

The current MACC model was introduced more than 30 years ago. 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 teachers (with support) tailor learning to meet the needs of everyone in the class, rather than segregating learners with a gifted designation from peers their age. There's also been a fundamental shift in the world of education, to make learning more inclusive for all students. Inclusive systems value the unique contributions students of all backgrounds bring to the classroom and allow diverse groups to grow side by side, to benefit all students.

With this in mind, the District is evolving the MACC service delivery model with learners' needs in mind. Below is recent, international, peer reviewed research that speaks to the need for gifted education to be inclusive.

A call to reframe gifted education as maximizing learning

By: Dante D. Dixon, Scott J. Peters, Matthew C. Makel, Jennifer L. Jolly, Michael S. Matthews, Erin M. Miller, Karen E. Rambo-Hernandez, Anne N. Rinn, Jennifer H. Robins, and Hope E. Wilson

Published in 2020

"The goal of gifted and talented services is to challenge students who would otherwise go underchallenged and undereducated in school. Unfortunately, gifted education programs often use narrow and restrictive criteria to decide who can participate. As a result, they tend to focus on a tiny and homogeneous group of students, shutting out many others who would benefit from the supports and services they offer."

"Put simply, many gifted programs are far more exclusive than they need to be and should adopt a more inclusive perspective that serves more students."

These researchers support a model of gifted education that is *proactive* and *locally focused* on students' *present* needs in *specific domains*.

"A number of empirically supported services — including acceleration, flexible grouping, differentiation, enrichment, and more — are available to address the academic needs of advanced learners."

Enrichment and Gifted Education Pedagogy to Develop Talents, Gifts, and Creative Productivity

By: Sally M. Reis, Sara Jane Renzulli and Joseph S. Renzulli

Published in 2021

In this article, the researchers discuss the contributions of the gifted education field to the development of enrichment pedagogy and identify several different types of these engaging instructional strategies, including interest-based learning pedagogy, differentiation and curriculum compacting, project-based learning, open-ended choice, and the application of creative productivity to students learning. They identify this specialized pedagogy and give examples of how these exciting pedagogical strategies can be implemented in classrooms.

RTI Models for Gifted Children

By: Karen Rollins, Chrystyna V. Mursky, Sneha Shah-Coltrane, and Susan K. Johnsen

Published in 2009

"Learning opportunities...must be differentiated to engage each student in meaningful tasks that offer an appropriate level of challenge."

“These inclusive models generally use a problem-solving approach that contains these elements: (1) differentiated core curriculum and instruction in the first tier with high-end learning opportunities; (2) ongoing assessment and systematic observation; and (3) monitoring of students and increasing levels of individualized services and support within and outside the school settings based on assessment information and collaboration between general, special, and gifted education teachers.”

“Designers of these models acknowledge that implementing RtI models that positively affect *all* students take time and represent a systems change.”

Gifted education as a vehicle for enhancing social equality

By: Jennifer Riedl Cross

Published in 2013

“Making social equality the highest priority for gifted education does not mean an end to the discipline. Instead, it requires a transformation of the field, an end to the status quo, and perhaps to the big enterprise gifted education has become. High ability students still need us and what we have learned about them. When all students are getting an excellent education, gifted students will, too. Gifted education can serve as an equalizer in society when its supporters find ways to encourage a better education for all students. Rather than acting to selectively maximize potential in an exclusive environment, gifted education can become a catalyst for greater equality; a vehicle for social improvement.”

Integration or separate classes for the gifted? Israeli view. Australasian Journal of Gifted Education

By: Hannah David

Published in 2009

“Though many educators and officials in Israel have agreed that for gifted children who participate in regular classes supplementary means should be applied, only a small minority of children identified as gifted have been educated in special classes. Unfortunately, the special gifted classes do not satisfy the intellectual, social, or emotional needs of many gifted children. We shall hereby describe some of the gifted sub-populations whose academic, social, or emotional needs cannot be fulfilled in gifted classes, and come to the conclusion that the pull-out program, when gifted children learn in special settings one morning per week, is the best possible way to satisfy the need of as many gifted children as possible.”

Other Recommendations

"What are you a genius at?" Video by Shelley Moore.

[What are you a genius at? Getting to know our strengths - YouTube](#)

"The evolution of inclusion" Video by Shelley Moore.

[The Evolution of Inclusion: The past and future of education - YouTube](#)

Shelley Moore is a widely-researched and respected UBC researcher. She is a passionate supporter of inclusion in all of its forms.