give feedback, and post grades in a reasonable timeframe.

Week	Dates	Topic/Sections	To Do
1	Oct. 5-11	Welcome/Overview/A HOTS Classroom	Read through all three sections Complete <i>Introduce Yourself</i> Part 1a and 1b of assessment template *Hint: consider what you will be teaching around Nov. 16-22 to match up implementation/application of course material with your classroom instruction. Blog 1 Respond to at least 2 other blogs
2	Oct. 12-18	Concept-Based Curriculum	Read through section, following all links where available. Complete part 2a and 2b of assessment template Blog 2 Respond to at least 2 other blogs
3	Oct. 19-25	Pathways	Read through section, following all links where available. Check your understanding Quiz within section Complete part 3 of assessment template Blog 3 Students respond to at least 2 blogs Read through section, following all links where available. Complete parts 4a,4b,4c of assessment template
4	Oct. 26- Nov. 1	Questioning and Thinking Models	Blog 4 from Questioning and Thinking Models with responses to 2 other classmates Blog 4 submissions Read through section, following all links where available. Complete part 5 of assessment template
5	Nov. 2-8	Essential Questions	Blog 5 from Essential Questions Section with responses to 2 other classmates Blog 5 submissions Read through section, following all links where available. Complete part 6 of assessment template
6	Nov. 9-15	Student Metacognition	Final Blog Respond to at least 2 other blogs Implement Lesson Plans
7	Nov. 16-22	Conclusion	Complete part 7 of assessment template in Conclusion section. Check to make sure all of your check boxes on the main page have been checked. If not go back and complete that section.



Course Schedule: [Insert Course]

Important Dates:

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First day of Course:

Last day of Course:

Deadlines:

Please have all assignments (reading, assessment templates, blogs, blog responses) submitted no later than midnight on the last day of each week so that the instructor can review, give feedback, and post grades in a reasonable timeframe.

Week	Dates	Topic/Sections	To Do
1			
2			
3			
4			
5			
6			
7			
8			

Generic BLOG Rubric

MASTER 5 points	APPRENTICE 3-4 points	NOVICE 1-2 points
Shows reasoning skills. Provides evidence to support reasoning. Explains own thinking. Generalizes and connects ideas.	Shows reasoning but provides no evidence to support reasoning. Explains own thinking, or generalizes and connects ideas, but not both.	Shows some reasoning, but no evidence to support reasoning. Makes no generalizations or connection of ideas.