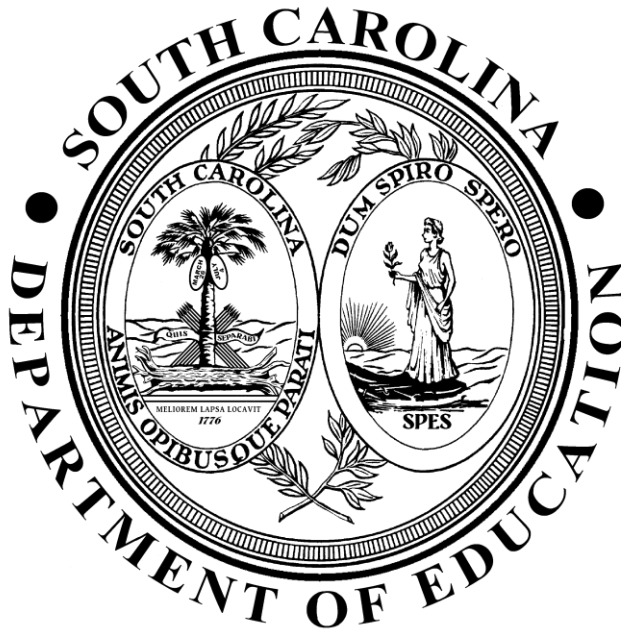


STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION



**Gifted and Talented Best Practices Guidelines:
Program Models**

Pursuant to S.C. Code Ann. § 59-29-170
and State Board of Education Regulation 43-220

May 2018

The South Carolina Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, veteran status, or disability in admission to, treatment in, or employment in its programs and activities. Inquiries regarding the nondiscrimination policies should be made to the Employee Relations Manager, 1429 Senate Street, Columbia, South Carolina 29201, 803-734-8781. For further information on federal non-discrimination regulations, including Title IX, contact the Assistant Secretary for Civil Rights at OCR.DC@ed.gov or call 1-800-421-3481.

Contents

Introduction.....	1
The Legislative Mandate.....	1
Selecting a Program Model.....	2
Pull-out/GT Resource Model.....	3
Special Class or Special School Program Model.....	4
Extension Models.....	4
Grades 1–2	4
Grades 3–5	5
Grades 6–12	5
References	6
Appendix A: Guiding Questions and Considerations for Gifted and Talented Programming	7
Appendix B	8
Associated Readings	8

Introduction

The South Carolina Department of Education (SCDE) is revising the *South Carolina Gifted and Talented Best Practices Manual* (2nd ed., May 2006). Based upon input from stakeholders, the topics in that *Manual* are being updated and issued as separate documents in a series, the *South Carolina Gifted and Talented Best Practices Guidelines*. This document, the *South Carolina Gifted and Talented Best Practices Guidelines: Program Models* replaces Chapter 4 of the 2006 *Manual*.

The Legislative Mandate

Requirements outlined in these guidelines is provided pursuant to S.C. Code Ann. § 59-29-170 (Programs for Talented Students). Regulations can be accessed at the South Carolina Legislature online at <http://www.scstatehouse.gov/code/title59.php>.

Not later than August 15, 1987, gifted and talented students at the elementary and secondary levels must be provided programs during the regular school year or during summer school to develop their unique talents in the manner the State Board of Education must specify and to the extent state funds are provided. The Education Oversight Committee shall study the implementation of this section and report its findings to the General Assembly by July 1, 1986. By August 15, 1984, the State Board of Education shall promulgate regulations establishing the criteria for student eligibility in Gifted and Talented Programs. The funds appropriated for Gifted and Talented Programs under the Education Improvement Act of 1984 must be allocated to the school districts of the State on the basis that the number of gifted and talented students served in each district bears to the total of all those students in the State. However, districts unable to identify more than forty students using the selection criteria established by regulations of the State Board of Education shall receive fifteen thousand dollars annually. Provided, further, school districts shall serve gifted and talented students according to the following order of priority: (1) grades 3-12 academically identified gifted and talented students not included in the state-funded Advanced Placement Program for eleventh and twelfth grade students; (2) after all students eligible under priority one are served, students in grades 3-12 identified in one of the following visual and performing arts areas: dance, drama, music, and visual arts must be served; and (3) after all students eligible under priorities one and two are served, students in grades 1 and 2 identified as academically or artistically gifted and talented must be served. All categories of students identified and served shall be funded at a weight of .30 for the base student cost as provided in Chapter 20 of this title. Where funds are insufficient to serve all students in a given category, the district may determine which students within the category shall be served. Provided, further, no district shall be prohibited from using local funds to serve additional students above those for whom state funds are provided.

Regulation 43-220 (2013) lists approved programming model choices (discussed below), lists supplement or extension models, and authorizes other innovative models when approved by the SCDE.

Selecting a Program Model

“Too often, in programs for gifted students, the chosen model or models determine the goals rather than the goals determining the models used! Only after goals are developed and clarified is it appropriate to make decisions about the models to be used” (Maker, 2004, p. 28).

Before considering program models, districts must first establish the curriculum goals for their gifted program. Models chosen should be those most useful in meeting the program’s curriculum goals. Other considerations include district size, available resources, grade levels of service, and continuum of programming. Further, program models should guide selection of the teaching-learning models (e.g., Paul’s Reasoning Model, problem-based learning, and/or inquiry-based learning) and the development of student outcomes. Extension models which supplement and support program models are critical for a full continuum of services for the gifted learner. See Appendix A for questions to consider when choosing a programming model.

If a school district wishes to use an innovative program model that is not specifically approved by regulation 43-220, the district must request approval from the SCDE. Such requests must be submitted in writing to the Education Associate for Gifted and Talented Programs at the SCDE. The request must provide a justification for proposed model, the proposed alternative(s) for delivery of gifted education services, the methods of evaluation, and a process for reporting to the SCDE on the model’s impact on student academic growth. Requests should be submitted annually.

Regulation 43-220 calls for program models that facilitate the delivery of curriculum and instruction, teacher/pupil ratios that foster positive results, and appropriate and sufficient time in instruction to assure that the goals and objectives of the program are met. Further, the regulation specifies approved gifted and talented program models, teacher/pupil ratios, and number of minutes of service for gifted and talented students at various grade levels.

Table 1 indicates the approved GT program models for South Carolina schools, along with the approved teacher/pupil ratios, appropriate grade levels, and time requirements for each model. Descriptions of the various approved program models are provided after Table 1.

Table 1. *Approved Program Models*

Approved Model (Teacher/Pupil Ratio)	Grade Levels	Minimum Minutes Per Year (Per Week^{**})
Regular Classroom/Itinerant Teacher (1:10)	Grades 1 & 2*	4500 (125)
Multi-Age Classroom (ratio not applicable)	Grades 1 & 2*	NA
Resource Room/Pull-out Class or Center (1:15 in Grades 1 & 2; 1:20 in Grades 3–8)	Grades 1 & 2*	4500 (125)
	Grade 3	4500 (125)
	Grades 4–8	7200 (200)
Special Class (1:25)	Grades 3–12	8100 (225)
Special School (1:25)	Grades 3–12	8100 (225)

Note. * Grades 1 and 2 are not currently funded by the state. ** Assumes programming services of 36 weeks per school year.

Pull-out/GT Resource Model

In planning for a student to be successful in a pull-out/GT resource model, the district must provide:

- curriculum in the GT resource class that is a match with the strength area(s) of the student and
- teachers with the ability and necessary resources to differentiate instruction within the pull-out/ GT resource class.

In order to prevent a punitive environment for the student, it is recommended that the district have a written procedure addressing the essential assignments that must be completed when a student is absent from the regular classroom due to participation in the pull-out/resource program. These procedures should establish:

- additional time to complete the essential regular classroom assignments (i.e., assignments missed in the regular classroom and newly assigned homework are not both due the next day) and
- a process for defining, explaining, and providing in writing the essential assignments to the student.

Similar written procedures should address assignments that must be completed as part of the gifted and talented pull-out/resource room program. As is referenced in the assessment portion of these guidelines (Reporting Student Progress), student progress must be reported on a regular basis.

When outside of the gifted and talented pull-out classroom, current research supports the need for cluster grouping in the regular classroom in order to support continued student growth (VanTassel-Baska, 2017, p. 485-502).

Special Class or Special School Program Model

Gifted and talented students served in the special class or special school program model should be engaged with a curriculum that reflects acceleration and enrichment in a specific discipline. Both the special class and special school model recognize that students often display high ability or potential in some academic areas but not in others.

At a minimum, a gifted and talented student must be placed in a special class that corresponds with the strength(s) of the learner in order to be successful. For example, it would be inappropriate to only place a child in a language arts special class if a child's strengths were non-verbal/quantitative and mathematical.

To be successful in the special school model, a gifted and talented student must be provided with classes that correspond with the strength(s) of the learner and classes that compensate for and support academic weaknesses of the learner. As stated earlier, gifted and talented students may display high ability or potential in some academic areas but not necessarily in all academic areas.

In planning for a student to be successful in a special class or special school program model, the district must provide students with:

- curriculum for the special class or special school that is differentiated and articulated in a written scope and sequence;
- teachers with the ability and necessary resources to differentiate instruction within the academic area(s);
- processes and strategies for gathering diagnostic data on student performance level(s) and monitoring student performance; and
- policies regarding assignments that must be completed as part of the special class program.

For students who identify for gifted and talented placement based on an aptitude test or aptitude test and non-verbal performance task assessment, it is recommended that placement is provided in each special class subject offered.

Extension Models

For academically gifted and talented students, extension models may be used to supplement regular services. These models may not replace approved programming model choices. Suggested extension models include the following:

Grades 1–2

- After School/Summer Services
- Individual Educational Plan
- Grade/Subject Acceleration
- Independent Study
- Special Training/Services for Parents

- Critical Thinking Seminars

Grades 3–5

- Regular Classroom Cluster/Itinerant Model
- After School/Summer Services
- Independent Study
- Virtual School Courses
- Charter School Experiences
- International Baccalaureate Primary Year Programme (PYP)

Grades 6–12

- Mentorship/Internship
- Regular Classroom Cluster/Itinerant Model
- After School/Summer Services
- Independent Study
- Seminars
- Exploratory Courses
- Virtual School Courses
- Charter School Experiences
- International Baccalaureate Middle Years Programme (MYP)

References

- Maker, C. J. (2004). Developing a scope and sequence in curriculum. In J. VanTassel-Baska (Ed.) *Curriculum for Gifted and Talented Students* (25–40). Waco, Texas: Prufrock Press.
- Van Tassel-Baska, J., & Little, C. A. (2017). Content-based curriculum for high-ability learners. In T. Stambaugh & J. Van Tassel-Baska (Eds.), *Aligning Curriculum for the Gifted with Content Standards and State Assessments* (Chapter 21, 485-503). Waco, Texas: Prufrock Press.

Appendix A: Guiding Questions and Considerations for Gifted and Talented Programming

Question	Considerations
What are my program goals?	Programming goals should be achievable in your model.
How many students are served in each grade?	Pull-out models may be more economically feasible for schools with small numbers of gifted students if local identification is not used. Special class model is advantageous when GT identified numbers are high enough to permit it.
What if my school has only a few GT identified students?	A multi-age pull-out classroom may be considered. Local identification may be used to select the high achieving students in your building. Consider partnering with another district through a consortium agreement.
What does the curriculum continuum look like in your district?	Ensure that the elementary school is preparing all students for the levels of curriculum provided in middle and high school (Algebra 1, English 1, etc. in middle school).
How will instruction be differentiated for your GT classes?	Curriculum for GT must be standards-based and enrich and expand upon the standards.
How do you select your GT teachers?	Teachers must be GT endorsed or on the one year GT endorsement waiver, able to appropriately differentiate, and knowledgeable of the social and emotional needs of gifted learners.
Although not required by regulation, what can we do to prepare K–2 students for gifted education?	Provide a rigorous and student-centered learning environment for all students. Expose students to the types of logic and thinking skills required in GT screening assessments.
How is your program incorporating talent development and the <i>Profile of the SC Graduate</i> ?	Ensure that curriculum aligns to the World Class Knowledge, World Class Skills, and Life Characteristics outlined in the <i>Profile of the SC Graduate</i> .

Appendix B

Associated Readings

Hertzog, Nancy B. (2017) Designing the learning context in school for talent development. *Gifted Child Quarterly*, 61 (3), 219-228.

National Association for Gifted Education (2010). Gifted programming standards, standard two: assessment. Retrieved from <https://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/pre-k-grade-12-0>

VanTassel-Baska, J., & Brown, E. F. (2007). Toward best practice: An analysis of the efficacy of curriculum models in gifted education. *Gifted Child Quarterly*, 51(4), 342-352.