

# Javits Project Directors Meeting

December 12 & 13, 2022



**MILWAUKEE**  
PUBLIC SCHOOLS

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**Presenters:** Susan O'Brien, Javits Grant Coordinator,  
College and Career Readiness


Dr. Keith P. Posley,  
Superintendent

# Summary of Comments on PowerPoint Presentation

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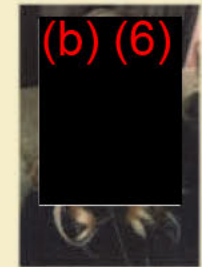
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# Milwaukee Public Schools

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Susan O'Brien  
Javits Grant  
Coordinator

Project Manager

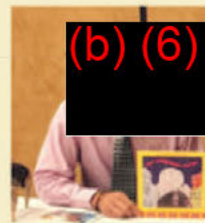
Susan O'Brien 2018-present

2017 Award-SEE US!

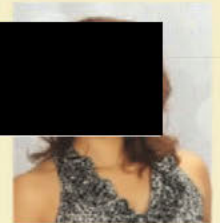
2019 Award-SURGE

2022 2E Milwaukee Project

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Dr. Germán Díaz  
Javits Grant  
Coach



Dr. Martha López  
Javits Grant  
Coach

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Introduce self and explain the purposes and goals of each Javits grants.

Explain situation of being in a school district setting.

2-3 minutes

# Milwaukee's Awards

## 2017 Award SEE US!

Scaling-Up Expanding  
Excellence for  
Underrepresented Students

Increase identification, Mitigate  
Underrepresentation, Develop inquiry  
centered classrooms, Provide  
additional services to students

13 schools  
82 Teachers  
1137 Students

## 2019 Award SURGE

Serving the Underrepresented  
by Grouping Equitably

Increase identification, Mitigate  
Underrepresentation, Increase high  
quality STEM programs, Implement  
cluster grouping, Provide additional  
services to Students

8 Schools  
100 Teachers  
1386 Students


## 2022 Award 2E Milwaukee Project

2E Milwaukee Project

Build upon teacher expertise and  
Increase identification and services  
to 2E students

Potentially 20+ schools

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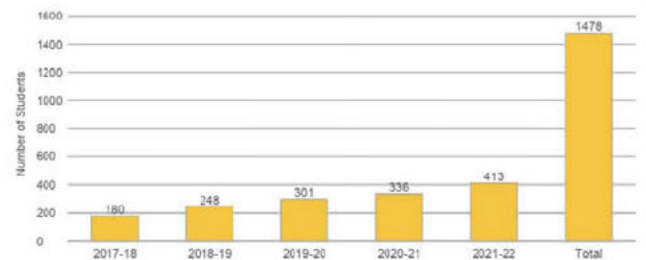
Explain how the grants are layered in their programming and student impact.

## Accomplishments

- Increased nominations
- Eliminated underrepresentation
- Expanded understanding of giftedness
- Institutionalized an “at - potential” mindset
- Provided talent development opportunities
- Making district -wide changes in identification and services




### Gifted and Talented Identification with TOPS





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I have been asked to share what has worked in Milwaukee, how the three grants build upon each other, and how sustainable practices have been put in place. This slide captures many of the practices that have worked in Milwaukee. I will go into depth on several of these and show examples of successful implementation.

# The Heart of the Javits Grants: Bringing Out the Best in Student Potential

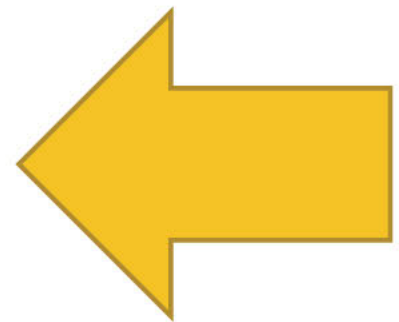


Based on the work of Dr. Mary  
Ruth Coleman

# Four Key Components of SEE US!

- Focusing on Equity, Excellence, and Engagement with students and families
- Nurturing, Recognizing, and Responding to Students Strengths
- Using an “At-Potential” Mindset (TOPS)
- Incorporating Inquiry-Based Learning Opportunities

## The Heart of the Javits Grants: Bringing Out the Best in Student Potential



Based on the work of Dr. Mary  
Ruth Coleman

## **TOPS Tool** (Teacher Observation of Potential In Students)

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- Used to identify underrepresented students with gifted potential. Early identification.
- Used to identify students often missed by traditional assessments. Culturally sensitive.
- A starting point for documenting students' strengths, gifts, talents, and potential.
- A framework to empower teachers to embrace a different mindset from at Risk to at Potential



## Increased Recognition of Gifted and Talented Students

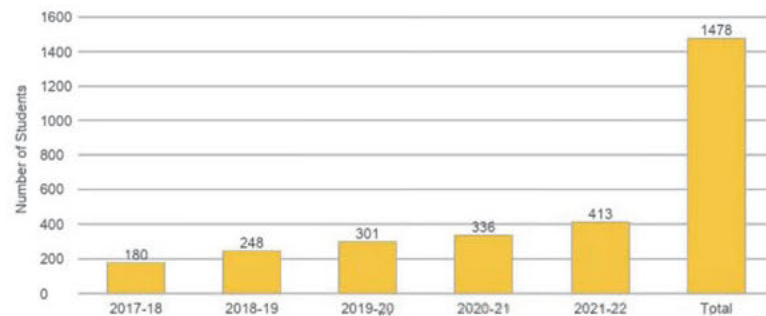
The federal Elementary and Secondary Education Act defines gifted and talented students as “Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.”




Learns easily	Retains and understands information quickly with little need of repetition or practice.
Shows advanced skills	Understands and uses information in a given context.
Displays curiosity & creativity	Exhibits unique and/or innovative approaches to information.
Has strong interests	Is absorbed in a topic and able to sustain this over time.
Shows advanced reasoning & problem solving	Uses analytical thinking to recognize patterns and find solutions.
Displays spatial abilities	Visualizes information and applies kinesthetic learning.
Shows motivation	Is able to persist in the face of difficulties
Shows social perceptiveness	Recognizes and responds to the needs of others.
Displays leadership	Motivates, inspires and influences others.

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### Gifted and Talented Identification with TOPS



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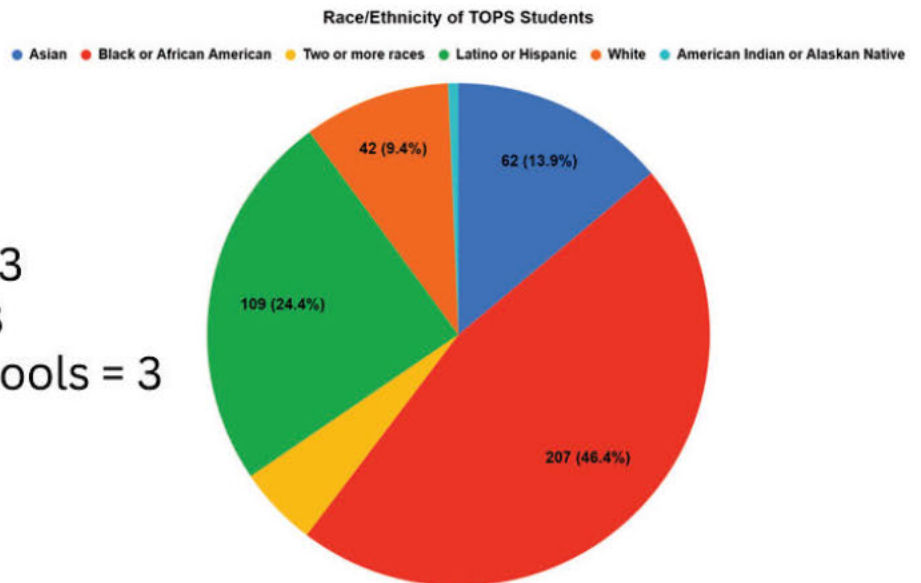
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One area that has been successful and is directly in line with the grant goals and the GPRA goals is to increase student identification. Explain how the TOPS tool is used and how it helps to

As you can see in the graph, there has been an increase in student identification and it has grown as we have involved more schools through the additional 2019 award.

# Finding: Increase in Identifications

N = 447  
SEE US! Schools = 13  
SURGE Schools = 8  
Expanding Excellence Schools = 3

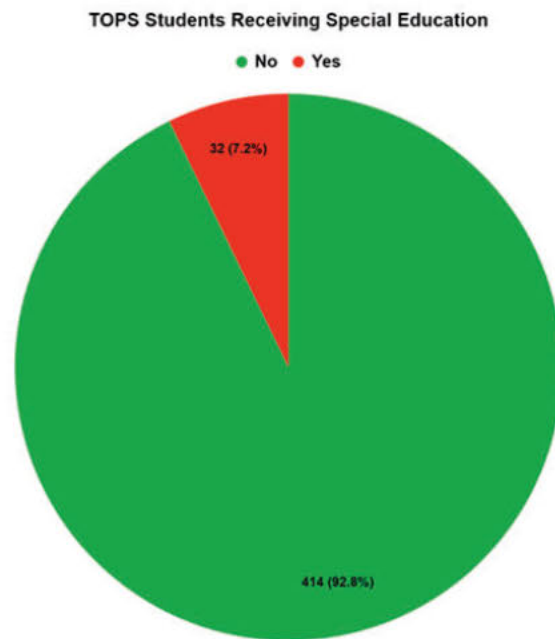




# Finding: Increase in Identifications

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Marked "Yes"  
SEE US! = 12  
SURGE = 20  
Expanding Excellence = 0



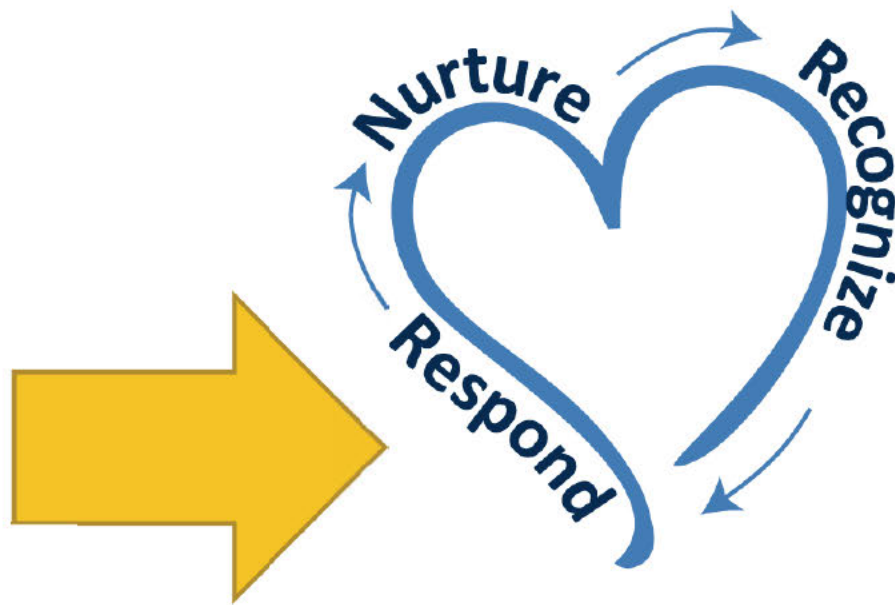
## Time to Share

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With your Javits grant, how are you identifying gifted students and / or students with gifted potential?



## The Heart of the Javits Grants: Bringing Out the Best in Student Potential



Based on the work of Dr. Mary  
Ruth Coleman

# Professional Learning for Teachers

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- Fall, Spring, and Summer Workshops
- Monthly Meetings
- Systematic and Structured “Follow Up” with Teachers and School Leaders
- "This is one of the most solid programs we've been a part of in regards to offering us professional development, opportunities to collaborate, resources that we need, support."



# Making Connections: Pause, Reflect, and Write

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<u>Positive perspectives on parents and families</u>	<u>Communication of high expectations</u>	<u>Learning within the context of culture</u>	<u>Student-centered instruction</u>	<u>Culturally mediated instruction</u>	<u>Reshaping the curriculum</u>	<u>Teacher as facilitator</u>



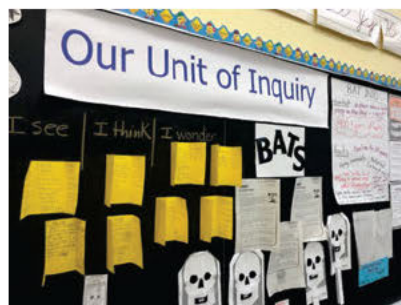
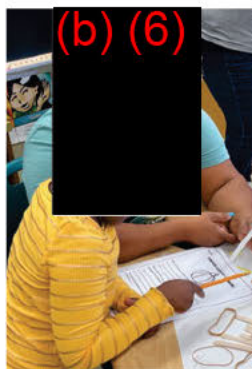
# Instructional Practices

Participants willing to incorporate more inquiry-based and STEM practices into teaching

Programming team brought in speakers and provided inquiry-based and STEM professional development

Teachers ordered and used hands-on science, inquiry provoking, and STEM materials

Inquiry and STEM-focused camps held at school sites on Saturdays and during the summer



# Making the Move



Inquiry lesson/project

VS

Inquiry based teaching  
and Learning



## Inquiry-based Teaching and learning

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Not so much about the end product

More about the process of learning

Curiosity is the lifeblood

Kids questions matter

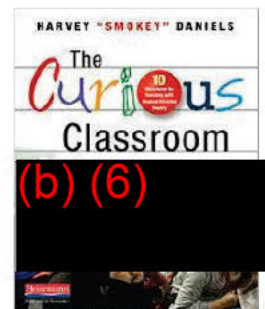
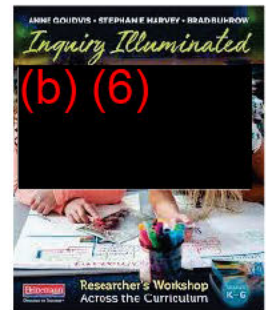
Leads kids to deeper understandings and  
expanded views of the world





## Building a Culture of Inquiry

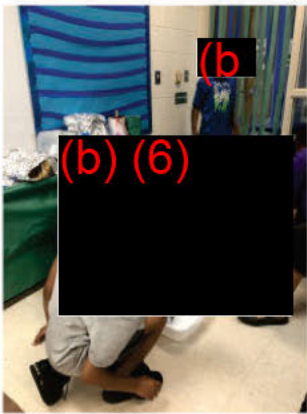
- Model curiosity and wonder
- Student choice and voice
- Interaction and productive talk
- Collaboration
- Student as knowledge creator
- Authentic Investigation



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## Finding: Cultural Responsiveness

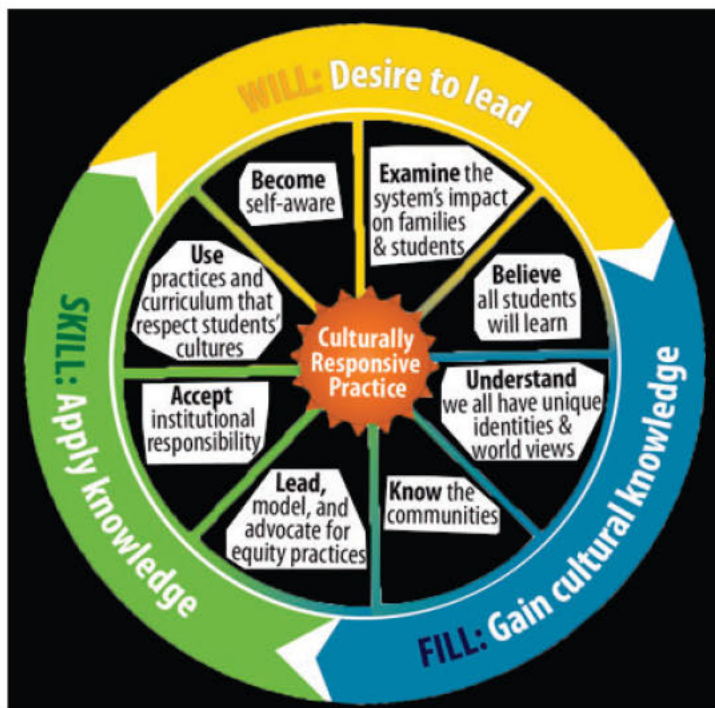
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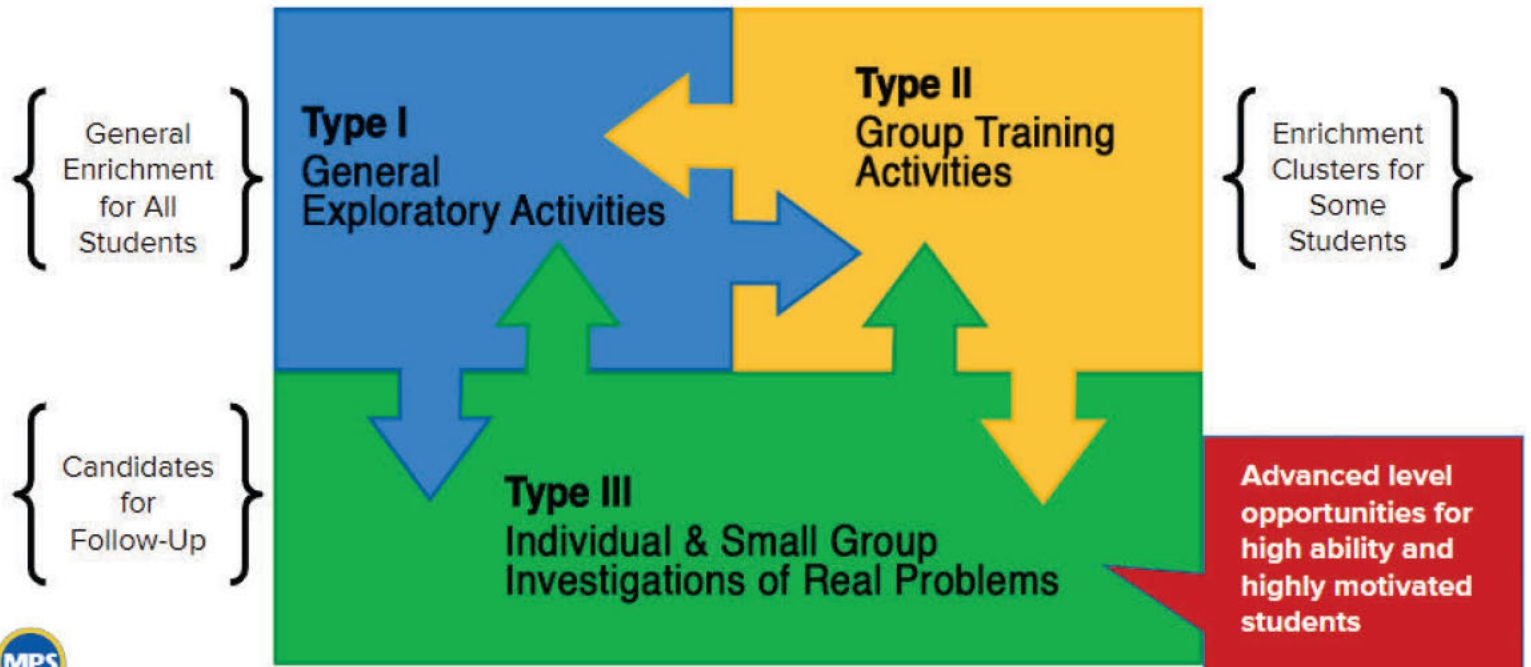
“...inquiry based learning really lends itself to culturally responsive practices. It allows students at all levels to be part of the learning process. Students can explore learning in different modalities.”

--Survey response

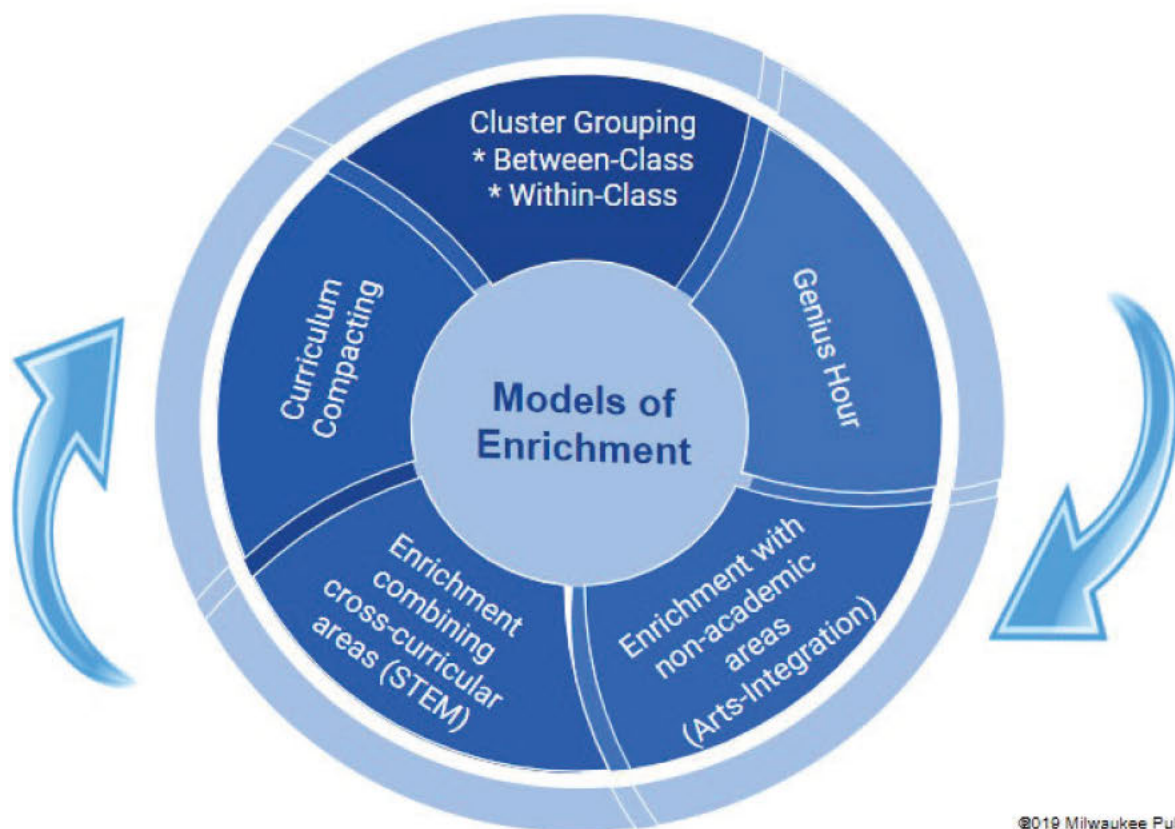
# MPS CRT Resources



## The Enrichment Triad Model Type I, II & III Design



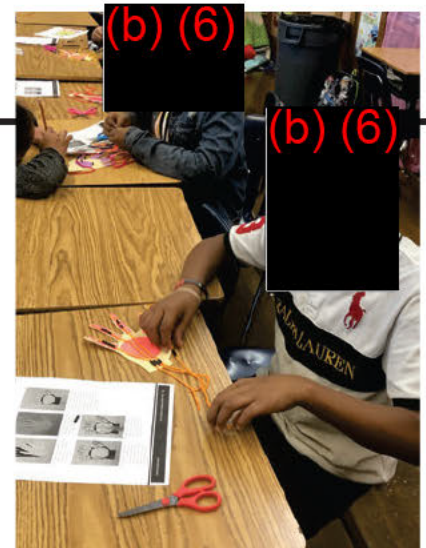
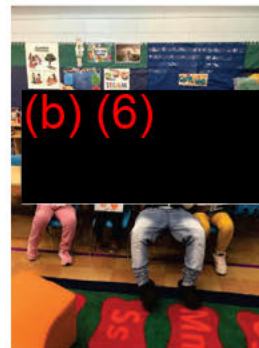
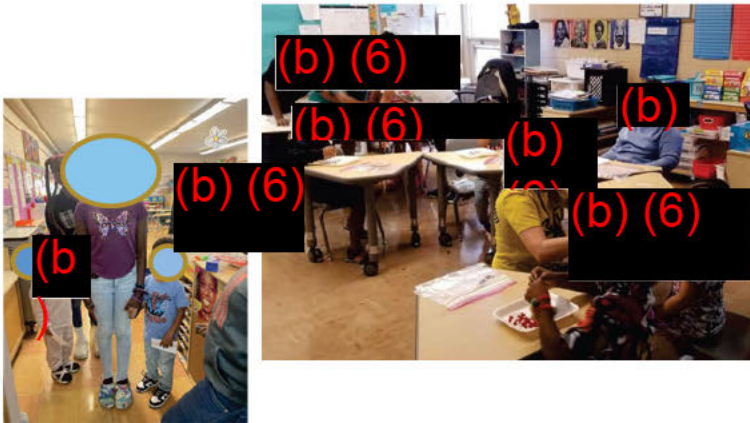
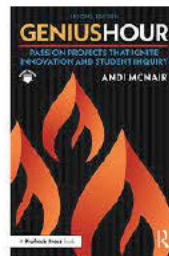
Renzulli, J., & Reis, S. (2014). The schoolwide enrichment model: A how-to guide for talent development. Sourcebooks, Inc.

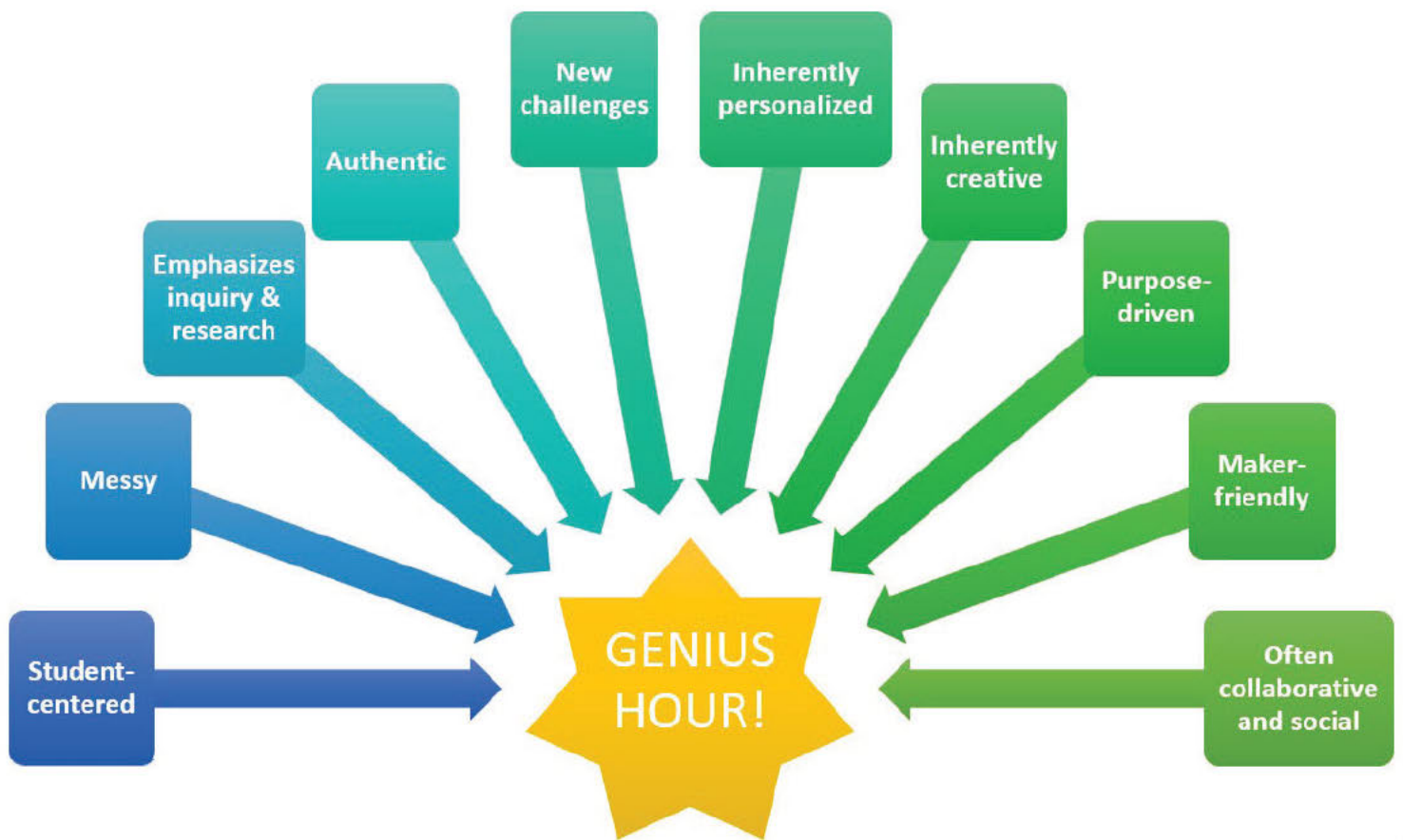




# Genius Hour

- Professional Development
- Book Studies
- Supported Implementation





## Teacher Testimonies

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"I'm just happy I'm a part of the program. I think it's one of the coolest things I've been able to be a part of at MPS. I just think they have the right idea of looking for things in kids, having confidence that kids are really capable. I want to continue to be a part of the program. The team that leads it is open-minded, but hard-working, and it's really easy to work with them. Overall, I'm extremely happy being a part of it."

"If help was ever needed, I know both Susan and Dorothy are always willing to help." "... if I was going to teach a lesson, I wanted them to sit in and watch and give me tips, I'm sure they would be willing. Full disclosure, I have not done that yet...I probably should, but sometimes we're hesitant – 'hey, come watch me teach!' I probably should do that."

"I love all of the support that was offered to help me know how to conduct TOPS and inquiry-based lessons. I was very uncertain at first of how to make this work, but the several PD's and books were helpful."

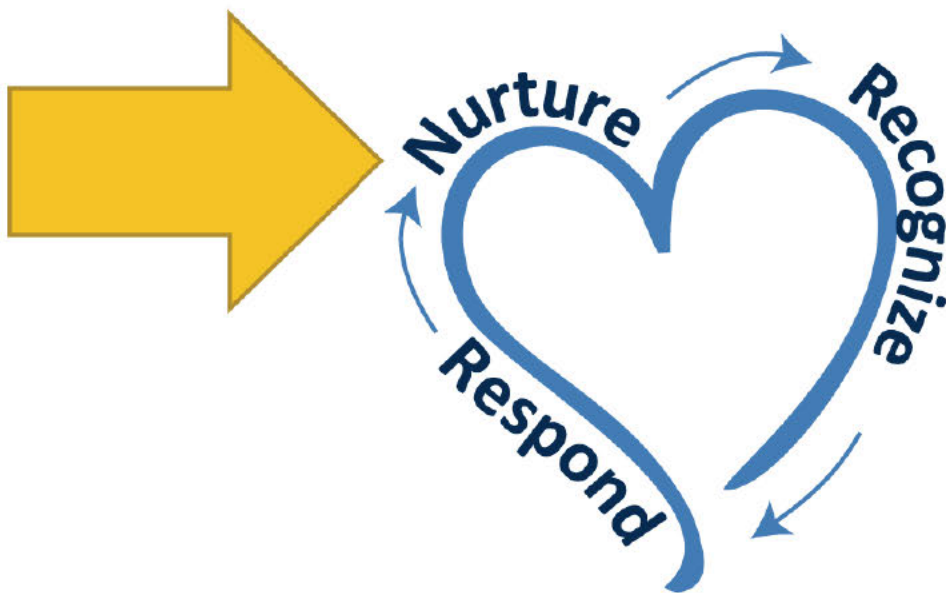
"That inquiry focus is what opens up, where you can see students become more engaged, and you can get at their different strengths."

"I've got a little guy, he's so not paper-pencil at all. By incorporating a lot of the different activities that we do – hands-on, building, the Saturday and summer camps – he has just blossomed. He has found a different way to share his knowledge."






## The Heart of the Javits Grants: Bringing Out the Best in Student Potential



Based on the work of Dr. Mary  
Ruth Coleman



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These are examples of student opportunities that would not have been possible without the Javits funding. They serve both as opportunities to recognize and nurture students' gifts and talents. Due to the success of these programs, talent development opportunities such as these are being shifted to part of regular summer programming and will be sustained after Javits funding. Attention is now given to advanced learners and students who may be gifted in the areas of creativity, leadership, intellectual ability, leadership and specific academic areas such as STEM.

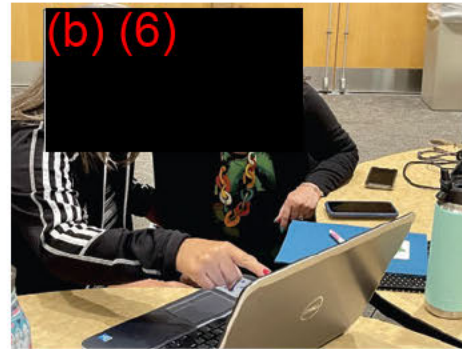
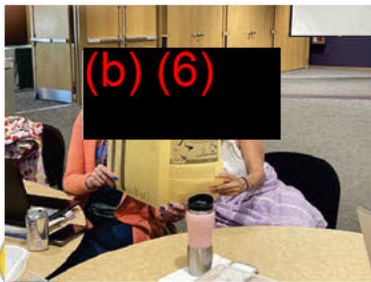
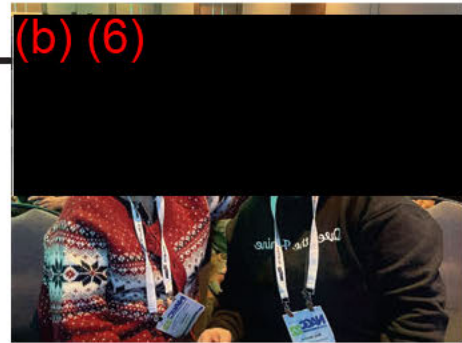
# Parent Testimonies

"My daughter has made a big jump in math, and I think reading as well...Being more creative, being able to interact with people of her intelligence, not being stuck. It's very nice having so many people that she can talk to. She can't really talk to too many kids in her class, they don't understand what she's trying to explain. But she's made so many friends throughout the camp, it's nice."

"My daughter didn't get that many opportunities to do nearly as much as what she's doing within these four days in her school year. Her class was too big and they weren't really cooperative. But she's setting her alarm clock, getting here early."



# Teachers Need Nurturing Too!





## Discussion

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- If you work with classroom teachers, how do you keep them engaged and committed to the work?
- Share in the chat or unmute.



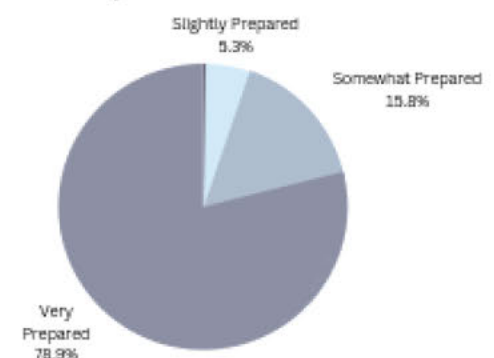
# Sustainability



## Continuous improvement: monitoring, reflection, and flexibility.

"In the time that we're in now, I wish it could be district-wide. With students coming back in the class, collective trauma in your classroom, and teachers with their own trauma, bringing that back to the classroom. They need something positive. I've been away from school for so long, and now I'm back, I'm not quite sure how I'm going to fit. I didn't know if I was going to be able to talk to my friends again. School is hard. So for someone that you look up to and is helping to build that resilience to see potential in you, that's building school capacity, community capacity, and building up the child all at the same time. Identifying them as, you're music-smart. You're math-smart. They're constantly hearing that. Looking up to their teachers. That's huge."

Participants in All Years



## Sustainable Practices Post Funding

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- Modifications in District Identification and Acceleration Policies to be more inclusive, equitable, and representative of district population.
- GT summer camps are being included in district funded summer programming.
- Individual schools created sustainability plans.
- Materials in place for identification practices and grant practices.
- Implementation guides.





# Challenges and Meeting the Challenges

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- COVID-19
- Navigating Large Organizations and Gaining District-wide Change
- Staffing Changes



# Modifications and Recommendations

Maintain Internal tracking system of finances.

Keeping the end in mind, plan for sustainability from the start.

Relationships are Key!

Full disclosure to all involved participants

Clearly laid out plans, roles, and responsibilities.

Remain open-minded and flexible



Grant Coordinator/Team	School Leadership	Classroom Teacher
<ul style="list-style-type: none"> <li>• Deliver professional learning opportunities</li> <li>• Provide classroom support and coaching</li> <li>• Supply classrooms with supplies to implement instructional practices outlined in the grant</li> <li>• Facilitate monthly meetings at grant school sites</li> <li>• Uphold a growth mindset</li> <li>• Endorse the spirit of collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Attend professional development</li> <li>• Support teacher attendance of professional development</li> <li>• Recognize and support teacher progression of implementation of grant instructional practices.</li> <li>• Uphold a growth mindset</li> <li>• Endorse the spirit of collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Attend professional development</li> <li>• Implement instructional practices outlined in the grant goals</li> <li>• Uphold a growth mindset</li> <li>• Discover potential in students and recognize student strengths</li> <li>• Embrace family engagement strategies</li> <li>• Attend monthly afterschool meetings with grant team</li> <li>• Attend local and national conferences</li> <li>• Endorse the spirit of collaboration</li> </ul>

## Discussion

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After learning about the Javits grants at Milwaukee Public Schools, what connections can you make to your Javits grant/program?

In addition to what we learned from Milwaukee's successes and challenges, what advice can you add for your peers about mitigating challenges?

What additional questions do you have about Milwaukee's Javits grants?

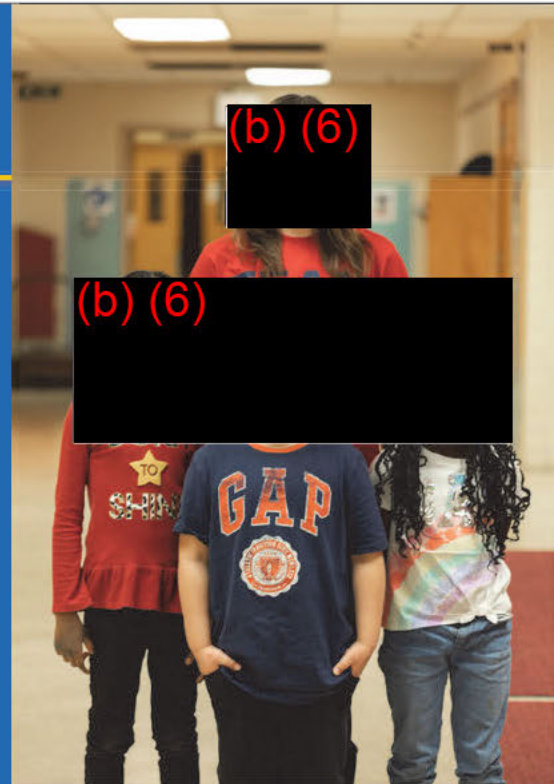


# Thank you.

**Presenters:**

Name, Title, Department

Name, Title, Department



Dr. Keith P. Posley, *Superintendent*

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