

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

Revision Overview for School Board  
September, 2025

## Revision Goals

- to better align our 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)

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**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