

Teacher Guide: Responding to Gifted Students' Requests

Choose real or fictional examples. Skip private details; never include passwords, medical information or contact details.

Learning goal: Plan consistent, evidence-based responses to student requests for challenge or support.

A request is a chance to teach self-advocacy. Thank the student, review evidence and decide with the team. A request never authorizes compacting or acceleration by itself.

Your steps

1. Acknowledge the request.
2. Review evidence: pretest, work sample, explanation.
3. Choose: approve, modify, not yet, or support; set a follow-up date.

1. Response options

Write the response you would choose and when you would follow up.

Evidence shows...	My response	Follow-up
Mastery on a pretest		
Strong interest, partial mastery		
Needs more instruction		
Ready for a faster pace		

2. Key distinctions

Use precise terms with families and colleagues.

COMPACTING · mastered practice → new learning	ENRICHMENT · broader, related learning
DEPTH & COMPLEXITY · expert-thinking prompts	ACCELERATION (team decision) vs. ACCOMMODATION (access)

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Continue your ideas from page 1. Write, draw, use symbols or ask someone to scribe. Share only what you choose.

3. My response script

Draft language you can reuse.

“Thank you for asking. Let’s look at your evidence...”

“Here is what we will try, and here is when we will check in...”

My next step

One change I will make in how I respond to requests is...

Optional stretch · Grades 6–8

Plan how to involve the educational team for subject acceleration requests.

Optional teacher / parent follow-up: Teacher resource. Decisions stay with the teacher and team. Avoid stereotypes: gifted learners vary widely in confidence, organization and interests.