

CORE KNOWLEDGE AREAS AND TEACHER COMPETENCIES

These competencies and time requirements were developed by a panel of professionals in the field of gifted education. Participants included Texas teachers, administrators, state and regional consultants, university faculty, and parents. To receive a TAGT Awareness Certificate, a teacher must complete 45 clock hours of TAGT-approved training in these five knowledge areas; a minimum of six hours in each of these five areas, plus an additional 15 hours in any of these areas.

1.0 Nature and Needs (6 clock-hours)

- 1.1 Knows basic terminology, current definitions, theories, and models of giftedness.
- 1.2 Identifies characteristics and their effects on academic and social settings.
- 1.3 Identifies characteristics of under-represented groups of gifted and talented students, such as lower socio-economic status, physically challenged, African-American, Hispanic, and limited-English proficient and/or learning disabled. Understands the implications of these groups' characteristics on programs for the gifted and talented.
- 1.4 Creates an environment in which gifted and talented students feel challenged and safe to explore and express their uniqueness.

2.0 Identification and Assessment (6 clock-hours)

- 2.1 Uses broad-based, multifaceted identification procedures, including varied sources of information and qualitative and quantitative measures that match specific areas of ability.
- 2.2 Interprets assessment results from both qualitative and quantitative measures to other professionals and parents for their use in determining placement and in planning specific program activities for each gifted and talented student.
- 2.3 Understands the characteristics of under-represented groups of gifted and talented students, such as lower socio-economic status, physically challenged, African-American, Hispanic, and limited-English proficient and/or learning disabled. Understands how to provide equal access to programs for gifted and talented students.

3.0 Social and Emotional Needs (6 clock-hours)

- 3.1 Identifies individuals (family members, teachers, peers, and others) and environments (school, home, and community) that influence the social and emotional development of gifted and talented students.
- 3.2 Identifies how characteristics of under-represented groups of gifted and talented students influence their social and emotional development.
- 3.3 Uses strategies for nurturing the social and emotional development of gifted and talented students at home and in school.
- 3.4 Understands approaches for educating and involving parents, the community, and other professionals in supporting gifted and talented children.

4.0 Creativity and Instructional Strategies (6 clock-hours)

- 4.1 Understands the characteristics of gifted and talented students and the influence of these characteristics on instructional strategies used in classrooms for the gifted and talented.
- 4.2 Designs lessons within and across disciplines that teach strategies for nurturing creative and critical thinking in the gifted and talented students.
- 4.3 Locates and develops resources for assisting gifted and talented students in the fulfillment of their creative potential.
- 4.4 Adapts the classroom to the learning differences of each gifted and talented learner including the management of large and small groups and independent learning.
- 4.5 Identifies strategies from gifted education that can be used in the regular classroom.

5.0 Differentiated Curriculum (6 clock-hours)

5.1 Applies the basic principles of a differentiated curriculum to the cognitive, affective, and physical development of each gifted and talented student.

5.2 Demonstrates knowledge of cognitive and affective content as related to each academic discipline, to multiple disciplines, and to broad-based themes, issues, and problems.

5.3 Develops activities to encourage original research, independent study, and problem solving that are authentic to each discipline.

5.4 Includes meaningful products in the curriculum that engage the gifted and talented student in real life experiences and promote lifelong learning.

5.5 Collaborates with general education professionals in the development and coordination of programs for gifted and talented students.