

## Matrix Week 7

**Note: NGSSS references the Next Generation Sunshine State Standards**

Note: GT=K (Knowledge) S= (Skills) NAGC-CEC Teacher Preparation Standards in Gifted Education

| Key Questions                                                                                                                                                                                    | Guiding Objectives                                                                                                                                                                                                                                                                                                                                                           | Learning Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Evidence of Mastery                                                                                                        | In-Depth Required Reading                                                                                                                                                                                                                                                                                                                                                                                | Resources                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p>How can a meaningful educational plan (EP) be developed for a student who is gifted?</p> <p>What continuum of services would be appropriate to meet the needs of students who are gifted?</p> | <p>Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate educational plan (EP).<br/>(GT2K4); (GT3); (GT4); (GT5); (GT6); (GT7); (GT8); (K3); (S3); (S4); (GT10)</p> <p>Demonstrate knowledge of a continuum of services to support the needs and interests of students who are gifted. (GT3K2-3); (GT5S1-3); (GT7)</p> | <p>The focus of the development of the EP is on the strengths of the child. Provide a case study of a student who is gifted for analysis. How is this student gifted? Since an EP is a plan for this child only, what evidence is there of how the student evidences gifted characteristics? What does this student need beyond what is offered in a general education classroom in terms of specially designed instruction?</p> <p style="text-align: center;"><b>OR</b></p> <p>Traditionally, gifted students have been provided with more of the same or "busy work" when they complete their regular assignments. One teacher assigns 10 extra math problems for the gifted students, an extra page on written assignments, or an opportunity to go to a center or to help slower students. Develop an opinion paper about the message this may send to the student who is gifted.</p> <p style="text-align: center;"><b>OR</b></p> | <p>Analysis of a case study</p> <p>Opinion paper about appropriately addressing the needs of the student who is gifted</p> | <p>Rule 6A-6.030191, F.A.C., <i>Development of Educational Plans for Exceptional Students Who Are Gifted</i>.<br/><a href="https://www.flrules.org/gateway/ruleNo.asp?ID=6A-6.030191">https://www.flrules.org/gateway/ruleNo.asp?ID=6A-6.030191</a></p> <p>Broward County's EP Form</p> <p>EP Manual for Teachers of the Gifted</p> <p>Acceleration of Gifted Students</p> <p>Sample Extensions Menu</p> | <p>Links to Carol Tomlinson and Differentiated Instruction<br/><a href="http://www.caroltomlinson.com">http://www.caroltomlinson.com</a></p> <p>Genious Denied: How to Stop Wasting Our Brightest Young Minds<br/><a href="http://www.geniusdenied.com">http://www.geniusdenied.com</a></p> <p>Hoagies' Gifted Education Page<br/><a href="http://www.hoagiesgifted.org/ieps.htm">http://www.hoagiesgifted.org/ieps.htm</a></p> |

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|  |  | <p>Gifted students often learn they can “get by” with minimum effort unless appropriate expectations are put in place. Learning outcomes set expectations, so it is important to establish rigorous expectations for the student based on present levels of performance. Given data on an eligible gifted student, create an appropriate educational plan, ensuring the plan meets all district compliance requirements and appropriately addresses the specific needs of the student.</p> | <p>Development of an appropriate and justifiable EP</p> |  |  |
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### **Week 7 Checklist**

Complete all required reading.

Complete and submit Learning Activity 7

Complete Discussion Forum 7.1: Based on your reading and the continuum of services at your school (or provided by your district) explain how you can adapt the EP to reflect what is available. Share your opinions on which services you feel best serve the gifted population.