

Service Delivery Options for Primary Talent Pool

Service Delivery Options	Definition	Examples
Acceleration Options		
Early Entry to Kindergarten	Student enters school before the legal age as determined by state or district policy.	Student goes to kindergarten at age 4.
Early Exit from Primary	Student completes primary grades in fewer than four years.	Student enters intermediate grades ahead of same age peers.
Grade Skipping	Student skips an entire year of school.	Student moves from kindergarten to second grade.
Subject-matter Acceleration	Student moves into a higher grade for one subject.	A second-grade student goes to third or fourth grade for mathematics.
Academic Competitions	Organized contests in all content areas (not extracurricular but during the school day)	FIRST LEGO League Discover; FIRST LEGO League Explore; Destination ImagiNation
Cluster Grouping	An intentional grouping of gifted students within an otherwise heterogeneous classroom with a teacher who has the training and desire to provide differentiated instruction to meet the needs of the gifted in the classroom.	<p>The top five to eight high-ability students at each grade level are clustered within a classroom so the teacher can differentiate for this group for a proportionate amount of classroom time in all academic subjects.</p> <p>Students can also be placed in heterogeneous classrooms for homeroom and then clustered based on advanced learning needs when they go to content area classrooms.</p>
Collaborative Teaching/Consultation Services	General education teachers and gifted education teachers collaborate to provide differentiated curriculum for G/T students within the general education classroom.	This requires joint planning sessions to prepare for co-teaching differentiated lessons and for the development of differentiated activities (menus, think-tac-toes, RAFTs, learning station task cards, etc.)

Curricular Extensions	Intentionally designed learning experiences that provide depth or breadth to content being studied	Four students gifted in social studies meet with the G/T resource teacher to plan extension activities that they can do during social studies class.
Curriculum Compacting	Through preassessment, student studies only those concepts not known in a unit of study.	Student is given all the unit tests for the grade level in the Basal Language Arts program, and excused from completing the activities and worksheets in the units where she showed proficiency (80% and above). When student missed one or two questions, the teacher provides instruction and practice materials to ensure concept mastery. The student takes part in language arts lessons one or two days a week; the balance of the time she spends with alternative projects (some chosen by the teacher, and some chosen by the student).
Differentiation	Deliberate match of content, process, product, or assessment to student's readiness levels, interests, or needs.	Preassess students to determine what they know and what they are ready to learn. Then offer tiered assignments, student choice based on appropriately challenging options, learning stations with leveled task cards, and reading materials at varying readability levels.
Enrichment	The purpose of enrichment is to provide extended learning opportunities and challenges to students who have already mastered, or can quickly master, the basic curriculum. Enrichment gives the student more time to study concepts with greater depth, breadth, and complexity. Enrichment also provides opportunities for students to	A second grader with a passion for learning about space is given the opportunity to check additional books out of the library about space topics, watch videos about space and given materials to design her own space station.

	pursue learning in their own areas of interest and strengths.	
Independent Studies	Individual learning experiences designed by the student and teacher in an area of interest; may last days, weeks, or longer	Elementary student who is interested in penguins researches different kinds of penguins and designs a model of a habitat for Emperor Penguins.
Learning Centers with Tiered Assignments	When students go to a learning center there are a range of assignments. The content and objectives are the same, but the levels of tasks are varied according to the students' readiness level and their background knowledge and skills related to the learning objective.	When the class is studying care for the environment, one tier asks students to create a poster on a specific issue such as recycling. A more complex tier might ask students to make a poster showing several points of view, such as pros and cons of recycling and develop arguments for and against the different perspectives.
Mentorships and Shadowing	The pairing of a student with someone more experienced or knowledgeable in an area of mutual interest The first level is shadowing. Mentoring that is a long-term relationship focuses on an interest shared by the mentor and mentee. Often that interest is a research area that the student wishes to pursue. Successful mentorships depend on mutual benefits for both partners. Mentoring can occur face to face or virtually.	Shadowing: A student spends a day with a veterinarian to check out what a day in the career of a vet is like. Mentoring: A high school student on the robotics team mentors an elementary student with an interest in robotics by coming to the elementary school one day a week and working with the elementary student to build a robot.
Problem-Based Learning	Create situations for students to become scientists, mathematicians, archeologists, and other professionals.	The Center for Gifted Education at the College of William and Mary has developed science units to engage children in the act of being young scientists. Each unit requires students to develop their own answers and thoughts about a real-life problem.

		Mentoring Young Mathematicians consists of mathematics materials that lead students to think like mathematicians.
Problem Solving Programs	Organized experiences and competitions emphasizing creative and critical thinking and problem solving	Odyssey of the Mind; Destination ImagiNation
Pull-out Program Resource Services	Students leave their classroom to participate in learning experiences led by the gifted resource teacher that are tied directly to their strengths and ideally tied directly to content studied in class.	Advanced math problem-solving groups such as Mentoring Young Mathematicians K-2 and Mentoring Mathematical Minds for Grades 3-6, Junior Great Books groups, Jason Project science curriculum; Project Clarion Science Units for Primary Grades
Seminars	Focused learning experience on a specific topic or concept; could be one day or year-long class	Can be a separate class for a quarter or semester; can be one-day seminar where an expert is brought into the school or students leave campus to meet with experts in an area such as community leaders, innovators, and writers. Leadership Seminar; Creativity Seminar; Writing Seminar
Travel Study Option	Students can travel to a nearby city, another part of the country, or to another part of the world to enhance their learning. Virtual Field Trips can also be used.	Field trips to science museums, the Kentucky History Center, the State Capitol in Frankfort - should be connected to a unit of study Ancient Egyptian Pyramids http://www.pbs.org/wgbh/nova/pyramid National Gallery of Art http://www.nga.gov/onlinetours/index.shtm