



Classroom Teacher Gifted Professional Development Requirement

April 2, 2019



Below is a summary of the Gifted Professional Development Requirement for classroom teachers providing services to gifted learners. A suggested timeline of Professional Development is included at the end of this document.

The Requirement:

| <i>Who</i> | General Classroom Teachers Providing Services | Advanced Placement or International Baccalaureate Teachers WITHOUT 24 hours of AP/IB training in past 5 years | Advanced Placement or International baccalaureate Teachers WITH 24 hours of AP/IB training in past 5 years | Visual/ Performing Arts Teachers Providing Services | Individuals with Gifted License or Gifted Endorsement on License |
|-------------------------------|---|--|---|--|---|
| <i>Number of Hours</i> | 60 hours over 4 years, 15 hours per year, hours can roll over | 60 hours over 4 years, 15 hours per year, hours can roll over | 30 hours over 4 years, 7.5 hours per year, hours can roll over | 0 new hours | 0 new hours |
| <i>Competencies</i> | a, b, c, d, e, f, g, h | a, b, c, d, e, f, g, h | a, b, d, e, h | a, b, c, d, e, f, g, h | a, b, c, d, e, f, g, h |
| <i>Hours Post Requirement</i> | 6 hours/year | 6 hours/year | 6 hours/year | 6 hours/year | 6 hours/year |

Requirement for General Classroom Teachers and AP/IB Teachers Without 24 hours of AP/IB Training within Past 5 Years



Requirement for AP/IB Teachers With 24 hours of AP/IB Training within Past 5 Years



Characteristics of Qualifying Gifted Professional Development:

- Content is specifically focused on the educational needs of gifted learners.
- Content aligns to specific competencies outlined in Operating Standards.
- Content is delivered by someone with a gifted endorsement, graduate degree in gifted education, or a recognized state or national presenter on gifted education.

Content of Qualifying Gifted Professional Development (Competencies):

- (a) The ability to differentiate instruction based on a student's readiness, knowledge and skill level, including using accelerated content, complexity, depth challenge, creativity and abstractness;
- (b) The ability to select, adapt, or create a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive and complex content;
- (c) The ability to provide an extension or replacement of the general education curricula, to modify the learning process through strategies such as curriculum compacting, and to select alternative assignments and projects based on individual student needs;
- (d) The ability to understand the social and emotional needs of students who are gifted and to address the impact of those needs on student learning;
- (e) The ability to recognize and respond to characteristics and needs of students from traditionally underrepresented populations who are gifted and create safe and culturally responsive learning environments;
- (f) The ability to use data from a variety of sources to measure and monitor the growth of students who are gifted;
- (g) The ability to select, use, and interpret technically sound formal and informal assessments for the purpose of academic decision making; and
- (h) The ability to participate in the development of the "Written Education Plan."

District Opportunities to Earn Hours:

- Summer Professional Development Sessions (6-12 hours)
- Reimagine Me Conference (1-12 hours)
- October Professional Development Day (6 hours)
- GT Ignite Online Professional Development (6 hours)
 - *Note - The Bullying Prevention course in GT Ignite does NOT count toward the gifted PD requirement.*
- Gifted Professional Development Course through Ashland University (30 hours)

Individuals can attend other outside opportunities that meet the characteristics above. We strongly recommend teachers provide information about outside opportunities to the Director of Gifted & Talented for review before registering or attending to ensure such opportunity will count toward the gifted professional development requirement. Documentation of attendance at outside events plus AP and IB training should be provided to the Gifted & Talented Division for proper credit.

Suggested 60-Hour Professional Development Plan for Classroom Teachers of Gifted Learners

| | Year 1 | | Year 2 | Year 3 | | Year 4 |
|--|--|--------------------------------|--|---|---|---|
| | <i>Day 1 – 6 Hours</i> | <i>Day 2 – 6 Hours</i> | <i>Day 3 – 6 Hours</i> | <i>Day 4 – 6 Hours</i> | <i>Day 5 – 6 Hours</i> | <i>Day 6 – 6 Hours</i> |
| <i>Face to Face Content from GT Division</i> | Identification/ Law Characteristics | Critical and Creative Thinking | Lesson Design for Gifted Learners (plus intro GT Standards) | Data-Based Differentiation Strategies Pt. 1 | Data-Based Differentiation Strategies Pt. 2 | WEPS Acceleration |
| | <i>Online – 3 Hours</i> | | <i>Online – 9 Hours</i> | <i>Online – 3 Hours</i> | | <i>Online – 9 Hours</i> |
| <i>Online Content from GT Ignite</i> | <ul style="list-style-type: none"> ○ Gifted and Thriving (Michael Saylor) ○ Iconic Prompts of Depth and Complexity (Dr. Paige McCord) ○ Integrating Social-Emotional Awareness into your Classroom (Ian Byrd) | | <ul style="list-style-type: none"> ○ Infusing Creativity and Creative Thinking Skills in the Gifted Classroom (Bob Iseminger – 3 hours) ○ Building Depth and Complexity into Pre-AP and AP Classrooms (Bob Iseminger) ○ Secondary Courses of the Gifted: Beyond More of the Same (Richard Cash) ○ Defensible Instructional Practices for Secondary Gifted Students (Richard Cash - 3 hours) ○ Choice – 1 hour | <ul style="list-style-type: none"> ○ Questioning for Higher Order Thinking (Joyce Juntune – 3 hours) | | <ul style="list-style-type: none"> ○ Closing the Achievement Gap for Students Raised in Poverty (Joyce Juntune – 6 hours) ○ Motivation and Underachievement (James Webb) ○ Self-Regulation in the Gifted Classroom (Richard Cash) ○ Choice – 1 hour |
| <i>Total Hours</i> | <i>15 hours</i> | | <i>15 hours</i> | <i>15 hours</i> | | <i>15 hours</i> |

Suggested 30-Hour Professional Development Plan for Advanced Placement/International Baccalaureate Teachers of Gifted Learners

***Must have documents 24 hours of training from College Board or International Baccalaureate within past 5 years to be eligible for 30 hour plan.*

| | Year 1 | Year 2 | Year 3 | Year 4 |
|--|---|--|--|--|
| | <i>Day 1 – 6 Hours</i> | <i>Day 2 – 6 Hours</i> | <i>Day 3 – 6 Hours</i> | <i>Day 4 – 6 Hours</i> |
| <i>Face to Face Content from GT Division</i> | Identification/Law Characteristics | Critical and Creative Thinking | Lesson Design for Gifted Learners (plus intro GT Standards) | Data-Based Differentiation Strategies Pt. 1 |
| | <i>Online – 2 Hours</i> | <i>Online – 2 Hours</i> | <i>Online – 2-4 Hours</i> | <i>Online – 2 Hours</i> |
| <i>Online Content from GT Ignite</i> | <ul style="list-style-type: none"> ○ Gifted and Thriving (Michael Saylor) ○ Integrating Social-Emotional Awareness into your Classroom (Ian Byrd) | <ul style="list-style-type: none"> ○ Iconic Prompts of Depth and Complexity (Dr. Paige McCord) ○ Secondary Courses of the Gifted: Beyond More of the Same (Richard Cash) | <ul style="list-style-type: none"> ○ Building Depth and Complexity into Pre-AP and AP Classrooms (Bob Iseminger) ○ Defensible Instructional Practices for Secondary Gifted Students (Richard Cash - 3 hours) OR ○ Inquiry, Connection, Autonomy (Carrie Simpson – 1 hour) | <ul style="list-style-type: none"> ○ Motivation and Underachievement (James Webb) ○ Self-Regulation in the Gifted Classroom (Richard Cash) |
| <i>Total Hours</i> | <i>8 hours</i> | <i>8 hours</i> | <i>8-10 hours</i> | <i>8 hours</i> |