

SECTION 4

PROFESSIONAL DEVELOPMENT

All personnel involved in the planning, development, and delivery of services to gifted students have knowledge to enable them to offer appropriate options and curricula for gifted/talented students.

<p>TEXAS STATE PLAN FOR THE EDUCATION OF GIFTED/TALENTED STUDENTS</p>	<p>ADVANCED ACADEMIC SERVICES - ECISD POLICIES, REGULATIONS, GUIDELINES, AND PROCEDURES</p>
<p>4.1.1C A minimum of thirty (30) clock hours of professional development that includes nature and needs of gifted/talented students, identification and assessment of gifted/talented students' needs, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that are a part of the district's defined gifted/talented services. Teachers are required to have completed the thirty (30) hours of professional development prior to their assignment to the district's gifted/talented services (19 TAC §89.2(1)).</p> <p>4.1.1R Teachers are encouraged to pursue advanced degrees or obtain additional professional development in their teaching discipline and/or in gifted/talented education.</p> <p>4.1E District support in the form of release time or tuition assistance is available for graduate studies in gifted/talented education for teachers who provide services to gifted/talented students.</p> <p>4.1.2C Teachers without required training who are assigned to provide instruction and services that are part of the district's defined gifted/talented services are required to complete the thirty (30) hour training within one semester (19 TAC §89.2(2)).</p>	<p>Teachers are required to have completed the thirty (30) hours of professional development prior to assignment to the district's gifted/talented services. Teachers without required training who are assigned to provide instruction and services that are part of the district's defined gifted/talented services are required to complete the thirty (30) hour training within one semester.</p> <p>Professional development provided by the AAS Department, the Texas Association for the Gifted and Talented, the TEA Department of Advanced Academic Services, the Region 18 Education Service Center G/T Division, International Baccalaureate and the College Board is approved for credit. Prior to any other activity for credit, the AAS Director shall approve the professional development. (4.1.1C)</p> <p>In extenuating circumstances, a plan will be on file showing how the teachers will receive 30 clock hours within one semester. (4.1.1C)</p> <p>Teachers receive contract additives upon completion of advanced degrees. (4.1.1R)</p> <p>All kinder and bilingual teachers are required to receive thirty (30) clock hours of professional development.</p> <p>The district professional development plan includes individual as well as group identified needs. Ongoing analysis of gifted/talented service goals and staff individual plans are reviewed to determine needs. The plan is developed and distributed annually. (4.1E)</p> <p>If a staffing vacancy occurs in the elementary G/T cluster or PreAP/AP classroom, the principal is expected to fill the vacancy with a teacher with the appropriate G/T training. (4.1.1C)</p>

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<p>4.1.2R Release time is provided for teachers and administrators to visit campuses or districts that have model services for gifted/talented students.</p> <p>4.1.3R A written plan for professional development in the area of gifted/talented education that is based on identified needs is implemented and updated annually.</p>	
<p>4.2C Teachers who provide instruction and services that are a part of the district's defined gifted/talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education that is related to state teacher education standards (19 TAC §89.2(3) and TAC §233.1).</p> <p>4.2.1R All staff receive an orientation to the district's gifted/talented identification processes and gifted/talented services provided by the district or campus, along with training on the nature and needs of the gifted/talented.</p> <p>4.2.2R Annually, each teacher new to the district receives an orientation to the district's gifted/talented identification processes and the district's services for gifted/talented students.</p> <p>4.2E Mentors and others who offer specialized instruction for gifted/talented students are provided training to increase their understanding of the nature and needs of these students and the district goals for the students, including the state goal for gifted/talented students.</p>	<p>Teachers serving gifted/talented students receive a minimum of six (6) hours annually of professional development in gifted/talented education. Annual updates are provided which are commensurate with the teachers' experience in the program. A coherent sequence of professional development shall ensure that staff members receive a consistent experience. (4.2C)</p> <p>Through professional development for teachers new to the District, the AAS Department shall provide an orientation regarding advanced services program options and identification procedures. (4.2.1R)</p>

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<p>4.3C Administrators and counselors who have authority for service decisions are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and service options for gifted/talented students (19 TAC §89.2(4)).</p> <p>4.3R Local district boards of trustees are encouraged to pursue professional development on the <i>Texas State Plan for the Education of Gifted/Talented Students</i>.</p> <p>4.3E Administrators and counselors who have authority for gifted/talented service decisions receive a minimum of six (6) hours annually of professional development in gifted/talented education.</p>	<p>Administrators and counselors shall complete a minimum of 6 hours annually of professional development that includes nature and needs and program options for G/T students. (4.3C)</p> <p>The Board shall be notified of options to receive professional development including reports to the Board, the Texas Association for the Gifted and Talented Conference, guest presenters, Region 18 G/T Roundup and specially developed sessions for the Board. (4.3R)</p>
<p>4.4C Evaluation of professional development activities for gifted/talented education is ongoing and related to state teacher 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).</p> <p>4.4R Opportunities for professional development in the area of gifted/talented education are provided on a regular basis, and information on them is disseminated to professionals in the district.</p> <p>4.4.1E A long-range plan for professional development that culminates in graduate studies in gifted/talented education,</p>	<p>Evaluations are solicited from each professional development activity. Walkthroughs and other data are utilized to measure the implementation of the activity. Follow-up activities or repetitions are determined based on evaluations. (4.4C)</p> <p>The AAS Department shall develop a plan for professional development that addresses the state requirements and the District services. A calendar of AAS professional development is published on the district website. (4.4R)</p> <p>The Department shall seek an agreement with universities that offers the endorsement/certification courses in G/T to align the District professional development with the endorsement/certification program. (4.4R)</p> <p>Members of the AAS staff create and conduct the professional development offered by AAS in collaboration with experts in the field. (4.4.2E)</p>

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supplemental gifted/talented certification, and/or advanced degrees in gifted/talented education and/or their teaching discipline is pursued by a majority of the teachers who provide advanced-level and/or gifted/talented services.

4.4.2E

Gifted/talented services staff are involved in planning and conducting the district's gifted/talented training.

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