



POSITION PAPER – GT PROGRAMMING

The **Colorado Association for Gifted and Talented** supports gifted education programming as a crucial element in our Colorado schools.

The Colorado Association of Gifted (CAGT) supports the provision of quality educational experiences for all students across the spectrum of ability, background, and achievement. The learning needs of gifted students often differ from those of other students and should be addressed through differentiation, a modification of curriculum and instruction, based on the assessed achievement and interests of individual students.

Programming for gifted students consists of carefully planned and coordinated learning experiences that extend beyond the core curriculum to meet the specific learning needs evidenced by the student. It combines the curricular strategies of enrichment and acceleration and provides flexibility and diversity. Appropriate differentiation allows for increasing levels of advanced, abstract, and complex curriculum that are substantive and that respond to the learner's needs. The use of such programming is essential to maximize the educational experience for gifted and talented students.

To provide challenging educational experiences for gifted students, differentiation may include:

- Daily challenge in talent area
- Rigorous challenge in all academic areas
- Double or triple time pacing
- Elimination of excess drill and review
- Opportunities to work independently
- Teaching of concepts, issues, problems, generalizations in whole to part sequence
- Exposure to content beyond grade level
- Shortening the number of years spent in the K-12 system
- Opportunities to socialize and learn with like-ability peers
- Opportunities to be credited with prior learning

The Colorado Department of Education Office of Gifted Education encourages the use of the following differentiated strategies within a **Multi-Tiered Support System (MTSS)**; integrating multiple, appropriate, and on-going forms of assessment and provides tutorials and trainings to increase teacher capacity at the Tier I and Tier II levels of instruction:

- ❖ Tier I Universal Instruction
 - o Concept-based Learning
 - o Accelerated Pace
 - o Rigorous Instruction
- ❖ Tier II Targeted Instruction
 - o Flexible and Cluster Groups
 - o Curriculum Compacting
 - o Higher Order Thinking Processes with added Depth and Complexity
 - o Creative Thinking and Innovation
- ❖ Tier III Individualized Instruction
 - o AP, IB, and Concurrent Enrollment
 - o Mentorship/Internship
 - o Guided Independent Study