Ontario College of Teachers   Ordre des enseignantes et des enseignants de l'Ontario

Additional Qualification Course Guideline Teaching Students with Intellectual Needs (Giftedness)

Schedule C
Teachers' Qualifications Regulation

April 2013

Ce document est disponible en français sous le titre *Ligne directrice du cours menant à la qualification additionnelle, Éducation de l'enfance en difficulté – Anomalies d'ordre intellectuel – Élèves doués, avril 2013* .

Additional Qualification Course Guideline

1. Introduction

Successful completion of the course developed from this guideline enables teachers to receive the Additional Qualification: Teaching Students with Intellectual Needs (Giftedness).

The Additional Qualification Course: Teaching Students with Intellectual Needs (Giftedness) is open to all teachers. Candidates come to the Additional Qualification Course: Teaching Students with Intellectual Needs (Giftedness) with an interest or background in this area and a desire to extend and apply knowledge, skills and practices in the design, implementation, and assessment of educational programs for gifted learners in the classroom.

Critical to the implementation of this course is the creation of positive learning experiences that reflect care, diversity and equity. This course supports the enhancement of professional knowledge, ethical practice, leadership and ongoing learning.

The Ontario College of Teachers recognizes that candidates working in the publicly funded school system, independent/private institutions or First Nations schools will have a need to explore in an integrated delivery model, topics and issues of particular relevance to the context in which they work or may work.

2. Regulatory Context

The College is the self-regulating body for the teaching profession in Ontario. The College's responsibility related to courses leading to additional qualifications includes the following:

- to establish and enforce professional standards and ethical standards applicable to members of the College

- to provide for the ongoing education of members of the College

- to accredit additional qualification courses and more specifically,

  The program content and expected achievement of persons enrolled in the program match the skills and knowledge reflected in the College's Standards of Practice for the Teaching Profession and the Ethical Standards for the

Teaching Profession and in the program guidelines issued by the College. (Regulation 347/02, *Accreditation of Teacher Education Programs*, Part IV, Subsection 24).

Additional qualifications for teachers are identified in the *Teachers' Qualifications Regulation.* This regulation includes courses that lead to Additional Qualifications, the Principal's Qualifications and the Supervisory Officer's Qualifications. A session of a course leading to an additional qualification shall consist of a minimum of 125 hours of work that is approved by the Registrar. Accredited additional qualification courses reflect the *Ethical Standards for the Teaching Profession,* the *Standards of Practice for the Teaching Profession* and the *Professional Learning Framework for the Teaching Profession.*

Successful completion of the course leading to the Additional Qualification: Teaching Students with Intellectual Needs (Giftedness), listed in Schedule C of the Teachers' Qualifications Regulation is recorded on the Certificate of Qualification and Registration issued to the members of the College.

In this document, all references to candidates are to teachers enrolled in the Additional Qualification course. References to students indicate those in school programs.

3. The Ethical Standards and the Standards of Practice for the Teaching Profession

A commitment to a clear vision of what it means to be a teacher is at the core of teacher professionalism. The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* (Appendix 1) provide the focus for ongoing professional learning and are the foundation for the development of the Additional Qualification Course: Teaching Students with Intellectual Needs (Giftedness). In addition, the Professional Learning Framework for the Teaching Profession is underpinned by the standards, articulates the principles on which effective teacher learning is based and acknowledges a range of options that promote continuous professional learning. The ongoing enhancement of informed professional judgment, which is acquired through the processes of lived experience, inquiry, and reflection, is central to the embodiment of the standards and the Professional Learning Framework within this AQ course and professional practice.

Standards Resources

The College has developed resources to support the effective integration of the standards within Additional Qualification courses. These teacher education resources explore the integration of the standards within professional practice through a variety of educative and inquiry-based processes. This guideline has been designed to reflect the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* and the *Professional Learning Framework for the Teaching Profession.* A list of these resources can be found in Appendix 2 and are available through the College web site (www.oct.ca). These resources support the development of professional knowledge and professional judgment through reflective practice. The lived experiences of Ontario educators are illuminated in the resources and serve as AQ course support for teacher education.

4. Course Components

The design, course content and implementation of the Additional Qualification Course Guideline: Teaching Students with Intellectual Needs (Giftedness) support effective teacher education practices. The following course components of this guideline support and inform effective professional knowledge, judgment and practice within the Additional Qualification Course: Teaching Students with Intellectual Needs (Giftedness).

The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* are embedded within the overall expectations for candidates.

A. Overall Expectations

This Additional Qualification course has the following overall learning expectations for candidates:

- analyzing, interpreting and implementing Ontario's curriculum, district school board policies, frameworks, strategies and guidelines

- developing awareness of First Nations, Métis and Inuit ways of knowing and perspectives

- having and applying the theoretical understanding necessary to design, implement and assess programs and/or practices

- modelling and adapting expectations, strategies and assessment practices in response to the individual needs of students

- facilitating the creation of learning environments conducive to the intellectual, social, emotional, physical, environmental, linguistic, cultural, spiritual and moral development of the student

- collaborating with in-school personnel, parents/guardians and the community

- accessing and exploring a variety of resources, including technological resources, within and beyond the educational system to enhance professional knowledge in support of student learning

- refining professional practice through ongoing inquiry, dialogue and reflection

- supporting and modelling ethical practices

- understanding the need to respect and conserve resources in the environment

- understanding how to create and sustain professional learning communities

- integrating environmentally respectful perspectives and practices

- creating and sustaining safe, healthy, equitable and inclusive learning environments that honour and respect diversity.

Candidates will explore and deepen their understanding of the following:

B. Ontario Curriculum and Policies

The Additional Qualification Course: Teaching Students with Intellectual Needs (Giftedness) is aligned with current Ontario curriculum, relevant legislation, government policies and resources. These documents inform and reflect the development and implementation of the Additional Qualification Course: Teaching Students with Intellectual Needs (Giftedness). These resources can be viewed at www.edu.gov.on.ca.

C. The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*:

- understanding and embodying care, trust, respect and integrity

- demonstrating commitment to students and student learning

- integrating professional knowledge

- enriching and developing professional practice

- supporting leadership in learning communities

- engaging in ongoing professional learning.

D. Theoretical Foundations

- understanding theories related to giftedness

- exploring a variety of conceptual frameworks for teaching the gifted learner in a classroom

- understanding the impact of giftedness on the personal and social growth of learners

- understanding Ontario curriculum policies and initiatives

- reflecting on personal teaching practice and engaging in professional dialogue on the relationship of theory and practice in the teaching of gifted education

- having awareness of policies, procedures and legislation relevant to gifted education

- integrating the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* as the foundation for teacher professionalism within the Additional Qualification Course: Teaching Students with Intellectual Needs (Giftedness)

- providing a holistic and inclusive educational program that builds on learners' abilities and enables them to reach their goals and potential

- developing an awareness of current research in the area of giftedness and its impact on practice

- exploring the significance of Ontario Human Rights Code, Ontarians with Disabilities Act, and the Accessibility for Ontarians with Disabilities Act (AODA) and associated responsibilities within professional practice

- understanding the possible impact of Giftedness on multiple social, intellectual and physical needs of the learner.

E. Program Planning, Development and Implementation

- creating and maintaining positive, accepting and safe learning communities

- applying the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* to inform a program planning framework

- identifying factors in a diverse and changing society that have an impact on gifted learners

- connecting curriculum to students' authentic experiences

- engaging in program planning, development and implementation as promoted for all students in Ministry policies and initiatives

- integrating differentiated instruction and universal design in the program planning, development and implementation

- utilizing and assessing professional knowledge to inform pedagogical practices

- identifying, accessing, integrating and assessing community, print, electronic and collegial resources

- understanding the collaborative development and implementation of transition plans exploring how to collaboratively develop and implement an Individual Education Plan (IEP) that addresses the specific needs of gifted students

- understanding the importance of critically examining qualitative and quantitative research related to professional practice

- integrating culturally responsive pedagogy within program planning and development

- developing an understanding of the mental health needs of students and the implications for teaching and learning

- developing an awareness of current research in the area of giftedness and its impact on practice

- understanding environmental features and barriers that may have an impact on student programming.

F. Instructional Strategies and the Learning Environment

- fostering a collaborative community of learners

- integrating information and communication technology to support student learning

- employing a variety of instructional strategies to support gifted education

- adapting, accommodating and modifying learning expectations and instructional practices to meet the needs of all learners

- exploring learning environment structures that support gifted education

- using pedagogies that reflect the professional identity of educators as described in the ethical standards, the standards of practice and in the *Foundations of Professional Practice*

- exploring the role of assistive technology to enhance student learning and achievement

- explore the need for alternative expectations, courses and programs to meet the needs of all learners.

G. Assessment, Evaluation and Reporting

- creating fair, equitable, transparent, valid and reliable assessment and evaluation methods that lead to the improvement of learning for all students

- ensuring that assessment, evaluation and reporting are consistent with the principles and practices and expectations reflected in Ontario's policy documents

- using assessment for the following three purposes: to provide feedback to students and to adjust instruction (assessment *for* learning); to develop students' capacity to be independent, autonomous learners (assessment *as* learning); to make judgements about the quality of student learning (assessment *of* learning)

- integrating multiple assessment methods to support student learning: diagnostic, formative, and summative

- integrating multiple assessment methods that are ongoing, varied in nature and implemented over a period of time to support student learning

- using a range of assessment, evaluation and reporting strategies that support the dignity, emotional wellness, cognitive development and diversity of all students

- understanding and responding to the issues of assessment, evaluation and reporting particular to the study of the gifted learner

- understanding the classroom teacher's role in relation to the Identification Placement and Review Committee (IPRC).

H. Shared Support for Learning

- understanding the importance of communicating with, involving, and supporting parents/guardians

- understanding and employing a variety of effective communication strategies for collaborating with parents/guardians and school and community support and services personnel

- developing methods to provide continuous, meaningful, detailed and supportive information and feedback to parents/guardians

- understanding and respecting the importance of shared responsibility and partnership among all school staff and parents/guardians as conveyed in the standards and the *Foundations of Professional Practice*

- supporting increased awareness and understanding of gifted education

- understanding the role of teacher advocacy as it relates to gifted education

- understanding the importance of professional collaboration of an interdisciplinary team that supports student learning and self-advocacy

- developing an awareness of the partnerships with the ministries (for example, Ministry of Education, Ministry of Child and Youth Services)

- fostering and sustaining a positive, welcoming school climate in which all parent perspectives are encouraged, valued and heard.

5. Instructional Practice in the Additional Qualification Course: Teaching Students with Intellectual Needs (Giftedness)

In the implementation of this Additional Qualification course, instructors use strategies that are relevant, meaningful and practical in providing candidates with

learning experiences about program, instruction, pedagogy and assessment and evaluation. Instructors model the standards, honour the principles of adult learning, recognize candidates' experience and prior learning and respond to individual needs. These may include but are not limited to: small group interaction; action research; presentations; independent inquiry; problem solving; collaborative learning and direct instruction.

Important to the course are opportunities for candidates to create support networks and receive feedback from colleagues and instructors and share the products of their learning with others. Opportunities for professional reading, reflection, dialogue and expression are also integral parts of the course.

Instructors model effective instructional strategies and formative and summative assessment that can be replicated or adapted in the candidate's classroom.

A. Experiential Learning

Candidates will be provided with opportunities to engage in experiential learning related to key concepts and aspects of Teaching Students with Intellectual Needs (Giftedness) as collaboratively determined by both the instructor and course candidates. The intent of the experiential learning opportunities is to support the application and integration of practice and theory within the authentic context of teaching and learning. Candidates will also engage in critical reflection and analysis of their engagement in experiential learning opportunities related to Teaching Students with Intellectual Needs (Giftedness). The professional judgment, knowledge and pedagogy of candidates will be enhanced and refined through experiential learning and inquiry.

The College's standards resources (Appendix 2) can be integrated into AQ courses to help support experiential learning through professional inquiry.

6. Assessment and Evaluation of Candidates

At the beginning of the course, candidates are provided with the specific learning expectations and forms of assessment and evaluation that will be used throughout the course. Instructors will provide opportunities for regular feedback regarding candidates' progress throughout the course.

A balanced approach to candidate assessment and evaluation is used. It includes the combination of self and peer assessment and instructor evaluation, and

models effective practices. A variety of assessment approaches will be used that enable candidates to convey their learning related to course expectations. The course provides opportunities for both formative and summative assessment and evaluation.

Central to candidates enrolled in Additional Qualification courses is the opportunity to be engaged in relevant and meaningful work. Assignments, artefacts and projects enable candidates to make connections between theory and practice. At the same time, assignments must allow candidates flexibility, choice, and individual inquiry opportunities.

Part of the evaluation process may include a major independent project or action research component over the duration of the course. This project is an opportunity for candidates to illustrate a high level of professional knowledge, skills, pedagogy, ethical practices and instructional leadership. Similarly, if a portfolio assignment is used it will also include reflections and analysis of a candidate's learning over time.

A final culminating experience in the course is recommended. This experience may take the form of a written assessment, a research paper, a performance, an inquiry project or a product that is genuinely new, meaningful and practical.

The following list of assessment strategies which are reflective of experiential learning is not exhaustive; it is intended to serve as a guide only.

a) Performance assessment: designing a sample unit which includes a culminating activity and appropriate assessment and evaluation tools, incorporates a variety of technologies and resources relevant to the study of gifted learners, and is based on Ministry of Education expectations

b) Written assignment: reflecting critically on issues arising from articles, publications, research and/or other resources related to the teaching of gifted learners

c) Presentation: developing a digital story, presenting an issue related to the teaching and learning of gifted learners

d) Portfolio: creating a portfolio of practical resources, artefacts, photographs and recording critical reflections for each component related to gifted learners

e) Action research: engaging in action research by reflecting and acting upon a specific inquiry into teaching practice related to gifted learners

f) Independent project: addressing any aspect of the course that is approved by the instructor

g) Instructional resource: developing a meaningful resource that will support instruction and pedagogy related to the teaching and learning of gifted learners

h) Reflective writing: reflecting on professional practice through journal writing, or writing a case or vignette that will support instruction and pedagogy related to the teaching and learning of gifted learners

i) Case inquiry: writing or exploring a case related to collaboration and shared partnerships, with parents, colleagues, and community organizations

j) IEP development: collaboratively develop an IEP related to gifted learners with the family, student and school team

k) Facilitating a Learning Experience: developing and implementing an engaging learning experience that reflects differentiated instruction and universal design.

Appendix 1

The *Ethical Standards for the Teaching Profession*

The *Ethical Standards for the Teaching Profession* represent a vision of professional practice. At the heart of a strong and effective teaching profession is a commitment to students and their learning. Members of the Ontario College of Teachers, in their position of trust, demonstrate responsibility in their relationships with students, parents, guardians, colleagues, educational partners, other professionals, the environment and the public.

The Purposes of the Ethical Standards for the Teaching Profession are:

- to inspire members to reflect and uphold the honour and dignity of the teaching profession
- to identify the ethical responsibilities and commitments in the teaching profession
- to guide ethical decisions and actions in the teaching profession
- to promote public trust and confidence in the teaching profession.

The Ethical Standards for the Teaching Profession are:

Care

The ethical standard of *Care* includes compassion, acceptance, interest and insight for developing students' potential. Members express their commitment to students' well-being and learning through positive influence, professional judgment and empathy in practice.

Trust

The ethical standard of *Trust* embodies fairness, openness and honesty. Members' professional relationships with students, colleagues, parents, guardians and the public are based on trust.

Respect

Intrinsic to the ethical standard of *Respect* are trust and fair-mindedness. Members honour human dignity, emotional wellness and cognitive development. In their professional practice, they model respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy and the environment.

Integrity

Honesty, reliability and moral action are embodied in the ethical standard of *Integrity*. Continual reflection assists members in exercising integrity in their professional commitments and responsibilities.

The *Standards of Practice for the Teaching Profession*

The *Standards of Practice for the Teaching Profession* provide a framework of principles that describes the knowledge, skills, and values inherent in Ontario's teaching profession. These standards articulate the goals and aspirations of the profession. These standards convey a collective vision of professionalism that guides the daily practices of members of the Ontario College of Teachers.

The Purposes of the Standards of Practice for the Teaching Profession are:

- to inspire a shared vision for the teaching profession
- to identify the values, knowledge and skills that are distinctive to the teaching profession
- to guide the professional judgment and actions of the teaching profession
- to promote a common language that fosters an understanding of what it means to be a member of the teaching profession.

The Standards of Practice for the Teaching Profession are:

Commitment to Students and Student Learning

Members are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.

Professional Knowledge

Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research and related policies and legislation to inform professional judgment in practice.

Professional Practice

Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue and reflection.

Leadership in Learning Communities

Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and their leadership roles in order to facilitate student success. Members maintain and uphold the principles of the ethical standards in these learning communities.

Ongoing Professional Learning

Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.

Appendix 2

Standards-Based Professional Resources

Information pertaining to the following standards resources which support learning through professional inquiry is available through the College web site at www.oct.ca.

Allard, C.C., Goldblatt, P.F., Kemball, J.I., Kendrick, S.A., Millen, K.J., & Smith, D.M. (2007). Becoming a reflective community of practice. *Reflective Practice (8)*3, 299-314.

Cherubini, L., Smith, D., Goldblatt, P.F., Engemann, J., & Kitchen, J. (2008). *Learning from experience: Supporting beginning and mentor teachers.* Toronto, ON: Ontario College of Teachers.

Ciuffetelli Parker, D., Smith, D., & Goldblatt, P. (2009). Teacher education partnerships:Integration of case studies within an initial teacher education program. *Brock Education, 18*(2), pp. 96-113

Goldblatt, P.F., & Smith, D. (2004). Illuminating and facilitating professional knowledge through casework. *European Journal of Teacher Education (27)*3, 334-354.

Goldblatt, P.F., & Smith, D. (2005). (Eds.). *Cases for teacher development: Preparing for the classroom.* Thousand Oaks, CA: Sage Publications.

Ontario College of Teachers. (2003). *Standards in practice: Fostering professional inquiry.* [Resource kit 1]. Toronto, ON: Author.

Ontario College of Teachers. (2006). *Foundations of professional practice.* Toronto, ON: Author.

Ontario College of Teachers. (2008). *Living the standards.* [Resource kit 2]. Toronto, ON: Author.

Ontario College of Teachers. (2010). *A self-reflective professional learning tool.* Toronto, ON: Author.

Ontario College of Teachers (Producer). (2010). *Voices of wisdom* [DVD]. Toronto, ON: Author.

Smith, D., & Goldblatt, P.F. (Eds.). (2006). *Casebook guide for teacher education*. Toronto, ON: Ontario College of Teachers.

Smith, D., & Goldblatt, P.F. (Eds.). (2009). *Exploring leadership and ethical practice through professional inquiry*. Québec City, QC: Les Presses de l'Université Laval.

Smith, D. (2010). Developing leaders using case inquiry. *Scholar-Practitioner Quarterly, 4*(2), 105-123.

Smith, D. (2012). Supporting new teacher development using narrative based professional learning. *Reflective Practice, (13)*1, 149-165.