Amphitheater REACH Services: *Grades 9 - 12*

NGAC Standards & Objectives	Implementation	Content Strands	Processes & Products	Student Outcomes
NAGC Standard 1 *Learning & Development* *Support the learning and developmental differences of gifted students in school, home and community settings by promoting:* • Self-understanding • Awareness of needs • Cognitive and affective growth • Meaningful learning activities **NAGC Standard 3** *Curriculum, Planning & Instruction* *Respond to the needs of gifted students with instructional strategies that encourage:* • Talent & interest development • Self-direction & investigation • Skills for a diverse, global society **NAGC Standard 4** *Learning Environments* *Foster personal and social responsibility, multicultural competence, leadership, and 21st c. technical communication skills and competence in:* • Self-efficacy & advocacy • Positive peer & social interaction **NAGC Standard 5** *Programming* *Provide services that encourage:* • Cognitive & affective growth • Developing student potential • Coordination of student services • Exploration of talent development pathways	**Pre AP English 9 & 10 Enrichment & Extensions**	*The Gifted Brain and Gifted Intensity Seminars & Workshops*	<u>Presentation, Reflection & Discussion</u> • Written responses with personal and practical application of concepts	Self-awareness of interests, strengths, identities, and socio-emotional awareness
		Strategies for Success Workshops	<u>Presentation, Discussion & Technical Reading:</u> • Time Management Strategies • Stress Management • Perfectionism • Sleep research	Understanding of and respect for similarities and differences between themselves, their peer group, and others in the general population Recognition of preferred approaches to learning and an expanded repertoire of strategies Development of identities supportive of achievement
		Academic Planning & Post-secondary Exploration	Intro to resumes Future Focus presentation & discussion 4-year Plan Overview Pre-planning for Honors Seminar	Academic planning, and vocational and career awareness. Exploration of future career goals and the talent development pathways to reach those goals.
		Academic Content Extension & Enrichment	Assistance with content differentiation at the request of teachers *(Poetry unit extensions, level ?s, etc...)*	Challenging learning activities addressing unique characteristics and needs Activities that match students' developmental level and culture-based learning needs Accommodation and expansion of students' preferred approaches to learning

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		<u>*Capstone Project:*</u> *(102 students only)* **Amphi Together Conference**	*As a team, AHS, CDO, and IRHS Capstone students plan, implement, and lead a conference for district REACH students.* <u>Amphi Together Conference goals</u>: • Build community in the district • Find common ground among diverse cultures and beliefs • Identify community challenges • Develop creative solutions to address those challenges	
		<u>*Intrapersonal Skills*</u> • *Personality Inventories* • *Aptitude exploration* • *Values clarification*	• Myers-Briggs, True Colors & Gregorc • Personal Characteristics Rank Order • Fantasy Alignment/Moral Compass • Values Rank Order • Word Wall	Exploration, development, and research of interests and talents Personal/social awareness & adjustment
		<u>*Interpersonal Skills*</u> • *Communication* • *Leadership* • *Professionalism* • *Ethics*	• Power of 1st Impressions • Leadership & communication styles • Ethical Dilemma Scenarios • Communication Style Inventory • Interviewing Skills Practice • Resume Development • Formal Interview Preparation	Awareness and skills for living and being productive in a multicultural, diverse, and global society. Development of social skills for school, community, and work.
		Academic Planning & Post-secondary guidance	• College & Career Interviews • Next Stepping Stones mini projects • Future Perfect Day Visualization • Ten-year Plan	Identification of future career goals and the talent development pathways to reach those goals.

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		Student Support & Intervention	Gifted Underachievement Perfectionism Anxiety Stress Management Executive Function skills Academic Advocacy	Intervention to develop cognitive and affective growth Benefit of educators who collaborate to develop, and implement services
		Family Outreach & Support	Parent Teacher Institute Community Forums Family communication and consultation	Collaboration with families and access to resources Positive coping skills and opportunities to apply them
	Academic Rigor	*Accelerated Curricula*	Advanced Placement Courses International Baccalaureate - *CDO only* Cambridge Coursework – *AHS only* Dual Enrollment Honors Seminar & Capstone	Access to compact curricula at an accelerated pace of instruction Access to online learning options and assistive technologies to enhance high-level programming
		Creative Problem-Solving Competitions	*Odyssey of the Mind* *Future Problem Solving*	Enrichment to extend and deepen learning opportunities within and outside of the school setting Chances to explore social issues & develop personal responsibility Enhancement of oral, written, and artistic forms of communication
		Academic Competitions	*Academic Decathlon* *Model United Nations* *State & National Fine Arts Competitions*	
		Vocational Competitions	*JTED / CTE*	

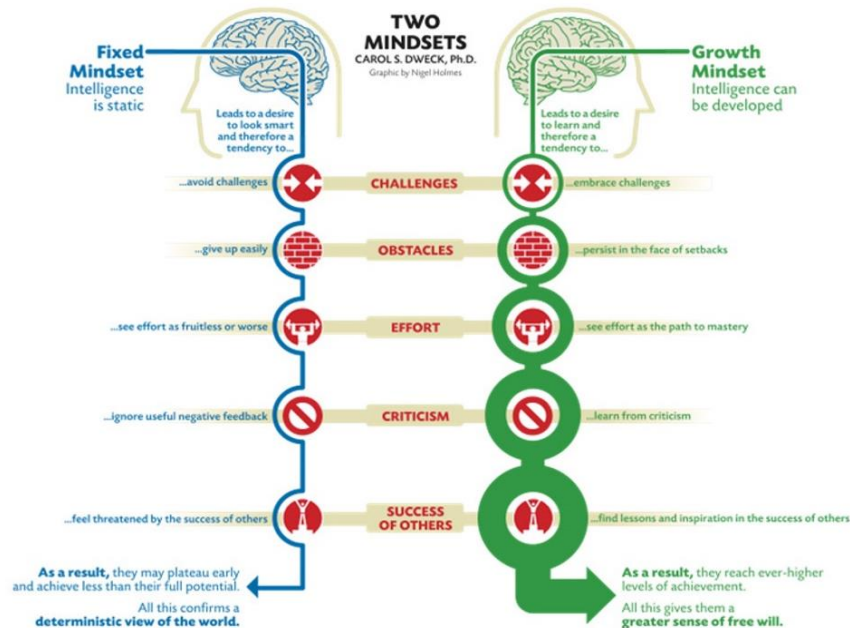## Amphitheater REACH Program Instructional Models Appendix

<u>Baker's GiftedWorks:</u> Kristen Baker, a leader in the national gifted community since 2000, challenges educators to "treat every child as though they were gifted." The operating principles of her model for the Gifted Classroom entail:

- *Children are in school to learn. Grade-level skills are not everything. It is our responsibility as educators to take children to the next level. Whatever that level may be.*
- *Gifted Bill of Rights* in which the NACG declared the unique rights of every gifted child. (2007)
- *Growth Mindset*
- *Behavior issues are minimized when children are engaged.*

Baker's model correlates level of challenge (High, Low) to level of stimulation (High, Low) resulting in four states of engagement: *Frustrated, Engaged, Bored, Turned-off.*

Link: https://www.giftedworks.fyi/

<u>Dweck Growth Mindset Theory:</u> Carol S. Dweck, a psychologist on the faculty at Stanford University, proposed *mindset theory* as a way to understand the effects of the beliefs that individuals hold for the nature of intelligence. Recent advancements in neuroscience have confirmed that the connectivity between neurons can change with experience in a theory called *brain plasticity.*

Inquiry-based Learning: Inquiry-based learning is a student-centered instructional style that allows students to explore and use their own questions to guide their learning. The teacher sets parameters for inquiry-based assignments and serves as facilitator to 'coach' students through the process. Examples include debate, scientific experimentation, research, academic competitions, project-based learning and problem-solving.

Different levels of inquiry have been identified as: *Structured Inquiry, Controlled Inquiry, Guided Inquiry and Free Inquiry.*

Inquiry practices include: *Design Thinking (Innovation), Problem-based Learning, Case or Scenario-based Learning, and Meta Questions.*

Kaplan Depth and Complexity Model: Sandra Kaplan developed tools for thinking, defining *expert knowledge* as a combination of depth and complexity. Depth is the deep understanding of knowledge in a particular field and is achieved by investigating language, details, patterns, rules, trends, unanswered questions, ethics, and big ideas which form the content of the topic. Complexity are the scholarly insights that offer connections across perspectives, disciplines and fields and are achieved by investigating how the topic/field has changed over time, different perspectives held, and how the topic links to and connects with other disciplines. The Kaplan model is premised on a matrix that generates a visual icon, definition and example in the following categories: *Language of Discipline, Details, Patterns, Trends, Rules, Ethics, Big Ideas, Unanswered Questions, Changes over Times, Multiple Perspectives and Across the Disciplines.*

Kohlberg Theory of Moral Development: Lawrence Kohlberg was an American psychologist best known for his model on moral development. The Kohlberg model expands the work of Swiss psychologist, Jean Piaget, postulating that a child's moral development expands in a series of three stages: pre-conventional, conventional, post-conventional.

- *Pre-conventional stage:* postulates that a child's morality is determined by external authority figures (i.e. parents, teachers) who judge their behaviors and actions based on consequences.
- *Conventional stage:* postulates that individual morality is tied to personal and societal relationships, in which the individual accepts the rules of authority figures because they believe this is how to uphold social order.
- *Post-conventional stage:* postulates that abstract ideas and principles influence individual morality, in which the individual questions and challenges authority figures and rules that seem to be unjust or antiquated.

Links:
https://www.tandfonline.com/doi/abs/10.1080/00405847709542675?journalCode=htip20

http://ericmazur.net/wp-content/uploads/2018/11/Kohlberg-Moral-Development.pdf

Krathwohl's Affective Domain Taxonomy: D.R. Krathwohl developed a model, in part, as a revision to *Bloom's Taxonomy* and the ordering of cognitive skills in 2001. The main distinctions in Krathwohl's revision are that the stages of cognition have been revised from nouns to verbs, and the cognitive outcome has been revised from *Evaluation* to *Create*. Krathwohl's model poses six levels of cognition:

Remember > Understand > Apply > Analyze > Evaluate > Create

As such, Krathwohl's Affective Domain accounts for both knowledge and cognitive processing as well as the different types of knowledge: *factual, conceptual, procedural and metacognitive.*

Links:
https://thesecondprinciple.com/teaching-essentials/beyond-bloom-cognitive-taxonomy-revised/

https://www.tandfonline.com/doi/abs/10.1207/s15430421tip4104_2?journalCode=htip20

Osborne-Parnes Creative Problem Solving Process: was established in 1998 by Alex Osborne, founder of the Creative Education Foundation (CEF), and Sidney Parnes, followed Osborne as President of CEF. The Osborne-Parnes model for Creative Problem-Solving involves 6 steps: *Objective-finding > Fact-finding > Problem-finding > Idea-finding > Solution-finding > Acceptance-finding* (putting the plan into action).

The model's premise is *mess-finding* which involves brainstorming ideas, challenges ideas at every stage with critical questions, reflective questions, experimentation and resolution. Today's models for innovation and entrepreneurship trace their roots to the Osborne-Parnes Creative Problem Solving Process model.

Links:
http://members.optusnet.com.au/charles57/Creative/Brain/cps.htm

http://www.creativeeducationfoundation.org/wp-content/uploads/2015/06/CPS-Guide-6-3-web.pdf

Paul and Elder Critical Thinking Tools and Strategies: Dr. Richard Paul and Dr. Linda Elder founded the non-profit organization, The Foundation for Critical Thinking, to promote fair-minded critical thinking based on the core value of the intellect: empathy, humility, perseverance, integrity and responsibility. Their model involves systematically cultivating critical thought resulting in realistic solutions in three components:

- *Elements of Thought*: Point of View, Purpose, Question at Issue, Information, Interpretation and Inference, Concepts, Assumptions, and Implications& Consequences.
- *Intellectual Standards:* Clarity, Accuracy, Precision, Relevance, Depth, Breadth, Logic, Significance and Fairness.
- *Intellectual Traits and Virtues:* Integrity, Humility, Reason, Perseverance, Fairmindedness, Courage, Empathy and Autonomy.

Links:
https://www.criticalthinking.org/files/Concepts_Tools.pdf

http://www.criticalthinking.org//

Taba Model: Hilda Taba was an educational reformer and responsible for developing an inductive approach to teaching (1962). Under the Taba Model, teachers are expected to develop specific teaching units, rather than defer to general curriculum. Using an Instructional Strategies approach, Taba described five components that should be present in a specific learning unit: *Objectives, Content, Teaching Strategies, Learning Experiences and Evaluative Measures.* The model also describes the stages of planning a specific learning unit: *Diagnosis of Needs, Formulating Objectives, Selecting Content, Organizing Content, Selecting Learning Experiences, Organizing Learning Experiences, and Evaluation.* For Gifted students, the Taba Model promotes the *deep dive* learning experience in which students explore content through open-ended questions, rich discussion experiences and individualized experiential learning.

Links:
https://education.stateuniversity.com/pages/2474/Taba-Hilda-1902-1967.html

http://macsaigteacher.weebly.com/taba-model.html