Acceleration

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| Option | Definition | Gifted Support Responsibilities |
| Advanced Placement | Courses designed by the College Board allows high schools to offer courses that meet criteria established by institutions of higher education. College credit may be earned with the successful completion of an AP exam in specific content areas.  |  |
| Combined Classes | (While not, in and of itself, a practice designed for acceleration, in some instances (e.g., a fourth- and fifth-grade split room), this placement can allow younger students to interact academically and socially with older peers. It may or may not result in an advanced grade placement later. |  |
| Concurrent/Dual Enrollment | The student takes a course at one level and receives credit for a parallel course at a higher level (e.g., taking algebra at the middle school level and receiving credit at both the middle school and the high school level or taking a high school chemistry course and receiving credit for a university course upon successful completion. |  |
| Continuous Progress | The student is given content progressively as prior content is completed and mastered. |  |
| Correspondence Courses | The student enrolls in coursework delivered outside of normal school instruction. Instruction may be delivered traditionally by mail, but increasingly other delivery mechanisms such as Internet-based instruction and televised courses are used. |  |
| Credit by Examination | The student is awarded advanced standing credit (e.g., in high school or college) by successfully completing some form of mastery test or activity. |  |
| Curriculum Compacting | The student’s instruction entails reduced amounts of introductory activities, drill, and practice. Instructional experiences may also be based on relatively fewer instructional objectives compared to the general curriculum. The time gained may be used for more advanced content instruction or to participate in enrichment activities | 1. Keep tabs with the General Education Teacher to know when a new unit is coming. Calendars, emails, lesson plans/9 week plans
2. Help administer pre-assessment
3. Collaborate with classroom/content teacher to develop alternative options
4. Start contract process, conferencing with student, developing rubric
5. Monitor contract until it is completely drawn up
6. Support student or teacher by finding resources, space, or opportunities for feedback
7. Share the responsibility of monitoring Work Progress Log
8. Evaluate final contract
9. Maintain records of compaction to inform present levels
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| Early Admission to Kindergarten | Students enter kindergarten prior to the minimum age for school entry as set by district or state policy. |  |
| Early Admission to First Grade | This practice can result from either the skipping of kindergarten, or from accelerating the student from kindergarten in what would be the student’s first year of school. |  |
| Early Graduation | The student graduates from high school or college in three-and-a-half years or less. Generally, this is accomplished by increasing the amount of coursework undertaken each year in high school or college, but it may also be accomplished through dual/concurrent enrollment (see below) or extracurricular and correspondence coursework. |  |
| Extra-Curricular Programs | Students elect to enroll in coursework or after school or summer programs that confer advanced instruction and/or credit. |  |
| Grade Skipping | This practice can result from skipping an entire year of school. |  |
| Mentoring | A student is paired with a mentor or expert tutor who provides advanced or more rapid pacing of instruction. |  |
| Telescoping Curriculum | Student is provided instruction that entails less time than is normal (e. g., completing a one-year course in one semester, or three years of middle school in two). Telescoping differs from curriculum compacting in that time saved from telescoping always results in advanced grade placement. Curriculum compacting, on the other hand, does not necessarily advance grade placement |  |

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