

# Talent Development

January 2022  
ACPS School Board Meeting



# Agenda

- [Where we were](#) (Fall 2018)
- [What we've been doing](#)
- [Results to date](#)
- [Next Steps](#)





# Equity Dashboard: Impetus for Acceleration



Data not showing what was actually happening in the schools.

Demographic Group	Student Count (PK-12)		Students Identified Gifted	
<b>All Students</b>	<b>13,832</b>		<b>1,351</b>	
<b>Black</b>	1,532	11%	31	2%
<b>Hispanic</b>	1,783	13%	39	3%
<b>White</b>	9,006	65%	1,103	82%
<b>Asian</b>	672	5%	99	7%
<b>Two or More Races</b>	800	6%	79	6%
<b>Economically Disadvantaged</b>	4,357	31%	77	6%
<b>Students with Disabilities</b>	1,735	13%	15	1%
<b>English Learners</b>	1,433	10%	16	1%

## 2016-17 EQUITY DASHBOARD

Demographic Group	Student Count (PK-12)		Students Identified Gifted		Students with Disabilities (IDEA)		Students Chronically Absent		Students Suspended (Out of School)		Students Passing 3rd Grade Reading SOL		Students Passing 3rd Grade Math SOL		Graduates Earning Five or More Math Credits		Students Earning An Advanced Studies Diploma	
All Students	13,832		1,351		1,735		1,399		531		742		737		512		659	
Black	1,532	11%	31	2%	350	20%	144	10%	140	26%	51	7%	47	6%	29	6%	45	7%
Hispanic	1,783	13%	39	3%	247	14%	246	18%	67	13%	70	9%	69	9%	22	4%	38	6%
White	9,006	65%	1,103	82%	989	57%	857	61%	280	53%	530	71%	531	72%	407	79%	507	77%
Asian	672	5%	99	7%	50	3%	44	3%	5	1%	43	6%	39	5.30%	32	6%	34	5%
Two or More Races	800	6%	79	6%	91	5%	98	7%	37	7%	45	6%	49	7%	21	4%	32	5%
Economically Disadvantaged	4,357	31%	77	6%	912	53%	733	52%	314	59%	140	19%	141	19%	45	9%	70	11%
Students with Disabilities	1,735	13%	15	1%	N/A	N/A	291	21%	172	32%	40	5%	40	5%	13	3%	25	4%
English Learners	1,433	10%	16	1%	168	10%	149	11%	48	9%	10	1%	8	1%	9	2%	8	1%

[Click here for updated data](#)



# Budget Proposal



## 2019-2020

- 1.0 FTE Talent Development Specialist
- Community Meetings
  - October 2019, 4 elementary schools
- Tracking service data
- Observation Scales
- Professional Learning around Talent Development

ACPS  
Alexandria  
VA

FY 2019/20 School Board Adopted Budget

**Student Well-being and Success: Gifted Education Program Redesign**

**1105.602**

This proposal improves student well-being and success by re-envisioning the Gifted Education program. It is a three-year plan to shift the School Division's gifted paradigm from identifying gifts in some students to developing the talents of all students. While our services are inclusive, we are using Renzulli's Scholastic Enrichment Model as our framework, our identification procedures have proven to be exclusive and not tied to particular services. In short, gifted identification in the division does not lead to membership in a program or to exclusive offerings.

This proposal adds 1.0 FTE for a Talent Development Program Manager.

**Metrics:**

**INPUTS** By the end of the first semester, the following deliverables will be completed to get the proposal started:

- Public Relations plan: Community meetings, website revision, develop speaker series events with Director of Professional Development
- Kick-off meetings at elementary schools (preparing with principals)
- Creation of a talent development pool using group-specific norms on the 2nd grade CogAT test score.

**ACTIVITIES** By the end of 2019/20 school year, the following deliverables will be complete to demonstrate the proposal is in progress:

- Implementation of the Renzulli Scales at benchmark grades (pilot schools)
- Creation of the ACP's Talent Dashboard in PowerSchool with implementation at pilot schools.
- A series of fully developed online and face-to-face professional learning modules on Differentiation and Talent Development
- A system for tracking service data.

**OUTPUTS** The following short-term SMART goal will help demonstrate successful implementation of the proposal:

- Talent pool demographic data will mirror ACP's general population data.

**OUTCOMES** The following long-term SMART goal will help determine success/impact of the proposal:

- Gifted Services demographic data will mirror the ACP's general population demographic data. In addition, all students in ACP's will have a K-12 Talent Dashboard.

ACPS  
Alexandria  
VA

FY 2020/21 School Board Adopted Budget

**Student Well-being and Success: Gifted Education Program Redesign**

**Talent Development Specialist**

This proposal improves student well-being and success by re-envisioning the Gifted Education program. It is a three-year plan to shift the School Division's gifted paradigm from solely identifying gifts in some students to developing the talents of all students.

Previous models have limited the majority of services to students with a gifted identification label based on the VA Regulations governing services for gifted students. These regulations paired with educators' personal conceptions of giftedness has led to a significant underrepresentation of students who identify as Black, Latin, free and reduced lunch recipients, and students with disabilities as being identified as gifted.

**FY 2019/20 Budget: 1105.602**

This proposal adds 1.0 FTE for a Talent Development Program Manager.

**Status (June 2020)**

The remaining activities will be completed during the 2020/21 school year. Implementation of the Renzulli Scales will be replaced with an ACP's Designed Talent Development Portfolio.

**INPUTS:** By the end of the first semester, the following deliverables will be completed to get the proposal started:

- Website re-design, hire candidate
- Public Relations plan: Community meetings, website revision, develop speaker series events with Director of Professional Development
- Creation of a talent development pool using group-specific norms on the 2nd grade CogAT test score. Use of GUSTARS: FLUJES to collect observations and artifacts
- A system for tracking service data

**ACTIVITIES:** By the end of 2019/20 school year, the following deliverables will be complete to demonstrate the proposal is in progress:

- Implementation of the Renzulli Scales (or similar framework) at benchmark grades (pilot schools) in Spring 2020
- Creation of the ACP's Talent Dashboard in PowerSchool with implementation at pilot schools (pilot schools)
- A series of fully developed online and face-to-face professional learning modules on Differentiation and Talent Development (development 19-20; implementation 20-21)
- Learning Walk: Study Talent Development as a Gifted Education Framework (all pilot schools)
- ORT Book Study: Differentiation in the Classroom; author/educator Kristi Doherty work with GUST on supporting Differentiation practices in schools

**OUTPUTS:** The following short-term SMART goal will help demonstrate successful implementation of the proposal:

- Talent pool demographic data will represent higher diversity than ACP's general population data

**OUTCOMES:** The following long-term SMART goal will help determine success/impact of the proposal:

- Gifted Services and Gifted Identification demographic data will represent ACP's general population demographic data
- All students in ACP's will have a K-12 Talent Dashboard

FY 2019/20 Proposals: H-13

## 2020-2021

- Continued, 1.0 FTE Talent Development Specialist
- Implementation of TOPS as an observation tool
- Continued Tracking service data
- Talent Pool Creation: Kid talk, Talent Spotting, TOPS
- Professional Learning around Talent Development
- Strategic Planning



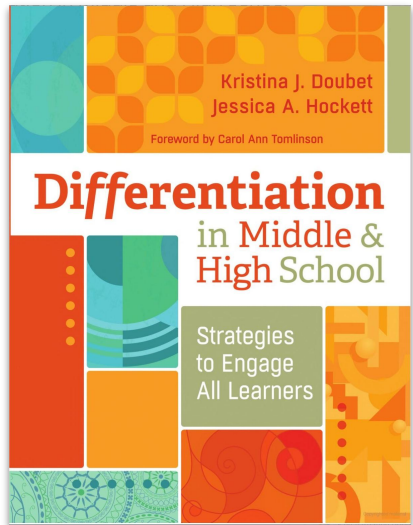
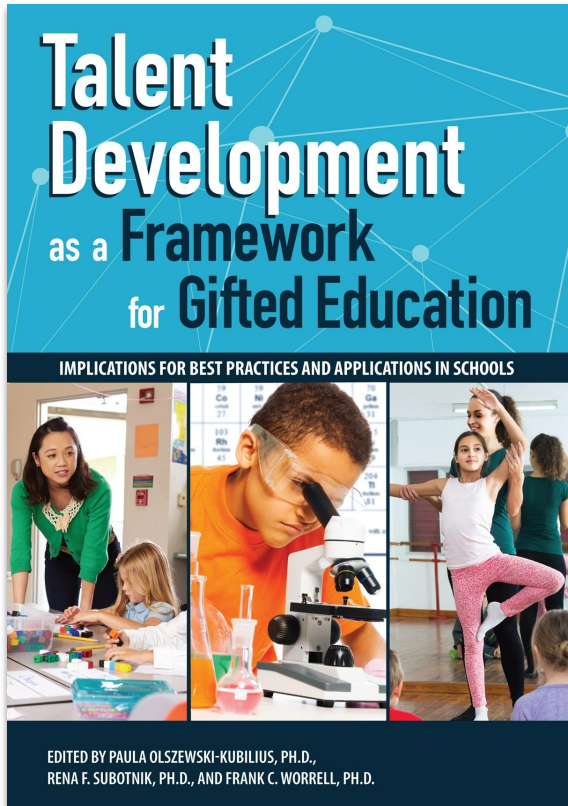
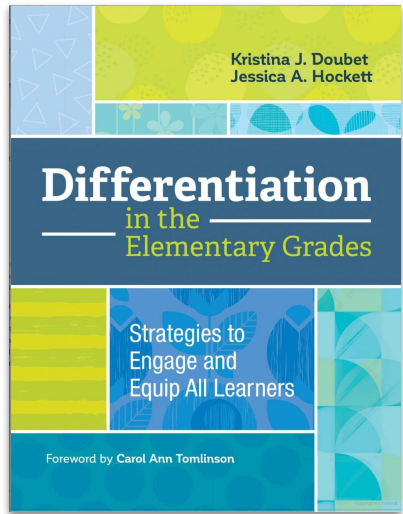
# What We Did:

- Strategies to facilitate change:
  1. Professional learning with School Leadership & Teachers
  2. Determining a Structure to support teaching and learning
    - TOPS
    - Differentiated Instruction
    - Collaboration
  3. Data Collection
    - Do services in a talent development framework reach more students equitably than the gifted identification framework?
  4. Updated Local Plan, Language that aligns:
    - ACPS Strategic Plan,
    - Commitment to Equity, &
    - Intentional research based practices.

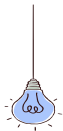




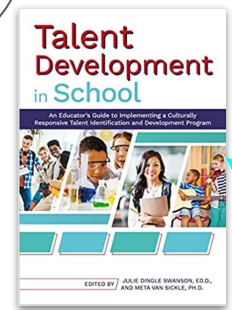
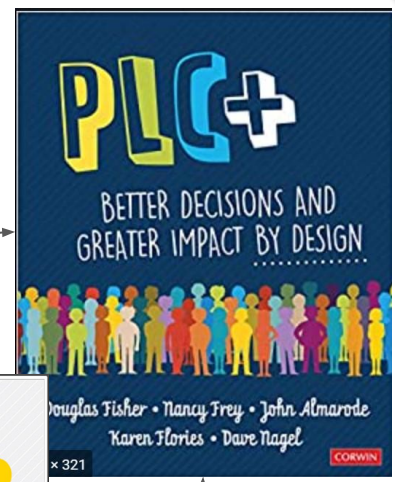
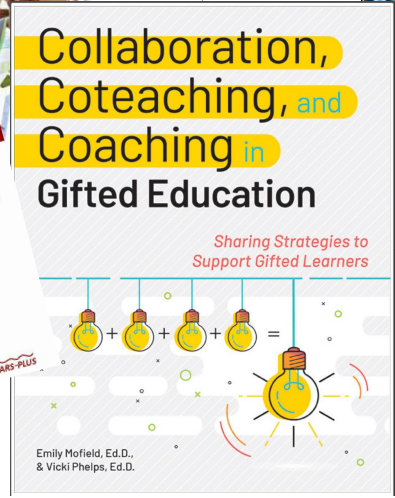
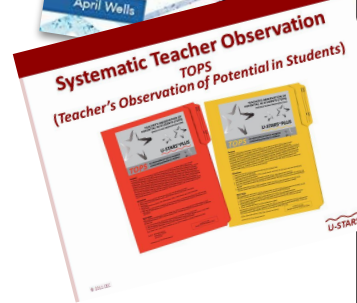
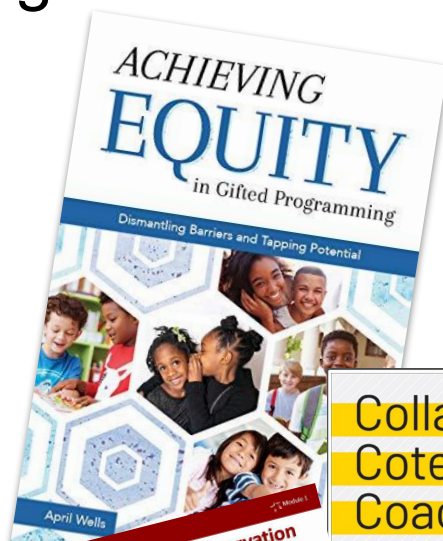
# Professional learning with School Leadership & Teachers



[Click here to find out about the new professional learning opportunities](#)



# Professional Learning with TDRTs



Regular Newsletter: Differentiation Dispatch

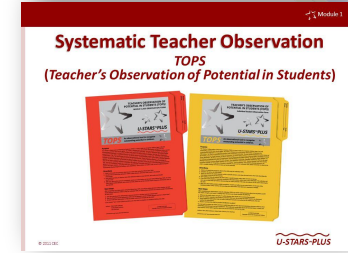
Melanie wrote a chapter during Covid.





# Mindsets Matter

- Introduced Teacher's Observations of Potential in Students (TOPS)
  - Intentional research-based structure to shift educator mindsets around student strengths.
    - Nested with Culturally Responsive Teaching
  - Different use across division: *(Not a comprehensive list)*
    - Talent Spotting for the "Talent Pool"
      - Shifting how teachers "see" talent
        - Greer Elementary
        - Woodbrook Elementary
    - Assets-based thinking through PLC and PD
      - Jack Jouett Middle
      - [Stone Robinson Elementary](#)
      - Meriwether Lewis Elementary
    - Assets-based thinking with TDRT and Partner teachers with "Courageous Conversation"
      - Woodbrook Elementary
      - [Albemarle High School](#)
    - TOPS to inform instructional decisions
      - Crozet Elementary
      - Baker-Butler Elementary



*What's Happening Next  
with TOPS*





# Instruction to Support: TOPS

MS Team Meeting Template

<b>Dates:</b>			
<b>Connector/Check-In</b> (5 mins)			
<b>FYI &amp; Questions</b> (5 - 10 mins)			
<b>Kid Talks</b> (12-15 mins)	Student One	Student Two	Student Three
<i>Important to Know</i>			
<b>Where are we going?</b>	Goal for students:		
<b>How will we work together?</b> (norms)	Operational Norms -		
	Process Norms -		
	Where are students now?	How do we move learning	Who benefited and

## TOPS - 2nd Grade Planning Meeting December 2019

- Background**
- Gifted identifications are woefully lacking for students from underrepresented populations of identified students are White or Asian.)
    - Representative of a bigger issue
  - Three-pronged approach to toward desired state for gifted services:
    - Support differentiation
    - Talent development lessons
    - Address inequity in identifications
  - All stakeholders take an assets-based approach to services.
  - Introduction of TOPS (Teacher's Observation of Potential in Students)

- Data**
- Is there anything that surprises you? Is it what you expected to see?

Total (74 students)	29%	20%	22%	19%	16%	15%	15%	15%
Intervention (26 students)	4%	4%	12%	23%	12%	8%	16%	16%
# of Students with no checks	26/74 (35%)							

...focus for future talent development lessons?

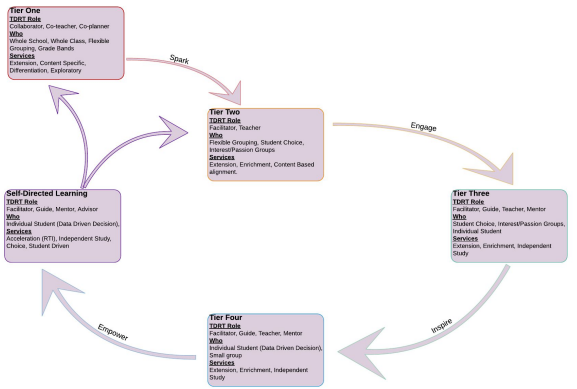
...diversity of gifted identifications?

Names of Students

Names of Students	Levins Easy	Shows Advanced Skills	Displays Creativity and Curiosity	Has Strong Interests	Shows Advanced Reasoning and Problem Solving	Displays Spatial Abilities	Shows Motivation
Student A							
Student B							
Student C							
Student D							
Student E							
Student F							
Student G							
Student H							
Student I							
Student J							
Student K							
Student L							
Student M							
Student N							
Student O							
Student P							
Student Q							
Student R							
Student S							
Student T							
Student U							
Student V							
Student W							
Student X							
Student Y							
Student Z							

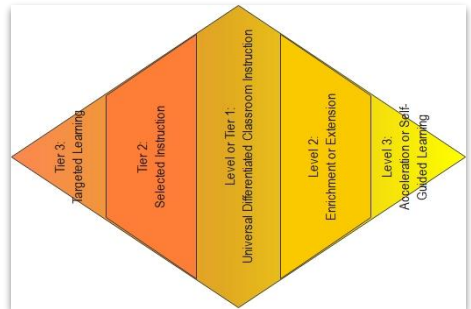


## TOPS as a tool for "Kid Talk" in PLC+ Framework



## Equity Audits Using TOPS

- Next Steps**
- How many kids could you... and accuracy?
  - Do you want to focus on different students each lesson or...?
  - What lead time do you need to get look-fors, sentence stems?
  - Timing of lessons to guarantee that our focus kids are in the room the whole time.
  - Can we find time to do this more than once/month?



## K2ABLE: TOPS integrated Lesson Studies and Creation

## Talent Development, TOPS, and RTI





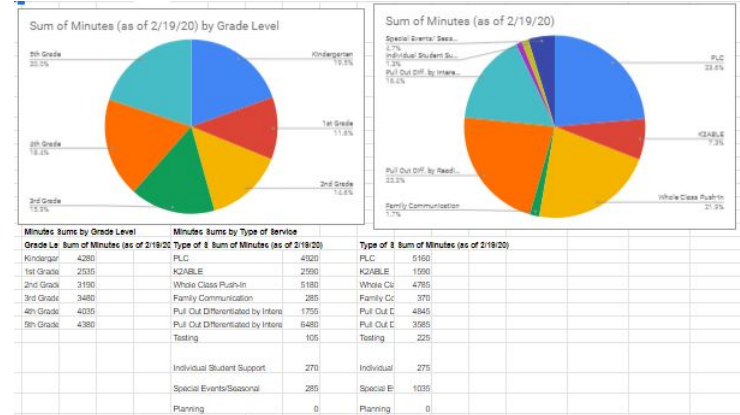
# Elementary Service Log 2019-2020



Example of Service Log

GRT Service Log 2019-2020						
Gifted Resource Teacher:						
Date of Service	Grade Level(s)	Length of Service	Type of Service	Cooperating Teacher Name (if appropriate)	Brief Description of Lesson Plan or Service	Student's Name(s) (Last, First)
						Teacher, Grade, Class level, Period; Ranker of Student Participants; Student Numbers
12/18/19	3	45 min.	Talent Development Cohort	Budd, Gans/Gaertner, McCullough		Tohmi, Sho, Oswald, Ebon, Mendez, Brittany, Fitzgerald, Sean, Henry, Finnegan, Opoku, Aidan, Eubanks, Brian, Escalon, Marajaya, Jefferson, Djalumetta, Marcus
12/18/19	2/3	60 min.	Math PLC	McCullough, Joyce, Hopkinson, Gans/Gaertner, Budd		
12/18/19	4	30 min.	Small group math differentiation	Leitch	Whole class	
12/18/19	1	45 min.	PETS Data Analysis (PLC)	Polack, Mendez, Weir	All	
				McDaniel/Hobbsenon, Howell/Jasper, Friend/Ringer, Walker, Leitch, Dugan		Quinn Finnegan, Michael Tobin, Brennan Burdge, Carlos Morano, Andrew Hernandez Ocampo, Brayden Shawler, Avelis White, Zak Smith, Esie Mathes, Emily Burton
12/18/19	4/5	30 min.	Interest Groups: Chess			
12/18/19	4/5	60 min.	Math PLC	Friend/Ringer, Walker, Leitch, Dugan	All	
12/18/19	2	30 min.	Small group math differentiation	Hopkinson		5 Shurtliff, Cohen, Burdge, Layla
12/18/19	3	30 min.	Small group math differentiation	Gans/Gaertner, McCullough		4 Eubanks, Brian, Radick-Smith, I
12/18/19	4	30 min.	Small group math differentiation	Howell	Whole class	
12/18/19	5	30 min.	Small group math differentiation	Jasper, Hobbsenon		6 Burton, Emily, Deibel, Ahan, Poiv
12/18/19	4	30 min.	Small group math differentiation	Leitch	Whole class	
12/18/19	4/5	45 min.	Small group reading differential	Friend/Ringer		Skinner, Lizzy, Bradshaw, 4 Londyn, Edwards, Malaya, Walker, Luke

Service Data by Time with Grade Level and with Type of Service





# Elementary Service Log 2021-2022: PowerSchool Integration



**Talent Development Delivery Log**

Date\* 01/11/2022

Delivery Mode Student

Student Served\* [dropdown]

Duration (Minutes)\* [input]

Notes [text area]

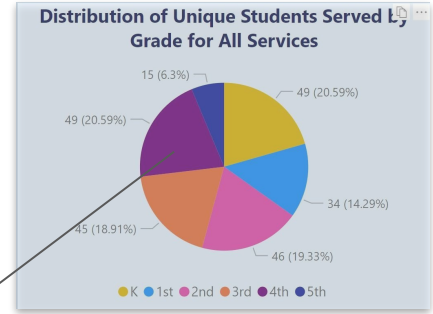
Domain(s)

- Academic Skills
- Thinking Skills
- Interest and Curiosity
- Social Emotional Learning

Student Name and Information (Type of Services)

Information about the services

Domains of services



Example of Distribution of Services per grade level.

## Talent Development Delivery Log Entry

**Talent Development Delivery Log**

Date\* 01/11/2022

Delivery Mode Select a mode

Duration (Minutes)\* [input]

Notes [text area]

Domain(s)

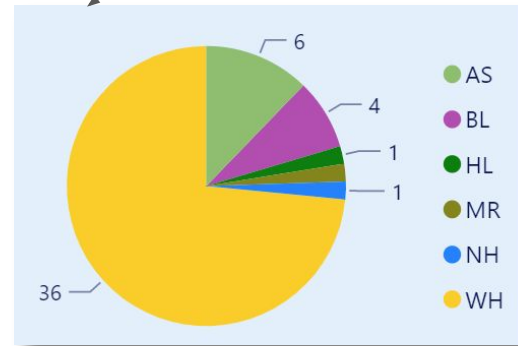
- Academic Skills
- Thinking Skills
- Interest and Curiosity
- Social Emotional Learning

Previous Log Entries

Record ID	Delivery Date	Delivery Mode	Group Focus	Domains	Duration (Min)
4728309	11/15/2021	Class		Interest and Curiosity, Social Emotional Learning, Thinking Skills	30
4714416	10/11/2021	Class			30
5210945	05/30/2021	Class		Interest and Curiosity, Social Emotional Learning, Thinking Skills	60

Student Name and Information

Talent Development Experiences



Example of Demographics within grade level of students who received TD Services.

Records individual student TD experiences





# Results to Date: Opening Doors to Opportunities



Demographic Group	Student Count (PK-12)	% of Students identified as gifted
Black	11.27% 1173	4.25% ↑ 47
Hispanic/Latinx	14.83% 2338	4.52% ↑ 50
White	61.79% 9740	76.67% ↓ 848
Asian	5.34% 842	7.32% ↑ 81
Multi-Racial	6.55% 1032	7.14% ↑ 79
Economically Disadvantaged	34.18% 5386	12.03% ↑ 133
SPED	13.86% 2184	1.99% ↑ 22
ELL	10.18% 1605	1.72% ↑ 19

Demographic Group	Student Count (PK-12)	Students Identified Gifted
<b>Total</b>	<b>13,832</b>	<b>1,351</b>
Black	1,532 (11%)	31 (2%)
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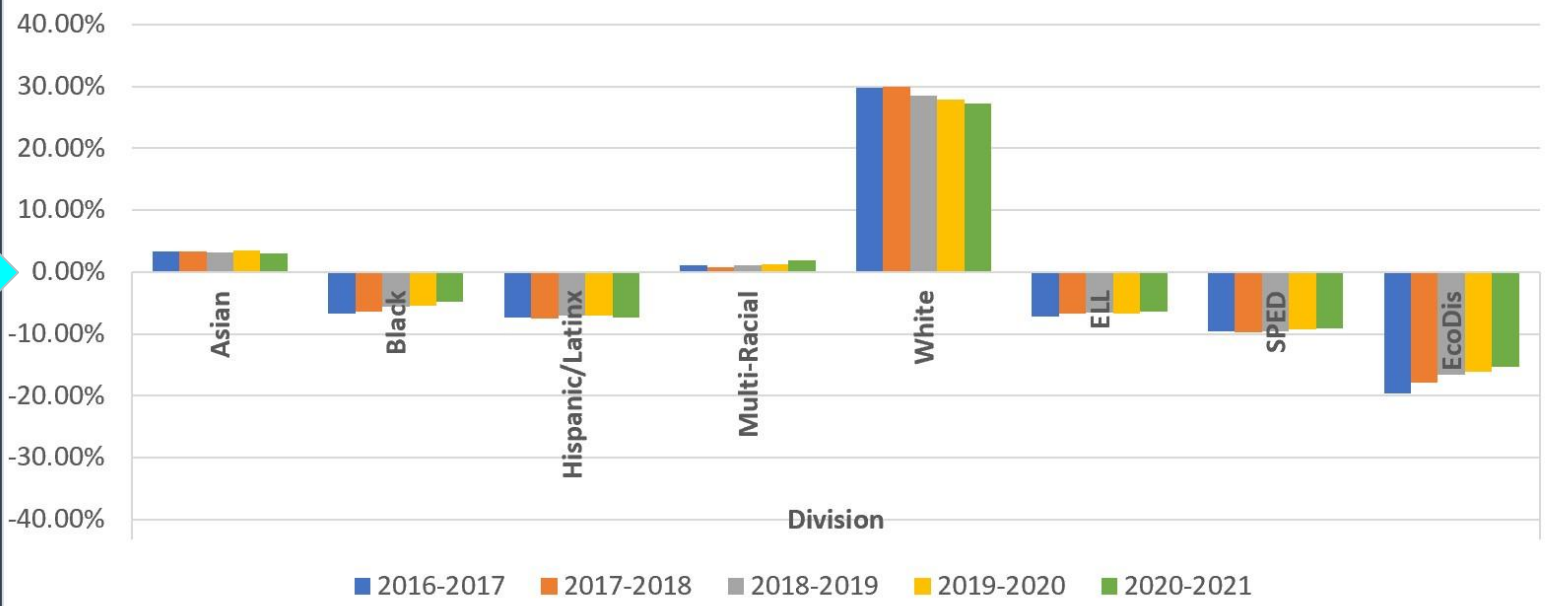
Data shows:

- Shift from Program to Services
- Intentional identification of historically excluded students
- Collaboration Teachers with TDRTs to shift mind-sets and practices

Identification numbers EOY Spring 2021:

- **Increase** in gifted labels:
  - Black
  - Hispanic
  - Asian
  - Multi-Racial
  - Economically disadvantaged
  - SPED
  - ELL

## Variance between Actual % and Equity Index % for Gifted Identification Year over Year for Division



EQUITY THRESHOLD



Equity Index Variance Graphs Whole Division 2016-2021  
Identification Alone





# What is next:

- [Sustainable, transferable, and equitable services](#)
- Continued Service Data collection.
- Site-based Talent Development evaluation
  - [Walton Middle School](#)
  - [Site-based Evaluation Template](#) (Updated Fall 2021)
  - [Talent Development Plan Template](#) (Updated Fall 2021)
- Continued and expanded partnerships:
  - Community,
  - Content, and
  - Equity.



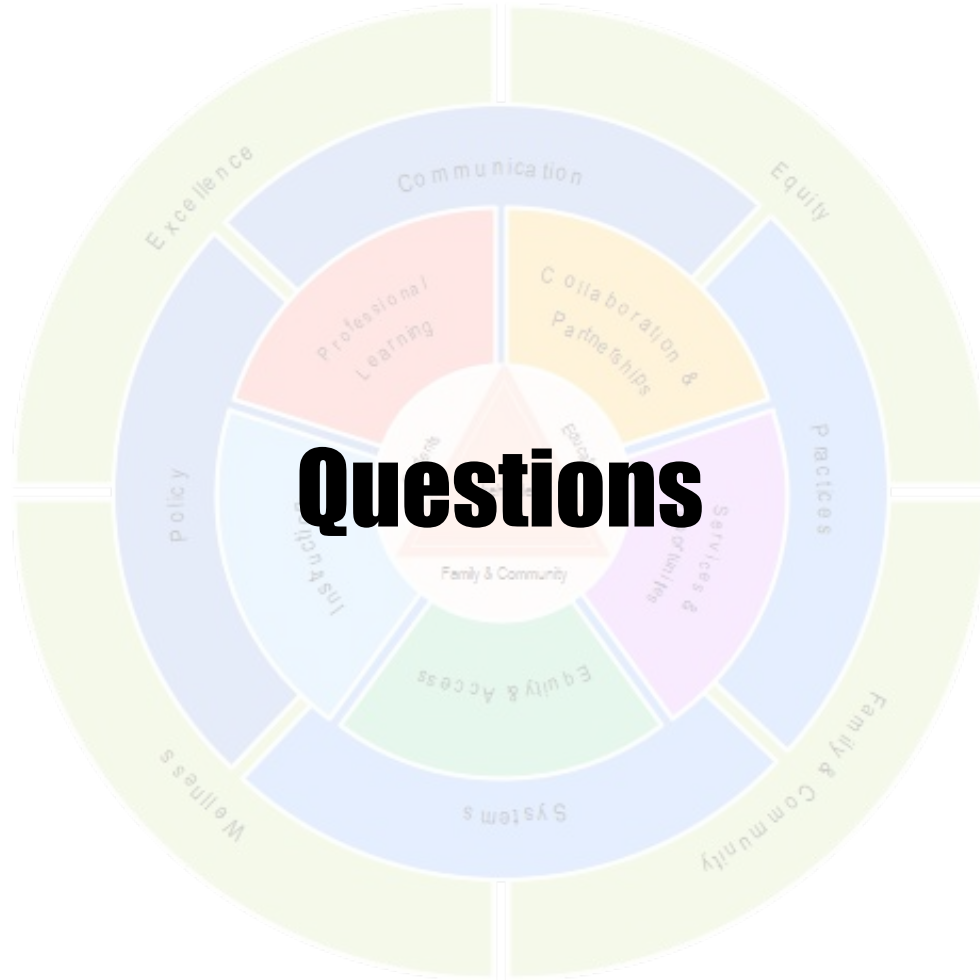


# Sustainable, transferable, and equitable services

- Strategic Planning around division, school, classroom, and community services and opportunities.
  - Strengths-Based Instruction,
  - Autonomous Learning, and
  - Develop Potential and Interests.
- TDRT and school-based product development and services:
  - PLC+ engagement and partnership.
  - TOPS for equity data audits,
  - RTI and Talent Development,
  - Development of Assets-Based Learning Experiences for elementary students (K2ABLE).
- Continued professional learning with the TDRTs.
- Service delivery log in Powerschool:
  - Launched Fall 2021,
  - New state mandate of collection to Talent Development Services,
  - Continued equity audits of services.
  - More useful tool to answer the question:
    - Is Talent Development more inclusive than the Gifted Label practice?



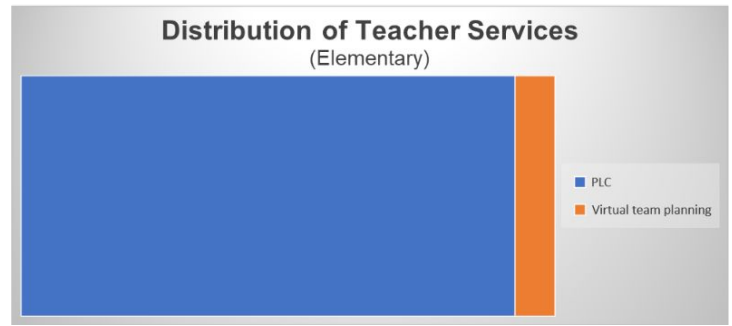
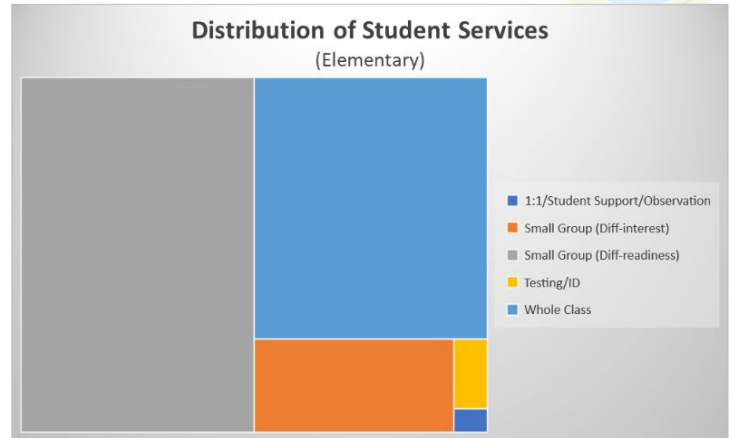
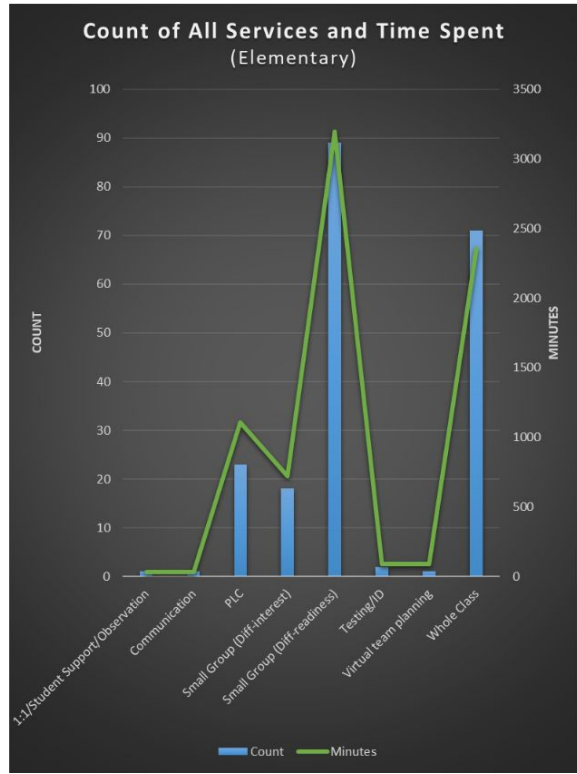
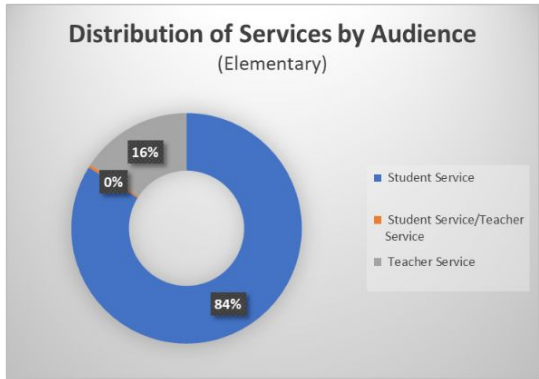




# Questions



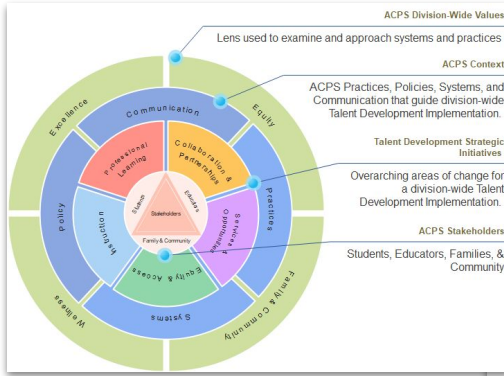
# Elementary Service Data- Covid



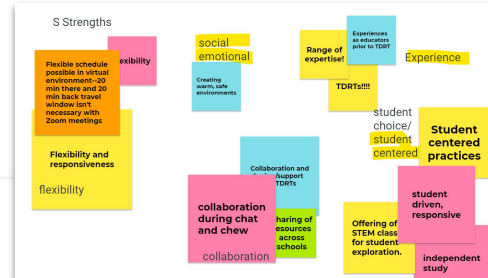
Service Data Elementary School Jan.-May  
2020-2021- COVID-19 SY



# Strategic Planning with Talent Development



ACPS Talent Development Conceptual Model (Summer/Fall 2021)

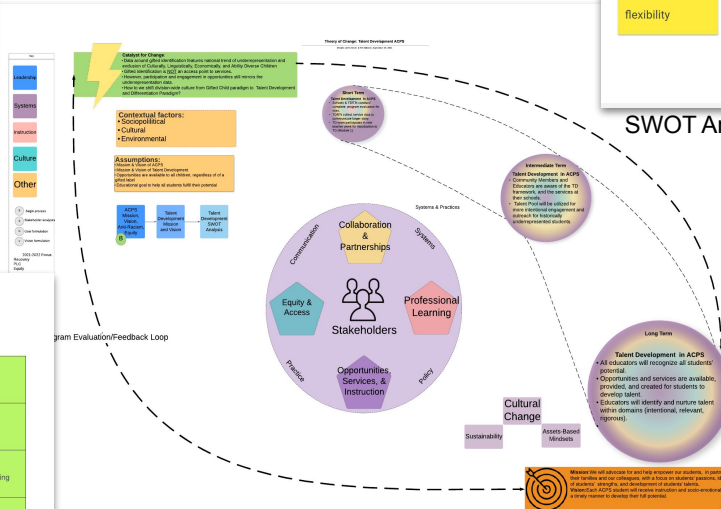


SWOT Analysis with TDRTs (March 2021)

Strategic Initiative identified through TDRT SWOT

Equity & Access	Professional Learning	Collaboration & Partnerships	Communication	Instruction & Opportunities
Equity/underrepresentation	TDRT PD	Administration	Division-wide	TOPS usage
Labeling	Mind Sets	Co-teaching	Community Engagement	LMS/ Online Learning
Talent Scouting	Differentiated Instruction	Family Engagement	School-wide	Genius Hour
CRT	TOPS	Cross-Content/ Department	Public Information	Independent Studies
Community Engagement	Opportunities	PLC	Student/Family	Enrichment

Strategic Initiatives (April 2021)



Theory of Change Model (May 2021)

Paradigm Shift (2015- continuous)

	Gifted Child Framework	Talent Development Framework	Differentiation
Assumptions	Essentialism, exclusive categorical assumption, status definition, Permanent context-free regard to general ability assumed	Developmentalism, talent diversity assumption, malleable status, increasingly differentiated aptitudes for a particular domain, exceptionality not assumed	Individuality assumption, emergent needs for differentiation, context-dependency of exceptionality
Purpose	Serving the gifted, thinking and leadership qualities as the goal	Supporting domain excellence and innovation, modeling after authentic professions and creativity	Diagnostic focus, responding/ serving manifested individual needs within the confines of schooling (e.g., main school subjects)
Who	Classification based on measures of superior mental qualities	Selection/placement based on aptitudes for a particular domain	Diagnosis of strengths and needs for educational purposes in a particular educational context
How	Programs assumed to be uniquely suited for the gifted, pullout and self-contained programs major as service models	Various enrichments, authentic learning and school, home, college, and community as service models	Appropriate pacing of learning progression, school-based curricular and instructional adaptations and other interventions as service models

Paradigm Shift (2015- continuous)

# Question Driven

PLC + Questions	C3 (Resource 11, p. 137)	Talent Development
Where are we going?	What is the designed outcome you would like to have from this coaching session [collaboration]?	<a href="#">Recognize all students' potential</a>
Where are we now?	Ask questions for focus.	<a href="#">School Site-Based Assessment</a>
How do we move learning forward?	What methods should be considered to meet your goal?	<ul style="list-style-type: none"> <li>• Develop teachers' confidence to meet students' needs.</li> <li>• Match students' needs to opportunities and services.</li> <li>• Build partnerships with families and community members.</li> </ul>
What did we learn today?	Affirm the positive and potential	<ul style="list-style-type: none"> <li>• What does the data show?</li> <li>• What strengths are observed?</li> <li>• How do we respond to the data? Instructional practice, opportunities, partnerships?</li> </ul>
Who benefited and who did not benefit?	Activate Potential	<ul style="list-style-type: none"> <li>• How can we use our data to reflect on access and equity issues?</li> <li>• Are all students benefiting?</li> </ul>



# How to Shift Identification Numbers:

- Two and a half years of data collection has shown us that:
  - Talent Development Services are connected to the actual children,
  - TDRT collaboration and capacity-building with classroom teachers is as important as the student-facing work,
  - Talent Development experiences contribute to the longitudinal journey of students in ACPS, and
  - Talent Development opportunities will contribute to the High School pathways framework in the strategic plan.

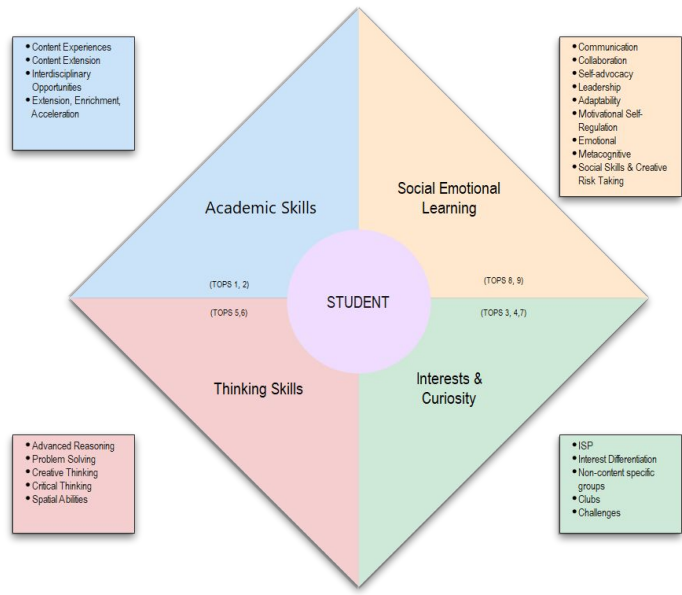




# Domains of Data



- Types of Services
  - 1:1
  - Whole Class
  - Collaboration
  - Small group
- Types of Small Group
  - Differentiation Readiness
  - Differentiation Interest
  - Differentiation Learning Preference
- Time
  - Threshold [TBD]
- Areas of Services (may choose multiple)
  - Academic Skills
  - Thinking Skills
  - Social Emotional Learning
  - Interests & Curiosity



- Whole class
  - TDRT will indicate which teachers they partnered with
- Collaboration
  - TDRT will be able to indicate collaboration with Teacher
    - Consultation
    - Coplanning
    - Coteaching
- Notes
  - TDRT will/may record notes around the services, opportunities, or experiences.

