



Why are We Ignoring the Researched Benefits of Acceleration?

Dr. Ruthi Manning-Freeman & Dr. Lindsey Reinert

Our Learning Community

Dr. Ruthi Manning-Freeman Please share with us:

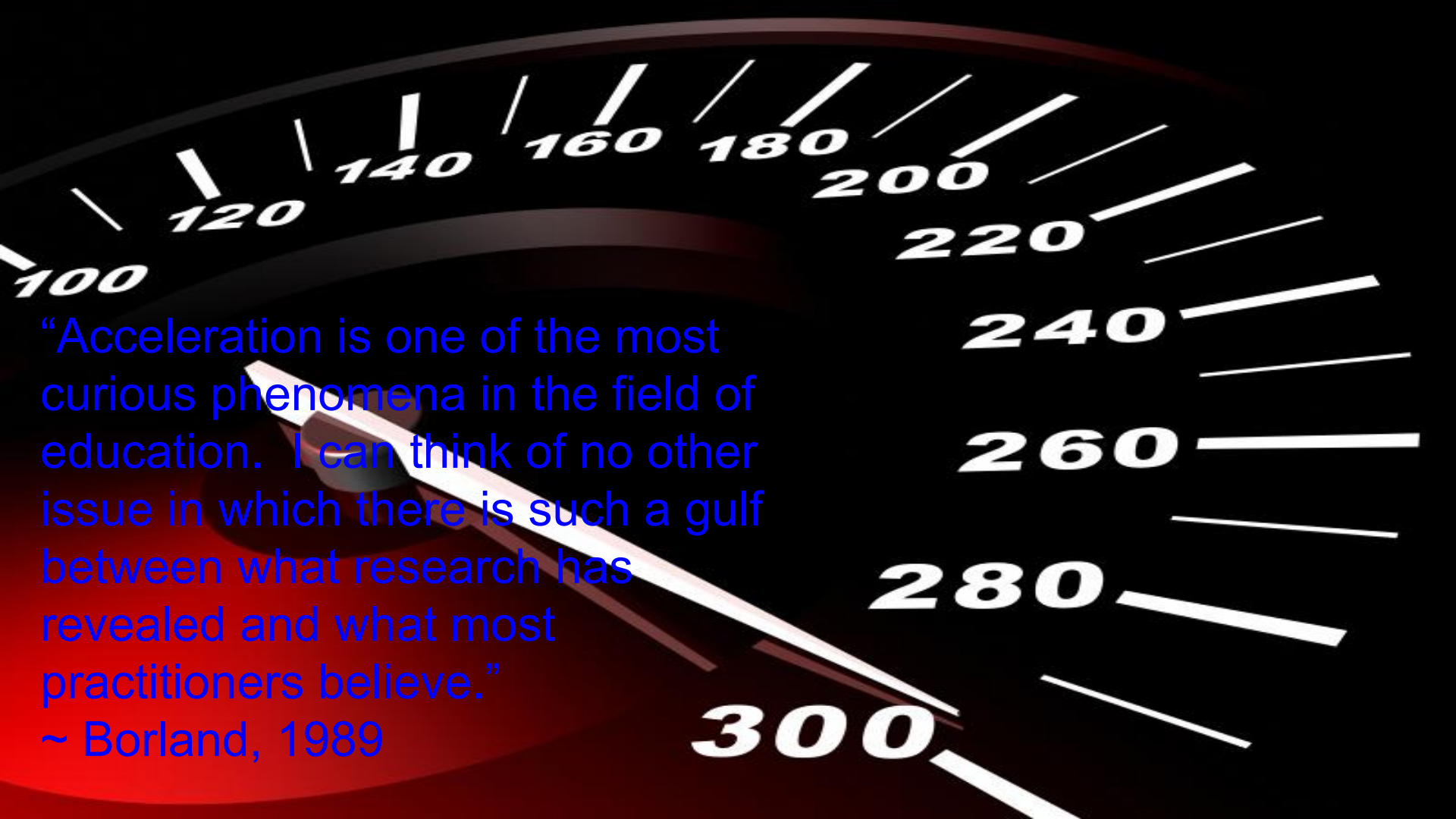


Dr. Lindsey Reinert



- Your Name
- Current position
- School, district, state affiliate
- Sticky note:
 - Your purpose/your why?





“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.”

~ Borland, 1989

Acceleration and peer ability grouping options are proven “best practices” that can benefit gifted students as well as the general student population.

~Acceleration Institute



However, despite the evidence and the best intentions of educators, negative attitudes and a lack of information and support can cause educators, schools and districts reluctance and difficulty in implementing such practices.




Brainstorm

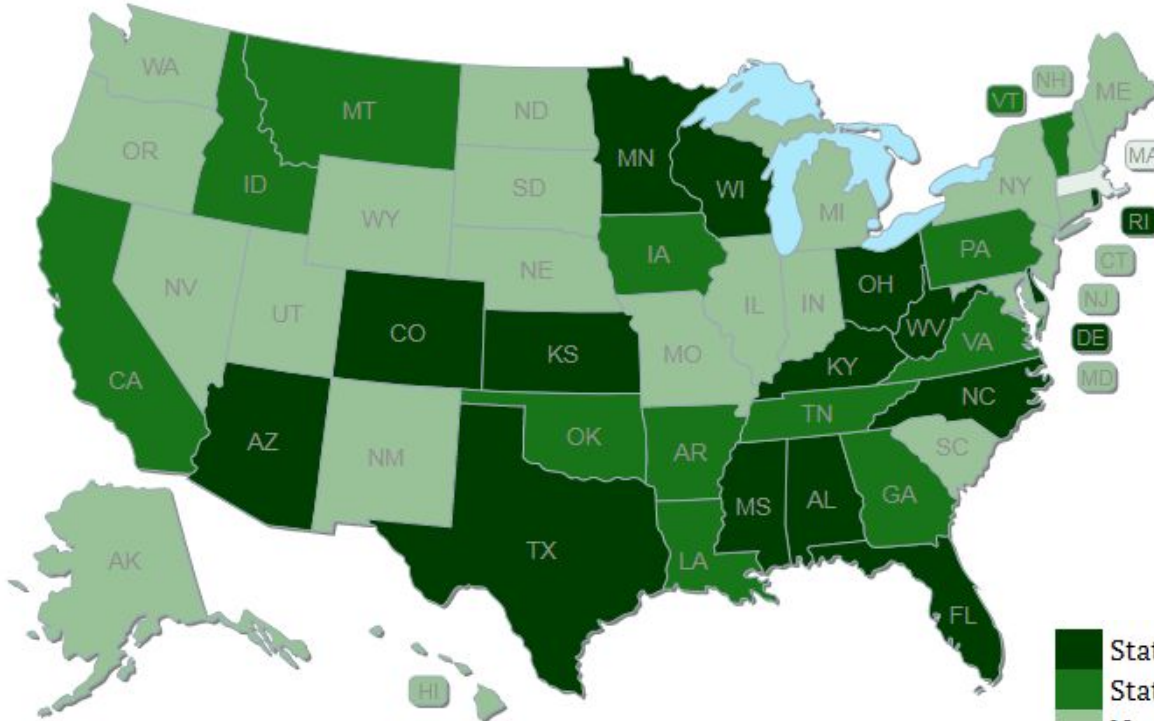




Why do you think.....

- 
- A woman with brown hair and bangs, wearing a black and white striped shirt, is looking upwards towards a chalkboard. On the chalkboard, there are several hand-drawn thought bubbles. The largest bubble on the right contains a bulleted list of reasons. Three smaller bubbles trail off to the left.
- Negative attitudes
 - A lack of information
 - Lack of support for educators, schools and districts
 - Reluctance and difficulty in implementing such practices

State Acceleration Policy



- State policy explicitly allows acceleration
- State policy allows LEA's to decide acceleration policy
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Early admission to kindergarten



In this form of acceleration, students enter kindergarten before they reach the minimum school entry age (which varies widely across states and districts).



Early admission to first grade



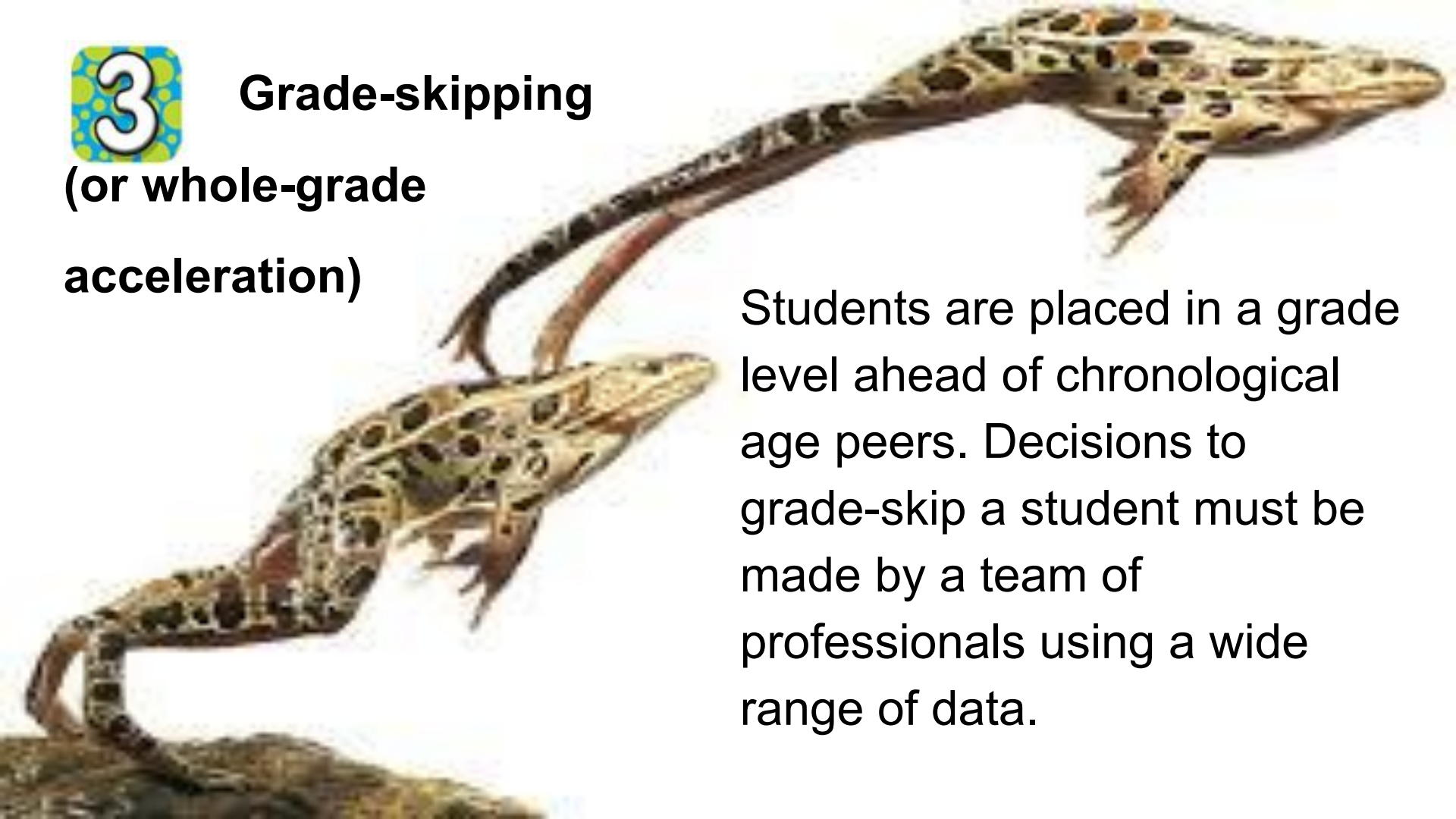
Students participating in this accelerative option attend first grade in their first year of school, either by skipping kindergarten entirely or by moving from kindergarten to first grade within the student's first school year.



Grade-skipping

(or whole-grade
acceleration)

Students are placed in a grade level ahead of chronological age peers. Decisions to grade-skip a student must be made by a team of professionals using a wide range of data.



Continuous progress

Students engaging in this option are given new content as prior content is completed and mastered.





Self-paced instruction



In self-paced instruction, students proceed through learning and instructional activities at a self-selected pace. It is distinguishable from continuous progress in that the student has control over all pacing decisions.



Subject-matter acceleration/partial acceleration (Or content-based acceleration)

Students are placed in classes with older peers for a part of the day in one or more content areas. Students could physically move to a higher-level class for instruction, or they could use higher-level curricular materials within their original classroom.



Combined classes

Multiple grades are taught in the same classroom (i.e., fourth and fifth grades are combined into one class). It may or may not result in advanced grade placements for those younger students.



Curriculum compacting

The curriculum is adapted to include fewer introductory activities and less repetition. Adaptations should be made based on pre-assessment of content knowledge. The time saved may be used for more advanced content instruction or to participate in enrichment activities. This practice does not necessarily result in advanced grade placement.



Telescoping curriculum



Students are provided instruction in less time than is typical (e.g., completing a one-year course in a semester or completing 3 years of middle school in two years). The time saved always results in advanced grade placement.





Mentoring

HELP

SUPPORT

ADVICE

GUIDANCE

Students are paired with mentors who provide advanced or faster-paced instruction. Ideally, mentorship would be used in a student's area(s) of interest, providing them opportunities to work with professionals in a field they could see themselves entering.



Extracurricular programs

Students elect to enroll in after school or summer programs or courses that confer advanced instruction and/or credit.





Distance learning or online learning courses

Students enroll in courses offered by an organization outside of their school, through community colleges, 4-year colleges or universities, or other organizations. These courses are commonly offered online, and students can work during school hours, after school, and/or at home.





Concurrent/Dual enrollment

In this form of acceleration, students take a course at one level and receive concurrent credit for a parallel course at a higher level.

Advanced Placement™



ADVANCED

The Advanced Placement (AP™) program, offered by the College Board, allows students to enroll in AP courses offered through their high school and/or take AP tests. High scores on AP exams may earn students advanced credit.



International Baccalaureate program

International Baccalaureate (IB) is a specialized educational program offered at authorized schools. Students who participate in this program, complete an IB high school diploma, and perform well on IB exams may receive advanced standing at selected universities.

Accelerated/honors high school or residential high school on a college campus

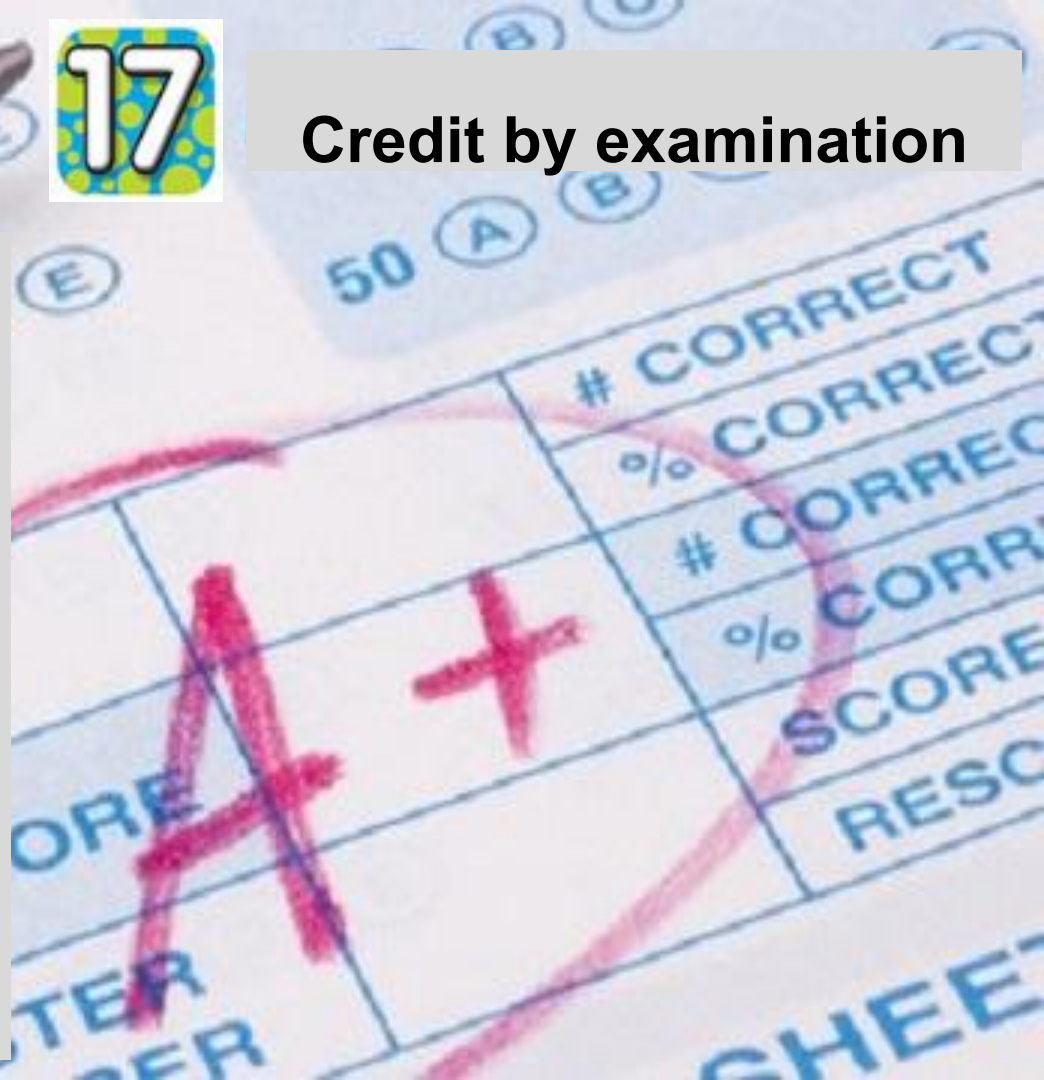
Students attend a selective high school program designed specifically for gifted students. Day schools and residential schools of this type offer advanced coursework, as well as opportunities for mentorships and internships, and students at these schools often complete high school graduation requirements in tandem with college coursework.





Credit by examination

Students are awarded advanced credit for successfully completing some form of mastery test or activity. Students who earn this type of credit have often mastered material through independent study or internship experiences.





Early entrance into middle school, high school, or college



Students enter the next level of school at least one year earlier than expected. This may be achieved with the employment of other accelerative techniques.



Acceleration in college

Students who are accelerated in college complete two or more majors in a total of four years, and/or earn advanced degree(s) along with or in lieu of a bachelor's degree.



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Early graduation from high school or college

Students graduate from high school or college in three-and-a-half years or less. Generally, this is accomplished by increasing the amount of coursework undertaken each year, but it may also be accomplished through dual/concurrent enrollment, distance learning, or extracurricular programs.

TAKE A
BREAK!





A high-angle photograph of two young women sitting at a dark wooden picnic table outdoors. The woman on the left, with long dark hair and glasses, is looking down at an open book. The woman on the right, wearing a yellow shirt, is writing in a notebook. A clear plastic cup with a straw sits on the table between them. The scene is brightly lit by sunlight, casting shadows on the table and the ground.

Talking points to
keep in mind.....

When we decide not to accelerate a student because it is the "safe" thing to do, we are eliminating an educational opportunity for that student. Doing nothing is not the same as "do no harm."

~Acceleration Institute

Tools are available to help determine which students will benefit from acceleration. Closing our eyes to children's educational differences is neither democratic nor helpful.

~Acceleration Institute



Talking points to keep in mind.....



Talking points to
keep in mind.....

Accelerating selected students can save years of loneliness and social isolation for students who don't "fit in" with age mates and long to have friends who share similar interests.

~Acceleration Institute

Evidence indicates that when children's academic and social needs are not met, the result is boredom and disengagement from school.

~Acceleration Institute

Talking points to keep in mind.....



Talking points to
keep in mind.....

A significant body of research exists indicating that academically talented students thrive when given the opportunity to accelerate their learning and their educational aspirations and achievements increase.

~Acceleration Institute



PROCESS



Blue Hat - Process

Thinking about thinking.
What thinking is needed?
Organizing the thinking.
Planning for action.

CREATIVITY



Green Hat - Creativity

Ideas, alternatives, possibilities.
Solutions to black hat problems.

FACTS



White Hat - Facts

Information and data.
Neutral and objective.
What do I know?
What do I need to find out?
How will I get the information I need?

BENEFITS



Yellow Hat - Benefits

Positives, plus points.
Why an idea is useful.
Logical reasons are given.

FEELINGS



Red Hat - Feelings

Intuition, hunches, gut instinct.
My feelings right now.
Feelings can change.
No reasons are given.

CAUTIONS



Black Hat - Cautions

Difficulties, weaknesses, dangers.
Spotting the risks.
Logical reasons are given.

Meet Madhvi



Meet Aidan



Scenarios

Madhvi

Grade 3

Early Access directly to 1st grade
Age 5

Precocious

Music interests: plays & composes

Highly motivated

Only Child

Well traveled

Aidan

Grade 10

Early Access to Kindergarten Age 4 y. 6m

Suspected photographic memory

Perfect diction

Personable

Passionate about Learning

Well liked by intellectual peers and age
peers



SHARE

Meet Madhvi

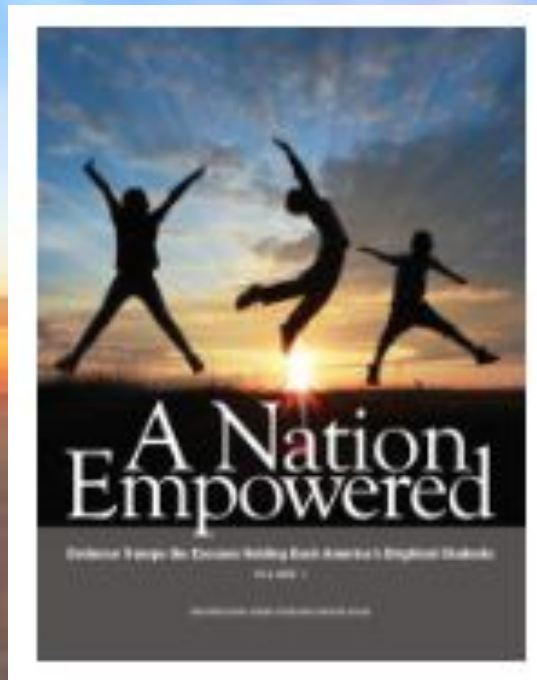


Meet Aidan



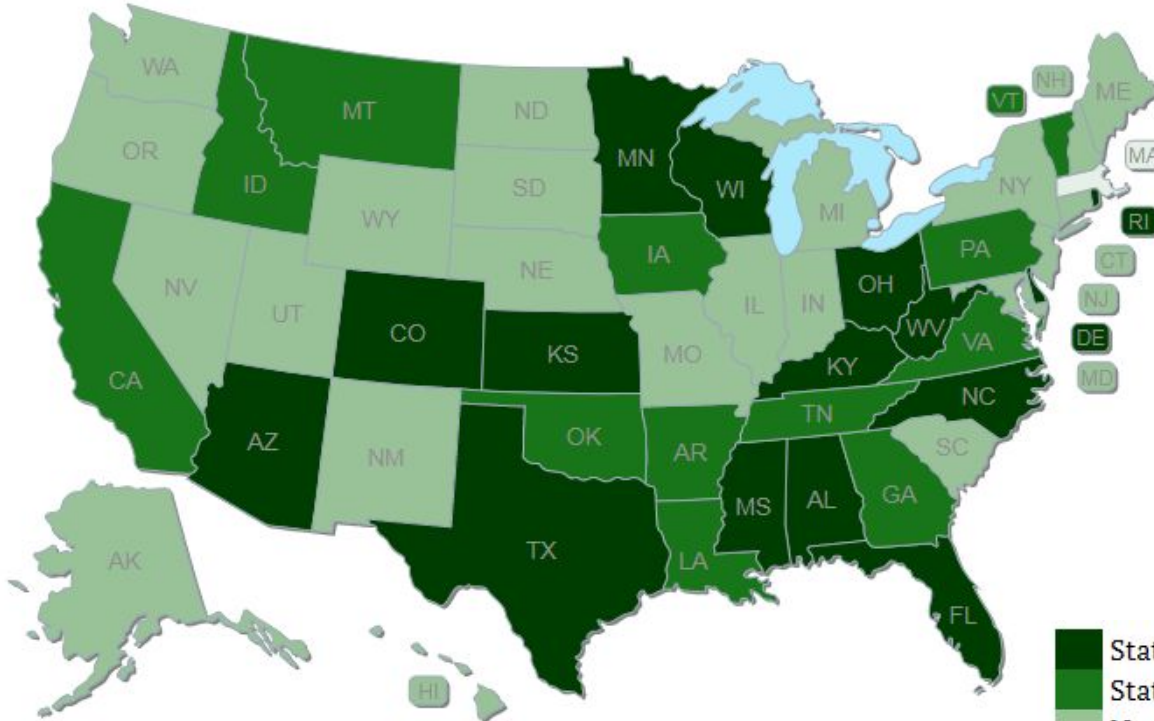
A Nation Empowered

Evidence Trumps the Excuses Holding Back America's Brightest Students



Edited by Susan G. Assouline, Nicholas Colangelo, Joyce VanTassel-Baska, & Ann Lupkowski-Shoplik.

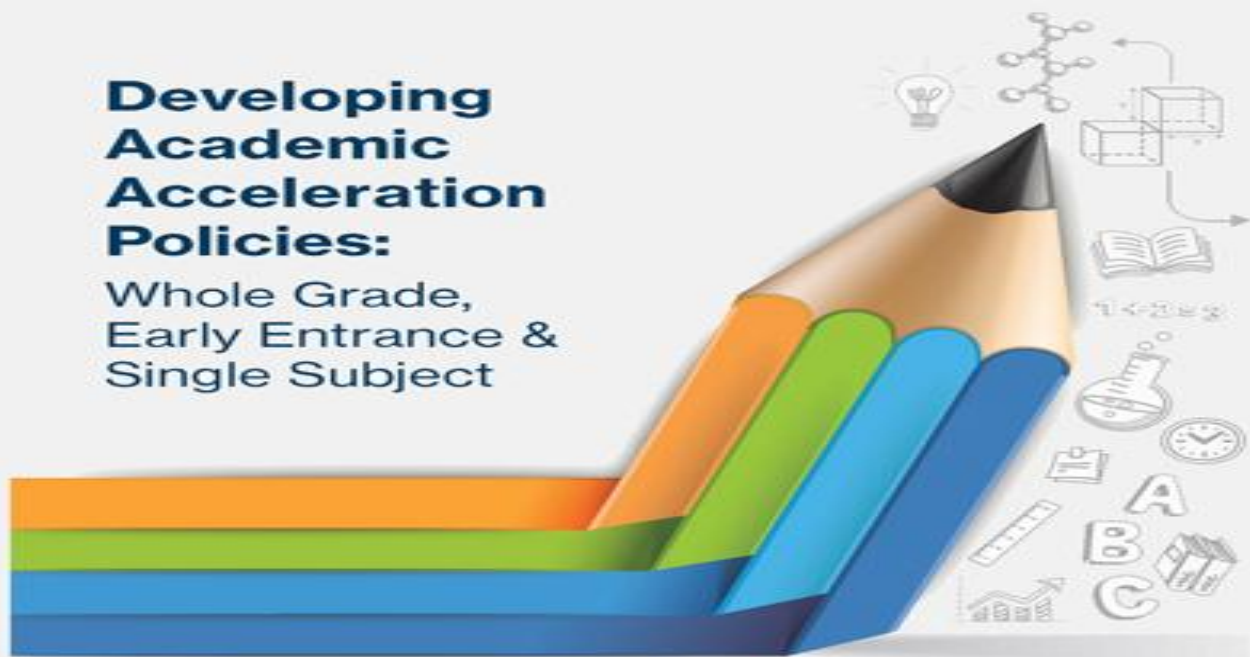
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Developing Academic Acceleration Policies:

Whole Grade,
Early Entrance &
Single Subject



2018

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Susan G. Assouline, Ph.D.

Reference

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We hope America's educators will choose not to hold back our brightest students.