

DSISD Professional Development and Certification Requirements

Please find below information regarding GT, Pre-AP, AP and ESL professional development and certification requirements. Half-time retirees are exempt from these requirements due to TRS rules. Other exceptions may be considered based on unique circumstances as determined by the superintendent or designee. Should you have questions regarding these requirements, please contact the Department of Learning and Innovation.

DSISD and/or State Gifted and Talented Education Requirements

Grade Level	Staff	Training	Timeline
PreK	General Education Teachers	Annual 6-hour GT Update	Before school begins
K – 5 th	General Education, Special Education Teachers, Elementary Reading Teachers	One time 30 hours of GT Training	Before school begins
		Annual 6-hour GT Update	Between March 1 st and the beginning of each school year
K – 5 th	GT Specialists	One time 30 hours of GT Training	Before school begins
		Annual 6-hour GT Update	Between March 1 st and the beginning of each school year
		GT Endorsement	Exam passed and endorsement posted to SBEC by March 1 st in year of initial employment in the district
6 th – 8 th	Pre-AP/GT Math, ELA, Social Studies, Science, and LOTE	One time 30 hours of GT training -OR- Pre-AP Institute + 18 hours of GT training	Before the first day of school
		Annual 6-hour GT Update	Between March 1 st and the beginning of each school year
9 th – 12 th	Pre-AP/AP/GT Math, ELA, Social Studies, Science, and LOTE	One time 30 hours of GT training -OR- Pre-AP/AP Institute + 18 hours of GT training	Before the first day of school
		Annual 6-hour GT Update	Between March 1 st and the beginning of each school year
K-12	Administrators, Coordinators for Learning and Innovation, Facilitators of Learning and Innovation, Counselors & Fine Arts Teachers	Annual 6-hour GT Update	Between March 1 st and the beginning of each school year

Clarification of Gifted and Talented Requirements

- Teachers who provide instruction and services that are a part of the program for gifted students must 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 (according to TAC §89.2).
- Once the 30 hours of gifted and talented education training has been met, teachers are eligible to teach courses that serve GT students at any time by completing the annual 6-hour GT update. Therefore, should time lapse and one or more years go by between teaching courses that serve GT students, the 30-hour requirement will not need to be completed again.
- Beginning teachers will not need to obtain the annual 6-hour GT update in the same school year as the 30 hours of GT training. Teachers may be required to attend GT trainings that relate specifically to the district program delivery and/or identification process.
- Teachers new to DSISD may provide their campus administrator with documentation that the 30-hour GT education requirement was met prior to entering the district.
- Late-hires who need the 30 hours of GT education before school begins are allowed an extension up to one semester to complete the 30-hour GT training according to the Texas State Plan.
- Secondary teachers who attend a Pre-AP/AP Institute are only required to complete an additional 18 hours of GT training that includes nature and needs of gifted/talented students and assessing GT student needs. The 6-hour update is still required annually.
- The 30-hour training and annual 6-hour update are required in addition to a GT endorsement for elementary GT specialists.
- The GT endorsement is recommended for all teachers of GT students, but not required.

G/T FREQUENTLY ASKED QUESTIONS

(Source: <http://ritter.tea.state.tx.us/gted/staplafaq.html>)

Who must have professional development in gifted education?

Prior to assignment, teachers who provide instruction and services that are part of the program for gifted 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); TSP Section 4, 4.1A; 4.3A)

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

Can Pre-AP be used to serve gifted 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 students.

DSISD and/or State English Language Learner Certification & Training Requirements

Grade Level	Staff	Training	Timeline
PK – 5 th	General Education, Special Education, Elementary Reading Teachers, GT Specialists	ESL Certification	Before Beginning of School
PK – 12 th	All	SIOP Training (One time)	Before Beginning of School
K – 1 st	Teacher who is the teacher-of-record for a LEP Student	TEA's online K-1 TELPAS basic rating training	Before the spring TELPAS rating activity
		Annual online calibration	Before the spring TELPAS rating activity
2 nd – 5 th	Teacher who is the teacher-of-record for a LEP Student	TEA's online Gr 2-12 TELPAS basic rating training	Before the spring TELPAS rating activity
		Annual online calibration	Before the spring TELPAS rating activity
6 th – 12 th	ELA and ESOL teachers	ESL Certification	Before Beginning of School
6 th – 12 th	ELA and ESOL teachers and all teachers designated as Rater for LEP Student	TEA's online Gr 2-12 TELPAS basic rating training	Before the spring TELPAS rating activity
		Annual online calibration	Before the spring TELPAS rating activity

Clarification of ELL and TELPAS Rater Requirements

- Once the teacher has acquired the ESL certification (ESL Supplemental #154 recommended) by passing the test and paying the posting-to-credentials fee, the teacher must maintain the ESL certification as with the regular teaching credentials, as mandated by the State Board of Educator Certification (SBEC).
- DSISD will not facilitate emergency one-year temporary ESL certification for a teacher because the ESL Supplemental #154 test is conveniently available as a computer administered test with SBEC.
- For LEP students in kindergarten or first grade, the teacher who is responsible for the English Language Arts instruction must have completed the TEA-approved TELPAS Rating training.
- For LEP students in grades two through twelve, the teacher who is responsible for the English Language Arts or English for Speakers of Other Languages (ESOL) instruction must be a qualified rater for the grade in which the student is enrolled. Even if the teacher has passed the qualification for a different grade level.
- Teachers must obtain TELPAS Rater training and calibration in the current grade level cluster (2, 3-5, 6-8, 9-12) in which they have the most ELLs. It is recommended that raters also review online basic training activities in any additional cluster(s) for which they serve ELLs.
- Returning raters who have not completed calibration activities within the last three school years are required to complete the online basic training course before calibrating.