

Expectations for RTGs and Cluster/Intensified Teachers

Instruction – Middle School

RTGs:

- Guided by the [APS Local Plan for the Gifted](#), the collaborative cluster model will continue to guide cluster and/or intensified teachers and Resource Teachers of the Gifted (RTGs) as they plan challenging curricula that support the comprehensive and unique needs of the cognitive and socio-emotional needs of gifted learners.
- RTGs will continue ongoing support and coaching of cluster and/or intensified teachers. Support could be and is not limited to:
 - Weekly participation in CLT meetings and/or planning at other times with content and/or grade level teams and/or one on one with cluster and/or intensified teachers
 - Supporting instructional planning using the APS Critical and Creative Thinking Framework and/or curricular resources for rigor written for gifted learners as supported by content offices.
 - Working collaboratively with cluster teachers to compact curriculum based on preassessments and ongoing assessments to measure growth of learners
 - Working collaboratively with cluster teachers to develop extension assignments to support students using tiered instruction
 - Working collaboratively to develop differentiation forms for each identified student each quarter
- RTGs will continue to review school identification data with an equity lens and with the goal of having the population of gifted learners match the diverse school population
- RTGs lead the school-based screening and identification process and target professional learning needs based on data and teacher needs
- RTGs will continue to work with all teachers on developing digital portfolios (via Seesaw or Canvas) to show growth over time, highlight talent development, and communicate with parents
- RTGs will continue collaborating with special education case carriers and teachers to provide planning and support for twice exceptional (2e) learners supporting the instructional expectations for special education. When possible, the RTG should be part of the IEP and 504 process.
- RTGs will continue collaborating with English Learner teachers to support students who are advanced/gifted and need extension activities supporting the instructional expectations for English Learners.
- RTGs will lead targeted professional learning for all teachers using the Gifted Services Professional Learning Cycle (5 hour). Topics could be and are not limited to characteristics and behaviors of diverse gifted learners, talent development, critical and creative thinking strategies, curricular resources written for gifted learners, differentiation for gifted learners, curriculum compacting, tiered instruction, screening and identification process
- RTGs will continue to participate in meetings with the Supervisor of Gifted Services around various topics to support work around coaching and planning with teachers, best practices in virtual teaching, effective use of curriculum compacting, developing tiered instruction to support teachers in extending standards, and/or supporting parents. RTGs are encouraged to contact the Supervisor of Gifted Services with any questions and/or more targeted support.

Cluster and/or Intensified Teachers:

- Guided by the [APS Local Plan for the Gifted](#), the collaborative cluster model will continue to guide cluster and/or intensified teachers as they plan challenging curricula that support the comprehensive and unique needs of the cognitive and socio-emotional needs of gifted learners.
- Continue to meet and plan with RTG on a weekly basis. In collaboration with the RTG, continue to:
 - Use preassessments and ongoing formative assessments to facilitate opportunities for compacting curriculum and tiered instruction through extensions and added depth and complexity of standards and measure growth of learners
 - Use the APS Critical and Creative Thinking Framework and/or curricular resources for rigor written for gifted learners as supported by content offices to extend standards

- o Design additional assessments to measure growth for gifted students during the extensions developed in each unit of study
- o Maintain digital portfolios to show growth over time and beyond standards, highlight talent development, and communicate with parents
- o Participate in Gifted Services Professional Learning Cycle (5 hour) and/or additional countywide sessions focusing on gifted learners to stay current in gifted education on topics such as behaviors of diverse gifted learners, talent development, critical and creative thinking strategies, curricular resources written for gifted learners, differentiation for gifted learners, curriculum compacting, tiered instruction, screening and identification process
- o Working collaboratively to develop differentiation forms for each identified student each quarter