



## **District Accommodations & Modifications: Gifted & Talented**

This document outlines standard provisions for additional choices and adaptations for activities, assignments, and assessments that engage gifted and talented students more critically and creatively so that they experience the rewards of challenging work beyond what may be appropriate for their peers. Specific accommodations are made per content area based on individual student needs.

### **Instructional Differentiation**

Because our approach to instructional differentiation is rooted in our goal to achieve greater equity, content-area supervisors and educators differentiate course curriculum to maximize students' potential gifts and talents. Regardless of student performance on state testing, and despite evidence of under-performance in past courses, teachers work with students to foster growth mindset, creating safe educational spaces that normalize strategic risk and allow for failure as essential to higher-level achievement.

Course differentiation based on individual student needs includes employment of a strength-based, culturally responsive approach to leverage students' gifts and talents, thus empowering not only the educators who can better maximize students' strengths, but also the students themselves, as they benefit from a more keen awareness of how they learn and how they can overcome obstacles.

### **Gifted & Talented Accommodations & Modifications**

***Alternative & Adaptive, not Additional***

Purpose of Accommodations/Modifications: Enrichment, enhancement, or extension of coursework for gifted and talented students serves to provide a more rewarding learning experience for students who excel beyond meeting the standards aligned with the curriculum. Rather than represent an additional workload, assignments and assessments must be adaptive to their needs and offer alternative pathways to the learning experience.

### **Instructional Activities & Assignments**

Adapting instruction to meet the needs of gifted and talented students aims to expand their knowledge and extend their skills by providing opportunity for students to:

1. Engage in a deeper, more focused study of a particular aspect or practice of a specific skill within the curriculum.
2. Broaden their scope of understanding on a topic through a more comprehensive consideration of its applications to real-world contexts and of its connections to other disciplines or content areas.



## **Instructional Strategies**

Adjusting assignments and activities to meet needs of gifted and talented students is achieved by leveling up assignments and varying content to include the study of more complex concepts and/or to study concepts in more depth. Strategies listed below are used and adapted for individuals and small groups of students in all curricular areas.

- Readings:
  - Assign texts that are complex in content, structure, and/or vocabulary.
  - Prompt critical analysis and evaluation through use of one essential question that requires students to synthesize evidence.
  - Direct students to cite text evidence from more than one source or to cite varied types of evidence from one source.
  
- Topics of Study:
  - Assign or offer choice of topics that demand deeper background knowledge and/or compel more complex connections.
  - Invite original proposals for studying curriculum-related topics and applying skills.
  
- Inquiry, Research, & Problem-Solving:
  - Adapt use of essential questions to inspire in-depth research and/or complex problem solving.
  - Adapt problems or tasks to include fewer steps or guide for processes.
  - Assign tasks that require deeper understanding of concepts and/or a more detailed approach to problem-solving.
  - Prompt students to design questions to guide their own critical analysis and evaluation.
  - Invite students to create their own problems or tasks within established criteria and aligned with learning goals.
  - Assign students to formulate multiple responses to essential questions in using higher-level sources and/or in consideration of perspectives that would otherwise not be considered in the standard curriculum.
  - Provide opportunity to propose different pathways to planning, designing, and producing original work.
  
- Critical Discussions:
  - Design opportunities for peer-to-peer learning in collaborative partnership and small groups of students who share gifts and talents.
  - Assign students to prepare presentations that invite and anticipate inquiries from peers.
  - Provide opportunities to practice inquiry when managing discussions that involve critical analysis and evaluation.
  
- Pacing:
  - Adapt expectations for producing or completing assignments to allow space for continuous advancement if appropriate.



## Assessments

Performance-based, project-based, or problem-based assignments, often requiring research, experimentation, and revision, offer gifted and talented students opportunities to demonstrate higher-level learning.

Individual plans that include adjustments to assignment or assessment criteria for gifted and talented students must be clearly communicated as students engage in the learning process, and educators must attend to social and emotional needs (e.g., pressures of perfectionism) by monitoring progress and providing support. Through formative assessments teachers will monitor progress aligned with learning objectives and summative goals.

**Formative Assessments:** These assessments provide opportunity for feedback on how students plan and perform, as well as what they produce. Examples include:

- Practice:
  - Exercises that allow students to demonstrate skills and knowledge before moving onto tasks that require critical thinking and allow for agency.
  - What and how G & T students practice will vary in complexity per subject area, as well as per each student's mastery of content and skills.
  
- Planning, Drafting, Evaluating, & Revising:
  - Students will be given varying levels of criteria and parameters to manage, solve, and construct their own problems; to create their own analyses; and to organize their own research.
  - Students will demonstrate progress through performance of varying tasks in the process as they plan, draft, and produce elements of the final product.
  
- Questions & Reflection:
  - Educators use strategic questioning to assess understanding and prompt progress, intentionally steering students to analysis and evaluation of abstract concepts and/or towards creation of original work.
    - Examples: [Bloom's Questioning](#)
  - Students have the opportunity to articulate thought processes, in written form or verbal discussion, conducted through individual or small-group written assignments or conferences, or seminars.
    - Examples of articulation include descriptions of rationale for choices or decisions when problem-solving or creating and/or explanations of evidence to support analysis and evaluation.

**Summative Assessments:** These assessments represent final products of performance-based assignments that typically encourage choice in topic and agency in pathway. The assessments generally compel or require the following:

- Original creation within specific rigorous criteria aligned with expectations for learning (goals & objectives).
- Written articulation of critical analysis or evaluation.
- Synthesis of research, hands-on problem-solving, or creative planning.
- Oral or visual presentations of processes, conclusions, solutions.