



JUDSON INDEPENDENT SCHOOL DISTRICT
Office of Advanced Academics

Gifted and Talented Handbook

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Gifted and Talented Handbook

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Table of Contents

Board of Trustees, District Leadership and Vision	1
Introduction.....	2
Section 1: Gifted and Talented Definition and Goals.....	3
Section 2: Service Design.....	4
– Elementary G/T Services	4
– Middle School G/T Services	5
– High School G/T Services.....	5
Section 3: Student Assessment and Identification.....	9
– Referral	9
– Assessment Design	9
– Selection Process.....	10
– Transfer, Furlough, Reassessment, Exit and Appeals Processes	10
Section 4: Curriculum and Instruction of G/T Students	14
– Differentiation	14
– Enrichment	15
– Acceleration	16
– Advanced Products.....	16
– Clustering Grouping.....	16
Section 5: Professional Learning.....	18
Section 6: Family/Community Involvement	21
Section 7: Fidelity of Services and Evaluation.....	23
Section A: Common G/T Forms	26
Section B: Glossary.....	42
Section C: Standards of Service Index	45
Section D: Contact Information.....	46



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Vison

Judson ISD Driven by Excellence!

Mission

All Judson ISD students will receive a quality education enabling them to become successful in a global society.

Introduction

Judson ISD is committed to meeting the educational needs of all our students. This handbook is an effort to delineate how we meet the educational needs of one our student populations, gifted and talented (G/T) students. These services, including service design, student assessment, curriculum and instruction, professional learning, and family/community involvement are guided by two major sources, the [Texas State Plan for the Education of Gifted/Talented Students](#) (Referred to hereafter as the “State Plan”) and board policy (Please see [EHBB\(LEGAL\)](#), [EHBB\(LOCAL\)](#), [FNG\(LOCAL\)](#), [FDC\(LEGAL\)](#), [AG\(LEGAL\)](#), [DMA\(LEGAL\)](#), and [EHDC\(LEGAL\)](#)). The State of Texas defines a gifted/talented student as “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.” Like all students, we have a duty to meet our G/T students’ needs.

In order to ensure these students’ academic needs are met, the State Plan has created standards of service in the following categories:

- Fidelity of services
- Student assessment
- Service design
- Curriculum and instruction
- Professional learning
- Family/community involvement

In an effort to create clarity, our handbook is centered on these six categories. The first section of the book is dedicated to the goals of our G/T services. The rest of the sections outline how we are meeting the needs of our students in the different categories explained in the State Plan. It is our hope that this handbook will provide clarity and focus in the service of our G/T students.



Gifted and Talented (G/T) Definition and Goals

An overview of the State and District definitions of G/T and goals

State of Texas Goal for G/T Students

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.

State of Texas Definition of G/T Students

A G/T 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](#))

At Judson ISD, G/T services are provided for those students who exhibit high performance capabilities or excel in at least one of the four core content areas (language arts, math, science, social studies).

Judson ISD Goal for G/T Students

The goal of Judson ISD 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 in the four core content areas. G/T students develop innovative products and sophisticated performances that reflect individuality and creativity and are targeted to a variety of audiences. Students who meet the definition above have unique educational needs that require additional supports. The purpose of JISD G/T services is to provide this support by giving identified students an education that is aligned with these students' particular academic, career, social and emotional needs.

Section

2

Service Design and Continuum

An overview of Judson ISD's G/T services grades K-12

STATE PLAN

Standards: 2.23, 3.1, 3.3, 3.4, 3.5,
3.7, 3.8, 3.9, 3.11, 4.1, 4.2, 4.3, 4.4,
4.5, 4.6, 4.7

G/T Service Design

Judson ISD G/T services provide a K-12 continuum of support for students identified as gifted and talented in the math, science, language arts, and social studies curriculum areas. This provides a pathway of support that builds and expands learning and opportunity. Ultimately, we desire for our students to develop and hone their skills in self-directed learning, thinking, research, and communication in order to ensure the students can reach their full potential.

Because of the differences in instructional design in elementary, middle, and high school, G/T services are tailored to the specific needs of primary, intermediate, and secondary grades. The particular details are outlined below.

Elementary G/T Service Design

Elementary G/T services can start as early as Kindergarten and continues through 5th Grade. Students who are identified as G/T in Kindergarten will begin receiving services as soon as they have been officially coded as G/T. Services will continue in grades 1-5, where G/T students are clustered in specific G/T classes. These services consist of two components, pull-outs and in-class enrichment.

Pull-Out Services

One of the primary responsibilities of the elementary academic enrichment teacher is working with G/T students in homogeneous small groups through pull-outs. These pull-out services consist of bringing a grade-level or multiple grade-levels of G/T students from one campus together outside of the general education classroom. The intention of this time, which will vary in length depending on the rationale for a particular pull-out session, is to allow students time to collaborate with other G/T students, explore enriched core content curriculum, and develop advanced products and/or performances.

In-class Enrichment

In addition to pull-out support, students receive in-class enrichment through the differentiation of the core content curriculum. Instruction will involve flexible grouping to provide students time to work in various contexts, and on-going assessment to guide the implementation of the differentiation.

Middle School G/T Service Design

In middle school, classroom instruction moves to a departmentalized model with different classrooms for different subjects. Pull-out services are no longer practical and are replaced by differentiation in clustered honors courses and acceleration of the curriculum through both changes to the scope and sequence and differentiation. As a result of this, G/T students are prepared for advanced coursework, have the opportunity to take advanced classes such as Algebra 1 and Biology in middle school, and are provided the time to create advanced products and/or performances.

Honors Coursework

The primary vehicle for G/T services in the middle school years is honors coursework in the core areas of language arts, social studies, math, and science. Differentiation and opportunities to work with other G/T students are provided through the clustering of students in these classes. This coursework should prepare students for advanced challenges in high school.

Acceleration

Students receiving G/T services in math and science receive accelerated curriculum culminating in Algebra I and Biology in 8th grade. Beyond providing academically rigorous coursework in these honors courses, acceleration allows students to pursue high school coursework that aligns with their interests and needs.

High School G/T Service Design

G/T services in high school largely mirror those of middle school with the continuation of honors classes and acceleration through college-level coursework. In these college-level courses students have the opportunity to earn college credit while also developing academically in the core areas and creating advanced products and/or performances.

Honors Coursework

In the early years of high school, G/T students are clustered in honors courses for math, science, social studies, or language arts and receive differentiated instruction in those courses.

Advanced Coursework

As students progress in high school, they enter advanced coursework through either Advanced Placement, Dual Credit, International Baccalaureate, or UT Onramps courses. These courses allow students to explore advanced coursework in areas of interest while also having the opportunity to earn college credit.

Gifted and Talented K-12 G/T Service Continuum

Kindergarten	<p>Pull-Out After the completion of the identification process, pull-out services for students identified to receive G/T services are provided to enrich the curriculum in math, science, social studies, and language arts.</p> <p>In-class Enrichment Differentiation in the four core areas is provided during general instruction time from the general education teacher, under the coaching and guidance of the academic enrichment teacher. The elementary academic enrichment teachers will coordinate with classroom teachers to address student assignments and performance.</p>
Elementary (1st-5th grades)	<p>Pull-Out Pull-out services for students identified to receive G/T services are provided to enrich the curriculum in math, science, social studies, and language arts.</p> <p>G/T Clustering Students receiving G/T services are clustered in general education classrooms to ensure that they have the opportunity to collaborate with other G/T students.</p> <p>In-class Enrichment Differentiation in the four core areas is provided during general instruction time from the general education teacher, under the coaching and guidance of the academic enrichment teacher. The academic enrichment teachers will coordinate with classroom teachers to address student assignments and performance.</p>
Middle School (6th-8th grades)	<p>Honors In language arts and social studies, students are clustered in honors courses and receive differentiated instruction in those courses. This allows students to develop strong reading, writing, and research skills necessary to pursue advanced coursework in high school.</p> <p>Acceleration Students receiving G/T services in math and science receive accelerated curriculum culminating in Algebra I and Biology in 8th grade. Beyond providing academically rigorous coursework in these honors courses, acceleration allows students to pursue high school coursework that aligns with their interests and needs.</p>
High School (9th-12th grades)	<p>Honors In the early years of high school, G/T students are clustered in honors courses for math, science, social studies, or language arts and receive differentiated instruction in those courses.</p> <p>Advanced Coursework As students progress in high school, they enter advanced coursework through either Advanced Placement, Dual Credit, International Baccalaureate, or UT OnRamps courses. These courses allow students to explore advanced coursework in areas of interest while also having the opportunity to earn college credit.</p>

Other Acceleration Options

Grade-level (elementary) or subject-level (secondary) acceleration is available to students who meet specific criteria laid out in board policy.

Elementary Grade-Level Acceleration

Grade-level acceleration is available to a student in grades 1–5 if the student meets the following requirements:

1. The student scores 80 percent or above on a criterion-referenced test for the grade level to be skipped in each of the following areas: language arts, mathematics, science, and social studies;
2. A district representative recommends that the student be accelerated; and
3. The student's parent or guardian gives written approval of the acceleration.

See Board Policy [EHDC\(Legal\)](#) and 19 TAC 74.24(b) for additional information about this process.

Secondary Subject Acceleration

Academic subject acceleration is available to a student in grades 6–12 credit for an academic subject in which the student has received no prior instruction if the student scores:

1. A three or higher on a College Board advanced placement examination that has been approved by the board for the applicable course;
2. A scaled score of 50 or higher on an examination administered through the College-Level Examination Program (CLEP) and approved by the board for the applicable course; or
3. Eighty percent or above on any other criterion-referenced test approved by the board for the applicable course.

See Board Policy [EHDC\(Legal\)](#) and 19 TAC 74.24(c)(8) for more information about this process.

For additional information on acceleration through credit by exam, including test dates and registration deadlines, please reference the JISD Student Handbook.

Applicable State Plan Standards of Service

STATE PLAN FOR THE EDUCATION OF GIFTED/TALENTED STUDENTS

- 3.1 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)).
- 3.3 Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas.
- 3.4 Gifted/talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options (19 TAC §89.3(1)).
- 3.5 Flexible grouping patterns and independent investigations are provided throughout the program design/services.
- 3.7 Local board policies are developed that are consistent with State Board of Education rules on credit by examination (19 TAC §74.24) and early high school graduation opportunities (TEC §56.203).
- 3.8 Acceleration and flexible pacing are employed, allowing students to learn at the pace and level appropriate for their abilities and skills, and are actively facilitated by district administrators, counselors, and teachers.
- 3.9 Local board policies are developed that enable students to participate in dual/concurrent enrollment, distance learning opportunities, and accelerated summer programs if available.
- 3.11 Develop and implement services to address the social and emotional needs of gifted/talented students and their impact on student learning.
- 4.1 An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for gifted/talented students in grades K–12, and parents are informed of the opportunities (19 TAC §89.3).
- 4.2 Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research.
- 4.3 A continuum of learning experiences is provided that leads to the development of advanced-level products and/or performances such as those provided through the Texas Performance Standards Project (TPSP) (19 TAC §89.3(2)).
- 4.5 Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)).
- 4.6 Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.
- 4.7 Scheduling modifications are implemented in order to meet the identified needs of individual students.
-

Service Design Takeaways

KEY POINTS



- Judson ISD provides G/T services in English, math, science, and social studies kindergarten to 12th grade.
 - Elementary G/T services are centered on pull-outs and in-class enrichment in a clustered G/T classroom. Differentiation for G/T needs to be documented in teacher lesson plans.
 - Secondary G/T services focus on differentiated instruction in honors classes, advanced coursework, and through acceleration. Differentiation for G/T needs to be documented in teacher lesson plans.
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Student Assessment and Identification

A summary of Judson ISD's referral, assessment, and selection, furlough, and exit processes

STATE PLAN

Standards: 2.1, 2.2, 2.3, 2.4, 2.5,
2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12,
2.13, 2.14, 2.15, 2.16, 2.17, 2.18,
2.19, 2.20, 2.21, 2.22, 2.24, 2.25,
2.26, 2.27, 2.28, 2.29

Referral

The term referral means to request that a student be tested in order to determine if the student needs gifted and talented services. Any student may be referred for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons, including students themselves.

Referral Window

Referrals are requested in the months of October, November and December. The elementary window starts in November. Referrals can be submitted at any time during the year, but referrals received outside of this window may delay student testing. In order to refer a student, the district referral form (found in Section A of Handbook) must be completed and submitted to the teacher of record, who will send referral to the campus G/T contact found in the last section of this handbook.

Prior to the opening of the referral window, an awareness session outlining the assessment process and G/T services will be provided to family and community members.

Assessment Design

The majority of testing occurs in the months of December, January and February. At Judson ISD, we do not want to overlook any child in need of G/T services. In order to ensure that our assessment process is as equitable and fair as possible, we employ both qualitative and quantitative assessment measures. Students will be assessed in a language they understand or with nonverbal assessments. These measures include but are not limited to the following:

Cognitive Abilities Test (CogAT)

The CogAT is an industry leading assessment that has three sections used to measure students' verbal, quantitative and nonverbal figural reasoning abilities. Students will receive individual area scores (verbal, quantitative, and nonverbal) as well as a composite score.

Kingore Observation Inventory (KOI)

In the elementary grades, Judson ISD uses three tasks from the Kingore Observation Inventory to help the test facilitator to recognize characteristics of giftedness and high aptitude beyond the results of a single exam. Students are guided through these tasks which look at verbal, nonverbal, and quantitative reasoning ability and creative problem solving.

Teacher and Parent Surveys

Part of the qualitative assessment data are parent and teacher surveys to gather observations to assist in evaluating the student's need for G/T services.

Standardized Testing (if applicable)

In the upper grade levels, the Iowa Assessment may be administered as a data source in addition to surveys and the CogAT. STAAR testing, common assessment data, and other standardized assessment data may be reviewed as well.

Selection Process

The decision to provide G/T services to a student is made by the G/T Selection Committee. This committee is made up of at least 3 staff members who have received the initial 30 hour G/T training and the annual 6 hour update requirement. The staff member overseeing the G/T services at the campus should also be part of the committee and should have received the 6 hour G/T administrator training. This committee will review student profiles, including CogAT scores, KOI task performance, teacher and parent surveys, and possibly additional standardized test data. By including several different types of data in deliberations, the committee can make a better determination that best serves the students' needs with equity as different students respond to different tests and tasks based on their experiences, background, and areas of giftedness. Families and staff may contact the Director of Advanced Academics via email, dholmes@judsonisd.org, or their campus G/T contact (found in Section D) to further discuss the assessment data.

Student G/T Record Retention

In accordance with 13 TAC §7.125(a)(6), records of each student referred to or receiving services in gifted/talented, including nomination and observation documentation, testing results, parental consents, committee reports and recommendations, and other records of services required under state regulation or pertinent to the identification of students for participation the gifted/talented program will be kept for a minimum of 5 years past the cessation of G/T services.

Transfer, Furlough, Reassessment Exit, and Appeals Processes

Transfer

When a student identified as gifted and talented by a different school district enrolls in the District, the selection committee will review the student's records and conduct assessment procedures when necessary to determine if it would be appropriate for the student to receive G/T services. This is essential as G/T services may differ from district to district. The committee will make its determination within 30 school days of the student's enrollment in the District and will base its decision on the transferred records, observation reports of district teachers who instruct the student, student and parent conferences when possible, and G/T testing data when administered. Students transferring from campus to campus in the District will maintain the G/T service designation without further assessment necessary.

Furlough

A student may be furloughed for a period of time deemed appropriate by the G/T committee. The minimum length of time for the furlough will be one grading period and no more than one year. Students who are in the furlough process are not exited from the G/T program. At the end of the furlough, the student's progress will be reviewed, and the student may reenter the gifted program, be placed on another furlough, or be removed from the program based on the recommendation of the G/T committee.

Reassessment

JISD does not require routine reassessments. If the District reassesses students in the gifted and talented program, the reassessment will be based on a student's performance in response to services and will occur no more than once in elementary grades, once in middle school grades, and once in high school grades. Students' performance in response to services in language arts, math, science and social studies is assessed periodically by reviewing student test data in the core content areas and gathering teacher input. The results of this review will be communicated to parents and may be used to make reassessment recommendations if the student is not progressing in response to services.

Exit

The District will monitor student performance in response to gifted and talented program services. If at any time, the selection committee or a parent determines it is in the best interest of the student to exit the program, the committee will meet with the parent and student before finalizing an exit decision. A student who has exited the gifted and talented program may be considered for reinstatement at the discretion of the G/T committee.

Appeals Procedure

Parents or students may appeal any decision regarding selection for or removal from G/T services. Appeals shall be considered by the District assigned G/T committee and will proceed in accordance with FNG(LOCAL).

Applicable State Plan Standards of Service

STATE PLAN FOR THE EDUCATION OF GIFTED/TALENTED STUDENTS

- 2.1 Written policies on student identification for gifted/talented services are approved by the district board of trustees and disseminated to all parents (19 TAC §89.1).
 - 2.2 Referral procedures for assessment of gifted/talented students are communicated to families in a language and form that the families understand or a translator or interpreter is provided to the extent possible.
 - 2.3 Referral forms for assessment of gifted/talented students are provided to families in a language and form that the families understand, or a translator or interpreter is provided to the extent possible.
 - 2.4 Families and staff are informed of individual student assessment results and placement decisions as well as given opportunities to schedule conferences to discuss assessment data.
 - 2.5 An awareness session providing an overview of the assessment procedures and services for gifted/talented students is offered for families by the district and/or campus prior to the referral period.
 - 2.6 All family meetings are offered in a language families can understand or a translator or interpreter is provided to the extent possible.
 - 2.7 Provisions regarding transfer students, furloughs, reassessment, exiting of students from program services, and appeals of district decisions regarding program placement are included in board approved policy (19 TAC §89.1(5)).
 - 2.8 Policy ensuring that transfer students are properly assessed and appropriately placed following notification of enrollment in the district is included in board-approved policy. Transfers from campus to campus within the district are also addressed in board-approved policy.
 - 2.9 When a gifted/talented student transfers to another district either in or out of Texas, that district is provided with the student's assessment data by the sending district.
 - 2.10 Policy is adopted allowing student furlough (the opportunity for students to have a leave of absence from gifted/talented program services) for specified reasons and for a certain period of time without being exited.
 - 2.11 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.
 - 2.12 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.
 - 2.13 Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate.
 - 2.14 Provisions for ongoing identification of students who perform or show potential for performing at remarkably high levels of accomplishment in each area of giftedness served by the district are included in board-approved policy (19 TAC §89.1(1)).
 - 2.15 Assessment opportunities for gifted/talented identification are made available to students at least once per school year.
 - 2.16 Students in grades K–12 shall be assessed and, if identified, provided gifted/talented services (TEC §29.122 and 19 TAC §89.1(3)).
 - 2.17 Data collected from multiple sources for each area of giftedness served by the district are included in the assessment process for gifted/talented services (19 TAC §89.1(2)). The assessment process allows for student exceptionalities to the extent possible.
 - 2.18 Based on a review of information gathered during the assessment process, students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational needs are recommended by the selection committee for gifted/talented services.
 - 2.19 Students are assessed in languages they understand or with nonverbal assessments.
 - 2.20 All kindergarten students are automatically considered for gifted/talented and other advanced level services.
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- 2.21 At the kindergarten level, as many criteria as possible, and at least three (3), are used to assess students who performs at or shows the potential of accomplishment relative to age peers.
-
- 2.22 In grades 1–12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether a student needs gifted/talented services.
-
- 2.24 Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3)).
-
- 2.25 The population of the gifted/talented services program is closely reflective of the population of the total district and/or campus.
-
- 2.26 Final determination of students' need 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)).
-
- 2.27 The selection committee is formed of members who have completed training as required by 19 TAC §89.2.
-
- 2.28 A balanced examination of all assessment data collected through the district's gifted/talented assessment process is conducted and used by the selection committee in making identification decisions.
-
- 2.29 Student progress/performance in response to gifted/talented services is periodically assessed using standards in the areas served and identified in the written plan. Results are communicated to parents or guardians.
-

Student Identification and Assessment Takeaways

KEY POINTS



- Any student can be referred for assessment by any interested person including the students themselves.
- The referral window is October-December for secondary and November-December for elementary.
- Assessments consist of at least 3 different instruments and occur most in December, January, and February.
- Students identified as needing G/T services will receive services as soon as possible after the identification process.

Curriculum and Instruction of G/T Students

A look at differentiation, enrichment, acceleration, advanced products, and cluster grouping

STATE PLAN

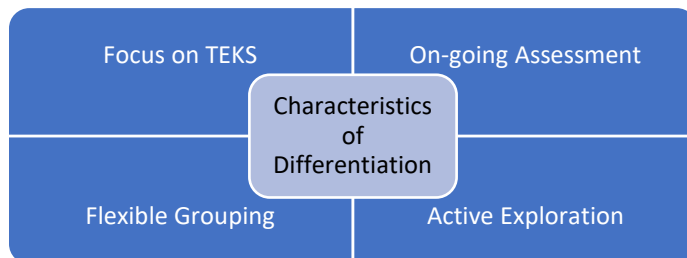
Standards: 3.1, 3.3, 3.4, 3.5, 3.6, 3.8, 3.9, 3.11, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.9

The curriculum and instruction of G/T students is predicated on the practice of differentiation. Through this, students receive opportunities to enrich their understanding, accelerate in areas of strength, and produce advanced products and/or performances. This differentiation often takes place in conjunction with the practice of cluster grouping. Each of these topics will be covered below.

Differentiation

The State Plan Standard 4.9 states, “Educators adapt and/or modify the core or standard curriculum to meet the needs of gifted/talented students and those with special needs such as twice-exceptional, highly gifted, and English learners.” Differentiation is the name we give this adaptation. Dr. Carol Ann Tomlinson, one of the leading experts on the topic, sees differentiation as adapting instruction through changes to the content, process, product, or affect/environment based on the student’s readiness, interests, and learning profile.¹

Characteristics of Differentiation



Four key characteristics of the differentiated classroom are a focus on the concepts taught, on-going assessment, flexible grouping, and active exploration.² It is essential that all students gain mastery of the knowledge and skills laid out in the TEKS and are actively engaging in the curriculum. Ongoing assessment ensures that teachers understand

before, during, and after a lesson the changes they need to make to the instruction to meet the needs of all students. Flexible grouping allows teachers to group students in strategic ways to best differentiate the content, process, or product.

¹ (Tomlinson, 2014)

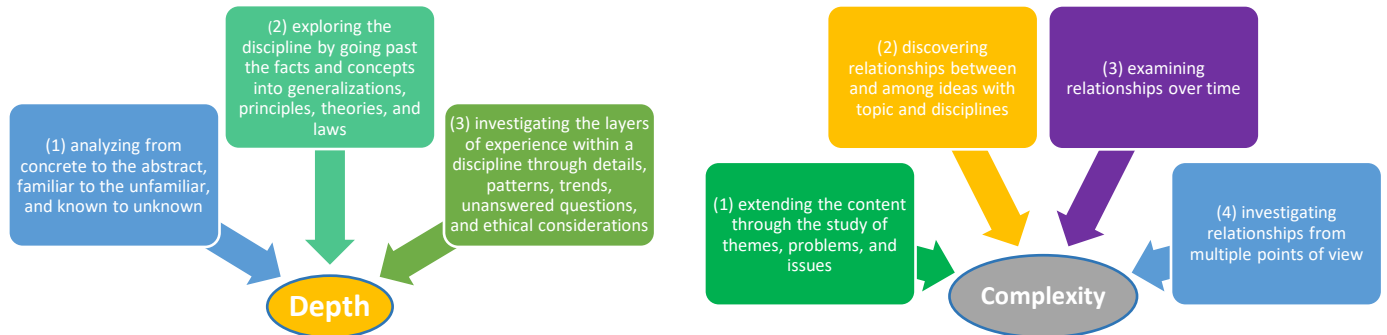
² (Conlkin, 2015)

Implementation

Differentiated instruction adapts the instruction through adjustments in the common instruction, the use of specific resources, and individualized practice.³ These can be seen as a continuum of differentiation practices. During general instruction, teachers will adjust the common instruction through questioning techniques, grouping strategies, think-pair-share, providing reference materials, changing the order of tasks etc. Specific resources refer to adjustments in materials such as leveled texts, scaffolds, or student interest materials. Individualized practice deals with providing instruction and practice that is tailored specifically to the individual student and includes changes to pacing, depth, complexity, and modality of learning. It is important that differentiation decisions in these areas are based on pre-assessment data.

Enrichment

Enrichment is the adaptation of curriculum to increase its depth and complexity and can be seen as a horizontal adjustment to the curriculum.⁴ The diagrams below lay out the basic aspects of depth and complexity.⁵



Depth and Complexity Framework

A helpful model for enrichment is Dr. Sandra Kaplan's Depth and Complexity Framework. One aspect of this framework are prompts for depth and complexity. Dr. Kaplan assigns eight prompts, each with their own icon for visual cues, to depth (language of the discipline, details, patterns, unanswered questions, rules, trends, ethics, and big ideas). The icons are arranged more or less from concrete to abstract.⁶ Kaplan adds three prompts to complexity (across the disciplines, changes over time, and different perspectives). In addition to the prompts (icons), the framework also includes thinking skills, content dictations, generalizing, and thinking in the discipline.⁷ In order to provide evidence of implementation, enrichment practices for G/T students must be documented in teacher lesson plans for all classes providing G/T services to students (math, science, English language arts, and social studies that have G/T students clustered in them).

³ (Bondie, 2019)

⁴ (Wu, 2013)

⁵ (Voss, 2014)

⁶ (Voss, 2014)

⁷ (Voss, 2014)

Acceleration

Acceleration is the practice of moving a student through an educational program at a faster pace or at a younger age than is typical.⁸ Acceleration is different from enrichment in that it involves presenting content at a faster pace or earlier age instead of increasing the depth and complexity of the curriculum (it is important that all instruction involves depth and complexity). Forms of acceleration at Judson ISD include curriculum compacting, telescoping curriculum, self-paced instruction, subject-matter acceleration such as the middle school honors courses, Advance Placement coursework, Dual Credit, International Baccalaureate, Judson Early College Academy, grade acceleration, credit by exam, and extracurricular programs such as Academic Decathlon.

Forms of Acceleration at Judson ISD
Curriculum Compacting
Subject-matter Acceleration
Advanced Placement Coursework
Dual Credit
International Baccalaureate
Grade Acceleration

Advanced Products

The creation of student products and performances is a way for students to communicate their learning through synthesizing and applying the knowledge and skills attained in a class. According to the Texas Performance Standards Project (TPSP), advanced products should provide a “wide variety of choices for student learning, flexibility to pursue topics of student interest, real-life research experiences, and focus on a high-quality product and presentation”.⁹ These products can take many forms such as a research paper, a story, a multimedia presentation, plays, books, songs, persuasive essays, etc.

Cluster Grouping

Cluster grouping in its essence is the evidence-based practice of intentionally placing students in mixed ability classrooms based on educational need with the purpose of providing differentiation.^{10 11 12} Cluster grouping involves identifying student groups based on academic need. In order to ensure compliance with Standards 3.4 and 3.5 of the State Plan, Judson ISD groups gifted-identified students in clusters that comprise about 30% of the overall class when possible, creating a mixed ability class which allows G/T students to work with each other and other students in flexible grouping situations. At the elementary level, the composition of a gifted cluster class would involve about 4-10 gifted-identified students. If there are more than 10 gifted-identified students, a second gifted cluster class should be created and the gifted-identified students distributed evenly between the two classes, ensuring that the number of gifted-identified students clustered never exceeds 10. At the secondary, clustering occurs by assigning G/T students receiving services to honors and advanced coursework.

⁸ (Colangelo, Assouline, & Gross, 2004)

⁹ (Texas Education Agency, n.d.)

¹⁰ (Gentry, 2014)

¹¹ (Winebrenner & Brulles, 2014)

¹² (Morret & Machado, 2017)

Applicable State Plan Standards of Service

STATE PLAN FOR THE EDUCATION OF GIFTED/TALENTED STUDENTS

- 3.1 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)).
-
- 3.3 Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas.
-
- 3.4 Gifted/talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options (19 TAC §89.3(1)).
-
- 3.5 Flexible grouping patterns and independent investigations are provided throughout the program design/services.
-
- 3.8 Acceleration and flexible pacing are employed, allowing students to learn at the pace and level appropriate for their abilities and skills, and are actively facilitated by district administrators, counselors, and teachers.
-
- 3.9 Local board policies are developed that enable students to participate in dual/concurrent enrollment, distance learning opportunities, and accelerated summer programs if available.
-
- 3.11 Develop and implement services to address the social and emotional needs of gifted/talented students and their impact on student learning.
-
- 4.1 An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for gifted/talented students in grades K–12, and parents are informed of the opportunities (19 TAC §89.3).
-
- 4.2 Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research.
-
- 4.3 A continuum of learning experiences is provided that leads to the development of advanced-level products and/or performances such as those provided through the Texas Performance Standards Project (TPSP) (19 TAC §89.3(2)).
-
- 4.4 Participation in the Texas Performance Standards Project (TPSP), or other experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom, is available through gifted/talented curricula.
-
- 4.5 Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)).
-
- 4.6 Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.
-
- 4.7 Scheduling modifications are implemented in order to meet the identified needs of individual students.
-
- 4.9 Educators adapt and/or modify the core or standard curriculum to meet the needs of gifted/talented students and those with special needs such as twice-exceptional, highly gifted, and English learners.
-

Curriculum and Instruction Takeaways

KEY POINTS



- Gifted-identified students should be clustered in classes to provide opportunities to work with each other and other students in their classroom.
- The main services G/T students receive are enrichment and acceleration of the core content curriculum.
- Differentiation should be provided to all students.
- G/T students' services result in advanced products and performances.



Professional Learning

Getting the training necessary to ensure fidelity to the service design

STATE PLAN
Standards: 3.10, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.12

The State of Texas has several requirements for professional learning concerning gifted and talented services. All teachers, administrators, and counselors who work with G/T students or supervise the campus G/T program must receive training concerning the education of G/T students. Judson ISD strives to exceed these requirements by providing high quality, targeted professional learning.

Judson ISD G/T Training Requirements

Teacher Training Requirements

Each new teacher to the district receives an orientation about Judson ISD’s identification process and services for G/T students at the New Teacher Academy. All teachers providing instruction and services to G/T students must receive thirty hours of training that includes the nature and needs of G/T students, identification and assessment of G/T students, and curriculum and instruction for G/T students prior to beginning their assignment to G/T services. This is referred to as the G/T 30 Hour Foundational Training. If teachers begin servicing G/T students but have not received the required 30-hour training, they must complete the training within the first semester of providing services to G/T students.

In addition to the 30-hour requirement, teachers who provide instruction and services to G/T students must receive at least 6 hours of professional learning in the area of gifted and talented education each year they provide services to G/T students. This is referred to as the G/T 6 Hour Update. These trainings are offered by the District and by our partner Region 20. The timeframe to complete the annual training extends from the first day of May for the prior year until the last day of the first semester for the current school year. Teachers are also highly encouraged to attend additional G/T professional learning including several shorter sessions offered by the District.

Teacher professional learning portfolios in Eduphoria Strive are used to verify that staff have the appropriate training hours, and all G/T trainings must be recorded through Eduphoria Strive. For trainings inside the District, teachers register through Eduphoria, which automatically updates their professional learning portfolios. If a teacher receives a training outside of Judson ISD that they believe meets the training requirements for G/T services, they can submit a new portfolio entry in Eduphoria Strive to request G/T credit.

Administrator and Counselor Training

Administrators and teachers with supervisory duties for G/T must receive at least six hours of professional learning dealing with nature and needs of G/T students and service options for G/T. Counselors who work with G/T students must complete at least six hours of training dealing with nature and needs of G/T students, service options for G/T, and social emotional learning. This training is referred to as the G/T 6-hour Admin Training. Judson ISD strongly encourages administrator and counselors dealing with G/T student to complete this training every 3 years.

Judson ISD G/T Professional Learning Overview

Judson ISD G/T Professional Learning Overview				
Training	Audience	Time Required	Offered by JISD	Offered by Region 20
G/T 30-Hour Foundational Training	All teachers working with G/T students	30 Hours	June and July	Various trainings throughout year
G/T New Teacher Orientation	All new teachers to Judson ISD	1.5 Hours	During New Teacher Academy	Not Applicable
G/T 6-Hour Update	All teachers working with G/T students	6 Hours	Various sessions in June	Various trainings throughout the year
G/T Admin Training	All teachers and administrators who oversee G/T services as well as counselors who work with G/T students	6 Hours	During the fall semester	Various sessions throughout the year
<p>Please visit https://txr20.escworks.net/ to view Region 20's professional learning opportunities and register for trainings through Region 20. Please note that in order to document hours from trainings outside JISD, staff members must submit a new portfolio entry in Eduphoria Strive and upload the certificate or other form of verification of completion.</p>				

Applicable State Plan Standards of Service

STATE PLAN FOR THE EDUCATION OF GIFTED/TALENTED STUDENTS

- 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.
-
- 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(2)).
-
- 5.3 Teachers are encouraged to obtain additional professional learning in their teaching discipline and/or in gifted/talented education.
-
- 5.4 A written plan for professional learning in the area of gifted/talented education that is based on identified needs is implemented and updated annually.
-
- 5.5 Opportunities for professional learning in the area of gifted/talented education are provided on a regular basis, and information on them is disseminated to professionals in the district.
-
- 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).
-
- 5.7 Annually, each teacher new to the district receives an orientation to the district's gifted/talented identification processes and the district's services for gifted/talented students.
-
- 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(4)).
-
- 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(4)).
-
- 5.12 Gifted/talented services staff are involved in planning, reviewing, and/or conducting the district's gifted/talented professional learning.
-

Professional Learning Takeaways

KEY POINTS



- All teachers working with G/T students must receive the G/T 30-Hour Foundational Training.
 - All new teachers to Judson ISD must receive G/T New Teacher Orientation.
 - Teachers working with G/T students must have G/T 6-Hour Update annually.
 - All teachers and administrators who oversee G/T services as well as counselors who work with G/T students must receive the G/T Admin Training.
 - Teachers can request G/T credit for outside trainings but submitting a new portfolio entry in Strive.
-

Section
6

Family/Community Involvement

Communication with families and community members as well as family and the community involvement in the design and evaluation of G/T services

STATE PLAN
Standards: 3.4 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8

Communication with family and community members is very important to the overall success of G/T services at Judson ISD. We want families to be informed and to understand how they can become part of the G/T service design and evaluation.

Communication with the Community

In order to form a strong partnership with the community, the community needs to have avenues to learn about G/T and voice their input. There are a number of items that Judson ISD communicates with the community. These include but are not limited to:

- Policies for G/T student identification
- Important meetings and events
- G/T services and opportunities
- Student products and achievements
- Outcomes and findings of the program evaluation process
- Special opportunities such as academic recognition, summer camps, and after-school opportunities

The main communication methods used are the [Judson ISD website](#), the [JISD G/T webpage](#), e-mail, and District announcements. The community is encouraged to reach out or provide feedback to the Director of Advanced Academics, Devin Holmes, at dholmes@judsonisd.org.

Family and Community Involvement Opportunities

There are several ways the community can become involved in G/T services at Judson ISD.

District G/T Advisory Committee

First, community members are encouraged to volunteer to serve on the District G/T Advisory Committee. Through this committee, the community can provide input on identification and assessment procedures, advocate for G/T student needs, and be involved in the evaluation process. The committee usually meets

at least four times per year, including an end-of-year program evaluation meeting. District G/T Advisory Committee positions are filled in August via a lottery process for all interested community members.

District G/T Showcase

The community is invited to be part of the District G/T Showcase to see what products and achievements are coming out of the G/T program at Judson ISD. Showcases generally occur once per year.

Family/Community Orientation

Parents of prospective and current G/T students are encouraged to attend an annual orientation for G/T students. The 2021-2022 Family/Community Orientation will be on September 30th at 6 pm via Microsoft Teams.

Applicable State Plan Standards of Service

STATE PLAN FOR THE EDUCATION OF GIFTED/TALENTED STUDENTS

- 6.1 Written policies are developed on gifted/talented student identification, approved by the local board of trustees and disseminated to parents (19 TAC §89.1).

- 6.2 Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually.

- 6.3 Information is shared or meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services.

- 6.4 The opportunity to participate in a parent association and/or gifted/talented advocacy groups is provided to parents and community members.

- 6.5 An array of learning opportunities is provided for gifted/talented students in grades K–12, and parents are informed of all gifted/talented services and opportunities (19 TAC §89.3).

- 6.6 Products and achievements of gifted/talented students are shared with the community.

- 6.7 Orientation and periodic updates are provided for parents of students who are identified as gifted/talented and provided gifted/talented services.

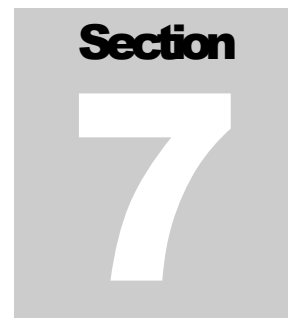
- 6.8 The effectiveness of gifted/talented services is evaluated annually, shared with the board of trustees, and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process, and the outcomes and findings of the evaluation are shared with parents (TEC §§11.251–11.253).

Family/Community Involvement Takeaways

KEY POINTS



- The main communication methods used are the [Judson ISD website](#), the [JISD G/T webpage](#), e-mail (dholmes@judsonisd.org), and District announcements.
- Family and community members can get involved in G/T services through the District G/T Advisory Committee, District G/T Showcase, and Family/Community Orientation.



Fidelity of Services and Evaluation

Ensuring efficacy and alignment with the State Plan for the Education of Gifted/Talented Students

STATE PLAN
Standards: 1.1, 1.2, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 5.11

Gifted and talented services, including policies and procedures, are monitored and evaluated throughout the year by G/T administrators and staff and at the end of the year by the District G/T Advisory Committee to ensure efficacy and alignment with the State Plan for the Education of Gifted/Talented Students. The results of the summative evaluation are used to modify and update curriculum and District and campus improvement plans. The results of this evaluation are shared with all stakeholders.

District G/T Advisory Committee

The District G/T Advisory Committee is the main avenue through which Judson ISD's G/T services are reviewed and input from stakeholders garnered. The committee is composed of parents, community members, Academic Enrichment Teachers, Administrators, and District staff. The main roles of the committee will be the review and evaluation of G/T services at Judson ISD. The committee will meet once per quarter with the fourth quarter meeting dedicated to the summative evaluation of the program. If any component of JISD G/T services are not aligned to the State Plan, G/T staff will work with the committee to develop a plan specifying actions and timelines necessary to be in compliance with the State Plan.

Evaluation Components

The evaluation of G/T services at JISD are centered on the five components of the State Plan for G/T students. These are service design, student assessment and identification, curriculum and instruction, professional learning, and family/community involvement. The table below lists these five areas and the focus questions used to help evaluate each area.

Area of Evaluation	Focus Questions
Service Design	<ul style="list-style-type: none"> • Does the JISD G/T service design provide a research-based learning continuum that meets the needs and reinforces the strengths and interests of G/T students? • Is the service design aligned with state and district goals for G/T services?
Student Assessment and Identification	<ul style="list-style-type: none"> • Does the G/T identification procedures and progress monitoring allow students to demonstrate and develop their diverse talents and abilities? • Is the assessment and identification process valid and equitable?
Curriculum and Instruction	<ul style="list-style-type: none"> • Is the G/T curriculum and instruction meeting the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school? • Does the G/T curriculum and instruction allow students to participate in self-directed learning, thinking, research, and communication as well as develop innovative products and sophisticated performances that reflect individuality and creativity?
Professional Learning	<ul style="list-style-type: none"> • Does the professional learning at Judson ISD ensure that all personnel involved in the planning, creation, delivery and administration of services to gifted/talented students possess the knowledge required to develop and provide differentiated programs and services? • Is Judson ISD's professional learning in compliance with state training requirements?
Family/Community Involvement	<ul style="list-style-type: none"> • Does Judson ISD involve family and community members in services designed for gifted/talented students throughout the school year? • Does Judson ISD effectively communicate relevant information concerning G/T services to family and community members? • Are family and community members involved in the on-going design and evaluation process?

Applicable State Plan Standards of Service

STATE PLAN FOR THE EDUCATION OF GIFTED/TALENTED STUDENTS

- 1.1 Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5).
 - 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.
 - 1.5 Annual evaluation activities are conducted for the purpose of continued service development.
 - 1.6 Long-range evaluation of services is based on evidence obtained through gifted/talented-appropriate performance measures such as those provided through the Texas Performance Standards Project (TPSP).
 - 1.7 The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators.
 - 1.8 District guidelines for evaluation of resources used to serve gifted/talented students are established and used in selecting materials that are appropriate for differentiated learning.
 - 1.9 Curriculum for gifted/talented students is modified based on annual evaluations.
 - 1.10 Develop a comprehensive manual or program guide describing all gifted/talented programs, services, assessments, and communication, which is accessible to parents, community and students and includes district G/T contact information.
 - 1.11 For any standard of service for which the district is out of compliance, develop a written plan specifying actions and timelines for achieving compliance.
 - 4.8 Provisions to improve services to gifted/talented students are included in district and campus improvement plans (TEC §§11.251- 11.253).
 - 5.11 Evaluation of professional learning activities for gifted/talented education is ongoing and related to state teacher gifted/talented education standards, and the results of the evaluation are used in making decisions regarding future staff development plans (19 TAC §89.5 and TAC §233.1).
-

Fidelity of Services and Evaluation Takeaways

KEY POINTS



- The District G/T Advisory Committee is the main avenue through which Judson ISD's G/T services are reviewed and input from stakeholders garnered.
- G/T services are evaluated in the areas of service design, student assessment and identification, curriculum and instruction, professional learning, and family/community involvement to ensure efficacy of the services and alignment to the State Plan.
- If any component of JISD G/T services are not aligned to the State Plan, G/T staff will work with the committee to develop a plan specifying actions and timelines necessary to be in compliance with the State Plan.



Common G/T Forms

Forms used for referral and identification process

Below are the forms used for referring a student for G/T services, the Parent/Teacher Observation form which is used as a source of data for the identification process, and forms dealing with furlough and exit procedures. Forms should be returned to the campus G/T point-of-contact. For a list of points-of-contact, please see Section D.

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Nominación para Servicios de Dotados y Talentosos

Estudiante nominado

Nombre: _____ Grado: _____ ID: _____

Escuela: _____ Maestra(o): _____

Indique el área(s) para la que está refiriendo a este estudiante:

_____ Intelectualidad General _____ Artes de Lenguaje y Lectura
_____ Matemáticas _____ Estudios Sociales
_____ Ciencia

Proporcione una breve declaración de por qué siente que este estudiante debe ser considerado para servicios de dotados y talentosos.

Persona haciendo referencia

Nombre: _____ Relación: _____

Información de contacto (si no es el maestro actual)

Teléfono: _____ Correo electrónico: _____

Firma

Fecha

Student: _____
Age: _____

Student ID: _____

Student: _____ Student ID: _____

Age: _____ School: _____

Parent/Teacher Observations of Student Behaviors

Directions: Read each statement in Sections 1 and 2 and decide if the student in question exhibits the described behavior. If so, check the items you have observed. Provide comments after each section in the space provided.

SECTION 1: Joseph Renzulli's Three-Ring Conception of Giftedness

Above Average Ability

- Demonstrates high levels of abstract thinking, verbal and numerical reasoning, memory, or word fluency. _____
- Adapts to new and unique situations without guidance and support. _____
- Processes information rapidly and accurately, and selectively recalls information to make connections that others may not see. _____
- Applies what they are learning in school in unique and creative ways, not necessarily part of the grade level content or current unit of study. _____
- Independently acquires and makes appropriate use of knowledge, techniques, and strategies to solve problems. _____
- Requires minimal guidance and support to sort out important or unimportant information when solving specific problems or within areas of study. _____

Task Commitment

- Demonstrates high levels of interest, enthusiasm, fascination, or involvement in a particular problem or area of study. _____
- Demonstrates the ability for perseverance, endurance, determination, hard work, and dedicated practice. _____
- Possesses self-confidence and a strong self-image. Believes in their ability to carry out important work, and is driven to achieve. _____
- Sets high standards for their work and maintains an openness to self and external criticism. _____

Creativity

- Shows flexibility, and originality of thought. _____
- Is open and receptive to new and different experiences, thoughts, actions, and products of their own and of others. _____
- Is willing to take risks in thought and action. Is curious, speculative, adventurous, and "mentally playful." _____

-Acts on, reacts to, or appreciates the details and characteristics of ideas, things, and feelings. _____

Describe how the student exhibits at least **one** of the above checked behaviors:

SECTION 2: Bertie Kingore's Observation Inventory

Advanced Language

- Unassumingly uses multi-syllable words; descriptive
- _____
- Re-words his/her own language for younger or less mature children
- _____
- Expresses similarities and differences
- _____
- Asks questions about words (in print and oral language)
- _____
- Uses similes, metaphors, or analogies to express insights; uses rich imagery
- _____
- Uses specific language of a discipline
- _____

Analytical Thinking

- Demonstrates complex or abstract thinking
- _____
- Analyzes classroom tasks and instructional techniques
- _____
- Is attentive to details about surroundings
- _____
- Takes apart and reassembles things or ideas with skill
- _____
- Analyzes cause and effect, consequences, or alternatives
- _____
- Makes up songs, stories, or riddles about experiences
- _____
- Organizes collections of things uniquely
- _____

Meaning Motivation

- Is philosophical; pursues issues not typical of age peers
- _____

- Asks surprisingly intellectual questions; needs to understand
- Is curious; experiments
- Demonstrates an unexpected depth of knowledge in one or more areas
- Exhibits intense task commitment and energy when pursuing interests
- Remembers; shows an extraordinary ability to process and retain information
- Is independent
- Creates meaning through words, graphics, structures, or movement

Perspective

- Understand another's point of view insightfully
- Shows dimension, angle or perspective in art, writing, math solutions or problem solving
- Creates complex shapes, patterns or graphics
- Interprets past, present, and future consequences of actions
- Is attuned to the visually appealing characteristics of things

Sense of Humor

- Says or does something indicating a sense of humor beyond age expectations
- Catches an adult's subtle humor
- Understands and uses puns and riddles
- "Plays" with language, uses puns and figurative language for humorous effect
- Develops humorous ideas to an extreme; "flights of fancy" or absurd humor

Sensitivity

- Exhibits intense concern for human issues
- Shows nonverbal awareness of others' needs and feelings
- Acts spontaneously to help someone in need
- Expresses empathy through words or art
- Senses disagreement or dissatisfaction between individuals
- Displays a strong sense of fairness and justice
- Expresses high expectations of self and others;

-Overreacts at times

Accelerated Learning

-Learns new things quickly with minimum repetition

-Creates or interprets symbolic representations

-Reads and interprets passages at an advanced, fluent level

-Offers complex interpretations beyond age-expected knowledge

-Demonstrates an unexpected mastery of complex math and science concepts

-Applies mathematical operations with sophisticated mastery

-Accesses data from a variety of resources with ease

-Creates products which seem advanced for age-level expectations

-Categorizes by multiple, often less-obvious attributes

-Increased rate of learning after introduction and exposure

Detail how the student exhibits at least **two** of the above checked behaviors:

Name: _____ Relationship: _____

Signature: _____ Date: _____

Estudiante: _____ Numero de Identificación: _____

Edad: _____ Escuela: _____

Observaciones de Padres / Maestros de los Comportamientos de los Estudiantes

Instrucciones: Lea cada declaración en las Secciones 1 y 2 y decida si el estudiante en cuestión exhibe el comportamiento descrito. Si es así, verifique los elementos que ha observado. Proporcione comentarios después de cada sección en el espacio proveído.

SECCIÓN 1: El Concepto de Tres Anillos de Superdotación de Joseph Renzulli

Habilidad Más Alto del Promedio

- Demuestra altos niveles de pensamiento abstracto, razonamiento verbal y numérico, memoria o fluidez de palabras. _____

- Se adapta a situaciones nuevas y novedosas sin orientación y apoyo. _____

- Procesa la información de forma rápida y precisa, y recupera selectivamente la información para hacer conexiones que otros no puedan ver. _____

- Aplica combinaciones de las habilidades generales anteriores a una o más áreas especializadas de conocimiento, no necesariamente parte del contenido de nivel de grado o unidad de estudio actual. _____

- Independientemente adquiere y hace un uso apropiado de los conocimientos formales, técnicas y estrategias para resolver problemas. _____

- Requiere orientación y soporte mínimos para ordenar la información relevante e irrelevante _____

- Cuando resolviendo problemas específicos o dentro de áreas de estudio. _____

Compromiso de Tareas

- Demuestra altos niveles de interés, entusiasmo, fascinación o participación en un problema particular o área de estudio. _____

- Demuestra la capacidad de perseverancia, resistencia, determinación, trabajo duro y práctica dedicada. _____

- Posee confianza en sí mismo y un fuerte ego. Cree en su capacidad para llevar a cabo un trabajo importante, y es impulsado a lograrlo. _____

- Establece altos estándares para su trabajo y mantiene una apertura a la crítica propia y externa. _____

Creatividad

- Muestra fluidez, flexibilidad y originalidad de pensamiento. _____
- Es abierto y receptivo a nuevas y diferentes experiencias, pensamientos, acciones y productos propios y de los demás. _____
- Está dispuesto a correr riesgos en pensamiento y acción. Es curioso, especulativo, aventurero y "mentalmente juguetón". _____
- Actúa, reacciona o aprecia los detalles y características de las ideas, cosas y sentimientos. _____

Describe cómo el estudiante exhibe al menos **uno** de los comportamientos marcados anteriormente:

SECCIÓN 2: Inventario de Observación de Bertie Kingore

Lenguaje avanzado

- Sin pretensiones usa palabras de sílabas múltiples; palabras descriptivas _____
- Re-redacta su propio idioma o expresa en otras palabras para niños más pequeños o menos maduros _____
- Expresa similitudes y diferencias _____
- Hace preguntas sobre palabras (en forma impresa y oral). _____
- Utiliza símiles, metáforas o analogías para expresar ideas; imágenes descriptivas _____
- Utiliza un lenguaje específico de una disciplina _____

Pensamiento Analítico

- Demuestra pensamiento complejo o abstracto _____
- Analiza las tareas del aula y las técnicas de enseñanza. _____
- Está atento a los detalles de sus alrededores _____

- Desarma y vuelve a armar cosas o ideas con habilidad _____
- Analiza causa y efecto, consecuencias o alternativas _____
- Inventa canciones, historias o acertijos sobre experiencias _____
- Organiza colecciones de cosas de forma única _____

Sentido de Motivación

- Es filosófico; persigue problemas atípicos de los compañeros de edad _____
- Hace preguntas sorprendentemente intelectuales; necesita entender _____
- Es curioso; experimenta _____
- Demuestra una profundidad de conocimiento inesperada en una o más áreas _____
- Exhibe un intenso compromiso de tareas y energía cuando persigue intereses _____
- Recuerda; muestra una capacidad extraordinaria para procesar y retener información _____
- Es independiente _____
- Sintetiza el significado a través de palabras, gráficos, estructuras o movimientos _____

Perspectiva

- Interpreta el punto de vista de otro con perspicacia _____
- Muestra dimensión, ángulo o perspectiva en arte, escritura, soluciones matemáticas o resolución de problemas. _____
- Crea formas complejas, patrones o gráficos. _____
- Interpreta las ramificaciones pasadas, presentes y futuras. _____
- Está en sintonía con las características bella de las cosas. _____

Sentido del humor

- Dice o hace algo que indica un sentido del humor más allá de las expectativas de edad. _____
- Capta el humor sutil de un adulto _____
- Comprende y usa el juego de palabras y acertijos _____
- "Juega" con lenguaje, utiliza el juego de palabras y lenguaje figurativo para lograr un efecto humorístico. _____
- Desarrolla ideas humorísticas hasta el extremo; "Vuelos de fantasía" o humor absurdo. _____

Sensibilidad

- Muestra una intensa preocupación por los problemas humanos _____
- Muestra conciencia no verbal de las necesidades y sentimientos de los demás _____
- Actúa espontáneamente para ayudar a alguien que necesita ayuda _____
- Expresa empatía a través de palabras o arte _____
- Sentir o percibir discordia o insatisfacción entre personas _____

- Muestra un fuerte sentido de equidad y justicia. _____
- Expresa altas expectativas de uno mismo y de los demás; _____
- A veces reacciona exageradamente _____

Aprendizaje Acelerado

- Aprende cosas nuevas rápidamente con una mínima repetición _____
- Crea o interpreta representaciones simbólicas _____
- Lee e interpreta pasajes de lectura a un nivel avanzado y fluido _____
- Ofrece interpretaciones complejas más allá del conocimiento esperado por la edad _____
- Demuestra un dominio inesperado de conceptos complejos de matemáticas y ciencias _____
- Aplica operaciones matemáticas con dominio sofisticado _____
- Accede a datos o información de una variedad de recursos con facilidad _____
- Crea productos que parecen avanzados para las expectativas de su edad _____
- Clasifica por múltiples los atributos que son menos obvios _____
- Aumento de la tasa de aprendizaje después de la introducción y la exposición _____

Detalle cómo el estudiante exhibe al menos **dos** de los comportamientos marcados anteriormente:

Nombre: _____

Relación: _____

Firma: _____

Fecha: _____

Judson ISD G/T Furlough and Exit Processes

EHBB (Local) Special Programs - Gifted and Talented Students

Furlough from G/T Services: The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student. In accordance with the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.

Exit from G/T Services: The District shall monitor student performance in response to gifted and talented program services. If at any time the selection committee or a parent determines it is in the best interest of the student to exit the program, the committee shall meet with the parent and student before finalizing an exit decision.

Furlough and Exit Considerations

Furlough from G/T Services: A furlough provides students the opportunity to have a leave of absence from G/T services for specified reasons affecting the student's ability to participate in G/T services and for a certain period of time without being exited. A request/recommendation for furlough is initiated by or submitted to the campus G/T contact who will work with a campus committee to consider and approve or disapprove the furlough. A furlough should not extend beyond 9 to 18 weeks. At that time, the committee should review the student's circumstances to determine if a return to G/T services, an extension of the furlough, or exit from G/T services is appropriate.

Exit from G/T Services: Decisions to exit students from G/T services are based on multiple criteria including student performance in response to services and student enrollment in the courses and classes where services are provided. A request/recommendation for exit is initiated by or submitted to the G/T campus contact who will work with a campus committee to consider and approve or disapprove the exit. A student who has been exited from G/T services may be considered for reinstatement. The process for reinstatement is the same as the initial identification process, including all applicable forms.

Furlough and Exit Committees: A committee of at least three campus educators who have received training in the nature and needs of G/T students makes the final determination for furlough and exit requests/recommendations. The committee will consult other educators, the student, and the parent as part of their consideration. The committee documents their deliberations and notifies parents of the final decision on the furlough or exit request/recommendation.

Request/Recommendation for Furlough or Exit from G/T Services

Request Information

Student Name:

Grade:

Student ID:

Request/Recommendation for (Choose one): _____ Furlough _____ Exit

Reason for the Request/Recommendation

Person making the Request/Recommendation

Name:

Relationship to Student:

Phone Number:

Email Address:

By signing below you acknowledge that you have read and understand the furlough/exit process explained on page 1 and are making a request for either a furlough or exit of the student named above.

Signature:

For Office Use Only

Date Received:

Name of G/T Point of Contact:

Signature of G/T Point of Contact:

Judson ISD G/T Processos de Permiso de Ausencia y Salida

EHBB (Local) Programas Especiales - Estudiantes Dotados y Talentosos

Permiso de los Servicios GT: El Distrito puede otorgar un permiso a cualquier estudiante que no pueda mantener una realización satisfactoria o cuyas necesidades educativas no se satisfagan dentro de la estructura del programa para estudiantes dotados y talentosos. El distrito, los padres o el estudiante pueden iniciar una licencia.

De acuerdo con el programa aprobado por la Junta, se otorgará un permiso por razones específicas y por un período de tiempo específico. Al final de una licencia, el estudiante puede volver a ingresar al programa para estudiantes dotados y talentosos, ser colocado en otra licencia o salir del programa.

Salida de los servicios GT: El distrito supervisará la realización de los estudiantes en respuesta a los servicios del programa para estudiantes dotados y talentosos. Si en cualquier momento el comité de selección o un padre determina que lo mejor para el estudiante es salir del programa, el comité se reunirá con el padre y el estudiante antes de tomar una decisión de salida.

Consideraciones de Permiso de Ausencia y Salida

Permiso de los servicios GT: Un permiso ofrece a los estudiantes la oportunidad de tener un permiso para ausentarse de los servicios GT por razones específicas que afectan la capacidad del estudiante para participar en los servicios G/T y por un cierto período de tiempo sin ser salido. Una solicitud / recomendación de licencia se inicia o se envía al contacto de GT del campus, quien trabajará con un comité de la escuela para considerar y aprobar o desaprobado el permiso de ausencia. Un permiso no debe extenderse más allá de las 9 a 18 semanas. En ese momento, el comité debe revisar las circunstancias del estudiante para determinar si es apropiado regresar a los servicios de GT, una extensión de la licencia o salir de los servicios de GT.

Salida de los servicios GT: Las decisiones de dar una salida a los estudiantes de los servicios GT se basan en varios criterios, incluido la realización del estudiante en respuesta a los servicios y la inscripción de los estudiantes en los cursos y clases donde se brindan los servicios. Una solicitud / recomendación de salida es iniciada o enviada al contacto del campus de GT, quien trabajará con un comité del campus para considerar y aprobar o desaprobado la salida. Un estudiante que haya sido dado una salida de los servicios de GT puede ser considerado para reinstalación. El proceso de restablecimiento es el mismo que el proceso de identificación inicial, incluidos todos los formularios aplicables.

Comités de permiso y salida: Un comité de al menos tres educadores del campus que han recibido capacitación sobre la naturaleza y las necesidades de los estudiantes de G/T toma la determinación final para las solicitudes / recomendaciones de permiso de ausencia y salida. El comité consultará con otros educadores, el estudiante y los padres como parte de su consideración. El comité documenta sus deliberaciones y notifica a los padres de la decisión final sobre el permiso o la solicitud / recomendación de salida.

Solicitud / Recomendación de Permiso o Salida de los Servicios de G/T

Información requerida

Nombre de Estudiante:

Grado:

Identificación del Estudiante:

Solicitud / Recomendación para (Elige uno): _____ Permiso de Ausencia

_____ Salida

Motivo de la solicitud / recomendación

Persona que hace la solicitud / recomendación

Nombre:

Relación con el estudiante:

Número de teléfono:

Dirección de correo electrónico:

Al firmar a continuación, reconoce que ha leído y comprendido el proceso de permiso / salida explicado en la página 1 y está solicitando un permiso o salida del estudiante mencionado anteriormente.

Firma:

For Office Use Only

Date Received:

Name of GT Point of Contact:

Signature of GT Point of Contact:

Glossary

Glossary of the State Plan for the Education of Gifted/Talented Students

Term	Definition
Acceleration	<p>Acceleration is an academic intervention that matches the level, complexity, and pace of the curriculum with the readiness and motivation of the student. It involves mastering knowledge and skills at a rate faster or at an age earlier than the norm.</p> <p><i>From A Nation Deceived—Colangelo, N., Assouline, S., & Gross, M. U. M. (2004). A nation deceived: How schools hold back America's brightest students (Vol. 1). Iowa City: University of Iowa, Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development</i></p>
Area of Giftedness	the specific set of abilities in which a student performs or shows potential to perform at a remarkably high level of accomplishment
Array of Learning Experiences	a menu of challenging activities or opportunities that fit the unique interests and abilities of advanced-level students
Artistically Gifted	possessing outstanding ability in the visual and/or performing arts
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
Concurrent Enrollment	the practice of enrolling in a college or university to earn college or university credit while in high school
Continuum of Learning Experiences	articulated intellectual, artistic, creative, and/or leadership activities and opportunities that build upon one another each year a student is in school
Creatively Gifted	possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking
Credit by Exam (CBE)	method in which a student may receive credit for a subject/course or accelerate through a grade by taking one or more exams

Depth	exploration of content within a discipline to include analyzing from the concrete to the abstract, the familiar to the unfamiliar, the 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, process 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, sexual orientation, culture, and religious beliefs
Dual Credit	an opportunity for a student to earn high school credit for successful completion of a college course
Flexible Pacing	Flexible pacing is defined as placing students at an appropriate instructional level and allowing them to move forward in the curriculum as they master content and skills. Flexible pacing is achieved by such methods as continuous progress, compacted course, advanced level courses, grade skipping, early entrance, concurrent or dual enrollment, and credit by examination.
Foundation Curricular Areas	English language arts/reading, mathematics, science, and social studies
Furlough	a leave of absence from program services
Gifted in Leadership	possessing the natural ability to influence others; possessing skills in interpersonal relationships demonstrated, for example, by outstanding ability in such activities as student government
Gifted in Specific Academic Fields	possessing superior ability or potential in a specific course of study such as English language arts/reading, mathematics, science, or social studies
Gifted/Talented Services	services and activities not ordinarily provided by the school that are specifically designed to fully develop the capabilities of students who give evidence of high achievement or capability in areas such as intellectual, creative, artistic, or leadership capacity
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
Intellectually Gifted	possessing superior intelligence, with potential or demonstrated accomplishments in several fields of study; ability to perform complex mental tasks
Mentor	an individual who shares his or her expertise with a student of similar career or field-of-study aspirations
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

<p>Texas Performance Standards Project (TPSP)</p>	<p>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/)</p>
<p>Twice-Exceptional</p>	<p>A "twice-exceptional learner" 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:</p> <ol style="list-style-type: none"> 1. exhibits high performance capability in an intellectual, creative, or artistic area; 2. possesses an unusual capacity for leadership; or 3. excels in a specific academic field (TEC 29.121) <p>and who also gives evidence of one or more disabilities as defined by federal or state eligibility criteria.</p>



State Plan for the Education of G/T Students Section Index

Below lists in which section each of the Standards of Service from the State Plan for the Education of G/T Students are addressed by the G/T Handbook.

Standard 1.1 s. 7	Standard 2.10 s. 3	Standard 3.2s. 6	Standard 5.3s. 5
Standard 1.2 s. 7	Standard 2.11 s. 3	Standard 3.3 ...s. 2, 4	Standard 5.4s. 5
Standard 1.3 N/A	Standard 2.12 s. 3	Standard 3.4 ...s. 2, 4	Standard 5.5s. 5
Standard 1.4 N/A	Standard 2.13 s. 3	Standard 3.5 ...s. 2, 4	Standard 5.6s. 5
Standard 1.5 s. 7	Standard 2.14 s. 3	Standard 3.6s. 4	Standard 5.7s. 5
Standard 1.6 s. 7	Standard 2.15 s. 3	Standard 3.7s. 2	Standard 5.8s. 5
Standard 1.7 s. 7	Standard 2.16 s. 3	Standard 3.8 ...s. 2, 4	Standard 5.9s. 5
Standard 1.8 s. 7	Standard 2.17 s. 3	Standard 3.9 ...s. 2, 4	Standard 5.10N/A
Standard 1.9 s. 7	Standard 2.18 s. 3	Standard 3.10s. 5	Standard 5.11s. 7
Standard 1.10 s. 7	Standard 2.19 s. 3	Standard 3.11 .s. 2, 4	Standard 5.12s. 5
Standard 1.11 s. 7	Standard 2.20 s. 3	Standard 4.1 ...s. 2, 4	Standard 6.1s. 6
Standard 1.12 s. 7	Standard 2.21 s. 3	Standard 4.2 ...s. 2, 4	Standard 6.2s. 6
Standard 2.1 s. 3	Standard 2.22 s. 3	Standard 4.3 ...s. 2, 4	Standard 6.3s. 6
Standard 2.2 s. 3	Standard 2.23 s. 2	Standard 4.4 ...s. 2, 4	Standard 6.4s. 6
Standard 2.3 s. 3	Standard 2.24 s. 3	Standard 4.5 ...s. 2, 4	Standard 6.5s. 6
Standard 2.4 s. 3	Standard 2.25 s. 3	Standard 4.6 ...s. 2, 4	Standard 6.6s. 6
Standard 2.5 s. 3	Standard 2.26 s. 3	Standard 4.7 ...s. 2, 4	Standard 6.7s. 6
Standard 2.6 s. 3	Standard 2.27 s. 3	Standard 4.8 N/A	Standard 6.8s. 6
Standard 2.7 s. 3	Standard 2.28 s. 3	Standard 4.9s. 4	
Standard 2.8 s. 3	Standard 2.29 s. 3	Standard 5.1s. 5	
Standard 2.9 s. 3	Standard 3.1 .. s. 2, 4	Standard 5.2s. 5	

Contact Information

General Inquiries

For general inquiries about G/T services at Judson ISD, please reach out to the campus point of contact or the Director of Advanced Academics (dholmes@judsonisd.org).

Campus or Individual Student Information Inquiries

For campus and individual student information inquiries, please reach out to the campus point of contact for the campus in question. A contact list for campuses is provided below. If the inquiry is an administrator matter, please contact the appropriate campus administrator.

Judson ISD Campus Point of Contact List	
Elementary Schools	
Campus	Point of Contact
Candlewood Elementary (CWE)	Sairah Javier sjavier@judsonisd.org
Converse Elementary (CE)	DeeDee Haralson dharalson@judsonisd.org
Copperfield Elementary (CPE)	Jennifer Silva jsilva@judsonisd.org
Coronado Village Elementary (CVE)	Sheri Brister sbrister@judsonisd.org
Crestview Elementary (CRE)	Tammy Weakland tweakland@judsonisd.org
Elolf Elementary (EE)	Molly Abraham mabraham@judsonisd.org
Escondido Elementary (ESE)	Regina Davis Miles rdavismiles@judsonisd.org
Franz Elementary (EFE)	Ikeida Manning imanning@judsonisd.org
Hartman Elementary (MHE)	Elvira Garcia egarcia@judsonisd.org
Hopkins Elementary (HE)	Kaisha Novotny knovotny@judsonisd.org
Masters Elementary (JME)	Stacy Dement sdement@judsonisd.org
Miller's Point Elementary (MPE)	Melba Lee mlee@judsonisd.org
Olympia Elementary (OE)	Roberto Ozuna rmoncadaozuna@judsonisd.org
Park Village Elementary (PVE)	Cheryl Engleka cengleka@judsonisd.org
Paschall Elementary (PE)	Valerie Garcia vgarcia@judsonisd.org
Rolling Meadows Elementary (RMES)	John Ramirez jramirez@judsonisd.org
Salinas Elementary (SE)	Bobbie Padilla bpadilla@judsonisd.org
Spring Meadows Elementary (SME)	Robin Cogburn rcogburn@judsonisd.org
Woodlake Elementary (WE)	Heather McPherson hmcpherson@judsonisd.org
Wortham Oaks Elementary (WOE)	Devon Lahrman dlahrman@judsonisd.org

Middle Schools	
JSTEM Academy (JSTEM)	Meghann Latimer mlatimer@judsonisd.org
Judson Middle School (JMS)	Pamela Ussery pussery@judsonisd.org
Kirby Middle School (KMS)	Teresa Bonnett tbonnett@judsonisd.org
Kitty Hawk Middle School (KHMS)	Missy Davis mldavis@judsonisd.org
Metzger Middle School (MMS)	Robyn Rosen rosen@judsonisd.org
Woodlake Hills Middle School (WHMS)	Erica Warner ewarner@judsonisd.org
High Schools	
Judson Early College Academy (JECA)	Razvan Nes rnes@judsonisd.org
Judson High School (JHS)	Jennifer Lozano-Dozier jlozanodozier@judsonisd.org
Judson Learning Academy (JLA)	Liza Guerrero lnguerrero@judsonisd.org
Veterans Memorial High School (VMHS)	Steven Perez sperez@judsonisd.org
Wagner High School (WHS)	Taryn Bowie tbowie@judsonisd.org

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