

Gifted Education Professional Development Resource Guide



A Guide for Ohio School Districts and Designated Providers of Gifted Education Services

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About this Resource Guide

This document is designed to provide direction for fulfilling the gifted education professional development requirements for educators providing gifted education services. Readers will find an overview to these requirements and a list of gifted education professional development resources. In addition, readers will find forms educators may use for documentation purposes. Please note, the list of professional development resources contained within this guide is not a comprehensive list of all professional development options, and educators may participate in other opportunities beyond those contained within the list of recommendations provided these opportunities meet the requirements listed below.

Gifted Education Professional Development Requirements

The *Operating Standards for Identifying and Serving Students Who are Gifted* (Ohio Administrative Code 3301-51-15) require educators who are designated providers of gifted education services to receive specialized training in gifted education and ongoing support to meet the academic and affective needs of students who are gifted. General education teachers who are designated service providers and do not otherwise have licensure or endorsement in gifted education must receive professional development in gifted education covering specific competencies from qualifying providers. This documented professional development also must meet specified clock hours.

For more specific information regarding this requirement, please review *“Implementing the Operating Standards for Identifying and Serving Students Who are Gifted,”* available on the Ohio Department of Education website. Keyword Search: *Implementing the Gifted Operating Standards*

GIFTED EDUCATION COMPETENCIES

Qualifying professional development in gifted education must relate to the following 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 curriculum 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.

For certified Advanced Placement or International Baccalaureate teachers who are designated providers of gifted services and who have earned at least 24 clock hours of certified Advanced Placement or International Baccalaureate training within the past five years, gifted education professional development must address competencies a, b, d, e and h listed above.

PROVIDER OF PROFESSIONAL DEVELOPMENT

Gifted education professional development must be from one of the following providers:

- a) An educator who holds licensure or endorsement in gifted education;
- b) An educator who holds a graduate degree in gifted education; or
- c) A state or national presenter in gifted education.

PROFESSIONAL DEVELOPMENT CLOCK HOURS

General education teachers who are designated providers of gifted services and **who are not** certified Advanced Placement or International Baccalaureate teachers with at least 24 hours of certified Advanced Placement or International Baccalaureate training within the past five years are required to have a minimum of 15 gifted education professional development clock hours during each year for four years, with additional clock hours each year thereafter as determined by the local school district. Clock hours earned in excess of the minimum (15 clock hours) will count toward the requirement in subsequent years. Gifted educators with licensure or endorsement in gifted education are required to receive ongoing professional development related to gifted education.

General education teachers who are designated providers of gifted service and **who are** certified Advanced Placement or International Baccalaureate teachers with at least 24 hours of certified Advanced Placement or International Baccalaureate training within the past five years are required to have a minimum of 7.5 gifted education professional development clock hours during each year for four years, with additional clock hours each year thereafter as determined by the local district. Clock hours earned in excess of the minimum (7.5 clock hours) will count toward the requirement.

DOCUMENTING PROFESSIONAL DEVELOPMENT

Professional development in gifted education is documented on the educator's Individual Professional Development Plan (IPDP) through the documentation forms found in this guide and through other methods determined by the Ohio Department of Education. School districts may use locally developed forms for documentation. However, these forms should include the following components:

- a) A brief description of the gifted education professional development, including title;
- b) The gifted education competencies addressed by the professional development;
- c) Information regarding the provider of the professional development, including name and provider qualifications (educator with gifted licensure or endorsement, state or national presenter in gifted education or educator with graduate degree in gifted education); and
- d) The number of clock hours earned.

Districts are not required to submit these locally developed forms to the Department unless requested.

Gifted Education Professional Development Resources

Please note, the following is not a comprehensive list of all possible gifted education professional development opportunities. General education teachers designated as providers of gifted education services may participate in other professional development opportunities beyond those contained within this list provided these opportunities meet the requirements detailed in the section “Gifted Education Professional Development Requirements.”

1. College and university coursework

Offered by colleges and universities.

Gifted education coursework provided through colleges and universities may meet the gifted education professional development requirements. Districts convert credit hours to clock hours per local policies.

2. Conferences and trainings

Offered by state and national organizations and other entities.

State and national gifted organizations often provide professional development opportunities during state and national conferences that meet the gifted education professional development requirements. In addition, organizations may provide qualifying trainings meeting the gifted education professional requirements through other formats.

3. District trainings

Offered by local school districts.

Local school districts may provide teachers with specially designed professional development in gifted education. Districts must ensure these trainings meet the gifted education professional development requirements.

4. Educational service center trainings

Offered by educational service centers.

Teachers may take specially designed gifted education professional development through educational service centers and count these toward the required clock hours provided these trainings meet the requirements detailed in this guide.

5. Formative Instructional Practices (FIP) modules

Offered online.

The Reaching Every Student module shows how formative instructional practices apply in real classroom scenarios in a variety of grades and subjects, including teaching students who are gifted. These modules can be found by logging into the Department’s secure web portal, SAFE, and accessing the Learning Management System.

6. Javits (I-GET-GTEd) professional development modules

Offered online.

The Ohio Department of Education’s Javits professional development modules include a combination of presentations, activities and resources individually designed to meet the needs of the target group. Target groups include general educators, parents, school counselors, administrators, school psychologists and gifted coordinators. These modules can be found by logging into SAFE and accessing the Learning Management System.

7. Ohio Leadership Advisory Council (OLAC) gifted modules

Offered online by the Ohio Leadership Advisory Council.

This gifted education professional development series prepares general education teachers to provide gifted education services to students who are gifted and other advanced learners. To access these modules, coordinators or educators will need to create a free account on the Ohio Leadership Advisory Council website. In order to utilize this resource, districts will need to identify a course facilitator who holds gifted licensure or endorsement, has a graduate degree in gifted education, or who is a state or national presenter in gifted education.

Appendix


Gifted Education Professional Development Documentation Form

Professional Development Documentation Form for Designated Providers of Gifted Education Services

Educator Name	School District

Please keep all original documentation for your own files. Please do not submit this form to the Ohio Department of Education and Workforce unless requested.

Date	Professional Development Activity Title	Brief Description of Professional Development Activity	Competencies Addressed	Provider Qualifications	Clock Hours	Evidence of Completion <small>(date/supervisor initials)</small>



Date	Professional Development Activity Title	Brief Description of Professional Development Activity	Competencies Addressed	Provider Qualifications	Clock Hours	Evidence of Completion <i>(date/supervisor initials)</i>



Total Clock Hours

Supervisor Signature	Date

The above signature acknowledges this educator successfully completed the required annual clock hours of professional development addressing the gifted education competencies.