

Sample Continuum of Services Plan by Grade Level Cluster

*Continuum of Services Template Grade Cluster Example: K – 2<sup>nd</sup> Grade*

Area of Identification	Placement	Service	Person(s) Responsible	Supporting Research <i>(Tacit and Empirical)</i>
Superior Cognitive	Self-contained classroom for core subject areas	<ul style="list-style-type: none"> <li>Replacement of curriculum with research-based, advanced options in all core subject areas</li> <li>Higher level thinking skills</li> <li>Acceleration of subject content</li> </ul>	Principal Classroom Teacher Teacher of Gifted	Rogers, 1991; Kulik & Kulik, 1992 Gentry & Owen, 1999 Swiatek, 2000 Vaughn, Feldhusen, & Asher, 1991 Moon, Feldhusen, & Dillon, 1994
Reading /L.A	Targeted flexible grouping (cluster grouping, pull-out, self contained)	<ul style="list-style-type: none"> <li>Advanced literature &amp; discussion groups</li> <li>Persuasive writing models</li> <li>Use of advanced organizers for literary analysis and broad-based concepts</li> </ul>	Classroom Teacher Teacher of Gifted	Rogers, 1998 Van Tassel-Baska, Zuo, Avery, & Little, 2002 Halsted, 2002 Elder & Paul, 2001
Math	Targeted flexible grouping (cluster grouping, pull-out, self contained)	<ul style="list-style-type: none"> <li>Curriculum compacting</li> <li>Replacement of the curriculum with more advanced, research-based curriculum</li> <li>Targeted subject acceleration</li> </ul>	Classroom Teacher Teacher of Gifted	Rogers, 1998 Reis, Burns, & Renzulli, 1992 Lubinski & Benbow, 1995 Vaughn, Feldhusen, & Dillon, 1994
Science	Targeted flexible grouping (cluster grouping, pull-out, self contained)	<ul style="list-style-type: none"> <li>Emphasis on process skills such as experimental design</li> <li>Problem-based learning options</li> <li>Contests or science fairs targeted on real-world scientific inquiry projects</li> </ul>	Teacher of gifted Classroom Teacher	Van Tassel-Baska, Bass, Reis, Poland, & Avery, 1998 Gagne, 1995 Moon, Feldhusen, & Dillon, 1994
Social Studies	Targeted flexible grouping (cluster grouping, pull-out, self contained)	<ul style="list-style-type: none"> <li>Problem based learning modules of historical events</li> <li>Document analysis of primary documents</li> <li>Emphasis on multiple perspectives</li> </ul>	Teacher of gifted Classroom Teacher	Herbert, 1993 Gagne, 1995 Moon, Feldhusen, & Dillon, 1994
Creativity	Cluster grouping	<ul style="list-style-type: none"> <li>Choice of creative products in core content areas</li> <li>Special research-based contests or models such as Future Problem Solving or Destination Imagination</li> </ul>	Designated staff Classroom Teacher	Treffinger, 1986 Torrance & Goff, 1989
Visual & Performing Arts	Cluster grouping	<ul style="list-style-type: none"> <li>Choice of products in core areas related to artistic ability</li> <li>Special contests in the subject area as available</li> </ul>	Teacher of Gifted Trained in the Arts Classroom Teacher Designated Staff	Gagne, 1995 Kettle, Renzulli, & Rizza, 1998

Sample Continuum of Services Plan by Grade Level Cluster

*Continuum of Services Template Grade Cluster Example: 3<sup>rd</sup> - 5<sup>th</sup> Grade*

Area of Identification	Placement	Service	Person(s) Responsible	Supporting Research ( <i>Tacit and Empirical</i> )
Superior Cognitive	Self-Contained Classroom for all core subject areas	<ul style="list-style-type: none"> <li>Replacement of the curriculum with more rigorous and research-based options</li> <li>Higher level thinking skills</li> <li>Acceleration of content</li> </ul>	Teacher of Gifted	Rogers, 1991 Kulik & Kulik, 1992 VanTassel-Baska, Willis, & Meyer, 1989
Reading /LA	Pull-Out	<ul style="list-style-type: none"> <li>Advanced literature &amp; discussion groups</li> <li>Persuasive writing models</li> <li>Use of advanced organizers for literary analysis and broad-based concepts</li> </ul>	Teacher of Gifted	Rogers, 1998 VanTassel-Baska, Zuo, Avery, & Little, 2002
Math	Cluster Grouping within the classroom	<ul style="list-style-type: none"> <li>Curriculum compacting</li> <li>Replacement of the curriculum with more advanced, research-based curriculum</li> <li>Targeted subject acceleration</li> </ul>	Principal Classroom Teacher with the assistance of the Teacher of Gifted	Gentry & Owen, 1999 Reis, Burns, & Renzulli, 1992 Lubinski & Benbow, 1995
Science	Pull-Out	<ul style="list-style-type: none"> <li>Emphasis on process skills such as experimental design</li> <li>Problem-based learning options</li> <li>Contests or science fairs targeted on real-world scientific inquiry projects</li> </ul>	Teacher of Gifted Designated School Staff	VanTassel-Baska, Bass, Reis, Poland, & Avery, 1998 Gallagher, 2000 Gagne, 1995
Social Studies	Cluster Grouping within the classroom	<ul style="list-style-type: none"> <li>Problem based learning modules of historical events</li> <li>Document analysis of primary documents</li> <li>Emphasis on multiple perspectives</li> </ul>	Classroom teacher with assistance from the Teacher of gifted Principal	Herbert, 1993 Moon, Feldhusen, & Dillon, 1994 Gagne, 1995 Gallagher & Stepien, 1996
Creativity	Cluster Grouping within the classroom	<ul style="list-style-type: none"> <li>Choice of creative products in core content areas</li> <li>Special research-based contests or models such as Future Problem Solving or Destination Imagination</li> </ul>	Designated Staff Classroom Teacher	Treffinger, 1986 Torrance & Goff, 1989
Visual & Performing Arts	Pull-Out – Special Classes	<ul style="list-style-type: none"> <li>Choice of products in core areas related to artistic ability</li> <li>Special contests in the subject area as available</li> </ul>	Teacher of Gifted Trained in the Arts Classroom Teacher Designated Staff	Gagne, 1995 Kettle, Renzulli, & Rizza, 1998

Sample Continuum of Services Plan by Grade Level Cluster

*Continuum of Services Template Grade Cluster Example: 6<sup>th</sup> – 8<sup>th</sup> Grade*

Area of Identification	Placement	Service	Person(s) Responsible	Supporting Research ( <i>Tacit and Empirical</i> )
Superior Cognitive	Self-Contained Classroom for all core subject areas	<ul style="list-style-type: none"> <li>Replacement of the curriculum with more rigorous and research-based options</li> <li>Higher level thinking and reasoning skills</li> <li>High school credit options for advanced courses</li> </ul>	Content specialist trained in gifted	Rogers, 1991 Kulik & Kulik, 1992 VanTassel-Baska, Willis, & Meyer, 1989
Reading/LA	Self-Contained Classroom for Reading (special class)	<ul style="list-style-type: none"> <li>Subject acceleration by replacement of curriculum with advanced reading selections</li> <li>Literary analysis, reasoning, and persuasive writing focus</li> <li>High school credit options for advanced courses</li> </ul>	Content specialist trained in gifted	Rogers, 1998 VanTassel-Baska, Zuo, Avery, & Little, 2002
Math	Self-Contained Classroom for Mathematics (special class)	<ul style="list-style-type: none"> <li>Diagnostic-prescriptive approach with replacement of the curriculum</li> <li>Three years in two subject acceleration</li> <li>High school credit for advanced courses</li> </ul>	Content specialist trained in gifted	Gentry & Owen, 1999 Lubinski & Benbow, 1995 Colangelo, Assouline, & Gross, 2004
Science	Self-Contained Classroom for Science (special class)	<ul style="list-style-type: none"> <li>Problem-based learning models in science</li> <li>Advanced content with a focus on scientific inquiry, processes, and reasoning</li> <li>Subject acceleration with high school credit options</li> <li>Special contests or activities in the science areas</li> </ul>	Content specialist trained in gifted Designated School Staff	VanTassel-Baska, Bass, Reis, Poland, & Avery, 1998 Colangelo, Assouline, & Gross, 2004 Gagne, 1995 VanTassel-Baska, 2004
Social Studies	Self-Contained Classroom for Social Studies (special class)	<ul style="list-style-type: none"> <li>Subject acceleration by replacement of curriculum</li> <li>Focus on multiple perspectives, issues, and points of view</li> <li>Engagement in special programs or service-learning projects (e.g., community service options, Model United Nations, Debate Clubs)</li> </ul>	Content specialist trained in gifted Designated Staff	Herbert, 1993 Feldhusen, Moon, & Dillon, 1994 Gagne, 1995 Little, Feng, Rogers, & VanTassel-Baska, 2005
Creativity	Cluster Grouping within the classroom	<ul style="list-style-type: none"> <li>Choice of creative products in core content areas</li> <li>Special research-based contests or models such as Future Problem Solving or Destination Imagination</li> </ul>	Designated Staff	Treffinger, 1986
Visual & Performing Arts	Pull-Out – Special Classes	<ul style="list-style-type: none"> <li>Choice of products in core areas related to artistic ability</li> <li>Special contests in the subject area as available</li> </ul>	Classroom Teacher Teacher of Gifted Trained in the Arts Classroom Teacher Designated Staff	Torrance & Goff, 1989 Gagne, 1995 Kettle, Renzulli, & Rizza, 1998

Sample Continuum of Services Plan by Grade Level Cluster

*Continuum of Services Template Grade Cluster Example: 9<sup>th</sup> and 10<sup>th</sup> Grade*

Area of Identification	Placement	Service	Person(s) Responsible	Supporting Research ( <i>Tacit and Empirical</i> )
Superior Cognitive	Self-Contained special classes	<ul style="list-style-type: none"> <li>• International Baccalaureate (IB) courses</li> <li>• Advanced Placement Courses in at least 4 areas (Subject acceleration)</li> <li>• Other special courses as applicable</li> </ul>	Content specialists trained in gifted & IB/AP	Rogers, 1991; Kulik & Kulik, 1992 Nugent & Karnes, 2002 Tookey, 1999 Cox & Daniel, 1983 Poelzer & Feldhusen, 1997
Reading /LA	Special Class	<ul style="list-style-type: none"> <li>• Advanced Placement Courses</li> <li>• Subject Acceleration</li> <li>• Focus on Literary Analysis and Higher Level Reasoning Skills</li> </ul>	Content specialist trained in gifted and AP	Nugent & Karnes, 2002 Feldhusen & Kennedy, 1989 VanTassel-Baska, 2001
Math	Special Class	<ul style="list-style-type: none"> <li>• Advanced Mathematics Courses (AP)</li> <li>• Applied mentorship in mathematics</li> </ul>	Content specialist trained in gifted	Feldhusen & Kennedy, 1989 Swiatek, 2000 Subotnik & Strauss, 1994
Science	Special Class	<ul style="list-style-type: none"> <li>• Advanced Science Courses (AP)</li> <li>• Special contests or real-world problem based learning activities in the sciences</li> <li>• Participation in special process-based activities or contests (e.g., Science Fair)</li> </ul>	Content specialist trained in gifted  Designated School Staff	Gallagher, Stepien, Sher, & Workman, 1995; Gallagher, 2000 Colangelo, Assouline, & Gross, 2004 Herr, 1993 Southern & Jones, 1991
Social Studies	Special Class	<ul style="list-style-type: none"> <li>• Advanced Social Studies Courses (AP)</li> <li>• Problem-based learning options in the social studies content areas</li> <li>• Special contests or options (e.g., Mock Trial, Model United Nations)</li> </ul>	Content specialist trained in gifted  Designated Staff	Feldhusen & Reilly, 1983 Gallagher & Stepien, 1996 Curry, MacDonald, & Morgan, 1999 Muratori, Colangelo, & Assouline, 2003
Creativity	Special Class	<ul style="list-style-type: none"> <li>• Choice of products in content area requiring acquisition of content and the creation of new material within a specific content domain</li> <li>• Special courses or contests</li> </ul>	Designated Staff  Trained content area teacher	Treffinger, 1986 Anderson & Krathwohl, 2001 Torrance & Goff, 1989 Ambrose, Allen, & Huntley, 1994
Visual & Performing Arts	Special Class	<ul style="list-style-type: none"> <li>• Accelerated art and/or music courses</li> <li>• Dual enrollment</li> <li>• Internship or mentorship in specific area</li> <li>• Special contests and experiences</li> </ul>	Teacher of Gifted Trained in the Arts Classroom Teacher  Designated Staff	Gagne, 1995 Ambrose, Allen, & Huntley, 1994 Kettle, Renzulli, & Rizza, 1998

Sample Continuum of Services Plan by Grade Level Cluster

*Continuum of Services Template      Grade Cluster Example: 11<sup>th</sup> - 12<sup>th</sup> Grade*

Area of Identification	Placement	Service	Person(s) Responsible	Supporting Research ( <i>Tacit and Empirical</i> )
Superior Cognitive	Self-Contained special classes or Off-campus special classes/programs	<ul style="list-style-type: none"> <li>International Baccalaureate (IB) courses</li> <li>Advanced Placement Courses in at least 4 areas</li> <li>Dual enrollment between college and high school with college credit</li> <li>Early graduation</li> </ul>	Content specialists trained in gifted & IB/AP	Rogers, 1991; Kulik & Kulik, 1992 Nugent & Karnes, 2002 Tookey, 1999 Cox & Daniel, 1983 Poelzer & Feldhusen, 1997
Reading /LA	Special Class	<ul style="list-style-type: none"> <li>Advanced Placement Courses</li> <li>Post-Secondary Enrollment in Reading/LA</li> </ul>	Content specialist trained in gifted and AP	Nugent & Karnes, 2002 Feldhusen & Kennedy, 1989 VanTassel-Baska, 2001
Math	Special Class	<ul style="list-style-type: none"> <li>Advanced Mathematics Courses (AP)</li> <li>Dual enrollment between college and high school with college credit</li> <li>Applied mentorship in mathematics</li> </ul>	Content specialist trained in gifted	Feldhusen & Kennedy, 1989 Swiatek, 2000 Subotnik & Strauss, 1994
Science	Special Class	<ul style="list-style-type: none"> <li>Advanced Science Courses (AP)</li> <li>Dual enrollment options</li> <li>Mentorship or Internship in a specific science domain</li> </ul>	Content specialist trained in gifted  Designated School Staff	Gallagher, Stepien, Sher, & Workman, 1995; Gallagher, 2000 Colangelo, Assouline, & Gross, 2004 Herr, 1993 Southern & Jones, 1991
Social Studies	Special Class	<ul style="list-style-type: none"> <li>Advanced Social Studies Courses (AP)</li> <li>Dual enrollment options</li> <li>Applied Internship in area of social studies interest</li> </ul>	Content specialist trained in gifted  Designated Staff	Feldhusen & Reilly, 1983 Gallagher & Stepien, 1996 Curry, MacDonald, & Morgan, 1999 Muratori, Colangelo, & Assouline, 2003
Creativity	Special Class	<ul style="list-style-type: none"> <li>Choice of products in content area requiring acquisition of content and the creation of new material within a specific content domain</li> <li>Internship or mentorship within a specific content domain</li> </ul>	Designated Staff  Trained content area teacher	Treffinger, 1986 Anderson & Krathwohl, 2001 Torrance & Goff, 1989 Ambrose, Allen, & Huntley, 1994
Visual & Performing Arts	Special Class	<ul style="list-style-type: none"> <li>Accelerated art and/or music courses</li> <li>Dual enrollment</li> <li>Internship or mentorship in specific area</li> <li>Special contests and experiences</li> </ul>	Teacher of Gifted Trained in the Arts Classroom Teacher  Designated Staff	Gagne, 1995 Ambrose, Allen, & Huntley, 1994 Kettle, Renzulli, & Rizza, 1998