



## **Professional Development Course Tracker for Advanced Placement/ International Baccalaureate Teachers Providing Gifted Services \* Revised July 2018**

This document will assist with documenting and organizing evidence of new learning and implementation of strategies from high quality professional development related to gifted education. Use the chart to list evidence of implementation and serve as a table of contents for a gifted professional development portfolio.

### **Learning Outcomes (based on 2013 Gifted and Talented Teacher Preparation Standards)**

The general education teacher will:

- know and understand issues in gifted education.
- create learning environments that promote growth and development of gifted learners.
- apply learning strategies to meet gifted student's needs and interests as well as promote gifted students' learning.
- construct and use varied assessments to inform instruction and evaluate progress.
- communicate with students and families to support student learning.
- view professional development in gifted education as a career-long effort and responsibility.

### **ODE General Educator of Gifted Competencies (from 2018 Gifted Operating Standards)**

The general education teacher will demonstrate:

- (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.

\*This document was created by the Ohio Association for Gifted Children and is approved by the Ohio Department of Education to track evidence of gifted professional development for general education teachers.





	Preparation Standards (2013)	ODE Teacher Competencies (2016)						Credentials (Y/N)	
<b>Differentiation in the AP/ IB Classroom</b>  <i>(Part III – Emphasis on choice menus, independent research, compacting)</i>	2.3, 3.1, 5.2	a, b	7.5 hours						

Year Five and Beyond 10 hours per year									
Content	NAGC/CEC Teacher Preparation Standards (2013)	ODE Teacher Competencies (2016)	PD Hours	Date(s)	Session Title(s)	GT Specific (Y/N)	Presenter Name(s)	Presenter GT Credentials (Y/N)	Duration of session
Acceleration	2.4, 5.1	a, f, g	10 hours: distribution based on the need of professional learning community						
In-depth or Independent Study	2.4, 5.4	a, b, c							
Mentorships	2.4	c, e							
Professional Growth	6.1, 6.4, 6.5 7.1, 7.2, 7.3	a-h dependent on topic							