



***Gifted and Talented Education (GATE)
PROFESSIONAL DEVELOPMENT RECORD***

**PROFESSIONAL DEVELOPMENT FOR TEACHERS,
GATE COORDINATORS, AND ADMINISTRATORS**

In order to meet the professional development recommendations of 16 hours per school year, administrators and teachers need to demonstrate knowledge of the topics concerning gifted/talented education (EC 52212a1).

Must be kept at school as evidence of staff participation in GATE professional development. Recommended to keep for 3-5 years.

SCHOOL YEAR: _____

*** Check here if school provides a Schools for Advanced Studies (SAS) Program.**

School: _____		Local District: _____	Date: _____
Name: _____	Employee No.: _____	Position: * Teacher * Administrator * Other _____	

Date and Time	Conference, Workshop, or Class	Hours of Instruction	Instructor's Signature
@ -			
@ -			
@ -			
@ -			
@ -			
@ -			
@ -			
@ -			
Total Hours:			

Over-Recommended training for personnel is as follows:

- Recency of professional development is recent participation in GATE-specific designated workshops, conferences, and approved field-work activities within the school year.
- Sixteen hours of on-going training each school year is recommended for recency of professional development for teachers in order to instruct gifted/talented learners.
- Four hours of on-going training each school year is recommended for recency of professional development for administrators.
- District-approved field-work activities conducted during non-school hours may be counted up to eight (8) hours per year.
- Schools for Advanced Studies (SAS) are required to complete annual GATE Professional Development.

Principal's signature _____ **Date** _____

DUPLICATE "ATTACHMENT" BACK-TO-BACK BEFORE DISTRIBUTING.



RECOMMENDED DISTRICT PLAN FOR PROFESSIONAL GROWTH

Recommended Standards for Gifted and Talented Education (GATE) requires recency of professional development for instruction in Gifted/Talented Programs. Sixteen hours of professional development training completed per year is recommended. (Recency of professional development is recent participation in designated workshops, conferences, and approved field-work activities within the school year.) Teachers and administrators should demonstrate knowledge/application as follows:

Knowledge and Skill Standards in Gifted Education for ALL Teachers

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction or be referred for further assessment and services.

All teachers should be able to:

- Recognize the learning differences, developmental milestones, and cognitive/affective characteristics of gifted and talented students, including those from diverse cultural and linguistic backgrounds, and identify their related academic and social-emotional needs.
- Design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains.
- Select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of gifted and talented students.

Teacher Preparation Standards in Gifted and Talented Education

Standard 1: Learner Development and Individual Learning Differences

Understand the variations in learning and development in cognitive and affective areas between and among individuals with gifts and talents and apply this understanding to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Standard 2: Learning Environments

Create safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being

Standard 3: Curricular Content Knowledge

Use knowledge of general and specialized curricula to advance learning for individuals with gifts and talents.

Standard 4: Assessment

Use multiple methods of assessment and data sources in making educational decisions about identification of individuals with gifts and talents and student learning.

Standard 5: Instructional Planning and Strategies

Select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with gifts and talents.

Standard 6: Professional Learning and Ethical Practice

Use foundational knowledge of the field and professional ethical principles and programming standards to inform gifted education practice, to engage in lifelong learning, and advance the profession.

Standard 7: Collaboration

Beginning gifted education professionals collaborate with families, other educators, related-service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences.

Standards from: National Association for Gifted Children (NAGC) & Council for Exceptional Children (CEC)

For current professional development opportunities, please visit the Professional Development section of our webpage at <http://achieve.lausd.net/gate>; for questions refer to:

Gifted/Talented Programs
Central Administrative Offices
Beaudry Site, 25th Floor
(213) 241-6500



LOS ANGELES UNIFIED SCHOOL DISTRICT
GIFTED/TALENTED PROGRAMS

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