Gifted Student Self-Advocacy · Grades 3–5 / 6–8 · 20 minutes · FREE

Teacher Guide to Supporting Academic Self-Advocacy

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

Learning goal: Build classroom routines that teach and welcome academic self-advocacy.

Students advocate more readily when routines make it normal and safe. Plan when students can ask, how they can ask (spoken, written or alternative formats), and how evidence will be reviewed.

> **Your steps**
> 1. Create a predictable request routine.
> 2. Offer written and alternative formats.
> 3. Use pre-assessment so evidence exists.
> 4. Close the loop with reflection.

1. Routines

Plan your classroom systems.

When students can make requests (e.g., conference days, request box)	Formats offered: spoken, written form, sticky note, digital
How I gather evidence: pretests, exit tickets, work samples	How I communicate decisions and follow-ups

2. Rubric for growth

Describe growth, not personality or compliance.

Criterion	4 Independent · 3 Proficient · 2 Developing · 1 Beginning
Recognizes learning needs	
Provides evidence	
Communicates respectfully	
Proposes appropriate adjustments	
Reflects and sets goals	

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Teacher Guide to Supporting Academic Self-Advocacy · Practice & next steps

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

3. Myths to avoid

Write a response to each myth.

Myth: “Asking for challenge means wanting less work.”

Myth: “All gifted students are anxious, disorganized or perfectionistic.”

Myth: “A good request should automatically be granted.”

My next step

One routine I will start this week is…

Optional stretch · Grades 6–8

Plan how to share self-advocacy growth with families at conferences.

Optional teacher / parent follow-up: Teacher resource. Requests never automatically authorize compacting or acceleration; use the educational team for those decisions.

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