

Parent Involvement

An important component of the CISD Gifted and Talented Program is parent involvement. CISD will provide a parent orientation at the beginning of the year. GT teachers send out weekly newsletters to parents to communicate instructional focus, needs of the classroom, and student success. Parents can email questions about GT to the respective teacher.



GT Teachers

Amy Roberts—K & 4th grades
aroberts@c-isd.com
Office: Coleman Elementary

Deidre Brown—2nd & 3rd grades
dbrown@c-isd.com
Office: Marti Elementary

Lesa Hazle —1st & 5th grades
lhazle@c-isd.com
Office: Adams Elementary

Cleburne ISD

Janet Helmcamp
Director of Assessment, Advanced
Academics/GT

505 N. Ridgeway, Ste. 100
Cleburne, TX 76033

Phone: 817-202-1114
Fax: 817-202-1463
E-mail: jhelmcamp@c-isd.com

Elementary Gifted and Talented Program



CISD GT PROGRAM

Unleash Your Inner Genius



Service Model

Cleburne ISD serves the K–5th grade GT students in a pull-out classroom model. The pull-out model places GT students with a teacher who has had a minimum of 30 hours of professional learning in gifted education for a recommended number of hours each week. Each year, the GT teacher must receive 6 additional hours of gifted education training. GT students may or may not be placed in the same regular ed. classroom, however they are provided opportunities to work with other GT students through the pull-out program. The students work on differentiated learning tasks and activities that are offered both through the TPSP curriculum and other resources for gifted education.

Curriculum and Instruction

Cleburne ISD TEKS-based curriculum documents provide a guaranteed and viable curriculum based on research-based best practice models. Lessons are aligned with the state standards. (*Texas Essential Knowledge and Skills*, TEKS) and meet the highest standards of rigor and relevance. Many differentiation strategies are embedded in the curriculum document units.

The *Texas Performance Standards Project* (TPSP) is a statewide standards and assessment system used to capture the high levels of achievement of gifted/talented students. The goal of TPSP is for students to create work that reflects the professional quality that the *Texas State Plan for the Education of Gifted/Talented Students* requires. Student projects are TEKS-based and focus on the core content areas of English language arts, mathematics, science, and social studies with interdisciplinary connections. Students who successfully complete a project will demonstrate a deep understanding of at least one area of study in one of these disciplines.

- One student-selected project is to be completed each school year.
- For grades 3–5, the project is to be completed by the end of the fifth 6-week grading period and presented either to a classroom of peers or at the GT Café for judging.
- Projects are scored by either teachers or judges using the six TPSP scoring dimensions.

TPSP Scoring Dimensions

The TPSP Scoring Dimensions are used in conjunction with a rubric and TPSP resources to evaluate student projects and presentations in the elementary GT classroom. The Scoring Dimensions are:

1. Content and Knowledge Skills
2. Analysis and Synthesis
3. Multiple Perspectives
4. Research
5. Communication
6. Presentation on Learning



Teachers may adjust these scoring dimensions to fit the unit content for each class.

Destination Imagination

Destination Imagination (DI) - The mission of Texas Destination Imagination is to encourage and foster the development of 21st century skills: creativity, problem-solving, critical thinking and collaboration; to influence development of a positive self-image; and to prepare the students of Texas to apply problem-solving skills to life decisions. DI is used in the GT classroom as supplemental instruction, fostering creativity and higher-level thinking skills.

* DI as a competitive organization is available and may be used in the future on some campuses with all students, not just GT students.