PROGRAM DESIGN/SERVICE DELIVERY OPTIONS

- **Quality programs do not focus on offering "a program" but a *continuum of services (1.3.1)***

- **Quality programs reflect the philosophy established for gifted programs and also the philosophy of education in the school district**

- **Quality services are integrated into the school day**

Jann Leppien, Ph.D.
Center for Gifted Education
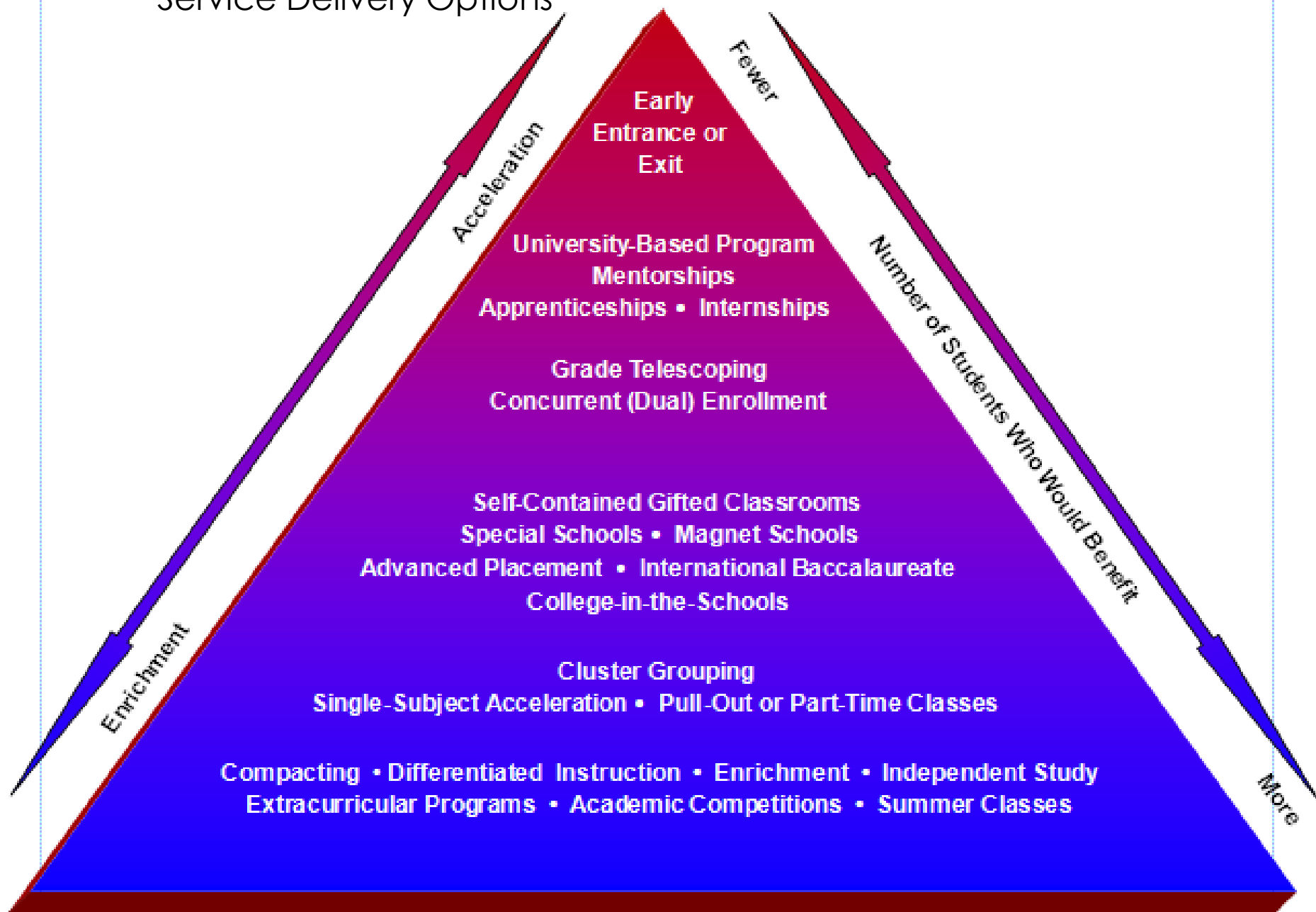**Whitworth University**
jleppien@whitworth.edu

Callahan, C. (September, 2010). Lessons learned from evaluating programs for the gifted. Presented at the Highly Capable Program Technical Working Group Meeting.

SERVICE DELIVERY OPTIONS

- **General Education Classroom – Based Services/Programs**
- **Unique HCP Services/Programs**
- **Acceleration Services/Programs**
- **Non-Traditional Services/Programs**

Services are administrative structures that may indicate content and curriculum, but does not dictate instruction.

Service Delivery Options

Fewer

Acceleration

Number of Students Who Would Benefit

Early Entrance or Exit

University-Based Program
Mentorships
Apprenticeships • Internships

Grade Telescoping
Concurrent (Dual) Enrollment

Self-Contained Gifted Classrooms
Special Schools • Magnet Schools
Advanced Placement • International Baccalaureate
College-in-the-Schools

Cluster Grouping
Single-Subject Acceleration • Pull-Out or Part-Time Classes

Compacting • Differentiated Instruction • Enrichment • Independent Study
Extracurricular Programs • Academic Competitions • Summer Classes

Enrichment

More

GENERAL EDUCATION CLASSROOM – BASED SERVICES/PROGRAMS

- **Curriculum Compacting**
- **Differentiated Instruction**
- **Enrichment**
- **Flexible or Cluster Grouping**
- **Independent Projects**
- **Content Acceleration in General Education Classroom**
- **Supplemental Instruction in Area of Interest**
- **Other**

Compacting

- **Assesses what a student knows about material to be studied and what the student still needs to master**
- **Plans for learning what is not known and excuses student from what is known**
- **Plans for freed-up time to be spent in enriched or accelerated study**

Differentiation for highly capable Students

Kaplan
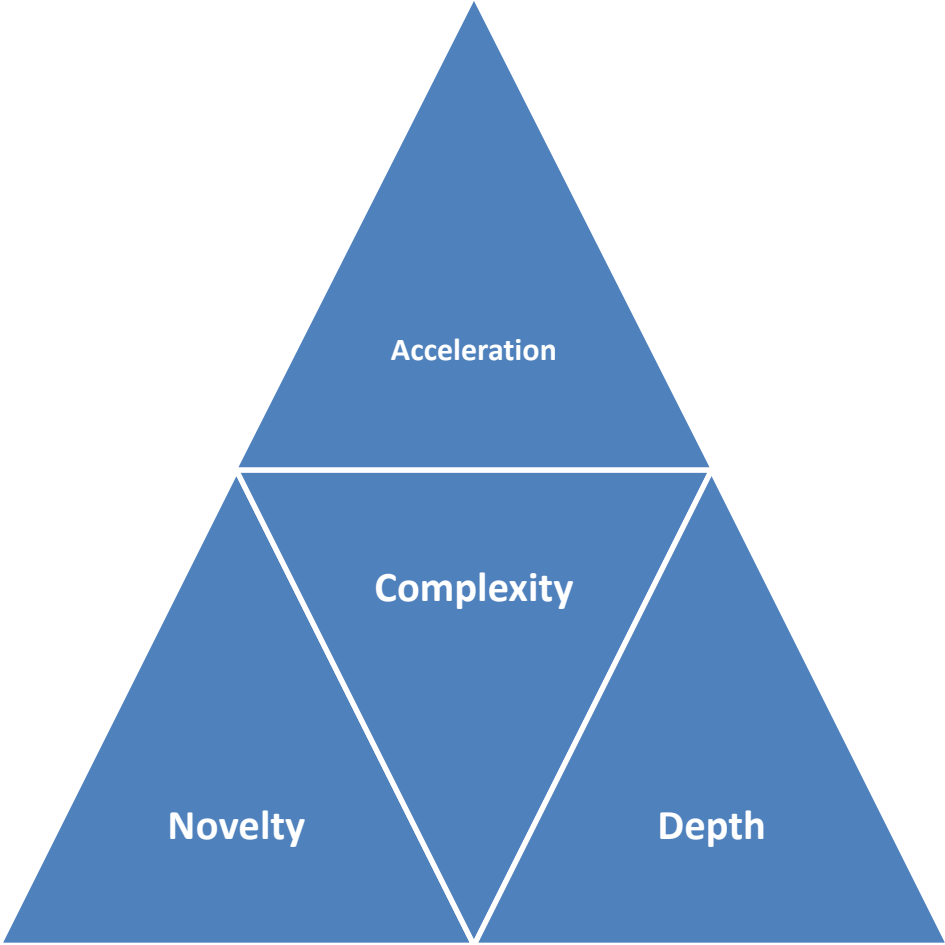
FLEXIBLE GROUPING ACROSS CONTENT AREAS

- **Group by readiness flexibly in the classroom to target instruction**
  - **Pre-assess**
  - **Group by ability/readiness**
  - **Teach in small groups**
- **Group by readiness across grade levels**
  - **Pre-assess**
  - **Group by ability/readiness**
  - **Teach in small groups or whole class of similar readiness**
- **Multiage classrooms**
  - **Grades 1-3, 4-6, 7-9**
  - **Rotate core curriculum on a three year cycle, not one**
  - **Students move progressively through and meet standards/benchmarks by end of three year period**

GENERIC CLUSTER GROUPING

Common gifted education practice that places a group of high achieving students in a classroom with other students and with a teacher who has received training or who is willing to differentiate curriculum and instruction for the identified cluster students.

TOTAL SCHOOL CLUSTER GROUPING

1. Specific, effective, researched application of cluster-grouping
2. Involves all children and all teachers
3. Focuses on gifted education and talent development as the basis for all classrooms

Gentry, M. and Mann, R. (nd). *Total school cluster grouping and differentiation: A comprehensive, research-based plan for raising student achievement and improving teacher practices.* Powerpoint companion to the book.

EXAMPLE OF A CLASSROOM COMPOSITION FOR THE TOTAL SCHOOL CLUSTER GROUPING MODEL

30 students in two classrooms	Group 1: High Achieving	Group 2: Above Average Achieving	Group 3: Average	Group 4: Low Average	Group 5: Low
Class A	6	0	12	12	0
Class B	0	6	12	6	6