

# Talented and Gifted Program Action Plan



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*Every Student Succeeds*

# Research Questions

1. To what extent is the TAG program being implemented according to its **stated goals and objectives**?
2. To what extent is the program progressing in its attempt to identify **underrepresented groups for the program**?
3. To what extent is the **written, taught, and assessed curriculum** sufficiently rigorous and differentiated for TAG-identified students?
4. To what extent is the program **beneficial for students** participating in it?
5. To what extent is the program perceived to be effective by **relevant stakeholders**?
6. To what extent is the program **aligned with best practices** in the field of gifted education?
7. What are the **strengths and areas for improvement** in the program? What are recommendations for improvement in this area?

# Research Question 1

## (Stated Goals and Outcomes)

### Recommendations

1. Develop K-3 **General Intellectual Aptitude (GIA) Curriculum**
2. Expand the **Young Scholars Program**
3. Revamp **middle school TAG**
4. Assess TAG student growth **annually**
5. Appoint **coordinators** for K-3 and high school
6. Target professional development related to **TAG differentiation strategies**



# Research Question 1

## (Stated Goals and Outcomes)



### Action Steps

1. Develop **new curriculum options using research-based curriculum** in Canvas for grades K-3
2. Consider adding another **TAG level of curriculum** in SOL-tested areas
3. Report on TAG student achievement growth in an **annual report to the ACPS School Board**
4. Continue to offer **gifted endorsement coursework**
5. Utilize an existing TAG position to support the K-3 program development and implementation

# Research Question #2

## (Addressing Underrepresented Groups)

### Recommendations

1. Improve strategies and modify processes for the **identification of students from underrepresented groups**
2. Incorporate research-based checklist items that focus on learning **characteristics of students from underrepresented groups**
3. Train teachers and building administrators **annually** on the **general** and **specific** aptitude **characteristics of gifted learners**
4. Develop tailored program emphases for identified students from **underrepresented groups**





# Research Question #2

## (Addressing Underrepresented Groups)



### Action Steps

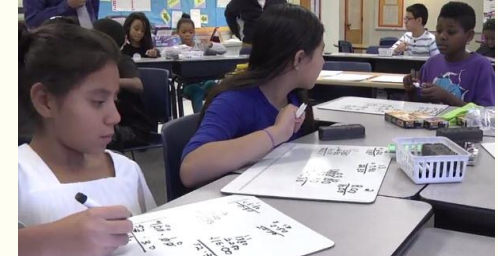
1. Expand **TAG identification** for students with **intellectual/cognitive proficiency** that may not be captured by traditional aptitude testing models (i.e. Naglieri NonVerbal Ability Test and Cognitive Abilities Test)
2. Expand access to the **Young Scholars program to K-3 elementary students** in all elementary school sites
3. Revise existing characteristics rating scales to include **learning characteristics of students from underrepresented groups**
4. Expand the availability of **academic preparation options** to enhance students' access to and success in Advanced Placement and Dual Enrollment (ie, AP Boot Camp)
5. Integration of **AVID-supported strategies into SOL content courses** beyond the AVID elective classroom resulting in AVID Schoolwide

# Research Question #3

## (Rigor of TAG Curriculum)

### Recommendations

1. Revise **TAG and honors course curricula using research-based curriculum** to include heightened emphasis upon rigor and engagement
2. Select **advanced text materials and/or resources**
3. Design revised **Differentiated Education Plan (DEP)** format and guidelines
4. Ensure that teachers of gifted learners possess a skill set of **best practices in differentiation**



# Research Question #3

## (Rigor of the TAG Curriculum)



### Action Steps

1. As part of the Canvas curriculum revision process, enhance TAG-designated and honors courses (**eg, Socratic seminars, debates, simulations, problem-based learning scenarios, projects**)
2. Purchase **high Lexile level texts** to comprise an enhanced canon of fiction and non-fiction literature for TAG-identified learners
3. Use an expanded and updated DEP format, including exploration of potential use of electronic student work products and portfolios
4. Continue to offer **professional development workshops (including TAG Certification)** related to differentiation strategies for TAG students



# Research Question #4

## (Benefits to Participating Students)

### Recommendations

1. Continue to **monitor the performance** of TAG students
2. Collect **off-level performance data** on TAG student performance at all levels prior to AP
3. Develop/**revise curriculum guides incorporating research-based curriculum** in all grades and content areas for TAG learners
4. Provide **professional development** on strategies and learning assessments for the gifted
5. Design **K-12 scope and sequence guides** for program articulation

# Research Question #4

## (Benefits to Participating Students)



### Action Plan

1. Expand the **disaggregation of data** to include TAG-identified students
2. Use data to identify areas of **underachievement and/or underperformance among TAG learners**—including early intervention in such areas as reading comprehension, writing performance, mathematical problem solving, and scientific reasoning and inquiry
3. Integrate TAG-specific strategies, recommendations, and project-based learning suggestions aligned with each of the updated curriculum units in Canvas, including an **enhanced TAG scope and sequence**
4. Expand the availability of **professional development options** leading to gifted endorsement as well as teachers' use of TAG strategies for differentiation

# Research Question #5

## (Stakeholder Perceptions)

### Recommendations

1. Overall **satisfaction with the program varied**, based on stakeholder group and program type
2. **Parents** across levels found TAG Program **challenging**; **teachers/administrators** perceived it as less challenging
3. Elementary parents were **positive about the TAG 4-5 program**; secondary parents perceived limited opportunities in counseling; middle school parents perceived a lack of TAG programming
4. Students had strong positive reactions to program benefits, citing **critical thinking and challenging work** as strongest benefits
5. Changing the identification process to include **more students from underrepresented groups** and improving the middle school program were universal perceptions

# Research Question #5

## (Stakeholder Perceptions)



### Action Steps

1. Expand and enhance **opportunities for TAG groupings** at the middle school level aligned with counseling services and Honors course offerings
2. Continue to emphasize **higher-level questions, project-based learning, and discourse strategies**
3. Begin the TAG improvement process via a comprehensive review and updating of the curriculum at the **middle school level** in English, mathematics, science, and social studies
4. Expand efforts to **identify more students from underrepresented groups** throughout secondary school and provide appropriate support services to ensure success

# Research Question #6

## (Alignment with National Standards)



### Recommendations

1. Ongoing **professional development** for building administrators
2. Tailored professional development for **central program leadership and curriculum specialists**
3. Strengthen **communication about existing counseling** supports and resources
4. Personalize TAG student services through **improved DEP implementation**



# Research Question #6

## (Alignment with National Standards)

### Action Steps

1. Integrate **strategies and contemporary issues related to TAG identification and the teaching-learning process** in principal and assistant principal workshops and monthly meetings
2. Provide **cross-level workshops and other professional development** opportunities to support school-based and central office staff in addressing the needs of TAG students
3. Develop opportunities for **partnership initiatives** involving the Department of Curriculum and Instruction and Student Services to address the counseling recommendations and implications of the TAG evaluation report
4. Refine and **enhance the DEP format and implementation process**, including renewed emphasis upon the DEP as a key component of TAG students' progress monitoring process

# Research Question #7

## (Other Recommendations)

### Recommendations

1. Design strategies to gain **building administrative support**
2. Institute **community outreach procedures**
3. Develop **parent education programs**
4. Design a curriculum **scope and sequence framework K-12**
5. Expand the **website**



# Research Question #7

## (Other Recommendations)

### Action Steps

1. Enhance **administrators' understanding and skills** in addressing the needs of TAG students and their teachers
2. Expand the availability of **community and parent education and outreach opportunities**, including a major focus upon TAG identification and service delivery for underrepresented student populations
3. Expand the **availability of TAG resources** posted on the Canvas curriculum platform
4. Continue to **articulate expected outcomes for TAG students** within the context of the ACPs curriculum

# Local Plan Revision

**2017-18**

Develop revised 5-year Local Plan based on evaluation findings  
Incorporate input and feedback from various stakeholder groups  
Seek School Board approval in May 2018

## Curriculum Projects

- Develop TAG curriculum on Canvas to ensure differentiation strategies and rigorous multicultural text selections for gifted students K-12 are evident
- Develop K-3 GIA curriculum using research-based curriculum developed for gifted students
- Explore the development of an Advanced Humanities and STEM course sequence for middle school
- Develop performance-based assessments to monitor and report gifted student growth
- Work with student services to ensure counseling services are tailored to include the social-emotional and career needs of gifted learners.

## Personnel

- Identify personnel to assist with the K-3 curriculum and service model implementation

# Local Plan Revision

- **Identification**

- Create new identification tools such as revised characteristics checklist, work sample/ tasks and portfolio processes to be more inclusive of underrepresented groups
- Expand the Young Scholars Program to other elementary schools
- Explore a universal screening process or tool for rising 6<sup>th</sup> grade students

- **Professional Development**

- Design and conduct required training for administrators, teachers and other staff on gifted program components including assessments
- Continue to provide opportunities for gifted endorsement and other forms of gifted teaching preparation

- **Communication**

- Continue to build support and advocacy through improved community outreach
- Develop parent education programs
- Expand website information and explore other ways to disseminate information to a wide audience



# Implementation Timeline

## Design

Yr 1

- **Revise** ELA curriculum grades 4-8 to provide more rigorous text selections and differentiation strategies
- **Revise** K-3 services – add Coordinator and develop curriculum
- **Expand** Young Scholars
- **Revise** identification to include strategies for the inclusion of more underrepresented populations
- **Design** assessment system to monitor and report annually growth of gifted learners
- **Expand** required professional development to include K-3 teachers, counselors, parents and administrators
- **Create** new documents for communication to all stakeholders
- **Organize** task forces of teachers at each level to collaborate on new curriculum materials and DEP design

SY 18

## Develop

Yr 2

- **Develop** K-12 curriculum framework and scope and sequence
- **Review** and adopt research-based curriculum
- **Revise** curriculum on Canvas to include learning plans
- **Revise** DEPs to include goals, outcomes and assessments
- **Develop** middle school opportunities to provide for accelerated Humanities and STEM courses or electives
- **Develop** grade 6 whole grade screening
- **Provide** professional development on new DEP design, new curricula
- **Review** existing framework for college-career planning
- **Pilot** assessment system

SY 19

## Implement

Yr 3

- **Create** program handbook
- **Report** annual growth of gifted students
- **Implement** new middle school coursework.
- **Strengthen communication regarding counseling services** provided to meet the needs of gifted learners

SY 20

# Questions and Discussion

