

Serving Gifted Students: Ohio's "Great Eight"

a. I can differentiate instruction based on a student's readiness, knowledge and skill level, including using accelerated content, complexity, depth, challenge, creativity and abstractness.

b. I can select, adapt, or create a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive and complex content.

c. I can provide an extension or replacement of the general education curricula; modify the learning process through strategies such as curriculum compacting; and select alternative assignments and projects based on individual student needs.

d. I can understand the social-emotional (affective) needs of students who are gifted and address the impact of those needs on student learning.

e. I can 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. I can use data from a variety of sources to measure and monitor the growth of students who are gifted.

g. I can select, use, and interpret technically sound formal and informal assessments for the purpose of academic decision making.

h. I can participate in the development of the Written Education Plan.

Goal(s) of our PD times: Through our online learning and face-to-face meetings over the next two to four years, those taking the courses will gain a working knowledge of these "Great Eight" areas to utilize when teaching gifted students (and all students).