

# Gifted Education Professional Development Requirements

The following pages outline the professional development requirements for Gifted Education in Frisco ISD. Should you have questions regarding G/T, Pre-AP or AP professional development requirements please contact the Campus G/T Teacher or the District Coordinator for Advanced Academics.

## Local Requirements for Gifted and Talented Education

Grade Level	Audience	Training	Timeline
K – 5 <sup>th</sup>	Specials: PE / Art / Music	<a href="#">One time</a> G/T Nature & Needs (6 hours)	By March 1, 2011
1 <sup>st</sup> – 5 <sup>th</sup>	General Education **	G/T Nature & Needs (6 hours) G/T Identification, Assessment, & Service Design (6 hours)	Within Year One By March 1, 2011
		Remaining 18 hours of training in gifted education	Within Years Two & Three
6 <sup>th</sup> – 8 <sup>th</sup>	Pre-AP Core Subjects  <i>**Teachers may choose to take the 30 hours of training in gifted education AND the College Board Summer Institute</i>	<a href="#">One time</a> 30 hours of training in gifted education -OR- Pre-AP/AP Summer Institute + G/T Nature & Needs (6 hours) + G/T Identification, Assessment, & Service Design (6 hours)	Prior to assignment/before the start of school
		<a href="#">Annual</a> G/T Update	By April 1, 2011
6 <sup>th</sup> – 8 <sup>th</sup>	Science & History (Not Designated as Pre-AP)  <i>**Teachers may choose to take the 30 hours of training in gifted education AND the College Board Summer Institute</i>	<a href="#">One time</a> 30 hours of training in gifted education -OR- Pre-AP/AP Summer Institute + G/T Nature & Needs (6 hours) + G/T Identification, Assessment, & Service Design (6 hours)	Prior to assignment/before the start of school
		<a href="#">Annual</a> G/T Update	By April 1, 2011
9 <sup>th</sup> – 12 <sup>th</sup>	Pre-AP & AP Core Subjects  <i>**Teachers may choose to take the 30 hours of training in gifted education AND the College Board Summer Institute</i>	<a href="#">One time</a> 30 hours of training in gifted education -OR- Pre-AP/AP Summer Institute + G/T Nature & Needs (6 hours) + G/T Identification, Assessment, & Service Design (6 hours)	Prior to assignment/before the start of school
		<a href="#">Annual</a> G/T Update	By April 1, 2011

**\*\*General Education:** It is recommended that G/T Identification, Assessment, & Service Design (6 hours) also be taken within the first year of employment to assist the district in its gifted diversity and equity initiative. The entire 30 hours of training in gifted education is available for general education teachers during FISD Summer Professional Development dates. G/T Nature and Needs (6 hours) and G/T Identification, Assessment, & Service Design (6 hours) are also available on Super Saturdays.

### State Gifted and Talented Education Requirements

Grade Level	Teachers	Training	Timeline
Kindergarten **	All	<b>One time</b> 30 hours of training in gifted education	By March 1, 2011
		<b>Annual</b> G/T Update	By April 1, 2011
1 <sup>st</sup> – 5 <sup>th</sup>	G/T Cluster Teachers	<b>One time</b> 30 hours of training in gifted education	Prior to assignment/before the start of school
		<b>Annual</b> G/T Update	By April 1, 2011
6 <sup>th</sup> – 8 <sup>th</sup>	G/T Pre-AP Integrated Language Arts (ILA) Teachers	<b>One time</b> 30 hours of training in gifted education + Pre-AP/AP Summer Institute (Local requirement) <i>Recommended: AP Language or AP Literature</i>	Prior to assignment/before the start of school
K-12	<b>Administrators and Counselors</b>	<b>Options:</b> G/T Nature & Needs <b>AND</b> G/T Identification & Service Design (6 hours)  <b>-OR-</b> Received training in these areas from the <u>30 hours of training in gifted education (within the last five years)</u>  <b>Annual</b> G/T Update	By January 1, 2011        Highly recommended (By April 1, 2011)

**\*\*Kindergarten Teachers:** It is recommended that G/T Nature & Needs (6 hours) and G/T Identification, Assessment, & Service Design (6 hours) be taken prior to October 1 to assist the district with its Kindergarten referrals and assessment window and to assist the district in its gifted diversity and equity initiative. The entire 30 hours of training in gifted education is available for Kindergarten teachers during FISD Summer Professional Development dates. G/T Nature and Needs (6 hours) and G/T Identification, Assessment, & Service Design (6 hours) are also available on Super Saturdays.

### Gifted Education Strands

All district sponsored summer and Super Saturday trainings eligible for the 30 hours of training in gifted education or annual G/T update have been designated under the following strands and will count toward the 12-hour non-contract requirement:

- Differentiation: G/T Nature and Needs of Gifted Students (Module 1)
- Assessment: G/T Identification, Assessment, and Service Design (Module 2)
- Instruction: Differentiating Instruction for Gifted and Talented Students (Module 3)
- Curriculum: Designing Curriculum for Gifted and Talented Students (Module 4)
- Curriculum: G/T Setting the Standards for Gifted and Talented Students (Module 5)

## Chapter 89. Adaptations for Special Populations Subchapter A. Gifted/Talented Education

---

**Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §29.122 and §42.156(b), unless otherwise noted.**

---

### **§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.

*Source: The provisions of this §89.2 adopted to be effective September 1, 1996, 21 TexReg 5690; amended to be effective February 13, 2000, 25 TexReg 776.*

---

### **Clarification of Gifted and Talented Requirements**

1. Once the 30 hours of training in gifted education has been met, teachers are eligible to teach courses that serve G/T students at any time by completing the annual G/T update. Therefore, should time lapse and one or more years go by between teaching courses that serve G/T students, the 30-hour requirement will not need to be completed again.
2. New-to-Frisco teachers may provide the campus administrator or the campus G/T Teacher with documentation that the 30 hours of training in gifted education requirement was met prior to entering the district.
3. Late-hires who need the 30 hours of training in gifted education before school begins are allowed an extension up to one semester to complete the 30 hours of training in gifted education.  
(Ref: 19 TAC §89.2(2))
4. Educators obtaining their initial 30 hours of training in gifted education are exempt from acquiring the 6-hour annual update within same school year. Update hours are accrued after the 30-hour training is completed.
5. Updates must be acquired annually to keep the 30 hours training in gifted education current.

---

### **Law & Rule vs. Best Practice**

*(These responses are from the Advanced Academics and Gifted and Talented Division of TEA.)*

#### **1. Who is qualified to provide the 30-hour training?**

**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.

## 2. What kinds of training can count as 6-hour updates?

**Law & Rule:** Currently, that decision rests with local school districts.

**Best Practice:** Required G/T updates should meet some or all of 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
- Provided by an expert in gifted education
- Provided by an expert (practitioner-level) in the content area

---

## Frequently Asked Questions

(SOURCE: [HTTP://RITTER.TEA.STATE.TX.US/GTED/STAPLAFAQ.HTML](http://ritter.tea.state.tx.us/gted/staplafaq.html))

### TEA: Frequently Asked Questions

Terminology – TEC=Texas Education Code; TAC=Texas Administrative Code; State Plan=Texas State Plan for the Education of Gifted/Talented Students

---

## I. Student Assessment

### 1. Are districts required to identify students in each of the four core academic areas?

Students may be identified in all four core areas of the curriculum; however, students may be identified in the area of general intellectual ability, or even creativity, and then be offered services that emphasize content in all four areas. If the services are specific classes in the four core areas, students should participate only in areas of their particular strength or talent. For example, one student identified in the area of general intellectual ability may be in classes for all four areas and another student may be in only a math and science class.

**(Ref: TEC § 29.121; State Plan Section 1, 1.5.1A)**

---

### 2. Please clarify when both qualitative and quantitative measures must be used in identification procedures.

Both qualitative and quantitative measures must be used to identify students in grades 1-12 in general intellectual ability and/or specific academic subjects.

In kindergarten identification, a district may choose to use both qualitative and quantitative measures or all measures may be qualitative. Because some educators do not wish to use standardized tests with young children, it is acceptable to only qualitative measures at the kindergarten level. Additionally, if a district identifies and serves students in leadership, artistic areas, or creativity, the district may use all qualitative measures if it chooses to do so.

**(Ref: State Plan Section 1, 1.5.3A; 1.5.4A, 1.5.5A)**

---

### 3. What is the timeline or deadline for kindergarten identification?

Kindergarten students must be identified and receiving services by March 1.

**(Ref: 19 TAC § 89.1(3); Student Attendance Accounting Handbook Section 8)**

---

### 4. The state plan requires school districts to include provisions regarding reassessment in local board policy. Must school districts reassess students for services in the gifted/talented program?

No, you are not required to reassess students. Your local board policy could state that once students are identified for services in the gifted/talented program, they remain in the program unless they are exited.

**(Ref: 19 TAC § 89.1(5); State Plan Section 1, 1.12A)**

**5. Should there be special provisions in identification procedures for students who have special needs such as learning disabilities or other handicaps?**

Yes, Section 1.6A of the Texas State Plan states, “data and procedures assure that all populations of the district have access to assessment. . .” This includes students in special populations. The assessments used should be appropriate for them.

**(Ref: 19 TAC § 89.1(4); State Plan Section 1, 1.6A)**

---

**6. How may we ensure that these students are genuinely considered for services in gifted/talented education?**

Because of lack of understanding by educators, there are students with special needs who are never nominated for services in gifted/talented education even though the procedures contain appropriate assessments or modifications. One key to insuring that these students are genuinely considered for G/T program services lies in the area of professional development. All educators, including special education, bilingual, ESL, and migrant teachers should be aware of characteristics and needs of gifted/talented learners and how those characteristics may be manifested in all populations. Further, the terms “learning disabled (LD)” and “gifted/talented” are not mutually exclusive. The dilemma is how educators address this unique learning situation. Often the LD G/T student goes unrecognized because the disability overshadows the abilities. To assure services are appropriate for these students, the ARD committee must be consulted.

**(Ref: 19 TAC § 89.1(4); State Plan Section 1, 1.6A)**

---

**II. Curriculum and Services**

**7. Please clarify the meaning of emphasizing content from the four core academic areas.**

The intent is to make certain that regardless of the program design used to deliver services to gifted/talented students, content modifications of the Texas Essential Knowledge and Skills (TEKS) are offered in the four core areas of language arts, mathematics, science, and social studies. An array of learning opportunities should allow students who are advanced in any of the core content areas to do advanced work reflecting depth and complexity of the general school curriculum (TEKS). There are many ways services can be designed to meet these indicators. Examples of learning opportunities that emphasize content from the four core areas and are included in the regular school day may include a combination of the following:

- Interdisciplinary curriculum
- Special units from each of the core areas
- Differentiation of each of the core areas in regular or self-contained classes
- Acceleration in a discipline that is a particular area of strength
- Advanced Placement (AP) classes with appropriate modifications for G/T students
- Pre-AP classes with appropriate modifications for G/T students
- International Baccalaureate classes with appropriate modifications for G/T students
- Independent study courses (At the elementary level, students may be allowed to pursue specific areas of interest through independent study even though there is not a specific course.)
- Dual/concurrent enrollment
- Mentorship programs
- Education Service Center (ESC) seminars (may also be in-school or out-of-school)

While it is true that any one of the above learning opportunities may not constitute a gifted/talented program, it may be one activity in the “array” or “menu” of options that are available.

**(Ref: 19 TAC § 89.3(3); State Plan Section 2, 2.1A; 3.1A)**

---

**8. Sometimes “non-examples” are helpful to understanding. What would be considered “non-examples” and be unacceptable in emphasizing content from the four core areas.**

One of the best “non-examples” is a school that offers services only in language arts. This program would need to be expanded. Another “non-example” would be offering science at one grade level, math at the next grade level, social studies at the next, etc. Opportunities in all four core content areas should be available at each grade level. Students should be served based on individual strengths, and should not be required to participate

in all four core areas.

**(Ref: 19 TAC § 89.3; State Plan Section 3, 3.1A)**

---

**9. May gifted/talented students be served in the regular classroom, or are you required to have special classes for them?**

Gifted/talented students may be served in the regular classroom. If this is the program design that is used to deliver services, the regular classroom teacher must have the 30 hours of professional development in gifted/talented education as delineated in 19 TAC §89.2(1) and an annual update of six hours of professional development in gifted/talented education [19 TAC §89.2(2)]. One of the key issues or questions becomes whether or not the teacher has the time and/or resources to provide instruction and guidance for gifted/talented students at an appropriately challenging level. Campuses need to remember that students served in the general classroom still need to work together with groups (minimum of 3) of gifted/talented students, work independently, and work with other students during the school day and entire school year.

**(Ref: 19 TAC §89.3(1,3); State Plan Section 2, 2.1A, 2.2A)**

---

**10. What are some of the options that would meet the requirement of having out-of-school options when possible?**

Examples of out-of-school options that could supplement the required in-school options include the following:

Future Problem Solving  
Odyssey of the Mind/Destination Imagination  
MATHCOUNTS  
UIL Academic Activities  
Academic Decathlon  
Science Clubs, History Clubs, Math Clubs, Book Clubs  
Summer or Weekend Seminars/Classes  
After School Enrichment

**(Ref: 19 TAC §89.3(3); State Plan Section 2, 2.3A)**

---

**11. How should teachers document differentiation of curriculum for gifted/talented students?**

There are a variety of ways that teachers can document differentiation. It may be done in the lesson plans where the teacher would indicate instruction and/or assignments that differ for gifted/talented students. Differentiation may be included in curriculum guides or documents. Classroom schedules may also indicate flexible grouping with differentiated instruction. Copies of assignments, projects, etc. may also be used.

---

**III. Professional Development**

**12. Who must have professional development in gifted/talented education?**

Prior to assignment, teachers who provide instruction and services that are a part of the program for /talented students should receive the required minimum 30 hours of training and six hours annually. Administrators and counselors who are responsible for programming decisions for gifted/talented students are required to receive six hours of professional development that includes nature and needs of gifted/talented students and program options for those students. Any campus or district level administrator (including the superintendent) or counselor who has authority to make scheduling, hiring, and/or program decisions should have the six hours.

**(Ref: 19 TAC §89.2(1); State Plan Section 4, 4.1A, 4.3A)**

---

**13. What should be offered to teachers in the required six-hour annual up-date?**

The decision not to mandate what should be offered as six-hour update training was deliberate. It was the intent of the law that this on-going professional development for teachers who provide instruction and services for gifted/talented students is individualized for each teacher. The annual update should be based on individual teacher needs related to the objectives of the gifted/talented program. The teacher and his/her supervisor

should collaboratively make this decision.  
(Ref: 19 TAC §89.2(3); State Plan Section 4, 4.2A)

---

**14. What if I hire a new teacher for the G/T program and do not have time to train him/her before his/her assignment to the program?**

Districts may have up to one semester for a teacher to complete the 30-hour training. However, this should be used only in extenuating circumstances, such as the necessity of hiring a new teacher for the G/T program late in the summer or during the school year because no other trained teacher is available.  
(Ref: 19 TAC §89.2(2); State Plan Section 4, 4.1.2A)

---

**15. Who may offer the 30 hours of professional development required for G/T teachers?**

Teachers may obtain the 30 hours from a variety of sources. Regional education service centers (ESCs), local education agencies, university classes and institutes, and professional consultants are some of the resources available to educators. The Texas Association for the Gifted and Talented (TAGT) offers annual conferences where training may be obtained. It is a local district decision as to who will provide the training for the district's teachers.

*\*\* Frisco ISD also offers district offerings to help meet this need.*

---

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

The amount of time for each of the areas needed in professional development is not dictated in the Texas Administrative Code. This is a local district decision. Many of the regional education service centers use modules that were developed with the assistance of the agency for needs and characteristics of gifted/talented students; assessing student needs; and curriculum and instruction for gifted/talented students. These modules have a suggested minimum time of six clock hours each.

---

**IV. Pre-Advanced Placement/Advanced Placement**

**17. If districts serve high school gifted/talented students through Advanced Placement (AP) courses and students who are not identified gifted/talented are in the class, must the AP teacher differentiate the curriculum for the gifted/talented students?**

Yes. Teachers that are using flexible grouping for instruction and product development, giving choices in assignments, and establishing a student-centered classroom with lots of student-to-student interaction are providing differentiated instruction. One of the reasons for requiring AP teachers to have professional development in nature and needs of gifted/talented students and assessing student needs is so they will be able to recognize a need for differentiation and provide it as needed. Teachers will want to add depth and complexity appropriate for gifted/talented students and differentiate for those who need it.

---

**18. Can Pre-AP be used to serve gifted/talented students?**

Yes, but remember that Pre-AP is designed to increase the pool of students who will be successful in AP classes at the 11th and 12th grades. It is, therefore, a curriculum that is used to strengthen the educational program of all students in middle and high school. Following this philosophy, *it would be necessary for a district to differentiate Pre-AP the way any general curriculum would be modified for gifted/talented students.*

---

**19. Are the AP teachers required to have the 30 hours of training in gifted/talented education? If yes, can their AP training count for it?**

If AP classes serve as the mode of delivery for your services to gifted/talented students, teachers should have the 30 hours of training in gifted/talented 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 gifted/talented students and assessing student needs training components.* (See question 15)

---

## V. Accountability

**20. The law says that the state plan shall serve as the basis for district accountability in providing services to gifted/talented students. How and when will the districts be held accountable for indicators in the plan?**

The local board of trustees of a school district or the governing body of a charter school has primary responsibility for ensuring that the district or school complies with all requirements of state educational programs.

**(Ref: TEC §7.028(b); TAC §89.5)**

---

**21. Do districts have to evaluate their G/T program every year?**

Yes. The G/T program is a part of the campus/district improvement plans, which are updated annually; the effectiveness of services for gifted/talented students also must be reviewed annually with input from all stakeholders, including parents.

**(Ref: TEC §11.251-11.253; State Plan Section 5, 5.3A)**