



Service Delivery Models: An Overview

Goal for Today's Session

Understand and analyze evidence-supported service delivery models through the lens of access, context, cost, and alignment.



Questions to Guide Today's Conversation

- What is the purpose of gifted/HiCap education?
- What are the differences between programs and services?
- What are the differences between service delivery models and services?
- What are some evidence supported service-delivery models to consider?
- How do we analyze service delivery models to guide student learning?
 - Access/Cost/Context/Alignment

Who needs additional supports beyond what the general classroom provides in order to learn and grow? How are we helping students move along the continuum toward developing expertise?



Big Ideas and Questions To Keep In Mind

- Not all students need the same levels of service, at the same time, or in the same areas.
- Students may need different placements or service delivery models at different stages or in different domains.
- Different is not necessarily differentiated in ways that will move a student to the next level of learning. Intentional.
- How are our programs and services designed in a way that supports developing expertise for all students?
- Are the services inclusionary or exclusionary? Do the services support access and opportunity throughout a student's school career?
- Are the services differentiated in substantial ways that warrant out-of-classroom support?

How do we manage the development of expertise and varying levels of readiness and experience? Why is this necessary?



Programs versus Services?

Programs

- Short term or long term – tend to be shorter
- Suggests desire
- Implies optional

Services

- Short term or long term – tend to be longer
- Suggests need
- Implies required

Services versus Service Delivery/Placement

Services

- The instructional practices necessary for ongoing learning and growth
 - Acceleration
 - Evidence supported curriculum with higher level thinking (critical and creative)
 - Enrichment
 - Depth
 - Complexity
 - Creativity
 - Conceptual thinking (whole to part)
 - Matched to student need in domain and intensity

Service Delivery/Placement

- The location in which the service or instructional practices take place
 - Intentional and equitable grouping/service delivery strategies
 - A way to manage individual differences (efficient way to tailor instruction)

Rogers' Meta-analysis



Before we move on.... Suspend Belief and Dream



I think
I wonder



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Service Delivery Models: Evaluation Criteria

ACCESS

Does the service delivery model allow for access and opportunity for all students to move along the continuum of developing expertise and developing potential?

COST

How much extra does the service cost in time, resources, professional development, and personnel to support with fidelity? Is it worth it? FORMAL and INFORMAL COSTS

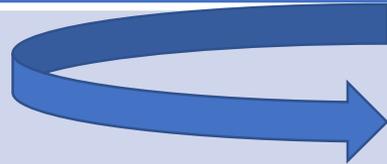
CONTEXT

How does the service delivery model fit our district interests, student needs, and desires of the collective community?

What will it take to work here? Is this the best fit for our district?

ALIGNMENT

To what extent does the service allow for an accommodate different student needs aligned to their identified strengths and goals of the district? INTENSITY and DOMAIN



Activity Purpose



wareness

nalysis

Review the assigned model at your table

Apply ACCA – Chart Paper
Alignment, Cost, Context, Access

Remember: Awareness/Analysis

Dream and Ask Questions

PLUS

MINUS

WONDER

Empty space for notes under the PLUS column.

Empty space for notes under the MINUS column.

Empty space for notes under the WONDER column.

Gallery Walk - Group Wonderings

- Challenge identifying between identification process and model
- Find a balance between having a community of students with high abilities and gen-ed peers
- Transportation issues and/or making the services local
- Teacher training and being able to manage multiple cohorts at the same time
- Curriculum and materials that are specific for the need
- Sustainability and fidelity
- Transitional, student communities
- Need for critical mass for students to feel safe and valued
- Missing students in marginalized communities
- Commitment to time – time to create something new and to implement a model well
- Tension exists between moving to more inclusive models and teacher capacity to implement well
- No model is sufficient on its own – our students are not one size fits all
- High quality resources are needed and available
- Psycho-social skill development needed
- Are there plans to survey secondary students who may or may not have participated in services and why?

Remember

1. There are multiple evidence-supported service delivery options that produce similar results IF implemented with fidelity and matched to student needs
2. The service delivery model is only as strong as the instructional practices within the model
3. There is not one service delivery model that is better or more prestigious than another
4. Who needs what, at what time, in what place, and in what way in order to learn and grow?

