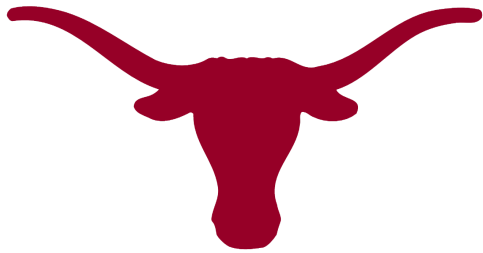


Bronte ISD's *Gifted and Talented* Manual



Bronte ISD GT Manual 2021-2022

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Best Practices

The state's goal for G/T students is to ensure that those students who participate in G/T services demonstrate skills in self-directed learning, thinking, research, and communication. G/T students develop innovative products and sophisticated performances that reflect individuality and creativity and are targeted to an audience outside the classroom.

A gifted/talented student is a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who

- exhibits high performance capability in an intellectual, creative, or artistic area;
- possesses an unusual capacity for leadership; or
- excels in a specific academic field. (Texas Education Code §29.121)

STATE GOAL FOR SERVICES FOR GIFTED/TALENTED STUDENTS

Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted/talented students will have produced products and performances of professional quality as part of their program services.

<https://tea.texas.gov/academics/special-student-populations/gifted-and-talented-education>

This comprehensive manual includes district policies and procedures reflective of state guidelines for gifted and talented students. In accordance with the Fidelity of Services on the Texas State Plan, this manual provides information for the Gifted and Talented program, services, assessments, and communication which is accessible to parents, community, and students. The intent of this Gifted and Talented Handbook is to:

- Inform the public about the Bronte ISD Gifted and Talented Program
- Communicate the K-12 identification procedures
- Reflect Bronte ISD's compliance with the Texas State Plan for the Education of Gifted/Talented Students
- Share framework for accountability and program evaluation

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Our Mission Statement

Bronte ISD strives to positively impact the lives of gifted and talented individuals by providing relevant, innovative services through an engaged and rigorous program that promotes depth and complexity and social emotional learning to further encourage a positive influence in creating and establishing lifelong learners. The program is designed to allow students to gather and build upon their knowledge of self and their ultimate impact of contribution to society.

Program Design

Texas State Plan Says.... In accordance with Service Design standard 3.1 under the Accountability column states, "Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options (19 TAC §89.3(3))" (TEA, 2019, page 14).

https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/

Bronte ISD's G/T program is academic in nature and serves the four core areas of Language Arts, Social Studies, Mathematics and Science. The overarching goals of the program focus on thinking skills, subject matter knowledge and skills, research and independent study skills, and self-concept and leadership skills.

-Thinking Skills: Students will develop their ability to use higher level thinking skills, extend their understanding of logical thinking through the use of deductive and inductive reasoning, demonstrate creative expression through both oral and written modalities, and continually refine their skills to become educated decision makers.

-Subject Matter Knowledge and Skills: Students will study advanced-level content and master the major concepts, skills, and processes of specific disciplines in which they demonstrate ability.

-Research and Independent Study Skills: Students will develop the skills necessary for self-directed learning and will conduct independent studies and research projects that extend the regular curriculum and result in advanced-level products.

-Self-Concept and Leadership: Students will gain an understanding and respect for each person's abilities, recognizing the likenesses and differences between themselves and others and will develop their own unique abilities for the betterment of both themselves and society.

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Program Options/Continuum of Services

Elementary Kinder-1st	Elementary 2nd-6th	JH/HS 7th-12th
<p>Gifted and Talented Services for ALL</p> <p>In accordance with Student Assessment standard 2.20 under the Accountability column states, "All kindergarten students are automatically considered for gifted/talented and other advanced level services" (TEA, 2019, page 12). All students at the Kindergarten and First Grade level will automatically receive G/T instruction and Social Emotional Learning TEKS through weekly lessons from the GT mentor teacher. Student placement into the G/T pullout program for the second grade academic year will go through the assessment process during the designated time and coded into PEIMS.</p>	<p>Pull-Out Programs</p> <p>Instruction at the elementary level is achieved through a pull-out program and students identified to receive G/T services are provided accelerated instruction in all four core areas. Instruction and activities will align to district G/T standards that support critical content standards in Language Arts, Social Studies, Mathematics, and Science and Social Emotional Learning TEKS. Scheduling will be individualized per grade level to best meet the needs of the G/T students. Students served in this program will not be penalized for missing regular classroom time. The G/T Mentor will coordinate with classroom teachers to address issues of assignments and grades.</p>	<p>JH/HS will meet three out of five days in a week. Those days must be the same for all JH/HS students for grouping purposes in correlation to the State's Service Design 3.4. Students will be expected to complete one passion project, an ongoing digital portfolio or TPSP independent research project annually.</p> <p>HS Dual Credit are college-level courses taught in a high school setting, can be taken at the college/university, or via online while students are still in high school. HS must also fulfill all requirements outlined in the HS Service Model which can be found under the curriculum and instruction section of this manual.</p>

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Identification and Assessment/Referral Policies and Procedures

Participation in the G/T assessment process includes the following: one criterion should not remove a student from the G/T assessment process. The GT coordinator must collect data from *multiple sources* according to each area of giftedness defined in the G/T program services according to the Texas State Plan for the Education of Gifted/Talented Students (TAC §89.1(2) and State Plan 2.16). The district must collect qualitative and quantitative data for three or more measures and use the data to determine whether a student needs G/T services (State Plan 2.22). As the state plan requires a minimum of assessment for G/T program participation once a year, the district must still assess the student, even if a prior assessment result is considered valid by the district for more than one year. In short, the “continued validity” of a G/T assessment cannot be used to counter the state plan requirement of annual assessment for G/T program participation, which would include the area previously assessed and otherwise considered valid (State Plan 2.15).

Gifted/Talented Committee

The G/T Coordinator will invite at least 3 other educators that have completed the thirty (30) hour training required by the state as well as their yearly updated requirement training (Natures and Needs of the Gifted Student) to serve on the committee which may include an administrator, counselor, gifted and talented trained teacher and general education teacher.

Texas State Plan Says.... In accordance with Student Assessment standard 2.26 under the Accountability column states, “Final determination of students’ needs for gifted/talented services is made by a committee of at least three (3) local district or campus educators who have received training in the nature and needs of gifted/talented students and who have met and reviewed the individual student data (19 TAC §89.1(4))” (TEA, 2019, page 13).
https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/

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District/Campus Procedures

The Bronte Independent School District identifies and serves students grades Kinder-12 who receive gifted/talented services in one or more of the following areas: 1) General Intellectual Ability 2) Specific Academic Aptitude (English, Social Studies, Math, Science) The identification process is planned and conducted by a group of professional educators involved in the GT education program. The purpose of identification is to determine which students will benefit from the services provided. Students are identified to receive gifted/talented services in accordance with the district's board-approved state definition of giftedness.



A gifted/talented student is a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who

- exhibits high performance capability in an intellectual, creative, or artistic area;
- possesses an unusual capacity for leadership; or
- excels in a specific academic field. (Texas Education Code §29.121)

The identification process consists of three steps: 1) Refer students for the program; and 2) Screening of students using appropriate instruments; and 3) The campus screening committee and gifted and talented staff shall evaluate each referred student according to the established criteria and shall identify these students for whom placement in the gifted/talented program is the most appropriate educational setting. State guidelines for identification require that students be referred for the program based upon criteria that include both qualitative and quantitative measures.

Assessment Accommodations and/or Modifications: Access to assessment and, if needed, G/T services must be made available to all populations of the district (TAC §89.1(3); State Plan 2.24). Students must be assessed in languages they understand or with nonverbal assessments (State Plan 1.5.2C). If a student has testing accommodations recorded on an Individual Education Plan (IEP) or a Section 504 plan, then the student's specific accommodations must be available when assessing for G/T services.

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GENERAL TIMELINE FOR IDENTIFICATION PROCESS

Kindergarten	1st grade	2nd-12th
Gather Data(ongoing)	Gather Data(Aug.-Mar.)	Accept Referrals(Aug.-Nov.)
Screening(Aug-Nov.)	Accept Referrals(Jan.-Mar.)	Formal Referrals(Sept.-Nov.)
Parent Letter (Nov.-Dec.)	Assess/Committee Meeting(March-April)	Assess/Committee Meeting(Nov.-Dec.)
	Letter To Parents(April-May)	Letter To Parents(Dec.)
	Placement for next year (April-May)	Placement for next semester(Jan.)

APPEALS PROCESS REGARDING PROGRAM PLACEMENT

Texas State Plan Says.... In accordance with Student Assessment standard 2.13 under the Accountability column states, "Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate" (TEA, 2019, page 11).
https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/

The following procedures are to be used by all parents, staff, or community members requesting a review of Campus Screening Committee decisions or requesting a deviation from the written district guidelines. 1) The person initiating the appeal will submit a written request for review to the district G/T Coordinator. 2) The request for review will include specific reasons for the appeal as well as any supporting documentation to be considered by the committee. 3) Individuals wishing to appear in person before the committee should indicate on the submitted request for review. The G/T Committee will meet to consider appeals and the decision of the committee will be communicated in writing to the person making the appeal within 10 working days after the meeting. Although decisions of the GT Committee are final, based on the presented evidence, future appeals on the same issue are not precluded if new evidence is presented.

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TRANSFER STUDENTS POLICY AND PROCEDURES

Texas State Plan Says.... In accordance with Fidelity of Services standard 2.13 under the Accountability column states, "Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate" (TEA, 2019, page 11).
https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/

All grade levels will follow the below procedures for transfer students who have been identified as G/T in another district and are transferring into Bronte ISD. 1) Transfer students who bring records of prior testing with assessment data sufficient to complete the BISD G/T student profile and data that supports the need for services according to district standards may be placed immediately into the G/T setting without further screening. 14 2) For students whose data does not meet the District's criteria, they shall be placed provisionally* into the program for one grading period. After which, the district screening committee shall review the student's records to determine if G/T services are the best instructional placement or if additional data is required. 3) Notify parents in writing that the placement is provisional and future testing may be required before a committee determines formal placement.

*Students who are placed on a provisional status will not be entered as G/T in PEIMS. Formal entrance procedures will be followed once it is determined that the committee has sufficient data, at which point the student will then be coded in PEIMS system as G/T. The emphasis throughout the process of determining placement for transfer students is on finding the best match between instructional options and the student's abilities and interests.

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FURLOUGHS, EXITING, AND REENTERING POLICY AND PROCEDURES

Texas State Plan Says.... In accordance with Fidelity of Services standard 2.10 and 2.12 under the Accountability column states, "Policy is adopted allowing student furlough (the opportunity for students to have a leave of absence from gifted/talented program services) for specific reasons and for a certain period of time without being exited." (TEA, 2019, page 11). "Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student's educational needs." (TEA, 2019, page 11). https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/

A furlough is a temporary leave of absence from G/T Services for specified reasons and for a certain period of time without being exited from services. Students should be considered for exiting/furloughing from their assigned G/T program under the following conditions: 15 1) They have demonstrated over a substantial length of time (at least one semester) that they are not benefiting from the program; or 2) The student requests removal from the program; or 3) The student's parent/guardian requests that the student be removed from the program. Grades should not be the sole criterion used when considering whether or not a student is benefiting from G/T services. The Campus Screening Committee is the only entity that can finalize a furlough or exit from the program. The decision will be based on multiple criteria. The following procedures will be followed when considering exiting/furloughing a student from a G/T placement: 1) The District's Committee will serve as a review board for considering exiting of G/T students. 2) The committee will employ at least 3 of the following measures to determine whether or not the student being considered is benefiting from G/T services a) Current achievement testing b) Student's portfolio of work c) State assessment performance d) Student interview e) Grades for at least the past 3 grading periods 3) Involvement in co-curricular or extra-curricular activities 4) The committee members will base their decision regarding program appropriateness on a comparison of the above progress indicators and current G/T curriculum expectations. 5) A consensus of the committee members is required to exit an identified student from the G/T program. 6) At the time of the meeting, the committee will complete and sign a recommendation for G/T Program Exit, Furlough, Reentry form. The committee must inform the family that in order to receive G/T services in the future, the student must requalify through the BISD policy and procedures for G/T services. 7) A conference will be held between at least one of the committee members, the parent/guardian, and the student to discuss both the reasons for the committee decision and future programming for the student. 8) A parent or student may request a meeting with the full committee to consider any additional information which the parent or student feel should impact the decision. 9) A student or parent may request a furlough due to extenuating circumstances for up to one year, and if granted, may reenter the program without retesting. When participating in such a furlough, the student will not be identified as G/T on PEIMS. At the end of the furlough, the student's progress shall be reviewed and the student may re-enter the gifted program, be removed from the program, or be placed on another furlough.

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REASSESSMENT POLICY AND PROCEDURES

Texas State Plan Says.... In accordance with Fidelity of Services standard 2.11 under the Accountability column states, "Policy related to reassessment of gifted/talented students is based on performance in response to gifted/talented services and if reassessment occurs at all, it is no more than once in elementary grades, once in middle school grades, and once in high school." (TEA, 2019, page 11).

https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/

The District shall not perform routine reassessments. However, students may be reassessed by the G/T teacher if needed. Students that are being assessed for entrance into the program and go through the assessment process of the selection phase may only be assessed once an academic school year. If reassessment is needed or requested, the student will be reassessed the next academic school year. If reassessment for an already identified and selected GT student, reassessment may be no more than once in elementary grades (K-6), once in middle school grades (7-9), and once in high school (10-12).

The following reasons reassessment may be considered are as follows: 1.) For current G/T students, the reassessment will be based on performance in response to gifted/talented services, NOT eligibility. These students remain eligible and will continue in the G/T program in subsequent years unless EXIT procedures have been taken. 2) For students who were previously assessed and did not qualify for G/T services at an earlier age but have been referred again. 3) For students who demonstrate that services are not appropriate based on multiple criteria, a student may be reassessed to gather evidence on if services are in the best interest of the student.

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Curriculum and Instruction



A school district must offer in-school learning opportunities relevant to the student's area(s) of strength throughout the entire school year (TAC §89.3(3) and State Plan 3.1). Identified G/T students MUST be served according to the LEA's defined program services and policies. LEAs must ensure that G/T program services occur during the school day for the entire school year (TAC §89.3(3) and State Plan 3.1). Campuses and districts must ensure that their service plan provides G/T students opportunities during the school day throughout the entire school year (TAC §89.3(1) and (3); State Plan 3.4).

According to the state, districts are required to provide an array of learning opportunities for G/T students in Kindergarten to grade 12. BISD will provide social emotional learning lessons that correspond to the state TEKS for PreK-12th grade. Bronte ISD will also administer GT services for K-12 in the following ways. Kindergarten and First grade will receive GT services as a whole, utilizing enrichment lessons that will help strengthen students' critical thinking skills and allow the GT and classroom teacher ample opportunities of observations and collection of data for the identification and selection process. Students that have been identified 2nd through 6th grade will participate in a pull out program that includes part-time services in a classroom, other than the student's regular class, that take place on a regular schedule provided by a gifted/talented 30-hour foundational and 6-hour update trained teacher. Please note that G/T students served in AP, Pre-AP, and/or dual credit courses must still receive differentiated instruction from a G/T-trained teacher (TAC §89.3) therefore students that are in grades 7th-12th will meet during their Longhorn TEA Time with the GT mentor teacher and complete an annual TPSP independent research project or a digital portfolio passion project as well as other enrichment activities that correspond to the Gifted and Talented Standards. Bronte ISD High School GT service model is as follows:

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Bronte ISD HS GT Service Model

Yearly Requirements For HS GT Students:

*Enrollment and successful completion in one or more DC course(s) for those students that this is applicable.

*Extracurricular and/or Leadership involvement.

*Complete and submit to the GT mentor, ONE of the following:

- Area of Passion, Digital Portfolio

- TPSP independent project OR

- Yearly digital collection portfolio of enrichment activities performed by the student in the areas of interest and involvement.

The HS GT Student will be expected to:

*Enroll and successfully complete a DC course for those applicable.

*Extracurricular and/or Leadership Involvement.

- Each year choose a minimum of one other area to invest their gifts/talents such as extracurriculars (music, theater, athletics, art, etc.) offered on campus or leadership related clubs/classes (student council, NHS, etc.). Students highly involved in out of school extracurricular or leadership groups (scouts, sports, dance, church leadership roles, etc.)

*Area of Passion Digital Portfolio OR TPSP Independent Research Project

- Area of Passion Digital Portfolio: Each year choose an area of passion to be approved by the GT Mentor to create a Digital Portfolio (Google Slideshow) showcasing progress, activities, and/or accomplishments in this area. Area of passion may be a core class, extracurricular activity, or leadership activity the student invests themselves in. Students will be expected to showcase their involvement throughout the year with their area of passion through their digital portfolio. Students will build on their Digital Portfolio each year. They may choose to continue in their same passion from one year to the next or may be approved by the GT Mentor to pursue a new passion for the year. Students must not change their passion once approved without further approval from the GT Mentor.

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-TPSP Independent Research Project- The GT student may elect and be approved by the GT Mentor/Teacher to complete a traditional research project using TPSP on TEA's website. The student will be responsible for completing the independent project in their core academic area of strength. They will receive guidance and assistance as needed from their GT mentor/teacher. This project could, per classroom teacher approval, take the place of another classroom project/assignment and will earn a grade for that core class in which the project is completed for.

The HS Student will receive:

- *Support from the GT trained teacher to be successful in the core academic areas of focus.

- *Support from the GT mentor throughout the year to fulfill all requirements for the GT Program.

The HS GT Student will be able to and encouraged to:

- *Participate in enrichment activities during the year such as academic UIL events, enrichment events as opportunities arise including job shadowing and/or mentorships as they become available.

The HS GT Student will earn:

- *Recognition for completion at graduation by wearing cords to signify GT Honors. The GT Student must successfully complete the expectations required for the program in order to receive this honor.

The GT Mentor will:

- *Assist the GT student in identifying core academic area of strength to best focus on and guidance throughout the school year in various areas.

- *Monitor student progress throughout the year including: making sure the student is enrolled in the correct classes for GT credit, successful progress in classes, emotional needs support for the gifted student (SEL's), completion of yearly requirements for Digital Portfolio, passion project or TPSP. Plan, organize and facilitate in mentorships, job shadowing, enrichment activities.

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Professional Learning

Texas State Law and the Bronte ISD District requires the G/T coordinator/mentor/teacher instructing identified G/T students in the 4 core areas to complete their initial foundational 30 hours of training, then 6 CPE hours of G/T update training is required annually. The annual update should be based on individual teacher needs related to the objectives of the district's G/T program services. The intent of the six-hour update is to provide teachers of G/T students with training that will enable the teacher to differentiate and adjust the depth, complexity, and pacing of lessons to meet the needs of G/T students. (State Plan 5.6). Administrators and counselors who have authority for decisions of G/T programs "have a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and program options for gifted/talented students." 19 TAC 89.2(3) Copies of certificates, etc. as documentation are to be submitted to the campus principal(s) each academic school year.

Communications/Family and Community Involvement

The District will involve family and community members in services designed for the G/T students throughout the school year. The G/T Coordinator will provide an informative avenue for parents, staff and community in order to help build knowledge and understanding of the gifted program. The G/T coordinator shall communicate through the distribution of appropriate materials such as agenda items for discussion at faculty meetings, meetings with teachers and parents, letters home to parents, district website announcements, parent link, or through other means deemed appropriate.

Contact Information

GT Coordinator/Mentor/Teacher: Monique Bilyeu

Contact email: monique.bilyeu@bronteisd.net

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Glossary

ACCELERATION Strategy of mastering knowledge and skills at rates faster or ages younger than the norm

APPEALS A parent may appeal any final decision of the selection committee regarding selection for or exit from the gifted program. Appeals shall be made first to the selection committee.

ARRAY OF LEARNING EXPERIENCES A menu of challenging activities or opportunities that fit the unique interests and abilities of advanced-level students

ASSESSMENTS Data collected through both objective and subjective assessments shall be measured.. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.

COMPLEXITY Extension of content in, between, and across disciplines through the study of themes, problems, and issues; seeing relationships between and among ideas in/within the topic, discipline, and disciplines; examining relationships in, between, and across disciplines over time and from multiple points of view

DEPTH Exploration of content within a discipline to include analyzing from the concrete to the abstract, familiar to the unfamiliar, known to the unknown; exploring the discipline by going beyond facts and concepts into generalizations, principles, theories, laws; investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, and/or ethical considerations

DIFFERENTIATION modification of curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom

DIVERSITY The presence of difference between individuals and among groups including but not limited to age, socioeconomics, education, race and ethnicity, gender, culture, and religious beliefs

DUAL CREDIT An opportunity for a student to earn high school credit for successful completion of a college course

FOUNDATION CURRICULAR AREAS English language arts/reading, mathematics, science, and social studies

FURLOUGH A leave of absence from program services

INDEPENDENT STUDY Self-directed learning strategy where the teacher acts as guide or facilitator, and the student plays a more active role in designing and managing his or her own learning

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Glossary Cont.

QUALITATIVE MEASURES Performance indicators that cannot be recorded numerically and that include observations, anecdotal records, checklists, interviews, student products, performances, etc.

QUANTITATIVE MEASURES Performance indicators that can be expressed in terms of definite numbers or amounts such as scores on achievement tests

REFERRAL Students may be referred for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons.

SELECTION A selection committee shall evaluate each nominated/referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law.

TEXAS PERFORMANCE STANDARDS PROJECT (TPSP) statewide standards and assessment system which includes instructional materials designed to provide assistance as districts achieve the state goal for gifted/talented students (complete information at (<http://www.texaspsp.org/>))

INTERDISTRICT When a student identified as gifted by a previous school district enrolls in the District

6-HOUR UPDATE TRAINING The G/T coordinator/mentor/teacher is required to complete a minimum of six (6) hours of professional development annually.