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**TO:** Members of the State Board of Education  
**FROM:** Nancy S. Grasmick  
**DATE:** October 28, 2008  
**SUBJECT:** COMAR 13A.12 03.12 (NEW)  
Gifted and Talented Education Specialist

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**PURPOSE:**

The purpose of this item is to present proposed publication of a new regulation, COMAR 13A.12.03.12, pertaining to the certification of Gifted and Talented Specialist. The proposed regulation for certification as Specialist in Gifted and Talented Education will provide educators the opportunity to pursue specialized preparation that will enable them to provide more effective instruction for gifted and talented students, who present a unique set of educational needs.

**HISTORICAL BACKGROUND:**

Information about this potential certification area has been presented at several meetings of the Professional Standards and Teacher Education Board (PSTEB) over the past two years. At the May 3, 2008 meeting, Dr. Joann Ericson, Chief, Certification; Dr. Jeanne Paynter, Specialist, Gifted and Talented; and Ms. Katherine Riegler, Chair, Professional Development Subcommittee, Maryland Advisory Council on Gifted and Talented Education, presented an update that included the most recent report of the State of the States in Gifted Education, 2006-2007; an overview of Models for Gifted and Talented Education in Maryland; and recommendations from the 2006-2007 *Final Report* from the Maryland Advisory Council on Gifted and Talented Education.

Dr. Paynter also shared pertinent research, which concluded that most classroom teachers have not had the training in their respective teacher education programs necessary to meet the specialized needs of this group of students. In addition, based on an exit survey from one Maryland university, teacher candidates reported that the group of students they felt most unprepared to teach was gifted and talented students. Following the discussion, the PSTEB directed Dr. Ericson to bring a draft regulation to the June meeting for discussion.

This topic was presented and discussed at the May 15, 2008 meeting of the Directors of Human Resources. There was general consensus to move forward with the proposed regulatory change.

At the June 5, 2008 PSTEB meeting, Dr. Ericson presented a draft regulation for consideration by Board members. As a result of the discussion, the PSTEB directed Dr. Ericson to bring a revised draft to the next meeting that would clarify the delineation between preparation pathways and ensure that candidates could apply coursework earned within master's degree programs even if the program was not specific to gifted and talented education. Further format suggestions were discussed at the August 7, 2008 meeting, and Dr. Ericson incorporated those suggestions in the draft presented on September 4, 2008.

The proposed regulation was also shared with the local school system Assistant Superintendents of Instruction and Superintendents at their respective meetings in September 2008.

**SUMMARY:**

The proposed regulation represents the culmination of the work of various task forces, advisory councils, and advocacy groups, each of which has recommended that Maryland develop a certification in gifted and talented education. This proposed regulation further acknowledges the State's continuing commitment to a unique group of students requiring specialized services in order to realize their maximum potential. This new regulation does not have any economic impact, nor is there any impact on individuals with disabilities. There is no corresponding federal standard for this proposed action. A copy of the regulation is attached. The Professional Standards and Teacher Education Board voted to publish the regulation at its meeting on October 2, 2008 with the following TENTATIVE timeline:

<i>Maryland Register</i> Issue Date:	December 5, 2008
30 Day Open Comment Periods Ends:	January 5, 2009
Approval (MSBE):	January 27, 2009
Adoption (PSTEB):	February 5, 2009

**ACTION:**

This item is presented for information and to provide the option to request a Joint Conference Committee meeting prior to publication should you so desire.

NSG:jes

Attachment

13A.12.03.12 (NEW) Gifted and Talented Education Specialist

The requirements for certification as Gifted and Talented Education Specialist are that the applicant shall:

A. Earn a master's degree from one of the following:

(1) A Department-approved master's program which leads to certification in Gifted and Talented Education;

(2) An out-of-state approved master's program which leads to Gifted and Talented Certification; or

(3) A master's program from an IHE; and

(a) Complete 15 semester hours of graduate course work in Gifted and Talented Education from an IHE, which includes a balance of content in the following competencies:

i. Understanding the foundations of gifted education, including historical perspectives, key philosophies and theories, social, cultural, and economic influences, key issues and trends;

ii. Understanding the unique cognitive and affective characteristics of gifted and talented students, including the learning differences of gifted and talented students with disabilities and those from diverse backgrounds; and those with disabilities;

iii. Understanding processes and procedures for the identification of gifted and talented students, including the use of equitable approaches for identifying gifted and talented students from diverse backgrounds and those with disabilities;

iv. Understanding evidence-based instructional strategies for differentiating instruction for gifted and talented students, including strategies that enhance acquisition of knowledge and skills in specific domains, critical and creative thinking, problem solving, and metacognition;

v. Understanding theories and models for developing and implementing curriculum, instruction, and assessments for gifted and talented students; and

vi. Understanding how to create learning environments that foster the social and emotional well-being of gifted and talented students, including the development of self-awareness, coping skills, positive peer relationships, and leadership; and

(b) Complete at least 3 semester hours in a clinical/laboratory internship.

B. Present verification of 27 months of satisfactory teaching experience or clinical experience.