

PROFESSIONAL DEVELOPMENT MODULE DESIGN AND IMPLEMENTATION

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THREE KEY AREAS FOR DISCUSSION

Design

Implementation

Sustainability

GETTING TO KNOW YOU



LESSONS LEARNED - DESIGN

COMMUNICATE AND STAY FOCUSED ON THE PURPOSE AND GOALS

LESS IS MORE

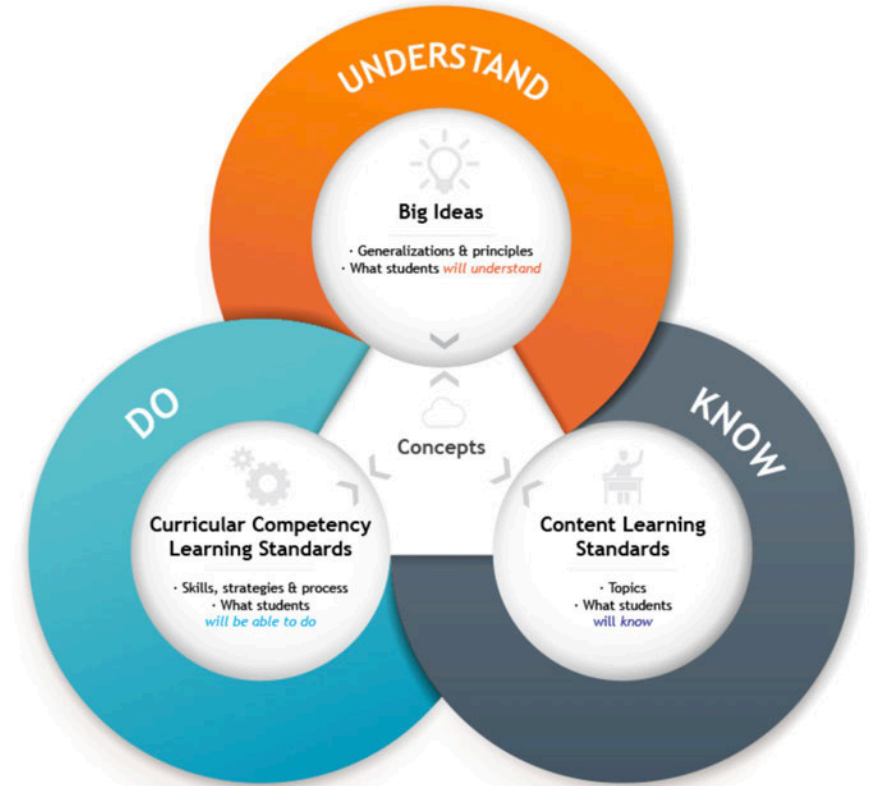
PROVIDE REGULAR CHECK UPS AND ACTIVITIES THROUGHOUT THE SESSION

Quizzes, application to context, feedback loops

USE DATA AND FEEDBACK TO DESIGN AND REDESIGN – pilot and solicit feedback (surveys, data from previous sessions)

BEGIN WITH THE END IN MIND AND WORK BACKWARDS

WORK ALONE BUT COLLABORATE REGULARLY



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| Objective | Module Content | Mode | Resources | Activities/Handouts (we create and link) | Person/ Timeline |
|--|---|--|--|--|---------------------|
| Goal 1: Explain key components, myths, practices, and rationale for gifted identification and subsequent services | | | | | |
| <p>Module 1:</p> <p><i>Explain the rationale for gifted identification and common concerns that need to be addressed related to equity, opportunity, and access</i></p> <p><i>Explain why gifted identification is important.</i></p> <p>(not one perfect test or system but it can be better)</p> | <p>Gifted Identification overview 101/Purpose or Goal of GT: What do tests have to do with it?</p> <ul style="list-style-type: none"> number of students above grade level State of states Goals of gifted id – why? <p>Why is a proper identification system important?</p> <ul style="list-style-type: none"> Problems in ID. Access and opportunity to learn and how this impacts assessment racial and SES disparities in the gifted population | <p>Check the modes of delivery:</p> <ul style="list-style-type: none"> Podcast Video Reading link with guided questions Narrated PPT Other: _____ | <p>Essential and Existing (only one or two links)</p> <p>Permissions?</p> <p>Need to be Created (if nothing essential or existing):</p> <p>Supplemental/For Further Exploration:</p> <p>No more than 3</p> | | |

Suggested structure of modules:

- o Title
- o One page overview – Canva?
- o Goals and Objectives – what they will learn
- o Suggested time frame for completing the module
- o Content delivery mode and content
- o Activity/Assignment/Handout/Practice
- o Self Assessment
 - Content
 - Practice
- o Suggested Activities and Readings for Fun
- o Glossary of terms (to be added to a larger glossary as well)

Options for Activities:

- Interactive Video/Quiz with automatic feedback
- Further readings and questions for discussion (subjective – no feedback) (read this article and...)
- In district data collection using key questions or worksheet
- Self-assessment or checklist to guide thinking
- Action plan
- Flow chart or set of directions with fill in the blank info
- Video reflection or self-guided quiz or activity

IDEAS FOR IMPLEMENTATION

Clearly communicate the purpose and rationale

Establish clear goals for the session

Establish routines for delivery that include:

- Link to Prior Learning

- Purpose/Goal

- Explanation

- Application

- Contextual Connections

- Questions

- Reflection

- Expectations and Next Steps



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SUSTAINABILITY

INVOLVE MULTIPLE PEOPLE AND BRING DISTRICT TEAMS ALONGSIDE YOU FOR TRAINING (NOT: “We had a great program but she moved” OR “We had a great grant but it is over”)

TRAIN THE TRAINER? Key personnel in district

ENGAGE IN POST-GRANT ACTION PLANNING BEFORE IT IS OVER

IS THERE A PLACE TO HOUSE THE INFORMATION SO THAT IT IS ACCESSIBLE BEYOND THE GRANT?

(Videos, recordings, self-guided modules with self-correcting checks for understanding, YouTube, Canvas, etc)

RECOGNITION OF WORK (certificate, badge)



NEW IDEAS OR QUESTIONS?



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