OLAC Gifted Education Professional Development Course

Overview and Suggested Sequence (Years 1-4)

# Professional Development Course Description

This professional development course, which can be completed in 60 clock hours, prepares general education teachers to work with students who are identified gifted and other advanced learners. It addresses the purposes and objectives specified in Ohio Administrative Code 3301-51-15, the *Operating Standards for Identifying and Serving Students Who are Gifted* (Revised 2018).

## Content Developers

The Gifted Education Professional Development Course was developed in collaboration with the Gifted Advisory Council, the Ohio Leadership Advisory Council, and the Ohio Department of Education, with contributions from national experts with graduate preparation and licensure in gifted education.

## Objectives

Participating teachers will be able to:

* Differentiate instruction based on a student’s readiness, knowledge and skill level, including using accelerated content, complexity, depth, challenge, creativity and abstractness;
* Select, adapt or create a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive and complex content;
* 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;
* Recognize and respond to characteristics and needs of students from traditionally underrepresented populations who are gifted and create safe and culturally responsive learning environments;
* Understand the social and emotional needs of students who are gifted and to address the impact of those needs on student learning;
* Use data from a variety of sources to measure and monitor the growth of students who are gifted;
* Select, use, and interpret technically sound formal and informal assessments for the purpose of academic decision-making; and
* Participate in the development of the Written Education Plan.

## Procedures

1. The district will identify a local facilitator (e.g., a district gifted coordinator or gifted intervention specialist, an ESC consultant, etc.) with appropriate credentials.
2. The facilitator will determine how the OLAC content will be used: for example, to guide small-group discussions, to enable self-paced learning, or to do both (in some combination).
3. The facilitator will set up a schedule of meetings, activity due dates, and so on.
4. Participants will read the materials included in the Gifted Education PD package and explore the resources to which the PD materials link.
5. Participants will complete the projects and submit written reports that demonstrate completion of the projects.
6. Using the rubrics provided, the facilitator will evaluate each participant’s performance.

## Assessment

1. Each year of PD includes projects.
2. Projects entail research, curriculum development, and data collection in classrooms and schools.
3. Reports written and submitted by participants demonstrate completion of the projects.
4. Rubrics provide specific criteria for projects and reflect four levels of quality: “emerging,” “competent,” “accomplished,” and “distinguished” levels.

## Special Note

This professional development course has been revised, including a revised sequence and revised clock hours granted. Districts where educators, during the 2017-2018 school year, previously worked through course materials may need to adapt their sequence where appropriate.

Year One - Course One (15 clock hours)

| **Topic Area** | **Clock Hours** | **Related Gifted Education Competencies** |
| --- | --- | --- |
| Foundational Concept: Social and Emotional Needs of Advanced Learners | 3 | *(d)* |
| Social and Emotional Needs of Advanced Learners Project | 5 | *(d)* |
| Foundational Concept: Culturally Responsive Pedagogy | 2 | *(e)* |
| Culturally Responsive Pedagogy Project | 5 | *(e)* |
| **Total clock hours for course one:** | **15** |  |

Year Two - Course Two (15 clock hours)

| **Topic Area** | **Clock Hours** | **Related Gifted Education Competencies** |
| --- | --- | --- |
| Foundational Concept: Differentiated Instruction for Advanced Learners | 5 | *(a), (b), (c)* |
| Differentiated Instruction for Advanced Learners Project | 10 | *(a), (b), (c)* |
| **Total clock hours for course one:** | **15** |  |

Year Three - Course Three (15 clock hours)

| **Topic Area** | **Clock Hours** | **Related Gifted Education Competencies** |
| --- | --- | --- |
| Foundational Concept: Monitoring Growth of Advanced Learners | 2 | *(f), (g)* |
| Monitoring Growth of Advanced Learners Project | 8 | *(f), (g)* |
| Foundational Concept: Developing a Written Education Plan | 1 | *(h)* |
| Written Education Plan Project | 4 | *(h)* |
| **Total clock hours for course one:** | **15** |  |

Year Four - Course Four (15 clock hours)

| **Topic Area** | **Clock Hours** | **Related Gifted Education Competencies** |
| --- | --- | --- |
| Foundational Concept: Access to Advanced Curriculum | 3 | *(b), (c)* |
| Access to Advanced Curriculum Project | 5 | *(b), (c)* |
| Foundational Concept: Acceleration | 2 | *(a)* |
| Acceleration Project | 5 | *(a)* |
| **Total clock hours for course one:** | **15** |  |