

ROGERS SCHOOL DISTRICT
GIFTED AND TALENTED PROGRAM

MODIFICATIONS/INTERVENTIONS AND GUIDELINES

**Documentation for A.D.E. – Gifted and Talented
Program Approval Standards, 2009 (6.0/6.1)**

It is a major objective of the REACH Program to work collaboratively with district administrators and instructional staff to assure that curricular opportunities are appropriate to the abilities, needs, and interests of gifted students. This requires modifications in the areas of *content, process, and product* (see attached explanation of each).

In order to make appropriate decisions about content, process, and or product, it is essential that classroom teachers and G/T facilitators collaborate in using such strategies as *pre-assessment and curriculum compacting* and the use of an established *communication system*. Although curriculum for gifted students is always coordinated with the district's basic curriculum objectives, it is differentiated according to the characteristics and needs of able learners and is intended to be employed **in place of, rather than addition to**, required classroom work (unless specific valid and reliable assessment data indicates otherwise). The following information is provided to assist you and your REACH students in obtaining maximum benefits from the activities and services offered through the district's program for gifted and talented education.

If after reading and processing the information in these guidelines, you have questions and/or concerns or you need assistance from REACH personnel, contact the REACH office at 631-3517 or bcarnes@rps.k12.ar.us

Modifications may be made by:

- Formally or informally assessing REACH student's level of mastery of the concept, operation, or principle, before making routine class assignments. Once you have determined the degree of competence or level of need, you may choose to:
 - a. Assign a portion of the math problems, social studies/science questions, etc.
 - b. Assign specific problems, tasks, and/or operations, which require critical or creative thinking, inquiry, or communication skills.
 - c. Conference with the REACH facilitator to use *curriculum compacting* for one or more subject areas.
- Using "inclusive" practices when introducing new content material or processes, administering major assessments, scheduling reward activities, taking field trips, etc.
- Exercising flexibility with regard to due dates for completion or submission of major projects and/or extended assignments.
- Establishing and maintaining an effective communication system, which keeps REACH students, informed about concepts, and/or materials covered while they are in REACH class.

This might include but not be limited to:

- a. Making sure that the REACH student "knows" what was covered during that period while they were in actively learning/working in the REACH class (students do not have to do the assignments, but they are responsible for knowing what was covered during the class period that they missed).
- b. Providing a file for daily notes or summaries, copies of overhead transparencies and other materials used in class discussions. All pull-out students and absentees can access this file.
- c. Identifying classmates who can share and discuss activities of the previous day (as a supplement to the "teacher file").

- Documenting REACH class time in the grade book by marking an “R” instead of a blank on assignment not recorded.
- Creating a bridge between the REACH classroom and the regular classroom by providing opportunities for REACH students to act as resources for research skills, critical and creative thinking processes and strategies, computer literacy, discussion techniques, and extended information.

If a REACH student has difficulty returning to the regular classroom curriculum, a conference between the classroom teacher and REACH facilitator should be scheduled.

Beth Carnes
 Director of Gifted Program
 Rogers Public Schools

(Detach here)

Please read and complete this section and file with your building principal. Thank you!

I have received for my personal reference and use, a copy of the *Rogers School District Gifted and Talented Program Modification Guidelines*. I understand that it is my responsibility to act independently and/or collaboratively with REACH personnel in identifying and implementing any/all appropriate modifications in *content, process, and/or product* for gifted students in my classroom. Moreover, I understand that it is the responsibility of REACH personnel to interpret, clarify, or model for me any of the terminology or processes that I need assistance with, in order to properly understand and/or utilize.

(Reference: Arkansas Department of Education, *Gifted and Talented Program Approval Standards, 1986, p.19*)

TEACHER _____ GRADE _____ SCHOOL _____
 Name

 Teacher's signature

 Date

 Facilitator