

The Curious Legacy of Acceleration in Gifted Education

Presented by

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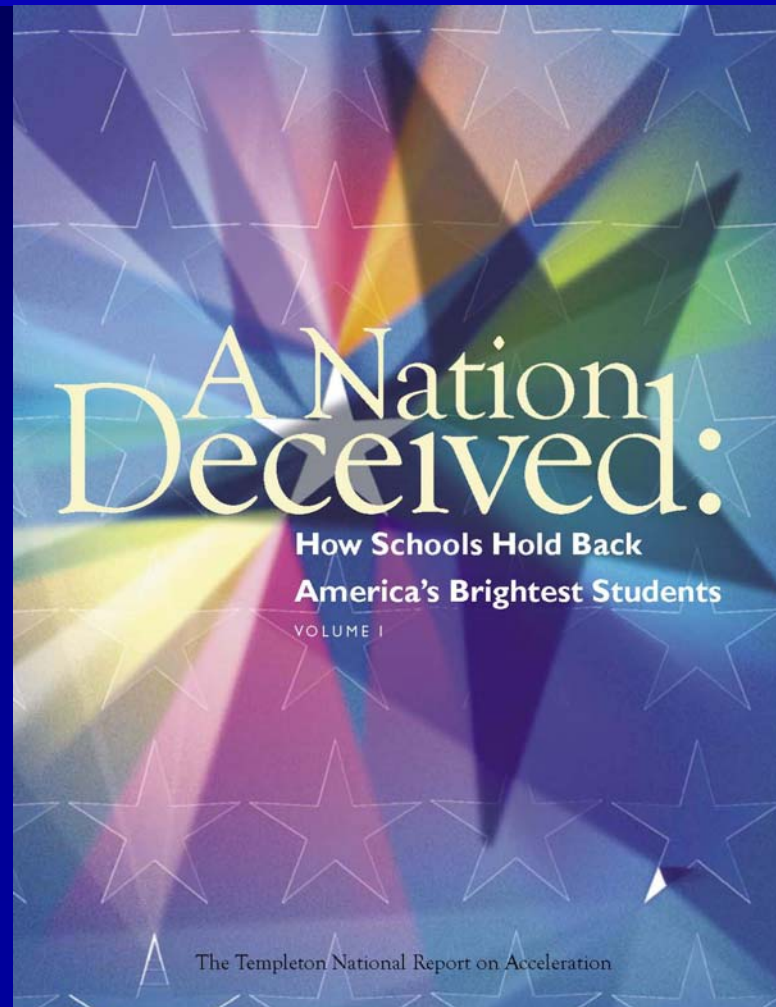
National Gifted & Talented Conference

Wellington, New Zealand

August 4, 2006

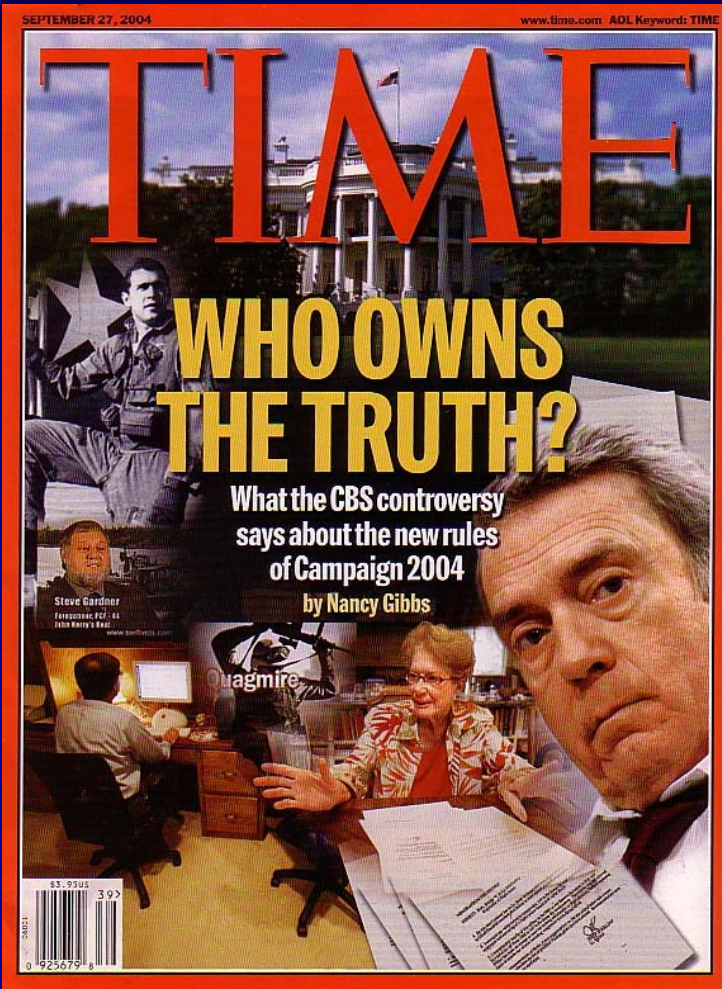
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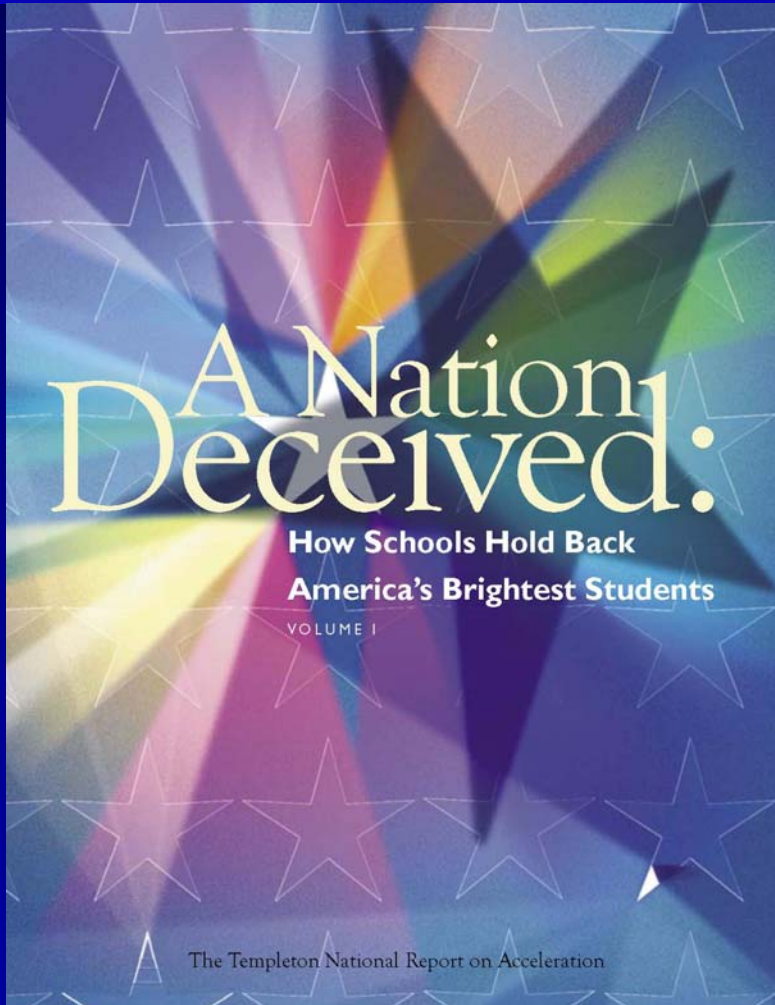
A Nation Deceived

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- *Time Magazine*
- *Education Week*
- *New York Times*
- *Boston Globe*
- Radio Shows
- International Media
- 42 Keynotes
- Evaluation in progress

A Nation Deceived



- Website:
www.NationDeceived.org
- Visits → 1,433,989
- Downloads → 59,293
- Print copies → 35,000

Definitions



“Progress through an educational program at rates faster or at ages younger than conventional.”

(Pressey, 1949)

“... to provide an appropriate level of challenge, and to reduce the time period necessary for students to complete traditional schooling.”

National Association for Gifted Children

Position Paper 11/92



“Help students learn only what they don’t already know.”

Julian C. Stanley

“Acceleration is about children, not statistics.”

Templeton Report

Types of Acceleration



- Report identifies 18 types of acceleration.

Types:

Subject-Based Acceleration



Provides student advanced content, skills and understandings before expected age or grade level

- Single-subject acceleration
- Compacted curriculum
- Distance learning
- Talent search programs
- Independent study/Mentoring
- AP courses

Types:

Grade-Based Acceleration



Shortens the number of years a student remains in the K-12 school system

- Early entrance to kindergarten or first grade
- Grade skipping
- Multi-grade classrooms
- Grade telescoping (2 years in one)
- Early admission to college

Types of Acceleration



Individual
Student

Small Group

Class



Grade-Skipping
Early Entrance
Mentoring

Single-Subject
Acceleration

AP

“No paradox is more striking



than the inconsistency between research findings on acceleration and the failure of our society to reduce the time spent by superior students in formal education”

M.J. Gold

Education of the Intellectually Gifted (1965)

“Acceleration is one of the most curious phenomena in the field of education.



The research on acceleration is so uniformly positive, the benefits of appropriate acceleration so unequivocal, that it is difficult to see how our educators could oppose it.”

James H. Borland

Teachers College, Columbia University (1989)

“There is little doubt



that educators have been largely negative about the practice of acceleration despite abundant research evidence attesting to its viability. It is difficult to understand the hostility of many educators to this acceleration strategy”

James J. Gallagher
University of North Carolina - Chapel Hill
Nation Deceived Vol. II (2004)

Meta-Analytic Studies of Acceleration



“Meta-analytic reviews have consistently concluded that educational acceleration helps students academically without shortchanging them socially and emotionally.”

James A. Kulik

The University of Michigan

Meta-Analytic Studies of Acceleration



“No other arrangement for
gifted children works as well
as acceleration.”

James A. Kulik

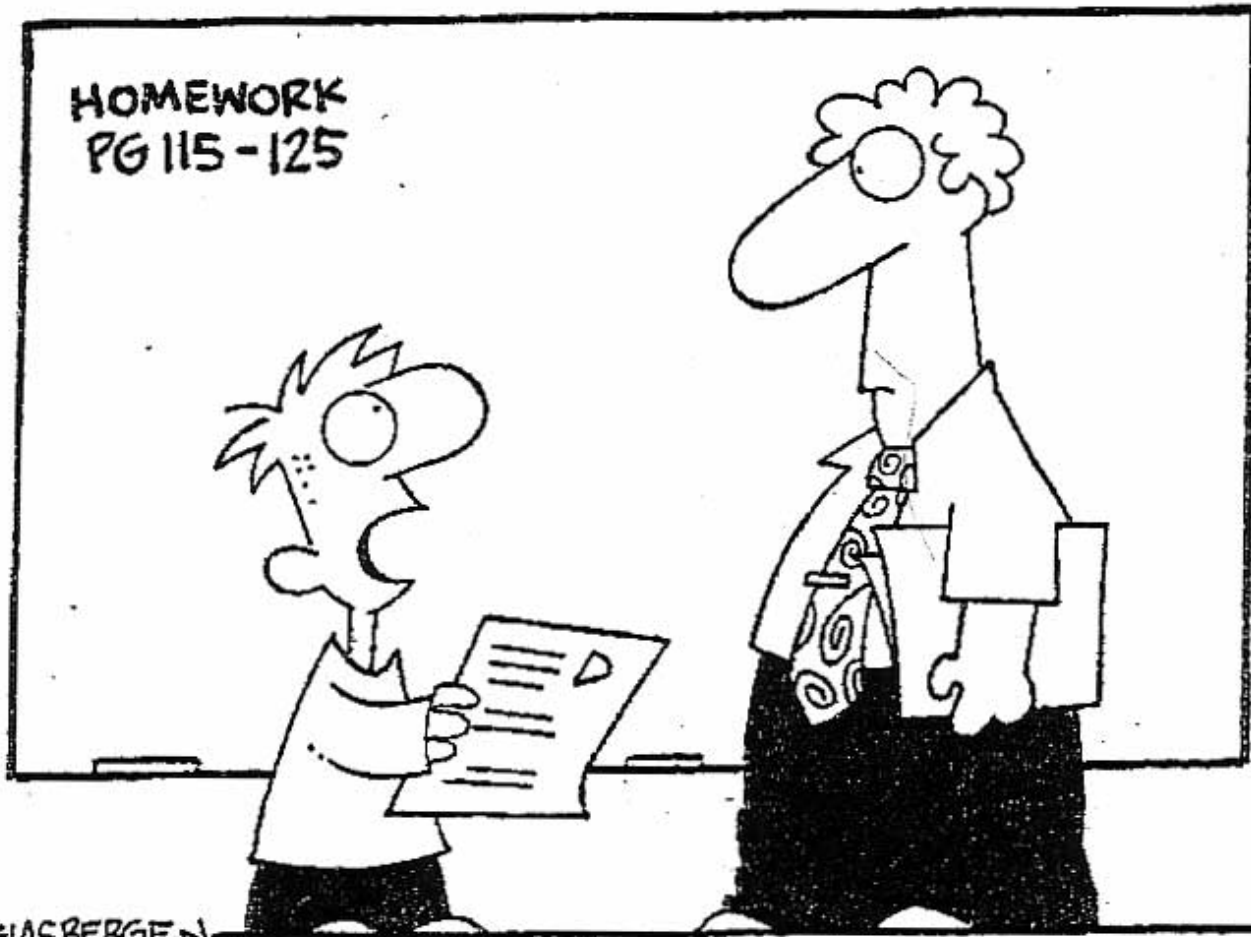
The University of Michigan

A Nation Deceived:

How Schools Hold Back America's Brightest Students



*The main difference
between genius and
stupidity is that
genius has limits*



"You play favorites — you give the best grades to the kids who study!"

Academic Effects



“The studies reported here provide educational decision-makers with a large, research-supported menu of accelerative options that may result in significant academic achievement for gifted learners.”

Karen B. Rogers

The University of St Thomas (Minnesota)

Social-Emotional Effects



“None of the options has been shown to do psychosocial damage to gifted students as a group; when effects are noted, they are usually (but not invariably) in a positive direction.”

Nancy M. Robinson
University of Washington

Long-Term Effects



“Adult surveys of gifted individuals reveal that they do not regret their acceleration. Rather, they regret not having accelerated more.”

(Lubinski, Webb, et al., 2001)

Early Entrance to School



“Practically every reviewer of this literature [early entrance to school] has weighed in favorably about the practice of permitting early entrance, but invariably with caveats.”

Nancy M. Robinson
University of Washington

Grade-Skipping



“Not only was academic achievement more positive for the grade skipped learners, but also their social adjustment and academic self-esteem were more positive.”

Karen B. Rogers
University of St Thomas (Minnesota)

Iowa Acceleration Scale (IAS)



- Instrument to help schools make effective decisions regarding a grade-skip.
- The IAS and manual (2nd edition) are available from Great Potential Press
- <http://www.giftedbooks.com>

Advanced Placement (AP)



“Those who did participate [in AP] more frequently expressed satisfaction with the intellectual caliber of their high school experience, compared with those who did not.”

(Bleske-Recheck, Lubinski, & Benbow, 2004)

Early Entrance to College



“Clearly, the research on groups of early entrants ... strongly suggests that many of [the students] were highly successful academically without experiencing concomitant social or emotional difficulties.”

Linda E. Brody, Michelle C. Muratori,
& Julian C. Stanley
Johns Hopkins University

3 Most Difficult Decisions



- Early entrance to school
- Grade-skipping
- Early entrance to college

Lower in Difficulty

- Subject-matter acceleration
- AP/IBP
- Dual enrolled in college courses

Decision-Making Factors: Policies on Acceleration



- Cost → Minimal
- Needed Personnel → None
- Research Evidence → Highly Positive
- Public Beliefs → Generally Negative
- Educator Views → Strongly Negative

James J. Gallagher
University of North Carolina - Chapel Hill

Equity



“Acceleration levels the playing field of opportunity because any cost to the family or school is minimal”

Nation Deceived (2004)

Why Do Schools Hold Back Our Brightest Students?



- Not aware of the research
- Does not fit with personal preferences / political agenda
- Colleges of Education

Why Do Schools Hold Back Our Brightest Students?



- Social / emotional adjustments
- Long-term effects
- Hurrying or pressuring children
- Status quo causes no harm

Goal of the Templeton National Report on Acceleration



Change conversations in schools about acceleration and gifted students.

A Nation Deceived At Age 1



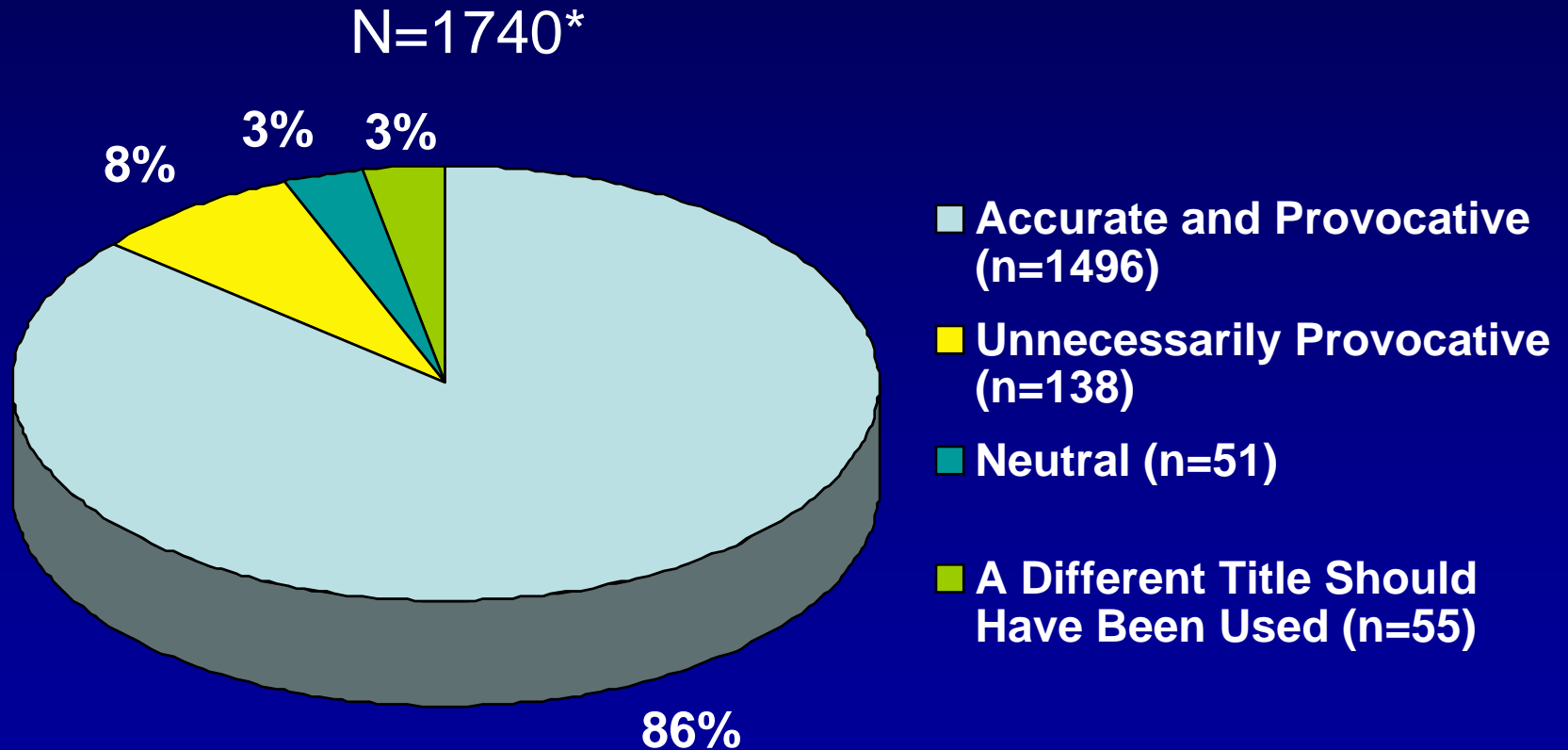
- Online Survey:
 - 9 Questions
 - 1 Open-Ended Field for Comments
- Released Sept 20th, 2004

Survey Respondents



	N	%
Classroom Teacher	249	10%
Gifted Ed Specialist	596	23%
School Administrator	133	5%
School Personnel	77	3%
University Faculty/Staff	117	5%
Parent	1204	46%
Other	221	8%
Total	2597	100%

The Title of the Report is:

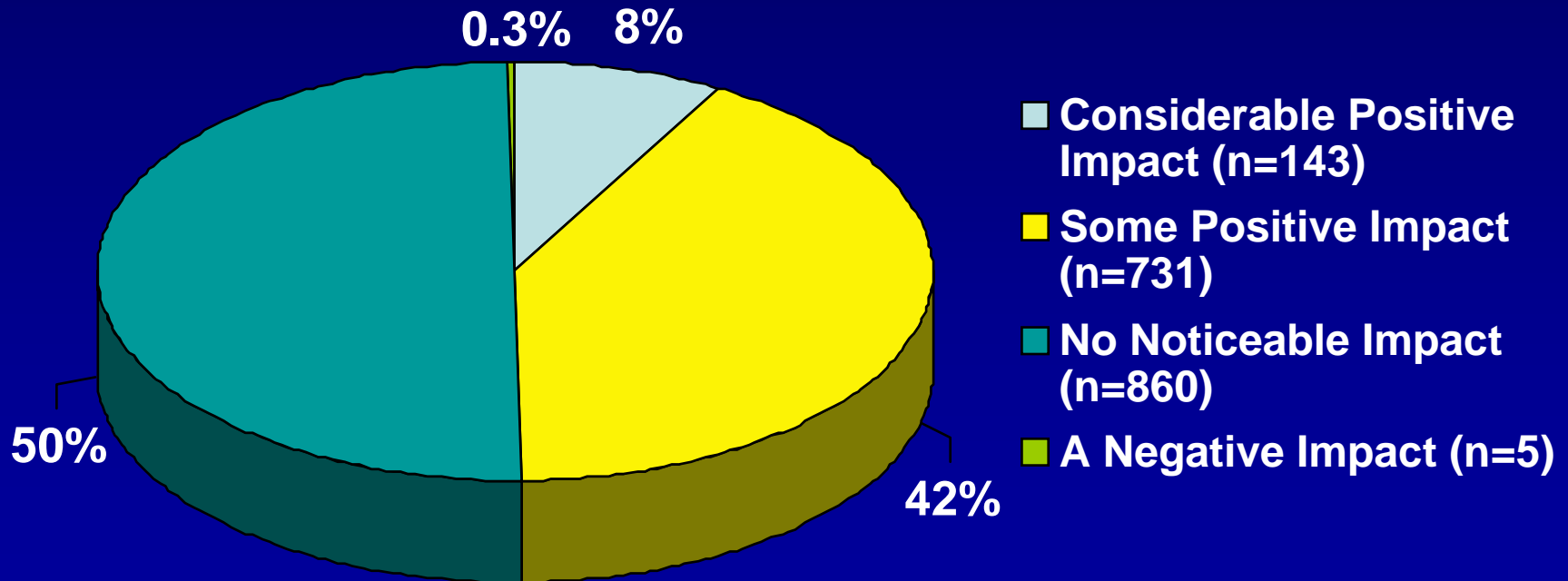


*Respondents who said they were not aware of the report did not complete the following items.

Overall Educational Impact



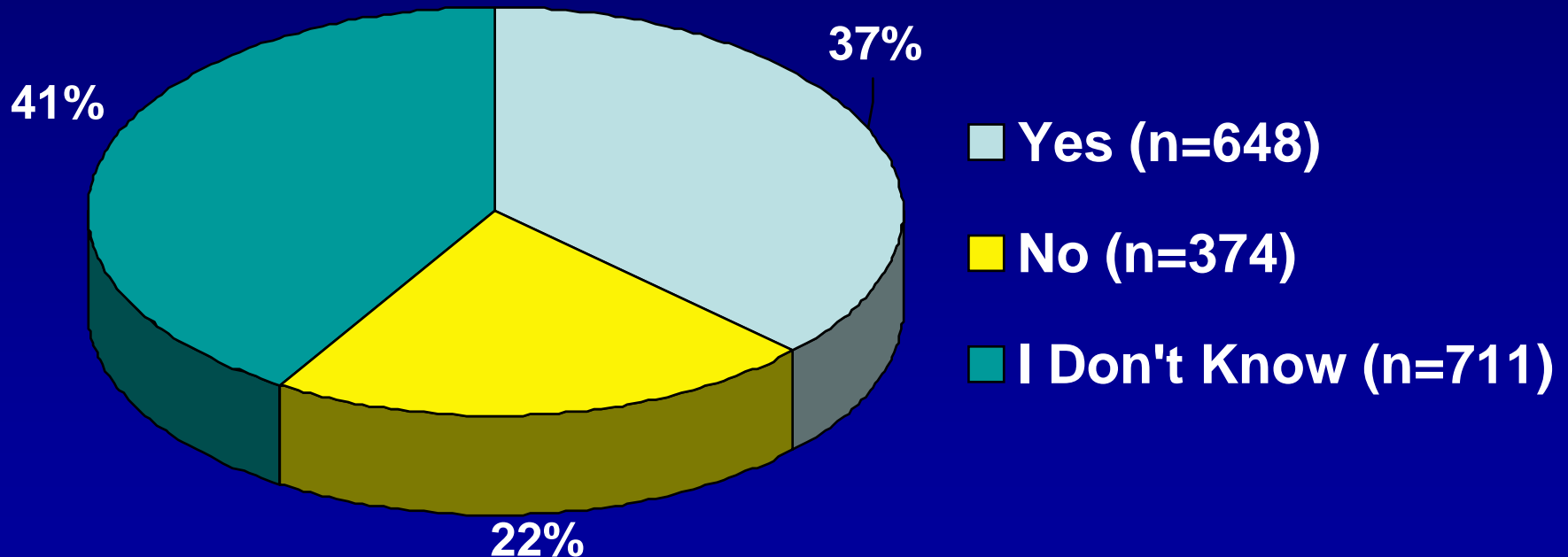
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Changing attitudes and beliefs in a positive direction regarding acceleration?



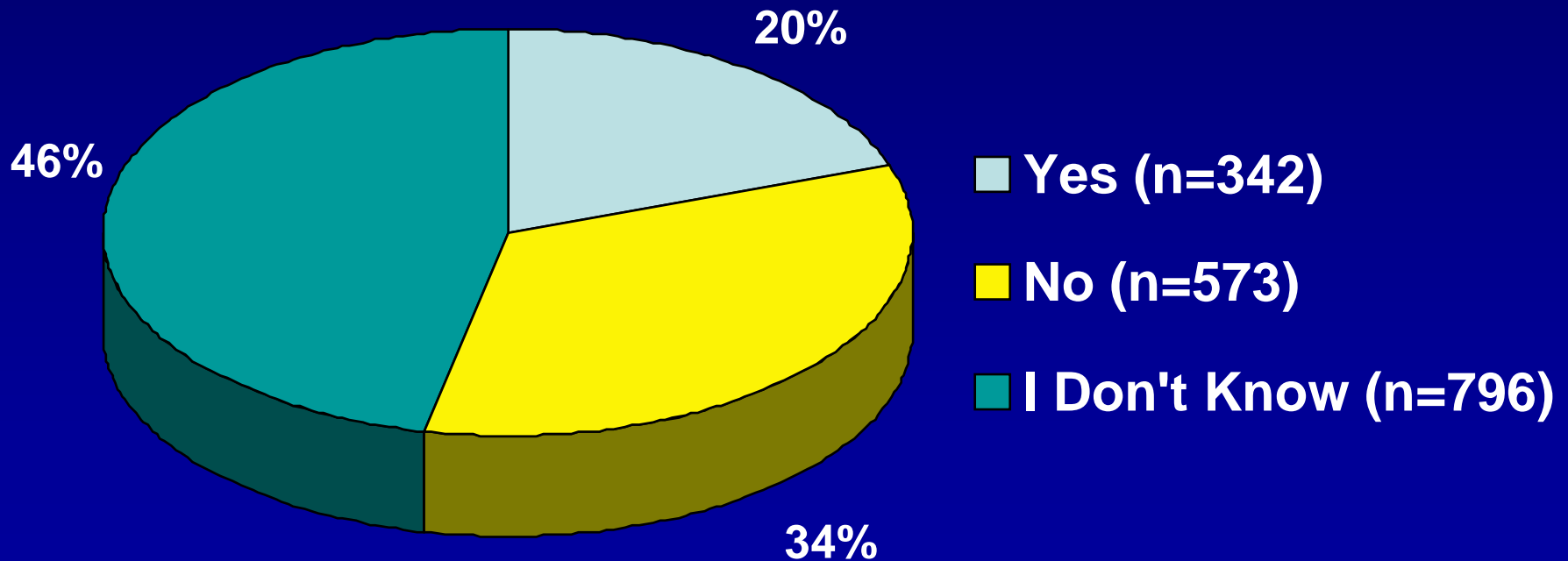
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Changing policies and procedures in a positive direction regarding acceleration?



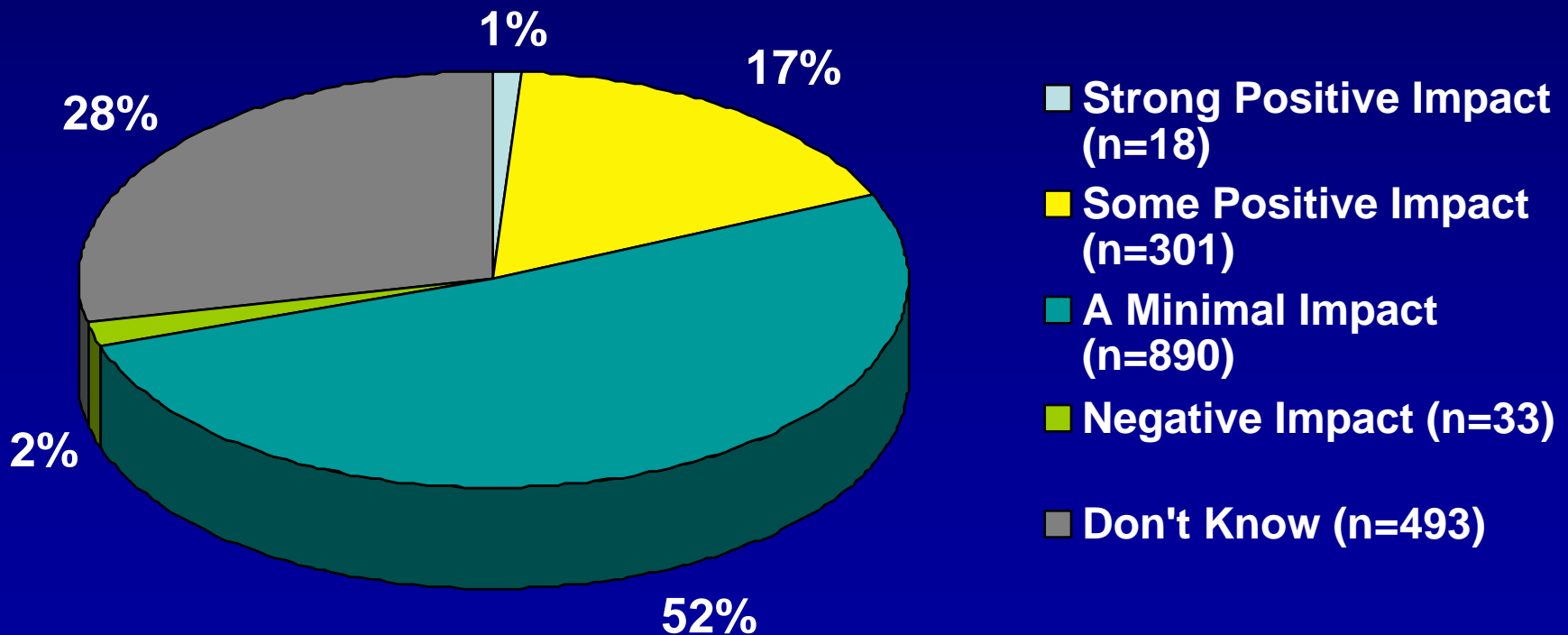
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Impact On Educators *Outside* the Field



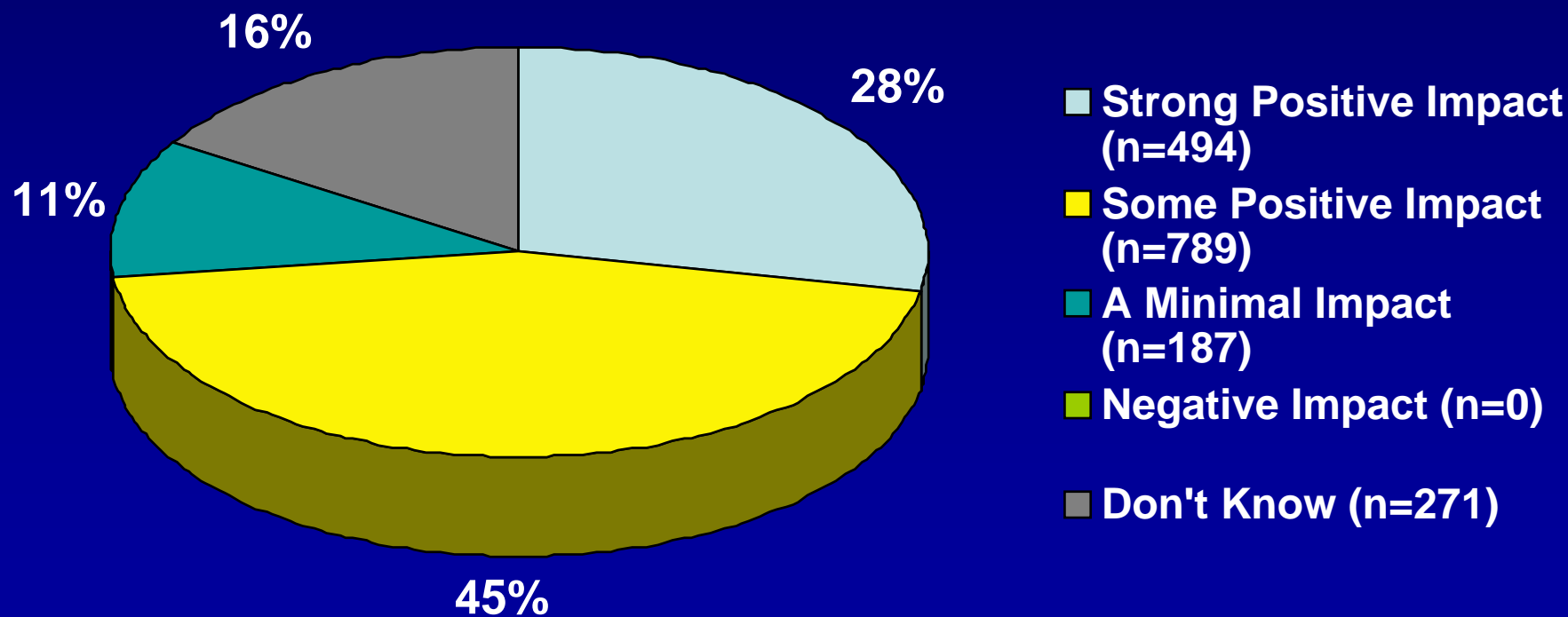
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Impact On Educators *Within* the Field



N=1741*



Comments



N=1261 total comments

“Well done. We have cited the report as a key item in our district’s acceleration policy/procedures and find it instrumental.”

Comments



“Many times ‘proof’ that acceleration works is warranted by educators and the report is the perfect answer.”

Comments



“In our school district we encouraged every administrator to get a copy. We used it when we began to develop our policy for subject and grade acceleration and early entrance.”

Comments



“This has been one of the most useful publications that I’ve used for acceleration advocacy ever!”

Comments



“It puts the much-researched information on acceleration in an easy to use format, yet provides more in-depth documentation for those people who require it.

I’m truly grateful for this report!!!”

Thank You



The results of the entire survey
and a copy of *Nation Deceived* are
available at:

<http://www.nationdeceived.org>