

The current MACC model was introduced more than 30 years ago, and although it was forward thinking at the time, recent international peer-reviewed research shows learners with a gifted designation thrive in a regular classroom setting where learning is tailored to meet the needs of everyone in class.

The BC curriculum was redesigned in 2016 to support differentiated instruction and enriched learning, and as such all schools in Vancouver offer challenging and comprehensive programs. The shift in today's education focuses on concepts instead of content, on how to learn rather than what is learned, and, on developing critical thinking skills in place of memorization.

With this in mind, and the goal to increase equity, the District is revising MACC to focus on **5 pillars of equity**. Below is recent, international, peer reviewed research that speaks to best practices for gifted programming.

Equity of Location

"A Proposed Direction Forward for Gifted Education Based on Psychological Science," *Subotnik et. al. 2012*.

This article purports the need for gifted programming to develop student talent within different and various domains and argues the need for gifted programming to be available to all students, including those who live in urban and/or low-income areas.

"Challenges of Equity and Discrimination in the Education of Gifted Children", *Parr and Stevens, 2019*.

This article describes the factors that help and hinder the development of capabilities in gifted students, including the socioeconomic status of the parents and the quality of educators. This research strongly supports the need for differentiated instruction and inclusion for all in the mainstream classroom setting, in addition to equitable access to gifted programming.

Equity of Access

"A Call to Reframe Gifted Education as Maximizing Learning", *Dixson et. al, 2020*.

This article argues the need for gifted programming to broaden its criteria regarding who is eligible to participate. The researchers support the need for more inclusive models that can support the needs of a greater number of and more diverse population of students.

"Ethical Challenges in Inclusive Education: The Case of Gifted Students", *Tirri and Laine, 2017*.

This article unpacks the critical misconceptions about gifted students and gifted education and places these misconceptions within an ethical framework. The authors make recommendations for supporting the needs of gifted learners and argues that appropriate challenges, greater depth and complexity of subject matter, and greater independence should be provided to all students, not exclusively those who are gifted.

"Non-cognitive Characteristics of Gifted Students with Learning Disabilities: An In-Depth Systematic Review", *Beckmann and Minnaert, 2018*.

This research delves into best practices around supporting the needs of students who are twice-exceptional. The researchers state that students who are gifted/learning disabled present with a unique profile that combines high personal potential with low school performance. This discrepancy often results in students with these learning profiles being excluded from gifted programming.

Equity of Development

"Resilience and Academic Underachievement in Gifted Students: Causes, Consequences and Strategic Methods of Prevention and Intervention", *Alexopoulou, Batsou, and Drigas, 2019*.

This article reviews and investigates the unique personality traits of resilient gifted students in order to determine how best to support the needs of gifted students who demonstrate low resilience and who are

therefore in danger of underachievement. The researchers strongly supports the need for an enrichment model approach as necessary to supporting the emotional and social development of gifted students.

“Subjective Emotional Well-Being, Emotional Intelligence, and Mood of Gifted vs. Unidentified Students: A Relationship Model”, *Casino-Garcia et. al., 2019.*

The results of this study indicated that gifted students score lower in Emotional Intelligence and sense of well-being than do their non-gifted counterparts. The study also relates the positive impacts of promoting talent development in gifted students and how this results in positive emotions and a greater sense of well-being.

“Emotional Intelligence in Gifted Students”, *Zeidner, 2017.*

This article sheds light on the relationship between cognitive and emotional intelligence in gifted students and how this relates to best practice educational programming. Specifically, the research supports the need for gifted students to learn to interact more effectively with others and to develop age-appropriate social skills.

Equity of Admission

“Gifted Students”, *Worrell et. al. 2018*

This article unpacks three frameworks for application within gifted education: frameworks focused on ability, frameworks focused on talent development, and frameworks focused on integrative practices. The main idea of this article is that the identification of giftedness in students should include giftedness in both academic and non-academic fields.

“An Exploration of the Psychosocial Characteristics of High Achieving Students and Identified Gifted Students: Implications for Practice”, *Ritchotte, Suhr, Alfurayh, Graefe, 2015.*

This article details the challenge of high achieving students being denied access to gifted services as a result of not meeting “gifted” criteria. The researchers argue that students who are not formally identified as gifted must be permitted access to gifted services.

“Paint-by-Number Teachers and Cookie-Cutter Students: The Unintended Effects of High Stakes Testing on the Education of Gifted Students”, *Scot, Callahan, and Urquhart, 2009.*

This article unpacks the negative impacts on high stakes testing on students, specifically gifted students, and how high stakes testing creates a barrier to best-practice teaching and learning. The researchers also purport the need for differentiation within the mainstream classroom.

“A Case Study on Social-Emotional Problems in Gifted Children”, *Yaman and Sokmez, 2020.*

This case study analyzed intervention programs for gifted students who struggle social-emotionally. This research also clarifies the consensus in the current peer-reviewed research that giftedness cannot be defined by IQ score only and also stipulates that a standard definition of giftedness does not currently exist.

Equity of Service

“Lessons Learned About Educating the Gifted and Talented: A Synthesis of the Research on Educational Practice”, *Rogers, 2007.*

This article unpacks the rationale for gifted students’ participation in variable and flexible groupings, both homogenous and heterogenous, in-class and pull-out, in order to best meet the unique needs of these students.

“Conceptualizing Gifted Student (Dis)Engagement through the Lens of Learner (Re)Engagement”, *Ronksley-Pavia and Neumann, 2020.*

This research study examines the disengagement of gifted students and what represents best practice to re-engage and sustain engagement over time. The researchers support personalized, individualized, and dynamic curricula and learning environments for students in order to optimize learning for each individual.

“Enrichment and Acceleration: Best Practice for the Gifted and Talented”, *Wu, 2013*.

This article emphasizes the need for enrichment programming for gifted students that is flexible and individually designed to meet each student’s learning needs. The article also emphasizes the need for learning groupings that are both homogenous and heterogenous in nature.