Lewis-Palmer School District #38

Academic Acceleration of High Ability Learners
Lewis-Palmer School District #38
Mapping Protocol for
Academic Acceleration of High Ability Learners

**Purpose:** This Mapping Protocol is a tool that will assist the Placement Team in taking an objective look at student data, analyzing the major factors to be considered when making a decision about whole-grade acceleration, identifying student's strengths and areas of concerns, and determining options for next steps for programming.

**Steps:**
1. Getting started
   a. District Facilitator of Gifted Education facilitates the meeting, briefly explains the protocol, and outlines the process the group will use to examine the data. Additionally, the District Facilitator of Gifted Education establishes group norms, such as:
      - Following the protocol
      - Listening for understanding
      - Getting all voices in the room
   b. Gifted facilitator has the assessment and school/home factors data on chart paper or whiteboard from Iowa Acceleration Scale

<table>
<thead>
<tr>
<th>Assessment</th>
<th>School/Home Factors</th>
<th>Strengths and Concerns</th>
<th>Needs and Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Aptitude</td>
<td>• School and academic factors</td>
<td>Academic Strength….Concern</td>
<td>Needs</td>
</tr>
<tr>
<td>• Ability</td>
<td>• Developmental factors</td>
<td>Social/Emotional Strength….Concern</td>
<td>Options</td>
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<td>• Achievement</td>
<td>• Interpersonal skills</td>
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<td>• Classroom formative assessment</td>
<td>• Attitude and support</td>
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<td>• Kingore Observation Inventory</td>
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2. Gifted Facilitator presents the data on assessment and school and home factors
   a. The team asks clarifying questions about the data which will be answered by the person familiar with the assessment
   b. This is not a time for discussion but clarification
3. In round-robin order, placement team members take turns identifying academic strengths and concerns AND social/emotional strengths and concerns from the data presented
   a. Responses are recorded on chart paper
   b. Discussion takes place **after** all ideas have been recorded
4. In round-robin order, the placement team members take turns identifying student needs and options for student placement
   a. Responses are recorded on chart paper
   b. Discussion takes place **after** all options have been recorded
5. The group works toward consensus
   a. based on the information
   b. trust the process, the decision is clear if the protocol is followed
6. Debriefs the protocol – How did the Mapping Protocol help the decision?
Lewis-Palmer School District #38
Acceleration Process for Students of High Ability

Referral received by Local School Gifted Education Facilitator
- From classroom teacher
- From parent
- From school administrator

Child referred to RtI Team
Team examines data gathered by Gifted Education Facilitator. Participants will include:
- Classroom teacher
- Gifted Facilitator
- School administrator
- Counselor
- District Facilitator for Gifted Education

Decision to keep monitoring
Develop appropriate ALP

Decision for Acceleration

Mapping/Programming Meeting
- Use Mapping Protocol to determine programming
- Types of acceleration considered:
  - Content
  - Grade
  - Telescoping
  - AP, Honors
  - Postsecondary options

Additional Data Gathered
- Gifted Facilitator completes Iowa Acceleration Scale (IOWA)
  - Interviews
  - Assessments (parent permission)
    - Aptitude
    - Ability
    - Achievement
  - School and home factors

Implementation
- Begin acceleration on trial basis
- Monitor progress, needs
- Maintain records, ALP
- Modify ALP as needed
- Facilitator and counselor advocate for student

School Gifted Education Facilitator gathers preliminary information
- Observe and interview student
- Examine samples of student work
- Gather available data (KOI, NWEA, CogAT, etc.)
- Interview classroom teacher(s)
- Interview parent or guardian

Notify District Facilitator for Gifted Education, school administrator, and parent

No need shown
STOP

Inform parents, student, and classroom teachers

Need is Shown
Continue

Inform parents, student, and classroom teachers

Referral received by Local School Gifted Education Facilitator
- From classroom teacher
- From parent
- From school administrator

Adapted from The Academic Acceleration of Gifted Children, E. Tomas Southern, Editor, Teachers College Press, 1991.