Depth & Complexity
Sustainability Overtime

CDE Office of Gifted Education
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Professional Development

• Authors such as Little (1999) and McLaughlin (1994) suggest that professional development refers to something that one “does”, or that “is provided”, or is “done to” staff.

• It involves both formal and informal activities that “engage teachers or administrators in new learning about their professional practice” (Knapp, 2003, p. 112)

• “activities that develop an individual’s skills, knowledge, expertise and other characteristics” (OECD, 2009, p. 49).

Professional Learning

• “it refers to changes in thinking, knowledge, skills, and approaches to instruction that form . . . Teachers” or administrators “repertoire” (Knapp, 2003, pp. 112-113)

• “This shift signals changes in one’s capacity for practice or changes in one’s practice itself.” (Singh, Schrape, Kelly, 2012)

Emerging strategies for a sustainable approach to professional development; ascilite 2012 future Challenges | Sustainable Futures
Participation Requirements

• The trainee has classroom knowledge & experience; a growth mindset that embraces continuous improvement; and the communication skills and rapport to facilitate adult learning.

• The trainee agrees to attend all three ToTs for the Depth & Complexity Framework offered by CDE in June over a 2-3-year period.

• The trainee has school, district or BOCES support necessary to attend the three ToTs, present the three workshops to schools or districts and provide implementation support to teachers throughout the implementation process.
Sustainability: Large District

Outstanding in their Field!

- Roger Dowd, Jefferson County
- Miranda Harper, Ft. Morgan
- Deb Neilson, San Juan BOCES
- Colleen Urlik, Adams 12
Sustainability in a LARGE District

Jefferson County School District
Rodger Dowd; Director of Gifted and Talented Programming
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Implementation of DCF in Jeffco

• My role in implementation: Coordinating training of trainers (ToT) to build our system capacity; understanding of the benefits and possibilities (having gone through training myself)

• Structures for implementation:
  • Regular professional learning opportunities with GT Center teachers from our 16 GT Center schools
  • L3 Professional Learning Days prior to school start in August for teachers from all Jeffco schools to attend (optional)
  • LSA Professional Learning Days (similar to L3 above) for all teachers several times during the year
  • Modification of DCF ‘modules’ to apply to Jeffco context
  • Developed core DCF team to oversee creation of initial modules and deliver majority of PL
Sustainability of DCF in Jeffco

• My role in sustainability: Coordinating training of trainers (ToT) to *broaden* our system capacity across our entire GT Dept (16 GT Resource Teachers); liaising with other departments to ensure effective and consistent delivery to wider range of district teachers (beyond Center Schools); establish structures for sustained professional learning

• Structures for sustainability:
  • ToT for all 16 GT Resource Teachers (and handful of content specialists)
  • Meetings and intro training for district PL Dept, Curriculum & Instruction Content specialists and Instructional Coaching Dept.
  • Begin training of administrators (mostly GT Center)
  • ‘Commitment & Follow-up Protocol’: RT check ins for ongoing, sustainable learning community
Role of ‘Climate’

- Started small with ‘coalition of the willing’
- Word of mouth spread from ‘early adapters’
- Allowed for teacher choice & creativity
- Emphasized that this was not another ‘program’, but a *framework* that could be integrated into existing curriculum, units, lessons
- Relatively affordable resources allowed for rapid spread
Sustainability in a Small District

Morgan County School District RE-3
Miranda Harper; Gifted Services Coordinator
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Gifted Coordinator Role: Implementation

• Attend all ToT sessions
• Lead monthly PLC meetings at each elementary
• Lead quarterly PLC meetings at middle and high schools
• Meet with teachers individually to help with use of tools, brainstorming, planning, etc.
• Share progress and information with principals and other stakeholders
Making It Work

• Professional Learning Communities
  • Already a part of district culture
  • Meet weekly in buildings w/ instructional coaches
  • Gifted Coordinator assumed one of the weekly meetings for DCF/R4R training

• Google Tools
  • Utilized Google Drive to share resources in a folder accessible to all district employees
  • Utilized Google Classroom for sharing ideas, submitting work samples, etc.
Gifted Coordinator Role: Sustainability

• Continued PLC presence
• Always finding opportunities to share resources and tools
• New teacher induction training
• Working toward inclusion in walk-through forms and evaluation rubric
Framework for Sustainability

- Inclusion of administration in goals and data talks
- Continued PLC presence
- Induction training *before* school begins
- Follow up with inductee teachers
- Inclusion in district strategic plan
- Tying DCF to other district goals and initiatives (inclusive ed., getting to know curriculum guides, English Acquisition and Dual Immersion, etc.)
Implementing DCF in a Climate of Accountability...

• Adherence to *curriculum* v. adherence to *standards*
• DCF as tool/supplement to what they are *already* doing
• Getting principals and coaches on board
• Selling teachers on the why....
• And then selling them on the how! (time, money, resources, energy, etc.)
Sustainability in a BOCES District

San Juan BOCES

Deb Nielsen; Gifted Education Coordinator/Right 4 Rural Regional Coordinator
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• Right 4 Rural Grant - Gifted Education Coordinator
  * Regional Gifted Education Network
* PLC Early release days
  * Offers to provide DCF workshops - low or no cost
    * Several districts - Workshop 1
      Follow up sessions
  * Admin support is KEY
• Climate varied

• Collaborative Network

• Admin Support or not

• Foundations built - coaches

• Film
San Juan BOCES – Shared Google Drive Folder

Congo

Congolese Perspective

Our Perspective

Woman in Society

- Women in the U.S. have a far higher percentage of secondary education
- 62% of women in the U.S. have a college degree
- 70% of women in the U.S. have a post-secondary education
- Marriage at an age acceptable with proper consent is in place
- Women have the power to give birth at an average age of 35 years
- Women are not allowed to have careers

Women in the world

- Women in the world have little to no power
- Women have the power to give birth at an average age of 20 years
- Women are not allowed to have careers
- Women are not allowed to have education

Rules help us behave

Rules are statements of truth.

How everyone acts everyday.

Rules are methods

Rules are standards.

Examples:

- Science
- Reading
- Math
- Speaking
- Writing

Rules hold everything together: They're a structure.
• Colorado History
How are time and change related to the study of Colorado history?
The Role of Leadership in Sustainability

Adams 12 Five Star Schools

Colleen Urlik Ed.D.; Assistant Principal Hulstrom K-8

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Site-based decision making is changing the roles and responsibilities of principals (Ouchi, 2006; Lynch, 2012; Mette & Bengtson, 2015).

Some systems and programs may be informed by, and even regulated by, state and federal mandates and laws to various degrees (e.g. teacher evaluation; 504s; IEPs), whereas others rely on principals being knowledgeable about best practice because “every principal’s most important job is getting good teaching in every classroom (Marshall, 2013, p. 3).
• Principals affect change through professional development (Youngs and King, 2002; Marshall, 2013; Zepeda, 2013; Rigby, 2014).

• Principal knowledge and support is needed for specialized programs, such as RtI (Seedorf, 2014; Printy & Williams, 2015).
Empirical research on principals’ impact on gifted and talented programming is limited (Grantham, Collins, & Dickenson, 2014).

A few qualitative studies have delved into the topic, and these studies all focus what is known throughout the field of education: principal support and buy-in is imperative for school-based change, including gifted programming success and sustainability (Weber, Colarulli-Daniels, and Leinhauser, 2003; Lewis, Cruzeiro, and Hall, 2007; Long, Barnett, & Rogers, 2015).
Principals’ Impact – What We Know

• Marshall (2013) states, “The quality of instruction is the single most important factor in student achievement” (p. 1) emphasizing the need for principals to be knowledgeable instructional leaders to support their staff in the implementation of best practices (Zepeda, 2013; Rigby, 2014).

• Jacquith (2015) concludes, “A principal’s actions have the potential to create site-based conditions that can grow a staff’s capacity to improve instruction, depending on how the principal conceives of, organizes, and structures learning opportunities for teachers” (p. 19).

What’s the underlying issue with this data?
5 ASSUMPTIONS OF ADULT LEARNERS

In 1980, Knowles made 4 assumptions about the characteristics of adult learners (andragogy) that are different from the assumptions about the characteristics of child learners (pedagogy). In 1984, Knowles added the 5th assumption.

1. SELF-CONCEPT
   As a person matures, his/her self-concept moves from one of being a dependent personality toward one of being a self-directed human being.

2. ADULT LEARNER EXPERIENCE
   As a person matures, he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning.

3. READINESS TO LEARN
   As a person matures, his/her readiness to learn becomes oriented increasingly to the developmental tasks of his/her social roles.

4. ORIENTATION TO LEARNING
   As a person matures, he/she experiences changes from one of postponed application of knowledge to immediacy of application, and accordingly his/her orientation toward learning shifts from one of subject-centeredness to one of problem centeredness.

5. MOTIVATION TO LEARN
   As a person matures, the motivation to learn is internal (Knowles 1984:12).
Application

- Backwards plan
  - Determine instructional knowledge and motivation
  - Determine passion areas
  - Understand the school goals and initiatives as well as the identified action steps (Including, but beyond, UIP)
  - Understand the data - CAUTION: Just because there is data, does not mean there is the knowledge, understanding, and skills for implementation
  - Become a part of the vision and clarify indicators
- Determine assumptions
- Learning in context
- Focus on the small, fast wins
<table>
<thead>
<tr>
<th>RandA Quality Standards</th>
<th>Depth &amp; Complexity look for: The teacher…</th>
<th>Self-Evaluation</th>
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<tbody>
<tr>
<td>Plans lessons that reflect standards (1.A.1.)</td>
<td>-Prompts are explicitly linked to standards through learning targets</td>
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<tr>
<td>Plans lessons that reflect relevant instructional objectives with connected prompts (1.A.2.)</td>
<td>-Prompts linked to learning targets -Prompts are appropriate and add depth and complexity to learning target</td>
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<tr>
<td>Implements lessons that reflect vertical and horizontal alignment (1.A.5.)</td>
<td>-Plans with their team and as a result focus prompts reveal horizontal planning -Plans with others in the school and as a result thinking behind prompts reveal vertical planning</td>
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<td>Connects lesson to key concepts and themes (1.B.1.)</td>
<td>-Focus prompts are intentionally planned for and explicitly referred to</td>
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<td>Makes interdisciplinary connections explicit (1.B.5.)</td>
<td>-Use prompts to explicitly make interdisciplinary connections</td>
<td></td>
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<tr>
<td>Use instructional materials that are accurate and appropriate (1.C.2.)</td>
<td>-Prompts are visible to students -Prompts explicitly referred to by teacher -Prompts linked to learning targets</td>
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<td>Encourages and provides opportunities for students to make connections to prior learning (1.C.3.)</td>
<td>-Encourages and acknowledges students connection to other prompts -Encourages and acknowledges students connection to past lessons with similar a prompt focus</td>
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<td>-Implements questioning techniques to support disciplinary inquiry (1.C.6.)</td>
<td>-Plans inquiry based lessons by providing question to answer or problem to solve -Utilizes questioning techniques using, combining, or modeling after Q3 cards</td>
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<td>-Implements challenging tasks and opportunities that encourage students to ask questions and construct new meaning (1.C.8.)</td>
<td>-Differentiate for students by intentionally layering more or less prompts into curriculum and instruction based on individual student readiness -Students develop questions (unanswered questions)</td>
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Sustainability: Multiple Options

Create on-going, self-directed and collaborative learning opportunities online and face to face.
Introducing
Depth & Complexity 2.0

Building Educator Craftsmanship
Depth & Complexity 2.0

• Option 1
  For district, school BOCES that wants CDE facilitation and support

• Option 2
  Supports sustainability for organizations implementing with CDE trained facilitators

• Option 3
  Individuals who want to learn content online

Depth & Complexity 2.0

DCF Toolbox
Social Media
Tutorials
Suggestions?

Building Educator Craftsmanship

https://www.cde.state.co.us/gt/dcfversion2