

**RUMSON SCHOOL DISTRICT**

**REP**

**INFORMATION SESSION**

**DECEMBER 13, 2012**

**WELCOME**

**PARENTS**

# YOUR HOSTS FOR THE EVENING:

- ◉ Laurie Volpe, Supervisor of Curriculum, Instruction and Guidance
- ◉ Kristen Feyereisen - Curriculum Specialist
- ◉ Maureen Gordon - REP Specialist (K-5)
- ◉ Mark Panas - Tech (K-3) REP (6-8)
- ◉ Sommer VanDeBoe - Grade 6 REP Math
- ◉ Carolyn DeWyngaert - REP Creative Writing (6-8)

# GOALS FOR THE EVENING:

To present to parents and the community a comprehensive overview of the Rumson Enrichment Program (REP) that includes:

- ◉ REP philosophy
- ◉ REP goals and objectives
- ◉ REP program description/model/structure
- ◉ REP components (K-8)
- ◉ REP identification

# THE BIG IDEAS:

For all members of the school community...

- ◉ To understand how our schools best meet the needs of all learners including the needs of the gifted and talented students in Rumson.
- ◉ To understand that the Rumson School District believes that it is the general education classroom and teachers that are the foundation for a rich, rigorous, and robust program for the gifted and talented... and all students.

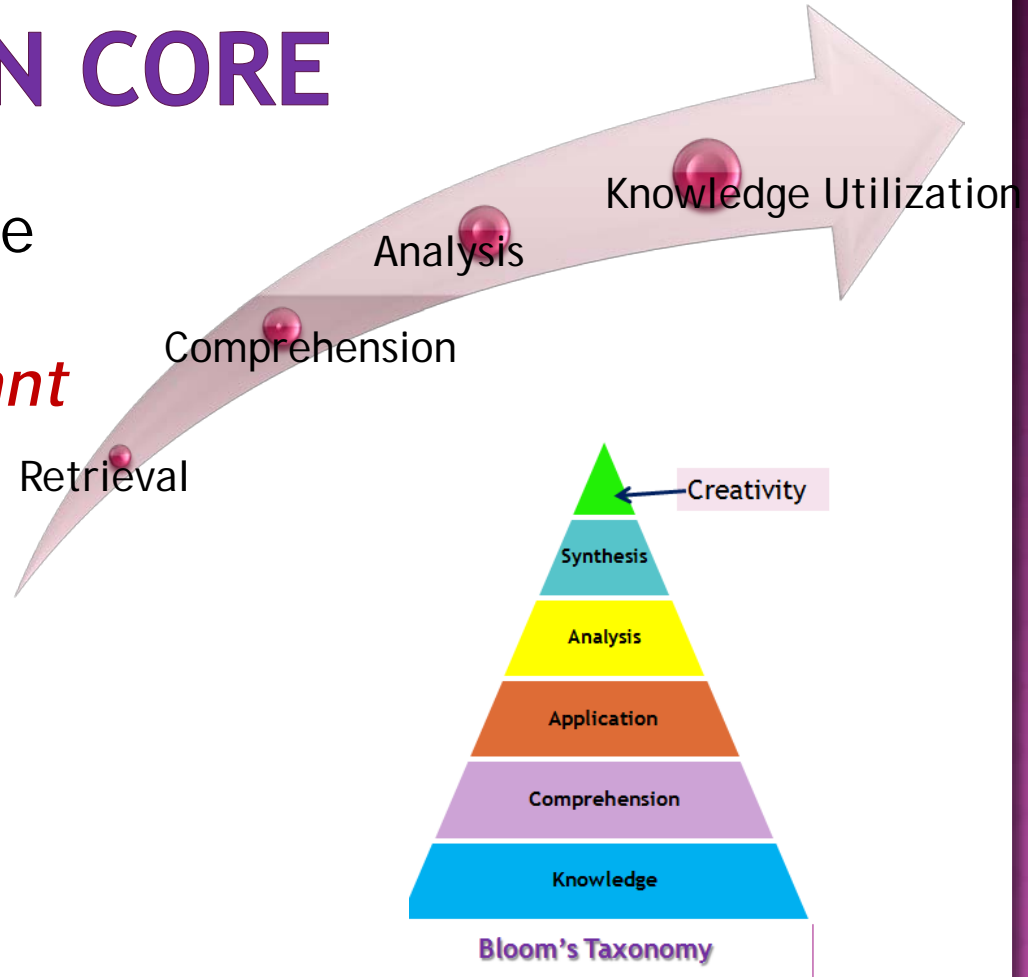
# REP PHILOSOPHY

Overarching considerations . . .

- Research and the Gifted Learner
- NJ Administrative Code
- The Common Core Mission

# THE COMMON CORE

“...The standards are designed to be *robust* and *relevant* to the real world, reflecting the *knowledge and skills* our young people need for *success* in *college and careers*.”



Common Core Mission

Marzano's taxonomy

# NJ ADMINISTRATIVE CODE

The state regulations define gifted and talented students as:

Those student who possess or demonstrate high levels of ability in one or more content areas when *compared to their chronological peers* in the local district, and who *require modification of their educational program* if they are to achieve in accordance with their capabilities.

# WHAT ARE THE CHARACTERISTICS OF GIFTED LEARNERS?

## GENERAL INTELLECTUAL ABILITY OR TALENT

- ⦿ High intelligence test score
  - Usually two standard deviations above the mean on individual or group measures
- ⦿ Wide-ranging fund of general information.
- ⦿ High levels of vocabulary, memory, abstract word knowledge and abstract reasoning.

## AND/OR

## SPECIFIC ACADEMIC APTITUDE OR TALENT

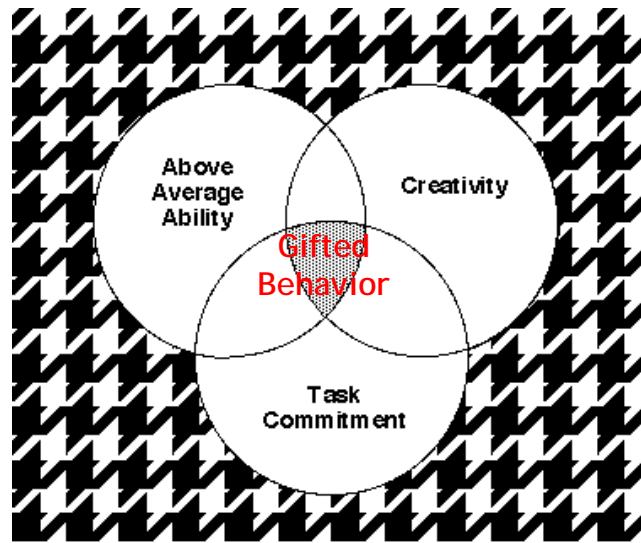
- ⦿ Outstanding performance on an achievement or aptitude test in one area such as mathematics or language arts.



# OTHER AREAS OF MULTIPLE INTELLIGENCE

- Creative and Productive Thinking
  - The ability to produce new ideas by bringing together elements usually thought of as independent or dissimilar.
- Leadership Ability
- Psycho-motor ability
  - Kinesthetic motor abilities such as practical, spatial, mechanical and physical skills.
- Visual and Performing Arts
  - Art, music, dance, drama

# Renzulli's Triad:



## Above Average Ability

- the capacity to process information
- to integrate experiences that result in appropriate and adaptive responses in new situations
- the capacity to engage in abstract thinking
- the capacity to acquire knowledge and skills
- or the ability to perform in one or more activities of a specialized kind

## Task Commitment

- Perseverance, determination, hard work

## Creativity

- Sensitive to detail
- Fluency, flexibility, and originality of thought
- Curious, speculative, adventurous

# BRIGHT LEARNER

# VS. GIFTED LEARNER

Knows the answers  
Is interested  
Is attentive  
Has good ideas  
Works hard  
Answers the questions  
Top group  
Listens with interest  
Learns with ease  
6-8 repetitions  
Understands ideas  
Enjoys peers  
Grasps the meaning  
Completes assignments  
Is receptive  
Copies accurately  
Enjoys school  
Absorbs information  
Technician  
Good memorizer  
Enjoys straightforward, sequential presentation  
Is alert  
Is pleased with own learning

Asks the questions  
Is highly curious  
Is mentally and physically involved  
Has wild, silly ideas  
Plays around, yet tests well  
Discusses in detail, elaborates  
Beyond the group  
Shows strong feelings and opinions  
Already knows  
1-2 repetitions for mastery  
Constructs abstractions  
Prefers adults  
Draws inferences  
Initiates projects  
Is intense  
Creates a new design  
Enjoys learning  
Manipulates information  
Inventor  
Good guesser  
Thrives on complexity  
Is keenly observant  
Is highly self-critical

# THE REP PHILOSOPHY

- ◉ Strive to meet the educational needs of all students.
- ◉ Empower all students to maximize their individual potential.
- ◉ Identify students who possess or demonstrate superior levels of ability when compared to their chronological peers.
- ◉ Create a learning community in which participating students have access to meaningful enrichment resources, services, and learning experiences.
- ◉ Support the vision to challenge and engage students in building knowledge that will be used as life-long learners.

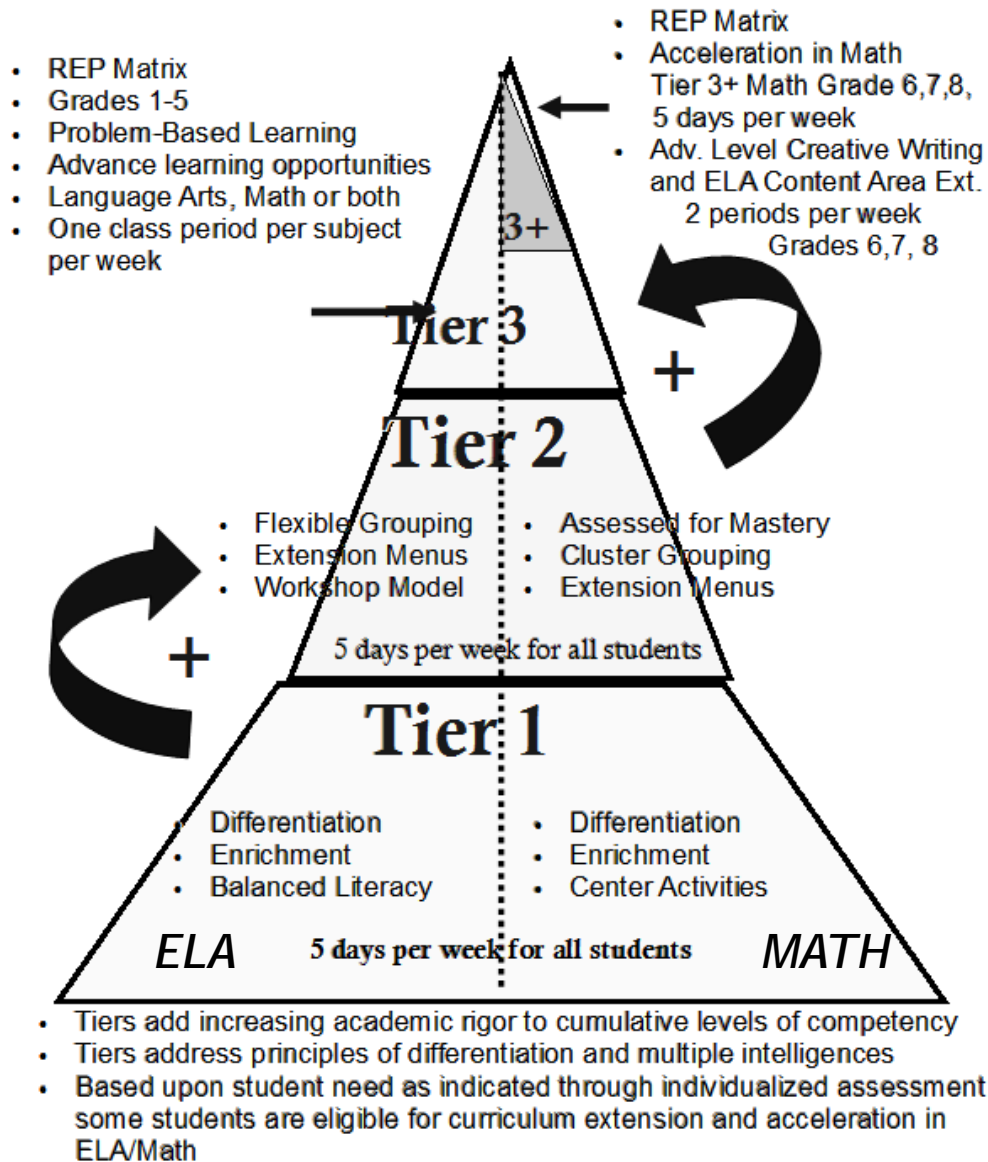
# REP GOALS AND OBJECTIVES

- ◉ Students have the opportunity to participate in learning communities that maximize their individual potential.
- ◉ Classroom teachers have the pedagogical knowledge and resources to identify, develop, and deliver research-based instructional differentiation.
- ◉ Parents, teachers and BOE are partners in the educational process through clear, consistent dissemination of information.
- ◉ Periodic assessments will be conducted to ensure program effectiveness.

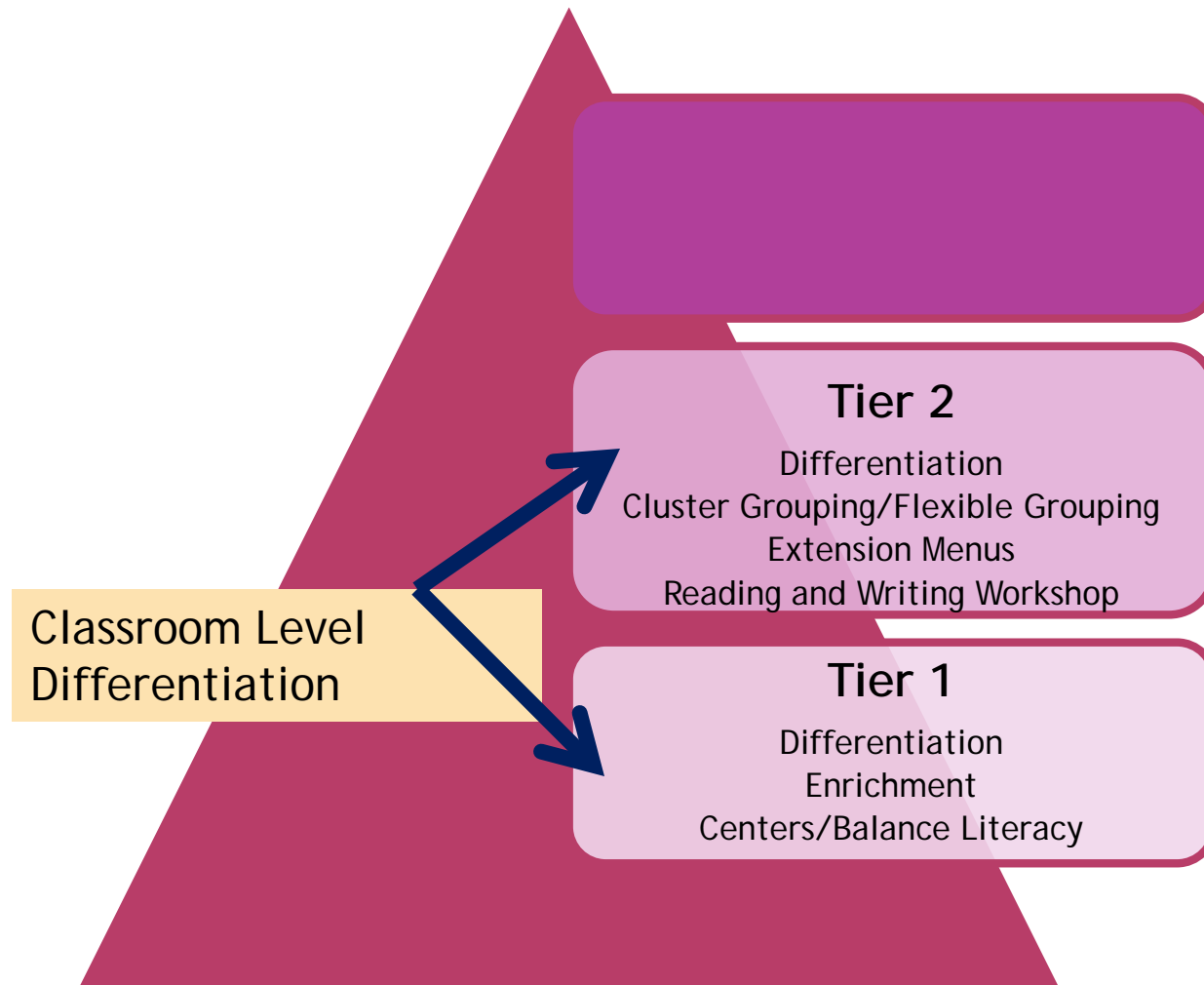
# PROGRAM DESCRIPTION (TIERED)

- Tier 1 - All students are enriched through various experiences in the classroom.
- Tier 2 - Flexible groups and extended learning opportunities based upon concept mastery. REP specialist supports the classroom teacher with resources and consultation.
- Tier 3 - Identified students in ELA/Math are eligible for curriculum extensions involving problem-based learning (1-5) and advanced level instruction in ELA/math (6-8).

# PROGRAM DESIGN



# DIFFERENTIATION AT TIER 1 & 2





# DIFFERENTIATED INSTRUCTION

A different way of thinking  
about teaching and  
learning.

Kristen Feyereisen  
Curriculum Specialist

# WHAT IS DIFFERENTIATED INSTRUCTION?

- Sometimes referred to as differentiated learning.
- Provides students with different avenues to:
  - acquire content
  - process, construct, or make sense of ideas
  - develop products of learning
  - utilize various learning environments and groupsso that all students within a classroom can learn effectively, regardless of differences in ability.

# 4 TYPES OF DIFFERENTIATION:

- ⦿ Content

- What Students Learn

- ⦿ Process

- How Students Learn

- ⦿ Product

- How Students Demonstrate What They Learned

- ⦿ Environment

- Where Students Learn

# ADAPT INSTRUCTION BASED ON:

## ⦿ Readiness

- Is the student prepared for this level of instruction?
- For gifted students, adapt instruction for the child's individual pace/level.

## ⦿ Interests

- Create projects geared to a student's personal interests.
- Allow for student choice of topics, projects, etc.

## ⦿ Learning Profile

- Gardner's Theory of Multiple Intelligences

# HOW DO WE DIFFERENTIATE AT FORRESTDAL?

- ◉ Math
- ◉ Science
- ◉ English Language Arts
  - ◉ Social Studies
  - ◉ World Languages
  - ◉ Special Areas

Here is just a snapshot of differentiated instruction in the classrooms at Forrestdale.

# MATH

- ◉ Mrs. Pomphrey, Grade 4 (Process, Environment)
  - Students work with "baseball buddies" during math time.
    - Home plate = like ability
    - 1<sup>st</sup> base partner = high with low
    - 2<sup>nd</sup> base partner = low with high (so students are always one or the other)
    - 3<sup>rd</sup> base partner = 'free choice' for student.
  - Students call the bases (or so they think!)
  
- ◉ Ms. Lipton, Grade 5: (Content, Process)
  - Enrichment packets with challenging, real-world problems
    - Aligned to each unit of study.

○ Ms. Humbert, Grade 5: (Content, Process, Environment)

Pretests prior to the start of each unit guide teaching.

- Students who receive a 90% or better receive an individualized enrichment project for the unit.
- All students have enrichment folders.
- Several levels of differentiation happening continually.
  - Currently, two students working independently in 6th grade math material.

○ Mrs. VanDeBoe, Grade 6: (Content, Process, Product)

Differentiated practice problems, centers, and homework assignments meet the needs of all students.

- Leveled problem solving assignments and projects motivate and challenge our learners.

# SCIENCE

## ◉ Mr. Ellis, Grade 6: (Content, Process, Environment)

- Flexible grouping for lab experiments.
- Advanced questioning for higher level thinkers.
- Various environments for students to problem solve. (walking trips, etc.)
- All students are challenged, and Mr. Ellis provides support as needed.

## ◉ Mrs. Cappetto, Grade 7: (Content, Process, Product)

- Differentiated projects:
  - Student groups create a model of the atmosphere.
    - Excel in math: make an atmosphere to scale.
    - Struggle with math: use manipulatives to measure off given distances.
- Both groups achieve the objective to determine the five layers of the atmosphere and the order in which they are found.



○ Mrs. Bennett, Grade 8:

(Content, Process, Product, Environment)

- Make bigger connections or dig deeper through questioning.
- Variation in the content covered - perhaps additional learning goals will be achieved
  - use of supplemental materials
  - specialized instruction
  - side conversations
- In lab reports, additional vocabulary words or thought expression are expected and assessed.
- Differentiation is woven into the natural setting of her science lab, with separate sections for seat work and lab experiments.

# LANGUAGE ARTS

## Mrs. Pomphrey, Grade 4: (Content, Process, Product)

- In independent novels, students work on individualized reading goals.
  - Student and teacher develop project together to build student responsibility
  - Due dates fluctuate for individuals.
  - Tiered assignments based on level of reading.
- Baseline Writing Assessments:
  - 30 minute 'baseline' prior to each unit.
  - Focused writing lessons and conferences for each student for the 5 week unit.

## Ms. Humbert, Grade 5: (Content, Process, Product)

- Independent, leveled choice books.
  - Partnered by reading level
- Students have choice in writing topics and work to potential.
- Individual and small group conferences
  - To enrich or enforce skills taught.
- Words Their Way Word Study Program
  - Every unit is on the student's individual level.
  - Students who test out of the *Words Their Way* Program, Small group, enriching word-study work.

○ Mrs. Tagliareni, Grade 6: (Content, Process)

- Reading and writing conferences with students
  - Differentiated reading and writing strategies for students
  - Literal (finding evidence, predictions, etc.)  
Inferential (evaluating text, character motives, etc.)
- Self-selected writing topics and strategies

○ Ms. Garcia, Grade 7: (Content, Process, Product)

- Differentiated novels for reading units (student choice)
  - Higher level core novels aligned by theme, setting, and overarching issues
- Leveled mentor texts for all writing workshop units.
  - Higher text complexity to model writing skills (student choice)
- Independent reading books on individual reading levels
- Individualized teacher-student conferences
  - Specific feedback for each child
  - Varying teaching topics for each student
- Different reading groups and partners for each unit of study

○ Mrs. DeWynngaert, Grade 8: (Content, Process)

- Sophisticated independent reading choices
- Share higher level thinking and ideas as student models.
  - Several higher level writers readily use allusion and other skills.
- Writing conferences work on individualized writing skill development.

# SOCIAL STUDIES

- Mrs. Humbert, Grade 5: (Content, Process, Product)
  - Choice activities for homework
  - Students are placed in groups for class work
    - According to strengths and abilities
  - Leveled assignments are sometimes given as activities
  - Questioning techniques are also differentiated by ability.
    - Push a child's thinking appropriately.

# WORLD LANGUAGE

- Mrs. Lake, Spanish Grades K-6: (Content, Process, Product)
  - Student partnerships or small groups
    - Speak to each other in Spanish.
    - Flashcards with pictures to identify
    - Sentence strips to read and determine if they are true or false.
    - High-achieving students identify the picture, then describe it without saying the word
    - Partner guesses answers based upon description.
    - Create their own true/false sentences to give their partner(s).

# SPECIAL AREA CLASSES

- Mrs. Leutz, Music Grades 6-8: (Content, Process, Product)
  - Group piano lessons in class (grades 6,7,8)
    - More-experienced students teach material to the other students in class.
    - Perform the more advanced parts when the whole class is performing together.
  - Tiered projects in class
  - Grade 6: Create their own band including CD cover, write and perform a song
    - Advanced students may create and perform more than 1 song.
  - Grade 7: Create and perform a verse to "We Didn't Start The Fire"
    - Advanced students create additional verses.
  - Grade 8: Create their own notation and perform a "stomp-like" selection
    - Advanced students use computer notation programs.

- ◉ **Mrs. Gordon, Phys. Ed. Grades 4-8: (Process, Product)**
  - Varied activities for students who demonstrate talent in Physical Education.
  - Example --Basketball Unit:
    - Students may be asked to help demonstrate a skill.
    - Students are given more responsibility officiating their own games.
    - Higher level of knowledge of the general rules compared to other students.
  
- ◉ **Mrs. DeLaszlo, Health Grades 4-8: (Content, Process)**
  - Challenge students to apply the knowledge they learn in class to current events
    - *The New York Times* covers science on Tuesdays with relevant topics.
    - Student research opportunities
    - Share and discuss health-related topics
    - Everyone benefits.

# SCHOOL-WIDE EVENTS

- **Mock Election**

In conjunction with classroom teachers, students study the candidates, the ballot and the major issues facing voters in both NJ and America

- **Geography Bee**

Classroom bees in December & January

Top 10 to hold bee in Mid January (date TBD)

- **Spelling Bee**

Classroom bees in December

School wide Spelling Bee on January 4<sup>th</sup> at 1:30pm

# OLYMPIADS

- ◉ All students in Grade 6-8 have opportunity to sign up for area of interest
- ◉ Series of subject area competitions designed to gauge knowledge in different subject areas
- ◉ Sign-up will open in January.
- ◉ Olympiads will start in February and will take place through end of school year.



# DIFFERENTIATED INSTRUCTION AT DEANE PORTER

A different way of thinking  
about teaching and  
learning.

Maureen Gordon  
REP Specialist

# ENGLISH LANGUAGE ARTS

- ◉ **Reading:** Independent, leveled choice books
  - ◻ partnered by reading level
  - ◻ 2<sup>nd</sup> Grade-Reading Log Choices
- **Choice Assignments** for Reading: Higher level tasks designated by smiley faces.
  - ◉ 😊 One smiley face = lower level
  - ◉ 😊 😊 Two smiley faces = higher level.
  - Students choose assignments on their level and work at their own pace.
  - Each assignment assesses a different higher level thinking skill. (compare/contrast, making connections, drawing conclusions, etc.)
- ◉ **Spelling**
  - 2<sup>nd</sup> -3<sup>rd</sup> grades- Words Their Way Word Study Program
    - -Every unit is on the student's individual level
    - -Lessons are taught in small groups
- ◉ **Writing**  
Writing conferences work on individualized writing skill development

# Unit 1: Numbers and Routines

## Tic-Tac-Toe Board

### CREATE

10 or more addition or subtraction problems using Roman Numerals.

### READ

Any math book from our class library. Create a number story or problems that go along with the operation or idea of the book.

### DISCOVER

As many coin combinations that make \$1.00. Share your findings with the class.

### COMPOSE

A song or jingle to help learn how to tell time. Try composing to music or to a beat.

### REVIEW (all students)

Complete Unit 1 Review. When finished, check your answers with a partner and then give to the teacher.

### DESIGN

A math game that involves addition, subtraction, time, or money.

### CHOOSE

5 or more shapes on your template to create a Fall scene. On the back of the paper, draw and list the names of shapes you used in your scene.

### IDENTIFY

5 or more activities in your day. Record the time your activity begins and ends. Figure out how long each activity takes you.

### CONSTRUCT

A number scroll counting by ones, beginning with the number 1. How high can you count?









I will shade in each box I complete to form three in a row.

Name: \_\_\_\_\_



# Roll-A-Story



Rolled #	Character	Setting	Problem
			
	A Turkey	The forest	Doesn't like turkey
	A Native American	Thanksgiving Day Parade in NYC	Doesn't know how to cook
	A Pilgrim	Rumson	Lost on the way to NYC
	Ted	Acme	The oven is broken
	Sally	Your house	There are too many pies!
	A Chicken	Plymouth Rock	Not enough seats for all the guests

Thanksgiving Story



# MATH

- ◉ Pre-Assessment
  - curriculum is compacted
  - homework is differentiated
- ◉ Math Challenge Packets and Challenge Centers
- ◉ Open-ended Math Projects
- ◉ Math Menus, Choice Boards
- ◉ Example: Menu of Problems
  - Difficulty increases with each “course” from the menu.
  - Student choice - main course, side dishes, dessert.
  - Promotes responsibility and love for learning.
  - Differentiates for higher- and lower-level problem solving.

Menu for: \_\_\_\_\_

Date: \_\_\_\_\_

*All items in the main dish must be completed. Select 2 side dishes. It is your choice as to whether or not you would like to include a dessert item.*

### Main Dishes (complete all)



1. Pull six cards from a deck (0-9 cards only). Make as many 6-digit combinations of numbers as you can recording each on your paper. Pick five numbers to order from least to greatest.
2. Create a menu with 9 food/drink items with all their prices. After, choose 3 different items on the menu and find their total cost. Pretend you are paying for them with \$10 or \$20. Calculate how much change you will receive.
3. Complete the elapsed time sheet where you keep track of the starting and ending time of each subject area. Then figure out how much time has passed.



### Side Dishes (select 2)

1. Design 10 Frames and Arrows problems involving a double rule.
2. Survey the students in the class about a topic of interest. Create a pictograph to show the results.
3. Using your hand, you and a partner each scoop out coins from your coin bags. Record your coins on the "Pick a Coin" sheet. Determine the value of each set, then compare your coins with your partner's and see who has the greater amount. Repeat this process 3 times.
4. Create 4 riddles involving time, money, or place value. Each riddle should include 4 clues that help the reader solve the problem. Please include the answer on the **BACK** side.



### Desserts (optional)

1. Create a place value, money, or time game to share with the class. Before you begin, talk to your teacher about your idea.
2. Write a number story that involves money. Instead of using words to describe the objects purchased, draw pictures. Be sure to solve your problem on the back side of your paper.
3. Write a story about what you would do with \$100. Include a drawing with your story.

# SCIENCE/SOCIAL STUDIES

## Choice Boards

- ◉ activities vary in content, process, product
- ◉ tailored to address readiness, interests, or learning styles
- ◉ Tic-tac-toe board - can be used in any subject area, different skill assessed in each box  
(technology opportunities available on some choice boards)

## Assignment Ladders

- Three or more steps or “rungs” on the ladder.
- Each rung addresses a higher level thinking skill.
- For example:
  - Rung #1: Recalling information
  - Rung#2: Analysis of the skill or information
  - Rung #3: Judging, making opinions, drawing inferences from this information.
- Often used in content area classes: science, social studies, etc.



## Unit 1: We Live Together

### CHOICE BOARD



Read each project choice. Choose 1 project to complete for the end of our unit.

<p><b>Think about the rules at school, at home, and in other groups. Choose a rule that is hard for you to follow. Write a <u>5</u> or more sentence paragraph explaining why that rule is hard for you <b>NOT</b> to break.</b></p>	<p><b>Write a <u>5</u> or more sentence story about becoming an American citizen. Be sure to include how the character is feeling.</b></p>	<p><b>Make a list of people who help make the community a better place. Write a thank you note to one of these people. Be sure to illustrate the note.</b></p>
<p><b>Draw a map showing the path you take to school each morning. Include as many buildings, landmarks (woods, lakes, rivers), and roads as you can.</b></p>	<p><b>Pretend you are a tour guide that will be giving a tour of Rumson to people. Make a list of all the tour highlights. Be sure to include a fact about each place.</b></p>	<p><b>Create a 3-page community book. On the first page, draw where you live. On the second page, draw where you learn. On the third page, draw where you have fun. Be sure to write <u>2</u> or more sentences under each page. Make a cover for your book that includes a title, your name, and date.</b></p>



## Step on the SS Ladder



### Step 3:

Make a list of what you consider 5 important rules or laws. Next to each rule, write the reason why you think it's important.

### Step 2:

Create your own time line. Topic might include family events, school events, or a typical day.



### Step 1:

Make a list of 3 rules you have at home or in school.

# OTHER DIFFERENTIATION ACTIVITIES

- Anchoring Activities: Meaningful work done individually and silently, usually when students first begin a class or when they finish assigned work
  - Examples:
    - squiggle stories
    - crazy dates
    - paint chip stories
- Web-Based Games for At-Home Practice
  - Use web sites such as [www.funbrain.com](http://www.funbrain.com)
  - Students use a log to record time spent on each web site, educational games played, and skills covered.
  - Game options change each month.
  - Reinforces skills in math, language arts, and writing.
  - Differentiated difficulty levels addressed in each game.

# RENZULLI LEARNING

- All DP students Grades 1-3 will take the Renzulli Profiler assessment beginning in January.
- Critical Information for Teachers, Parents and Students:
  - top 3 interests
  - top 3 learning styles
  - top 3 expression styles
- Based on individual results, Renzulli Learning narrows down its database to 1,500-3,000 enrichment activities that best match how your child learns.
- Students and parents will receive a username and password to access Renzulli Learning

# TIER 3 REP

Pull-out  
Program

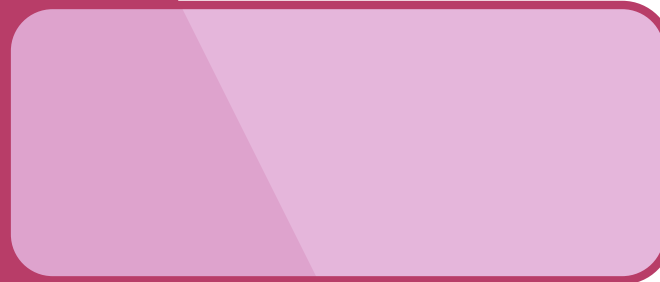
# TIER 3: REP

Special programming  
outside of the regular  
classroom



## Tier 3

Eligibility is based upon multiple  
measures as required by the  
N.J.A.C.



# REP GRADES 1 - 5

Grades 1 - 5	Math	ELA Interdisciplinary Focus
How are needs addressed	Creative problem solving/competition	Problem/ Project-based activities/ competition
Pull-Out	1x/week	1x/week
Push-In	As needed	As needed
Independent Investigations 4/5	With teacher coaching	With teacher coaching

# MOCK TRIAL - (6-8)

- Research NJ laws
- Study Mock Trial cases
- Skills - research, writing, public speaking
- Develop and write an original two-sided balanced court case (based on a NJ law) to be submitted to the New Jersey Bar Association by January 31<sup>st</sup>.
- Demonstrate the inner workings of our judicial system by acting out the case in the spring in front of a jury of students and parents who will decide the outcome
- Process completed using a Google Docs Online Classroom

# REP CREATIVE WRITING (6-8)

- ◉ Participating in “Newspaper in Education/Student Voices” forum
- ◉ Opportunity to address issues publicly in writing
- ◉ Draft in lab and submit to the newspaper
- ◉ Contest opportunity
- ◉ Evolving curriculum as students participate in a multi-age program



# ACCELERATED MATH OPPORTUNITIES 6-8

Traditional

Grade 6  
Mathematics 6

Grade 7  
Discovering Pre-Algebra  
Part I

Grade 8  
Discovering Pre-Algebra  
Part II

Grade 6  
Mathematics 6 \*

Grade 7  
Pre-Algebra [Accelerated]

Grade 8  
Algebra I [Accelerated]

Grade 6  
REP Pre-Algebra

Grade 7  
REP Algebra I

Grade 8  
REP Geometry I

# IDENTIFICATION OF REP TIER 3 STUDENTS

# IDENTIFICATION THROUGH MULTIPLE MEASURES

The district uses a weighted matrix system to identify:

- ⦿ High ability/intelligence/reasoning
- ⦿ High achievement
- ⦿ High aptitude for above grade level work
- ⦿ Advanced proficiency in mastery of common core standards

As needed:

- ⦿ Teacher survey
- ⦿ Portfolio evidence

# WHAT ARE THESE MEASURES?

- ◉ The Cognitive Abilities Test (CogAT)
- ◉ The Iowa Test of Basic Skills (ITBS)
- ◉ In-district benchmark assessments
- ◉ Above-grade level readiness test
- ◉ Progress indicators (report card)
- ◉ NJ ASK
- ◉ Gifted Rating Scale

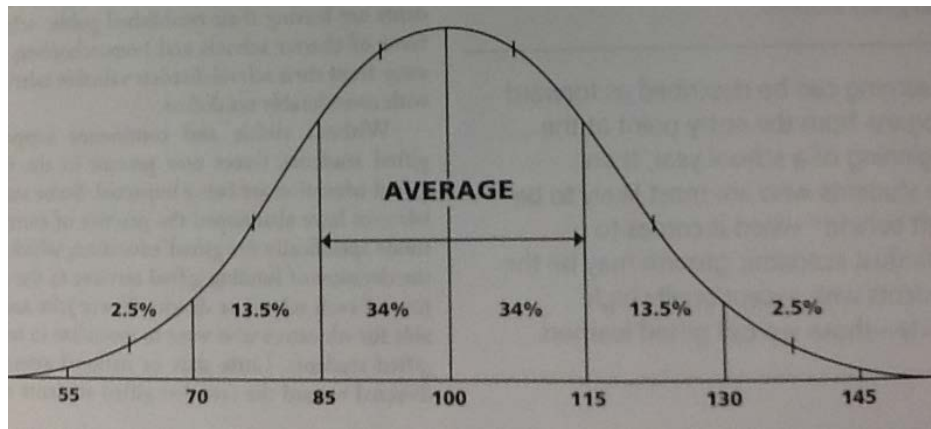
# FREQUENTLY ASKED QUESTIONS

- What is the evaluation process for Tier 3 REP?
  - Students in Kindergarten and Grade 1 are nominated by teachers/parents in the spring of each year. Performance data is reviewed and students who meet preliminary criteria will be required to take the Cognitive Abilities Test for further consideration.
  - Thereafter, all students in grades 2 and grade 5 participate in the group administration of the CogAT. The matrix of multiple measures is used to determine student eligibility for Tier 3 REP programming in Math and ELA (multi-disciplinary)
  
- What is the evaluation process for placement in the Advanced Math classes in middle school?
  - All students in grade 5 participate in group administration of the Cognitive Abilities Test. A matrix of multiple measures which incorporates ability, achievement, aptitude, attainment of advanced proficiency of college and career readiness standards, and task commitment is used to assess students who are candidates for grade 6 Advance Pre-Algebra acceleration. The eligibility requirements for this high level acceleration program are
  
- Last year there was a nomination process, will that process continue?
  - The nomination process is only relevant to Kindergarten and Grade 1 as it is not necessary to assess all students in these grade levels.
  - Formal assessment for all students occurs in grade 2 and again in grade 5 in preparation for middle school programming
  
- What is “cluster grouping” and how is that related to REP?
  - The cluster-grouping model in grades 1 - 5 enables the district to challenge gifted students and improve achievement for all. Enrichment opportunities are open to all students in all classrooms. Gifted students are grouped together in otherwise heterogeneous classes with teachers who are trained in how to meet their unique learning needs. This model enables the gifted learner to experience differentiated instruction as needed while being part of a learning community with like-minded peers rather than learning in isolation.

# QUESTIONS (CONT.)...

- How do you interpret the CogAT's?

Below is the bell shaped curve which represents the percentages of students at different ability levels. Students with ability scores that fall in the top 2% on the CogAT have scores greater than 132.



- Can you please clarify how the advanced math scope and sequence is changing in grades 6, 7 and 8?
  - The biggest change to the scope and sequence is the addition of a highly accelerated course in grade 6 - Advance Pre-algebra for identified Tier 3 REP.
  - The same accelerated pathway for students in grades 7 and 8 has not changed. In other words, Pre-Algebra in grade 7 remains an advanced accelerated program that the majority of students in Rumson demonstrate eligibility for.

# SUMMARY

# STRIVING TO MEET THE NEEDS OF ALL LEARNERS IN RUMSON

- ◉ REP program is flexible and inclusive in the general education classroom
- ◉ Formal pull-out for addresses needs of gifted students in math and language arts
- ◉ Enables the district to meet the needs of every student and maintain high standards of student achievement for all.



# FOR MORE INFORMATION:

Please check out the handouts  
provided tonight!

- ◉ How Can Teachers Differentiate Instruction?
  - Examples in various content areas
- ◉ Differentiated Instruction Flow Chart
- ◉ Gardner's Theory of Multiple Intelligences
  - Background information
- ◉ REP Program Description

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