The Nitty Gritty of Accelerating Gifted Students

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Welcome to TAMS
Keys to Giftedness

Asynchronous Development

Degree of Giftedness

Intrinsic Motivation

Introversion
Asynchronous Development

- **Average**
- **Above Ave.**
- **Gifted**
Peerness

- Multiple peer groups
  - Intellectual
  - Social
  - Emotional
  - Interest

“If you’re one kid in a hundred, you have to know one hundred other kids to find one like yourself, and half the time that someone is of the opposite sex, so you’re sunk”

Gowan, 1972
Special Educational Services

Rody09 on flickr
Degree of Giftedness

standards, text books, instruction

AP

40 55 70 85 100 115 130 145 160
Asynchronous Development

Developmental Rates

degree of giftedness
Grit

“Defined as perseverance and passion for long-term goals…”

• Angela Duckworth, Ph.D.
  • University of Pennsylvania
  • http://www.sas.upenn.edu/~duckwort/images/Grit%20JPSP.pdf
Where is the hard?

your level
grade level

Developmental Rates

P C S E
Vygotsky

• Zone of Proximal Development (ZPD)

• Scaffolding
Intrinsic Motivation
Introversion

From others

From being alone
Acceleration - http://www.accelerationinstitute.org
Acceleration

1. Early Admission to Kindergarten
2. Early Admission to First Grade
3. Grade-Skipping
4. Continuous Progress
5. Self-Paced Instruction
6. Subject-Matter Acceleration/Partial Acceleration
7. Combined Classes
8. Curriculum Compacting
9. Telescoping Curriculum
10. Mentoring
11. Extracurricular Programs
12. Distance Learning Courses
13. Concurrent/Dual Enrollment
14. Advanced Placement™
15. International Baccalaureate Program
16. Accelerated/Honors High School or Residential High School on a College Campus
17. Credit by Examination
18. Early Entrance into Middle School, High School, or College
19. Early Graduation from High School or College
20. Acceleration in College
Right Diagnostic Tools
Right Diagnostic Tools

• In what subject areas is this student advanced?
• How do I assess what this student already knows?
• How do I ensure the assessment isn’t creating a ceiling? How do I get through the ceiling?
• Who can provide a perspective on this student’s ...
  • Subject area knowledge?
  • Ability to learn?
  • Interest in the subject area?
  • Social-emotional characteristics?
Criterion vs. Norm-Referenced Tests
## Right Diagnostic Tools

<table>
<thead>
<tr>
<th>Right Diagnostic Tool Resources</th>
<th>Data Resources</th>
<th>Human Resources</th>
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</thead>
<tbody>
<tr>
<td>How do I know in which subject areas the student is advanced?</td>
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<tr>
<td>How do I assess the student’s mastery level by subject area?</td>
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<td>How do I ensure the student isn’t limited by a test ceiling?</td>
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<td>How do I gauge the student’s ability to manage an acceleration?</td>
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<tr>
<td>- Peer relations</td>
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<td>- Different schedule/multiple classrooms</td>
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<td>- Perseverance</td>
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<td>- Family dynamics</td>
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Matching strategy with diagnosed needs

- Take a special educational approach – think ARD
- Multiple perspectives on the student
- What do the data say?
- Is acceleration indicated?
- Which acceleration strategy works best for this student?
  - Subject area(s)
  - Level of mastery
  - Student characteristics
- What roadblocks will we need to navigate?
Case Studies
Case Studies

• At your table...
• Read through the 4 case studies.
• Determine what the student’s education plan should be for the next year.
• Project out what the student’s schedule might be through graduation.
Navigating Roadblocks
## Navigating Roadblocks

<table>
<thead>
<tr>
<th>Acceleration Strategy</th>
<th>Why we don't do it? Problems when we do use it</th>
<th>Ideas for addressing the roadblocks</th>
<th>Next steps</th>
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</thead>
<tbody>
<tr>
<td>Single subject acceleration</td>
<td>Problems at transition years</td>
<td>Bus to next school</td>
<td>Form committee of principals at each building level, testing coordinator, teacher at each level to develop policy and step-by-step practice</td>
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<td>Determining who needs it</td>
<td>Teacher come over</td>
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<td>Part time tutor</td>
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<td>Online course</td>
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<td>Transfer to school where can walk to next building</td>
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<td>Run out of courses in HS</td>
<td>Do beginning of year assessment at all grade levels</td>
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<td>Train teachers to look for it</td>
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<td>Base on end of year state testing to enter pool</td>
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<td>Clear qualifying standards &amp; clear messages about how challenge students</td>
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<td>Graduate early</td>
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<td>Extra electives</td>
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<td>Part day at community college</td>
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<td>Online courses</td>
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<td>Part time higher level teacher</td>
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Resources & Research

• [www.accelerationinstitute.org](http://www.accelerationinstitute.org) (Acceleration Institute at University of Iowa; *A Nation Deceived & A Nation Empowered*)

• [Top 1 in 10,000: A 10-Year Follow Up of the Profoundly Gifted](http://www.hoagiesgifted.org/acceleration.htm) (Study of Mathematically Precocious Youth at Vanderbilt)

• [When Less Is More: Effects of Grade Skipping on Adult STEM Productivity Among Mathematically Precocious Adolescents](http://www.hoagiesgifted.org/acceleration.htm) (SMPY at Vanderbilt)

• [http://www.hoagiesgifted.org/acceleration.htm](http://www.hoagiesgifted.org/acceleration.htm)