

TAGT Core Knowledge Areas and Administrator Competencies

The TAGT Administrator Awareness Certificate is awarded to individuals who have completed 18 clock hours of approved professional development. A panel of professionals in the field of gifted education developed the competencies and time requirements noted below. Sessions that address standards relating to the four core areas of gifted education and related administrator competencies may be counted toward the hours required for the 18-hour TAGT Administrator Awareness Certificate. Once an individual has completed 18 clock hours of TAGT-endorsed professional development for administrators, then he or she may apply to TAGT to receive the TAGT Administrator Awareness Certificate.

1.0 Program Options and Design (6 clock hours)

1.1 Implements differentiated curriculum aligned PK – 12 and Higher Ed (PK – 16).

1.2 Develops scheduling that encourages multiple options, such as credit by exam, AP/IB programs, distance learning, independent study/mentorships, online courses, residential schools, dual/concurrent credit courses, array of services continuum, middle school options, and elementary options.

1.3 Administers staffing issues related to gifted/talented education such as hiring, coordinating, training, evaluating, and collaborating.

2.0 Nature and Needs of G/T Learners (3 clock hours)

2.1 Knows basic terminology, current definitions, theories, and models of giftedness.

2.2 Identifies characteristics and their effects on academic and social settings.

2.3 Identifies characteristics of under-represented groups of gifted and talented students such as lower socio-economic status, physically challenged, African-American, Hispanic, limited English proficient, and learning disabled students. Understands the implications of these groups' characteristics on programs for the gifted and talented.

2.4 Creates an environment in which gifted and talented students feel challenged and safe to explore and express their uniqueness.

2.5 Uses broad-based, multifaceted identification procedures, including varied sources of information and qualitative and quantitative measures that match specific areas of ability.

2.6 Understands the characteristics of under-represented groups of gifted and talented students such as lower socio-economic status, physically challenged, African-American, Hispanic, limited English proficient, and learning disabled students. Understands how to provide equal access to programs for gifted and talent students.

2.7 Understands approaches for educating and involving parents, the community, and other professionals in supporting gifted and talented children.

3.0 Law and Policy for Gifted and Talented (3 clock hours)

3.1 Knows and understands laws, rules, and policies that impact the education of gifted and talented students.

3.2 Identifies hot topics in gifted education including those that are legal, political, and current issues.

3.3 Implements mandated practices in ways that support education of gifted students such as site-based decision making, teacher appraisal, district compliance, parent/community involvement, campus plans, and others.

4.0 Additional Study (6 clock hours)

4.1 Based on administrator need and interest, six additional hours related to education of gifted/talented students must be completed.