



APPLICATION FOR APPROVAL OF TEACHER PROFESSIONAL DEVELOPMENT FOR THE TAGT AWARENESS CERTIFICATE

The TAGT Awareness Certificate is awarded by the Texas Association for the Gifted and Talented. TAGT encourages any person or organization offering quality professional development for teachers of gifted and talented students to apply for approval of Teacher Professional Development in Gifted and Talented Education. If your application is approved, you will be able to offer professional development that applies toward the TAGT Awareness Certificate. Participants in this approved professional development may receive the TAGT Awareness Certificate after the completion of 45 clock hours; 30 clock hours must cover the five core areas listed below plus an additional 15 clock hours which may be completed in any of the core areas or in specific subject area training. Carefully complete each section of the application, relating objectives and workshop activities to the core area(s) in which professional development hours are sought.

Send one copy of this application at least 30 days prior to planned training to **TAGT Associate Director, 1524 South IH 35, #205, Austin, TX 78704**. You will be notified regarding the status of your application as soon as review is completed.

PLEASE PRINT OR TYPE CLEARLY

I. Title of Teacher Professional Development: _____

II. Presenter(s): _____
(Please attach a resume for each presenter)

III. Date(s) of Professional Development: _____
(Please submit application at least 30 days prior to planned professional development)

IV. Indicate the number of clock hours requested beside each core area addresses:
____ Nature and Needs of G/T Learners
____ Identification and Assessment
____ Social and Emotional Needs
____ Creativity and Instructional Strategies
____ Differentiated Curriculum
____ Additional Clock Hours in Specific Subject Area Training (beyond core areas);
Specify: _____

V. Please attach a description and outline of the professional development.

VI. Sponsoring Organization/Contact Person:

First/Last Name			Organization
/	/	/	
Work Telephone	Home Telephone	Fax No.	Electronic Mail
Street/P.O. Box	City	State	Zip Code

Criteria for Review:

- ___ relates to the TAGT core areas and teacher competencies
- ___ the description clearly shows that the professional development relates primarily to gifted students
- ___ the clock hours for each competency are reflected in the attached agenda, syllabus, or program
- ___ the presenters' resumes indicate experience and/or training in gifted and talented education
- ___ the content related to current issues in gifted education
- ___ the content is supported by research in gifted education

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TAGT 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.

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.

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Procedures for Reviewing Applications for Approval of Teacher Professional Development in Gifted and Talented Education

Applicants will:

- 1) Complete “Application for Approval of Teacher Professional Development in Gifted and Talented Education.” Be sure to include all required information, such as a description of the workshop and a resume for each presenter.
- 2) Submit applications for approval no later than one month (30 days) prior to the training. Send applications to: TAGT Associate Director, 1524 South IH 35, #205, Austin, TX 78704.

TAGT Associate Director will:

- 1) Review application and approve if completed properly. The criteria for approval are used to ensure that:
 - the TAGT core areas and teacher competencies are addressed
 - the description clearly explains that the professional development relates primarily to gifted students
 - the clock hours for each competency are reflected in the attached agenda or program
 - the presenter’s resume indicates experience and/or training in gifted and talented education.
 - the content related to current issues in gifted education
 - the content is supported by research in gifted education
- 2) Contact applicant and/or return application to applicant, if necessary, with an explanation of missing or incomplete elements

If approved, TAGT office will:

- 1) Add approved professional development to database.
- 2) Send letter of approval to applicant, showing approved training hours and core area(s).

Applicant will:

- 1) Conduct approved professional development.
- 2) (If activity is less than 45 hours): Provide each participant with evidence of completion of approved Teacher Professional Development (e.g. certificate of attendance, etc.). It is the responsibility of each participant to retain all documentation and to submit the Application for TAGT Level I Awareness Certificate when he/she has completed the required 45 hours.
- 3) (If activity is 45+ hours and meets TAGT Level I Awareness Certificate requirements): Submit the names of those who completed the 45 clock hours of approved Teacher Professional Development to TAGT for certificates.

TAGT office will:

- 1) Upon receipt of request for certificates, verify by database that all Teacher Professional Development has prior approval.
- 2) Issue certificates.