

APPENDIX SECTION V

PROFESSIONAL DEVELOPMENT

- **Narrative**
- **Outline**
- **Options for Professional Development**

**Recommended Outline for a Plan for
Professional Development: Focusing on
Instruction for Talented and Gifted Students**

The following is a preliminary outline for target areas for professional development for staff and administrators in the Portland Public Schools. All staff can benefit from any of the courses, however some would be best if taken sequentially. The suggested area could be integrated with current offerings and scheduled over a three-year cycle.

The plan should be reviewed according to the district proposal for staff training and aligned with district goals and objectives. It is critical that staff working with TAG students have an opportunity to meet and learn together based on the specialized needs of the children they teach.

As referenced in the body of the report, multiple forms of delivery should be considered at each level of learning and for each topic. These should include, but not be limited to:

- Workshops, seminars and job-alike meetings, study groups
- Problem solving groups
- Peer coaching and mentoring
- Critical friends groupings
- Action research groups
- Observations and seminars with master teachers

Instructors for the proposed classes can be found within the Portland Public Schools, as well as surrounding districts. Consideration for instructors should be given to the TAG specialists, staff and administrators with background and expertise in gifted education, and master teacher who have worked successfully with TAG students. All teachers, but especially those serving special populations, should have the opportunity to access all levels of learning.

Premise:

- All staff should receive professional development to best serve TAG identified and potential students
- Instruction should be a part of the first year program for staff new to the district
- Support staff should be included in the training sessions, as appropriate
- Additional workshops, training, and seminars should be held for administrative staff, especially those who serve at the building level, and could be part of their regularly scheduled meetings.
- Inservice should be provided for parents regarding programs, services and needs of gifted and talented students. These can be part of the regularly scheduled parent meetings at the building. Consideration should be given to regionalizing these meetings and to working with established advisory groups (e.g. DTAC, ELL, Special Education).

All Staff			Staff working with TAG	
Topics	Experienced	New	Experienced	New
Identification	Characteristics	Characteristics	Other areas of giftedness	Characteristics
			Working with special needs gifted children	
			Working with under achieving gifted children	
	Under-represented populations in gifted education			
Instruction	Enrichment activities	Enrichment Activities	Curriculum mapping	Extending the curriculum
	Differentiation	Differentiation	Differentiation	Differentiation
	Grouping for instruction	Grouping for instruction	Grouping for instruction	Grouping for instruction
	Individualized academic programs		Individualized academic programs	
	Integrating the curriculum	Integrating the curriculum	Integrating the curriculum	Integrating the curriculum
	Thinking Skills	Thinking Skills	Thinking Processes	Thinking Skills
	Thinking behaviors		Thinking behaviors	
Assessment	Pre-assessment for all students		Pre-assessment for TAG students	
	Alternate forms of assessment		Alternate forms of assessment	
	Building student portfolios		Defining student outcomes	
			Student Learning Plans	Student Learning Plans

All Staff			Staff working with Highly Capable	
Topics	Experienced	New	Experienced	New
Curriculum	Modifying and adapting lessons	Using district materials and resources to modify lessons	Accommodations in instruction	Modifying and adapting lessons
	Creating depth and breadth in instruction			Creating depth and breadth in instruction
Other			Mentoring and coaching	
	Principal support for teachers of the gifted, within and out of the program	Principal support for teachers of the gifted, within and out of the program	Principal support for teachers of the gifted, within and out of the program	Principal support for teachers of the gifted, within and out of the program
	Parent education regarding characteristics and needs of gifted	Parent education regarding characteristics and needs of gifted	Parent education regarding characteristics and needs of gifted	Parent education regarding characteristics and needs of gifted