

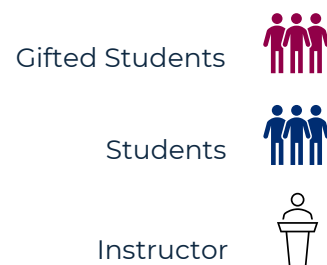


Gifted Program Models

This companion piece to the Best Practices Toolkit for Gifted Education in Arizona provides a quick-reference guide to choosing the best gifted program model. Identifying a program model or combination of models should be determined by the needs of your gifted student population. The program model is one part of the comprehensive gifted services.

Model Type	Duration	Overview
Gifted School 	Full-Day	An education environment consisting of all self-contained gifted classroom models. Benefits: School-wide acceleration and enrichment options are easier to plan. Considerations: Whole group acceleration does not replace individualized differentiation.
Self-Contained Gifted Classroom Model (SCG) 	Full-Day	A class consisting of gifted learners for academic acceleration and enrichment (in-depth) learning. Students participate in regular school activities. Benefits: Gifted students benefit from group differentiation and collaboration with peers. Considerations: Whole group acceleration does not replace individualized differentiation.
Cluster Grouping Model *School-Wide *Total 	Full-Day	Small group of gifted students within a mixed-ability classroom. School-wide cluster grouping selects all gifted learners in 1 class while the total cluster grouping model spreads the gifted students across a few classes. Both methods narrow the ability range of a classroom allowing for easier differentiation for gifted students. Benefits: Gifted students benefit from group differentiation and collaboration with peers. Considerations: Not to be confused with tracking (permanent assignments with lessons geared to the average ability level).

Model Type	Duration	Overview
Gifted Pull-Out Model *Content Replacement or Honors *Enrichment Model 	Partial Day*	Removes gifted students from regular class to work with other gifted students in a specialized class. Content replacement or honors classes provide opportunity for course-specific content acceleration. Enrichment models provide an opportunity to develop in-depth explorations of content. Benefits: Gifted students benefit from group differentiation and collaboration with peers for specific classes. Considerations: Differentiation in other classes may be needed in addition to the pull-out course.
Gifted Push-In Model 	Partial Day*	Instructor works with gifted student 1:1 or in small groups within the regular classroom during specific academic times. Benefits: Gifted learners benefit from content differentiation. Considerations: This model lacks gifted collaboration. Contingent on reliable, routine scheduling.



* Partial Day models **may not** be sufficient to meet the ARS requirement “to provide an educational program that is an integral part of the regular school day.” Consider how the gifted student(s) will be supported for the remainder of the school day/week.