

What Works in Gifted Education:

Excellence and Equity in Educating Gifted Students

Benefits for Schools

- Math units based on national standards, differentiated to challenge students
- Identification tools at no cost
- Assessment tools at no cost
- On-site professional development support
- Distance professional development support



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The Purpose of the Mathematics Research Study

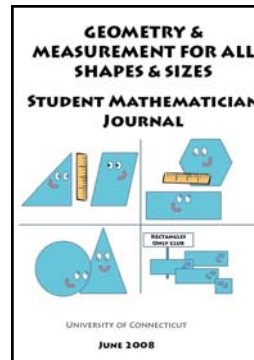
The National Research Center on the Gifted and Talented (NRC/GT) is conducting a study entitled *What Works in Gifted Education: Excellence and Equity in Educating Gifted Students*. The University of Connecticut created a defensible and equitable identification system, developed challenging math units in algebra, geometry and measurement, and graphing and data analysis, and designed performance assessments *for all levels of grade 3 students* in general education classrooms in your school district.

Testing and identification of grade 2 students will take place in the Spring of 2009, and curriculum units will be implemented in the 2009-2010 school year.

The Curricular Units

The curricular units are designed for use in grade 3 classrooms. The units are based on well-known models in gifted and talented education by Sandra N. Kaplan, Carol A. Tomlinson, Joseph S. Renzulli, and Sally M. Reis.

The mathematics curriculum includes three units: Awesome Algebra, Geometry & Measurement for all Shapes & Sizes, and Greening Up with Graphing.



Time Frame

Spring 2009:

- Teachers screen and identify math students (grade 2)
- Teachers are randomly assigned to experimental or control groups (math)

Fall 2009:

- Teachers implement math units (grade 3) in general education classrooms with support from the research team

Spring 2010:

- Teachers implement math units (grade 3)
- NRC/GT team observes sites and conducts interviews
- Teachers assess student outcomes



The National Research Center
on the Gifted and Talented

What classroom teachers think about our units...

"My students *love* this math!"

"[*Awesome Algebra*] really helped to develop the rich math conversations in my room."

"Students responded to each others' thinking and it helped them to feel safe, take risks, and simply 'talk'."

"I always *thought* this way, but I've never *taught* this way!"

-Classroom teachers



Looking for More information?

If you would like to participate in the What Works Study or have any questions for the research team, please contact:

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OR

Visit our website:

www.gifted.uconn.edu/nrcgt/what_works.html

