



Office of Gifted and Talented Education
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Gifted and Talented Education in High School Frequently Asked Questions

How will my child be served in high school?

Atlanta Public Schools utilizes various models to serve high school gifted students. The primary delivery model is service through Advanced Content, which includes Advanced Placement (AP) and/or International Baccalaureate (IB) courses. Teachers of AP/IB courses are trained by the College Board and/or International Baccalaureate and must have professional development in the characteristics of and curriculum design for gifted learners. Additionally, students may be served through high school gifted courses including Directed Study-Academic Decathlon, Gifted Resource Seminar, Mentorship, and Internship. Some students receive their gifted service through the Collaborative Model; a general education teacher collaborates with a gifted-endorsed teacher to serve students through their content area of strength: Language Arts, Social Studies, Science, and/or Math. Through this collaboration, the content is differentiated to challenge the gifted student. Advanced content, gifted courses, and collaboration meet the requirements of the Georgia Board Rule 160-4-2-.38.

What determines the high school model a school employs?

The principal, number of gifted students in the school, and number of gifted-endorsed teachers in the building determine the high school model(s) utilized by a school.

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

According to Georgia Board Rule 160-4-2.38 and through an annually approved state waiver, as well as the system charter status of Atlanta Public Schools, the approved high school class size limit is 26.

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 curriculum and practices. Advanced Placement and International Baccalaureate courses are governed by their appropriate agency. Gifted high school courses are written specifically for gifted students. The specialized training gifted-endorsed teachers receive provides them with strategies on differentiating the curriculum according to APS Gifted Standards.

The difference is not in what is taught but how it is taught. Students will have opportunities to think more in depth, critically, and creatively about the content. They will practice independent advanced research skills which will ultimately prepare them for college and career.

Who can take gifted courses?

Students eligible for gifted services may be scheduled for selected gifted courses by grade:

- Ninth through twelfth grade students: Directed Study and Gifted Resource Seminar
- Eleventh and twelfth grade students: Mentorship and Internship
- Advanced content courses are recommended by teachers and counselors where appropriate

How can my child be scheduled for gifted courses?

Several adults in the high school may assist with student scheduling. You or your child may contact the gifted contact teacher, the guidance counselor, or the registrar for information on requesting the following gifted courses: Directed Study, Gifted Resource Seminar, Mentorship, and Internship. Current core content teachers will assist students with recommendations for AP or IB courses.

How will my child be evaluated in the high school?

Advanced Content, gifted courses, and collaboration models are based upon daily performance and use the same grade reporting system as other classes. Evaluation in AP/ IB and gifted courses, as in other classes, is based upon classroom assessments, assignments, performance tasks, and classroom participation. If a student shows difficulty in any courses, a parent conference will take place to discuss interventions and continuation options.

How will my child be supported?

Gifted and Talented Education teachers not only address the academic needs of the learner but also assist them in understanding the impact of their giftedness on their social and emotional wellbeing. The vehicle for this interaction may come through advisory, before/lunch/after school tutorial, or mentorship. Enrichment is vital to high school students; participation in programs such as Governor's Honors, US Youth Senate, Street Law, Georgia Academic Decathlon, Odyssey of the Mind, Science Olympiad, etc. provide them with translatable experiences to be college and career ready. Academically, all students receive progress reports every 4.5 weeks and communication from the school is ongoing.

How can I support my gifted child in high school?

The same ways you were able to support your gifted learner in elementary and middle school are also applicable to high school.

- Read all information on school policies, curriculum, and discipline carefully.
- Keep informed about your child's grades through the Parent Portal on the APS website. This is extremely important as you know your child's strengths and weaknesses.
- Talk to your child about his or her interests, goals, strengths, and weaknesses.
- Ask the guidance counselor and gifted teacher(s) about the things you can do to help your child discover more about himself/herself.
- Encourage your child to try new experiences, meet new people, and explore new careers.
- Encourage self-awareness inventories through school.
- Encourage college and/or career planning opportunities provided at school.
- Attend school events in which your child participates. Talk frequently with her/him about the importance of high school classes and maintaining a positive attitude toward school.
- Make a special effort to be direct, supportive, and a good listener. Listen when your child discusses school.
- Request periodic meetings with teachers. If English is not your primary language, ask for an interpreter.
- Finally, value your child's education by encouraging homework and reading.

For additional information, contact the Office of Gifted and Talented Education (404) 802-7585.