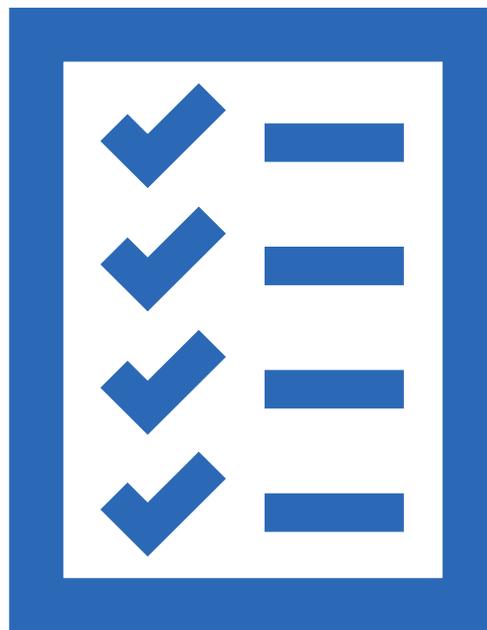


IMPLEMENTATION SERIES

Texas State Plan for the Gifted and Talented
Education



Fidelity of Implementation

The State Plan Series

We will address the following:

- 30 hours of G/T Foundational Training
- 6-hours Annual G/T Update Training
- Administrator Training
- Counselor Training
- Documentation

Zoom Meeting Date and Time

Title: G/T Tuesdays

10/1/2019 ✓

Dates: First and Third Tuesday of the Month

10/15/2019 ✓

Times: First Tuesday at 9:00 am

11/5/2019 ✓

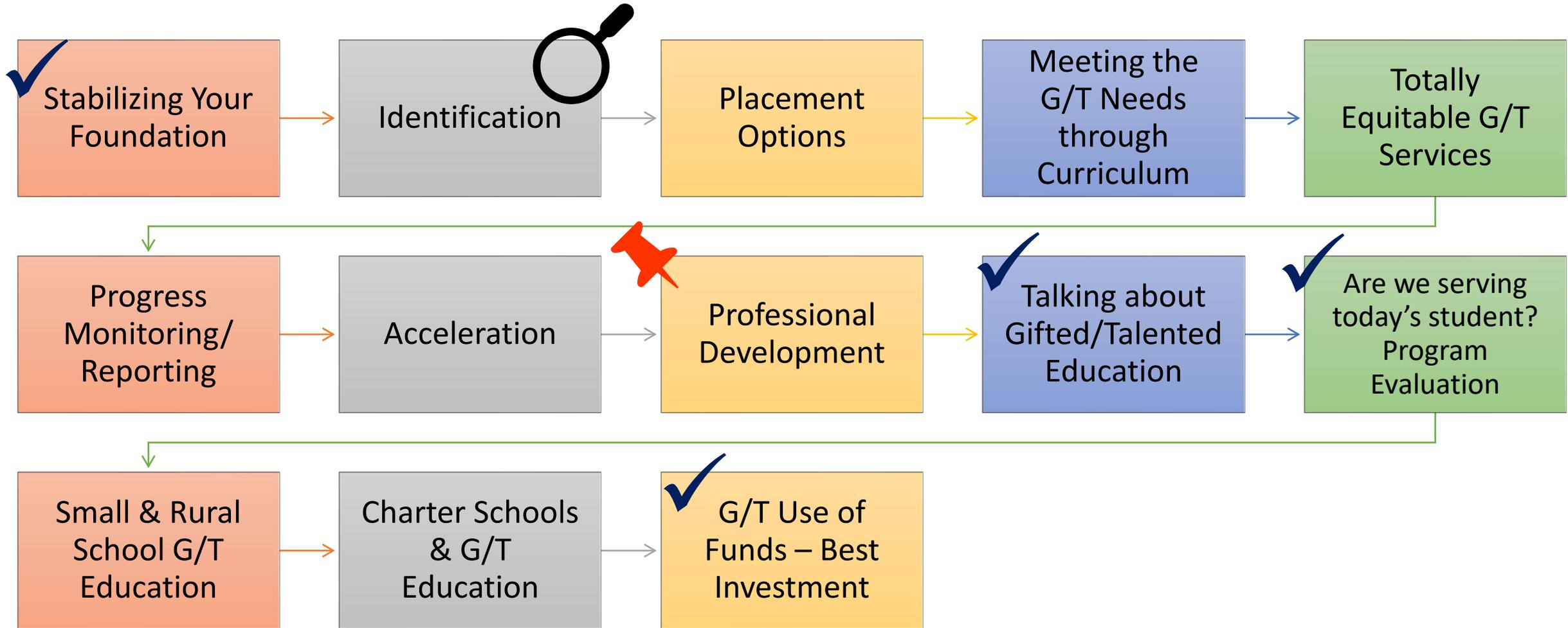
11/19/2019

Third Tuesday at 1:00 pm

See you at Gifted19

12/10/2019

TETN/ZOOM Meeting Topics





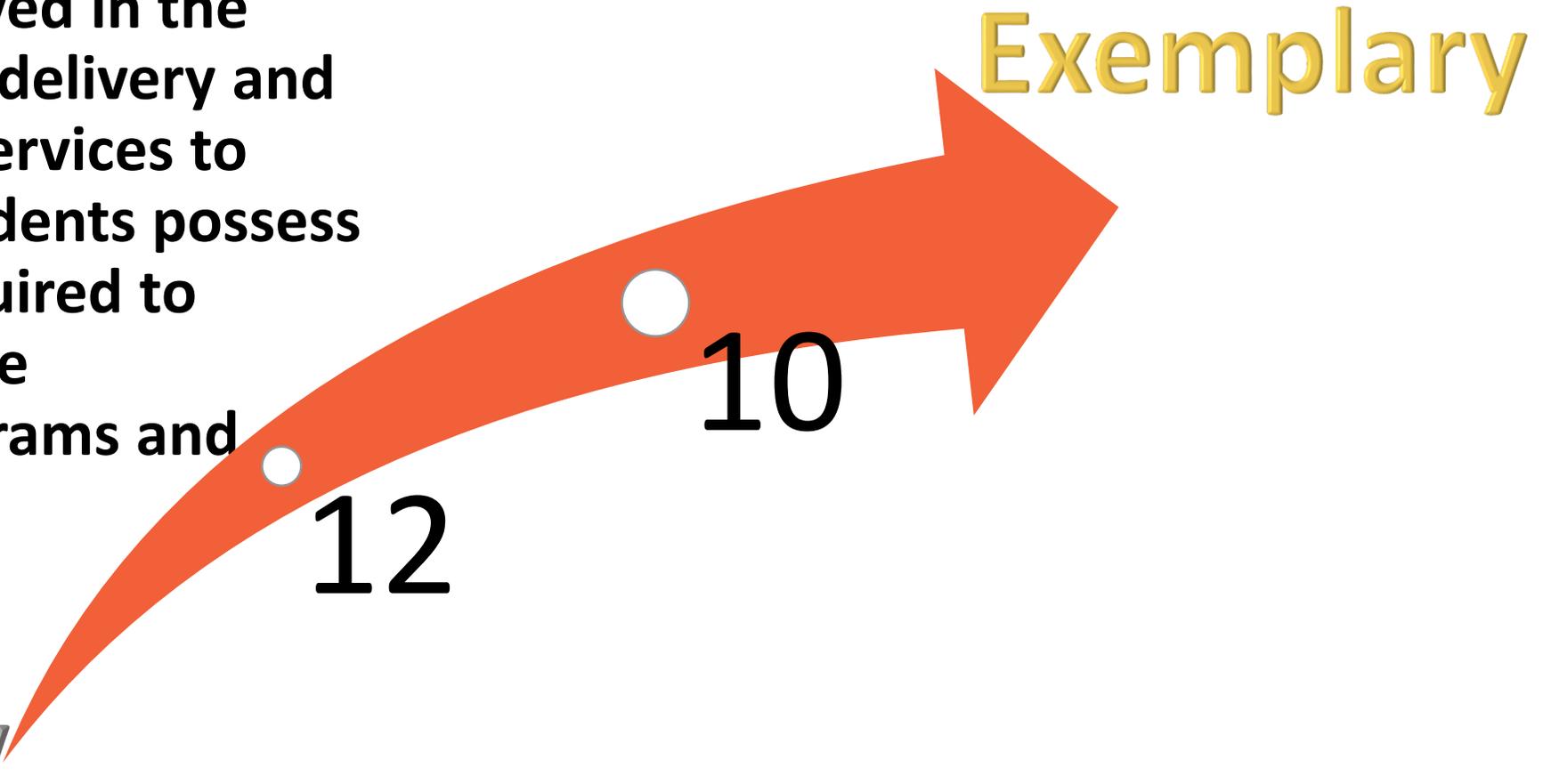
Texas Administrative Code §89.2 Professional Development

School districts shall ensure that:

- (1) prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
- (2) teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;
- (3) teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
- (4) administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

All personnel involved in the planning, creation, delivery and administration of services to gifted/talented students possess the knowledge required to develop and provide differentiated programs and services.

Accountability



Teacher

Supervisory
Roles

Counselor

Required

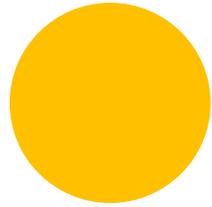
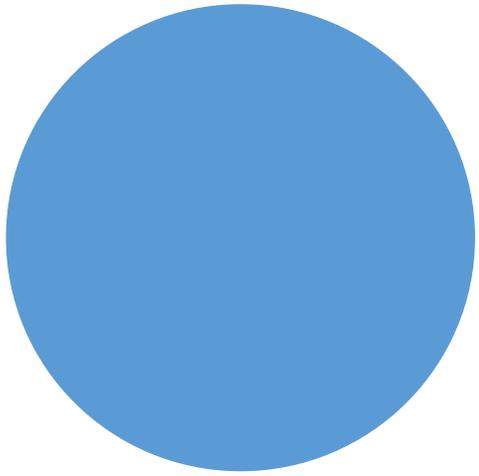
Written Plan

Regular
opportunities

School Board
of Trustees

Evaluation

Professional Learning

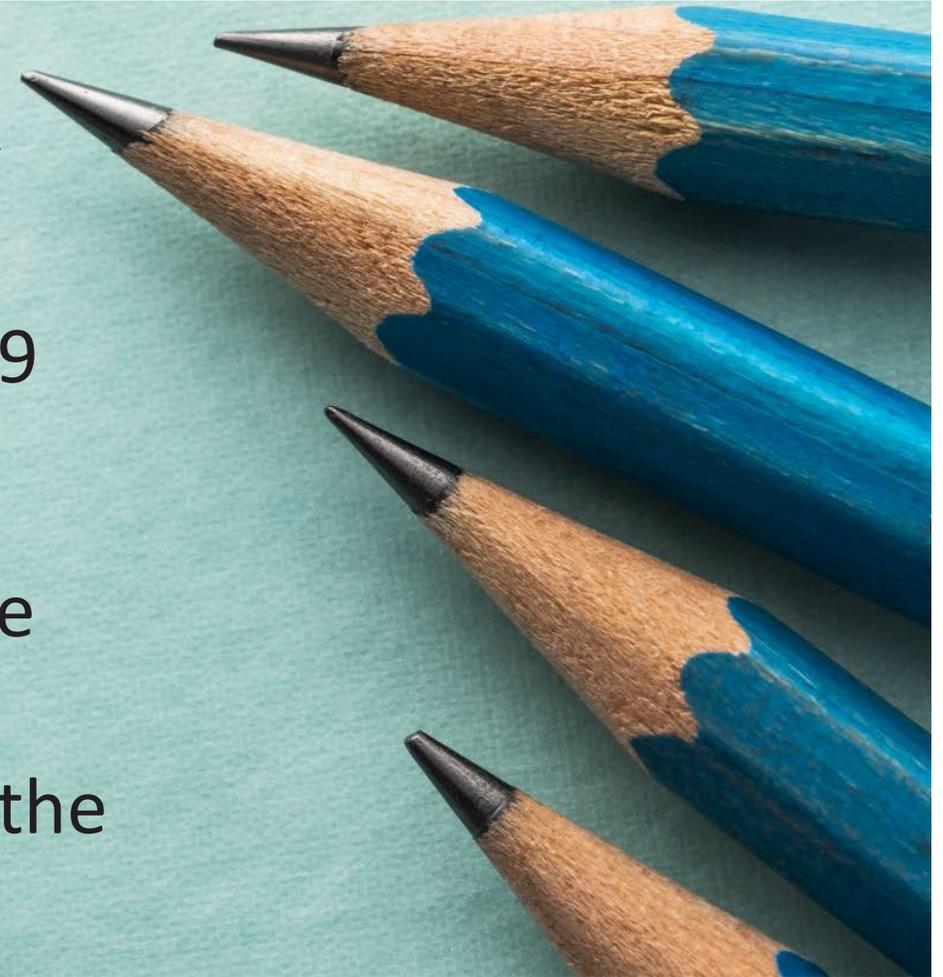


G/T Trainings



5.10 Local district boards of trustees are trained to ensure program accountability based on the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5).

5.10.1 Local district boards of trustees are encouraged to pursue professional development on the Texas State Plan for the Education of Gifted/Talented Students.



Administrator Training





30 hours G/T Foundational Training

G/T Foundational Training Requirements

Qualifications

- Who is qualified to provide the 30-hour training? Who may offer the 30-hours of professional development required for G/T teachers?

Law & Rule:

- Currently that decision rests with local school districts.

Best Practice:

- The basic 30-hour G/T training should be provided by an expert in gifted education who, at the very least, is an experienced, trained (according to TAC 89.2) G/T teacher. Professional development providers should have passed the G/T TExES or have an advanced degree in Gifted Education.

Question

How much time of the 30-hour minimum training should be spent on each of the three required areas (nature and needs of G/T students, assessing student needs, and curriculum and instruction for G/T students?)

Law and Rule:

The amount of time for each of the areas needed in professional development is not dictated in the TAC. This is a local district decision.

Best Practices:

Many of the regional ESCs use modules that were developed with the assistance of the TEA for needs and characteristics of G/T students; assessing student needs; and curriculum and instruction for G/T students. These modules have a suggested minimum time of six clock hours each.

Expiration of 30 Hours



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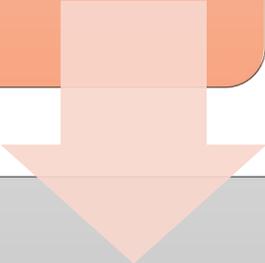
30 hours G/T Training and AP[®] Teachers

If AP[®] classes serve as the mode of delivery for your services to G/T students, teachers should have the 30 hours of training in G/T education.

A part of the College Board five day summer institute training can count toward the curriculum and instruction component, but the teacher still needs approximately six hours each in the nature and needs of G/T students and assessing student needs training components.

Law & Rule:

- As long as the training is completed before a teacher begins teaching in the gifted program, there are no state requirements determining the length of time within which the training must be completed. Local districts, however, may have requirements regarding this.

A large, light orange arrow pointing downwards, indicating a flow from the "Law & Rule" section to the "Best Practice" section.

Best Practice:

- Districts should strive to provide the training within the first six weeks of school.



6-hour G/T Update



Law & Rule:

- All teachers who are part of a district's defined G/T services are required to participate in an annual G/T update professional development session. (TAC §89.2(3); TAC 233.1; State Plan 5.6)



Best Practice:

- All G/T trained teachers are encouraged to continue the annual updates even if not currently teaching G/T students in order to continue their G/T trained status and to help them appropriately serve G/T students who may be enrolled in their classes.
- However, G/T updates, like all professional development sessions, are more effective if the participants are knowledgeable about the field and interested in learning more in order to better serve their students.

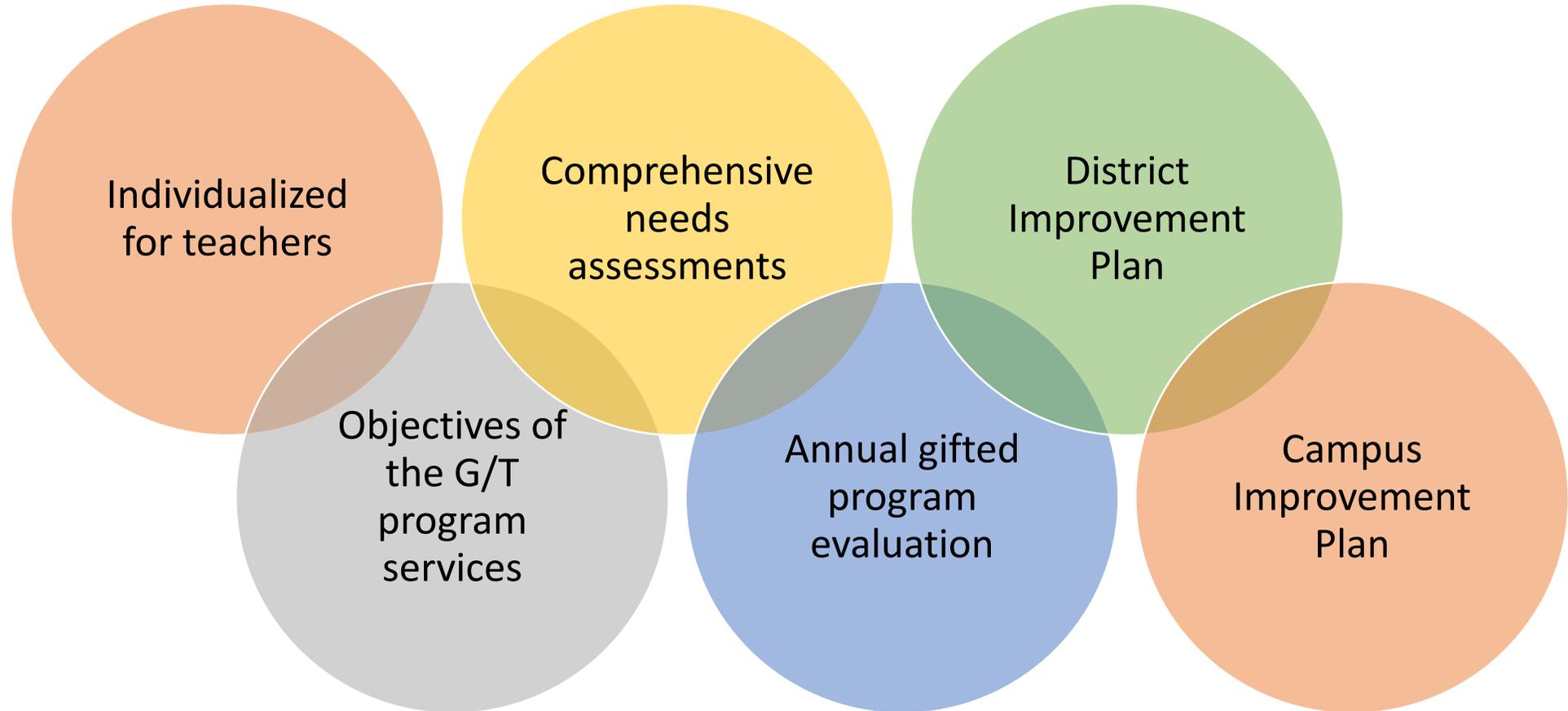


6-hour G/T Update Training

Required G/T updates should meet some or all the following criteria:

- Designed specifically to prepare teachers to meet the needs of gifted students
- Designed specifically to provide teachers with content knowledge above and beyond that gained in a typical undergraduate teacher-preparation program
- Designed based on identified needs either of the district or G/T students
- Designed to increase understanding of nature and needs of G/T students
- Provided by an expert in gifted education
- Provided by an expert (practitioner-level) in the content area

6-hour Update



Professional Learning Calendar

- *The district defines the annual professional development calendar.*
- *Efforts should be made to ensure that a teacher receives a six-hour update early enough in the year to use the strategies and techniques they learned with the students they are currently teaching.*

2019						
January						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
February						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		
March						
S	M	T	W	T	F	S
						1
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
April						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
May						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
June						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
July						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
August						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
September						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
October						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
November						
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
December						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
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Professional Development



Economically Disadvantaged Gifted/Talented Students

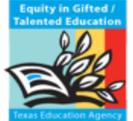


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Overlooked and Underserved: The Gifted/Talented English Learner

Reaching Culturally and Linguistically Diverse Gifted Students: English Learners and G/T Services



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Attending to the Affect: Social and Emotional Learning of Gifted/Talented Students



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Meeting the Needs of Gifted Dual Language Learners

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30 Hour Foundational G/T Training

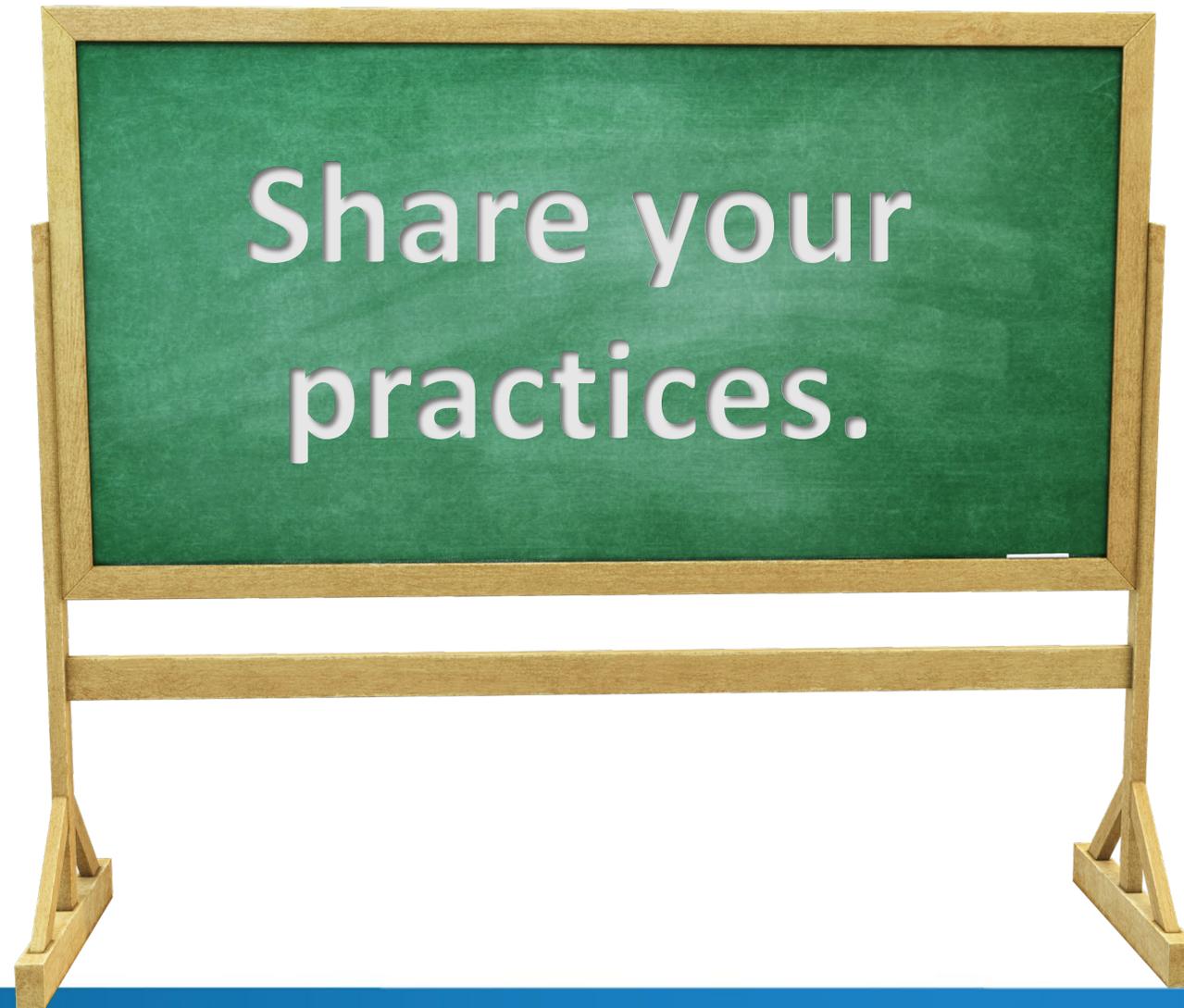
- **Nature and Needs of Gifted/Talented Students**
- **Identification and Assessment for Gifted/Talented Students**
- **Models of Differentiated Instruction**
- **Creativity and Critical Thinking for Gifted/Talented Students**
- **Engaging Gifted Students by Adding Depth and Complexity**

Administrator/Counselor Training

Six Hour Update Trainings

- **Raising Expectations: Increasing Rigor for the Gifted Student**
- **Twice-Exceptional Students and Gifted/Talented Services**
- **Creativity and Innovation: Encouraging Creativity**
- **Implementing the Texas Performance Standards Project**

School Board Training



- *G/T Certified in Texas refers to a teacher who has obtained the G/T Supplemental Certificate available through successful challenging of the G/T TExES.*
- *This certificate alone, however, does not qualify a teacher to teach gifted students in Texas. It must be accompanied by the 30-hour basic training required by TAC 89.2.*
- *A teacher with the appropriate 30-hour training but without the supplemental certificate is considered “G/T trained.” (TAC 89.2; State Plan 4.1.1C)*



- *Who is the keeper of the certificates?*
- *What is acceptable documentation?*
- *Who verifies outside trainings for G/T content?*
- *How long do you maintain that documentation?*
- *Do you have procedures in place pertaining to G/T professional learning?*



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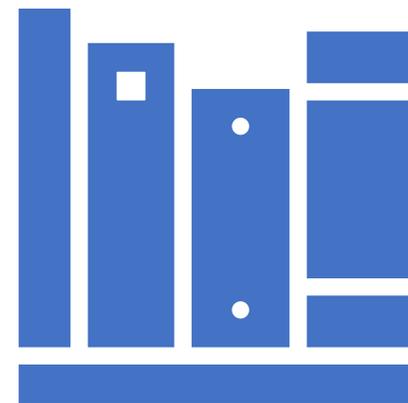
Evaluation to Written Plan



- *5.4 A written plan for professional learning in the area of gifted/talented education that is based on identified needs is implemented and updated annually.*
- *5.11 Evaluation of professional learning activities for gifted/talented education is ongoing and related to state teacher gifted/talented education standards, and the results of the evaluation are used in making decisions regarding future staff development plans (19 TAC §89.5 and TAC §233.1).*



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GTED@tea.texas.gov

Next meeting 12/10/2019 @ 9:00 am