



Office of Gifted and Talented Education
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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. All models require K-5 students to be served for a minimum of 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 and through an annually approved state waiver as well as the new system charter status of Atlanta Public Schools, the approved elementary school class size limits are: Resource Model-22 students, Collaboration Model= no more than 8 gifted students per heterogeneous class, Cluster Grouping Model- no more than half of the heterogeneous class is made up of gifted students.

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. Meanwhile, elementary gifted students served through the resource model engage in enrichment units that integrate any combination of Language Arts, Math, Social Studies, and/or Science standards. Gifted students served through the collaboration or cluster-grouping model receive differentiation through extension or enrichment of the content curriculum. All of this extension/enrichment will differentiate/supplement the GSEs according to APS Gifted Standards.

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

How will my child be evaluated in the elementary school?

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

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.