

ACPS Local Plan for the Education of the Gifted, 2025-30

Revision Overview for School Board
September, 2025

Revision Goals

- to better align our philosophy as a division with our actions
 - to communicate the richness of existing programming and capitalize on what's working across schools
 - to have an expansive, rather than exclusionary impact.
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Revision Process

- **2023-24:** Gathered feedback on the existing plan from Talent Development Advisory Committee (TDAC), Talent Development Resource Teachers (TDRTs), building administrators, and the Superintendent
- **2024-25:** Revised local plan in a year-long, iterative process, eliciting and integrating feedback from variety of stakeholders (e.g., TDAC, TDRTs, principals, and instructional & equity coordinators).

Staying the Same

Philosophy: *All* students have curriculum and instruction that reflects the principles and “best practices” that have emerged from the field of gifted education and advanced learning opportunities.

Talent Development framework:

service model for gifted education that embodies ACPS’ mission and vision and reflects current research in the field

Shifts

- Focus on developing **Specific Academic Aptitude (SAA)** rather than General Academic Aptitude (GAA)
- Conceptualize and communicate “giftedness” on a continuum of **talent potential**
- A Talent Pool for some to **Talent Development Profiles for all**

SHIFT 1

Focus on ***Specific Academic Aptitude (SAA)*** rather than General Academic Aptitude (GAA)

why?

- Because talent develops in a domain, Specific Academic Aptitude (SAA) allows for better alignment between evidence and behaviors within a discipline and more targeted services and programming.

SHIFT 2

why?

Conceptualize and communicate
“giftedness” on a continuum of
talent potential

- to more precisely reflect the developmental nature of talent as “potential” and provide shared asset-based language
- to use identification, not as a fixed label or “status” to be conferred, but to instead help illuminate students’ potential, in specific disciplines at a moment in time and to communicate that potential to themselves and others

SHIFT 3

A Talent Pool for *some* to Talent Development Profiles for *all*

why?

- to encourage student reflection on their interests, strengths, and the malleability of both
- to communicate potential to the students themselves, their families, and their teachers