

Here is a summary of the challenge being faced by current and prospective IB schools in aligning PYP requirements with GaDOE approved Gifted education delivery models:

- The IB mission statement, learner profile, and program standards and practices emphasize **the values of diversity, differentiation, and inclusivity** in the classroom
- The PYP is committed to keeping students together as a **“community of learners,”** aiming to ensure **“coherence of learning”** and **always preferring push in to pullout services**
- The PYP has been organized since its inception in 1997 around **concept-based, transdisciplinary teaching and learning**, “learning that transcends the confines of the subject areas, but is supported by them”
- Since 2006, as part of its commitment to transdisciplinary teaching and learning, **the PYP has required all core subject instruction to be taught by only one person, the classroom teacher**
- Any educational structures that separate the core disciplines or assign more than one teacher responsibility to teach core content (e.g., Gifted and Accelerated Math pullouts or elementary school departmentalization) are **prohibited by the PYP**
- **Historically, APS has mandated the resource (pullout) model for elementary Gifted education**, including the eight currently authorized PYP schools, all of which were authorized between 2006 and 2011
- In 2012, the IB Organization adjusted its program evaluation procedures to **more rigorously and systematically measure a school’s adherence to IB program standards and practices** (implementation rubric)
- Since 2015, **four out of the four** APS PYP schools that have had IB program evaluation visits have **received “matters to be addressed” for pullout Gifted instruction**
- **GaDOE offers four models for Gifted services delivery:** resource, advanced content, cluster grouping and collaboration
- **Each GaDOE model is research based** and counts for earning Gifted FTE
- However, **only cluster grouping and collaboration** delivery models align with the transdisciplinary teaching and learning elements of the PYP
- As a result, current and prospective IB elementary schools must begin planning to **phase out resource** and **phase in either cluster grouping or collaboration** Gifted delivery models
- Current and prospective IB Principals are in progress **educating stakeholders and planning for this mandatory transition**
- **Full phase out** of practices prohibited by the PYP **should be completed prior to each school’s next IB program evaluation visit** (authorized schools) or verification visit (candidate schools)