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Contact Information:

Donnajo Smith

(850) 245-0478

Donnajo.Smith@fldoe.org

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MEMORANDUM

TO: Directors, Exceptional Student Education
Coordinators, District Gifted Programs
Directors, Student Services

FROM: Bambi J. Lockman

DATE: May 20, 2005

SUBJECT: Clarification of Service Delivery Models for Students who are Gifted

To coordinate efforts to improve higher student learning and assure quality of education options, we are pleased to provide you with clarification of the service delivery models from the Course Code Directory as related to gifted programs.

We hope this document will assist your school district in clarifying this information for parents, school staff, and other community members. If you have any further questions, please contact Donnajo Smith at (850) 245-0478 or via electronic mail at donnajo.smith@fldoe.org.

BJL/dsm

Attachment

cc: Managers, FDLRS Associate Centers
Renee Speisman, Institute for Small and Rural Districts

BAMBI J. LOCKMAN

Chief

Bureau of Exceptional Education and Student Services

Service Delivery Models for Students who are Gifted

Gifted education is one of the five endorsement areas provided in exceptional student education. The gifted education endorsement supports the academic coverage required for the subject and content of the course taught. The courses listed under Exceptional Student Education - Gifted are designed to meet the needs of students identified as gifted. The content of these courses is different from basic education courses in the same areas.

Programs for students who are gifted encompass instructional and related services that provide significant adaptations in curriculum, methodology, materials, equipment, or the learning environment (Rule 6A-6.0311, Florida Administrative Code (FAC)). The required teacher certification for serving gifted students is dependent upon the composition of the class when: (1) all students in the class are identified as being gifted and (2) gifted students are receiving gifted services through co-teaching, support facilitation, content mastery or learning lab (“limited pull-out”), and consultation models.

For Basic Education Courses: Certification requirements for teaching basic education courses for students identified as gifted are contained in the following paragraphs defining service delivery models currently used in Florida.

Co-teaching - A classroom in which two teachers, a teacher of the gifted and a general education teacher, share responsibility for planning, delivering, and evaluating instruction for all students in a class, some of whom are gifted and some of whom are not. In order to be considered co-teaching, this delivery system is provided whenever a class is taught by two teachers and must continue for the entire class period. **The requirement is gifted endorsement for the teacher of the gifted.**

Support facilitation - The gifted teacher provides support for the gifted students’ achievement in the general classroom. Support facilitators may work and move among two or more basic education classrooms working with the general education teachers and students identified as gifted as needed. Frequency and intensity of support varies based upon students’ and/or general educators’ need for assistance. **The requirement is gifted endorsement for the teacher of the gifted.**

Content mastery or learning lab (“limited pull-out”) - Direct content instruction is primarily provided by the general education teacher in a general education classroom. Individual support for students identified as gifted is provided by the teacher of the gifted in a content mastery or learning lab center when additional support is needed for a specific and defined time-limited task (students would not be scheduled on a regular basis, only as needed). **The requirement is certification for the academic subject and content of the course and the gifted endorsement for the teacher of the gifted.**

Consultation - General education teachers and teachers of the gifted meet regularly to plan, implement, and monitor instructional alternatives designed to ensure that the gifted student achieves successful accomplishment of gifted goals in the general education classroom. All teachers providing support to students via consultation are required to maintain a record of the teachers, courses, and gifted students to whom they are providing services and a log of service provided. It is expected that consultation occurs at least once monthly, or more frequently if needed. **The requirement is gifted endorsement for the teacher providing the consultation. Best practice includes certification for the level of the students.**

Resource room or self-contained - Teachers of the gifted would provide total instruction and focused services in these models in which all of the students being served are students who are gifted. The setting for this service delivery model is other than the general education classroom for a period(s) of the school day. **The requirement is certification for the academic coverage for subject and content of the course and the gifted endorsement for the teacher of the gifted.**

Issues related to using an inclusion model to provide service for gifted students may be answered by review of the co-teaching, support facilitation, or consultation guidelines or by referring to ERIC Digest E607, “Cluster Grouping of Gifted Students: How to Provide Full-Time Services on a Part-Time Budget” by Susan Winebrenner and Barbara Devlin. This document is available at www.eric.ed.gov.