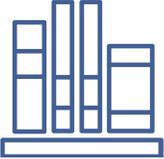


## PROFESSIONAL LEARNING

### THE DATA



- Only five states require gifted coursework as part of preservice teacher and administrator training, and only four states require gifted coursework as part of counselor training (Plucker et al., 2018).
- A 2019 survey conducted by Education Week Research found that “most . . . general education teachers receive training on working with gifted students but only a minority report that the training is mandatory” (p. 4).
- There is a “cultural mismatch between our predominantly White, female, middle-class teaching force and our increasingly culturally diverse population of students” (Davis, 2019, p. 52).
- Many educators feel unprepared to serve and teach students from diverse backgrounds even after having one or two courses on the topic (Nieto, 2013). If giftedness is added to the equation, educators feel even less prepared.
- According to the National 2e Community of Practice, “working successfully with this unique population [2e students] requires specialized academic training and ongoing professional development” (AEGUS, n.d., para. 4).

### RECOMMENDATIONS

- Develop system-wide equity, diversity, and inclusion policies and frameworks for professional learning for schools and districts.
- Provide quality foundational training in special and gifted education to increase the chance of educators meeting the needs of students who are twice-exceptional (2e) (Baldwin et al., 2015)
- Incorporate gifted education, particularly training and experiences in differentiating for high-ability learners, in educator preparation programs so that preservice teachers are better prepared to address the needs of students with gifts and talents (Brevik et al., 2018).
- Design professional learning experiences for teachers, counselors, and administrators about identifying and serving RCELD gifted students that are specific to the school’s and district’s student body and includes culturally relevant content, a safe space for candid conversations, and a collaborative approach (Lewis et al., 2018).
- Conduct an annual evaluation of gifted professional learning practices, including an equity audit.



### RESOURCES TO LEARN MORE INFORMATION



- “Reframing Professional Learning to Meet the Needs of Teachers Working With Culturally Diverse Gifted Learners” (a chapter by Joy Lawson Davis in *Best Practices in Professional Learning and Teacher Preparation Series: Special Topics for Gifted Professional Development [Vol. 2.]*)
- “Administrative Leadership in Gifted Education” (a chapter by Tarek Grantham, Kristina Collins, and Kenneth Dickson in the second edition of *Critical Issues and Practices in Gifted Education: What the Research Says*)
- Learning Forward (<https://learningforward.org/>)

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