

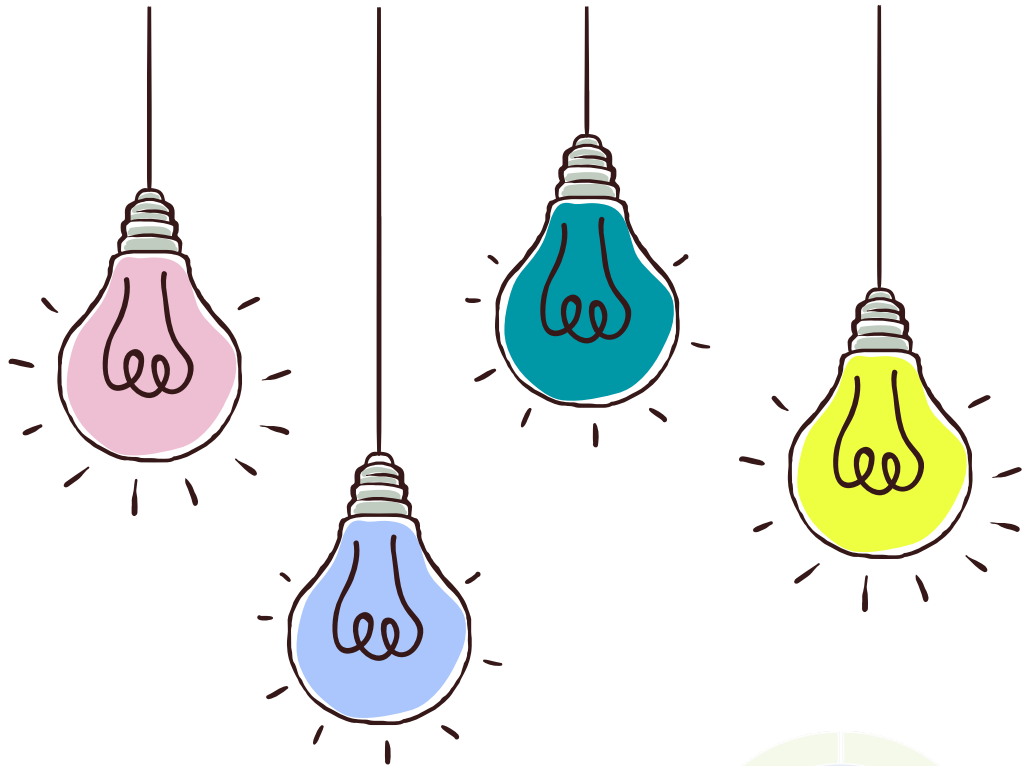
Talent Development

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	
All Students	13,832		1,351	
Black	1,532	11%	31	2%
Hispanic	1,783	13%	39	3%
White	9,006	65%	1,103	82%
Asian	672	5%	99	7%
Two or More Races	800	6%	79	6%
Economically Disadvantaged	4,357	31%	77	6%
Students with Disabilities	1,735	13%	15	1%
English Learners	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](#)

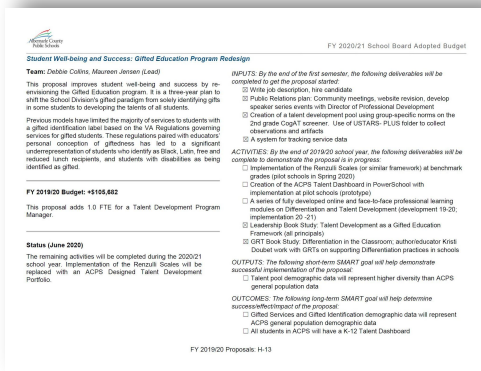
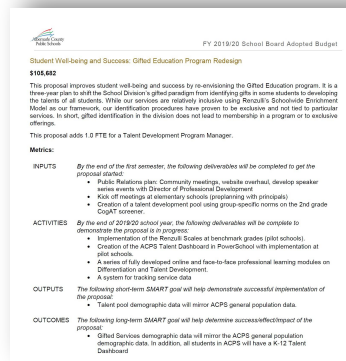


Budget Proposal



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



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



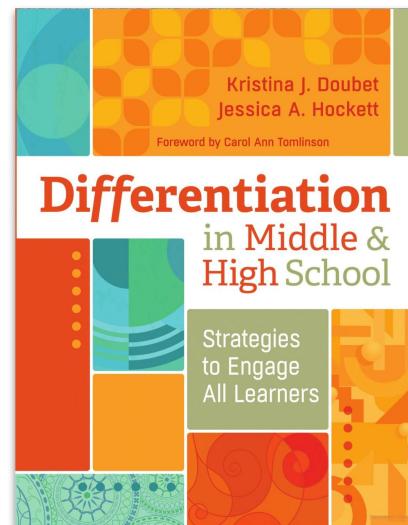
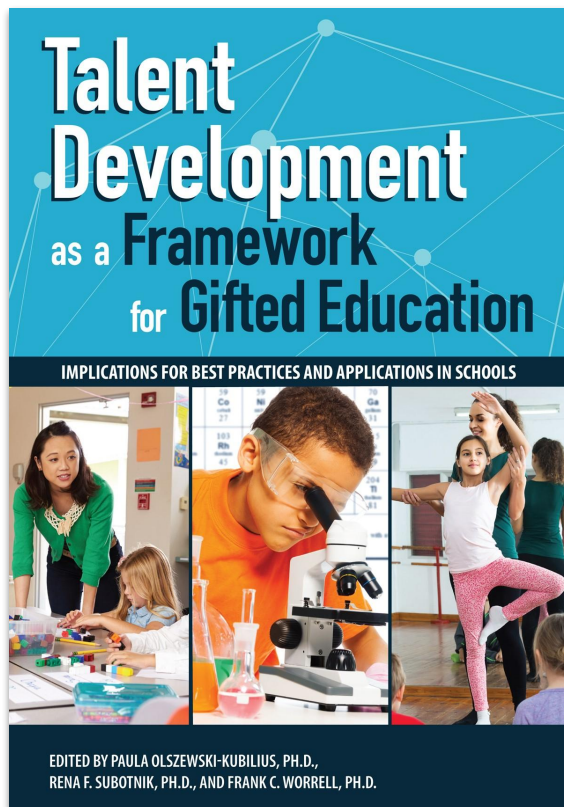
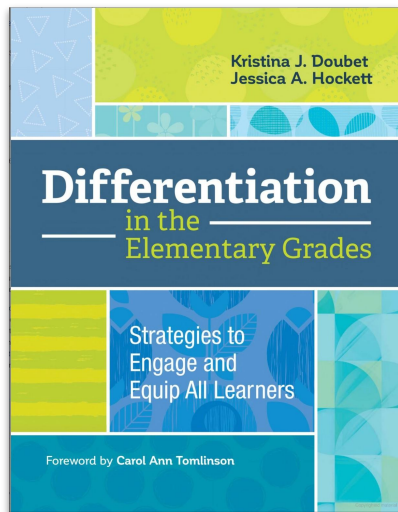
What We Did:

- 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.

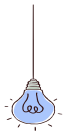




Professional learning with School Leadership & Teachers



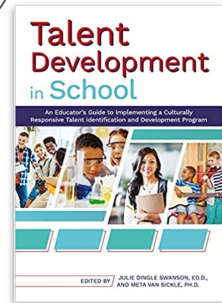
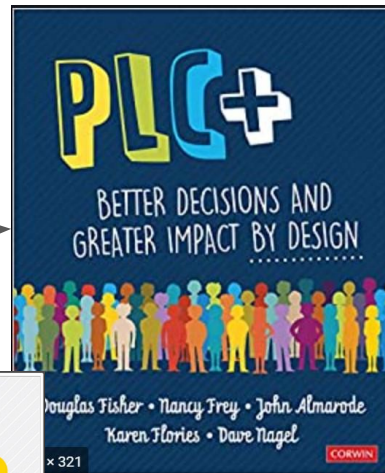
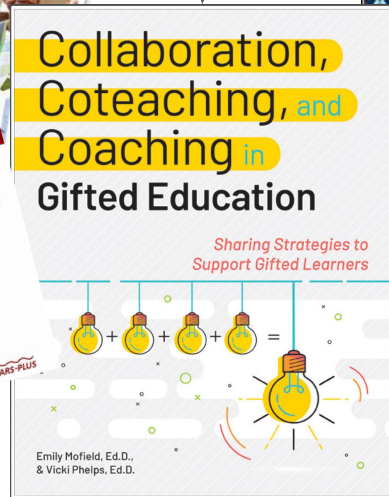
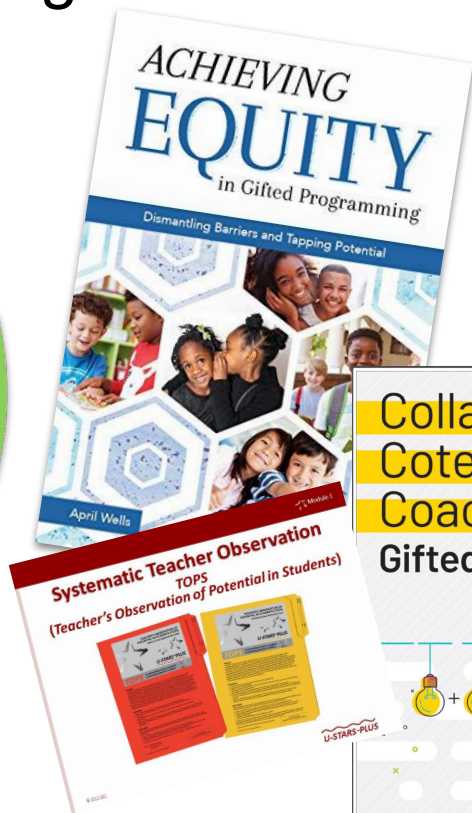
[Click here to find out about the new professional learning opportunities](#)



Professional Learning with TDRTs



Regular Newsletter: Differentiation Dispatch

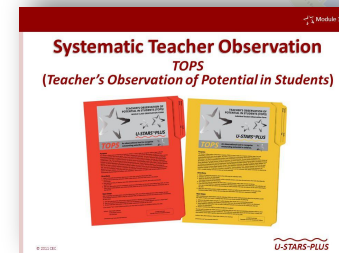


Melanie wrote a chapter during Covid.



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				
Dates:				
Connector/Check-In (5 mins)				
FVI & Questions (5 - 10 mins)				
Kid Talks (12-15 mins)	Student One	Student Two	Student Three	
Important to Know				
Where are we going?	Goal for students:			
How will we work together? (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 work 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

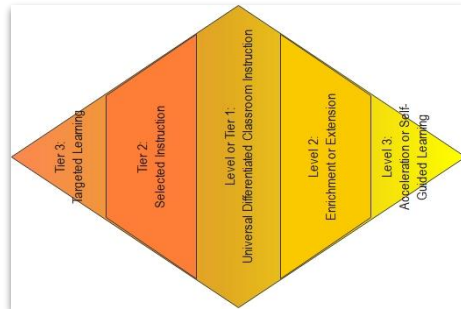
- Is there anything that surprises you? Is it what you expected to see?

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

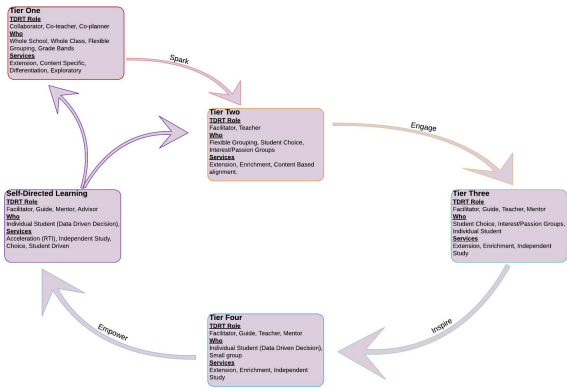
Next Steps

- 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?

Equity Audits Using TOPS



TOPS as a tool for “Kid Talk” in PLC+ Framework



K2ABLE: TOPS integrated Lesson Studies and Creation

Talent Development, TOPS, and RTI



GRT Service Log 2019-2020

Gifted Resource Teacher:

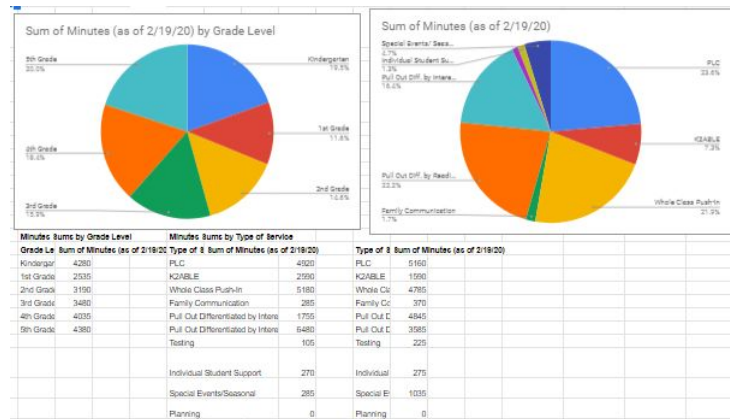
Teacher, Grade, Class level,
Period; Roster of Student
Participants; Student Numbers

[illegible]



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	Total Number of Students
						Teacher, Grade, Class level, Period/ Room of Student Participants, Student Numbers
12/18/19	3	45 min.	Talent Development Cohort	Budd, Gans/Gaertner, McCullough		9
12/18/19	2/3	60 min.	Math PLC	McCullough/Joyce, Hopkinson, Gans/Gaertner, Budd		All
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/Hobbsen, Howell/Jasper, Friend/Ringer, Walker, Leitch, Dugan		10
12/18/19	4/5	30 min.	Interest Groups: Chess	Friend/Ringer, Walker, Leitch, Dugan		All
12/19/19	4/5	60 min.	Math PLC	Hopkinson		5
12/19/19	2	30 min.	Small group math differentiation	Gans/Gaertner, McCullough		4
12/19/19	3	30 min.	Small group math differentiation	Howell		Whole class
12/19/19	4	30 min.	Small group math differentiation	Jasper, Hobbsen		6
12/19/19	5	30 min.	Small group math differentiation	Leitch		Whole class
12/19/19	4	30 min.	Small group math differentiation	Friend/Ringer		4

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



Elementary Service Data during COVID



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

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)

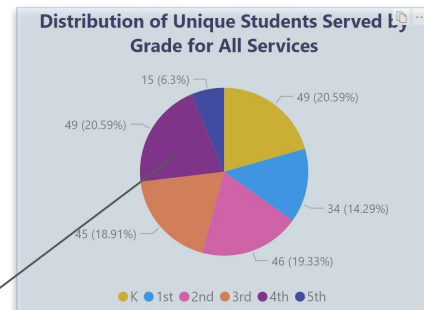
- ☐ Academic Skills
- ☐ Thinking Skills
- ☐ Interest and Curiosity
- ☐ Social Emotional Learning

Student Name and Information

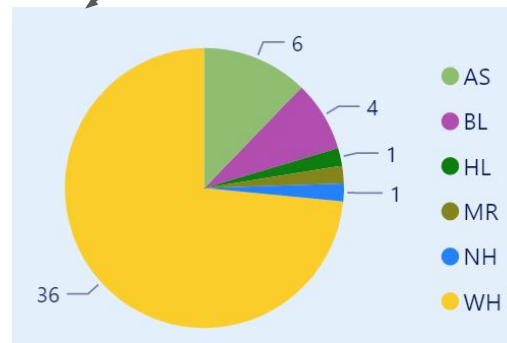
Talent Development Experiences

Previous Log Entries

Record ID	Delivery Date	Delivery Mode	Group Focus	Domains	Duration (Min)
472309	11/15/2021	Class		Interest and Curiosity, Social Emotional Learning, Thinking Skills	30
4714416	10/11/2021	Class		Interest and Curiosity, Social Emotional Learning, Thinking Skills	30
5210945	06/30/2021	Class		Interest and Curiosity, Social Emotional Learning, Thinking Skills	60



Example of Distribution of Services per grade level.



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%	4.25% ↑
Hispanic/Latinx	14.83%	4.52% ↑
White	61.79%	76.67% ↓
Asian	5.34%	7.32% ↑
Multi-Racial	6.55%	7.14% ↑
Economically Disadvantaged	34.18%	12.03% ↑
SPED	13.86%	1.99% ↑
ELL	10.18%	1.72% ↑

Demographic Group	Student Count (PK-12)	Students Identified Gifted
Black	1,532	31
Hispanic/Latinx	1,783	39
White	9,006	1,103
Asian	672	99
Multi-Racial	800	79
Economically Disadvantaged	4,357	77
SPED	1,735	15
ELL	1,433	16

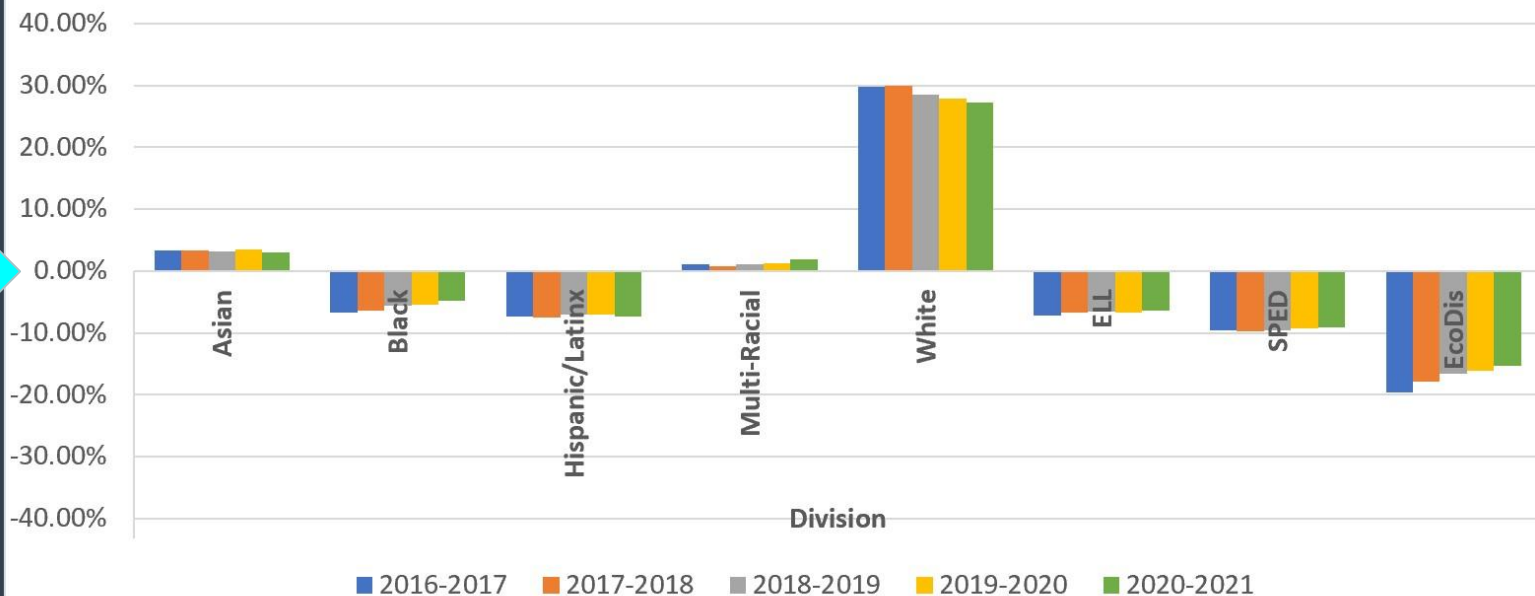
Data shows:

- 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 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.

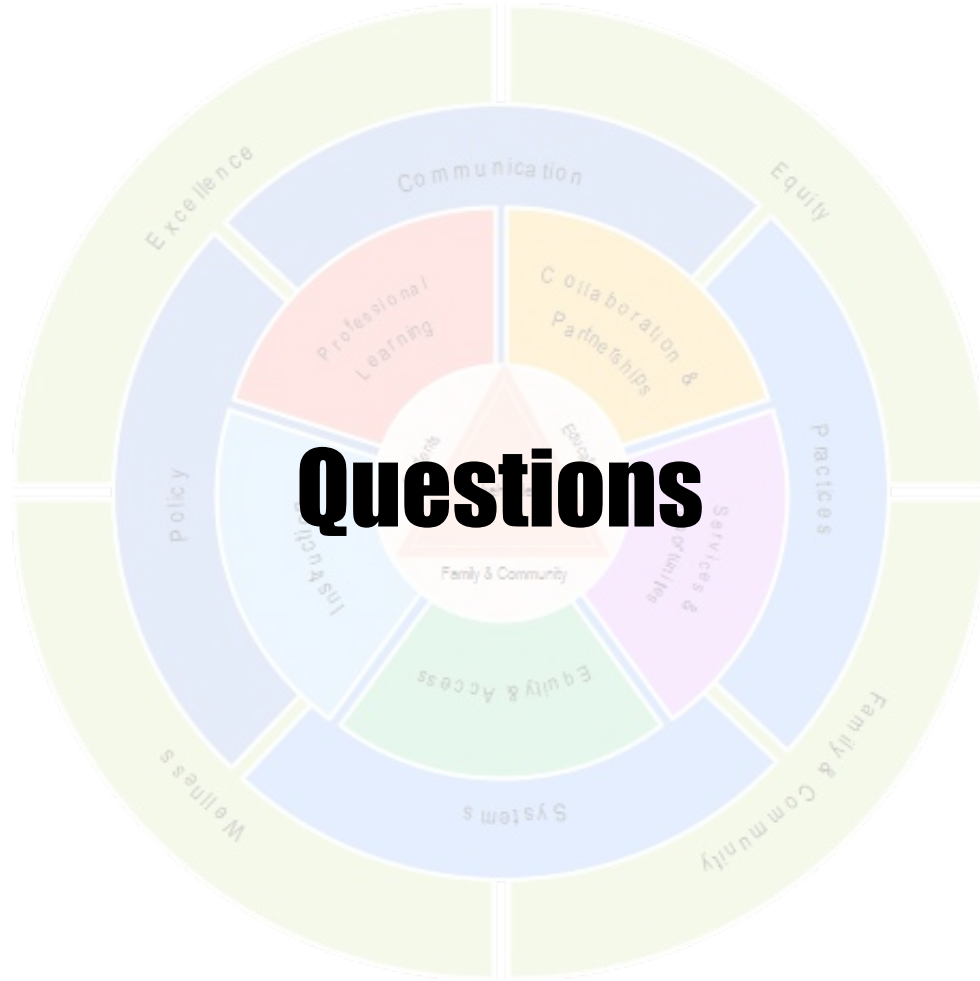




Sustainable, transferable, and equitable services

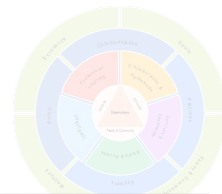
- Strategic Planning around division, school, classroom, and community services and opportunities.
 - Strengths-Based Instruction,
 - Autonomous Learning, and
 - Develop Potential and Interests.
- TDRT and school-based product development and services:
 - PLC+ engagement and partnership.
 - TOPS for 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?



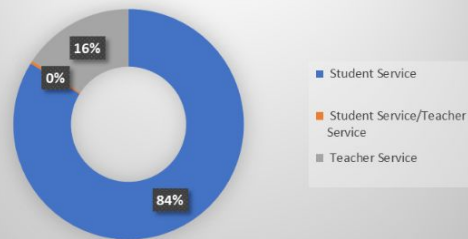




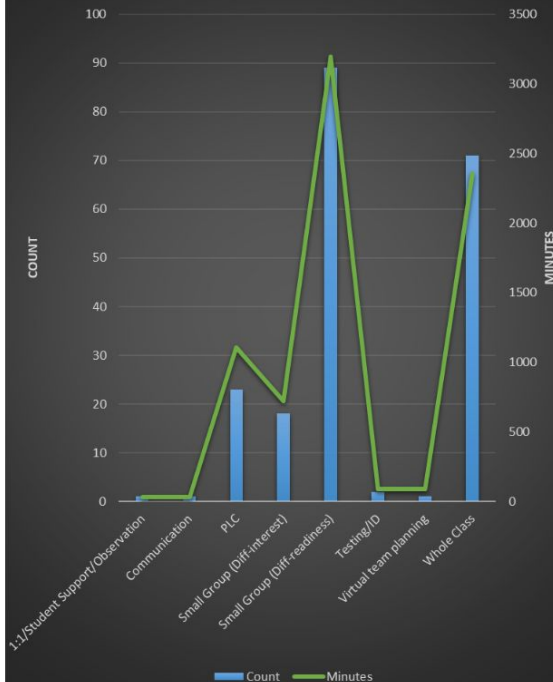
Elementary Service Data- Covid



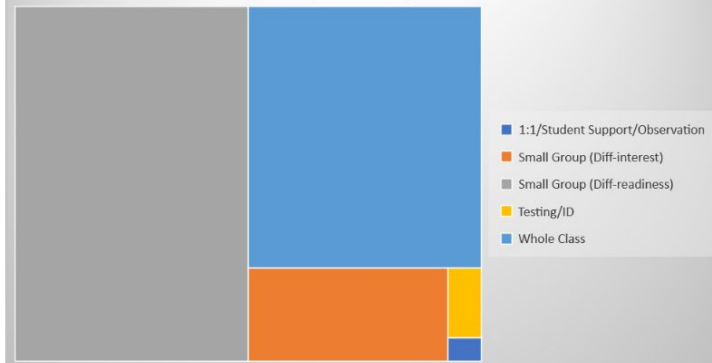
Distribution of Services by Audience
(Elementary)



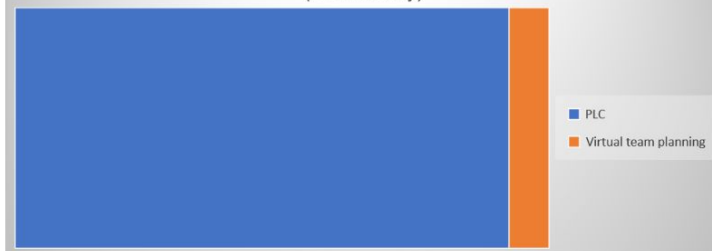
Count of All Services and Time Spent
(Elementary)



Distribution of Student Services
(Elementary)



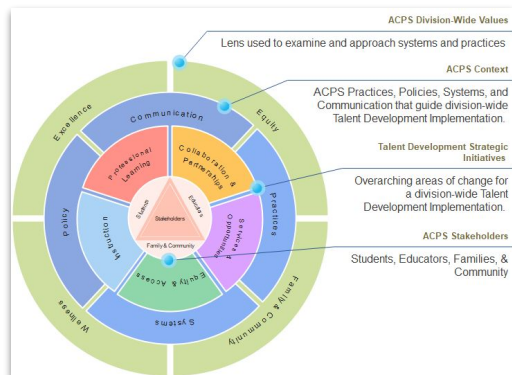
Distribution of Teacher Services
(Elementary)



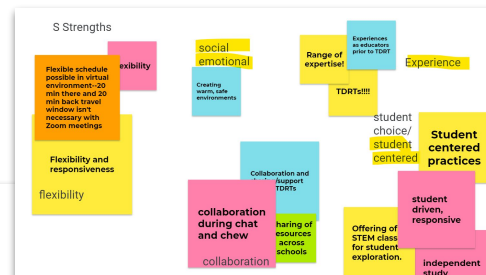
Service Data Elementary School Jan.-May
2020-2021- COVID-19 SY



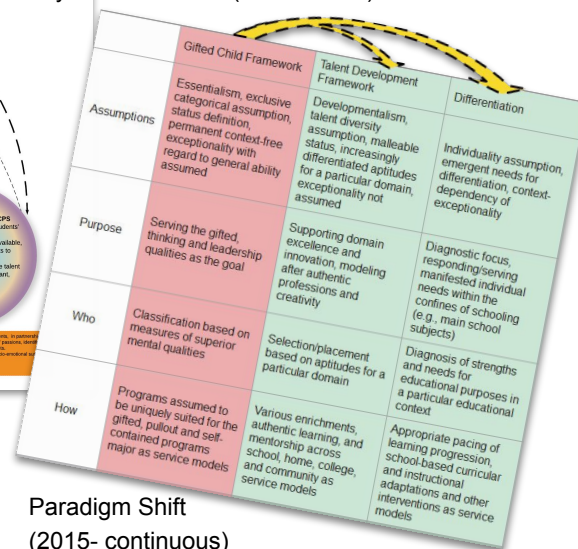
Strategic Planning with Talent Development



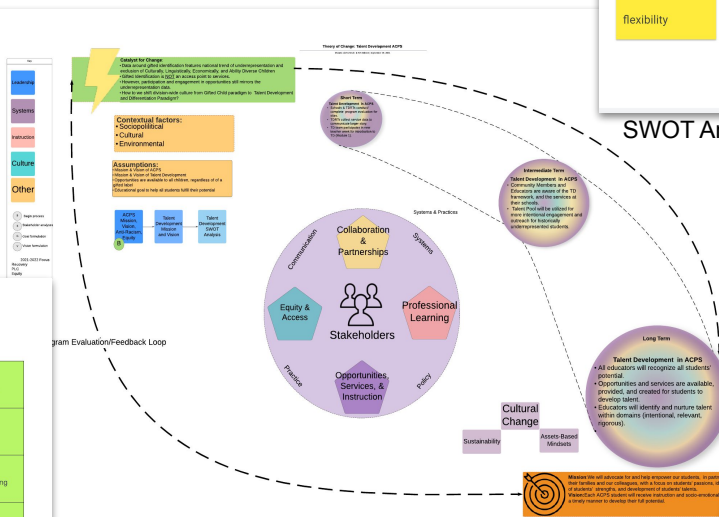
ACPS Talent Development Conceptual Model (Summer/Fall 2021)



SWOT Analysis with TDRTs (March 2021)



Paradigm Shift (2015- continuous)



Theory of Change Model (May 2021)

Strategic Initiative Identified through TDRT SWOT

Equity & Access	Professional Learning	Collaboration & Partnerships	Communication	Instruction & Opportunities
Exclusionary/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)

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]?	Recognize all students' potential
Where are we now?	Ask questions for focus.	School Site-Based Assessment
How do we move learning forward?	What methods should be considered to meet your goal?	<ul style="list-style-type: none"> • Develop teachers' confidence to meet students' needs. • Match students' needs to opportunities and services. • Build partnerships with families and community members.
What did we learn today?	Affirm the positive and potential	<ul style="list-style-type: none"> • What does the data show? • What strengths are observed? • How do we respond to the data? Instructional practice, opportunities, partnerships?
Who benefited and who did not benefit?	Activate Potential	<ul style="list-style-type: none"> • How can we use our data to reflect on access and equity issues? • Are all students benefiting?



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.

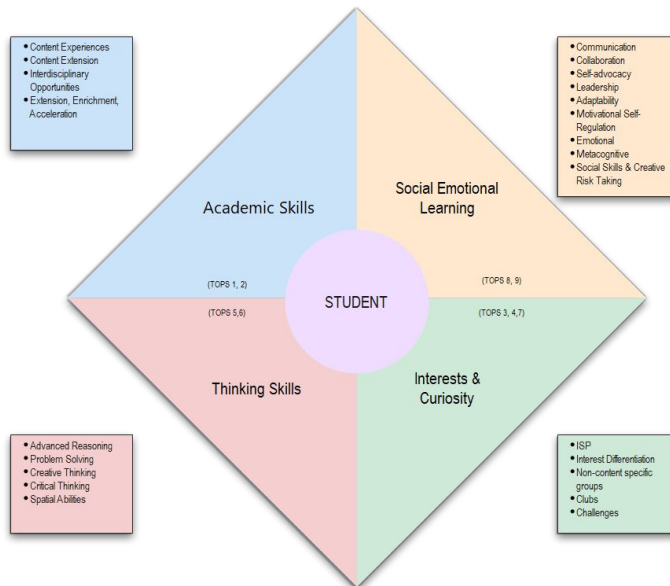




Domains of Data



- 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.