

The Talented and Gifted Advisory Committee (TAGAC) advocates the following to Alexandria City Public Schools (ACPS)

- Adopt high quality curriculums with consistency in programming across all schools and all grades K-12 (add quote, citation from Dr. Plucker about how a strong curriculum benefits all; the need to start from a rigorous and challenging point for all students and then provide specific differentiated supports for TAG students on top of that).
  - Notes on how this is an equity issue
    - Not having this means that TAG and Young Scholars services are called upon to mitigate that - but then only some students benefit
    - Having high-quality curricular materials accessible at home means all parents would be better equipped to support their children
  - Notes on how aligned curriculum will improve consistency and transitions from elementary to middle school and middle school to high school
  - Difference between homegrown curriculum and rigorous curriculum.....(Baltimore article)
- Delegate time and funding to build internal capacity and understanding of the implications of the forthcoming Virginia Mathematics Pathways Initiative
  - Notes on how this will ideally make rigorous and challenging instruction more accessible to all students
  - Notes on how differentiation within regular classes is going to be even more important, including for TAG students. Teachers need to be able to start from a place of strength and then have support in differentiating for the needs of the students in their class based on that rigorous, aligned curriculum.
  - Notes on how TAG students must have their academic and developmental needs met while not limiting their ability to prepare for credit-bearing mathematics courses, such as AP and DE courses.
    - Danger that TAG students will not have their needs met, as right now the primary method of doing this in mathematics in ACPS is through acceleration

The Talented and Gifted Advisory Committee (TAGAC) recommends that Alexandria City Public Schools (ACPS)

- Research high-quality curriculums that (citation from research on issues with teacher-created curriculums)
- Better articulate how and when differentiation is applied in the general education classroom, which benefits ALL students
  - Clearly communicate how all students needs will be met within the Virginia Mathematics Pathways Initiative, including clearly articulating what enrichment in lieu of acceleration will look like for TAG students, including those students working far above grade level

- Research how to meet the academic and socio-emotional needs of TAG-identified students, including within the Virginia Mathematics Pathways Initiative
  - Explore options such as clustering TAG students, co-teaching between general education and TAG teacher, professional development support for best practices in differentiation
- Monitor the academic rigor provided via differentiation and honors classes
- “School districts must be aware that teachers, coaches and leaders will need intense professional development before and during the process of detracking as well as continued support throughout. In addition, districts will need to communicate to parents and community stakeholders to assure them that students that have traditionally been in the “higher” levels of tracking will remain competitive with detracking” “The detracked mathematics courses will need differentiated instructional materials and approaches that support heterogeneous classrooms with students of varying levels, learning experiences and demographic backgrounds” (NCSM position paper)

## References

- Plucker, J. (2020, December 24). *Virtual TAG Advisory Committee Meeting* [Webinar]. Zoom.  
[https://us02web.zoom.us/rec/play/UqzRaes8XzchJW8gQWHEiHY1QMI\\_nPBUYGzKeERQXBFiVZXQvraTfxzN4-P3Re3VB5egJTScoLBcKXT5.F8y05QswfH8zlv2?continueMode=true&\\_x\\_zm\\_rtaid=DyjIA\\_cxR16b5R\\_kNV3-Xg.1617759168498.7f3643bd175d6472d8c1a17723dd6e22&\\_x\\_zm\\_rhtaid=879](https://us02web.zoom.us/rec/play/UqzRaes8XzchJW8gQWHEiHY1QMI_nPBUYGzKeERQXBFiVZXQvraTfxzN4-P3Re3VB5egJTScoLBcKXT5.F8y05QswfH8zlv2?continueMode=true&_x_zm_rtaid=DyjIA_cxR16b5R_kNV3-Xg.1617759168498.7f3643bd175d6472d8c1a17723dd6e22&_x_zm_rhtaid=879)
- <https://www.mathedleadership.org/docs/resources/positionpapers/NCSMPositionPaper19.pdf>
- <https://www.edweek.org/teaching-learning/opinion-the-overlooked-support-teachers-are-missing-a-coherent-curriculum/2021/03>
- [https://www.youtube.com/watch?v=8cQRa\\_H9sKA](https://www.youtube.com/watch?v=8cQRa_H9sKA)
- <https://opportunitymyth.tntp.org/>
- <https://www.forbes.com/sites/nataliewexler/2021/02/24/baltimores-schools-chief-says-curriculum-is-key-to-education-equity/?sh=febfd0896692>