



Rogers Public Schools



Gifted and Talented REACH Program

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R...eaching E...xceptional A...cademic and C...reative H...eights

Requirements: Arkansas Act 445 on the Quality Education Act includes provisions that all districts must provide an approved program for its gifted and talented students. The program must identify its students and offer a curriculum that “differs in degree, but also in kind”. It must be *in place of* rather than *in addition to* the required grade level class-work. This will be in compliance with the ADE standards for identified gifted and talented students.

Philosophy: The Rogers Public Schools has a long history of commitment to excellence. Part of that commitment entails helping every student meet his/her potential. Providing for the needs of gifted and talented students is a consequence of that goal. The Rogers School District recognizes and supports the concept of differentiated curriculum for students placed in the gifted and talented programs.

REACH Program: The Mission of the Rogers Public School District's Gifted and Talented Education Program is to develop, implement, and maintain a coherent, comprehensive menu of qualitatively differentiated learning experiences and opportunities that will meet the emerging needs of gifted learners.

Characteristics of the Gifted and Talented Student

The student may:

- Be unusually curious and/or persistent.
- Have an unusually large vocabulary for age.
- Display long-term recall of much information.
- Learn to read on their own and reads from a variety of topics.
- Possess a keen sense of humor.
- Show unusual independence for age, reasons abstractly.



Characteristics of the Gifted and Talented Student

- Be creative and imaginative beyond age mates.
- Tend to be a perfectionist.
- Sustain interest in one or more fields of knowledge over years.
- Have self-directed interests, easily master intellectual skills.
- Solves problems in a unique manner.
- Be interested in and concerned about community/world problems. Continually questions the status quo.





Characteristics of the Gifted Hispanic Students-

Ernest Bernal, *I.D. of Chicano Children*, CEC



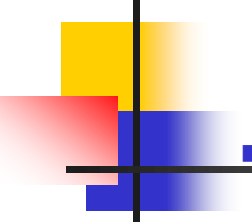
- Learns English quickly and initiates conversation with native English speakers.
- Take risks in trying to communicate in English.
- Practices English skills by themselves.
- Does not frustrate easily.
- Is curious about new words or phrases and practices them.
- Questions word meanings.
- Looks for similarities between words in their native language and English.
- Retains, easily recalls and transfers new information.
- Demonstrates social maturity.
- Often times are artistically and musically talented.



Characteristics of the Gifted Hispanic Students

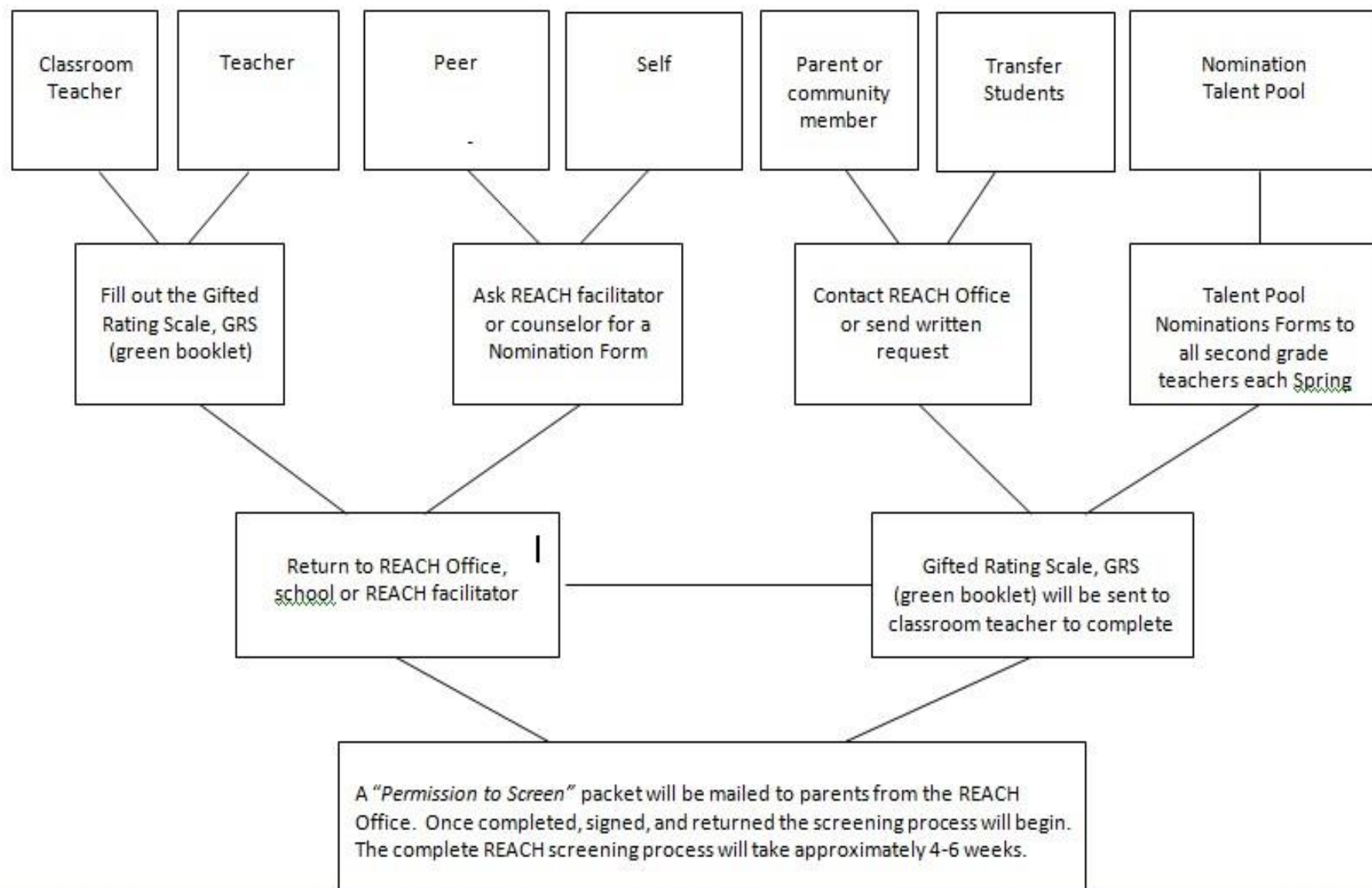
- Prefers to work independently or with students whose level of English proficiency is higher than theirs.
- Is able to express abstract verbal concept with a limited English vocabulary.
- Is curious about American culture.
- Is able to use English in a creative way.
- Becomes easily bored with routine tasks.
- Has a great deal of curiosity.
- Is independent and self-sufficient
- Becomes absorbed with self-selected problems, topics, and issues.
- Exhibits leadership ability, emphasis on interpersonal skills.
- Is “Street-Wise” and is recognized by others as someone who has the ability to make it in an Anglo-dominated society.

Identifying Giftedness in Students of Poverty

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- HOPE Teacher Rating Scale

 - Purdue University
 - Project HOPE (Having Opportunities Promotes Excellence)
 - Need for local norming
 - RPS initiative to establish district norms
 - Scale included in GRS
 - Goal to increase identification of high potential students from low-income families
 - Slocumb-Payne: *A Scale for Rating Superior Students From Diverse Backgrounds- Removing the Mask, 2011*
 - This scale is designed to obtain a teacher's perception of a student's characteristics as a potentially gifted/talented student.
 - This is not a recommendation form but a perception of a student within the context of a classroom/school.
 - Items are derived from research dealing with characteristics of a creative person. These differences are found in any population. Descriptors are reviewed and complied to develop a student profile.

REACH Referral Chart





Identification- J. Renzulli

Above Average Ability

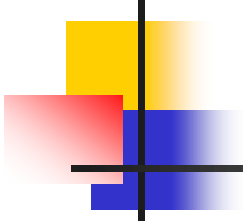


- High achievement scores
- Wants to know-loves to learn
- High grades
- Avid reader
- Manipulates information
- Thrives on Complexity

Identification-J. Renzulli

Creativity

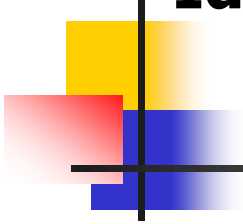
- Many Different ideas
- Original ideas
- Elaborates on ideas
- Risk-taker
- Asks "What if" questions
- Tolerates ambiguity



Identification-J. Renzulli

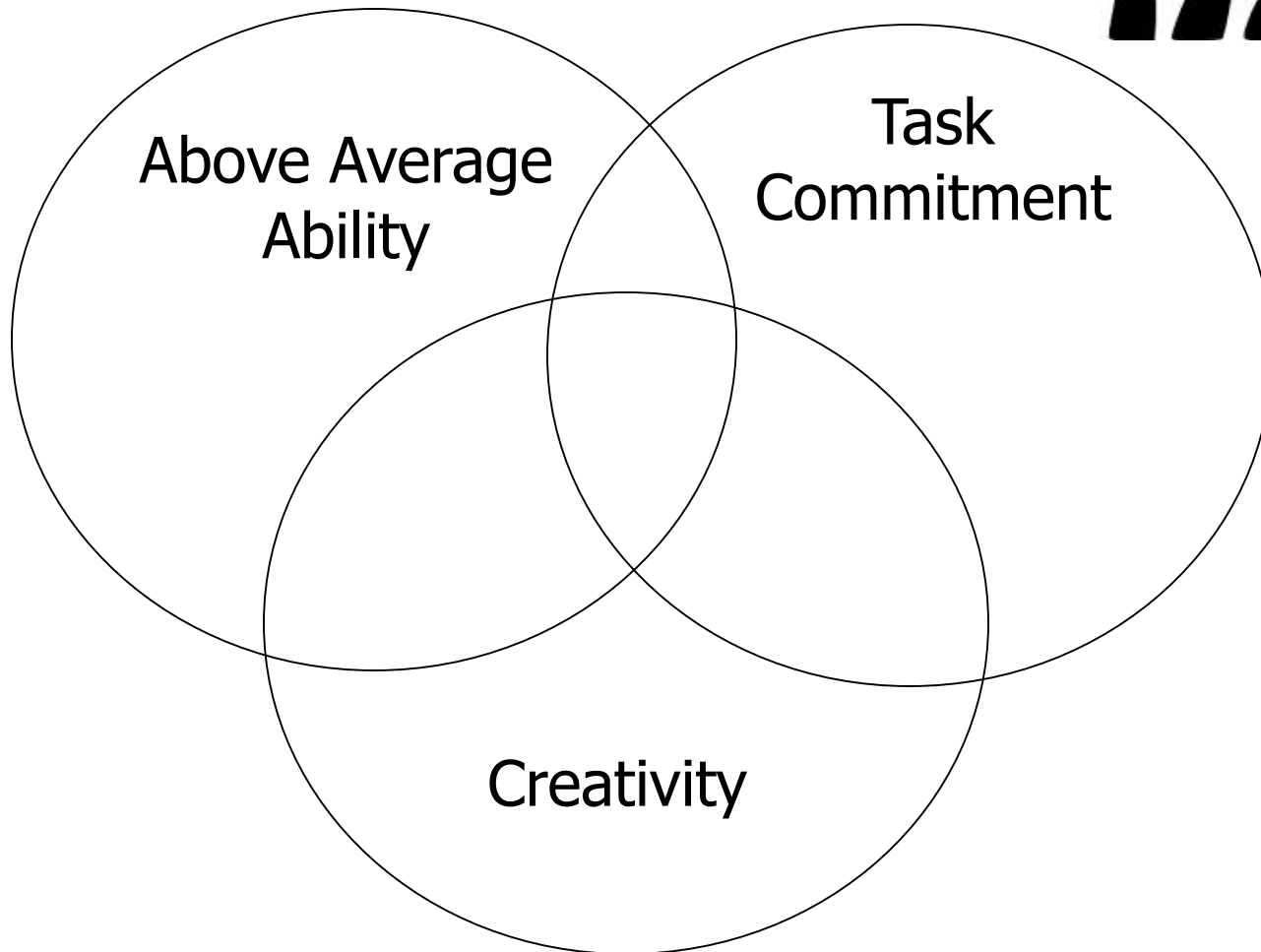
Task Commitment

- Persistence in area of high interest
- High motivation in area of interest
- Resourceful-finds a way
- Predicts problem areas
- Allows time to do/complete tasks
- Organizes and plans work well





Identification





Identification



Above Average
Ability

Task
Commitment

Creativity



Referral Process



- Referral/Nominations may be made at any time during the school year (Exceptions: transfers, 5th and 7th graders).
 - Teacher, counselor, administrator
 - Parent, community member
 - Peer or self
- Second grade screening begins each spring with the Nomination Talent Pool. All second graders are rated using this form.



Screening



- A combination of objective and subjective data is used during the screening process.
 - Objective data
 - Standardized Achievement test/NRT data
 - Naglieri, NNAT (culture fair)
 - K-Bit2
 - Williams Divergent Thinking
 - Williams Divergent Feeling
 - Subjective data
 - Gifted Rating Scale Teacher Inventory
 - Renzulli-Hartman Parent Inventory Scale
 - Anecdotal information/portfolio samples
 - Grades



Placement



After a completed screening, a school committee evaluates the results. The committee consists of classroom teachers, the counselor, the principal or assistant principal, the REACH facilitator, and the director of the REACH program. The committee reviews the results and determines if there is a need for services.



Modifications/Interventions



- For teachers of Identified students in grades 3-7.
 - Modifications Guidelines
 - Read, sign and return the form to the building principal
 - K-2 Enrichment and Enhancement
 - Resources through REACH
- Secondary students have their curriculum differentiated through their content teachers
 - Documented examples
- Pre-AP, AP, Concurrent Courses
 - Differentiated by course description and syllabus



RPS Gifted and Talented Program

K-12 offerings:



- Serving identified gifted and talented students through REACH classes
 - Minimum of 150 min. weekly.
 - 3rd-7th Resource/pullout
 - 7th-12th Pre-AP and AP
 - K-2 Enrichment
 - Delivered 30 min. weekly
 - Differentiation resources
 - Enhancement and School-wide Enrichment
 - Curriculum Development
 - Annual Program Approval Report
 - Acceleration Screenings
 - Pre-AP classes
 - AP classes
 - AP test coordination, 10th –12th
 - Duke Talent Search
 - 7th grade TIP
 - PSAT, 10th grade
 - Governor's School for rising 12th
 - AEGIS
 - Quiz Bowl, 4th-12th
 - Odyssey of the Mind
 - Professional Development, K-12
- <http://rogersschools.net/>