

HOUSE No. 521

The Commonwealth of Massachusetts

PRESENTED BY:

Meghan Kilcoyne

To the Honorable Senate and House of Representatives of the Commonwealth of Massachusetts in General Court assembled:

The undersigned legislators and/or citizens respectfully petition for the adoption of the accompanying bill:

An Act relative to educator training to create educational equity for gifted and beyond grade-level children.

PETITION OF:

NAME:	DISTRICT/ADDRESS:	DATE ADDED:
<i>Meghan Kilcoyne</i>	<i>12th Worcester</i>	<i>1/18/2023</i>
<i>Gerard J. Cassidy</i>	<i>9th Plymouth</i>	<i>3/7/2023</i>
<i>James C. Arena-DeRosa</i>	<i>8th Middlesex</i>	<i>3/13/2023</i>

HOUSE No. 521

By Representative Kilcoyne of Clinton, a petition (accompanied by bill, House, No. 521) of Meghan Kilcoyne, Gerard J. Cassidy and James C. Arena-DeRosa that the Department of Elementary and Secondary Education be authorized to establish a professional development program in gifted and talented education. Education.

The Commonwealth of Massachusetts

**In the One Hundred and Ninety-Third General Court
(2023-2024)**

An Act relative to educator training to create educational equity for gifted and beyond grade-level children.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

1 SECTION 1. Chapter 70 of the General Laws, as appearing in the 2020 Official Edition,
2 is hereby amended by inserting the following new section:

3 “Section 16. The Department of Elementary and Secondary Education shall establish a
4 professional development program in gifted and talented education which will provide access to
5 certain educators across the Commonwealth, fifteen hours of professional development in the
6 specific field of the education of beyond grade-level and/or gifted students. Fifteen hours of such
7 professional development shall be completed in any five year period for the renewal of licensure
8 for any educators, including administrators, whose classrooms, schools, or districts contain one
9 or more students who achieve ro have the potential to achieve beyond the age-average grade-
10 level or are identified, or who could be identified as gifted and talented as defined by federal law,

11 or as determined by a school district professional or any other professional working in the field
12 of psychology, gifted education or who regularly provides services of educational assessments.”

13 SECTION 2. Chapter 71 Section 38G of the General Laws, as appearing in the 2020
14 Official Edition, shall be amended by inserting after the sentence, “In addition to any other
15 requirements in this section, in order to receive a provisional or standard educator certificate,
16 persons applying for such certification shall have completed such courses or training sessions as
17 the board shall require in second language acquisition.” the following words:

18 “ In addition to any other requirements of this section, in order to receive a provisional or
19 standard educator certificate, persons applying for such certification shall have completed such
20 courses or training sessions as the board shall require in the education of beyond grade-level
21 and/or gifted students. The board shall establish such requirements as recommended by
22 generally-accepted standards in the field of gifted and talented education. This shall include
23 training in talent development framework to find and cultivate strengths of a student’s latent and
24 emergent potential; and training to address biases in the educational environment that lead to low
25 expectations, missed talents, and lack of opportunities for students based on factors such as race,
26 ethnicity, geography, gender, religion, EL or socioeconomic status.

27 In addition to any other requirements of this section, the board shall require, as a
28 provision of an administrator's or an educator's initial certification, that all such educators and
29 administrators shall have training in strategies for the effective education of beyond-grade-level
30 and gifted and talented students as they are defined by federal law.”

31 SECTION 3. Chapter 71 Section 38Q of the General Laws, as appearing in the 2020
32 Official Edition, shall be amended by inserting the following text in the first paragraph, after the

33 sentence, “In any school district with limited English proficient students, the plan shall provide
34 training for teachers in second language acquisition techniques for the re-certification of teachers
35 and administrators.”

36 “ In any school district containing gifted and talented students as defined by federal law,
37 the plan shall provide training for administrators and teachers in gifted education, and shall state
38 how such training will support the needs of beyond grade-level and/or gifted students. Each
39 school district shall report to the department, on an annual basis, the gifted education training
40 provided by the district, the number of educators in the district receiving such training and the
41 total number of hours received. Each school district shall report to the department, on an annual
42 basis, the specific ways in which its Title II Part A programs and activities address the learning
43 needs of beyond grade-level and/or gifted students and is improving the education of beyond
44 grade-level and/or gifted students.”

45 SECTION 4. Chapter 71 Section 38Q of the General Laws, as appearing in the 2016
46 Official Edition, shall be amended by inserting the following sentence after the second sentence
47 of the second paragraph, which ends with the words “limited English proficient students.” the
48 following text:

49 “ The plan shall include data that demonstrates, statewide and by school district, the types
50 of professional development provided for educators who work with beyond-grade-level, gifted
51 and talented, highly or profoundly gifted, including those with one or more disabilities.”

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