

WHAT'S YOUR DISTRICT'S TALENT DEVELOPMENT PLAN?

VU PTY Fall Conference
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EQUAL TALENTS, UNEQUAL OPPORTUNITIES:

*A Report Card on State Support for
Academically Talented Low-Income Students*



Dr. Jonathan Parker, University of Connecticut
Dr. Jennifer Glascock, Jack Kent Cooke Foundation
Grace Healey, David Arnold, and Chen Wang, University of Connecticut

March 2015

- States and districts have a range of important excellence policies ... but they're NOT connected.

KEY QUESTIONS

- How does a talented young child move through your schools from K-12?
- How would you describe the process/services to a parent of a talented child?

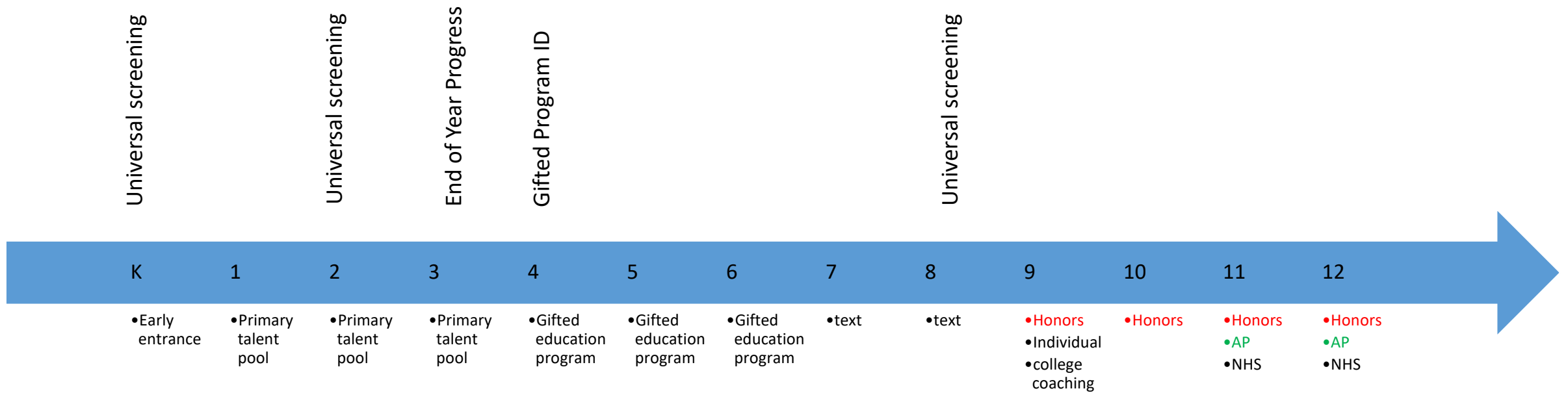
KEY QUESTIONS

- Do you include *ALL* of your excellence programs in your TD plan?
 - Gifted, honors, AP, acceleration, grouping, academic counseling, dual credit, aid for economically vulnerable families, etc.
- Does your TD plan address transitions among grade levels? (Biggest parent concern)

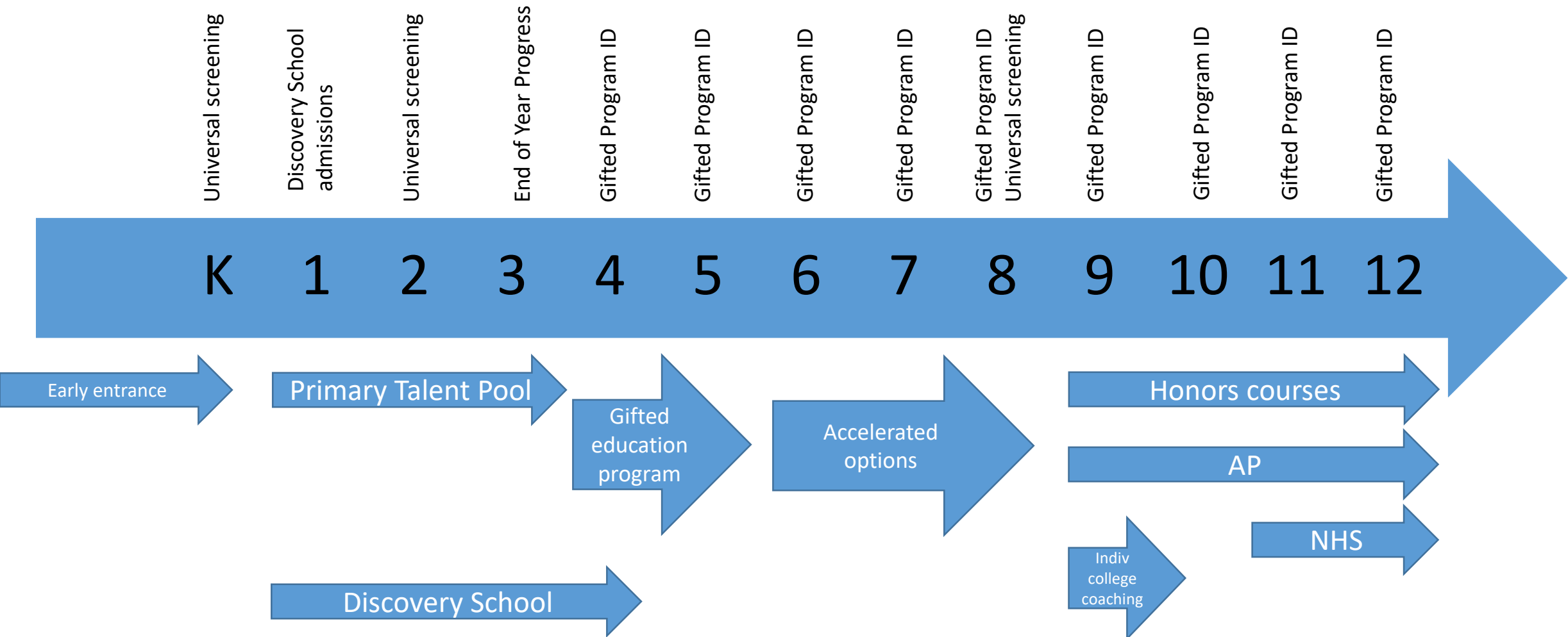
ACTIVITY

- Begin to sketch out a TD plan for your district.
- Consider:
 - Service delivery
 - Points of entry (identification)
 - Recognition/honors

BCPS Talent Development Plan



BCPS Talent Development Plan



A More Advanced Example ...

| Grade | Pre K | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
|---|--|---|---|---|--|---|---|---|--|---|---|----|----|--|--|
| Identification Tools | FIS selects students (Primary Talent Pool) based on characteristics and behaviors of high potential learners and who have been further diagnosed using a series of informal and formal measures to determine the desirability of differentiated services during the primary program. | | | | Same as K-2. Additionally, upon exit, all take Cognitive Ability Test. | Formal Identification made based on 3 pieces of evidence including "jot down" screeners, Sociograms, available test data, work samples, Scales for Identifying Gifted Student (completed by parents and teachers), normed referenced tests, etc. CogAT is given again at the end of 6th grade. | | | | | | | | | |
| Services | Weekly pull out with GT resource teacher, collaboration/consultation and in-class differentiation. | | | | Weekly pull out with GT resource teacher, collaboration/consultation and in-class differentiation and similar options as 5-8 | Extension offerings to match interest, in-class differentiation, consultation/collaborative teaching, extracurricular offerings 7/8 accelerated ELA | | | Summit move at your own pace allows acceleration, honors options, dual enrollment, Early College. GT Specialist consults with teachers, provides direct, one-on-one services to students via Google Classroom | | | | | | |
| Existing Programs, Strategies, and Opportunities for Recognition | Teaching Strategies Gold Teachers use Teaching Strategies Gold for progress monitoring of student skills. Due to this being individualized, it gives the teachers the opportunity to identify skill strengths in their students. | | | | | | | | KYA The Kentucky Youth Assembly (KYA) is a 3-day experiential learning program in which students serve as part of a model state government. KYA offers students the opportunity to learn about a wide variety of issues, develop critical thinking skills, and articulate their beliefs while engaging constructively with their peers from around the Commonwealth. | | | | | | |
| | Creative Curriculum For those students who are well above their peers, they use different parts of Creative Curriculum to make sure they are meeting individual needs. They do this for all students, not just ones above their expected range. | | | | | | Genius Hour Passion Projects Genius hour is a movement that allows students to explore their own passions and encourages creativity in the classroom. It provides students a choice in what they learn during a set period of time during school. | | | KUNA The Kentucky United Nations Assembly (KUNA) is a 3-day experiential learning conference in which students participate directly in simulated international diplomacy. KUNA offers students the opportunity to experience the richness of cultures from around the world, develop empathy, and hone their critical thinking skills while engaging with a wide variety of perspectives and global issues. Partnering with the YMCA. | | | | | |
| | | | | | | The Frankfort Tribune- A student written weekly newspaper | | | | Summit Learning Summit Learning uses personalized teaching and learning to empower students to harness their inner drive for success. (https://www.summitlearning.org/) | | | | | |
| | | | | | | STLP (Student Technology Leadership Program) | | | | TOMODACHI Shimamoto-Frankfort Educational Exchange Program It is to get young American and Japanese leaders engaged in strengthening relationships between the two countries and give those leaders global skills and mindsets that will allow them to contribute and thrive in the world. | | | | Professional Mentorship Program All seniors at Frankfort High School will participate in two 14-week professional learning placements within local businesses and organizations. | |
| | | | | | | Leadership Development Students will investigate key characteristics of powerful leaders, learn problem-solving skills, and plan a school/community service project. | | | ATLAS Advanced Topics in Language Arts Studies Based on past KPREP, Exact Path, and classroom performance, students were nominated to take an advanced English Language Arts class. This is a combined class of 7th and 8th grade students who are all reading and writing above grade level and who would benefit from a challenging course of study. Some students in the class are identified as gifted, and some are not, but all receive instruction at a minimum 9th/10 grade level. | | Early College 1) Established Early College access for all students starting with Juniors and Seniors – 80+ students enrolled in at least one dual credit class during the 2018 fall semester at a college/university; 2) Immediate access to Dual Credit classes held at Frankfort High School, taught by KSU professors; 3) Established P-16 partnership MOA with Kentucky State University that provides Frankfort students with immediate access to college/university "life" supports; 4) Collaborated (w/ KSU) in the design of teaching learning and leading pathway – Educator Prep coursework – targeting under-represented student populations to become educators of the future. | | | | |

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THANK YOU!

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