

Gifted and Talented Education in Elementary School

Frequently Asked Questions

How will my child be served in elementary school?

Operating as a state-approved charter system, elementary schools within Atlanta Public Schools currently employ one or more of three state-approved delivery models: 1) The Resource Model serves gifted students through a gifted-endorsed teacher in a “pull-out” interdisciplinary-enriched environment once or more per week, 2) The Collaboration Model serves gifted students daily in their homeroom classroom through targeted instructional collaboration between the homeroom content-certified teacher and a gifted-endorsed teacher, and 3) The Cluster Grouping Model serves gifted students daily in a homeroom where the teacher is content certified and gifted-endorsed. In all models, schools must serve K-5 students for at least one-sixth of the instructional day or its annual equivalent. These delivery models meet the requirements of Georgia Board Rule 160-4-2.38.

How many students are in Gifted and Talented classes at the elementary school level?

According to Georgia Board Rule 160-4-2.38, an annually approved state waiver, and the charter system status of Atlanta Public Schools, elementary school class size limits are as follows. Resource Model - 22 students, Collaboration Model - no more than eight gifted students per heterogeneous class, Cluster Grouping Model – gifted students are no more than half of the heterogeneous class.

How is the Gifted and Talented curriculum different?

Atlanta Public Schools use the Georgia Standards of Excellence (GSE) in English Language Arts, Mathematics, Science, and Social Studies to inform all instructional curricula and practices. Meanwhile, elementary gifted students served through the resource model engage in enrichment units that integrate any combination of Language Arts, Math, Social Studies, or Science standards. Additionally, gifted students served through the collaboration or cluster-grouping model receive differentiation through extension or enrichment of the content curriculum. This extension/enrichment will differentiate/supplement the GSEs according to APS Gifted Standards.

The difference is not in what is taught but in how it is taught. Students will have opportunities to demonstrate proficiency critically and creatively in the GSE in an academically enriched environment. They will practice skills that ultimately prepare them for advanced learning at the middle, high, college, and career levels.

How will my child be evaluated in elementary school?

Students receive a progress report after an interdisciplinary unit in the resource model and at specified progress report dates in a homeroom/content classroom. If served through the resource model, this separate summative report will evaluate advanced critical thinking, creative problem-solving, research, and communicative skills. The regular progress report will indicate current performance levels in the content courses if the student is served through the collaboration or cluster-grouping model. If either progress report suggests a student is having difficulty in the gifted and talented class, a parent conference will take place to discuss interventions and continuation options.



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How can I support my elementary school-gifted child?

- Many of the same strategies apply
- Attend to the social and emotional needs of your elementary gifted child.
- Be sensitive to their asynchronous development by realizing their emotional development may not match their intellectual development.

For additional information, reach out to the Gifted Contact Teacher in your local school or call the district Office of Gifted and Talented Education at (404) 802-7585.

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