

## Philosophy of Relationship between Response to Intervention and Gifted Education

As the Friday Forum gifted regional coordinators, we believe there can be a productive relationship between Response to Intervention (RtI) models of instruction and gifted education service. RtI and gifted education are driven by student needs, based on individual profiles to provide effective instruction that increases student growth and achievement. Both expect differentiation and fluid placement of students. At the same time, we are aware that implementing RtI sometimes has subsumed gifted education service rather than capitalized on it.

To assure the most productive relationship between RtI and gifted education, we will:

- articulate that RtI and gifted education can be symbiotic but they are not the same due to the complex affective and academic needs of gifted learners.
- clarify that the RtI philosophy itself does not preclude gifted education models such as a school-within-a-school; rather, it is the implementation of certain RtI models that might suggest there is no room for certain gifted education models.
- advocate that RtI opens the opportunity for gifted education specialists to be part of child study teams.
- critically examine models of RtI for their impact on gifted education resources. For example more gifted specialists may be required to equitably implement differentiation.
- actively work to make an explicit connection between gifted education service and achieving district goals for academic success.

For us to accomplish the above, we recognize the need for more professional learning and discussion, Toward that end, we will focus Friday Forum time and resources to answering the following questions:

- How do we find and serve underrepresented populations in RtI models?
- How do we train teachers in the most effective instructional practices that support the compatible philosophies of RtI and gifted education?
- How do we accommodate gifted education services when a district employs “Responsive classroom”?
- How can we capitalize on RtI philosophy to changing attitudes toward the need to accelerate some students?
- How do we support one another to maintain or establish programs for highly gifted, such as schools-within-schools?

RTI Resources: [www.cde.state.co.us/rti](http://www.cde.state.co.us/rti)  
<http://www.cde.state.co.us/gt/index.htm>

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