



**Board Workshop:** April 7, 2025

**Title:** Edina Public Schools Talent Development Framework Update

**Type:** Discussion

**Presenter(s):** Jody De St. Hubert, Director of Teaching and Learning; Deb Richards, Talent Development Coordinator

**Background:** Following the completion of the Edina Gifted Education Study in 2017, the Board approved the recommendation to expand from Gifted Education Services to Talent Development. Talent Development is identifying a child's strength early on and providing experiences and support so students can turn their abilities and interests into high levels of achievement. On February 13, 2023, the Board received an update on the components of Edina Talent Development and the different stages of implementation. The Board approved the recommendation to offer the CogAT assessment as a Talent Development universal screener on May 15, 2023.

The purpose of this report is to update the Board and have a discussion on the current reality of 2024-2025 implemented practices of the Talent Development Framework in Edina Public Schools. The update focuses on three key areas: ensuring an enhanced understanding across all stakeholder groups of the Edina Talent Development Framework, implementing the CogAT as a Talent Development universal screener, and communication to rebrand and promote the Edina Talent Development Framework. These areas of focus are detailed in the 4.8.24 Board Presentation. Action steps were a result of the established goals aligned with the Data Metrics Plan.

**Recommendation:** This report is an update. There is no recommendation at this time.

**Desired Outcomes from the Board:** Review all background materials in detail, have questions prepared, and provide feedback on Edina Public Schools Talent Development Framework.

**Background Materials:**

[2.13.23 Presentation](#)

[TD Board Report 2.13.23: Information](#)

[Talent Development Universal Screener Recommendation 3.13.23](#)

[Talent Development Board Report 4.8.24](#)

On February 13, 2023 the Board received an update on the components of the Edina Talent Development Framework, their different stages of implementation, and next steps. The Board also approved the recommendation to offer the CogAT assessment as a Talent Development universal screener on March 13, 2023. In the fall of 2023, goals were established for Talent Development based on stakeholder feedback and implementation science cycles of continuous improvement.

**2024-2025 Implementation Focus Areas**

- 1. Ensure an enhanced understanding across all stakeholder groups of the Edina Talent Development Framework.
- 2. Give the CogAT as a Talent Development universal screener.
- 3. Rebrand and promote the Edina Talent Development Framework.

**Implementation Updates on Areas of Focus**

**Focus Area 1: Ensure an Enhanced Understanding With District Staff**

Define Talent Development:

Talent Development encompasses all of the classes, support structures, and instruction that are designed to identify a child’s strengths early on in their education, so they can turn their abilities and interests into high levels of achievement. Talent Development can be a different class for a select group of students. **However, it goes beyond that and includes *opportunities* for all students to learn in rigorous, highly engaging, and inquiry based settings on a day-to-day basis in all classrooms.** Talent Development puts Edina’s vision into action that each and every student in Edina Public Schools has a clear path to discover their possibilities and thrive.

Edina Public Schools has committed to expanding from Gifted Education to Talent Development in direct alignment with the Edina vision and mission. This Talent Development [one pager](#) highlights this alignment while specifically defining Talent Development. This document is a critical starting point of ensuring an enhanced understanding of the Edina Talent Development Framework.

Define the Structure for Edina Talent Development:

The following opportunities describe how Edina is structuring Talent Development.

**Talent Development Opportunities**

**Enrichment**

Discovering personal strengths and interests, opportunities to think critically and creatively.



Grades K-12

**Extended Learning**

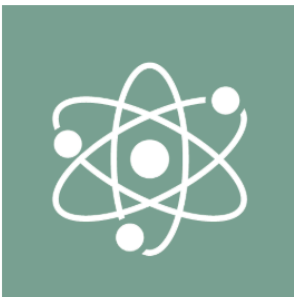
Challenging opportunities for learners who are ready to deepen their learning of grade-level standards.



Grades 2-12

**Accelerated Learning**

Compacted and faster-paced opportunities for learners who are ready to accelerate their learning.



Grades 3-12

**Real World Application**

Opportunities to apply prior knowledge to prepare for college, career, and life.



Grades K-12

Enrichment, Extension, and Real World Opportunities happen in the classroom with the classroom teacher for MOST to ALL students. By making curriculum resource decisions that support rigorous classroom instruction (Tier 1) and providing professional development, all teachers increase the level of rigor for all students on a daily basis. Edina’s teachers are phenomenal teachers and the ability to

enrich, extend, and incorporate real world experiences in the classroom requires intentional planning and support.

Acceleration happens in a different setting. This learning entails a teacher working with a group of students who are ready for instruction at a faster pace, thus a compacting of curriculum and advancing learning differently for some.

Define the Edina Talent Development Program Components:

In order to ensure implementation and continuous improvement of the Edina Talent Development Framework, the [Edina Talent Development Framework Program Components](#) have been created. The Framework Components are action steps that district administration, building administration, and building staff collectively engage in and review on a regular basis to enhance clarity of programming and implementation.

Define Edina Talent Development Roles and Responsibilities:

Talent Development is a systemic framework that enlists the efforts of all stakeholders in Edina Public Schools. It is not an isolated program. In order to know who is responsible for what Edina Talent Development Framework Program Component, the specific [Edina Talent Development Framework Roles and Responsibilities](#) have also been created.

With a focus on implementation science the goals of creating Roles and Responsibilities include:

- Enhance clarity
- Facilitate collaboration and coordination
- Enhance accountability
- Improve efficiency and effectiveness
- Support sustainability
- Facilitate learning and continuous improvement

**Focus Area 2: Implement CogAT as a Universal Screener - GRADE 2**

**What is the CogAT:**

- The CogAT measures students’ abilities in reasoning and problem solving using verbal, quantitative, and nonverbal symbols.
- These reasoning abilities develop and change over time and are good predictors of school success.

**Why the CogAT?**

- The CogAT score report identifies student strengths and needs. It is a critical component to ensure each and every student is able to discover their possibilities and thrive. In order to meet the needs of all learners within the EPS system, we will share CogAT information to partner in this work with families.

| Action Steps in Progress   | Next Steps   |
|--|--|
| 1. The CogAT was given to all grade 2 students at each elementary building | 1. Continue to offer professional learning opportunities for second grade teachers.  |
| 2. The CogAT scores were used to identify every student’s strength area    | 2. Provide an opportunity for third grade teachers to learn about the strength area of each and every student in their classroom |

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| <p>3. The CogAT scores were embedded into the Talent Development portfolio</p> <p>4. Second grade teachers at Cornelia and Concord engaged in professional learning on matching instructional strategies with each and every student's strength. This was the 2nd year of professional learning for this staff because these teachers piloted in 2023-24.</p> <p>5. Second grade teachers at Countryside, Creek Valley, Highlands, and Normandale engaged in professional learning to utilize the CogAT scores to identify student strengths. This was the first year of professional learning for this staff.</p> <p>6. A consistent <a href="#">message</a> was sent to all second grade families before the CogAT was administered.</p> <p>7. A consistent <a href="#">message</a> was sent to all second grade families when the student Narrative Reports were sent home.</p> | <p>3. Incorporate the CogAT scores into data meetings</p> <p>4. Create a Frequently Asked Questions document to share with families</p> <p>5. The second grade teachers at Countryside, Creek Valley, Highlands, and Normandale will receive professional learning on matching instructional strategies with each and every student's strength - year 2.</p> |
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### Focus Area 3: Rebrand and Promote - K-12

#### Rebrand, promote, and clearly communicate Edina Talent Development Programming

##### What?

- Rebranding is updating the visuals aligned with Talent Development.
- Rebranding is also adjusting the messaging for a target audience to align with program shifts.
- Promoting the Edina TD Framework and celebrating the alignment with our vision and mission.

##### Why?

- The new website reflects the change from Gifted Education to Talent Development.
- It demonstrates Edina Public Schools commitment to Excellence by offering a variety of learning opportunities.
- It demonstrates Edina Public Schools commitment to meeting the needs of each and every student including those who need advanced learning opportunities.
- For prospective families, it differentiates Edina Public Schools from other districts.
- Provides clarity for all stakeholders.

| Action Steps in Progress | Next Steps |
|--------------------------|------------|
|--------------------------|------------|

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| <ol style="list-style-type: none"> <li>1. Talent Development vs Gifted Education base understanding was developed.</li> <li>2. Learning Opportunities were articulated to be the system that ensures implementation of the Edina Talent Development Framework.</li> <li>3. Program Components and Roles and Responsibilities are being defined at all levels K-12.</li> <li>4. Based on stakeholder feedback the newly designed TD website was enhanced for clarity.</li> <li>5. Various stakeholders engaged in the understanding of the shift to Talent Development and the 4 opportunities embedded in the framework: <ul style="list-style-type: none"> <li>● Elementary TD team</li> <li>● Teaching and Learning</li> <li>● District TD Parent Advisory Council</li> <li>● T&amp;L Advance team</li> <li>● District Parent Leadership Council</li> <li>● District MTSS team</li> <li>● Middle School principals</li> </ul> </li> </ol> | <ol style="list-style-type: none"> <li>1. Continue collaboration with the Marketing Department to provide information to families.</li> <li>2. Create a marketing plan</li> <li>3. Identify examples of enrichment, extension, accelerated, and authentic learning opportunities in the system for continued clarity for all stakeholders</li> <li>4. Align Talent Development with MTSS and support classroom teachers in providing a robust Tier 1 classroom experience</li> <li>5. Continue to clarify Roles and Responsibilities to ensure all program components are implemented and monitored.</li> <li>6. In collaboration with elementary principals, create targeted plans to communicate the Talent Development framework and advanced learning opportunities to staff and families.</li> </ol> |
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