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# THE SCHOOLWIDE **Cluster Grouping** MODEL

**Challenging Gifted Students and  
Improving Achievement for All**

## **PART 2: Teaching in the Schoolwide Cluster Grouping Model**

**Susan Winebrenner, M.S.**

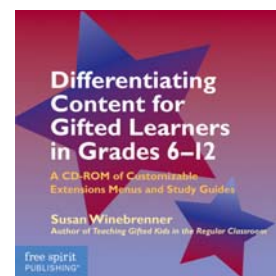
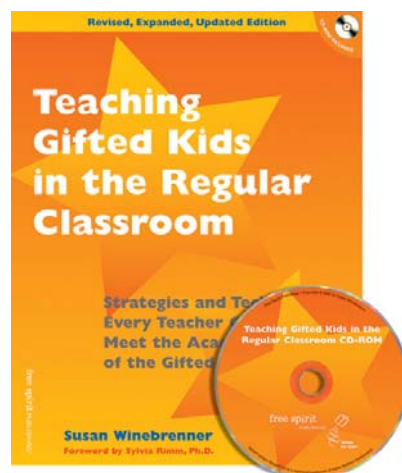
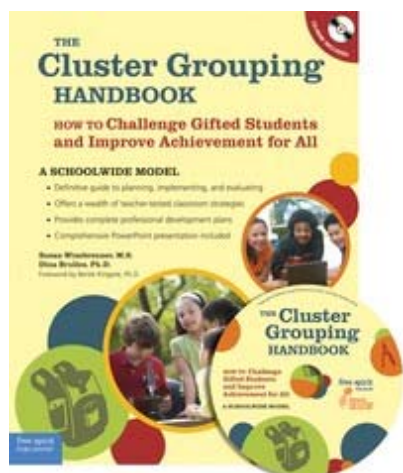


# THE SCHOOLWIDE Cluster Grouping MODEL

PART 2

## Meet the Presenter

Susan Winebrenner, M.S.  
[www.susanwinebrenner.com](http://www.susanwinebrenner.com)



THE SCHOOLWIDE  
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# Reminder

PowerPoint Slides:

[www.freespirit.com/webinars](http://www.freespirit.com/webinars)

## Today's Goal

Help educators understand that meeting the advanced learning needs of gifted students is manageable and doable within today's teaching realities.

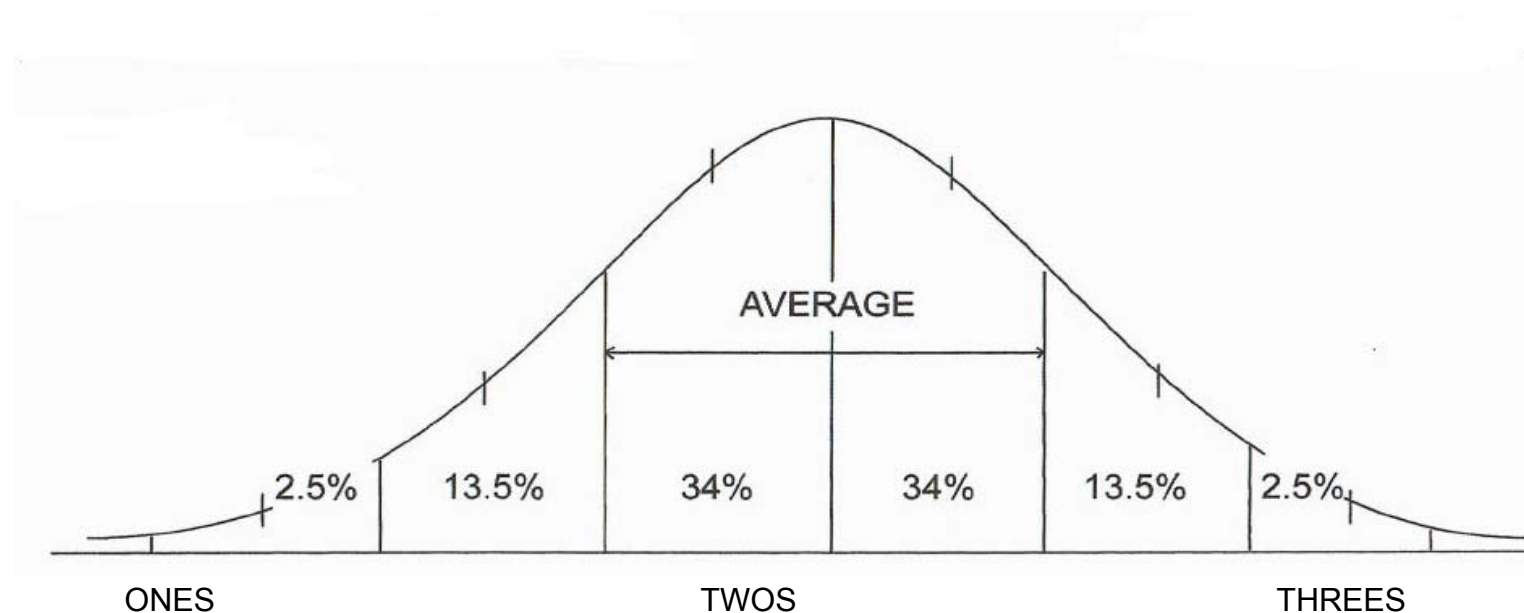




# THE SCHOOLWIDE Cluster Grouping MODEL

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### What the Bell Curve Really Tells Us



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What we do for one group also benefits other groups.

- Pace
- Method/learning style
- Amount
- Peer interaction
- Teacher interaction
- Product type
- Choice/menus
- Project work
- Creativity
- Link to interests
- Movement



## Definition of “Gifted”

Academically, a student would be considered “gifted” if she had exceptional ability in any area of learning that *significantly exceeds age-level expectations*.

## Definition of “Gifted”

Therefore, grade-level expectations in that area could not possibly be challenging!





# Gifted Learners Are Different

- Rapid learners
- Complex and abstract levels
- Memory
- Multiple brain channels
- Passionate
- Fear of imperfection
- Misunderstood



## Gifted Learners Have a Right to:

- Learn something new every day in school
- Enjoy high self-esteem and feel accepted for who they are
- Understand that it's okay to work hard and still be considered smart

## Motivation and Productivity

In the same manner as adults, gifted students resist repetitive work...but will stretch themselves to do challenging work if they are convinced...

## Motivation and Productivity

They will *not* have to do more work than their classmates.



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## Motivation and Productivity

Their advanced work will *not* lead to lower recorded grades.





## Compacting

For skills, gifted students can document they deserve full credit *before* the content is taught



## Compacting

Compact new content by allowing advanced students to move at a faster pace.

## Compacting

During “choice time,” students work on extension activities or projects.

## Benefits of Compacting

Clearly demonstrates that teacher values and respects all individual differences.



## Benefits of Compacting

All students believe they are accepted and do not have to pretend to be less capable to “fit in.”





# Compacting Skill: Work One Lesson at a Time

## Most Difficult First

- Teach 10–15 minutes; reinforce lesson.
- Any student who wants to can try the **most difficult first** in first practice period.

## Compacting Skill Work: One Lesson at a Time

If student can complete the **most difficult first**, neatly, legibly, and with no more than one wrong in the allotted time, student is done practicing.

## Compacting Skill: Work One Lesson at a Time

- Successful practice = Choice activity
- Help those who begin assignment promptly
- Correct work until model paper is found
- Appoint “checker” to check work
- Collect work; enter all grades

## Compacting One Week at a Time Pre-test / Alternate Work

- Voluntary pretest
- Do *not* quickly review what will be tested
- 90% = Mastery grade
- Choice activities

## Compacting One Week at a Time Pre-test / Alternate Work

### Favorite Activity

- With partner, choose alternate words; learn spelling and meaning
- Partners test each other; unmastered words go to next list



## The Essential Rules

- Don't bother anyone
- Don't call attention to yourself
- Do the work you have selected
- Keep records of your extension activities



## The Essential Rules

When students follow the rules, *they* may choose their extension activities.

When students do not follow the rules, *the teacher* chooses what students will do.

## Differentiating for Primary Gifted Students

Keep them with large group for direct instruction portion; assign them to differentiated practice work.

# Differentiating for Primary Gifted Students

Students stay in direct instruction group.

Practice work is at 2 levels: entry or advanced.

# Differentiating for Primary Gifted Students

Use the **most difficult first** whenever possible.

Allow students to read self-selected materials often.



## Differentiating for *All* Gifted Students

- Allow gifted students to work together
- Assign them as discussion buddies



## **Differentiating for *All* Gifted Students**

*Do not* expect them to tutor or help weaker students—this postpones their own experience with challenging learning.

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## Learning Contract – for one chapter



Student's Name: \_\_\_\_\_ Chapter \_\_\_\_\_

**X Page/Concept**

**X Page/Concept**

**X Page/Concept**

### Extension Options :

Students keep records or activities done on  
each date they work on extensions.

_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____

Your Idea

\_\_\_\_\_

\_\_\_\_\_

Working Conditions

Teacher's Signature:

Student's Signature:

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## Extension Menu

	STUDENT CHOICE	

# Depth, Complexity, and Novelty



## Critical Thinking Skills

- Examine ethical considerations
- State a generalization, principle, or theory
- Consider other points of view

# Depth, Complexity, and Novelty



## Critical Thinking Skills

- Recognize changes over time
- State unanswered questions
- Use the language of the discipline studied



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## Primary Extension Menu

Write a different story ending.	Learn the spelling words in another language.	Learn to write and add numbers in Base 5.
Insert new character in story; describe in detail.	<b>STUDENT CHOICE</b>	Create wish list; compute total including tax/S&H.
Write or perform a different ending for a story.	Use vocabulary words to create as few sentences as they can.	Find averages of all sorts of data; predict some averages.

# Differentiation for Content that Is *New* and Unfamiliar

- Topic planner
- Study guide
- Extension menu
- Behavior and productivity agreements

## Topic Development Sheet

Required Standards	Related Topics

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### Mythology Study Guide

#### BE PREPARED TO:

1. Name at least six deities from this culture and explain their powers.
2. Understand and describe the elements common to all myths.

**CHECKPOINT:** \_\_\_\_\_ **Final Assessment for 1–2**

3. Explain the meanings of all designated vocabulary words.
4. Describe the dwelling places of the deities as well as other locations for the myths.
5. Share one myth with your classmates in its entirety in an interesting manner.

**CHECKPOINT:** \_\_\_\_\_ **Final Assessment for 1–5**

6. Study several heroic figures from a specific region. Compare and contrast their powers and abilities with several mythological deities.
7. Compare and contrast the heroes from popular fantasy literature, such as *The Hobbit*, *Lord of the Rings*, or *Star Wars*, with several mythological heroes.
8. Compare and contrast the elements of myths to the elements of two of the following: fairy tales, folk tales, fables, or legends.
9. Create a myth about an event that occurred in history during the last 100 years.
10. Investigate a heroic story written by someone in the same culture you are studying. Note similarities/differences.

**CHECKPOINT:** \_\_\_\_\_ **Final Assessment for 1–10**

Find this study guide online at  
[www.freespirit.com/ClusterGrouping](http://www.freespirit.com/ClusterGrouping)

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## PART 2

### Mythology Extension Menu

Create a myth using all the essential elements to explain a contemporary event.	Hypothesize reasons why myths from ancient cultures have remained popular over time. Find ways to explain your findings.	Compare and contrast the myths of aboriginal people with those of European and Asian ancient civilizations of the world.
Compare and contrast religions in which multiple deities are honored with religions that honor one deity. Analyze the effects of these religions on its members.	<b>STUDENT CHOICE</b>	Investigate words, expressions, and ideas from mythology that have become commonly used in your language.
Create your own mythological family of humans or other creatures. Establish the order of power and create stories that describe powers, emotions, and conflicts.	Visit a local museum and observe how topics from ancient myths have been represented in the collected works of art.	Assume the role of storyteller and communicate a myth to younger children in a manner they can understand and appreciate.

# THE SCHOOLWIDE Cluster Grouping MODEL

## PART 2

### Mythology Extension Menu

Create a myth using all the essential elements to explain a contemporary event.	Hypothesize reasons why myths from ancient cultures have Find	Compare and contrast the myths of aboriginal people with those of European and Asian nt civilizations of the world.
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## PART 2

### Independent Study Agreement for Study Guide/Extensions

Read each condition as your teacher reads it aloud. Write your initials beside the condition to show you agree.

#### Learning Conditions

- ☐ I will learn independently all the key concepts described on the Study Guide. I will not have to complete the actual assigned activities as long as I am working on an independent project.
- ☐ I will demonstrate competency with the assessments for the Study Guide content at the same time as the rest of the class.
- ☐ I will participate in designated whole-class activities as the teacher indicates them—without arguing.
- ☐ I will keep a Daily Log of my progress.
- ☐ I will work on an independent project and complete an Evaluation Contract to describe the grade I will choose to earn.
- ☐ I will share a progress report about my independent project with the class or other audience by \_\_\_\_\_ (date). My report will be 5–7 minutes long and will include a visual aid.

#### Working Conditions

- ☐ I will be present in the classroom at the beginning and end of each class period.
- ☐ I will not bother anyone or call attention to the fact that I am doing different work.
- ☐ I will work on my project for the entire class period on designated days.
- ☐ I will carry this Agreement with me to any room in which I am working on my project and I will have the Agreement with me when I return to my classroom.

Student's Signature: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

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## PART 2

### Independent Study Agreement for Study Guide/Extensions

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#### Working Conditions

- ☐ I will be present in the classroom at the time I am working on my project.
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Student's Signature: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

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## PART 2

### Evaluation Contract

\_\_\_\_\_  
Unit Name

\_\_\_\_\_  
Student's Name

I am choosing a grade for my project based on these criteria.

#### For a grade of B:

- I will use secondary sources to locate information I need from several existing sources.
- I will prepare a traditional product and present it using a traditional reporting format.
- I will be learning on the entry levels of Recall, Knowledge, and Comprehension.

#### For a grade of A:

- I will use primary sources. This means that I will gather first-hand information myself through interviews, original documents, and similar methods.
- I will produce an original type of product. I will present it to an appropriate audience using a unique format.
- I will be learning on the higher levels of thinking, such as Application, Analysis, Evaluation, and/or Synthesis.

**This is the project I will do:**

**This is the grade I intend to earn:**

Student's Signature: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

# THE SCHOOLWIDE Cluster Grouping MODEL

## PART 2

### Evaluation Contract

Unit Name \_\_\_\_\_

Student's Name \_\_\_\_\_

I am choosing a grade for my project based on these criteria.

#### For a grade of B:

- I will use secondary sources to locate information.
- I will prepare a traditional product.
- I will be learning on the entry level of thinking.

#### For a grade of A:

- I will use primary sources. This may include interviews, original documents, and similar methods.
- I will produce an original type of product using a unique format.
- I will be learning on the higher levels of thinking, Analysis, Evaluation, and/or Synthesis.

This is the project I will do: \_\_\_\_\_

This is the grade I intend to earn: \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_



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## Daily Log of Extension Work

Student's Name: \_\_\_\_\_

Project Topic: \_\_\_\_\_

Today's Date	What I Plan to Do During Today's Work Period	What I Actually Accomplished Today

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## The Compactor

Joseph Renzulli and Linda Smith

Student's Name: \_\_\_\_\_

Area of Strength	Documenting Mastery	Alternate Activities



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Gifted students have a right to experience everything the district mission statement promises for *all* students

Never expect a gifted student to do something that would not appeal to you as an adult learner.

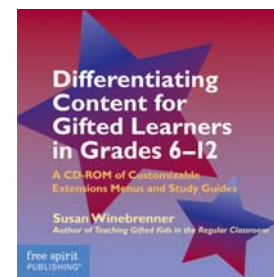
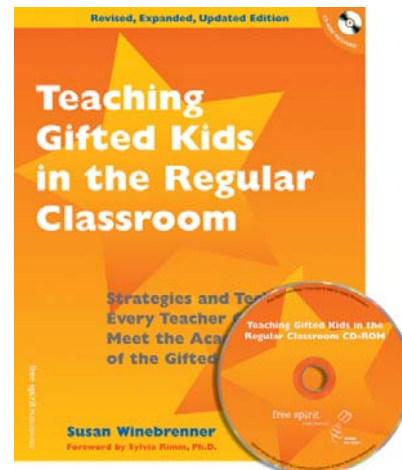
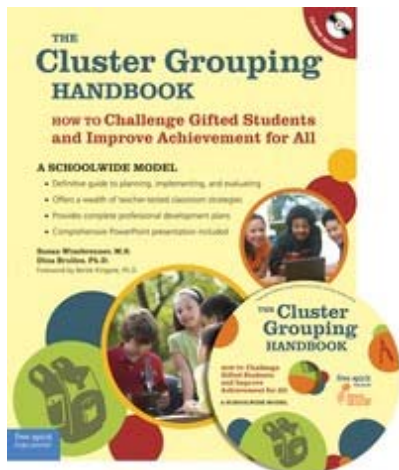
Never expect a gifted student to experience something you would not want to happen to a child in your own life.

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## Thank you!

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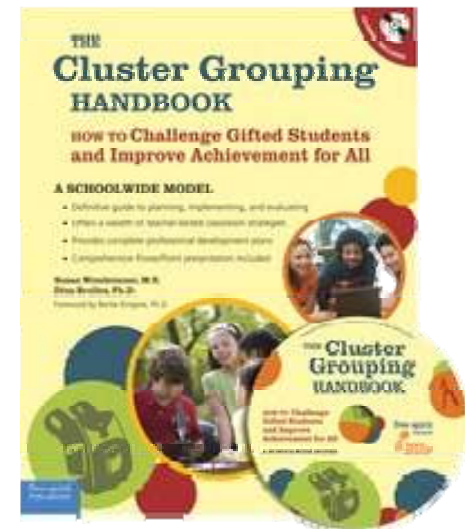
## Bonus Handout and Special Offer

### Handout:

“10 Steps for Implementing Compacting and Differentiation in the K–8 Classroom”

### Special Offer:

20% off *The Cluster Grouping Handbook*



Visit [www.freespirit.com/ClusterGrouping](http://www.freespirit.com/ClusterGrouping).