

Section 5: Professional Development Districts provide professional development opportunities related to gifted education to administrators, teachers, and staff to support and improve educational opportunities for gifted students. (**EC 52212[a][1]**)

5:1 The district provides professional development opportunities related to gifted learners on a regular basis.		
<p>Minimum Standards: One year approval</p> <ul style="list-style-type: none"> a. The professional development opportunities are correlated with defined competencies for teachers of the gifted and the standards for GATE programs. The focus each year is based on a yearly assessment of the needs of teachers and of the GATE program. b. An evaluation of outcomes obtained from professional development is conducted to determine effectiveness. Results are used to make improvements and for future planning. c. Individuals selected to conduct inservice for teachers of gifted learners have knowledge and expertise in the area of gifted education. 	<p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> a. The district encourages teachers to focus on gifted education as one of the areas of professional growth hours for credential renewal. b. A district process to qualify teachers to teach gifted students is in place. 	<p>Exemplary Standards: Three year approval</p> <ul style="list-style-type: none"> a. A district professional development plan to accommodate different levels of teacher competency is in place.
5:2 District personnel with direct decision-making and/or instructional responsibilities for gifted students are provided with role specific training.		
<p>Minimum Standards: One year approval</p> <ul style="list-style-type: none"> a. Teachers in the program have education and/or experience in teaching gifted students or are ensured opportunities to gain or continue such knowledge and experience. b. A coordinator is in place with experience and knowledge of gifted education or is ensured the opportunity to gain such knowledge. c. Administrators, counselors, and support staff participate in professional development offerings related specifically to their roles and responsibilities in the GATE program. d. Administrators, counselors, and support staff are encouraged to participate with teachers in the ongoing professional development program related to gifted students. 	<p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> a. The district promotes the concept of teacher-to-teacher professional development in addition to contracting experts to conduct an inservice. 	<p>Exemplary Standards: Three year approval</p> <ul style="list-style-type: none"> a. All teachers assigned to teach gifted students are certified through a variety of formal and informal certificate programs. b. The coordinator of the program is a specialist in gifted education with demonstrated experience and knowledge in the field. c. Follow-up classroom support for application of activities and strategies presented during inservice or professional development are planned. d. The district identifies support personnel both inside and outside the district with expertise in meeting the needs of gifted learners.