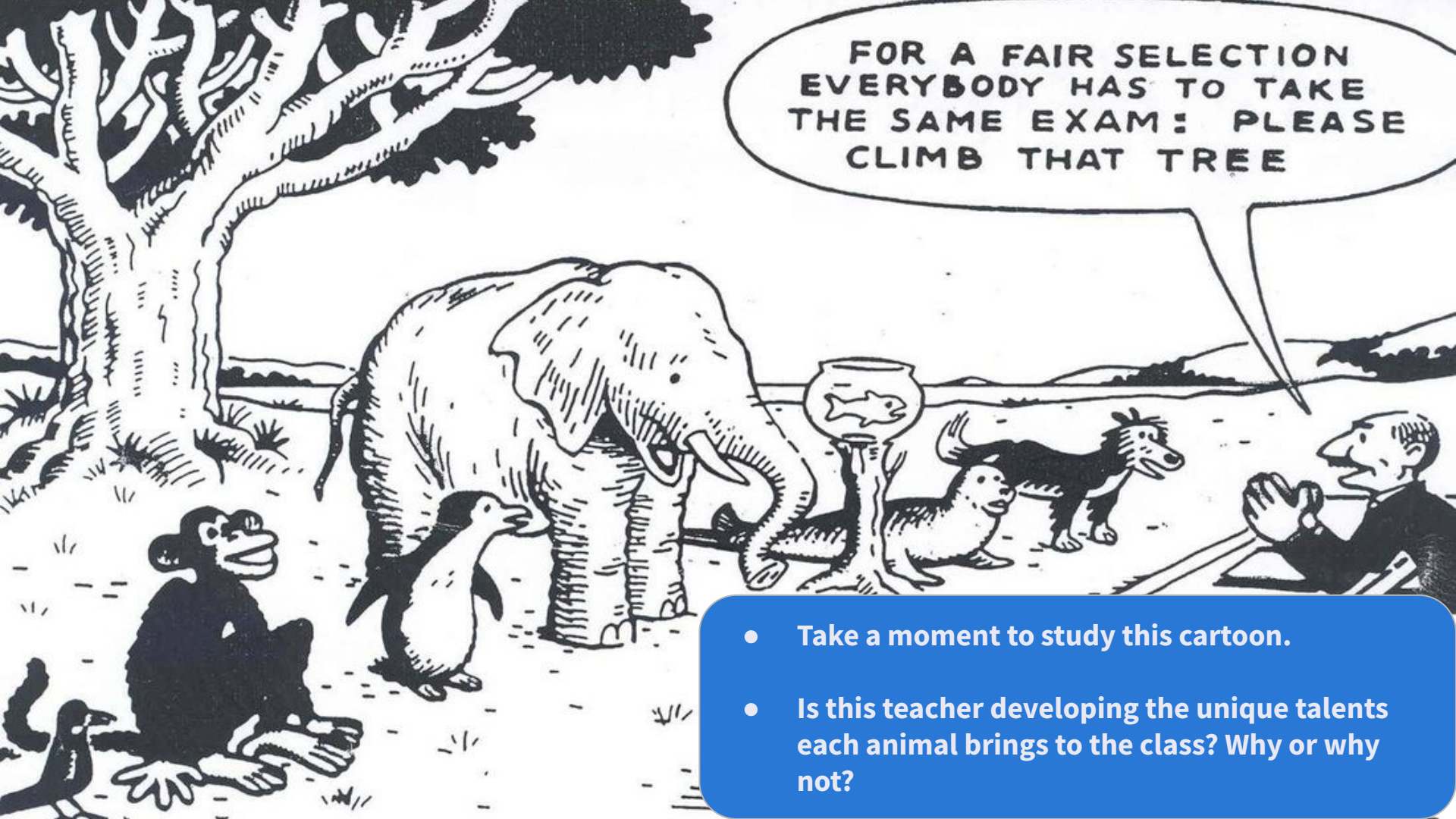


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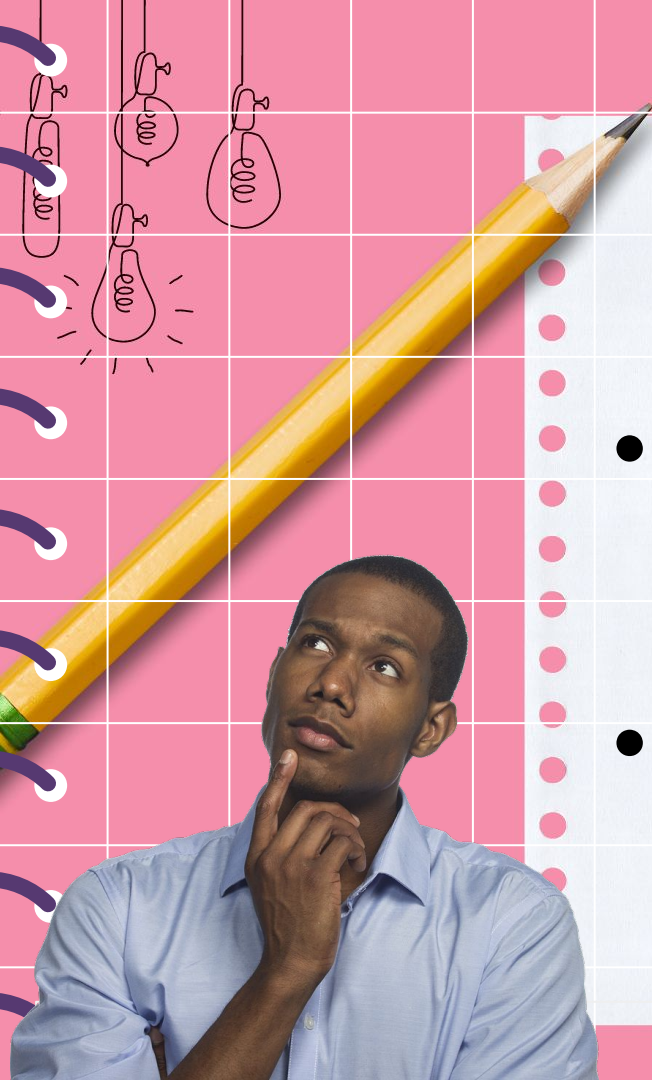
**APS Advanced Academics and Talent
Development (AATD)**

What is the Talent Development Model?





- Take a moment to study this cartoon.
- Is this teacher developing the unique talents each animal brings to the class? Why or why not?

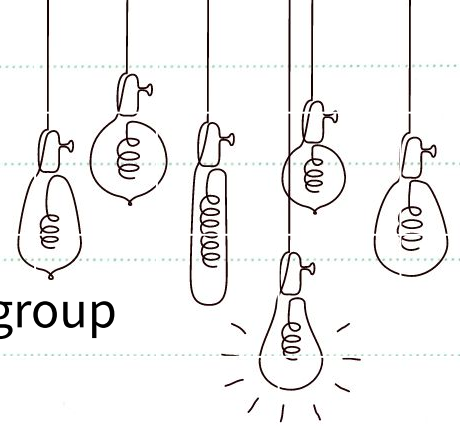


Think of your own experience as a student...

- What type of classroom instruction supported the development of your unique talents?
- How was the classroom instruction you're thinking of similar or different from the cartoon teacher's instruction?

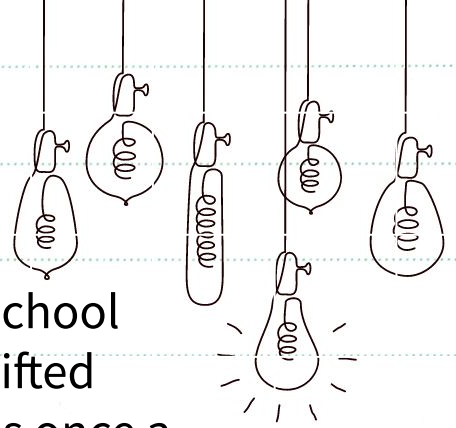
In the past...

- Instruction has often been delivered in whole group and with one type of assessment
- This type of instruction does not provide a lot of room for differentiation or the chance to apply or develop a variety of talent areas
- Because of this, teachers might see students from the two ends of the learning spectrum disengage and not experience a full year's worth of growth



In the past...

- To meet the needs of advanced learners, many school systems relied on “pull out” programs where a gifted resource teacher would pull a small group of kids once a week to participate in extension lessons that may or may not relate to the grade level curriculum
- These “pull out” programs only meet once a week and often only serve the top 2-5% of a school population





What is a Talent Development Model?



A spiral-bound notebook with a yellow pencil resting on it. The notebook is open to a page with a grid pattern. The title 'A Talent Development Model...' is written in large, bold, black letters. Below the title are four bullet points, each starting with a blue circle. The background is light blue with a grid pattern. There are several lightbulb illustrations: some are simple line drawings, some are glowing with radiating lines, and some are hanging from strings. A yellow pencil with a green eraser and a pink eraser is positioned vertically on the left side of the notebook page.

A Talent Development Model...

- **Focuses on a student's assets** - What interests and strengths does a student possess?
- **Is interest driven** - How can we capitalize on that interest area and nurture talent?
- **Requires access to opportunities** - How can we expose a student to challenges that help a student grow that talent?
- **Is inclusive** - What opportunities might be good for all students with proper, differentiated supports?

A spiral-bound notebook with a yellow pencil lying diagonally across the left side. The notebook page is white with a light blue grid pattern. The title 'With a Talent Development Model...' is written in large, bold, black font. To the left of the pencil, there are several hand-drawn lightbulbs, some with lines radiating from them, suggesting ideas or inspiration. The background is a light blue grid.

With a Talent Development Model...

- Teachers act as talent scouts, not deficit detectives
- Schools identify a student's specific talent area(s) so that we can help them nurture that talent
- Teachers provide continuous access to differentiated instruction that supports growth in specific talent area(s)
- Schools utilize inclusive identification practices that focus on the whole child and not only ability test scores
- Schools tend to provide advanced academic services to at least 20-30% of the student population



F.A.Q. - But isn't a Talent Development Model good for ALL students?

Yes, but just like graphic organizers are good for all students, some students absolutely need it to learn and experience growth. The same is true for advanced learners. **Talent development is good for all students, and advanced learners absolutely need it in order to experience a year's worth of learning in their talent area.**

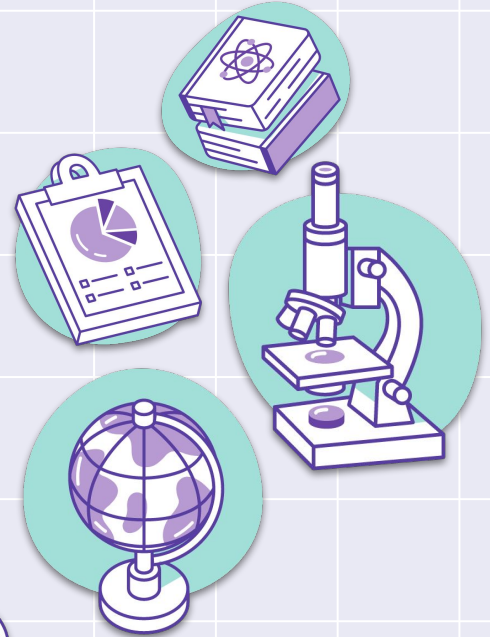
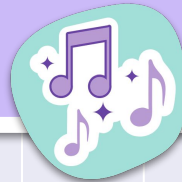
Talent Development Model

- Is inclusive and provides all children access to critical and creative thinking opportunities with necessary supports while ensuring extension to those who NEED it



Talent Development Model-

- Identifies students in talent areas:
 - English Language Arts
 - Mathematics
 - Science
 - Social Studies
 - Visual Arts
 - General Music

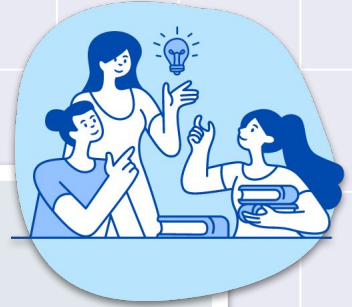




**What does this
model look like in
classrooms?**



In the Elementary Classroom-



Clustering

- We cluster group students identified in specific subject areas.
 - Math, ELA, Science, Social Studies
- Cluster groups are made of at least 10 students.



In the Elementary Classroom- Advanced Academics Coach



- There is one Advanced Academics Coach (AAC) at each elementary school who serves as an instructional coach.
- The AAC supports all classroom and gifted cluster teachers with planning for and delivering differentiated lessons utilizing resources written for advanced learners and critical and creative strategies for all.



In the Elementary Classroom- Classroom Teacher



- The classroom teacher is the primary deliverer of advanced learning opportunities with the support and coaching of an advanced academic coach (AAC).
- We offer curricular resources to help teachers deliver rigorous instruction and expose all students to critical and creative thinking strategies.



Advocating for Your Student

- Refer your child for gifted services if you believe they need access to resources designed for advanced learners and a cluster group of intellectual peers.
- Attend the advanced academics information sessions led by the school AAC.
- Read the Advanced Academics Newsletter





Questions?