

ACCELERATION

Acceleration (and an acceleration policy) contributes to a broad, comprehensive gifted and talented program. An acceleration policy should complement existing gifted and talented programming and services. Acceleration is not a replacement for gifted education services or programs.

Some schools may not have a gifted and talented program. It is also possible that a student might not qualify for a school's gifted and talented program because he or she did not obtain a qualifying composite score. Students with an uneven profile of achievement scores (significantly advanced in one area but not others) are not likely to obtain a qualifying score but may be served well by content acceleration in their area(s) of strength.

A policy should be characterized by accessibility, equity, and openness. A formal procedure should be established that considers all student assessment data, the student's social-emotional maturity, and academic strengths when making decisions about acceleration. In each instance, the best interest of the student predominates.

Guidelines for Developing an Academic Acceleration Policy, National Work Group on Acceleration -Nicholas Colangelo, Chair, Susan G. Assouline, Maureen A. Marron - Representing the Belin-Blank Center Institute for Research and Policy on Acceleration (IRPA); Jaime A. Castellano, Pamela R. Clinkenbeard, Karen Rogers - Representing the National Association for Gifted Children; Eric Calvert, Rosanne Malek, Donnajo Smith - Representing the Council of State Directors of Programs for the Gifted. Journal of Advanced Academics, Volume 21 ♣ Number 2 ♣ Winter 2010 ♣ pp. 180–203

Resource

The Belin-Blank International Center for Gifted Education and Talent Development
Guidelines for Developing an Academic Acceleration Policy

http://www.accelerationinstitute.org/Resources/Policy_Guidelines/