

# RESULTS FROM A NATIONAL TEACHER SURVEY

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**FDR GROUP**  
*When Research Matters.*

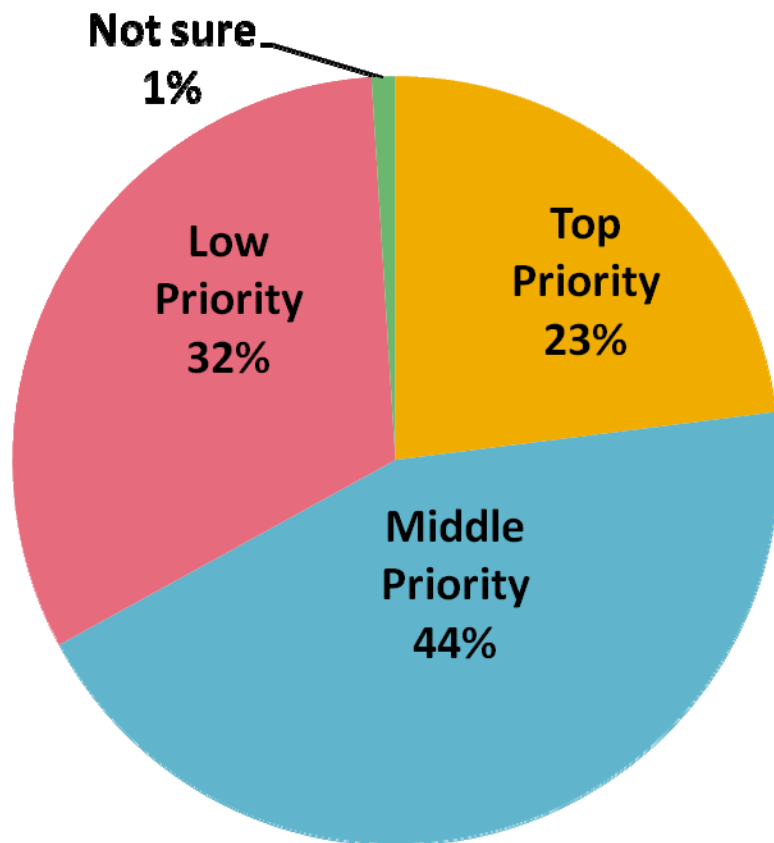
# INTRODUCTION

- FDR: nonpartisan public opinion research firm, NYC
- Methodology: 5 Focus groups, survey of 900 3-12 public school teachers
- Goal: Capture what teachers on the front-lines experience and believe



# TEACHERS SAY ADVANCED STUDENTS NOT A TOP PRIORITY

*Would you say that the needs of the academically advanced students at your school are a:*

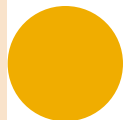


- 60%: the needs of academically struggling students are top priority
- 73%: the brightest students are bored and under-challenged



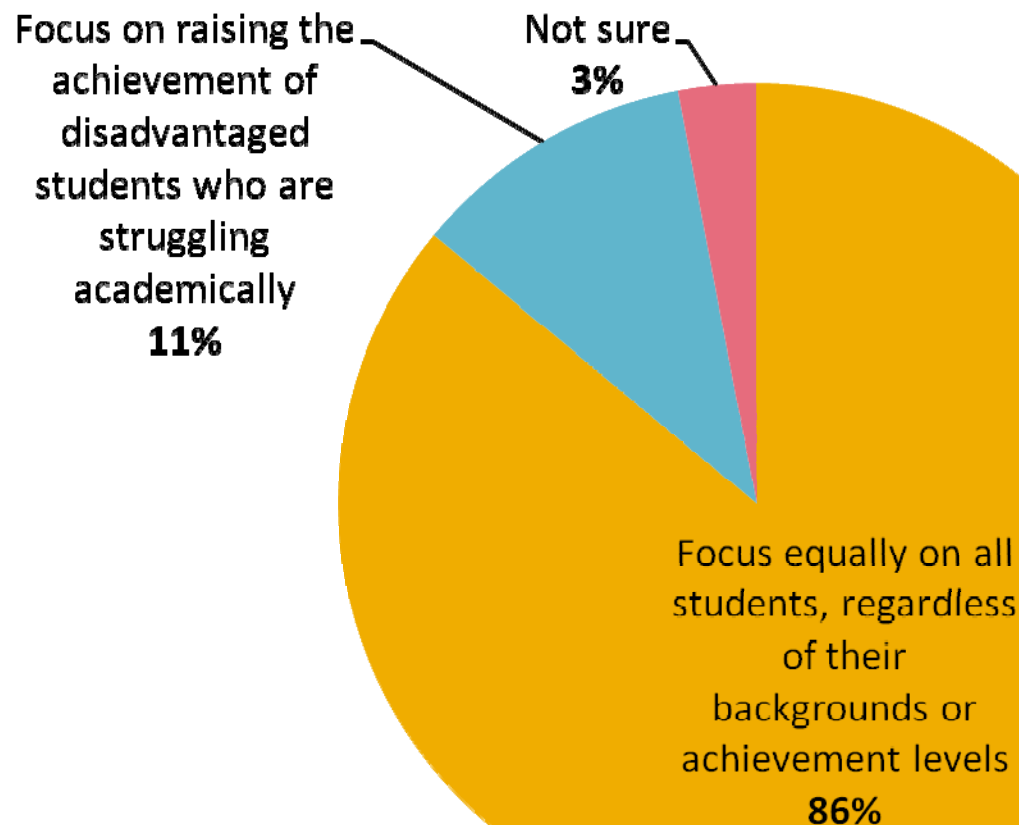
# WHERE THE RESOURCES ARE LIKELY TO GO

Question	Struggling Students	Average Students	Advanced Students	It's Equal
Who gets the most overall attention at your school?	63%	13%	7%	16%
Who should get the most attention at your school?	24%	16%	5%	50%
Who is your school most likely to focus on when it comes to tracking achievement data and trying to raise standardized test scores?	68%	15%	5%	11%
Who is most likely to get one-on-one attention from teachers?	81%	4%	5%	9%
And who is most likely to be taught with a curriculum and instruction specially designed for their abilities?	51%	19%	10%	18%

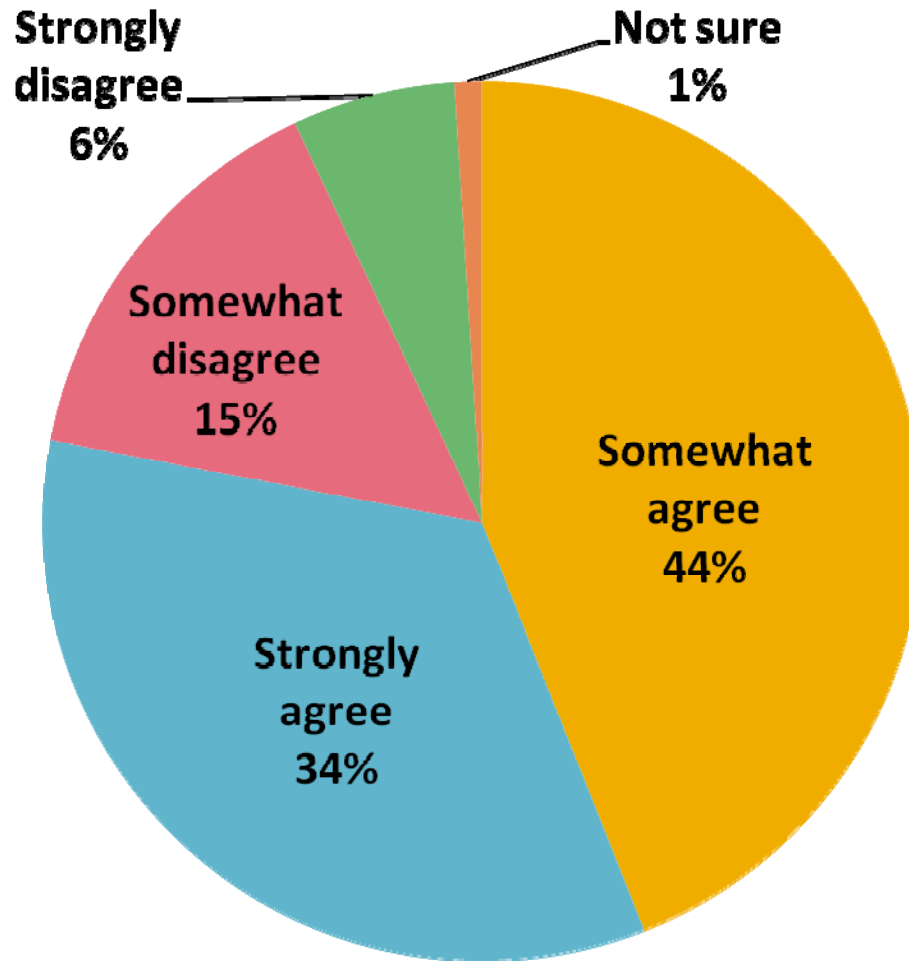


# THE RIGHT THING TO DO

*For the public schools to help the U.S. live up to its ideals of justice and equality, do you think it's more important that they:*



# WHY THE SCHOOLS NEGLECT HIGH ACHIEVERS: PRESSURES OF TESTING

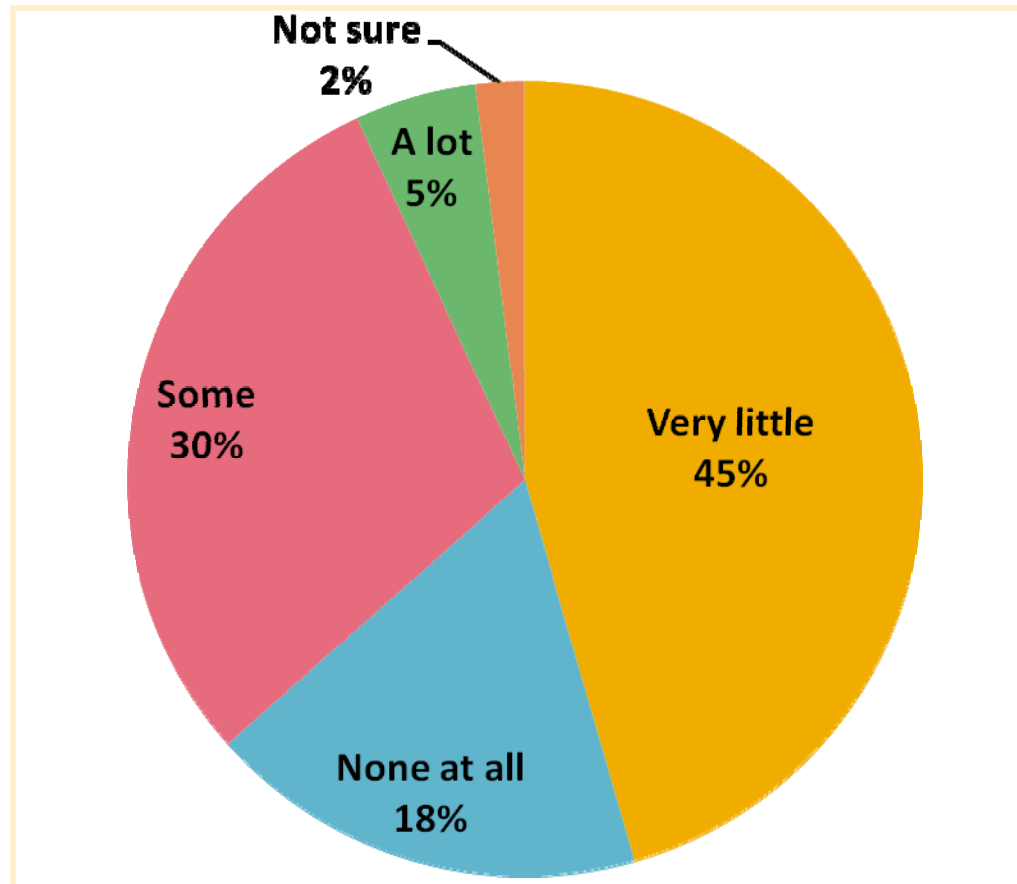


*Getting underachieving students to reach “proficiency” has become so important that the needs of advanced students take a back seat*



# WHY THE SCHOOLS NEGLECT HIGH ACHIEVERS: LACK OF TRAINING

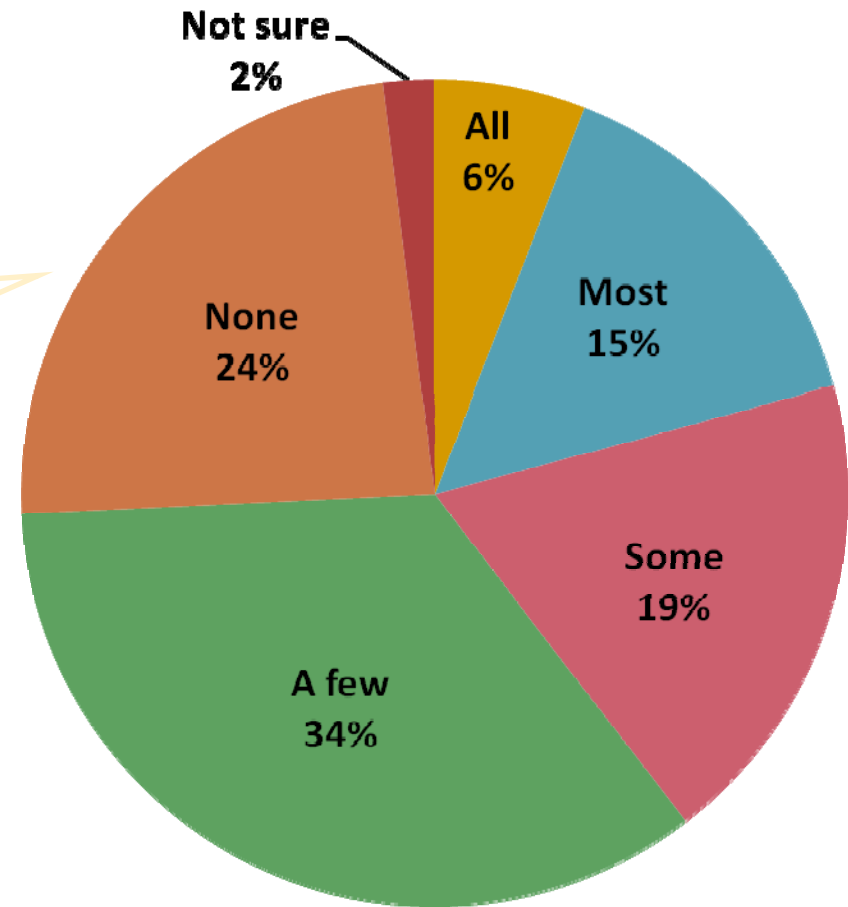
*Thinking back to the school of education or teacher preparation program you went through, how much focus did it put on how to best teach academically advanced students?*



- 58%: no professional development in past few years on academically advanced students

# ABILITY, FEWER CHANCES TO THRIVE

*About how many of the core subject classes at your school are homogenously grouped by academic ability?*

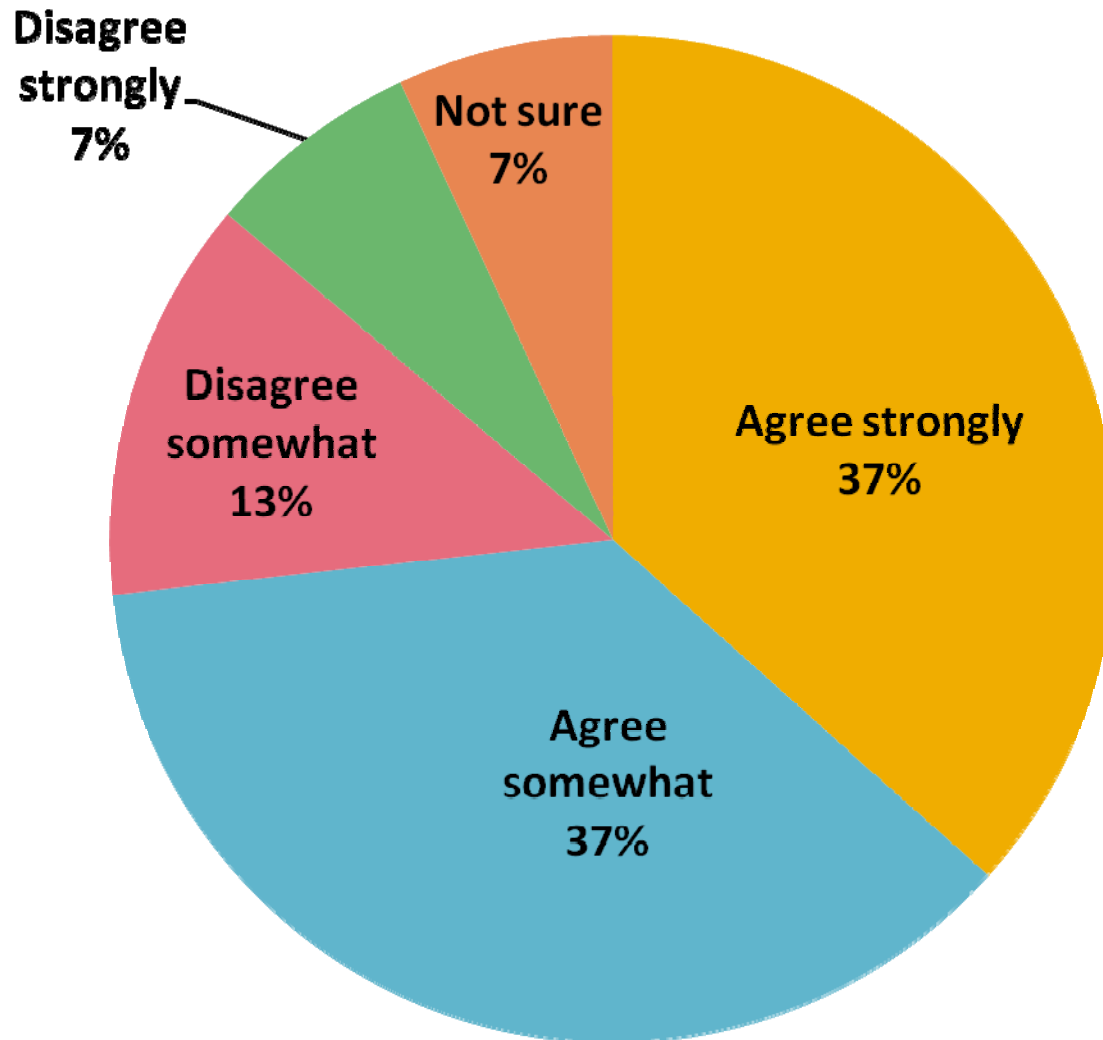


- 72%: advanced students are more likely to reach academic potential in homogeneous classrooms
- 44%: high school teachers say few or none



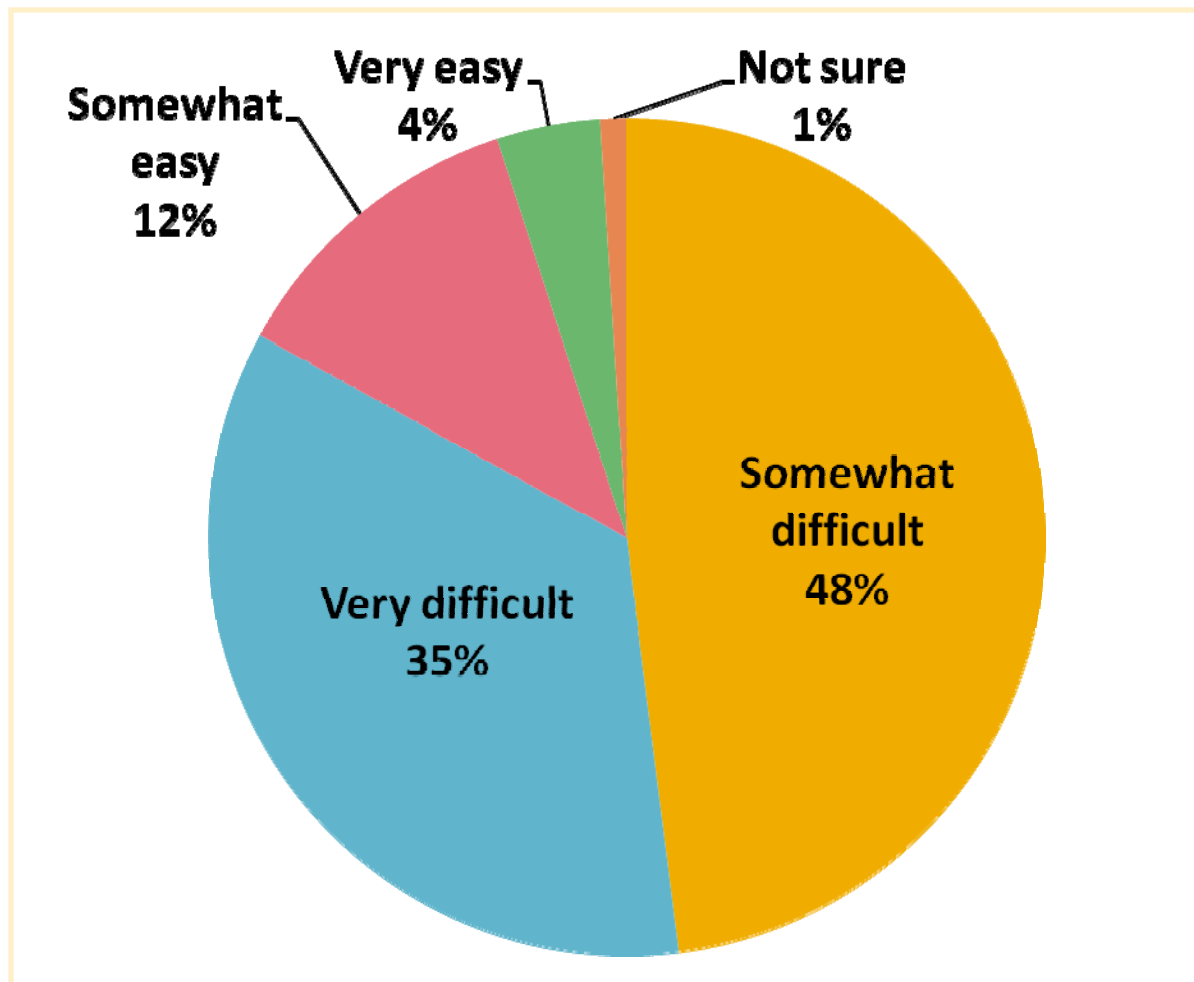
# GROUP BY ABILITY, ESPECIALLY IN MATH

*Do you agree or disagree? Math is the one subject where students could really benefit from homogenous grouping*



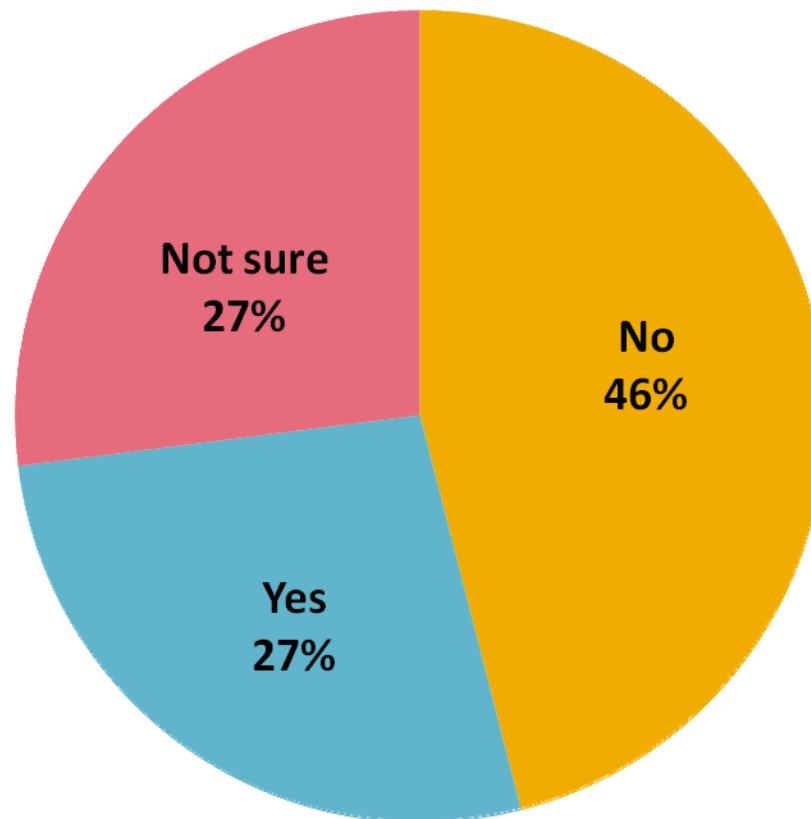
# TO DO

*In your judgment, how easy or difficult a mission is it to implement differentiated instruction on a daily basis in the classroom?*



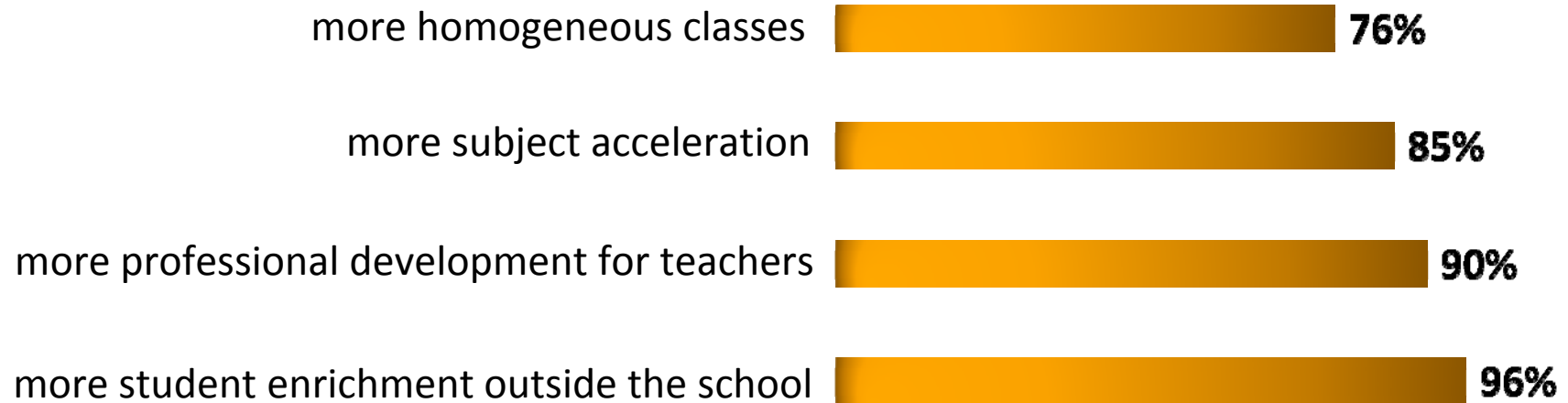
# NO SKIPPING

*Does your school allow students to skip a grade—also known as grade acceleration, or not?*



# PROPOSALS GARNERING MOST SUPPORT

*Percent favoring:*



- Only 33%: more grade acceleration



# AMENDING NCLB

## *Percent favoring:*

Require schools to move proportion of students to “advanced” level



**33%**

Require schools to break out test scores of advanced students



**55%**

- 10%: NCLB has had a positive impact on advanced students in their own school
- 30%: NCLB has had a positive impact on struggling students



# THE COSTS OF OVERLOOKED TALENT

- 59%: academically talented youngsters from low socioeconomic backgrounds are often overlooked—they fall through the cracks because no one advocates for them
- 81%: our advanced students need special attention—they are the future leaders of this country

