Acceleration Project

# Aim

# One of the aims of the project is to determine your school’s receptivity to acceleration by surveying teachers. The other aim is to create a case study accelerating a student who is gifted, going through the process using your school district’s acceleration policy. This case study is to reflect the issues a student who is gifted can face when not in the appropriate educational setting. The table below specifies project outcomes that are keyed to the Operating Standards for Identifying and Serving Students Who are Gifted.

# Standards and Project Outcomes

|  |  |  |  |
| --- | --- | --- | --- |
| Standard | Outcome One | Outcome Two | Outcome Three |
| ***Gifted services must include instruction that is differentiated from the standard curriculum for that course in depth, breadth, complexity, pace, and/or where content is above-grade level.)***  ***Services shall occur during the typical instructional day with flexibility allowed for the scheduling of district-approved internships or mentorships and higher education coursework, including credit flexibility.)*** | The teacher will identify barriers to acceleration in his or her school or district. | The teacher will plan ways to increase receptivity to acceleration in his or her school or district. | The teacher will develop a case study of a student likely to benefit from acceleration. The teacher will meet with the facilitator to review the steps the district must follow to evaluate a student for acceleration and to develop a student’s Written Acceleration Plan (WAP). |

## Background Information

Before completing the project, read the OLAC foundational concept, *Acceleration*.

### Case Study

Read through the following case study on Acceleration, Grade Accelerating a Fifth Grader in a Small, Rural School:

<http://education.ohio.gov/getattachment/Topics/Other-Resources/Gifted-Education-(1)/Resources-for-Parents/Academic-Acceleration-for-Advanced-Learners/Accelerating-a-Fifth-Grader-in-a-Rural-School.pdf.aspx>

Other case studies can be found on the Ohio Department of Education website under the Acceleration Case Studies section:

<http://education.ohio.gov/Topics/Other-Resources/Gifted-Education/Resources-for-Parents/Academic-Acceleration-for-Advanced-Learners>

## Estimated Time Completion

Five hours

# Procedures: Part 1 -Acceleration Survey

* Develop a brief survey of about 10 items (but no more than 12 items) that will measure attitudes toward acceleration. Include items that focus on both positive and negative perspectives on acceleration. For example, an item such as “acceleration helps advanced learners make academic gains” captures a positive perspective; and an item such as “acceleration leads to social isolation” captures a negative perspective. As you develop items think about positive and negative perspectives relating to six domains of educational concern academic learning, emotional development, social adjustment, involvement with extracurricular activities, feasibility within existing school structures, and family support.
* Develop response choices for each item using a Likert scale with four or five response choices (e.g., strongly agree, agree, disagree, strongly disagree).
* Ask 10 or more teachers at your school to complete your survey. If 10 teachers will not agree to participate, include other educators (e.g., the principal, the counselor, and so on).
* Tally the results of your survey. You can use simple frequency counts for responses to each item. In other words, how many of your colleagues selected each of the response choices you provided. To identify patterns, you might also want to calculate the percentage of teachers who selected each response choice.
* Based on the frequency counts and/or percentages, summarize the perspectives of your 10 colleagues in one or two paragraphs.
* Write another paragraph that provides your overall assessment of your colleagues’ receptivity to acceleration.
* Write a paragraph describing actions you might take either to build on your colleagues’ positive attitudes or to change their negative attitudes.

# Procedures: Part 2 - Acceleration Case Study

* Read through the following case study on Acceleration, *Grade Accelerating a Fifth Grader in a Small, Rural School*:

<http://education.ohio.gov/getattachment/Topics/Other-Resources/Gifted-Education-(1)/Resources-for-Parents/Academic-Acceleration-for-Advanced-Learners/Accelerating-a-Fifth-Grader-in-a-Rural-School.pdf.aspx>

Other case studies can be found on the Ohio Department of Education website under the Acceleration Case Studies section:

<http://education.ohio.gov/Topics/Other-Resources/Gifted-Education/Resources-for-Parents/Academic-Acceleration-for-Advanced-Learners>

* Write a case study demonstrating an understanding of the importance acceleration has in the appropriate education of advanced learners. This case study should be 2-3 pages in length. The case study must include:
  + Background information on the student at different grade levels and settings;
  + Discussion of the issues the student faced in the classroom prior to acceleration, such as negative behavior changes, or impact on relationships with others, etc.;
  + An explanation of the steps the district must follow to determine a student’s readiness for accelerated placements;
  + Description of the Written Acceleration Plan, including the accelerated placement and strategies to support a successful transition; and
  + Discussion of the positive impact the accelerated placement had on student behaviors or relationships with others.
* ***Share the following with the person who is supervising the Gifted Education Professional Development (PD) in your district: your survey, the response forms, your data tallying sheet, your three-to-four paragraph report of the results of your survey and actions to take, and your case study.***

# Rubric: Acceleration Project

Participants in the Gifted Education PD might review the “distinguished” column of the rubric below as a guide to what a complete and well-executed project would look like. The person who is supervising the Gifted Education PD can use the rubric to evaluate participants’ projects. Total rubric scores of **8 or higher** are sufficient for receiving credit for the project

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criterion | Distinguished (Four points for each criterion at this level) | Accomplished (Three points for each criterion at this level) | Competent (Two points for each criterion at this level) | Emerging (One point for each criterion at this level) |
| Quality of the survey items | The items cover at least four of the six domains of interest (academic, learning, emotional development, social adjustment, involvement with extracurricular activities, feasibility within existing school structures, and family support); they focus equally on positive and negative perspectives. | The items cover three of the six domains of interest; they focus equally on positive and negative perspectives. | The items cover three of the six domains of interest; they primarily focus on either positive or negative perspectives. | The items cover two or fewer domains of interest; they focus only on positive or negative perspectives. |
| Relevance of the interpretation | The participant describes both obvious and less obvious patterns in the data (e.g., general tendencies and outliers, subgroup perspectives); his or her summary responds to tendencies revealed through patterns in the data; his or her action steps are attentive to features of the school’s organizational | The participant describes both obvious and less obvious patterns in the data (e.g., general tendencies and outliers, subgroup perspectives); his or her summary and action steps respond to tendencies revealed through patterns in the data. | The participant describes obvious patterns in the data, but not less obvious ones; his or her summary and action steps respond to tendencies revealed through obvious patterns in the data. | The participant does not describe obvious patterns in the data or identifies actions that do not properly account for the perspectives of the educators at his or her school. |
| Completeness of the products |  |  | The participant submits a survey of 8-10 items; forms from 10 or more teachers; a sheet for tallying data; and an essay including at least three paragraphs. | The participant submits a survey that includes fewer than 8 items; data from fewer than 10 teachers; or an essay that is shorter than three paragraphs. |
| Case study | Case study was thoroughly developed, well-written, and centered on an advanced learner, using the district’s acceleration policy, and illustrates how acceleration can be beneficial to the student; a well-developed Written Acceleration Plan included strategies that will clearly support the successful transition to the accelerated placement. | Case study centered on an advanced learner, using the district’s acceleration policy and illustrates how acceleration can be beneficial to the student. The Written Acceleration Plan included strategies to support the successful transition to the accelerated placement. | Case study centered on an advanced learner and attempted to clearly illustrate the benefits of acceleration to the student. The Written Acceleration Plan included limited strategies to support a successful transition. | Case study centered on an advanced learner but was incomplete by either missing a required component; or did not clearly illustrate the benefits of acceleration to the student; or the Written Acceleration Plan lacked sufficient strategies to support a successful transition. |