

**PROVIDING APPROPRIATE EDUCATIONAL OPPORTUNITIES
FOR GIFTED/ACCELERATED LEARNERS STATEWIDE**

WHEREAS, One of the objects of PTA is to promote the welfare of children and youth in the home, school, and community¹; and

WHEREAS, Gifted/accelerated learners need accelerated learning tasks and materials that are complex and challenging^{2,3}; and

WHEREAS, Lack of challenge in the curriculum contributes to boredom, lack of motivation and low self-image for gifted/accelerated learners^{4,5,6}; now, therefore, be it

Resolved, That Utah PTA encourage the State Board of Education and the state legislature to support funding that assists the schools in developing programs which promote the appropriate educational, social, and emotional development of gifted/accelerated learners and that such legislative support recognize that funds must be adequate to provide program development and program implementation; and be it further

Resolved, That Utah PTA encourage the State Board of Education and local boards of education to provide professional development opportunities and incentives for teachers to enable them to provide differentiated curriculum for gifted/accelerated learners.

(Updates EDU 1989-1)

Documentation:

¹Utah PTA Mission Statement, Utah PTA Handbook, 2009-2010

²Joyce VanTassel-Baska, "Leadership for the Future in Gifted Education", Gifted Child Quarterly, Vol. 51, no. 1, Winter 2007, pp. 5-10.

³Angela Burke-Adams, "The Benefits of Equalizing Standards and Creativity: Discovering a Balance in Instruction", Gifted Child Today, Vol. 30, No. 1, Winter 2007, pp. 58-63.

⁴Elaine A. Powers, "The Use of Independent Study as a Viable Differentiation Technique for Gifted Learners in the Regular Classroom", Gifted Child Today, Vol. 31, No. 3, Summer 2008, pp. 57-65.

⁵Jan B. Hansen and Suzannah Johnston Toso, "Gifted Dropouts: Personality, Family, Social, and School Factors", Gifted Child Today, Vol. 30, No. 4, Fall 2007, pp. 30-41.

⁶Lannie Kanevsky and Tacey Keighley, "On Gifted Students in School: To Produce or Not to Produce: Understanding Boredom and the Honor in Underachievement", Roeper Review: A Journal on Gifted Education, Vol. 26, No. 1, Fall 2003, pp. 20-28.