NATIONAL ASSOCIATION FOR
Gifted Children

POSITION PAPER

COLLABORATION BETWEEN GIFTED AND GENERAL EDUCATION PROGRAMS

The National Association for Gifted Children (NAGC) periodically issues policy statements dealing with issues, policies, and practices that have an impact on the education of gifted and talented students. Policy statements represent the official convictions of the organization.

All policy statements approved by the NAGC Board of Directors are consistent with the organization's belief that education in a democracy must respect the uniqueness of all individuals, the broad range of cultural diversity present in our society, and the similarities and differences in learning characteristics that can be found within any group of students. NAGC is fully committed to national goals that advocate both excellence and equity for all students, and we believe that the best way to achieve these goals is through *differentiated* educational opportunities, resources, and encouragement for all students.

NAGC believes in the importance of collaboration among gifted, general, and special education programs, and the subsequent need to provide support for these efforts. Collaborative efforts promote the strengths of all school programs. NAGC believes that good collaboration does not do away with the need for services associated with gifted education programming but rather redefines the roles of educators in the overall plan for gifted education. Further, collaboration provides opportunities for gifted education to make positive contributions toward embracing and celebrating the diversity among the student populations of general education classrooms. Collaboration should be part of a continuum of services provided to meet the unique educational needs of gifted students.

The gifted, general, and special education programs must promote and support collaboration among the fields. Strategies necessary to support the collaborative process include:

- Preservice and inservice training for the entire school staff
- Policies that outline the procedures and guidelines for collaboration in the school district
- Redefining the roles of educators for gifted education programs
- Assurances for continuity of services
- Cooperative planning time among general and gifted programs staffs
- Resources that support collaborative efforts
- Open and positive attitudes and actions for promoting collaborative efforts
- Demonstration of exemplary collaborative practices

Collaboration among gifted, general, and special education professionals is essential in order to meet the special needs of all students. Collaborative environments foster communications, cooperation, and shared responsibility for gifted and general education students among all school staff, and encourages communication and cooperation among educators. Through collaborative efforts, teachers share their expertise and insights as they plan for their students, regardless of the nature of the program in which they specialize. Collaboration enhances understanding and trust among fields of education, helps promotes connections between services in all educational fields, helps develop more positive attitudes toward gifted education, and increases opportunities for students.

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