

Making Informed Decisions **Is Acceleration Right for My Child?**

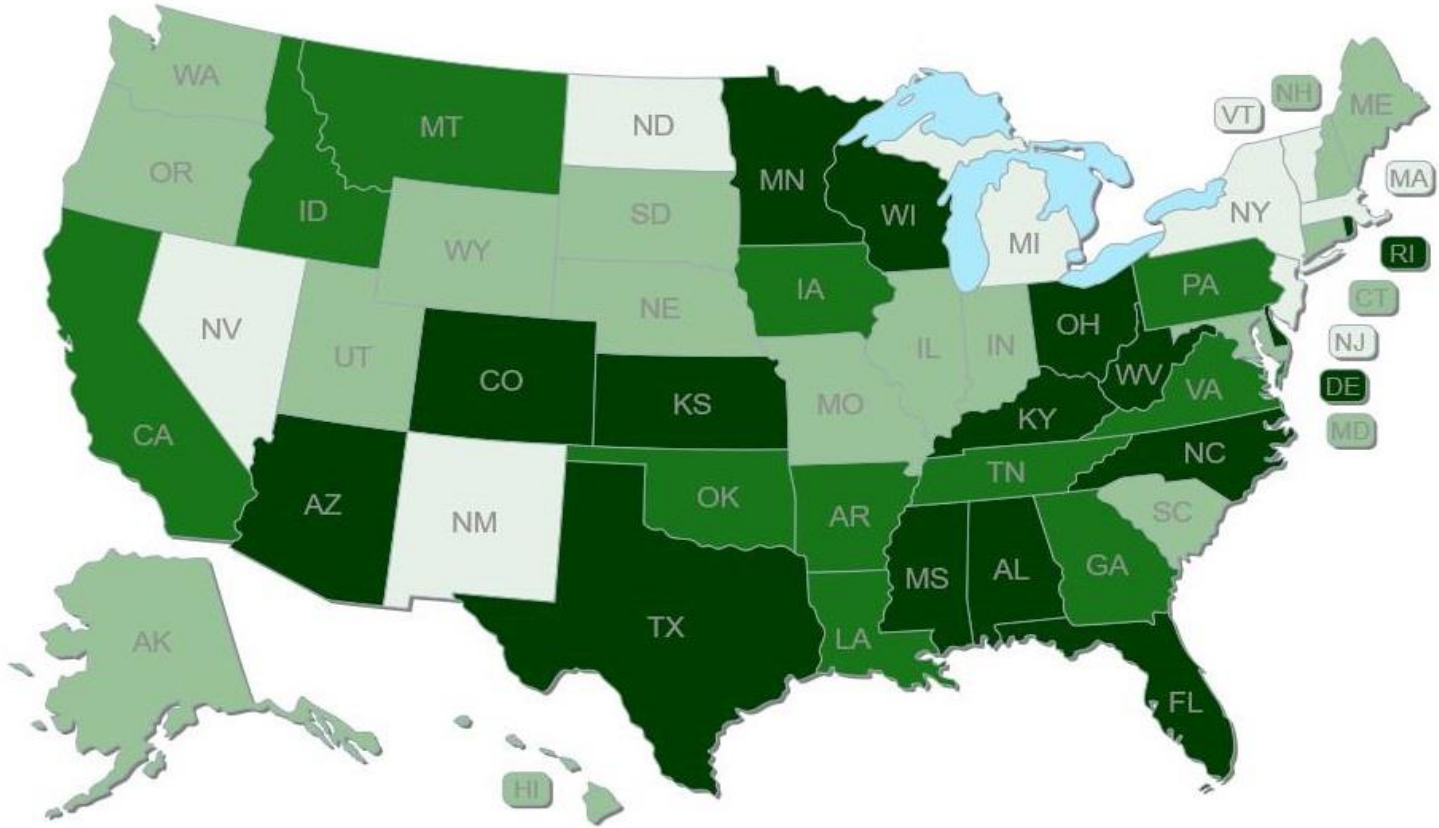


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State Policy



Presentation Outline:

- **Presentation**

- Introduction

- Acceleration Talk (*NAGC handout*)

- IL Accelerated Placement Act (*Overview*)

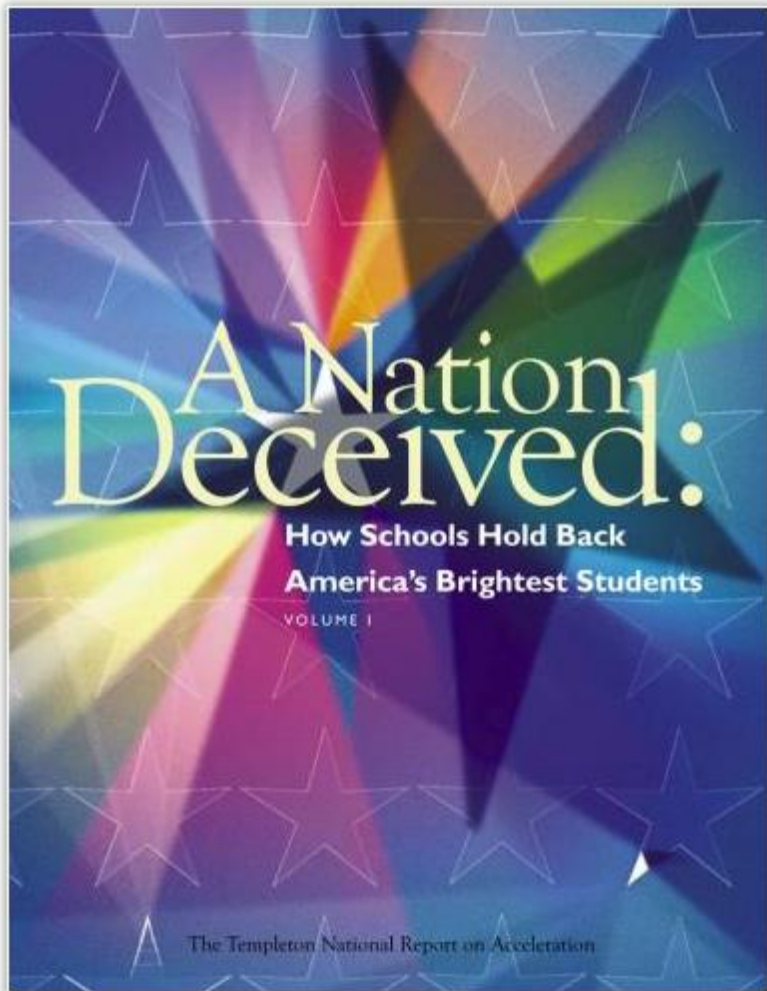
- Iowa Acceleration Scale

- **Q & A**

Purpose of our meeting includes:

- Review highlights of **research on acceleration**
- Examine the **Accelerated Placement Act**
- Explore next steps
- Answer questions

The backstory: 2004



- The paradox:
Policy and practice were not aligned with research.
- Students with the strongest Needs were **least likely to receive the correct** intervention.
- Although well-intentioned, the **reasoning underlying this paradox is false.**
- The focus of *Nation Deceived* was to **start the conversation** and dispel the myths.

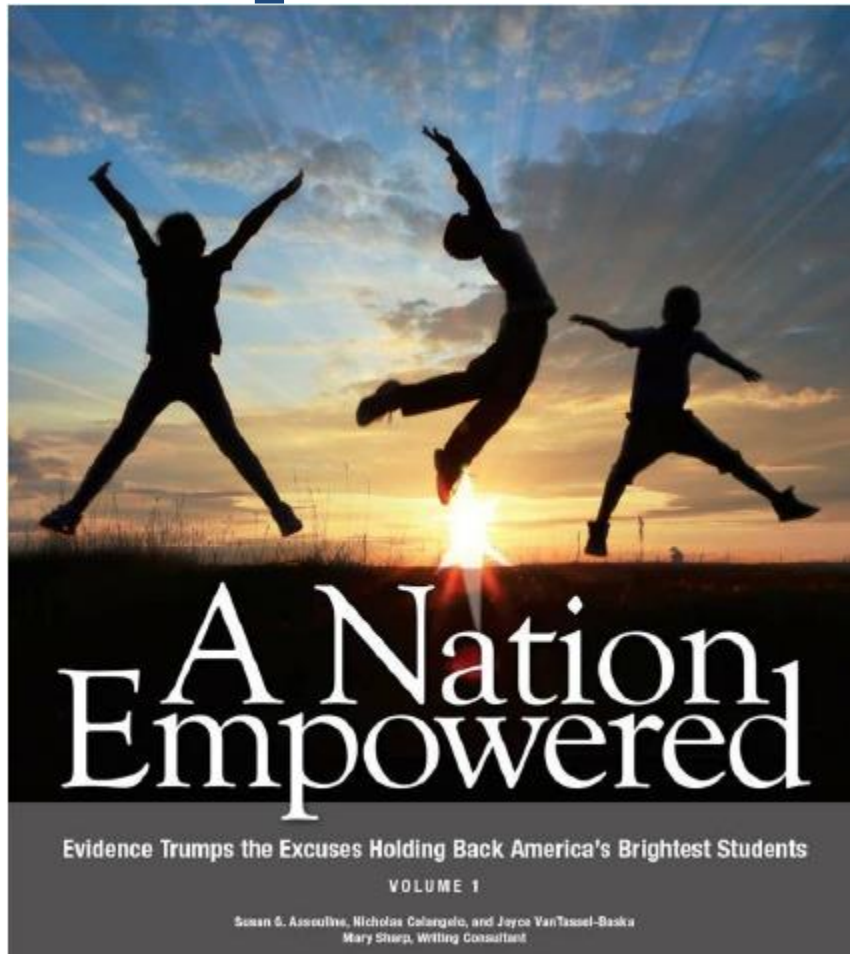
Myths/Excuses (from Volume 1, *A Nation Deceived*)

- Teachers lack familiarity.
- Confidence in the value of the intervention is low.
- This intervention runs counter to personal beliefs (concerns about equity, etc.).
- Age trumps aptitude.
- It will lower the self-esteem of the student or other students.
- It's bad to push kids.
- They will have trouble making friends.
- It's not fair to the other kids in a classroom.

20 different types of acceleration

- Early admission to K
- Early admission to first grade
- Grade-Skipping
- Continuous progress
- Self-paced instruction
- Subject-matter acceleration
- Combined classes
- Curriculum compacting
- Telescoping curriculum
- Mentoring
- Extracurricular programs
- Distance learning courses
- Dual enrollment
- Advanced Placement
- International Baccalaureate program
- Accelerated/Honors HS or STEM Residential HS
- Credit by examination
- Early entrance to MS, HS, or college
- Early graduation from high school or college
- Acceleration in college

From *Deception to Empowerment*



*Evidence Trumps the
Excuses Holding Back
America's Brightest
Students*

Editors:

Susan G. Assouline,
Nicholas Colangelo,

Joyce VanTassel-Baska, &
Ann Lupkowski-Shoplik

Published April 2015

www.nationempowered.org

Big picture: What did we learn from *A Nation Empowered* ?

- **Acceleration works.** An extensive research base supports acceleration.
- Methods have been developed to evaluate candidates for acceleration **systematically** and guide educators through the process.
- Acceleration can be provided in many ways, including content acceleration, grade-skipping, and dual enrollment. Acceleration can be **tailored to individual students'** needs.

What did we learn from *A Nation Empowered* ? (Continued)

- Acceleration supports the **social/emotional** development of gifted students by placing them with other like-minded students.
- Acceleration is an **inexpensive** option.
- Acceleration supports the **continuous** academic development of students by providing academic challenges & stimulation.
- **Resources** for making decisions are available in *Nation Empowered* and at www.accelerationinstitute.org

Accelerate Illinois Illinois Association for Gifted Children



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The Connie Belin & Jacqueline N. Blank International Center
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The University of Iowa College of Education



Academic Acceleration

Presentation offered through the Institute for Research and Policy on
Acceleration (IRPA) at the University of Iowa 's Belin-Blank Center for
Gifted Education

Nurturing Potential

Inspiring Excellence

“Acceleration is one of the most curious phenomena in the field of education. I can think of no other issue in which there is such a gulf between what research has revealed and what most practitioners believe. The research on acceleration is so uniformly positive, the benefits of appropriate acceleration so unequivocal, that it is difficult to see how an educator could oppose it.”

James H. Borland, Professor, Teachers College, Columbia University
Planning and Implementing Programs for the Gifted, 1989 (p. 185)



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What is acceleration?



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

Pressey, 1949

“ ... allowing a student to move through traditional educational organizations more rapidly, based on readiness and motivation. ”

National Association for Gifted Children

Position Paper, Sept. 2004

www.nagc.org



Why accelerate?



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- It's a matter of equity: All students have the right to learn.
- Acceleration is a successful, low-cost intervention. Accelerated students do well in the academic and social-emotional domains.
- See the evidence at:
www.accelerationinstitute.org



Myths about acceleration



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- Myths about acceleration are discussed and refuted in *A Nation Deceived*.

(Colangelo, Assouline, & Gross, 2004)

- Why does there continue to be such resistance to acceleration?

- Personal beliefs that run counter
- Teachers are not aware of the research
- Colleges of Education do not teach about it
- There are concerns about the social-emotional development of accelerated students

- However, the evidence is clear that acceleration works.



Forms of acceleration



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- 20 forms of acceleration identified in *A Nation Deceived*
- Those 20 forms fall into one of two broad categories

Subject-based acceleration - students typically remain with peers of same age and grade
(Southern & Jones, 2004)

Grade-based acceleration (“ grade skipping ”)- students do not remain with same-age peers.
Appropriate for the most highly talented students
(Rogers, 2004)



Subject-based acceleration



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

Forms include:

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



Grade-based acceleration



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

Forms include:

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



Grade skipping works!

“ 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)



The Iowa Acceleration Scale *(3rd Edition)*

Authors: Susan Assouline, Ph.D.
Nicholas Colangelo, Ph.D.
Ann Lupkowski-Shoplik, Ph.D.
Jonathan Lipscomb, B.A.
Leslie Forstadt, B.A.



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- Instrument to help schools make effective decisions regarding a grade-skip
- The *IAS* and manual (3rd edition) are available from Great Potential Press (www.giftedbooks.com)



The main purpose of the *IAS* is to guide educators through a discussion of the academic and social characteristics of the student.

A secondary purpose is to help educators avoid the danger of making a decision based upon selected biased recall of past events.



Advantages to using the *IAS*

- A more objective look at the student
- An analysis of the major factors to be considered in making a decision
- Guidelines for weighting the relative importance of the major factors
- Documentation of the student ' s strengths and concerns
- A numerical range to guide the discussion and decision of acceleration
- A standard of comparison with students who have had successful accelerations



The *IAS* form

Ten Sections

- General Information
- Critical Items
- School History
- Assessment of Ability, Aptitude, and Achievement
- School and Academic Factors
- Developmental Factors
- Interpersonal Skills
- Attitude and Support



Advocacy



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- Know the research
- Consider types of acceleration
- Assess personal attitudes & system policies
- Make decisions objectively



What can you do?



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- Use the Institute for Research and Policy on Acceleration at the Belin-Blank Center as a resource for research and advocacy (www.accelerationinstitute.org)

- Download a free copy of *A Nation Deceived and A Nation Empowered* (www.nationdeceived.org)

- Become familiar with other organizations and Websites concerned with giftedness, for example,

National Association for Gifted Children (NAGC)

The Davidson Institute for Talent Development

Hoagie ' s Gifted Education Page

Illinois Association of Gifted Students



Accelerated Placement Act



Iowa Acceleration Scale

Summary and Planning



A Guide for Whole-Grade Acceleration

The Iowa Department of Education
for Child Education and Talent Development

Joan Swadlow, PhD
Michael Cooney, PhD
Margaret M. Witt
Cynthia K. Witt
Iowa, 2011



Iowa Acceleration Scale, 3rd Edition

Form



A Guide for Whole-Grade Acceleration

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Iowa Acceleration Scale, 3rd Edition

Manual



A Guide for Whole-Grade Acceleration K-8

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Making Decisions about Whole-Grade Acceleration

- **Iowa Acceleration Scale**
 - Developmental factors
 - Interpersonal Skills
 - Attitude & support of student, parent, school
 - Critical issues for grade skipping (attitude of student, level of ability, grade level of siblings)

Content-Based Acceleration

- For students who:
 - Demonstrated academic ability in one or more academic areas
 - Are not recommended for whole-grade acceleration
- Benefits students with uneven academic profiles who need acceleration in the area of their strength
- May have already skipped a grade but need additional acceleration in extreme strength area



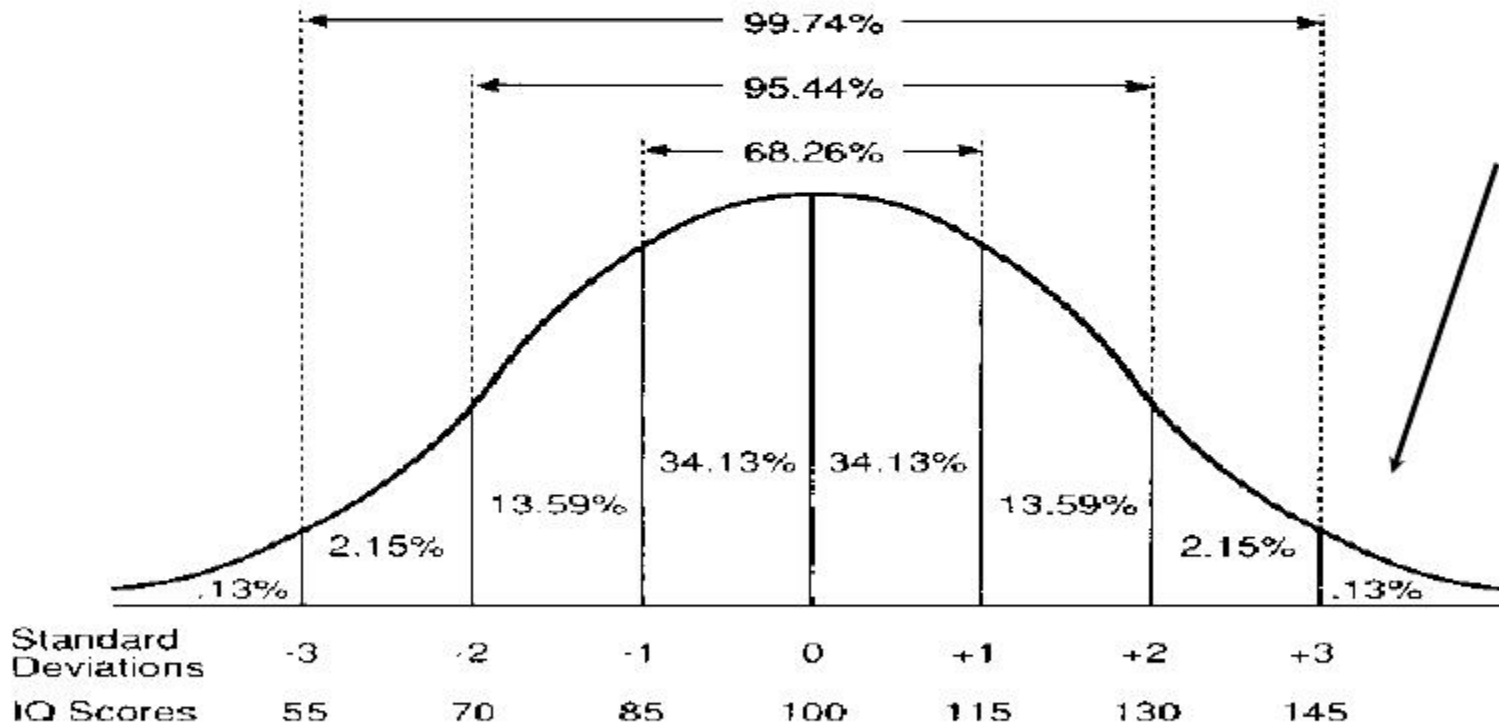
All students deserve to learn something new each day, and if academically talented students desire to be accelerated and are ready for it, the long-term evidence clearly supports the intervention.

#NationEmpowered



Why do gifted students need something different?

Figure 1
The Normal Distribution of IQ Scores



Scanné de : "SENSE AND NONSENSE ABOUT IQ"
Charles LOCURTO - Ed. Praeger (NY) 1991 - Page 5

Levels of Giftedness

180+	Profoundly Gifted	1 in 10,000
160-180	Exceptionally Gifted	9 in 10,000
145-160	Highly Gifted	7 in 1,000
135-145	Moderately Gifted	3 in 100
120-130	Superior	11 in 100
110-120	Bright	27 in 100