

**Sun, M., Penuel, W. R., Frank, K. A., Gallagher, H. A., & Youngs, P. (2013). Shaping professional development to promote the diffusion of instructional expertise among teachers. *Educational Evaluation and Policy Analysis, 35*(3), 344-369.**

Most students identified as gifted spend the majority of their time in a general education classroom, making it even more critical that all teachers be trained in addressing individual student needs through differentiation. This study analyzes longitudinal and sociometric data to show that under certain quality criteria, participants in professional development are more likely to help non-participant colleagues, and that the content of the professional development can be effectively translated to the non-participants through teacher-teacher interaction. As we seek to train teachers to address increasing student diversity, this study suggests that we target those most likely to invest themselves in the content and structure of the professional development experience for maximum transferability.

**Kronborg, L., & Plunkett, M. (2013). Responding to professional learning: How effective teachers differentiate teaching and learning strategies to engage highly able adolescents. *Australasian Journal of Gifted Education, 22*, 52-63.**

I found the paper written by Professor Leonie Kronborg and Dr Margaret Plunkett both from Monash University in

Victoria, incredibly informative and stimulating. The paper outlines a study focusing on a review of professional learning provided to teachers in a new Australian selective high school for highly able students. This is just one of many dedicated to ensuring the very best education for our highly-able students.

**Fields, E. T., Levy, A. J., Karelitz, T. M., Martinez-Gudapakkam, A., Jablonski, E. (2012). The science of professional development. *The Phi Delta Kappan, 93*(8), 44-46.**

The researchers examined the effects of content-based in-service professional development courses on student achievement. They found that students of teachers who participated in content-based courses significantly outperformed students whose teachers did not participate, in increased percentages of students achieving pass/advanced scores and decreased percentages of students who scored in the warning/failing range. Equally important, the researchers discovered that teachers who participated in content-based professional development were 4.6 times more likely to remain in the district than teachers who did not participate. The authors concluded that professional development that addresses course content which teachers currently are teaching improves student achievement, increases teacher retention, and thereby, decreases the need for training of new teachers.

## Additional Articles

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- Cotabish, A. & Robinson, A. (2012). The effects of peer coaching on the evaluation knowledge, skills, and concerns of gifted program administrators. *Gifted Child Quarterly, 56*(3), 160-170.
- Dávid, I., & Balough, L. (2013). Talent research and teacher training for gifted education. *Gifted Education International, 29*, 162-173.
- Dixon, F., Yssel, N., McConnell, J., & Hardin, T. (2014). Differentiated instruction, professional development, and teacher efficacy. *Journal for the Education of the Gifted, 37*, 111-127.
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- Lassig, Carly. (2009). Teachers' attitudes towards the gifted: The importance of professional development and school culture [online]. *Australasian Journal of Gifted Education, 18*(2), 32-42.  
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- Milner, A., Sondergeld, T., & Rop, C. (2014). The influence of an intensive and integrated place-based professional development program on teachers' views of the nature of science. *Current Issues in Education, 17*, 1-16.
- Pandina Scot, T., Callahan, C. M., & Urquhart, J. (2009). Paint-by-number teachers and cookie-cutter students: The unintended effects of high-stakes testing on the education of gifted students. *Roeper Review, 31*. 40-52.  
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- Pereira, N., Peters, S. J. & Gentry, M. (2010). My Class Activities Instrument as used in Saturday Enrichment program evaluation. *Journal of Advanced Academics, 21*(4), 568-593.  
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- Trnova, E., Trna, J., & Skrabankova, J. (2013). Science teacher professional development in education of gifted students. *Journal of Educational & Instructional Studies in the World, 3*, 13-17.
- Whitehead, J., & Huxtable, M. (2013). Living educational theory research as a transformational continuing professional development. *Gifted Education International, 29*, 221-226.