

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-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 systematic 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. Because of this, they are able to move through material faster. California gifted students may be found in all populations and social-economic environments from PK- 12 grade. Just as our gifted learners are diverse so is their giftedness. Some students may be gifted in all academic areas; others in only one. Students may be gifted creatively, artistically or in leadership capacities. Gifted students need differentiation all day, everyday. Gifted students need to be serviced in either a cluster model, which places a group of 5 or more identified gifted students in a class of mixed ability students, or a magnet class which includes only gifted identified students.

How do MTSS and GATE align?

For gifted students, quality core standards are required but not necessarily enough for our brightest learners. This is where the MTSS system offers various layers of support and intervention for our students. Universal Support for *all* students include best teaching practices. For GATE students, best teaching includes the use of the GATE Standards in the classroom. Inquiry-based instruction is key to providing gifted students with the higher level thinking opportunities they need. Research supports grouping students with intellectual peers as an essential need for high achievers. Supplemental support is needed for *some* students. For example, behavioral supports may include providing additional help with establishing goal setting and/or organizational skills. Students may have difficulties in social settings with peers and need guidelines as to how to best interact socially. Intensified support may be needed for a *few* gifted students where a more targeted approach is



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required. This may include grade skipping acceleration for a single subject or an entire year or may include social emotional support for dealing with depression, anxiety or perfectionism.

Want to learn more about using MTSS to support GATE?

1. Check out these resources to support your CA MTSS work:
 - SENG Social Emotional needs of the Gifted www.SENGGifted.org
 - California Association for the Gifted www.cagifted.org
 - National Association for the Gifted www.nagc.org
2. Frameworks & Standards
 - CDE GATE Standards <https://www.cde.ca.gov/sp/gt/gt/>
3. Resources : <https://www.cde.ca.gov/sp/gt/re/>
4. Considering mapping initiatives around your GATE students.
5. Consider having your GATE classrooms compact curriculum to meet the needs of the students in the class.
6. Implement Pre-Assessment to test prior knowledge so GATE students can learn something new everyday.

