

Acceleration

Option	Definition	Gifted Support Responsibilities – As generated by collaboration groups at a Day 2 Boot Camp
Advanced Placement	Courses designed by the College Board allow 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.	<p>Determining whether or not the student is eligible and qualified for advanced placement and making sure to monitor student progress once the advanced placement occurs.</p> <p>Evaluating whether or not the placement is meeting the needs of the student.</p> <p>Reporting progress in the GIEP.</p>
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.	<p>Collaboration with the regular education teacher.</p> <p>Help administer assessments</p> <p>Develop & monitor contract</p> <p>Offer support services</p> <p>Maintain records such a progress monitoring and progress on goals</p>
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.	<p>Finding courses for students in areas of interest and strengths. The registration process for courses offered at colleges. Transferring credit from one institution to another.</p> <p>Monitor the progress for students dual enrolling in high school and middle school.</p>
Continuous Progress	The student is given content progressively as prior content is completed and mastered.	<p>Assist in setting up the contract and monitoring the progress of the student along with the content area instructor.</p> <p>Develop transition plan for completion of the subject which is under continuous progress.</p>

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.	Track and support it as you would with any student. Provide information to parents and students. Provide support (technology) within the gifted classroom for students to work.
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.	Gifted teacher could be responsible for administering the test used to determine comprehension. Be part of the team to determine if this is an appropriate decision.
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	<ol style="list-style-type: none"> 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
Early Admission to Kindergarten	Students enter kindergarten prior to the minimum age for school entry as set by district or state policy.	<ol style="list-style-type: none"> 1. Consult with team to determine process (if not one) 2. Make sure information is public via website, day cares, etc... 3. Participate in team to determine early admittance 4. Participate in team to monitor progress of student during trial period

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.	<ol style="list-style-type: none"> 1. Consult with team to determine process (if not one) 2. Make sure information is public via website, day cares, etc... 3. Meet with Kindergarten teams to discuss "flagged" kids 4. Participate in team to determine early admittance 5. Participate in team to monitor student during trial period
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.	Guidance counselor must have extensive involvement with a case where a student will be exiting early. The Gifted Support teacher will work to ensure guidance counselors are aware of specific student needs; however, the team feels guidance will work closely with the student to ensure all needs are met as the child prepares to matriculate from HS.
Extra-Curricular Programs	Students elect to enroll in coursework or after school or summer programs that confer advanced instruction and/or credit.	Districts can advertise and provide awareness, but the school district doesn't pay for the programs available outside school hours. Guidance counselors and gifted support personnel can work with student and families to support appropriate selection of these types of curricular options.
Grade Skipping	This practice can result from skipping an entire year of school.	Counseling to determine the child's feeling about the process and during the trial. Gather screening, Diagnostic assessments to determine actual ceilings for all content areas. Support enrichment needs in the accelerated class. Parent communication about the process. Rewriting the GIEP and notify the PIMS coordinator of grade level change.
Mentoring	A student is paired with a mentor or expert tutor who provides advanced or more rapid pacing of instruction.	<ul style="list-style-type: none"> • Locate mentor • Develop contracts outlining expectations of both parties • Collaborate with mentor to ensure alignment with PA Common Core standards • Assist in determining grading criteria • Rubric development • Locate appropriate course resources • Serve as liaison between mentor and district

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	<ol style="list-style-type: none">1. Check in with regular education teachers.2. Set up and plan for meetings3. Assist with pre-tests and complete error analysis and provide feedback with the data.4. Set up a time table for completion and what comes next in each strength area.5. Evaluation of plan for completion of telescoping.6. Maintain records of this to inform of present levels.
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