

Excerpts from Articles on Gifted Education

**From: “How Schools are Shortchanging the Gifted” by Sally M. Reis
In Technology Review, April 1994**

“Because schools have focused for decades on lifting up the lowest achievers, they are shortchanging the brightest students. High-ability students are not challenged in most classrooms and endure a steady diet of dumbed-down textbooks, and repetition of skills that they have mastered years ago.”

“In great part, the lack of challenge for gifted students stems from the unwillingness of schools to group students according to their abilities. Schools shun the grouping of students by ability, which is necessary to provide advanced content to the brightest children.”

“Recent studies by the National Research Center on the Gifted and Talented portray a disturbing pattern of what happens in U.S. classrooms to high-ability students. For example, a survey of third- and fourth-grade teachers in several thousand public and private schools around the country revealed that fewer than half had ever received specific instruction in how to teach gifted students. Not surprisingly, given this lack of training, most teachers make at most minor modifications in the regular curriculum to meet the needs of gifted students. Another study entailing daily observation of third- and fourth-grade classrooms around the country revealed that more than 80 percent of the time, high-ability students received the same kind of instruction, of the same material, as the rest of the class. By under challenging such students, U.S. schools delay and even halt these youngsters’ mental development. If instructional materials are not above the students’ level of knowledge or understanding, learning is less efficient and intellectual growth may stop.”