

Ideas for Rolling Out Climbing Bloom's with Depth & Complexity to Teachers

with Ian Byrd [byrdseed.com] & Lisa Van Gemert [giftedguru.com]
online training and community at giftedguild.com

Key Idea: Educators must believe that this will benefit them and their students without a burdensome expenditure of time or resources. Lure, rather than push.

In order to make this happen, the following suggestions may help:

1. Training:

Teachers must have strong foundational training in the Depth & Complexity framework that includes the ideas of combining the elements and progressing through them, using thinking skills.

Although it seems obvious that they understand Bloom's, many do not. Offer short refresher courses, either live or virtual.

2. Make it Obvious:

Use content or instructional specialists, GT specialists, and others in curriculum and instructional support to align the content and grade level with possible activities that are available for educators to use. Create a library of exemplar lesson plans. Educators are more likely to integrate into their practice if they can first borrow others' ideas.

Use the products available at jtayloreducation.com (more than just the icon cards) to have a library of possibilities teachers can borrow.

Integrate examples of the process and practice into existent training.

3. Find Mavens:

Identify a few teachers who are open to new ideas and roll it out to them first. After they have successfully integrated it into their teaching practice, incentivize them to offer small, boutique-style training for other teachers.

Spotlight their efforts in existing newsletters and training.

4. Onboard Admins:

Administrators must also have an understanding of the process and elements if they are going to recognize it for evaluation.

Climbing Bloom's with Depth & Complexity Step-by-Step

1. Identify the objective.
2. Select the thinking skill[s] from Revised Bloom's.
3. Select the elements of Depth & Complexity that best align, taking care to:
 - a. go beyond simply using them to label the activity with a picture
 - b. create a sequence so that the elements lead to another element; elements are rarely used in isolation (meaning only one)
 - c. remember that you may need to move up and down Bloom's during the course of the lesson
4. Select resources that are appropriate for the students, recognizing the need to have different resource opportunities for different levels of student ability and interest.
5. Plan out the process by which the learning will occur.
6. Decide on a product that will reflect the highest thinking level (the lesson should end as high on Bloom's as possible). The product should require the students to engage in thinking that reflects the ultimate element of Depth & Complexity selected. For example, if the students will be using Patterns and Ethics to arrive at the Big Idea, the product piece must reveal and be focused on the Big Idea.

Example:

Objective	Students will compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols $>$, $<$, or $=$ (4 th grade Math TEKS 111.(b)(2)(C)
Thinking Skill	Evaluate
Depth & Complexity Elements	Rules and Language of the Discipline, leading to Ethics
Resources	<ul style="list-style-type: none"> • mathcats.com/explore/reallybignumbers.html • Cards with symbol pictures ($<$, $>$, $=$) created by students
Process	Using the correct names for large numbers, students will create their own very large number with the mathcats website and carefully copy their number down. They will use the symbol cards to compare their numbers to find the largest number created, the smallest number created, and to determine if there are any equal numbers. Using the largest number created and the smallest number created, students will write one-paragraph stories about a time in which their number was used to promote fairness (for example, that number of candy bars was given to a charity to hand out on Halloween or that number of money was paid back after it was stolen from a bank).