



JOHNS HOPKINS
SCHOOL of EDUCATION

Talent Development SECONDARY



*An evidence-based
school improvement model
for grades 6 to 12*

Talent
Development
SECONDARY

Comprehensive, yet customized to a school's needs, **Talent Development Secondary** removes many of the obstacles that keep America's most vulnerable young people from realizing their highest academic and human potential.

With these four pillars based on decades of research, Talent Development Secondary is a robust partner driving comprehensive reform in districts, schools and classrooms. Whether your needs are in middle grades, high school or both, Talent Development Secondary has proven programs and practices to meet those needs.

College- and Career-Ready Standards

TDS recognizes the advent of College- and Career-Ready Standards and works closely with districts to implement their state standards in high-needs schools.

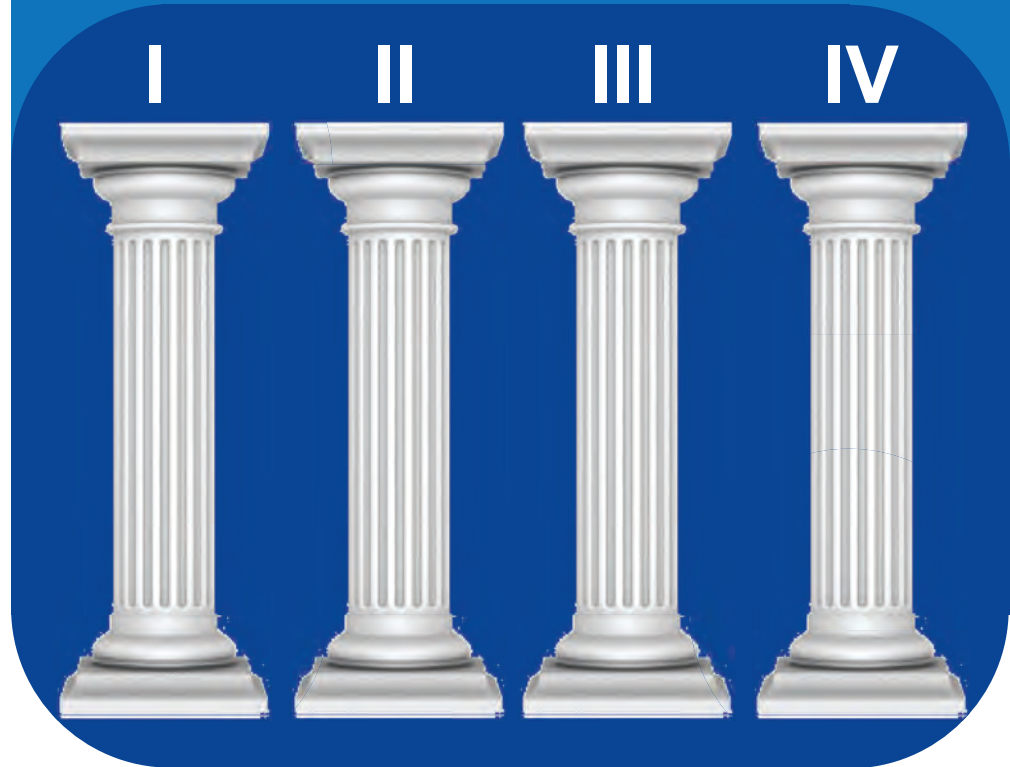
TDS facilitators work with curriculum coaches and teachers to address these standards in curriculum and classroom instruction.

I Teacher Teams and Small Learning Communities

II Curriculum & Instruction with Professional Development

III Tiered Student Supports

IV Can-Do Culture and Climate



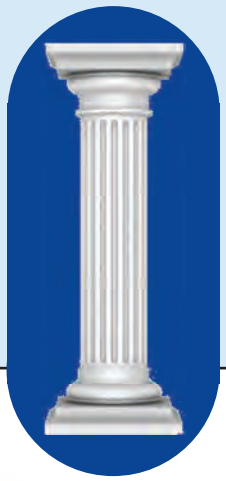
Where We Are

During the **2013-14** school year, TDS worked in **48** schools in **14** states, the District of Columbia and Guam, reaching **50,000** students and operating schools in Baltimore, Chicago and Detroit.

“The tiered support Manual Arts High School has received through Talent Development Secondary has been instrumental in increasing our matriculation rate at the ninth grade by 20%. Our TDS [school] transformation facilitator and coaches are knowledgeable and provide direct support to our students and teachers. . . .TDS is helping our school move forward.”

DR. ROBERT WHITMAN, Principal,
Manual Arts High School, Los Angeles

Pillar I



Teams of teachers work with a common set of students, have time in their schedules for collaborative work and use data to drive student success.

Teacher Teams and Small Learning Communities

Teams are at the heart of Talent Development Secondary. They are its organizational center and its response mechanism. They shape learning communities for students and adults and they promote collaboration and shared leadership.

School Interdisciplinary Team

In all grades, the interdisciplinary team is essential to our model. It is the building block that allows all students and teachers to overcome the apathy and anonymity that students often cite as their reasons for not coming to school. Through teams, students receive the support and recognition needed to succeed. Teachers and staff, too, benefit from getting to know their students better, drawing on the expertise of their peers and setting common goals for themselves and their students.

EWI Meeting

Conducting weekly or biweekly meetings to assess students' Early Warning Indicators (EWI) is a function of the interdisciplinary team as it carries out responsibilities essential to Pillar III.

Talent Development Secondary Team

Talent Development Secondary also has a team structure. The Talent Development Secondary team consists of a school transformation facilitator, three instructional facilitators in content areas, and peer coaches employed by the school. In addition, there is a field manager responsible for several schools, a regional director, and TDS specialists who work in schools as needed.

The Talent Development Secondary team joins your team to address a school's ever-changing needs. The specific work of teams differs in each school. Because team members know their students, and vice versa, they are able to respond quickly and appropriately to needs, challenges and specific situations as they arise. They are able to draw on the knowledge, experience, creativity and enthusiasm of one another to make the hard work of transforming a school and keeping students on track for success more manageable and attainable.



Structural Innovations

SMALL LEARNING COMMUNITIES:

MIDDLE SCHOOL – Small groups of teachers with common sets of students become a team.

HIGH SCHOOL – An academy structure provides a separate learning community for ninth-graders and career academies of 250-350 students each in grades 10-12.

LONGER CLASS PERIODS

MIDDLE SCHOOL – 75-90-minute classes to increase instructional time in core subjects

HIGH SCHOOL – Extended instructional time allows students the opportunity to take the acceleration courses they need to meet district standards while staying on track to graduation.

TDS advocates 90-minute class periods but adapts its curriculum to school and district schedules.

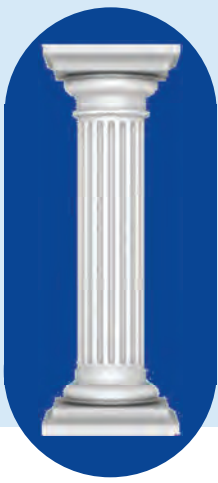
FAMILY AND COMMUNITY INVOLVEMENT

TDS recognizes the importance of family and community involvement in schools and works to build this interest and support. TDS schools have the option

to participate in the National Network of Partnership Schools as one way to build and maintain key partnerships.

EXTENDED DAYS

TDS recognizes that additional instructional time fosters learning. Working within school and district schedules, TDS offers options for a longer school day and alternative scheduling to meet students' needs.



Pillar II

Curriculum & Instruction With Professional Development

Acceleration curriculum, high-impact instructional practices, and comprehensive professional development create a teaching and learning environment that supports students and teachers in high-needs schools as they strive to close achievement gaps.

Talent Development Secondary meets students where they are and guides them to where they need to be to succeed in school and in life. Much of this happens in the classroom:

Acceleration Curriculum

- English and math labs with media centers, learning stations, and hands-on activities provide extra-help for students who need it.
- Double-dose transition courses in grades 9-11 accelerate the skills and knowledge of students not working at grade level.
- Academic and success skills courses for middle-schoolers and ninth-graders help them organize their work and their goals to make the critical transitions smoothly.

- TDS expects all students to meet a district's College- and Career-Ready Standards and supports all students in a college preparatory curriculum.

High-Impact Instruction

- Stimulating environment, cooperative learning, varied activities to accommodate different learning styles and explicit instruction carry over from TDS courses to all classrooms.
- Strategies engage students and help them develop critical and abstract reasoning skills.
- Lessons connect content to the real world.
- Teachers give students opportunities to learn from one another and share ideas in an atmosphere of respect and support.

Comprehensive Professional Development

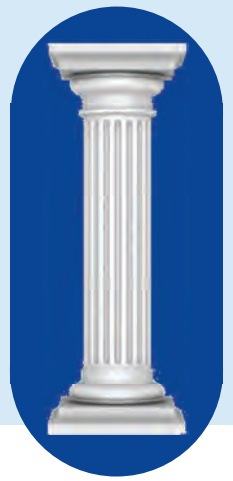
- Sustained professional development begins with initial training in school organization, content knowledge, instructional strategies and classroom management and continues throughout the school year.
- Instructional facilitators assigned to each school tailor professional development to that school and its administrators and staff.
- Instruction is data-driven and data-centered. The TDS school transformation facilitator supports teaming and effective use of data.



	Mathematics	English/Language Arts	Success Skills
Middle Grades	Computer and Team-Assisted Math Acceleration lab (CATAMA)	Student Team Literature, TD Writing Program, Savvy Readers' Lab, Nonfiction Connections (literacy-across-curriculum strategies) History of US teaching materials	Mastering the Middle Grades (6th -8th)
High School	Transition to Advanced Mathematics (9th), Geometry Foundations (10th), Algebra II Foundations (11th), Career-Blended Mathematics (10th - 12th) CATAMA (all grades)	Strategic Reading (9th), Reading & Writing in Your Career (10th), College Prep Reading and Writing (11th), ALFA lab (9th) Nonfiction Connections (literacy-across-curriculum strategies)	Freshman Seminar (9th)

Pillar III

Tiered Student Supports



A data-guided system uses Early Warning Indicators to identify students who are falling off the graduation path combined with school and community resources to get the right intervention to the right students at the right time.

Talent Development Secondary believes that all students can succeed in school, graduate, and pursue college and/or advanced training and a career. Such training is becoming an economic necessity.

By 2020 more than two-thirds of available jobs will require education and training beyond high school.

“[With] EWI ... educators are able to monitor the progress of individual students and collaborate on effective changes to meet individual needs.”

*Keith A. Anderson, Principal,
Miami Edison Middle School,
Miami*

Some students need more help than others. Some require academic help; others have non-academic needs that keep them from succeeding in school. These different kinds and levels of assistance are called tiered student supports.

But first . . .

Before interventions can be used, student and school needs must be identified. With readily accessible data and a research-based approach called Early Warning Indicators this has become much easier: No more waiting until the end of the quarter to see how many days a student has missed or math assignments he has “forgotten.”

The Early Warning Indicator and intervention system began in 2005 with groundbreaking research that shows students begin signaling their lack of interest in school as early as sixth grade. If left unattended, these students are very likely to drop out. The system looks at three indicators – Attendance, Behavior and Course Performance in math and English.

These are known as the ABCs.

TDS teams keep a close eye on data, updating these indicators at least every two weeks so teams will know which students need extra support. If a team identifies a trend that is widespread, the team usually works on a whole-school or whole-grade intervention. Team EWI meetings focus on the students who are falling off-track with teachers and staff members pooling their knowledge to devise, implement and monitor ways to intervene with each student on the focus list.

The TDS School Transformation Facilitator usually organizes these EWI meetings, distributes data, and tracks interventions and reports results.

The Three Tiers of Support

Tier 1 - Broad-based programs that affect many, or all, students.

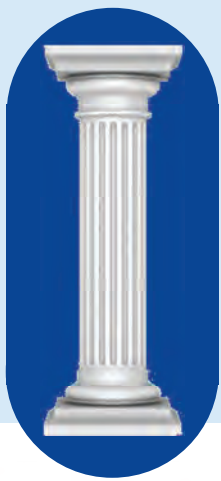
Example: Whole-school incentive programs, such as “Caught You Doing Something Good,” which recognizes positive behavior. Posting behavior expectations in every classroom and recognizing and reinforcing them.

Tier 2 – More specific assistance for a group of students.

Example: Small group, such as peer mediation sessions, to work on strategies to reduce undesirable behavior. School may have several programs in use at the same time.

Tier 3 – Most intense support, usually required for 10-15% of students and tapping community resources.

Example: Referral to a social worker or school psychologist for counseling or referral to anger management classes or other formal interventions.



Pillar IV

Can-Do Culture and Climate

An engaging, relevant, safe and supportive school environment provides clear pathways to school success and college and career readiness.



When Pillars I, II and III are firmly established in a school, the Can-Do Culture and Climate of Pillar IV emerges. In some schools, however, the positive, encouraging environment must come first. Either way, a healthy climate begins with a vision of a student-centered learning environment. In that vision, students and teachers appreciate education; respect and support one another; have opportunities to speak and to listen often; and are accountable, recognized and rewarded.

Improving Climate

All school personnel, including those not in classrooms, such as bus drivers and cafeteria employees, need to share the school's vision and work every day to make it a reality.

The TDS can-do spirit, grounded in research and experience, recognizes the talents and potential of every student. It begins with the philosophy that "if we pull together and draw on each other's experiences, change is possible."

It grows with the "nagging and nurturing" philosophy that has been part of Talent Development Secondary since its beginnings. When we draw on all partners' talents and perspectives, we can, and do, solve complex problems on a large scale.

Culture

With the vision and philosophy that influence the school climate, culture

is a more obvious manifestation of what a person sees and feels in the school. With a culture that is positive, inclusive and uplifting, the climate will show itself:

- In the serious attitude students have toward learning
- In the high expectations teachers and administrators express for all students
- In formal and informal outlets for students' and teachers' ideas and opinions
- In tapping student assets to contribute to school improvement
- In clearly communicated initiatives to recognize student progress and teacher accomplishments
- In the way students greet each other and adults in the halls
- In creative ways to show appreciation for effort and talent
- In encouragement for parents and other family members to be involved in their adolescents' education.

Report Card Conferences

This hallmark of Talent Development Secondary is a student-centered approach to the more traditional parent-teacher conferences. Each student meets with an adult to review quarter grades, celebrate successes and address challenges. This adult is NOT one of the student's current teachers, though it may be another teacher in the school, an administrator or a community member. Each conference lasts 5 to 10 minutes; students reflect on their quarter work and set goals for the coming grading period. Students are often quite candid and introspective about their performance. The adults also enjoy the experience because they get to know students while offering meaningful and timely support.

Student Emcee

Morning announcements are an opportunity to recognize students – for their achievements in and out of the classroom. Making those announcements is an even greater recognition for one student each day. An interdisciplinary team can set the criteria for choosing the student emcee and approve the announcements themselves. This allows students to be rewarded for a variety of achievements, such as perfect attendance, service project participation, or improved grades.

Results



From the field:

Attendance rates at Manual Academy (grades 7-12) in Peoria, Ill., rose from 75.7 percent in 2005-2006 to 91 percent in 2011-2012, bringing the school near the statewide average.

At the Burke High School, in Boston, where Talent Development Secondary is the lead partner in the Diplomas Now turnaround model, the ELA proficiency rate rose 20 points, to 71 percent from 51 percent. Growth for Hispanic students is particularly impressive, up from 63 percent in 2012 to 89 percent in 2013.

Clinton Middle School, in Los Angeles, also a Diplomas Now school, increased the number of eighth-graders who passed their algebra final exams by 28 percentage points in the 2012-13 school year.

In East Baton Rouge, La., all three Diplomas Now schools -- Broadmoor and Capitol middle schools and Belaire

High School -- were removed from the state's "academically unacceptable" list in 2013.

At Manual Arts High School, in Los Angeles, also a Diplomas Now partnership school, the state Academic Performance Index climbed 33 points and the percentage of ninth-graders promoted to 10th grade increased from 39 percent in 2012 to 68 percent in 2013.

Two TDS/Diplomas Now schools, Aki Kurose Middle School, in Seattle and Browne Education Campus, in Washington, D.C., won Get Schooled Attendance Challenges in 2011 and 2012, respectively.

External reviews:

Independent research firm MDRC found Talent Development high schools produced substantial and pervasive educational gains for students in low-performing schools in Philadelphia when compared to

similar high schools without TDS. The model increased school attendance by nine days per year per student and increased students' passing rates in Algebra I an average of 25 percentage points.

In January 2013, the What Works Clearinghouse at the Institute of Education Sciences found that the Student Team Literature program of the TDS middle grades program has potentially positive effects on comprehension for adolescent readers, based on one study from grades 7 and 8 in 29 urban middle schools in the Northeast.

The American Youth Policy Forum identified Talent Development High Schools in 2009 as one of 23 programs that support youth on the path to college and beyond, based on high-quality evaluations.

DIPLOMAS NOW

Talent Development Secondary is the lead partner in Diplomas Now, an innovative approach to turning around some of the country's most-challenging middle and high schools.

In 2010, Diplomas Now won an Investing in Innovation (i3) grant from the U.S. Department of Education to expand the model and undertake a rigorous evaluation of its effectiveness. That evaluation is in progress.

Talent Development Secondary provides curriculum, instruction, professional development, structural advances and the Early Warning Indicator and intervention system to its Diplomas Now schools. One partner is City Year, which brings a team of young adults to each school to work as mentors, tutors, role models, and an extra shift of adults. The model also includes Communities In Schools, which brings more intensive help to the neediest students through a site coordinator and community resources.

In 2013-14, there are 40 Diplomas Now schools in 13 cities reaching more than 31,000 students. In addition to the Department of Education grant, Diplomas Now receives support from the PepsiCo Foundation and United Way affiliates.

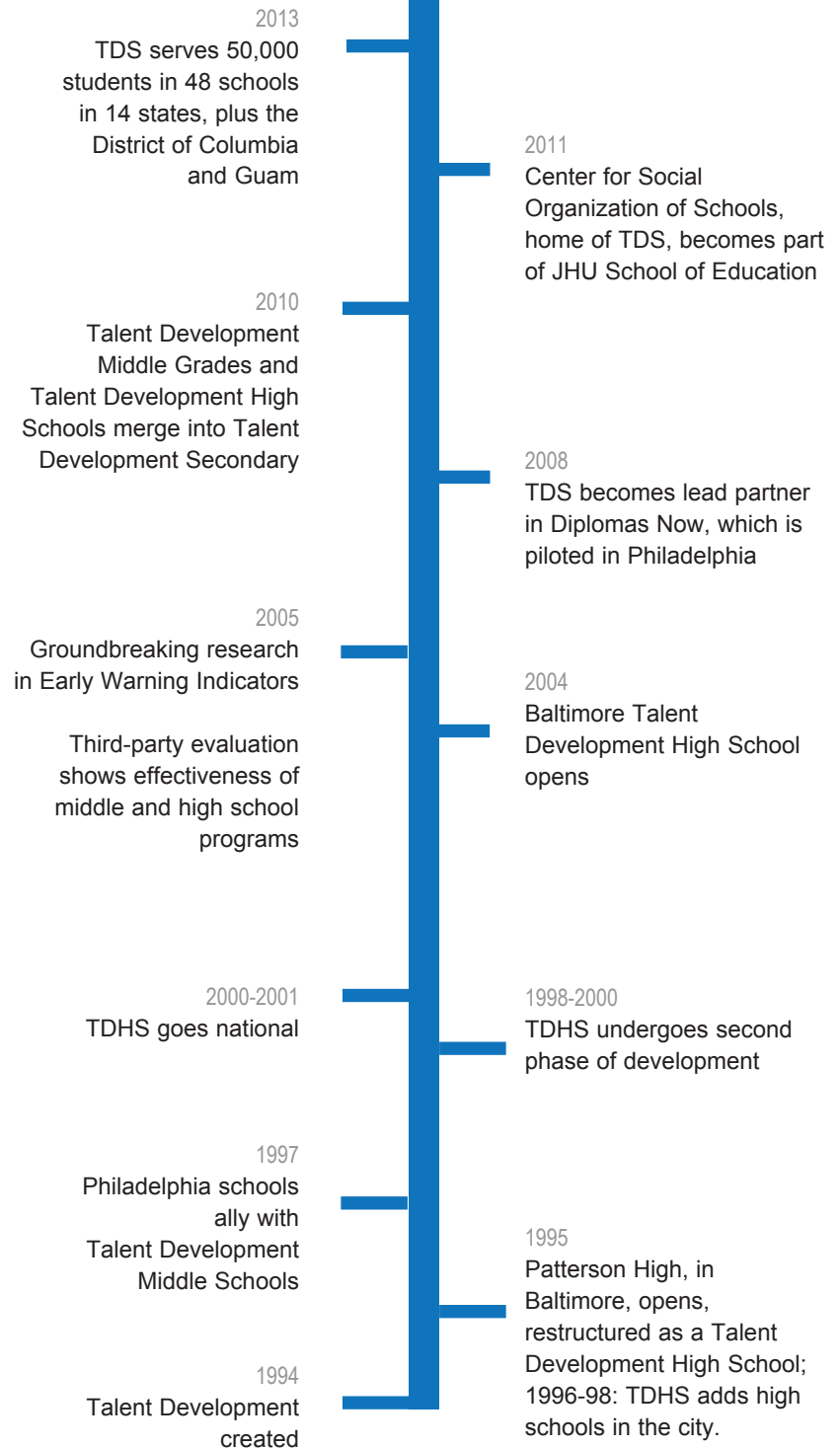
Learn more at www.diplomasnow.org



What will Talent Development Secondary look like in your school?

- *A school transformation facilitator will be in your school every day.*
- *Class schedules will allow students and teachers to have more instructional time.*
- *Teachers who share students will form teams that meet several times each week.*
- *A team of expert instructional facilitators will be on hand regularly to help teachers and administrators improve instruction and school structure and climate.*
- *A safe, positive, can-do atmosphere will keep the focus on learning.*
- *Classrooms will be brighter, interactive and display student work.*
- *Teachers will have comprehensive professional development, from whole-staff training to professional learning communities to in-classroom coaching.*
- *There will be more emphasis on data so students, teachers, administrators and parents can monitor progress and adapt to needs.*

Brief History



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CENTER FOR SOCIAL ORGANIZATION OF SCHOOLS

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