Kansas Effective Practices

Instructional Toolkit

Implementing Research and Resources Into Action

Research Lesson 3: Subject/Grade-Based Acceleration

Part I - Grade Based Acceleration Table

Component	Definition	Guiding Principles	Practitioner Tips	Parental Involvement	Special Consideration	Resources	Research
Early Entrance	Practice of admitting a child to school earlier than typically allowed by the school or school district policy – this may be as small as a few weeks or as much as a year or more	Certain students may be ready to enter into academic experiences earlier than others. Most common in early entrance to Kindergarten and College	Flexibility is key. Pair early entrance students with peer mentor to ease transition	Parents play a huge role in this component, especially with early entrance to Kindergarten. Parents are most often the people who see the exceptionalities in their children.	Developmental readiness (mainly social and emotional) becomes a greater issue here for many people than with subject acceleration.	Iowa Acceleration Scale Talents Searches (CTY – John's Hopkins University	A Nation Deceived: How Schools Hold Back America's Brightest Students
Curriculum Compacting	Streamlining or shortening the standard curriculum by pre-assessing to determine prior knowledge/mastery, and then replacing what the student already knows with appropriate learning experiences.	Allows student to demonstrate prior learning or knowledge. Allows student to "buy time" to pursue personal interests. Is easily accommodated in a mixed ability classroom.	Must begin with pre-assessment. Organization is important – contracts, etc., should be in place. Student earns grade the "tested out" with.	Letters to parents explaining the compacting process are necessary. Parents can also sigh off on learning contract.	Some pre-teaching is necessary to catch kids who will "get it" right away. This is a strategy for which all students in a classroom can qualify. Enrichment experiences should not be remediation.	*Teaching Gifted Kids in the Regular Classroom*, Susan Winebrenner 21st Century Project-Based Learning	A Nation Deceived: How Schools Hold Back America's Brightest Students

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Single Subject Acceleration	The delivery of the curriculum by either physically moving the child into higher grade level within the same building for instruction, or by having him/her work with the higher grade level curriculum in his/her own age-based classroom.	Students who are performing above their age level peers require curricular experiences that, too, are beyond that of their age level peers.	Flexibility. Integrated units in school make building in depth and complexity easier. Allow students choices. Authentic learning experiences enrich curriculum for all students. Think out of the box in regard to curricular experiences. It could include in-school tutors, online learning, service learning, etc.	Parents must be involved in the decision to accelerate a child whether it be by pace or place – content of curriculum may be an issue for some families (teen issues in novel, etc.)	Not asking the student to become the grade level into which they are being accelerated, but they can do the work of that grade level. Controversy surrounding grouping can arise with this component.	– Curricular units for Gifted Learners Advanced Placement-The College Board International Baccalaureate Organization John Hopkins University	A Nation Deceived: How Schools Hold Back America's Brightest Students
Concurrent Enrollment	Attending classes in area of strength in more than one building level in the same school year (Middle school student attending high school classes for part of the day; High school student attending college level classes for part of the day.)	Students who are performing above their age level peers require curricular experiences that, too, are beyond that of their age level peers.	Flexibility. Assigning an in-class mentor to accelerated student may help ease transition.	Parents must be involved in this decision, especially if transportation between buildings is an issue. They, too, will need to be flexible. Often this strategy will require that something is sacrificed.	Students may be missing all or part of other academic/ exploratory periods given differing building/school schedules.	Local universities and colleges admissions and programs	A Nation Deceived: How Schools Hold Back America's Brightest Students IRPA - Annotated Bibliography

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Talent Search	Students qualify to take the SAT or ACT as a middle school students and can qualify for advanced level courses at a number of universities throughout the country.	Students often "hit the ceiling" with traditional achievement tests. These give a more accurate indication of their achievement level. Students can practice taking these "high stakes" tests without any negative consequences (it does not go on their academic record until 9th grade).	This is really something done outside of the academic day. Practitioners need to be aware of this opportunity to inform families of this option.	Parents must give permission for their child to take the SAT or ACT. A small fee accompanies taking the test.	The PLUS academic abilities test is given to 5th and 6th graders. Enrichment programs are extended stay (often two weeks +) during the summer months.	Johns Hopkins Center for Talented Youth Duke University –Talent Identification Program -	*A Nation Deceived, Vol. 1 & 2* The Davidson Institute for Talent Development
Independent Study	Courses taken during, within or outside of regular school/academic time for either personal interest and/or for credit.	Students who are self-motivated will be able to pursue own interests/required academic curriculum at a pace which suits their needs.	Learning contracts are essential for this – either drawn up by the instructor or by the student. May need to assist student in gathering resources. Mentors can play a key role in independent study opportunities.	Parents need to be aware of the parameters of the project and continue to communicate with the instructor in terms of the amount of time spent outside of the classroom on the project.	Requires a significant degree of self-motivation on the part of the student. There needs to be teacher/student contact on a regular basis – the student should not be left to "fend for him/herself".	Learning contracts Study Guides 21st Century Project-Based Learning	A Nation Deceived: How Schools Hold Back America's Brightest Students **Hoagies'** Gifted Education Page

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Correspond-ence/Distance Learning	Courses taken during, within or outside of regular school/academic time for either personal interest and/or for credit.	Students will be able to pursue curriculum/ coursework not traditionally available to them at their current school/educational setting.	This can be an in or out of school option. Tutors may be helpful if a teacher is not assigned to the work.	May need to find a tutor for student if an out of school experience. Parents may need to seek out options that are best fit for student.	Inquire about the ability to apply credits to academic transcript.	EPGY – Stanford University (online courses for K-12 gifted learners) Apex Learning (online courses, including AP)	A Nation Deceived: How Schools Hold Back America's Brightest Students
Advanced Placement/ International Baccalaureate	College level coursework offered usually at the high school as a part of the curricular offerings. AP allows students the opportunity to fulfill some college credit with certain score on final exam.	Students follow college level curriculum in these in-school programs (commonly found in high schools)	IB diploma is more motivationally intense than a certificate of following strength area AP courses.	Participation in college planning. Support in student's time management. Support in community service requirements. Facilitators in seeking community resource to support talents.	IB courses not open to students until their Junior year in High School, although many schools offer Pre-IB courses. IBO also has Primary years and Middle Years program, which are comprehensive curriculums adopted by schools. AP courses can be taken online.	The College Board Apex Learning (online courses, including AP) International Baccalaureate Organization School/College Counselors Online Learning Classes	A Nation Deceived: How Schools Hold Back America's Brightest Students

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College-in–the-Schools Programs	College courses provided on the high school site by a local university.	Students have access to college courses at their local high school and receive college credit for successful coursework.	Teacher can be either a college faculty member or a high school teacher trained to offer this course.	Participation in college planning. Support in student's time management.	Inquire about the ability to apply credits to academic transcript.	Project Advance Program Syracuse Advance College Project Indiana University, Bloomington	A Nation Deceived: How Schools Hold Back America's Brightest Students
Mentorships	Connecting a high school student who has exhausted all high school curriculum in his/her talent area with a community or university "expert" who over sees the student's studies and learning over the course of a year.	Usually outside of school time.	Working with a mentor on a project of interest can help to develop social skills.	Transportation to meet with mentor.	Scheduling a time to meet with the mentor on a weekly basis.	Research Science Institute McLean Virginia Westinghouse Science Talent Search 21st Century Project-Based Learning	A Nation Deceived: How Schools Hold Back America's Brightest Students
Post-Secondary Options	Allowing a high school student to spend part of his/her school day taking courses at a local college or university for both high school and college credit.	Students attend courses at colleges and universities	Courses are on college campus with college students.	Participation in college planning	Inquire about student participating in after school activities since the last hour of the day he is not on the high school campus	College and university course catalogues. List of colleges and universities that offer Post Secondary Options	A Nation Deceived: How Schools Hold Back America's Brightest Students

Part II - Grade Based Acceleration Table

Component	Definition	Guiding Principles	Practitioner Tips	Parental Involvement	Special Consideration	Resources	Research
Grade Skipping	Promoting a learner beyond the next grade in order to skip 1 to 2 grade levels.	Motivated children who are academically advanced and who need challenging work may be candidates for grade acceleration.	Utilize good assessment tools, consult with the student, parents, and educators to ensure appropriate placement.	Parents are essential to a good decision regarding appropriateness of this option.	Child needs to be able to cope with the pressure of being younger, and must want to be accelerated.	Iowa Acceleration Scale	A Nation Deceived: How Schools Hold Back America's Brightest Students
Non-graded classes/ Multi-Age Classrooms	Placing learners of a variety of ability levels in a classroom that spans two or more grade levels.	Students work through the curriculum at a pace commensurate with their ability.	Utilize on-going assessment to ensure relevant interventions. Have an understanding of multi-age philosophy.	Parents should have an understanding of multi-age philosophy. Offer support to the classroom teacher.	Space for multi-levels of curriculum resources is needed.	Teacher Team 21st Century Project-Based Learning	*A Nation Deceived, Vol. 1 & 2*
Grade Telescoping	Practice of progressing rapidly through the curriculum of several grade levels.	Motivated children who are academically advanced and who have a strong desire to complete coursework in less time may be candidates for grade telescoping.	Provide guidance for course selection, monitoring of academic achievement, and high level of teacher expertise in a content area. Career and college planning is important.	Parents are essential to a good decision regarding appropriateness of this option and for the necessary academic and emotional support needed.	Access to coursework.	Counselor Gifted Specialists Apex Online Learning Programs	A Nation Deceived: How Schools Hold Back America's Brightest Students
Early admission to college	Practice of admitting a student to college as a full-time student without completion of a high school diploma.	Result of long-term planning matched to the student's motivation and strength area.	Establishing on-going collaboration with school counselor and college admissions is critical.	Ensure on-going collaboration with school counselor and college admissions office.	Student must be able to cope with the realities of being younger (ie. No driver's license).	College Counselor	*A Nation Deceived, Vol. 1 & 2* Research Department **Bibliography**

Adapted from Gifted Education Guidelines and Resources, Volume II-Programming – Colorado Department of Education