Talent Development and the Center Programs for the Highly Gifted

CHOICE STUDY
October 10, 2016
Recommendations

**Recommendation #3A**
Implement modifications to the selection process for academically competitive programs to focus on selecting equitably from applicants who demonstrate a capacity to thrive, including:

- Use of non-cognitive measures;
- Group-specific norms; and
- Automatic admissions for top 5-10% by sending school

**Recommendation #3B**
Invest resources to expand and enhance early talent development programs, specifically for underrepresented groups
Recommendations

Recommendation #7
To the extent that MCPS invests in expanding seat capacity in choice and special programs to catch up with growth in district enrollment and demand, it should ensure that these efforts are aligned with the district’s core values, including equity. . .
Guiding Questions

- What do we currently do regarding primary talent development?
- What is our vision for future talent development work?
- How is the work in talent development and access to the Center Program linked for highly able learners?
- What is our vision for the Center Programs for the Highly Gifted?
- What outcomes do we anticipate as a result of the work?
Talent Development
Our Challenge

Providing ALL students, particularly students attending schools impacted by poverty, with learning opportunities that enrich, accelerate, and expand their educational experience and support them to reach their full academic potential.
Talent Development: All Schools

- Providing critical thinking skills through Thinking and Academic Success Skills (TASS)
- Providing access to identified curriculum enrichment in literacy and math across all grade levels
- Identifying specific programs and differentiated instructional strategies to support enrichment and acceleration in the classroom
Talent Development: All Schools

- Providing targeted teacher professional development for math enrichment at the intermediate level
- Providing increased student opportunities for access to accelerated math
Intentional Focus: Talent Development

Title I Schools
Changing the Trajectory

Why?

Our Calling

Charge

Need

Passion

Our Partnership

Division of Title I and Early Childhood Programs and Services

Division of Consortia Choice and Application Programs

Division of Accelerated and Enriched Instruction
Changing the Trajectory in MCPS Title I Schools

Primary Talent Development
- Implement science-based critical and creative thinking curriculum
- Integrate gifted education and early childhood education theory and practice
- Access to all kindergarten through second grade students

Equity + Access = Opportunity

Extended Learning Opportunities Summer Title I Enrichment Program (ELO STEP)
- Nurture critical and creative thinking
- Use engaging, hands-on rigorous instruction
- Use existing ELO SAIL infrastructure

Enriched Extended Day
- Use research and evidence-based programming
- Foster critical and creative thinking and problem solving among students

Enriched and Accelerated PLC
- Engage school teams in collaborative learning
- Guide schools in planning instructional strategies that nurture critical thinking
Extended Learning Opportunities—Summer Title I Enrichment Program (ELO STEP)

ELO STEP

• Designed to nurture critical and creative thinking skills through engaging, hands-on, rigorous instruction
• Used infrastructure of Extended Learning Opportunities—Summer Adventures in Learning (ELO SAIL)
Extended Learning Opportunities—Summer Title I Enrichment Program (ELO STEP)

Summer 2015
- Grade 3
- Approximately 260 students
- Internally-developed curriculum

Summer 2016
- Grades 3 and 4
- Approximately 650 students
- Internally-developed curriculum
- NASA curriculum

Proposed Summer 2017
- Grades 3, 4, and 5
- Aiming for 1,150 students
- Internally-developed curriculum
- NASA curriculum
Enriched and Accelerated Professional Learning Community

- School teams engage in collaborative learning and problem solving in support of planning instructional strategies that nurture problem solving and critical thinking
  - Principal and/or assistant principal
  - Gifted and talented liaison
  - Classroom teacher
  - Other team members
# Enriched and Accelerated Professional Learning Community

<table>
<thead>
<tr>
<th>School Year 2015–2016</th>
<th>School Year 2016–2017</th>
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<tr>
<td>Race and equity</td>
<td>Race and equity</td>
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<tr>
<td>Examining beliefs</td>
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<tr>
<td>Data analysis</td>
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<td>Identify students for ELO STEP</td>
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Enriched Extended Day

Use research-based and evidence-based extended day programming that fosters critical and creative thinking and problem solving

• STEM
• Hands-on
• Inquiry-based
Enriched Extended Day

Mentoring Mathematical Minds

Engineering is Elementary

Robotics
Primary Talent Development

Science-based critical and creative thinking curriculum integrating gifted education and early childhood education theory and practice, for kindergarten through second grade students
Primary Talent Development

Coaches
- 0.5 FTE
- The importance of coaching

Professional Learning Community
- 7 sessions per year
- Coaching
- Race and Equity
- Data Analysis
Impact on Teaching and Learning
Intentional Focus: Talent Development
Center Programs for the Highly Gifted
Our Challenge

Providing greater access to curriculum and programs for highly able students, beyond local school programing, ensuring that institutional barriers to participation are removed and that there are opportunities for all students, regardless of background.
Field Test Goals

Create a student driven process which:

- Increases the system’s capacity to serve its students at the local level
- Increases program accessibility by serving as child advocates for enhanced programming
- Increases the system’s programming options to serve its students
All Schools: Increased Capacity

- Universal Screening Report (Fall)
  - System generated reporting tool for all students
    - Grade 3
    - Grade 5

- School and system direct support to planning and instruction at the local schools
Field Test: Increased Accessibility

Process initiated centrally

• Families receive communication that their student will be considered for the Center Program for the Highly Gifted
• Families of students not identified centrally may request consideration
• Families may decline consideration
Field Test: Increased Programming

- Field Test/Regional Catchment Areas:
  - Fox Chapel
    - 19 direct feeder schools to the CPHG
  - Dr. Charles R. Drew
    - 18 direct feeder schools to the CPHG
Field Test: Increased Programming

- Implications for 2016–2017
  - Center Programs for the Highly Gifted at Grade 4
    - Spark M. Matsunaga Elementary (Fox Chapel Catchment)
    - Stonegate Elementary (Dr. Charles R. Drew Catchment)
  - Anticipated Student Access Increases
    - Approximately 54 seats in the Fox Chapel/Dr. Charles R. Drew catchment area
    - Approximately 27 seats in Year 2 at Oak View

- Implications for 2017–2018
  - Open six Center Programs for the Highly Gifted at Grade 4 in the remaining catchment areas at a elementary school (Sites to be determined) for an additional 135 seats
Anticipated Student Outcomes

Last year:

✓ MCPS assessed 2,856 local students

This year, with increased capacity and access:

✓ MCPS will potentially assess 3,600 students of various backgrounds, including the traditionally underserved
Increased Programming

- Schools selected based on CPHG program trend data showing a highly able cohort
- Geographic diversity in MCPS
- Strong instructional foundation
Reflection of Community Themes

- Universal Screening Alerts to Strengthen Local School Programming
- Student Centered Approach for Application (System Avocation)
- Program expansion
- Broadening the Holistic Analysis of Student Need