

Brief Overview:

As districts evaluate the impact of Ohio's newly revised gifted rule (OAC 3301-51-15), many have asked for the opportunity to offer the required professional development to their teachers. Erica Baer, MRESC's Director of Student Achievement, has created coursework in a two-year cycle that combines online (asynchronous) coursework with monthly face-to-face meetings at a central location. These user-friendly, relevant courses are specifically designed to meet Ohio's eight competencies while simultaneously addressing some of the realities of heterogeneous grouping (such as having both gifted and IEP students in the same class).

Year 1 ~ Fabulous Fridays

During Year 1, we investigate the basics of the gifted student, gifted education, and gifted differentiation, laying a foundation for meaningful differentiation and interaction with gifted students.

Each article and quiz counts as 40 minutes. Total: 200 min./ month
Each monthly meeting counts for 60 minutes. Total: 60 min./month

August/ Early September

Initial face-to-face meeting: introduction to gifted, to Ohio's process, and to the WEP

September

1. Social-Emotional: "Feet to the Fire"
2. Differentiation: content, reflect
3. Differentiation: process, reflect
4. Social-Emotional: asynch. dev .

One hour face-to-face meeting: Discuss WEP's and SMART goals

October

5. Social-Emotional: gifted kids, inside-out!
6. Gifted: formal and informal assessments, Bright? Gifted? Creative?
7. Differentiation: product
8. Social-Emotional: Ian Byrd's Article

One hour: "Bright? Gifted? Creative?"/ Gagné and Renzulli

November (Online Quizzes begin here)

9. Social-Emotional: developing "grit"
10. Identification of the gifted: Renzulli Talent Pool/ Schoolwide Enrichment
11. formal/ informal: "A-Z Assessments"
12. Social-Emotional: "Impostor Syndrome"

One hour: Differentiation I

December

13. Social-Emotional: leadership, Artificial Maturity
14. Differentiation: extension menus
15. Gifted: "Diamonds in the Rough"
16. Gifted data: Universal Screenings (Broward County)

One hour: Differentiation II

January

- 17. Social-Emotional: the Gifted Child as problem-solver
- 18. Differentiation: instruction, Cubing
- 19. Differentiation: curriculum, reflect
- 20. Social-Emotional: Underachievement, part I
One hour: Differentiation: Cubing

February

- 21. Social-Emotional: Gifted Underachievers (Australia)
- 22. Key Principles of the Differentiated Classroom
- 23. Curriculum: cluster grouping fact sheet
- 24. The Moral Sensitivity of Gifted Children and the Evolution of Society
Face-to-Face PD: Underachievement

March

- 25. Social-Emotional: Overexcitabilities (SENG article)
- 26. Differentiation: curriculum ~ serving gifted learners in rural settings
- 27. Differentiation: Compacting I
- 28. Differentiation: Compacting II
Face-to-Face PD: Present and explain Extensions.
HW: Bring curriculum to work on extensions in April for a unit you often teach in Nov/ Dec.

April

- 29. Social-Emotional:
- 30. Differentiation: strategies ~ Study Guides
- 31. Gifted: formal and informal assessments
- 32. Gifted data: testing & using data
One hour: menus: identify non-negotiables and create initial tasks
HW: Create rubrics for non-negotiables and initial tasks; bring to August PD 2019

May

- 33. Social-Emotional: leadership
- 34. Differentiation: instruction
- 35. Differentiation: curriculum
- 36. Social-Emotional
One hour: team meeting ~ social-emotional (perfectionism) and wrap-up

Year 2: GERRIC Modules

35 hours

Year 2 builds upon the foundation begun in year one, diving deeper into gifted competencies through research-based .pdf modules accompanied by online quizzes and supported by monthly face-to-face meetings. During these face-to-face meetings, we will explore and practice some of the most user-friendly, time-tested ways of differentiation for the gifted (and often, for all students). Year two also increases flexibility: teachers who begin year 1 with a few hours already completed can choose the modules that best fit their needs.

GERRIC Modules

(25 contact hours)

1. Understanding Giftedness (4 contact hours)
2. Identification (3 contact hours)
3. Social-Emotional Development (4 contact hours)
4. Understanding Underachievement (4 contact hours)
5. Differentiation (6 contact hours)
6. Program Development (4 contact hours)

Face-to-Face PD Times

(10 contact hours)

1. August: Refresher ~ basics of gifted kids, content/process/product
continue work on extension menu
Look at non-negotiables; create extension activities
HW: create rubrics/ deadlines for extension activity
2. Diving In To Differentiation:
 - a. September ~ introduce Compacting (if time), ways of pre-assessment, Study Guides
 - b. October ~ Finish: Study Guide and Independent Studies
 - c. November ~ Examples: Learning Contracts, Resident Expert
 - d. December ~ Working Session: Create one of the above for one unit/ lesson
 - e. January ~ Depth/ Complexity Icons
 - f. February ~ Socratic Seminars
 - g. March ~ Tiered Instruction
 - h. April ~ Layered Curriculum
 - i. May ~ wrap-up: fundamentals of gifted kids, gifted classrooms, and differentiation; set goals for next year

So, the 60 hour program becomes:

Year 1: Basics of the gifted student, social-emotional aspects, basic gifted classroom theory and practice (plus Fab. Fridays)

Year 2: Differentiated Instruction in the Regular Classroom (Plus GERRIC modules)