



# Brownsville Independent School District

Agenda Category: General Function Board of Education Meeting: 06/16/2026

Item Title:	<u>Gifted and Talented Consultants</u>	<u>X</u>	Action
	<u>for Required Annual Updates</u>	<u>        </u>	Information
	<u>Foundational (Core) Sessions</u>	<u>        </u>	Discussion

## BACKGROUND:

The Brownsville ISD Advanced Academics Department is required to provide training for all core content and fine arts teachers as well as administrators and counselors with Gifted and Talented annual program updates by the Texas State Plan for Gifted and Talented. The program must also provide a few opportunities for new teachers and staff working with identified students to attain the required 30 hours of training in gifted education. The department needs external trainers to meet the needs of the district for these sessions because there is one vacancy and no director for the program this summer. Region One Education Service Center and Curiosity Cubed are the two providers of Gifted Education training that the department plans to use in addition to departmental staff to meet the needs of the district. These sessions will be offered during the summer from June to August of 2026.

## FISCAL IMPLICATIONS:

Gifted and Talented Program funds: up to \$12,000.00

## RECOMMENDATION:

Recommend approval of hiring presenters from Region One and Curiosity Cubed to provide annual update and foundational training as well as trainer of training sessions to meet the needs of the district for Gifted and Talented Education based on the Texas State Plan for Gifted and Talented.

  
 Dr. Roni Louise Rentfro  
 Submitted by: Principal/Program Director

Approved for Submission to Board of Education:

Recommended by: Asst. Supt./Exec. Dir.

  
 Dr. Alda T. Benavides, Interim Superintendent

  
 Approved by: Chief Officer

Region One Education Service Center  
**GIFTED AND TALENTED PROGRAM**



**Directory of  
Professional Development and Services**

## GIFTED AND TALENTED PROGRAM

The Advanced Academics Program provides all members of our educational community with research-based professional learning opportunities. These sessions enable districts to meet the state requirements delineated in the Texas State Plan for the Education of Gifted/Talented Students. Educators also have an opportunity to receive up to date information provided by the Texas Education Agency as they collaborate and network through our quarterly Gifted and Talented Coordinator meetings.

Whether you receive training online or in person, our sessions connect program educators to a network of supports aimed at advanced academic success based on the Gifted and Talented Teacher Standards. Services are offered as appropriate to educators, administrators, counselors, students, parents, and school board members.

Our Teaching and Learning Support Services:

- Educator Training on research-based effective instructional strategies
- Mandatory Gifted and Talented training workshops and online sessions for educators, administrators, and counselors
- G/T Student Seminars
- G/T Parent workshops
- On-site training and consultation for School Districts and Charter School Systems
- GT Program Mock Audit Reviews for Districts/Campuses
- Resources for school and district improvement
  - Texas Performance Standards Project
    - ◊ Continuum of Learning Experiences Framework
    - ◊ Vertically Aligned Interdisciplinary Tasks Grades K ~ 12
    - ◊ Assessment Rubrics for Primary, Elementary, Secondary and Exit Level
    - ◊ College and Career Readiness Standards and TEKS embedded in every TPSP task
  - Gifted and Talented Teacher ToolKits

This program provides access to highly skilled professionals in support of school system efforts to ensure the highest levels of quality education is accessible to all gifted students. These educators are not only certified in Gifted and Talented Education, but are also certified by the Center for Depth and Complexity to lead professional development in this model.

Our mission is to promote and achieve educational excellence by providing quality professional development in gifted education that leads to the development of innovative products and performances as part of the gifted student's program services. We collaboratively develop customized training and support solutions with Region One area districts/campuses. Contact us today!

## Gifted and Talented Professional Development for Teachers

5.1 A minimum of thirty (30) clock hours of professional learning that includes nature and needs of gifted/talented students, identification and assessment of gifted/ talented students, 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 learning prior to their assignment to the district's gifted/talented services (19 TAC §89.2(1)).

5.2 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(1)).

### **G/T Day 1 - Nature and Needs of Gifted/Talented Students**

This six-hour workshop is a component of the required thirty hours for teachers delivering services to identified Gifted/Talented (G/T) students. Participants will analyze the historical, legal and conceptual understandings of gifted education. They will examine the characteristics and behaviors of gifted learners, which are the basis for developing programs that meet their needs. Participants will consider the social and emotional needs of these learners and discuss the advantages and disadvantages of different types of programs for gifted learners.

### **G/T Day 2 - Identification and Assessment for Gifted/Talented Students**

This six-hour workshop is a component of the required thirty hours for teachers delivering services to identified G/T students. Participants will examine the process of nominating, screening, selecting, and placing students in gifted programs.

### **G/T Day 3 - Models of Differentiated Instruction**

This six-hour workshop is a component of the required thirty hours for teachers delivering services to identified G/T students. Participants will be introduced to differentiated instruction as a way to meet the needs of gifted/talented learners in the regular classroom. They will examine models of differentiation including anchor activities, tiered instruction, menus along with a variety of low-preparation strategies.

### **G/T Day 4 - Creativity and Critical Thinking for Gifted/Talented Students**

This six-hour workshop is a component of the required thirty hours for teachers delivering services to identified G/T students. Participants will be introduced to select teaching models and instructional strategies that promote cognitive and affective growth for gifted students. Specific topics for this day of the training include: Bloom's Taxonomy; Creativity; ways to engage Convergent and Divergent thinking.

### **G/T Day 5 - Engaging Gifted Students by Adding Depth and Complexity**

This six-hour workshop is a component of the required thirty hours for teachers delivering services to identified G/T students. Participants will be introduced to select teaching models and instructional strategies that promote cognitive and affective growth for gifted students. The focus of the session will take an in-depth look at Sandra Kaplan's icons of depth and complexity.



## Gifted and Talented Professional Development for G/T Coordinators

3.10 A person who has thirty (30) hours of professional learning in gifted/talented education and annual six (6) hour professional learning updates as required in 19 TAC §89.2(1) is assigned to coordinate district level services for gifted/talented students in grades K–12.

- **G/T Day 1- Nature and Needs of Gifted and Talented Students**
- **G/T Day 2 - Identification and Assessment of Gifted and Talented Students**
- **G/T Day 3 - Models of Differentiated Instruction**
- **G/T Day 4 - Creativity and Critical Thinking for Gifted Students**
- **G/T Day 5 – Engaging Gifted Students by Adding Depth and Complexity**

## Continuing 6-hours of Professional Development for Teachers of the Gifted

5.6 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 gifted/talented education standards (19 TAC §89.2(3) and TAC §233.1).

- **Creativity and Innovation: Encouraging Creativity Using the DOK**  
Can creativity be taught or enhanced? This session will help teachers design a definition of creativity, understand the elements of fluency, flexibility, originality, and elaboration and learn to apply them in the classroom. The SCAMPER technique will be presented and practiced with real world application. The session concludes with teachers understanding the four dimensions of Depth of Knowledge and applying it to the TEKS.
- **Extending Achievement: Adding Rigor and Relevance**  
Rigor is defined as depth and complexity in gifted education. Participants will participate in a scaffolding modeled lesson based on Blooms Taxonomy. They will then be able to create a product based on what they have learned as they practice embedding the elements of depth and complexity into the curriculum. The Texas Performance Standards Project will serve as one of the curriculum differentiation ideas they can use in the classroom.
- **Real World Applications of Critical/Creative Thinking Skills**  
This session will enable teachers to embed critical thinking skills into the curriculum for gifted students. Participants will receive instruction in the key steps relevant to explicit teaching of thinking skills. The Teacher’s Guide used during this workshop was developed by the National Research Center on the Gifted and Talented.
- **Implementing the Texas Performance Standards Project**  
The Texas Performance Standards Project (TPSP) consists of research based standards and an accompanying assessment system that captures the high levels of achievement that GT students are able to exhibit. Student projects in kindergarten through eighth grades are somewhat structured with

students completing a series of activities to arrive at a final product. At upper grades, exit level projects are completed more independently and students work with mentors in the chosen field of study to create a final product. During this workshop, participants examine the tasks and become familiar with the process for implementing the TPSP in their classroom.

#### **Independent Investigation Research Method**

In this workshop, teachers will learn the fundamental skills of research that will allow them to teach students to conduct independent research studies on the process of gathering, analyzing and sharing information.

Through this process students will learn that:

- Research is a sequential process.
- Research is used to answer questions.
- There are many sources for information.
- They must cite their sources using a standard format for their bibliography.
- They need to put information in their own words (No Plagiarism).
- Information must be organized for use in a product.
- They should share with what they have learned.

#### **Twice Exceptional Students and Gifted Services (K – 12)**

Understanding the characteristics associated with twice-exceptional learners helps participants develop an understanding of specific needs associated with these students. In this session, participants will examine assessment and identification processes, demonstrate an understanding of service design options and examine curriculum and instruction for the twice-exceptional learner. Additionally, explorations of family and community resources for the twice-exceptional learners will be presented and discussed as viable options for districts and campuses.

#### **Overlooked and Underserved: The Gifted/Talented English Learner (K – 12)**

Reaching culturally and linguistically diverse gifted students who are English language learners is the ultimate goal of this workshop. From identifying characteristics of gifted English learners, analyzing curriculum and instructional strategies and applying new learning to daily practices, this workshop covers the entire gamut. The culmination of this workshop includes the development of educational resources for gifted English learners.

#### **Economically Disadvantaged Gifted/Talented Students (K – 12)**

Encouraging equitable representation of all student populations in gifted programs is the objective of this workshop. Participants will be able to recognize the characteristics of economically disadvantaged gifted students as they relate them to assessment, identification, program services and instructional considerations. The Texas Performance Standards (TPSP) lessons will be used as a basis for meeting the State Goal for gifted students. Opportunities for family and community engagement will be discussed.

#### **Attending to the Affect: Social and Emotional Learning of G/T Students (K – 12)**

Many times educators focus more on the intellectual abilities of gifted students and not on the social and emotional issues that impact their ability to learn. This session will examine the characteristics of gifted students that tend to influence social and emotional needs. Participants will investigate research-based topics that present as challenges in the area of social and emotional needs of gifted learners. As they closely examine the characteristics and qualities of educational environments that impact social and emotional strengths and needs of gifted students, educators will seek to understand strategies that may be used to empower gifted learners to effectively deal with challenges that may be attributed to social and emotional characteristics they possess.



### **Meeting the Needs of Gifted Dual Language Learners (K – 12)**

The objectives of this workshop are twofold. The content objective is for participants to be able to identify the characteristics of gifted dual language learners and be able to plan for curriculum and instruction in a one-way or two way dual language program. The language objective is for participants to be able to share information in cooperative learning interactions.

### **Depth and Complexity for the Elementary Learner Part I**

Elementary concrete starting points to focus student's learning will be the cornerstone of this Zoom or face-to-face session. Learn how to address differentiation using the elements of depth and complexity. The icons for Language of the Discipline, Details, Rules, Patterns, Trends, Big ideas, Ethics and Unanswered Questions are used to stimulate higher level thinking using children's literature, newspaper and history text. Icons are tools to challenge learners to venture deeper and broaden their understanding of the areas of study.

### **Depth and Complexity for the Elementary Learner Part II**

The second day reviews the elements of depth and complexity and participants start to make content connections and combining intellectual intersections by using the Content Imperatives alongside the elements. This allows teachers to create a deeper level of understanding for the gifted students as they look for the Origins, Contributions, Convergence, Parallels and Paradox in their content areas and lessons.

### **Depth and Complexity for the Secondary Learner Part I**

Secondary concrete starting points to focus student's learning will be the cornerstone of this Zoom or face-to-face session. Learn how to address differentiation using the elements of depth and complexity. The icons for Language of the Discipline, Details, Rules, Patterns, Trends, Big ideas, Ethics and Unanswered Questions are used to stimulate higher level thinking using literature, newspaper, paintings and history text. Icons are tools to challenge learners to venture deeper and broaden their understanding of the areas of study. Using the Content Imperatives alongside these elements will create a deeper level of understanding for the gifted students as they look for the Origins, Contributions, Convergence, Parallels and Paradox.

### **Depth and Complexity for the Secondary Learner Part II**

The second day reviews the elements of depth and complexity and participants start to make content connections and combining intellectual intersections by using the Content Imperatives alongside the elements. This allows teachers to create a deeper level of understanding for the gifted students as they look for the Origins, Contributions, Convergence, Parallels and Paradox in their content areas and lessons.

### **Effective Differentiation Strategies for Gifted Students in Secondary Courses**

Since this is such a critical topic and need in gifted education, this training was developed to address the various aspects of differentiation for gifted and high-potential students in secondary courses. This training will offer a great day filled with interactive hands-on activities, meaningful discussions, and, most importantly, time to collaborate with fellow colleagues on this important work.

### **Supporting G/T Learners in the CTE Classroom**

Supporting G/T Learners in the CTE Classroom is designed to help CTE teachers develop an understanding of G/T learners by utilizing strategies and differentiating lessons or activities to best support G/T learners in CTE classrooms, becoming familiar with the G/T State Plan and identifying connections, applying strategies to increase creative and critical thinking in CTE Programs of Study and in classrooms, and increasing understanding of common language within G/T.

## Additional workshops for specific audiences:

### **Gifted and Talented Advisory Groups : Implementing The Texas State Plan for the Education of Gifted/ Talented Students**

1.2 Gifted/talented education policies and procedures are reviewed and recommendations for improvement are made by an advisory group of community members, parents of gifted/talented students, school staff, and gifted/talented education staff, who meet regularly for that purpose.

### **Gifted and Talented Professional Development for Administrators**

5.8 Teachers as well as administrators who have supervisory duties 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(3)).

### **Gifted and Talented Professional Development for Counselors**

5.9 Counselors who work with gifted/talented students are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/ talented students, service options for gifted/ talented students, and social emotional learning (19 TAC §89.2(3)).

### **Gifted and Talented 6-hour update for Counselors (Requires Purchase of a book)**

#### **Exemplary**

5.9.1 Counselors who work with gifted/ talented students receive a minimum of six (6) hours annually of professional development in gifted/ talented education

### **Trainer of Trainers for School Board Gifted and Talented Professional Development**

This Trainer of Trainer's professional development opportunity is designed to teach G/T Coordinators how to present the information required through the [Texas State Plan for the Education of Gifted/ Talented Students, 2024](#). The information presented will give actual video scenarios and examples of how the plan can come to life in a district. This workshop satisfies the requirements as stated in the state plan under

#### **Professional Learning Compliance**

5.10 Local district boards of trustees are trained to ensure program accountability based on the Texas State Plan for the Education of Gifted/ Talented Students (19 TAC §89.5).

#### **Exemplary**

5.10.1 Local district boards of trustees are encouraged to pursue professional development on the Texas State Plan for the Education of Gifted/Talented Students.

### **Gifted and Talented Coordinator's Academy**

Calling all new Gifted and Talented Coordinators! Have you been assigned to coordinate Gifted/Talented services and you don't know where to start? Here is a three-day professional learning opportunity for you. This is everything you need to know and more! New Coordinators will learn about:

- Fidelity of Services
- Assessments
- Curriculum and Instruction
- Professional Development
- Family and Community Involvement
- Best Practices in Gifted and Talented Education will be examined
- State Plan implementation will be discussed

### **Youth Empowerment Summit for Gifted Students and Special Populations (2e)**

Gifted and talented students are empowered to become changemakers in their community and enhance higher-order thinking skills through in-depth & complex research and data collection with a National Geographic Explorer. This summit offers TEKS aligned science activities with a focus on micro-plastics and incorporates storytelling as an instructional strategy to inspire action. Students will also interact with national and local STEM experts on related career paths.



**Need customized services? Contact us for pricing based on service requested.**

For more information about our Gifted and  
Talented Program, please contact:

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