

Connecting the Dots

California MTSS and Gifted and Talented Education (GATE)

Multi-Tiered System of Support (MTSS) is a framework designed to address academic, behavioral, and social and emotional learning in a fully integrated system of support. Teams use data to guide instruction and identify students who require additional support for increasingly intensive interventions based on need. Student supports are universally designed, differentiated, and integrated. MTSS offers the potential to create needed systemic change through intentional design and redesign of services and supports to quickly identify and match to the needs of all students.

In California MTSS, counties, regions and state educational agencies are the source of technical support, local educational agencies are the place of intervention and schools are the place of transformation. MTSS is a framework that supports equity-based inclusion within a multi-tiered framework.



GATE in California:

Students who are gifted have a higher potential to learn and learn faster with less repetition. As a result, they are able to move through and acquire academic content at a faster pace. California gifted students may be found in all populations and social-economic environments from PK-12 grades. Just as our gifted learners are diverse, so is their giftedness. Some students may be gifted in all academic areas, others in only one content area. Students may be gifted creatively, artistically, or in leadership capacities. The needs of gifted students can be met in a variety of ways. Schools and districts should provide a menu of services so that the most enriching learning environment exists in order for gifted students to thrive, including but not limited to: differentiation all day, everyday, compacting curriculum, cluster grouping, self-contained classrooms, and aligning initiatives to include GATE students.

How do MTSS and GATE align?

For gifted students, quality core standards are required. Often times, they are not necessarily enough for our brightest learners. This is where the CA MTSS Continuum of Support is utilized to provide the various layers of enrichment and intervention for our students. Universal Support for ALL students includes first best instructional practices. For GATE students, the use of the GATE standards and inquiry-based instruction provide gifted students with higher level thinking opportunities to keep them engaged in the learning. Some students require supplemental supports to enhance specific skills (e.g., coping skills, goal setting, and/or organizational skills) and guidance to interact socially with their peers. They may require intensified supports where a more targeted approach is utilized to support social and emotional needs for students dealing with depression, anxiety, and/or perfectionism. Schools and districts should utilize a comprehensive assessment system to identify gifted and talented students, ensure that the curriculum, resources, and instructional practices are appropriate to meet student need, and that students are making adequate progress through researched and evidence-based practices.



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Want to learn more about Gifted and Talented Education to support your MTSS work?

Check out these resources to support your CA MTSS work:

- National Association for the Gifted www.nagc.org
- SENG Social Emotional Needs of the Gifted www.sengifted.org
- California Association for the Gifted www.cagifted.org
- California Department of Education (CDE) GATE Standards and Resources www.cde.ca.gov/sp/gt/gt/
- CDE Resources www.cde.ca.gov/sp/gt/re/