

**District Professional Development Plan for   
General Education Teachers Providing Gifted Service**

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| **FOCUS:** |
| **TEACHER-BASED TEAM MEMBERS WITH CONTACT INFORMATION:** |
| **PRIMARY CONTACT FOR TEAM:** |
| **TIMEFRAME OF WORK:** |
| **Professional development standards increase educator effectiveness and results for all students through:**  **Learning Outcomes** that align with educator performance and Ohio’s student learning standards.  [**Learning Communities**](http://learningforward.org/standards/learning-communities) that commit to continuous improvement, collective responsibility and goal alignment.   **Leadership** that develops capacity, advocates and creates support systems for professional learning.   [**Resources**](http://learningforward.org/standards/resources) that are prioritized, monitored and coordinated for educator learning.   **Data** thatuses a variety of sources and types of student, educator and system data to plan, assess and evaluate professional learning.   [**Learning Designs**](http://learningforward.org/standards/learning-designs) that integrate theories, research and models of human learning to achieve intended outcomes.   [**Implementation**](http://learningforward.org/standards/implementation) that applies research about change in teacher practice and sustains support for implementation of the professional learning for long-term change. |

**Learning Outcomes (choose one or more):**

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| Development of Written Education Plans |
| Differentiation in the Classroom |
| Lesson Design for Diverse Learners |
| Characteristics of Gifted |
| Identification of Gifted |
| College and Career Ready for Gifted |
| Acceleration |
| Higher-level Thinking |
| Mentorships |
| In-depth or Independent Study |
| Guidance |
| Other |

**Learning Communities (choose one or more):**

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| Book Study |
| Google Hang-out Group |
| Lunch Bunch |
| TGIF Group |
| College Course (face-to-face, online) |
| Endorsement Program |
| Other |

**Leadership (choose one or more):**

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| Gifted Coordinator |
| Principal’s Classroom Observation Rubric |
| Peer Coach |
| External Facilitator |
| Other |

[**Resources:**](http://learningforward.org/standards/resources)

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| Ohio Department of Education I GET GT- ED Javits Modules |
| Ohio Department of Education Guidance for WEP Development |
| Ohio Department of Education Self-Assessment for Ongoing Assistance for Teachers of Gifted in General Education Settings |
| Other |
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[**Data:**](http://learningforward.org/standards/data)

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| Gifted Identification |
| PARRC Assessments |
| Student Learning Objectives |
| Other |
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[**Learning Designs (including theories, research and models):**](http://learningforward.org/standards/learning-designs)

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[**Implementation (activities and tasks aligned to theories, research and models):**](http://learningforward.org/standards/implementation)

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| **RESOURCES** |
| Ohio Department of Education HQPD:<http://education.ohio.gov/getattachment/Topics/Teaching/Professional-Development-(1)/Organizing-for-High-Quality-Professional-Developme/Organizing-for-HQPD_lskmoct2008.pdf.aspx> |
| Learning Forward:  <http://learningforward.org/standards-for-professional-learning#.UuvIYhgo7cs> |
| National Association for Gifted Children:  <http://www.nagc.org/index.aspx?id=6510> |
| Plucker, J. A. & Callahan, C. M. (2014). Critical Issues and Practices in Gifted Education. Waco, TX: Prufrock. |