PROFESSIONAL DEVELOPMENT NEEDS

In order to meet the needs of gifted learners, the school system offers various staff development opportunities. Staff members receive in-service training concerning the components and details of the AIG plan. The AIG Needs Determination Team will receive training on its responsibilities. The following staff development workshops will be available as needed:

- *Talents Unlimited*
- *Curriculum Differentiation in the Regular Classroom*
- *Curriculum Differentiation in Language Arts*
- *Curriculum Differentiation in Math*
- *Higher Order Thinking Skills*
- *WebQuests and Event Based Learning*
- *AIG Technology*
- *Taking the Mystery Out of Curriculum Differentiation*
- *The Practical Application of Brain Research in Teaching Vocabulary*

AIG Specialists and administrators participate in continuing education workshops on current issues, strategies, and research of gifted education. Educators are encouraged to take advantage of in-service training provided by the Southwest Education Alliance. Advanced Placement teachers must receive AP training from an accredited college or university and have instruction in characteristics of gifted students and curriculum differentiation. It is recommended that AP and Honors teachers obtain AIG licensure.

AIG LICENSURE

All AIG specialists and AIG administrators must have AIG licensure or a Masters Degree in gifted education. It is strongly recommended that classroom teachers who work with gifted students (K-12) have AIG Licensure.

On July 1, 2006, the North Carolina Department of Public Instruction discontinued field-based AIG licensure courses as credits for AIG licensure. AIG licensure courses are offered at universities throughout North Carolina. AIG add-on licensure constitutes a minimum of 12 semester hours (180 hours) of graduate study. The following standards are the minimum required for teachers of AIG students. Teachers of the gifted:

- understand the historical foundations and apply current research about gifted education.
- assess the cognitive and affective needs of gifted learners and plan instruction to match the learners' needs regardless of how (or when) these abilities are manifested.
- design curriculum using key concepts of the academic disciplines while integrating complex and advanced content.
- understand and address the intellectual, social, and emotional needs of gifted learners.
- understand the role of culture in the education of gifted students.
- advocate for gifted students in multiple venues.

(Detailed information on Standards and Indicators for AIG Licensure is available on the DPI website.)