

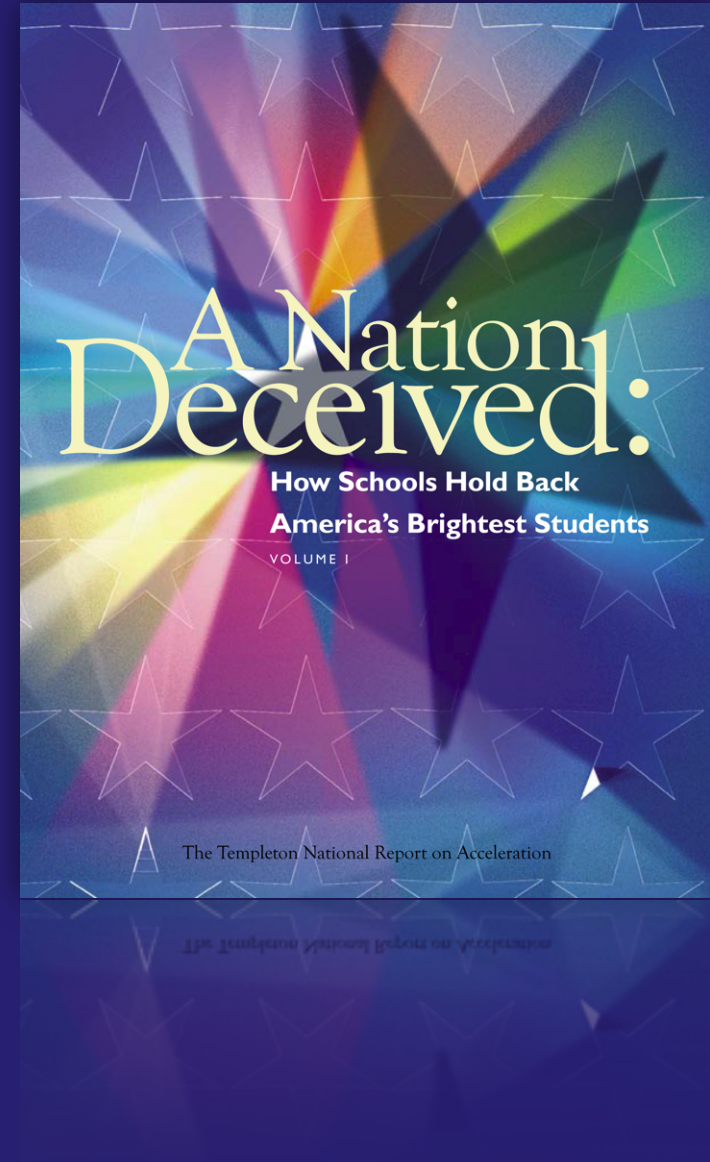


Impact of the Templeton Report on Acceleration: Year Three

Dr. Nicholas Colangelo, Director

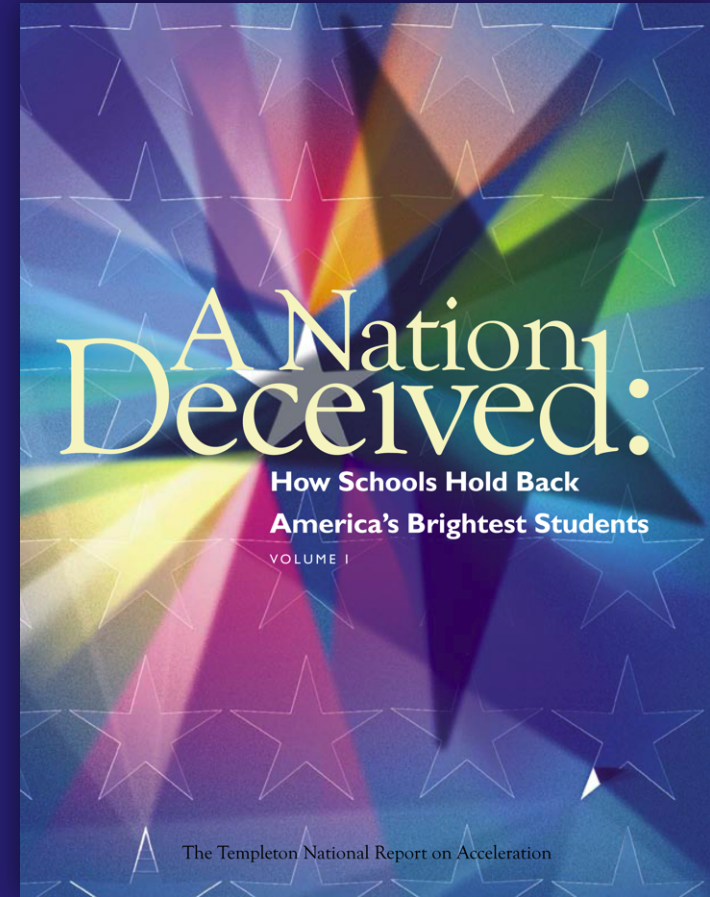
Belin-Blank Center for Gifted Education
The University of Iowa

- Dr. Nicholas Colangelo
*Director, B-BC
University of Iowa*
- Dr. Susan Assouline
*Associate Director, B-BC
University of Iowa*
- Dr. Miraca Gross
*Director, GERRIC
University of New South Wales*



Summary

- Synthesis: 50 years of research
 - ▶ Robust and consistent findings
 - ▶ Positive academic/social effects
- Discusses disconnect:
 - ▶ Research vs practice
- New dialogue about acceleration



A Nation Deceived: Three Years Later



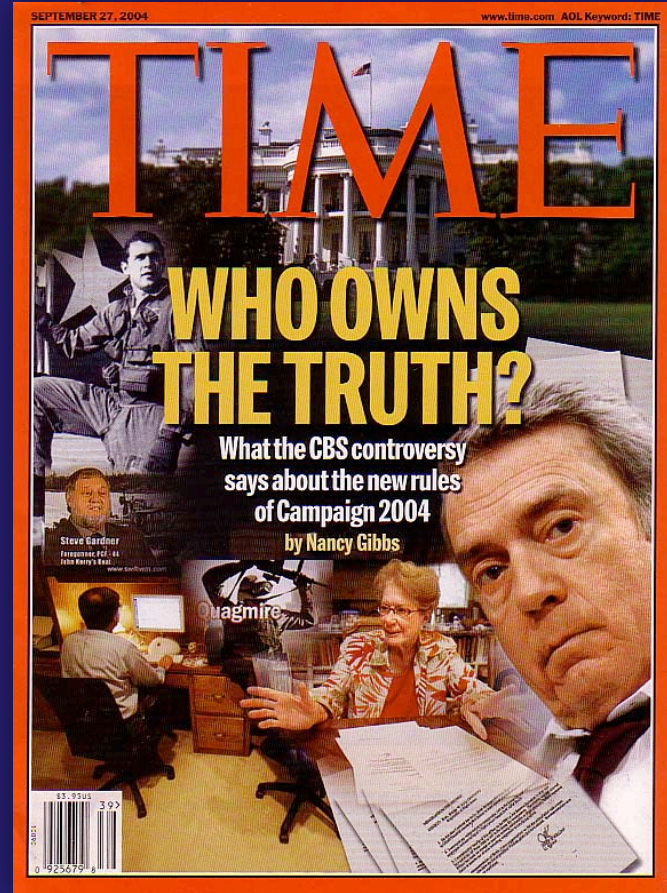
Nurturing **Potential** | *Inspiring* **Excellence**

Assessing the impact

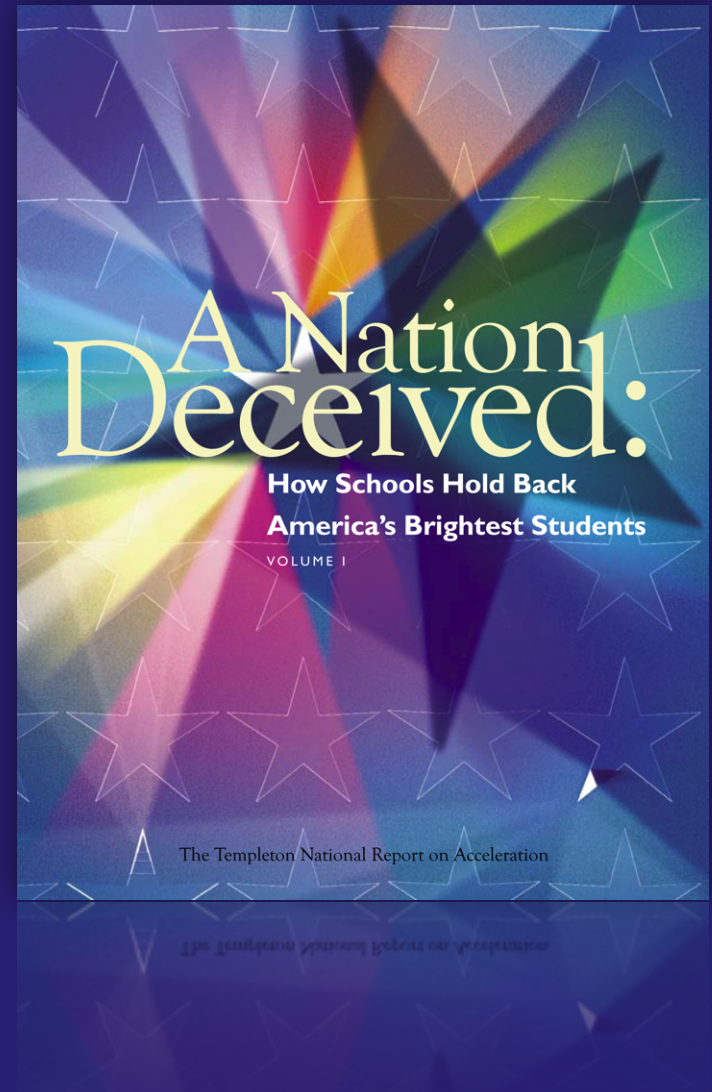
- How well known is the report?
- Has it increased knowledge about acceleration?
- Has it changed attitudes about acceleration?
- Has it changed practices in schools?
- Has it influenced policies at district and state levels?



- TIME Magazine
- Education Weekly
- New York Times
- Washington Post
- Boston Globe
- Radio Shows
- International Media
- Endorsed by NAGC



- 2,281,939 million hits
(as of Jan. 15, 2008)
- 88,952 downloads
(as of Jan. 15, 2008)
- 49,800 print copies
(as of Jan. 15, 2008)
- 42 keynote presentations
- www.nationdeceived.org



- Online survey conducted internationally from Sept. 1-Dec. 31, 2007
 - ▶ 19 questions
 - ▶ 1 open-ended field for comments
 - ▶ 14 categories of respondents
- www.nationdeceived.org



- 5,373 total respondents
 - ▶ 4,607 U.S. respondents (85.7%)
 - from all 50 states and all categories
 - ▶ 766 international respondents (14.3%)



Results from U.S. and International Respondents



Respondent Category	Frequency	Percent
Parent	2,231	41.5
GT teacher/coordinator	1,291	24.0
Classroom teacher	570	10.6
Other	347	6.5
School administrator	278	5.2
College of Ed member	185	3.4
Community professional	105	2.0
Gifted education researcher	71	1.3
College student	59	1.1
Other school personnel	57	1.1
School psychologist	55	1.0
School guidance counselor	48	0.9
State Dept. of Ed. official	36	0.7
School board member	33	0.6
No response	7	0.1
Total	5,373	100.0



Are you aware of the report <i>A Nation Deceived?</i>	Frequency	Percent
Yes, I have read both volumes	1,483	27.6
Yes, I have read parts of it	2,047	38.1
Yes, but I have not read it	739	13.8
No, I am not aware of the report	1,090*	20.3
No response	14	0.3
Total	5,373	100.00

* US and international respondents. Survey participation for the 1,090 respondents who reported “No, I am not aware of the report” ended with this question. The subsequent US and international survey results report the views of the 4,269 respondents who reported being aware of *A Nation Deceived*.



Were you aware of research on
academic acceleration before
reading *A Nation Deceived*?

Frequency

Percent

Yes

2,764

64.7

No

1,401

32.8

No response

104

2.4

Total

4,269*

100.00

* US and international respondents.

Responses from those who were not aware of *A Nation Deceived* are excluded.



I first saw, heard, or read about the report... (check all that apply)*	Frequency	Percent
at a conference or workshop	1,309	30.7
in discussions with others	1,069	25.0
from friends, colleagues, or family	943	22.1
in a newspaper, newsletter, or journal	752	17.6
online source other than the B-BC	678	15.9
other source	599	14.0
in my graduate or professional training	512	12.0
on the Belin-Blank Center Website	489	11.5
in my pre-service or undergrad training	48	1.1

*4,269 US and international respondents who were aware of the report.



Indicate the ways in which you have used the report:
(check all that apply)*

Frequency

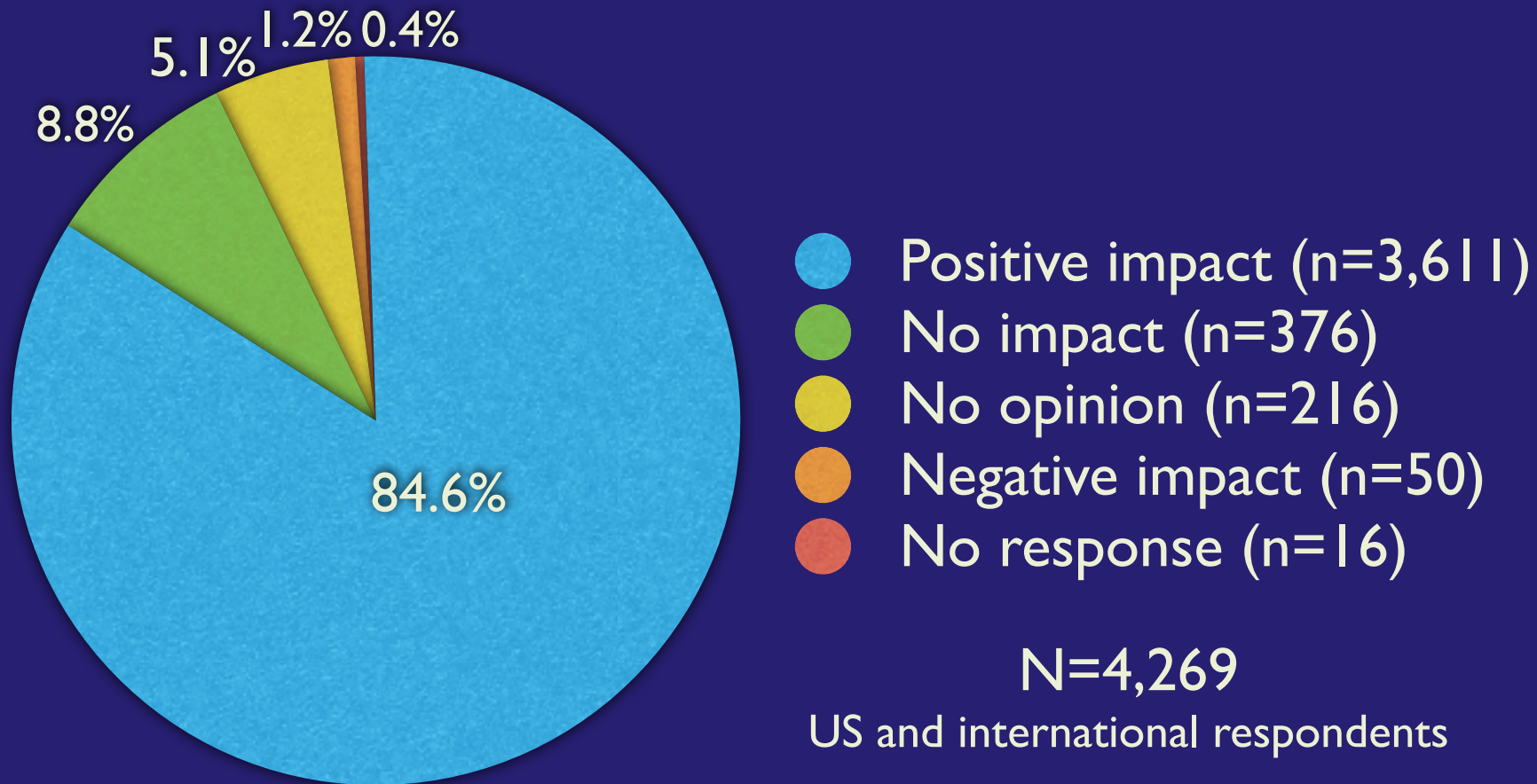
Percent

Learned something new about acceleration	2,755	64.5
Used it to advocate for a student's acceleration	2,377	55.7
Started a discussion with colleagues or friends	2,189	51.3
Supplied an answer or viewpoint in discussions	1,765	41.3
Sent copies to colleagues, friends, or family	1,530	35.8
Other	485	11.4
I haven't used it	537	12.6
Assigned it as coursework in education	207	4.8

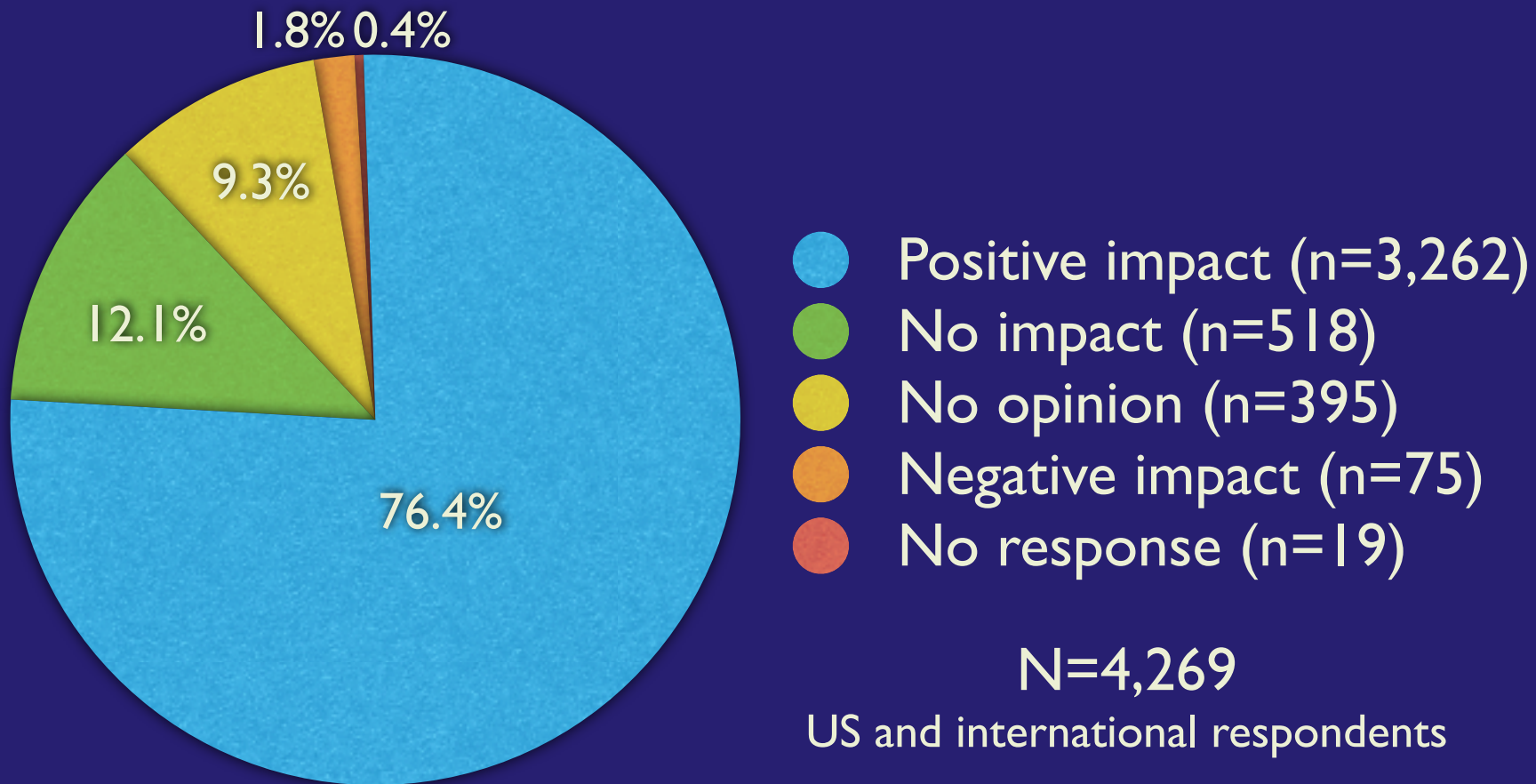


*4,269 US and international respondents who were aware of the report.

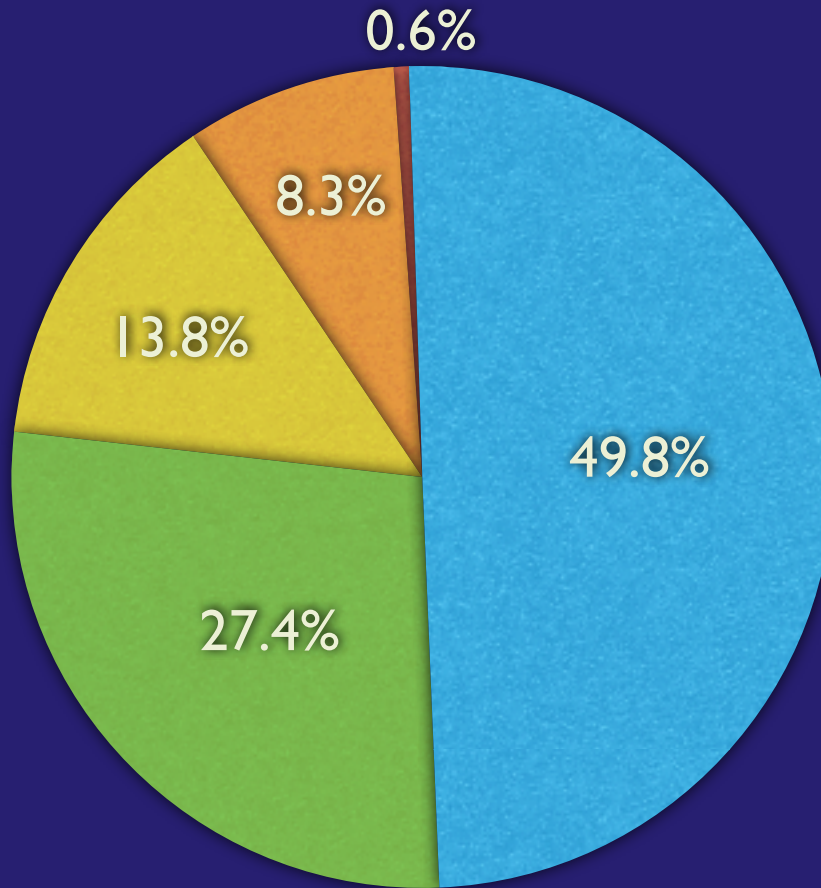
Impact on your own attitudes toward acceleration:



Impact on the field of *gifted education*:



Impact on the field of *education in general*:



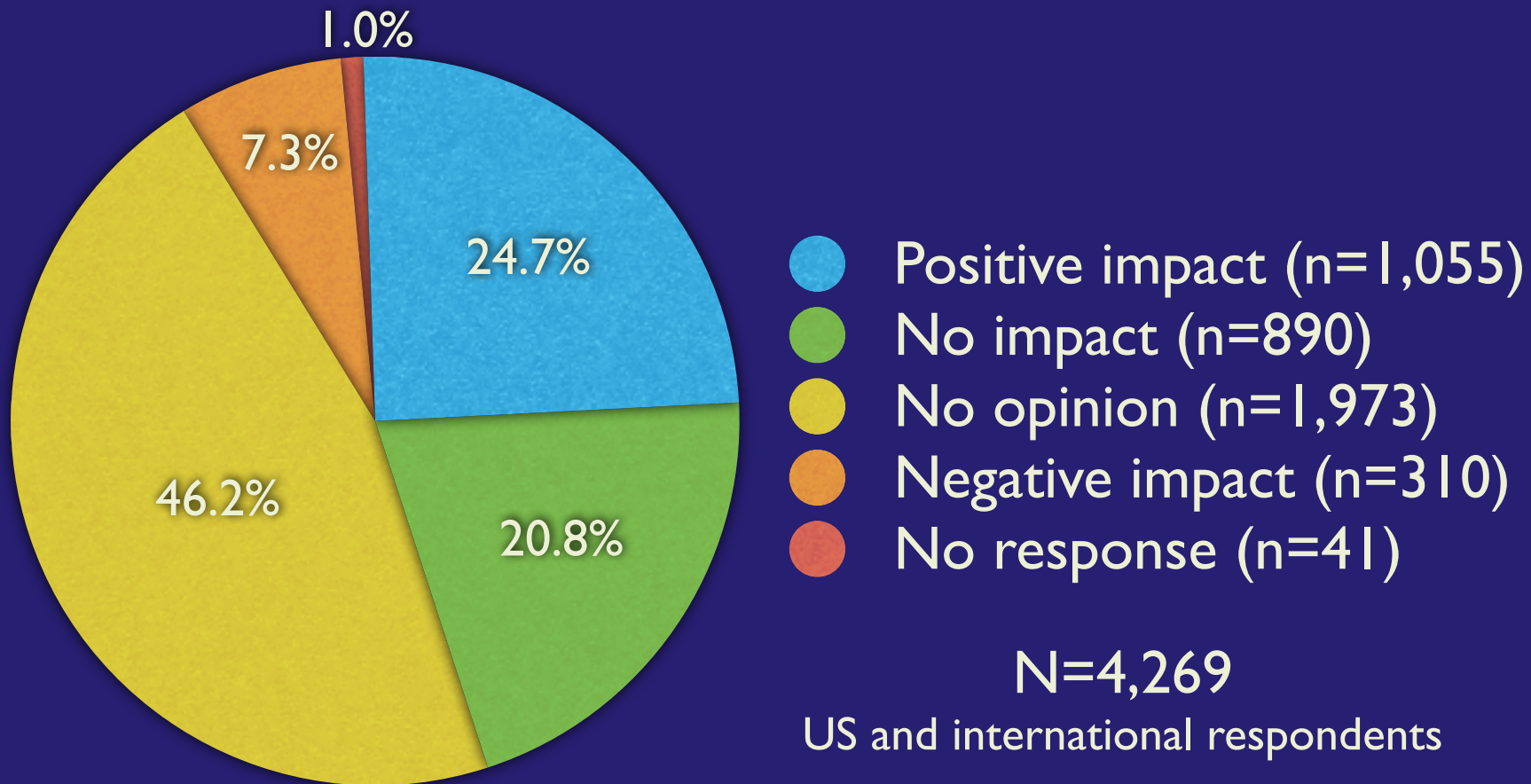
- Positive impact (n=2,127)
- No impact (n=1,171)
- No opinion (n=588)
- Negative impact (n=356)
- No response (n=27)

N=4,269

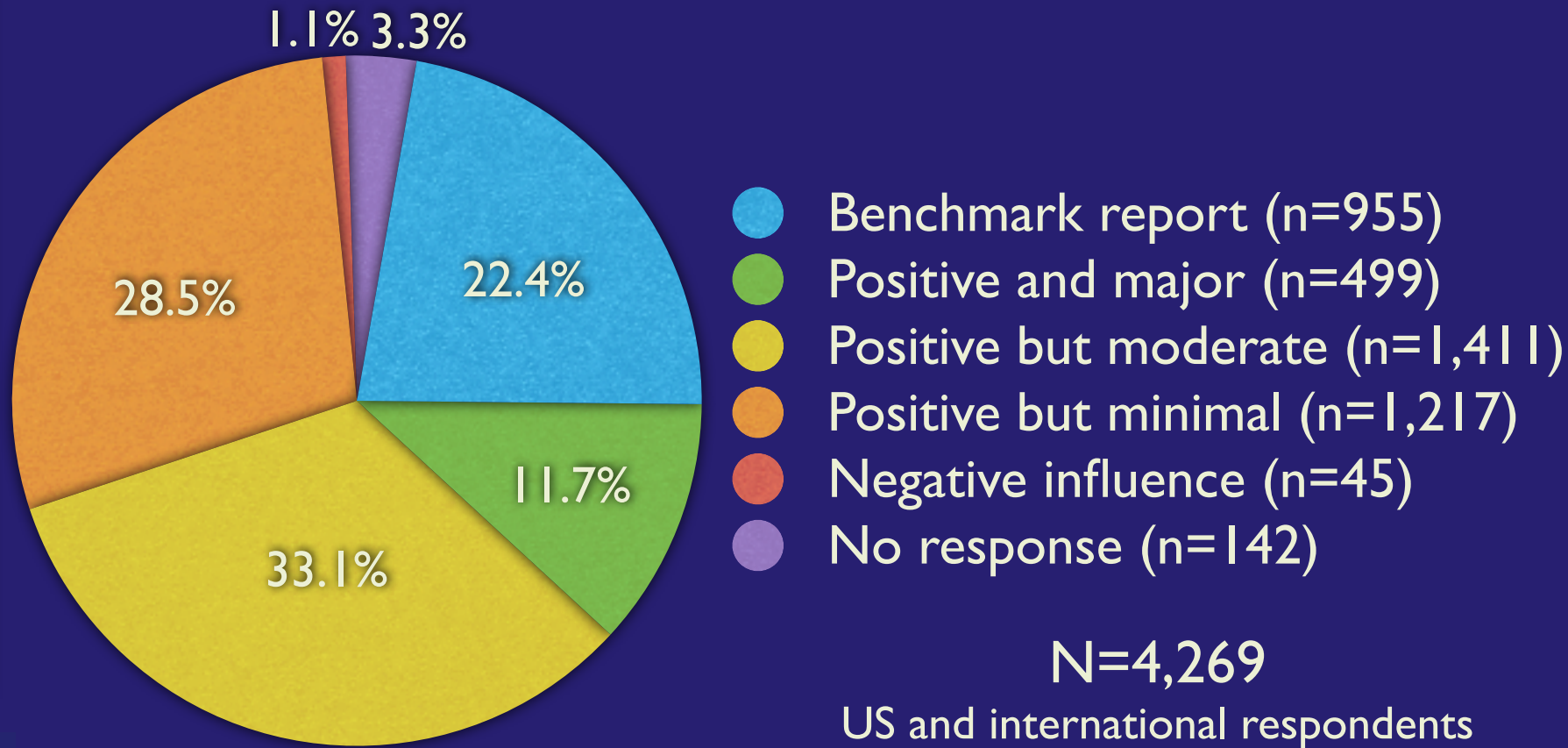
US and international respondents



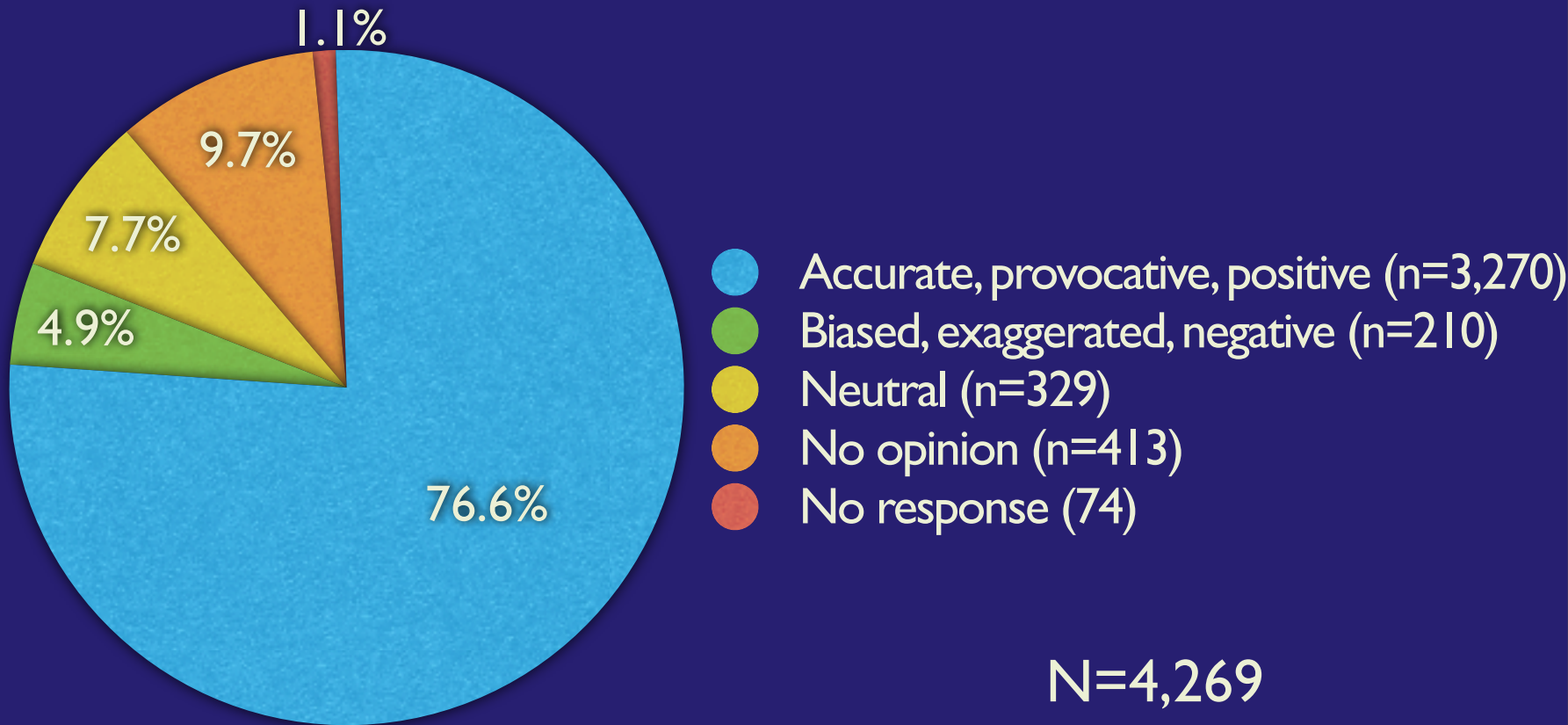
Impact on the *training provided in colleges of education*:



Over time, the effect on gifted education will be:



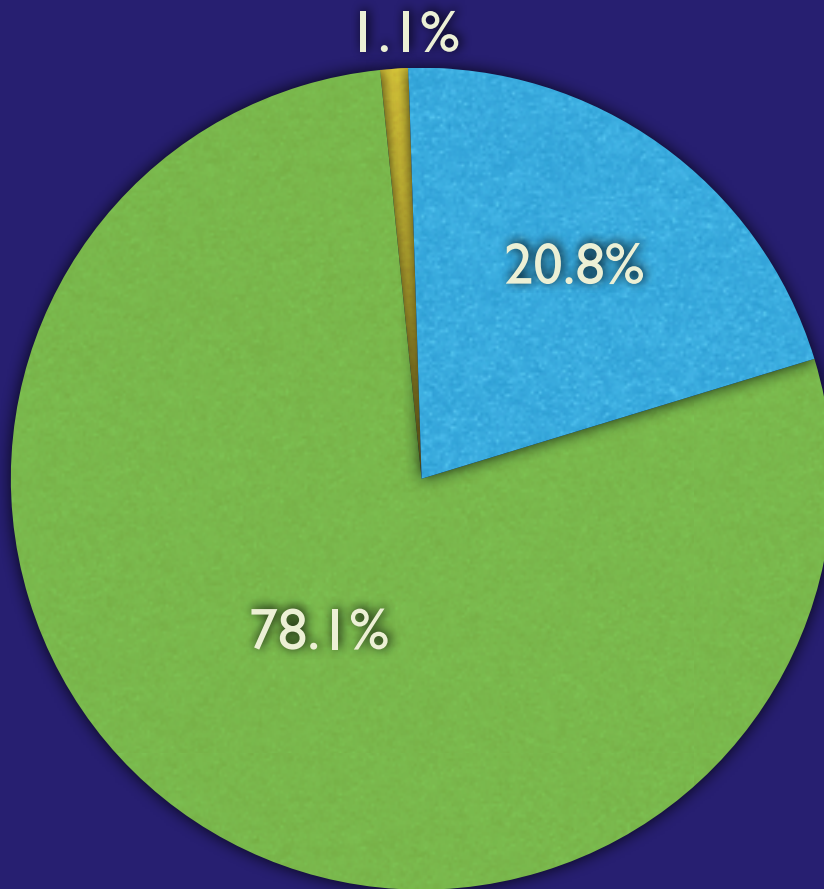
The title of the report is:



N=4,269
US and international respondents



How widely known is *A Nation Deceived*?



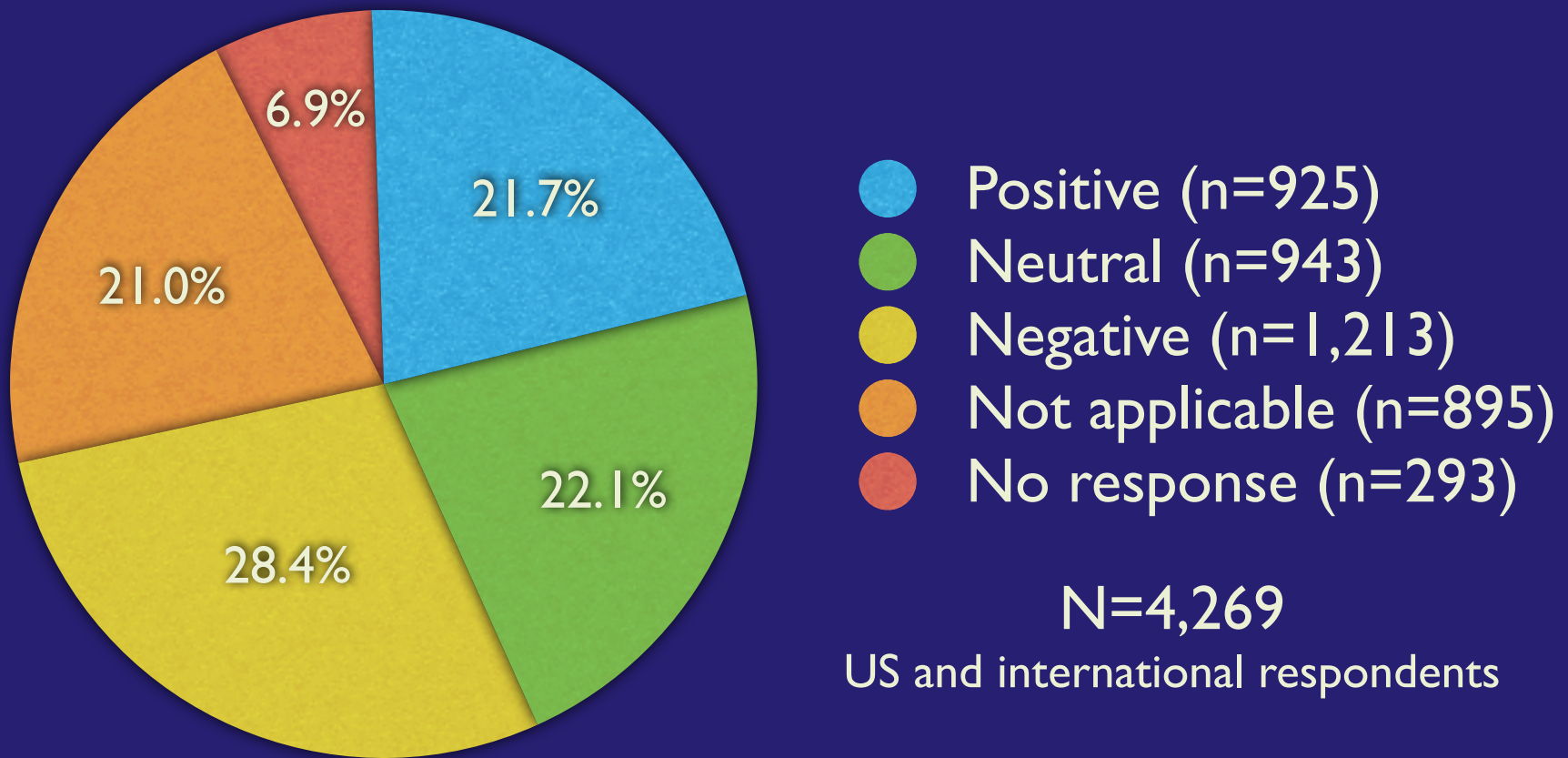
- Well known (n=888)
- Not well known (n=3,333)
- No response (n=48)

N=4,269

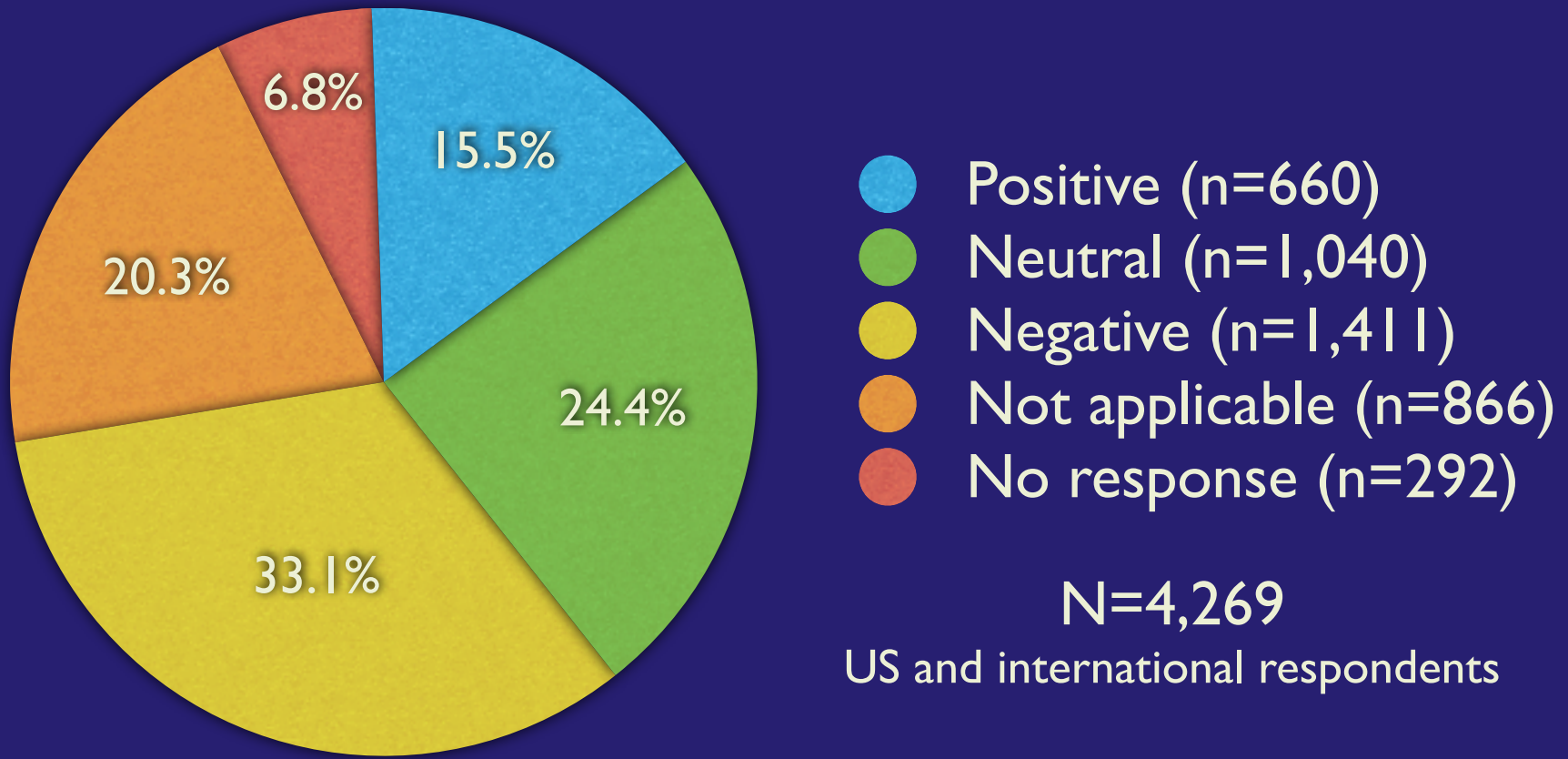
US and international respondents



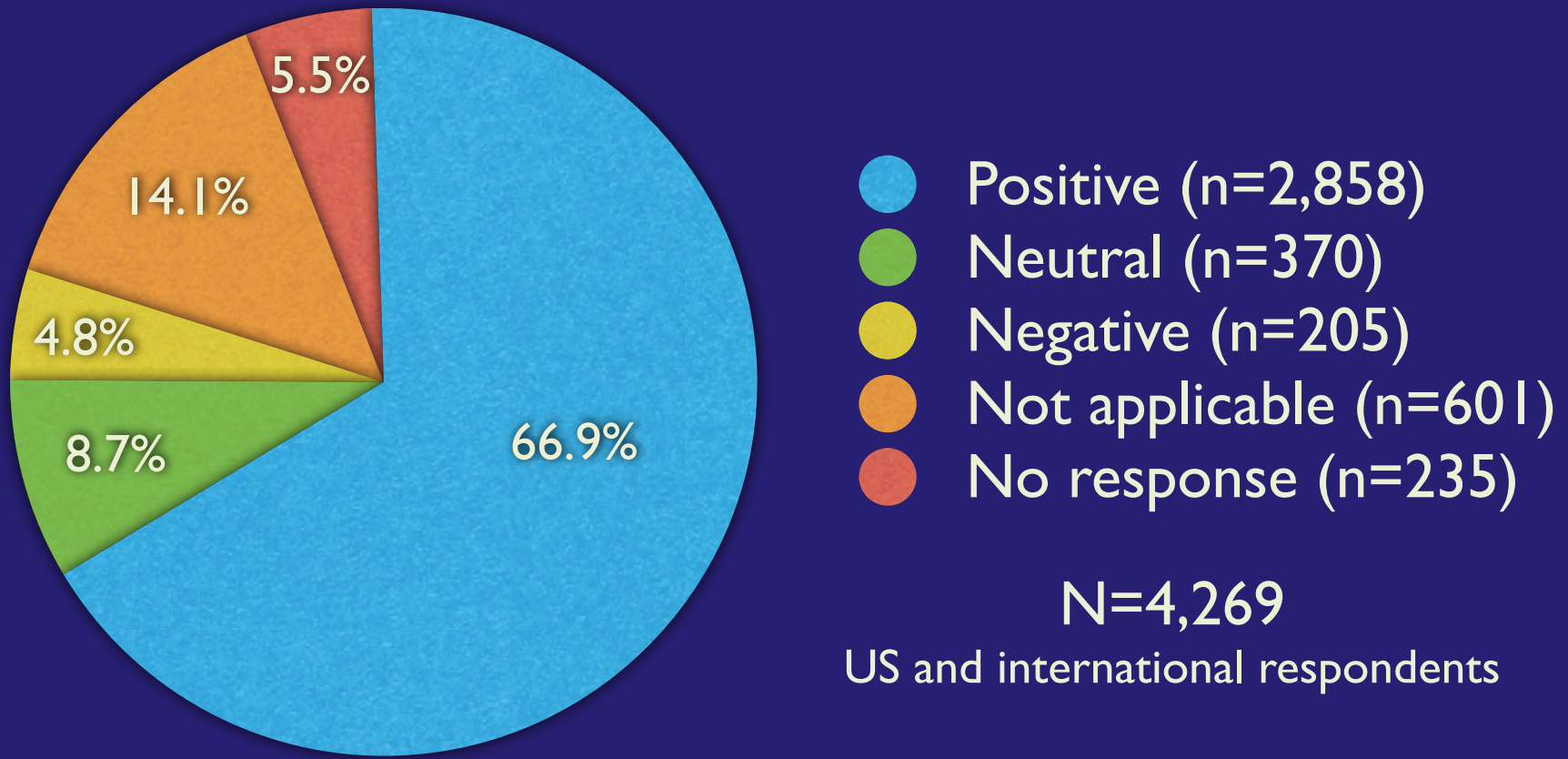
Comments about acceleration you have heard from school administrators have been:



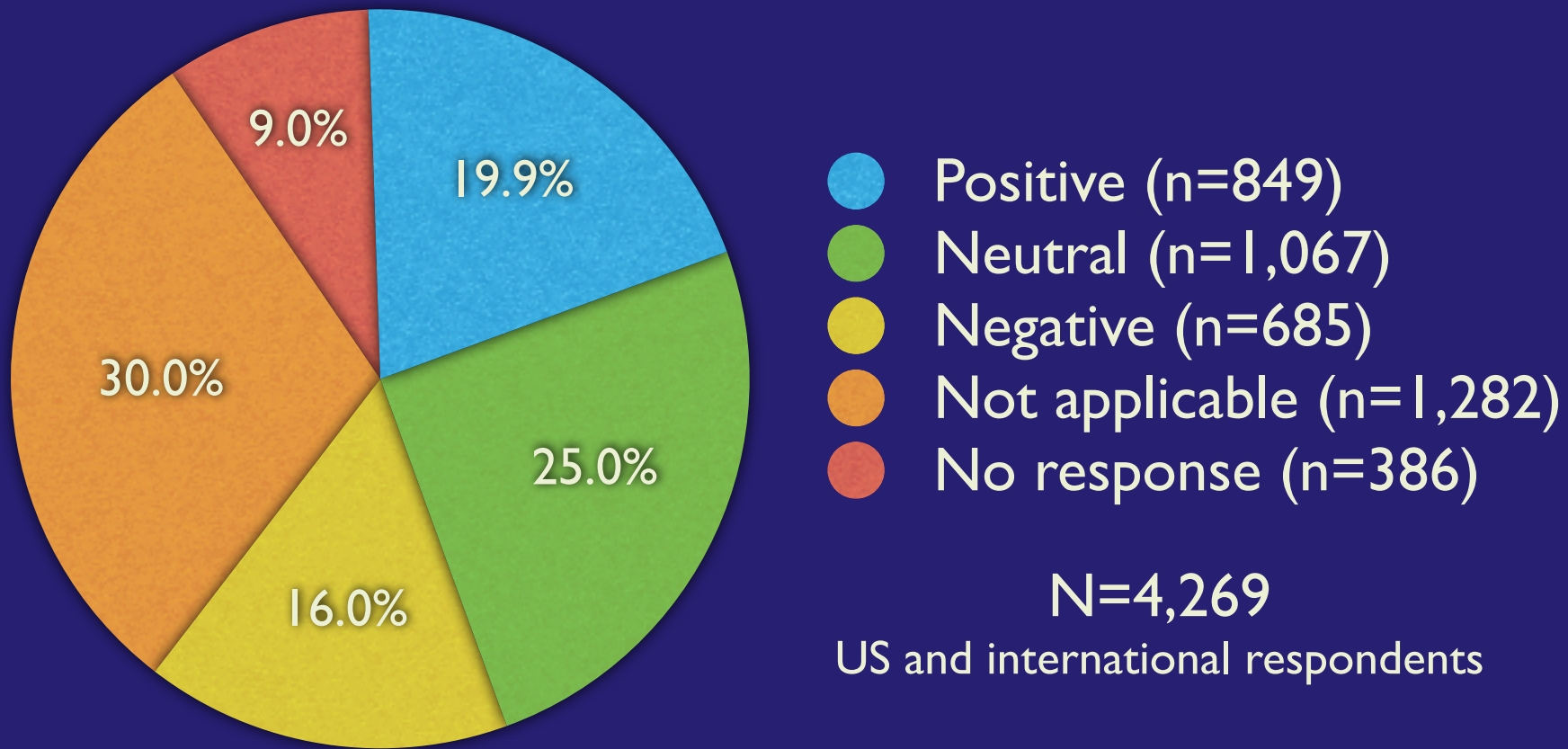
Comments about acceleration you have heard from *teachers* have been:



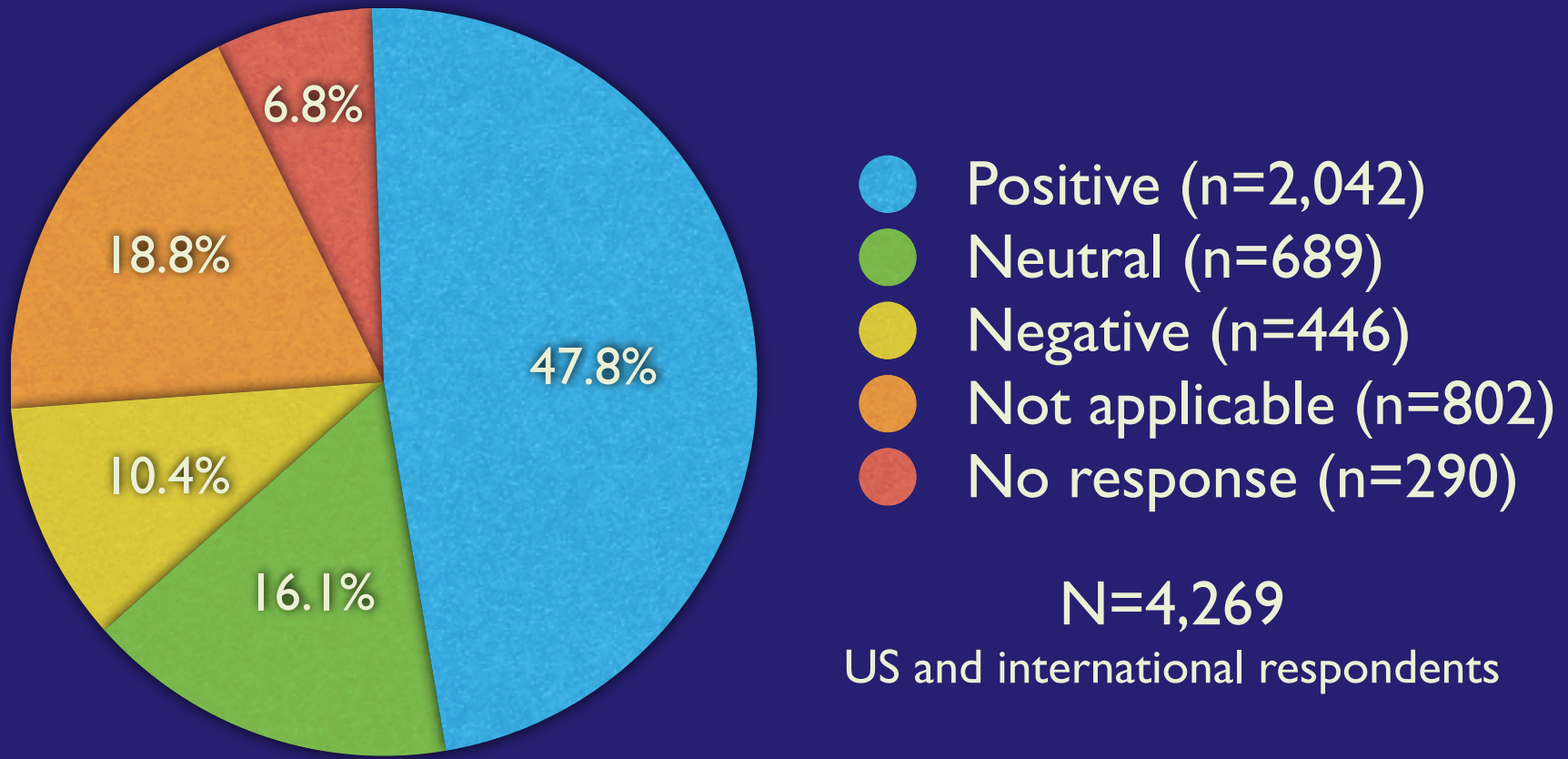
Comments about acceleration you have heard from *GT teachers and coordinators* have been:



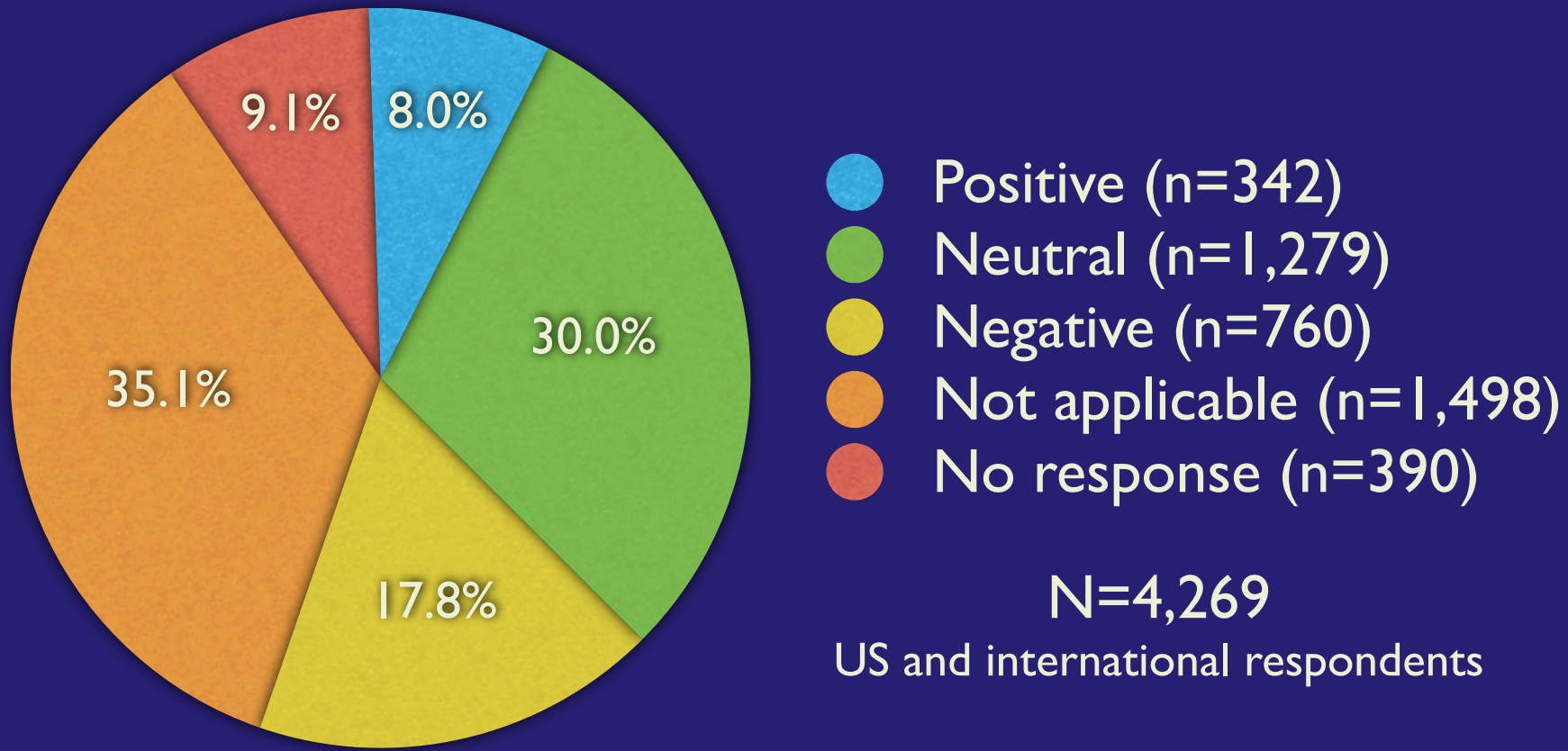
Comments about acceleration you have heard from
school counselors and psychologists have been:



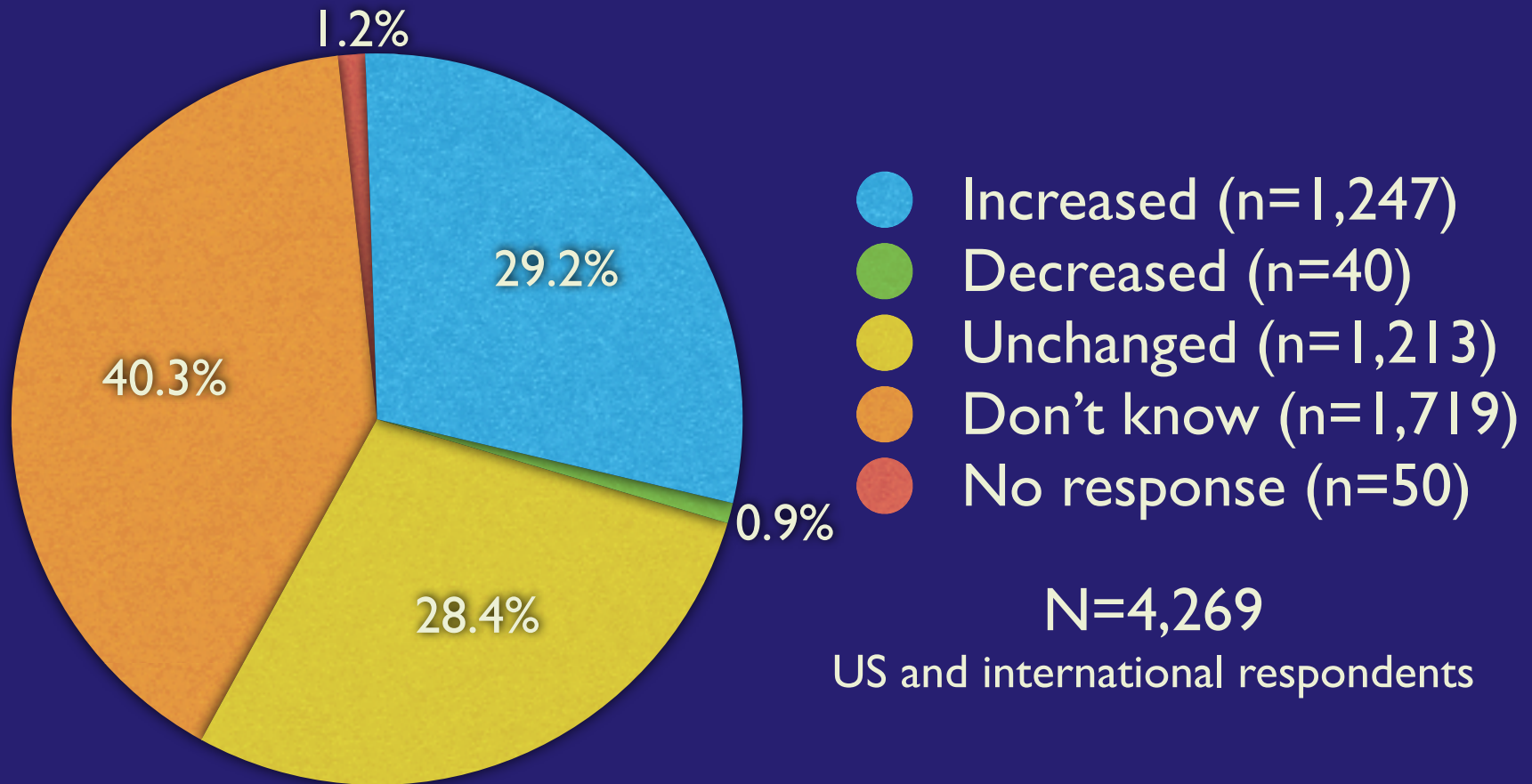
Comments about acceleration you have heard from *parents of K-12 students* have been:



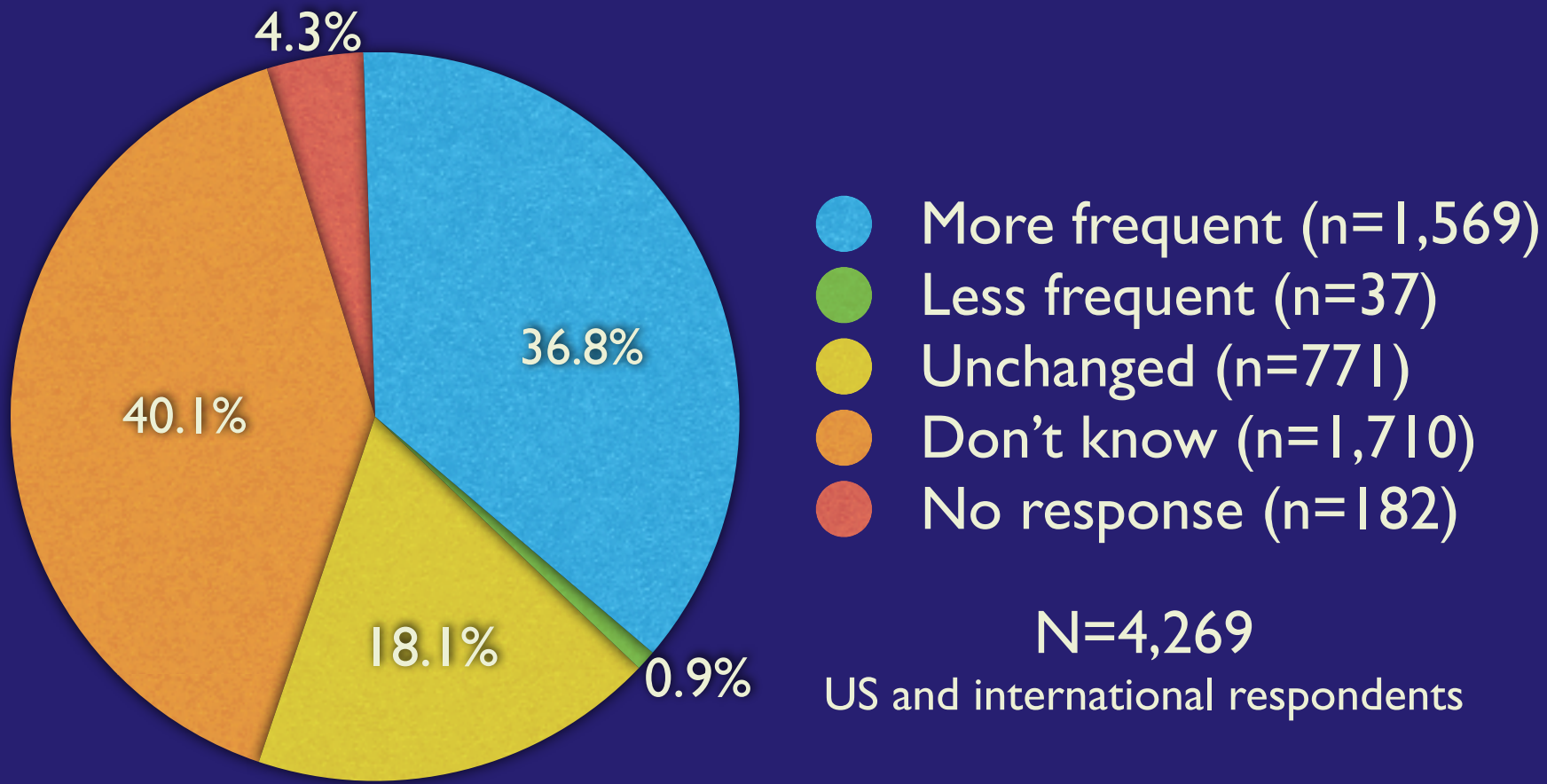
Comments about acceleration you have heard from the general public have been:



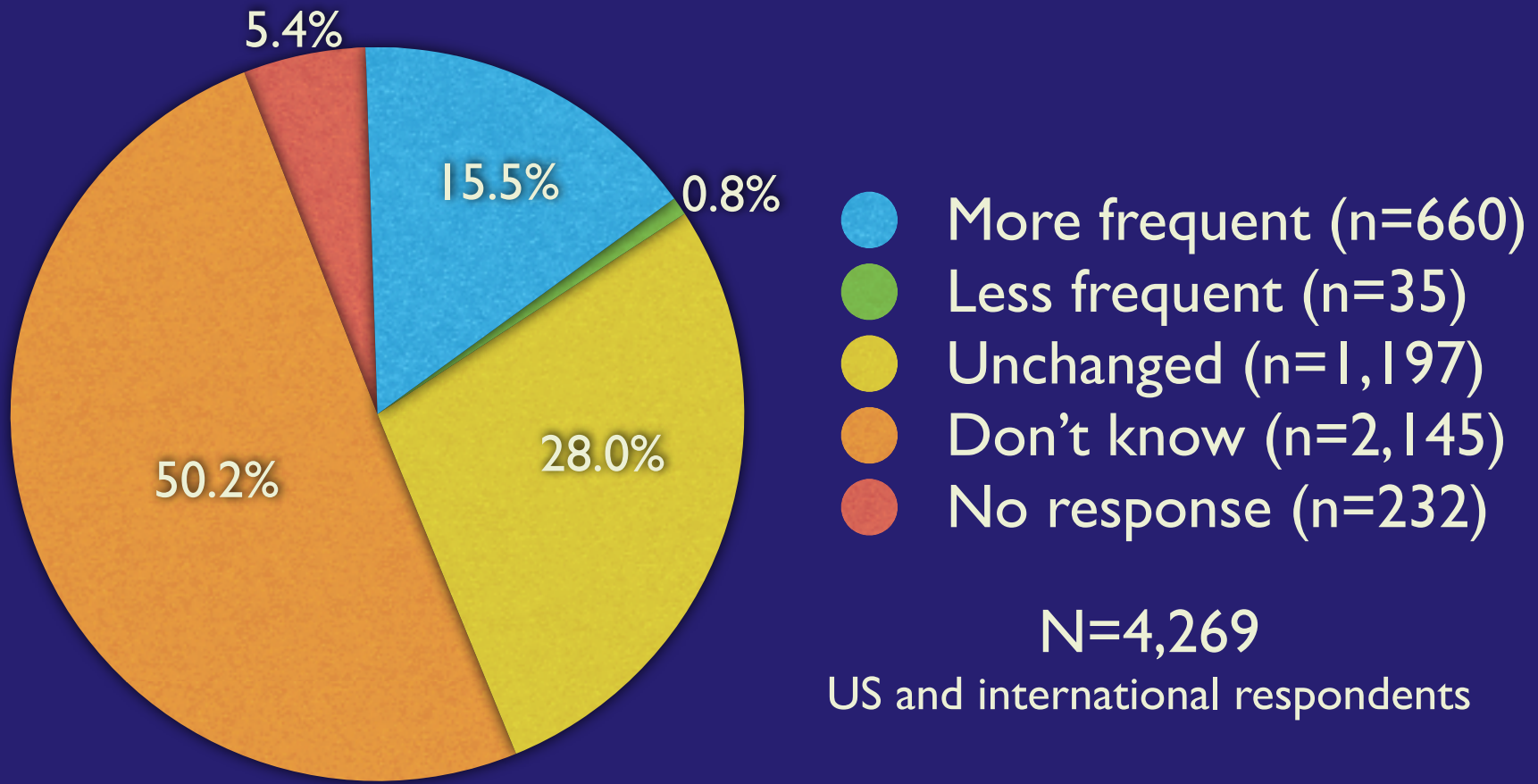
Requests for acceleration in your school district in the past 3 years have:



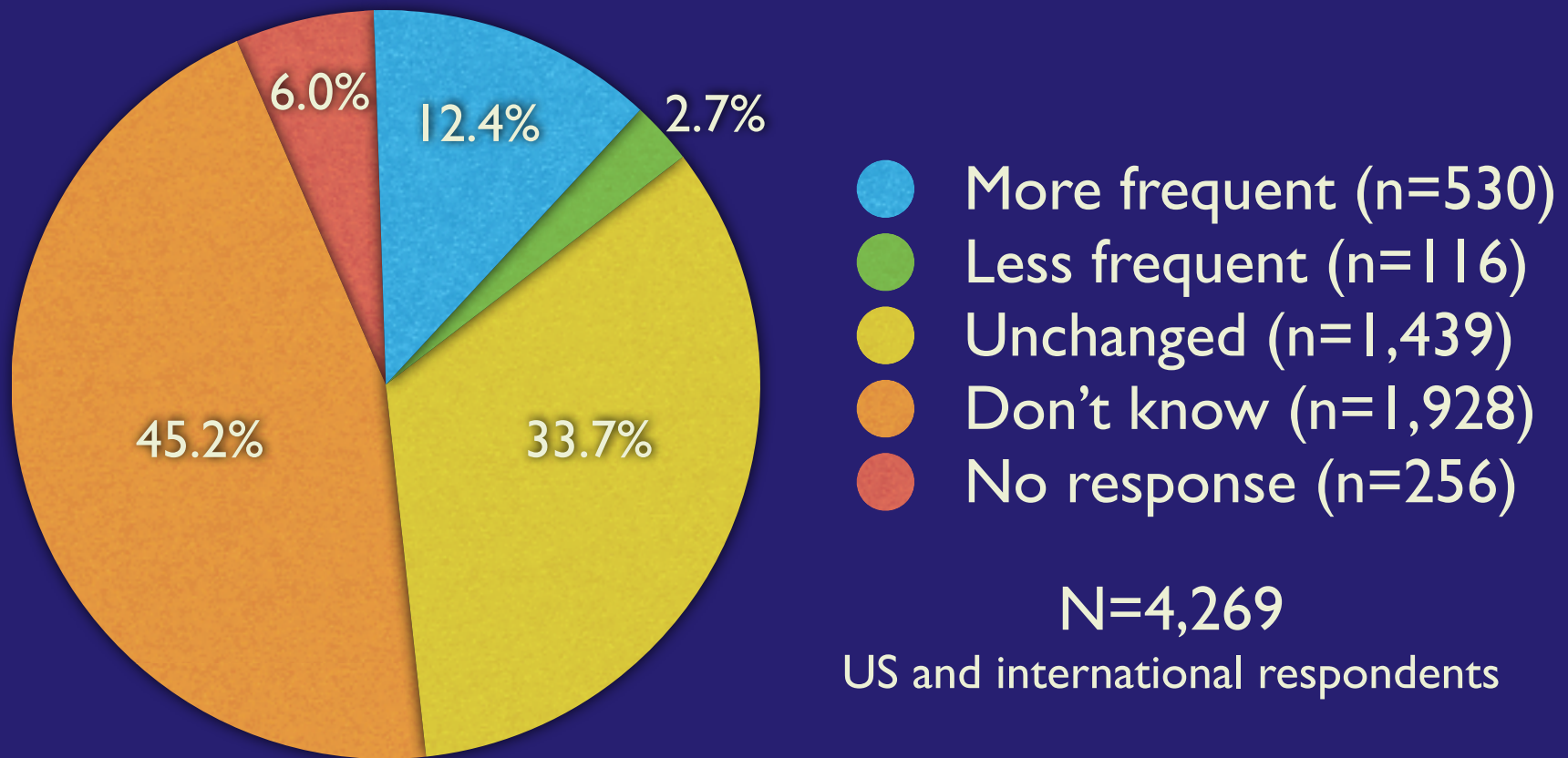
Acceleration requests from *parents* in the past 3 years:



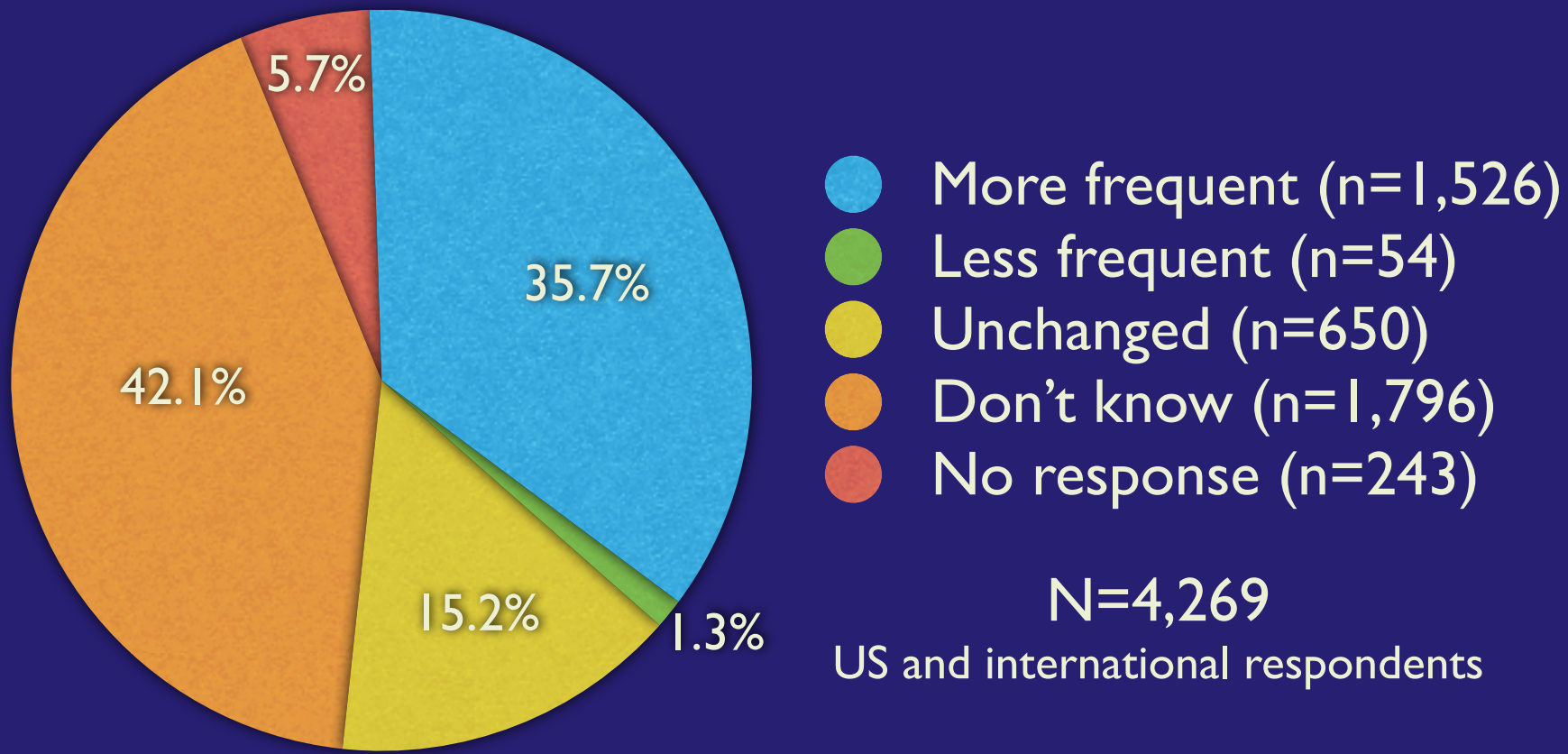
Acceleration requests from *students* in the past 3 years:



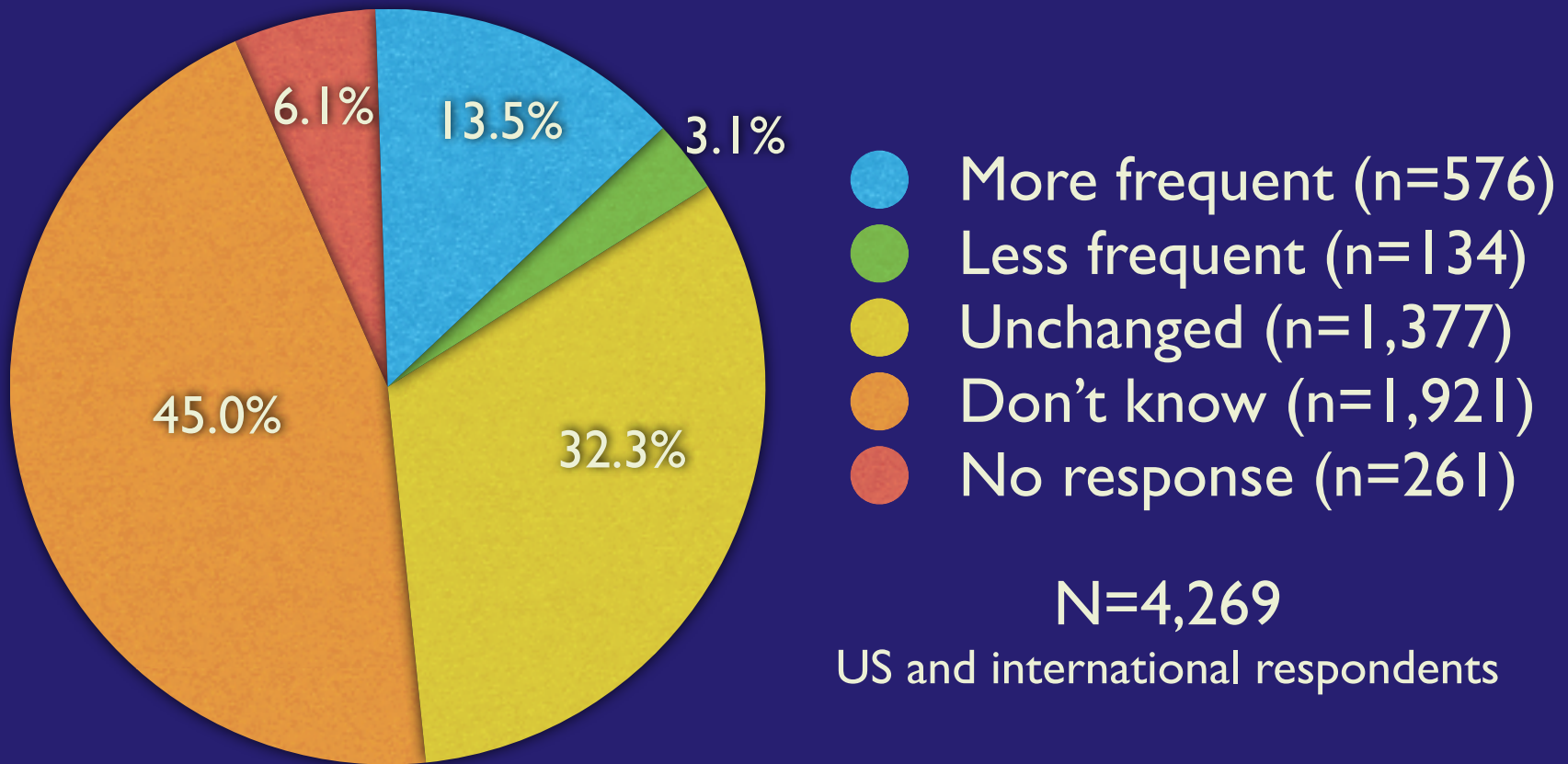
Acceleration requests from *teachers* in the past 3 years:



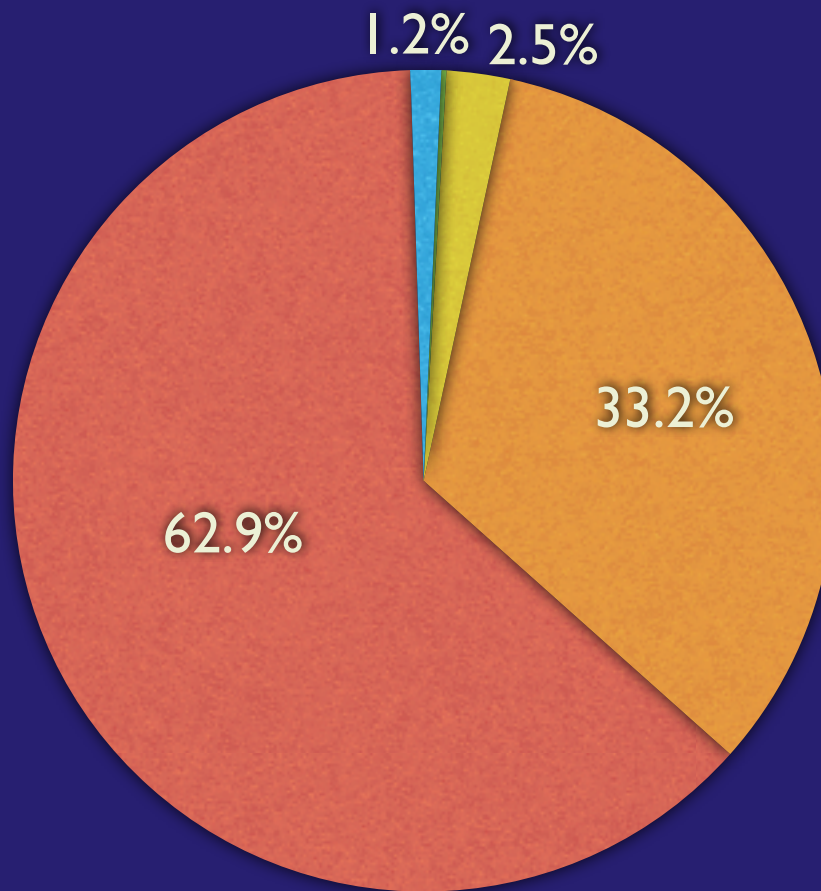
Acceleration requests from *GT teachers and coordinators* in the past 3 years:



Acceleration requests from school administrators in the past 3 years:



Acceleration requests from “other” in the past 3 years:



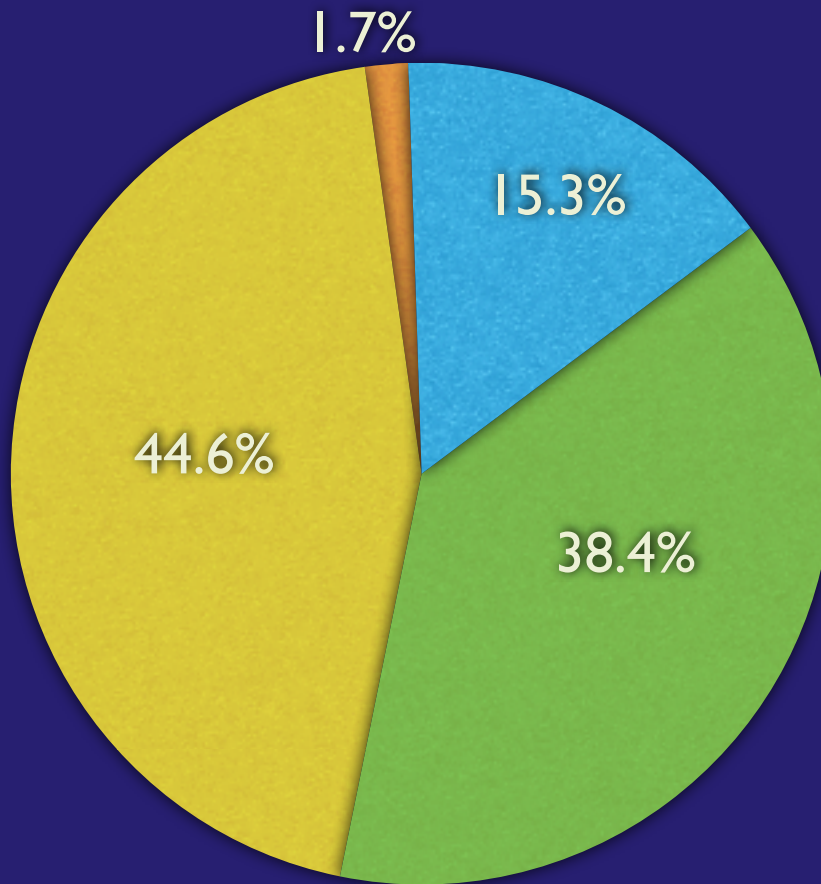
- More frequent (n=1,569)
- Less frequent (n=37)
- Unchanged (n=771)
- Don't know (n=1,710)
- No response (n=182)

N=4,269

US and international respondents



Acceleration policies written or revised as a result of *A Nation Deceived*?

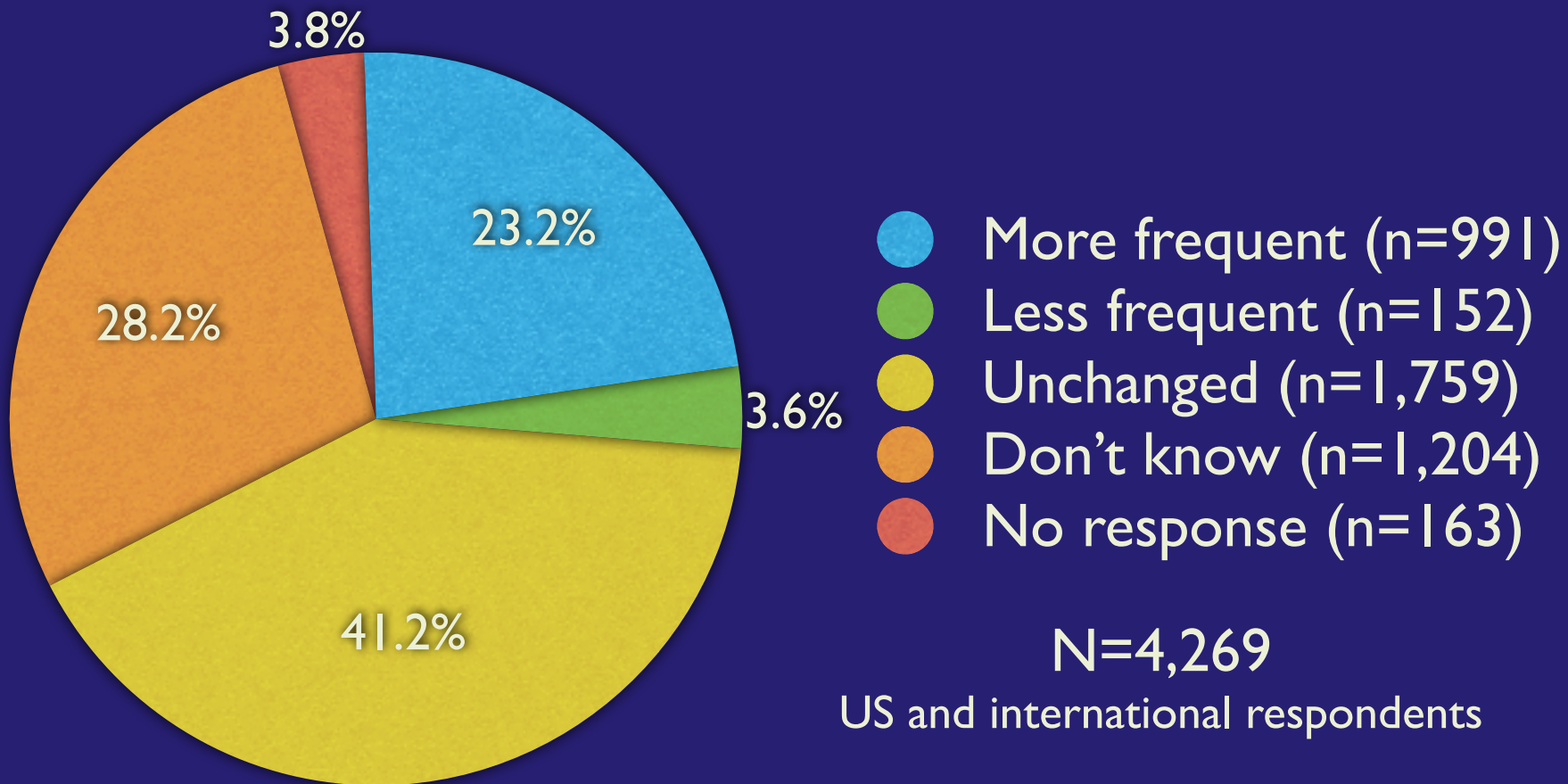


- Yes (n=655)
- No (n=1,638)
- Don't know (1,902)
- No response (74)

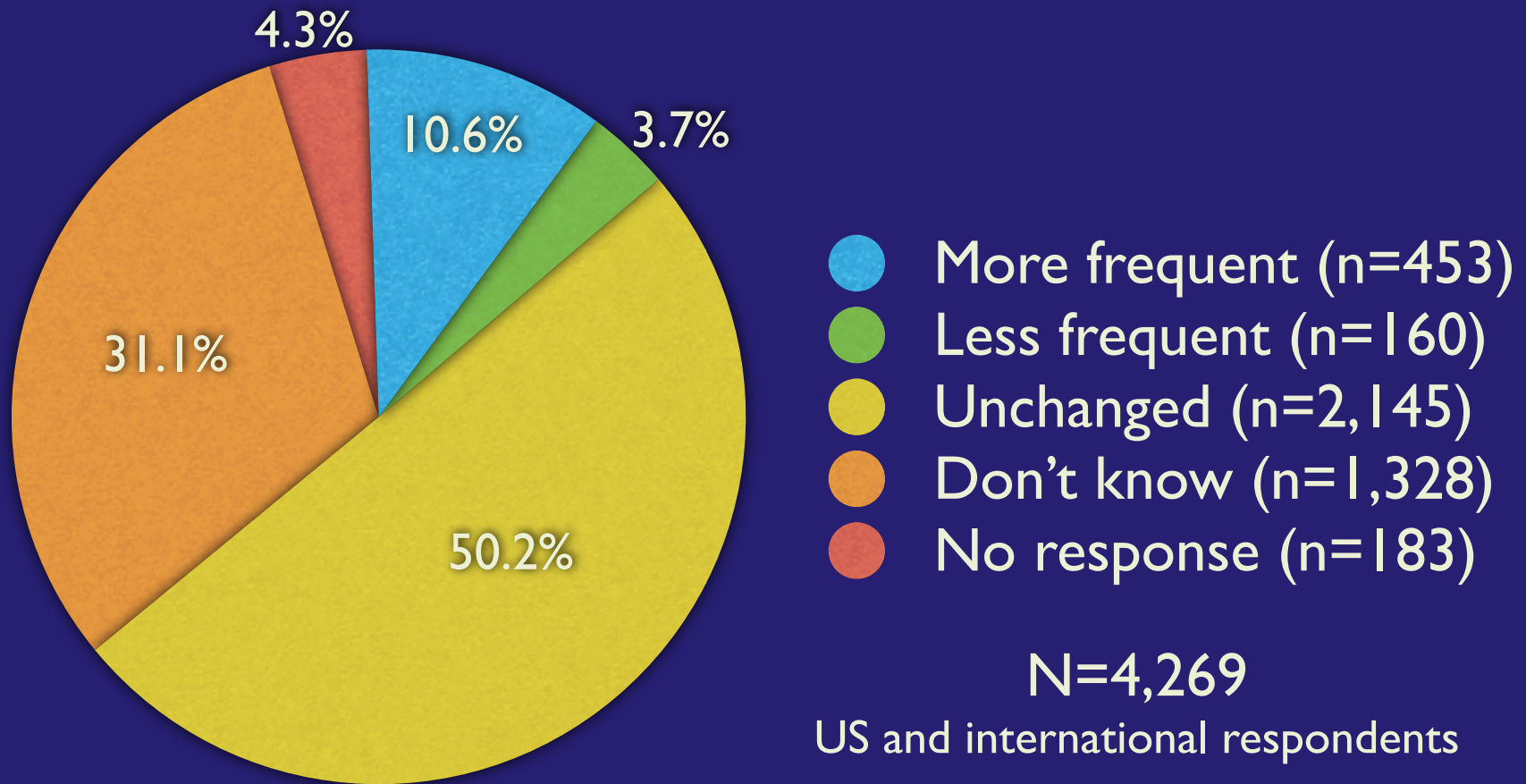
N=4,269
US and international respondents



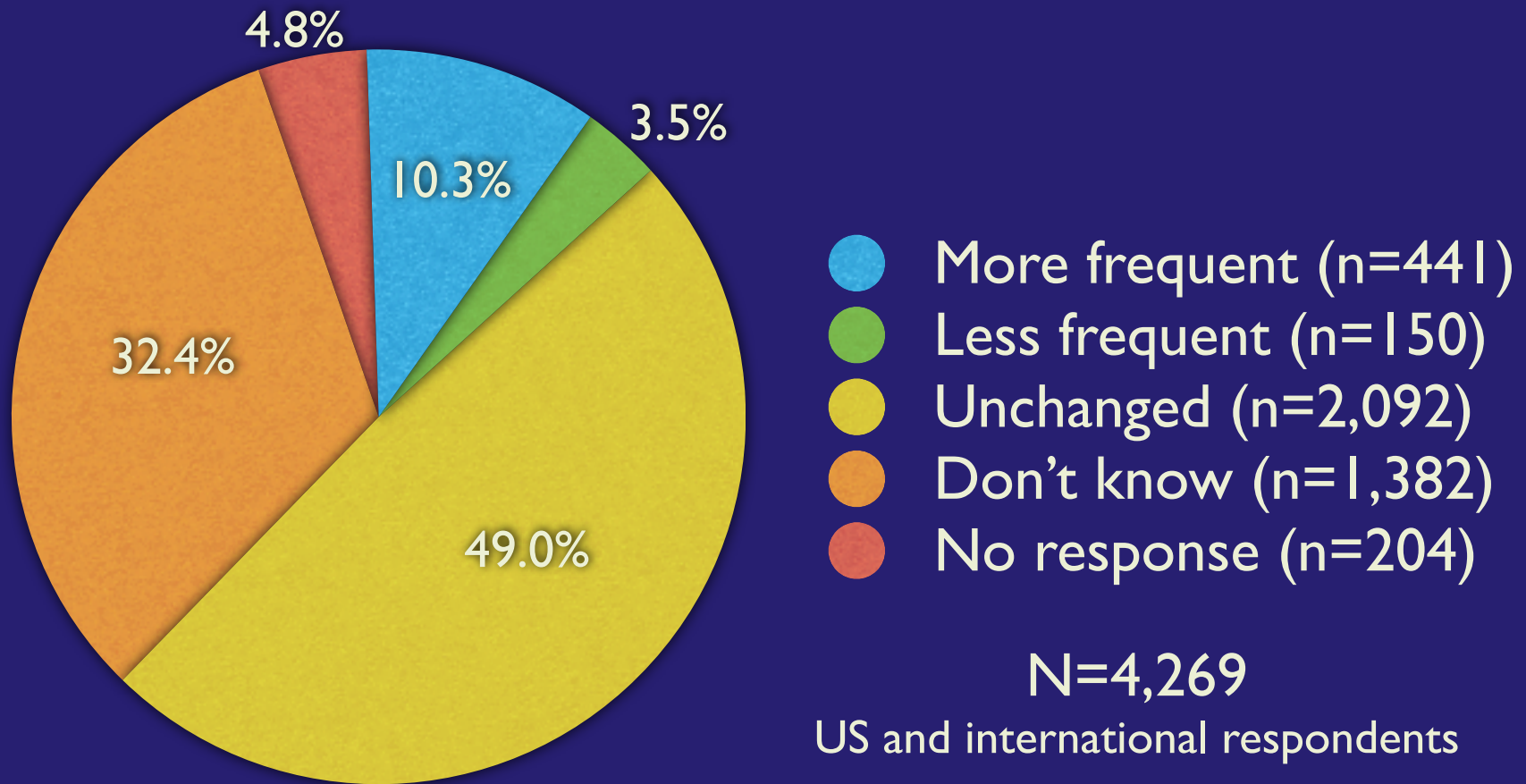
In the past 3 years, *grade skipping* has been:



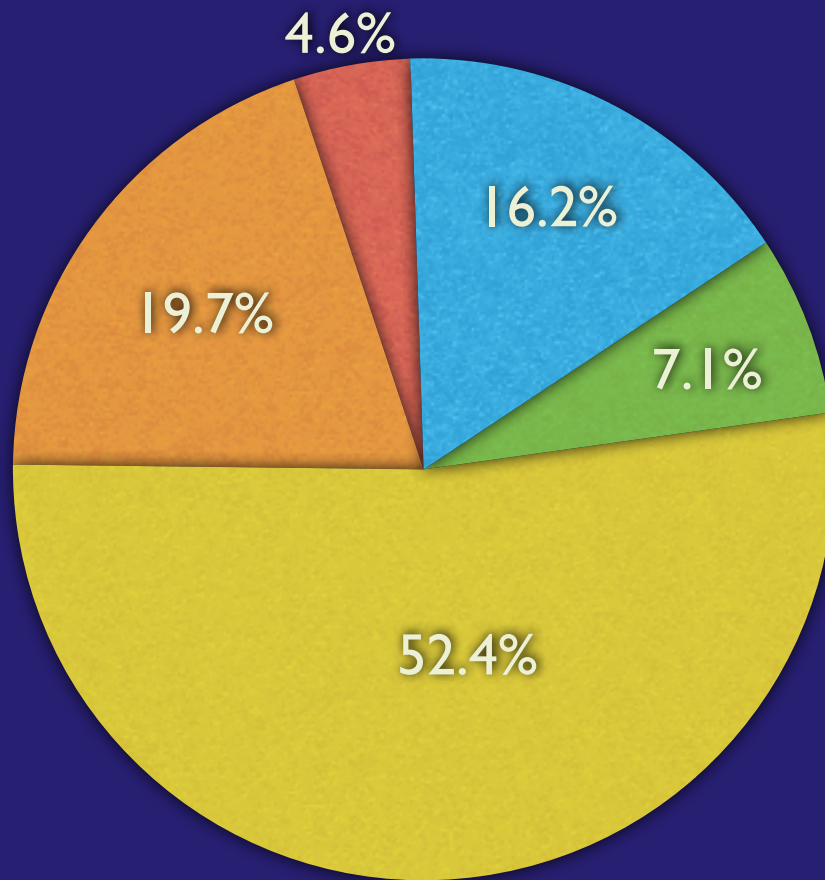
In the past 3 years, early entrance to K has been:



In the past 3 years, early entrance to 1st has been:



In the past 3 years, *full time TAG classes* have been:



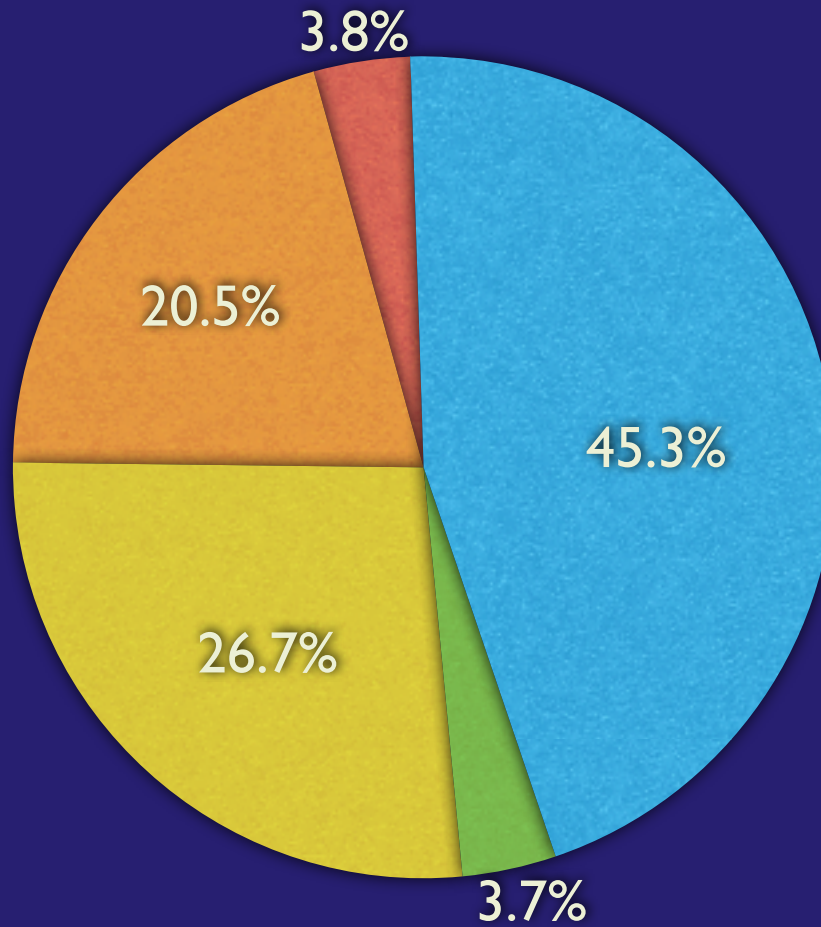
- More frequent (n=692)
- Less frequent (n=303)
- Unchanged (n=2,238)
- Don't know (n=841)
- No response (n=195)

N=4,269

US and international respondents



In the past 3 years, *subject acceleration* has been:



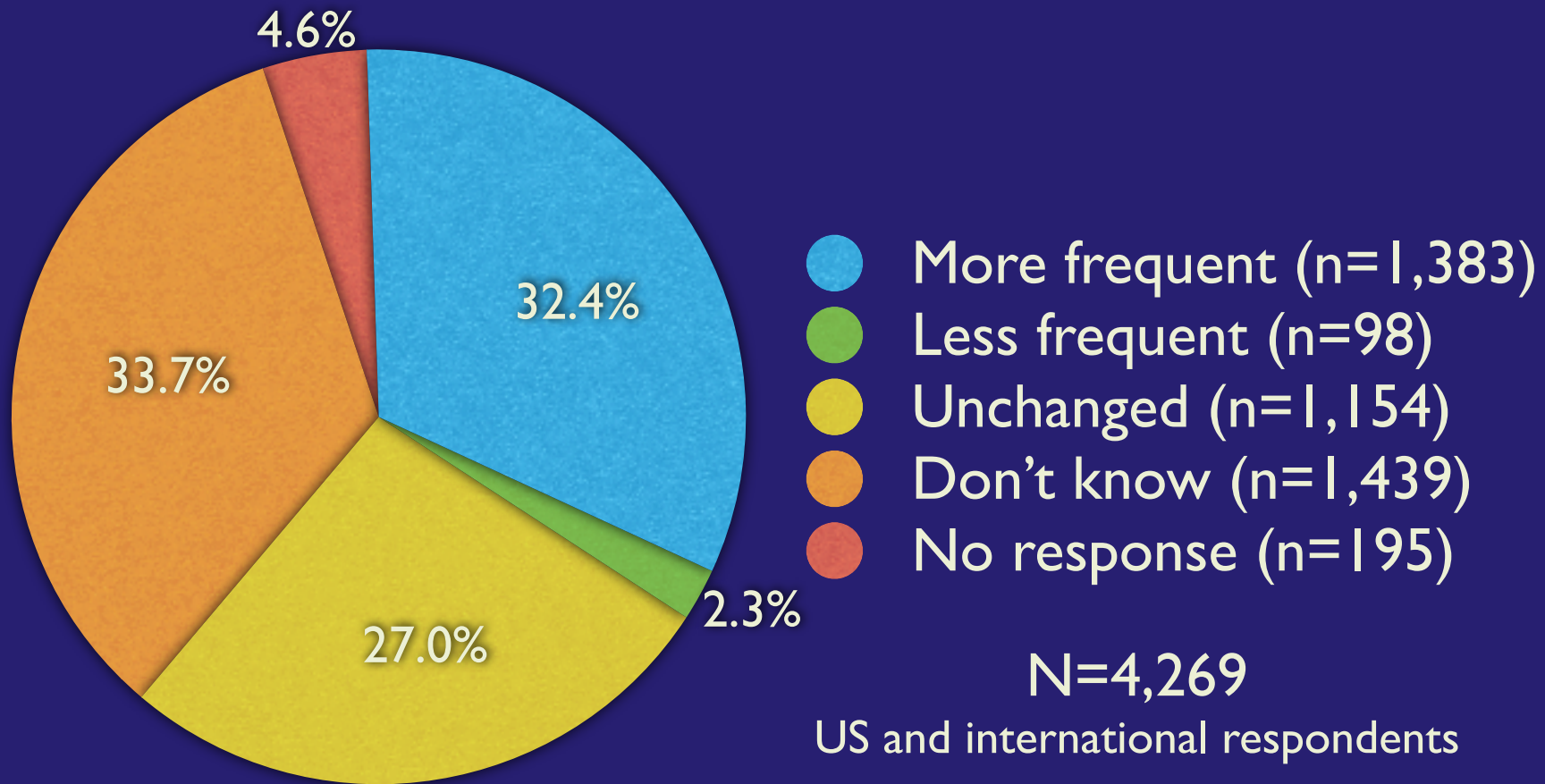
- More frequent (n=1,932)
- Less frequent (n=160)
- Unchanged (n=1,139)
- Don't know (n=875)
- No response (n=163)

N=4,269

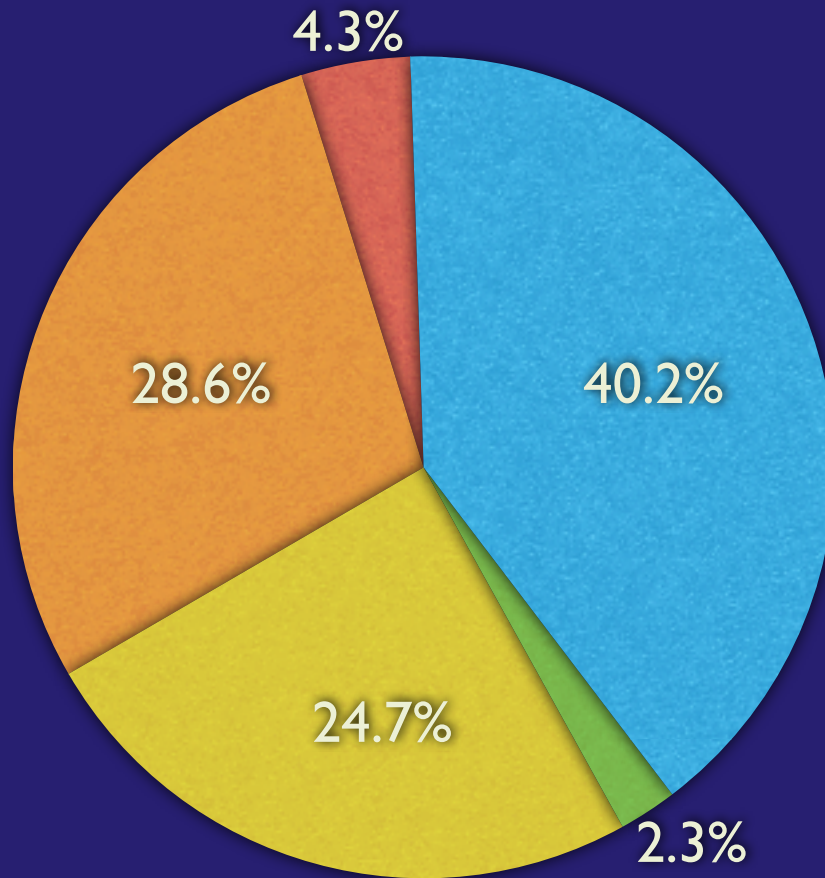
US and international respondents



In the past 3 years, concurrent/dual enrollment has been:



In the past 3 years, AP courses have been:



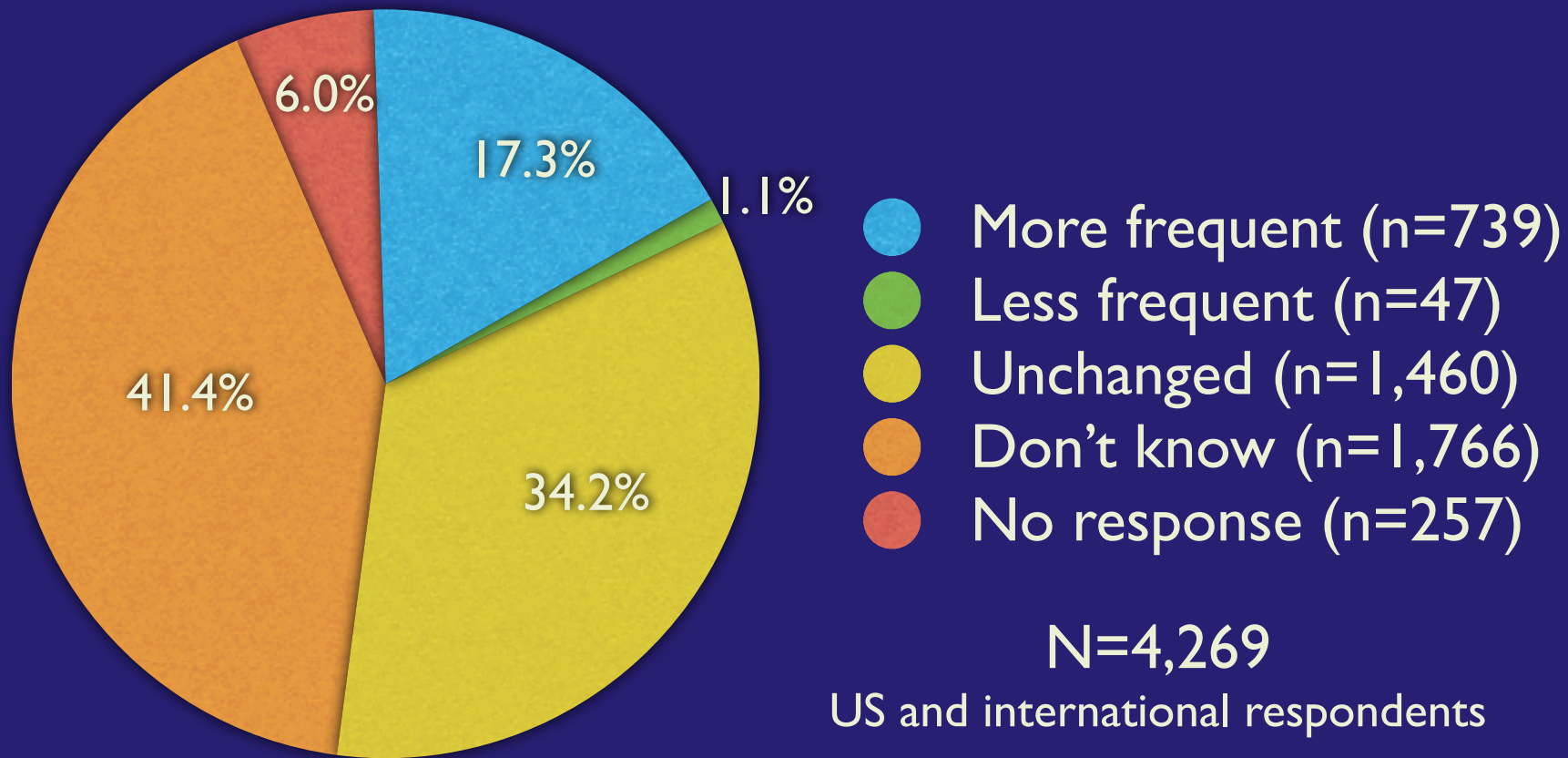
- More frequent (n=1,715)
- Less frequent (n=98)
- Unchanged (n=1,053)
- Don't know (n=1,221)
- No response (n=182)

N=4,269

US and international respondents



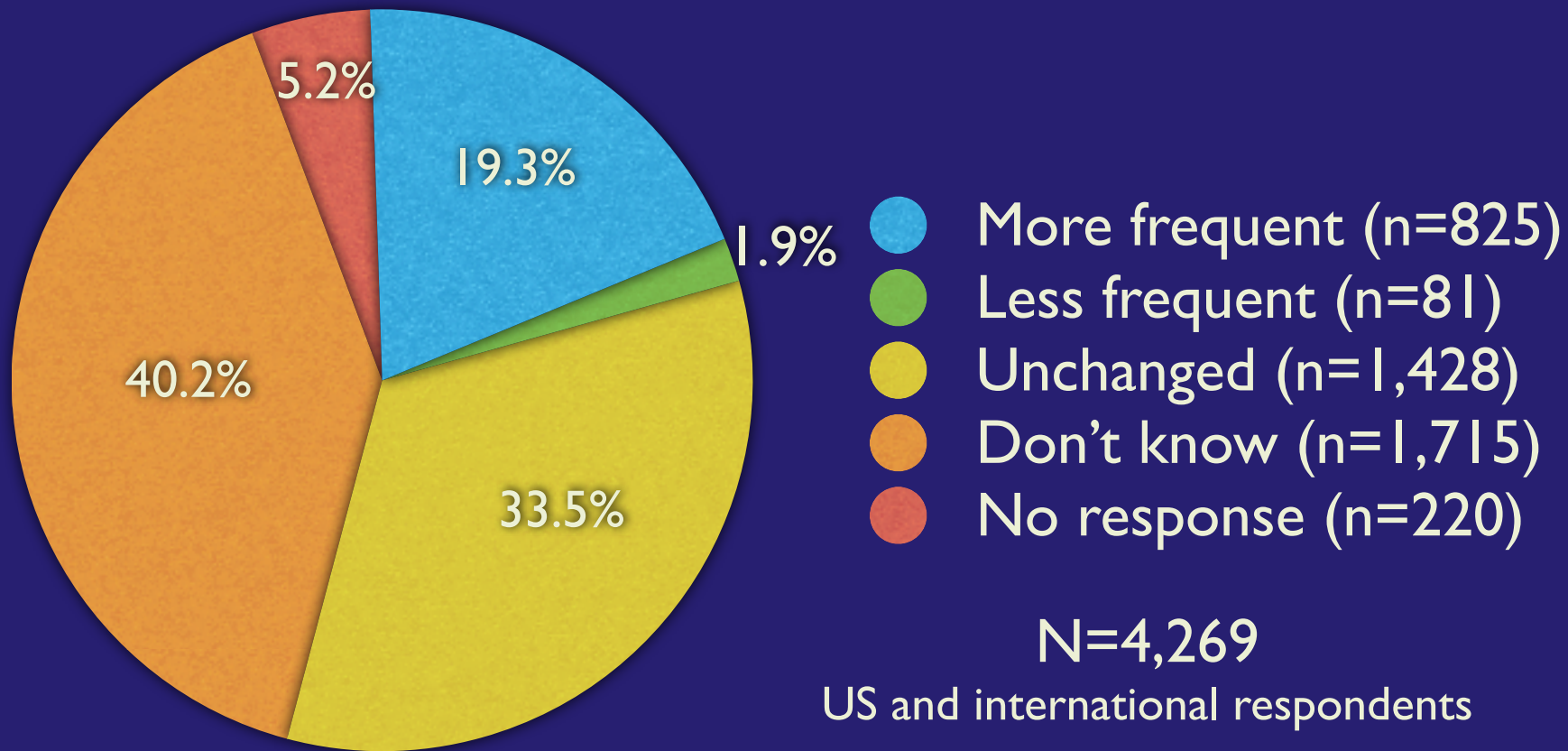
In the past 3 years, *IB* courses have been:



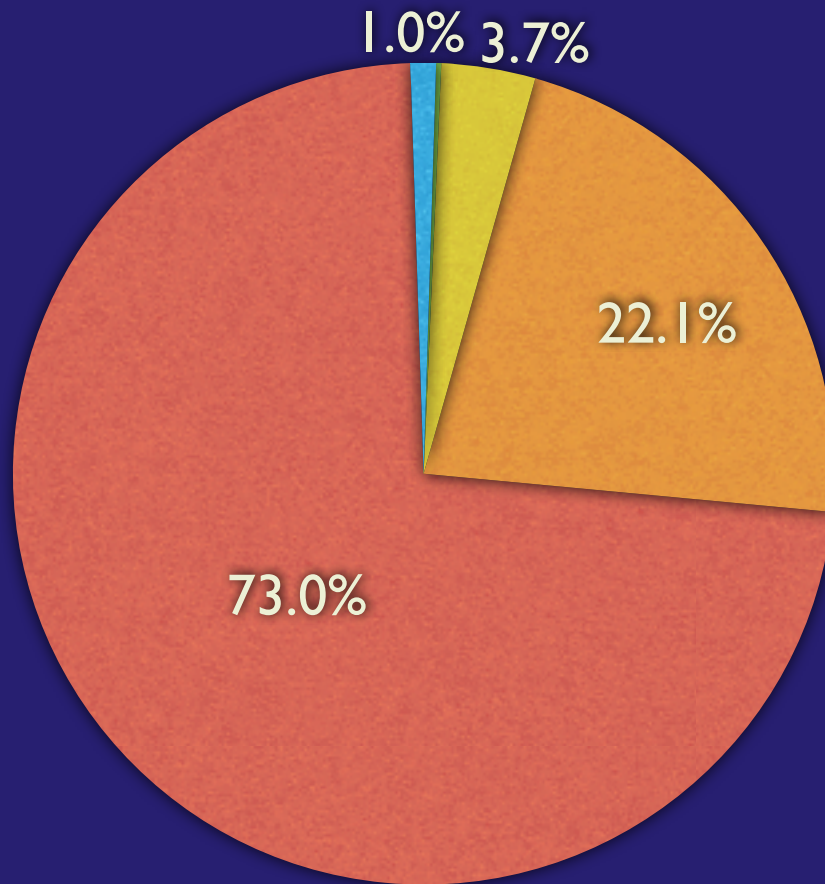
N=4,269
US and international respondents



In the past 3 years, early *HS* graduation has been:



In the past 3 years, other forms of acceleration have been:



- More frequent (n=44)
- Less frequent (n=10)
- Unchanged (n=156)
- Don't know (n=942)
- No response (n=3,117)

N=4,269

US and international respondents



Additional Indicators



Nurturing **Potential** | *Inspiring* **Excellence**

- 23 journal citations
- 8 book citations
- 3 dissertation citations
- References in multiple state acceleration policies
- Personal communication: emails and phone calls
- Over 2,000 written comments from U.S. participants on survey



Written Comments



Nurturing **Potential** | *Inspiring* **Excellence**

“The work you are doing has made an immeasurably positive impact...Thank you for your commitment, your courage to lead...”

Teacher from Wisconsin



“By using this excellent reference/guidance, school systems can discuss options readily available...”

State Dept. of Education official from Georgia



“This report directly influenced the state of Ohio in mandating every public school district to adopt an Acceleration Policy... The state's Model Acceleration Policy included exact language from the report...”

GT teacher/coordinator from Ohio



“... the administrators I have worked with for a very long time are only now willing to agree to grade level or subject area acceleration because I handed them a copy of that book 3 years ago.”

GT teacher/coordinator from New York



“The Alabama State Dept. of Education has revised the administrative code ... regarding acceleration. This is a testament to the power of Nation Deceived!”

College of Education member from Alabama



“I inhaled both volumes and was excited by what I read. ‘A Nation Deceived’ provided my husband and I with the tools and information to advocate for grade acceleration...”

Parent from Minnesota



Ongoing Impact



Institute for Research and Policy on Acceleration

- Research director: Professor David F. Lohman
- IRPA's mission:
 - ▶ Provide research on acceleration
 - ▶ Act as a clearinghouse for information
 - ▶ Serve as a resource for K-12 schools
- www.accelerationinstitute.org

