

Classroom Differentiation	Clustering in the Classroom	Magnet/Gifted 3/4 Classrooms
<p>Differentiated instruction is the philosophy of the Grosse Pointe School District. This means children have the right to learn material at a rate, format, and depth that maximizes their learning. Differentiation is just one of many teaching practices used in our district. It can be subtle or very visible – that often depends on the needs of the individual learners and the goals for the group. All students experience some degree of differentiation in their classroom. It is not an accelerated program or a remediation of material – it is a constantly changing blend of the two based on the professionalism of the educator and the individual needs of the student.</p> <p>The Grosse Pointe Public School District believes that providing differentiated learning opportunities to all students is a critical component of our educational system. It is a teaching strategy and one tool that all of our teaching professionals use daily with students to guarantee their personal and academic growth. It is challenging and informal; it is flexible and makes learning fun.</p>	<p>Cluster grouping is a process for guaranteeing differentiation for our most capable learners in math and Language Arts. Cluster grouping will look different in each teacher’s classroom. Typically a clustered student is ready to move at a more rapid pace once they have the base knowledge of the concept(s) being taught. Teachers may use different instructional strategies to meet the needs of these students within their homeroom. Clustering could be a small group of learners who already have mastered a concept accepting a more challenging problem to solve collectively, with a learning partner, or alone. Cluster grouping is not increasing the quantity of the work produced or changing the grade level of the curriculum being explored. It impacts the complexity of their grade level assignments and their curriculum. Cluster groupings yield deeper, richer experiences that challenge all students at their individual learning level. Teachers and administrators work collaboratively to review student data and make clustering recommendations throughout the year. For more information on clustering please consult your child’s teacher.</p> <p>For additional information visit Clustering Updates on our website.</p>	<p>Students in 2nd and 3rd grade are identified for the magnet program through a system-wide Child Study Committee. Students may be nominated by their parents or teachers. Each nominated student has a portfolio with standardized testing and normed with grade-level peers, student writing samples and a comprehensive teacher evaluation. Students recommended for magnet demonstrate cognitive aptitude significantly beyond their grade-level peers. This educational setting supports the emotional and behavioral characteristics of gifted children. The curriculum of the magnet program follows the Grosse Pointe curriculum, however, students are advanced at least one year in math, ELA concepts are taught with advanced depth and breadth. Content subjects such as science and social studies are taught on a yearly rotating basis.</p> <p>Magnet learning experience:</p> <ol style="list-style-type: none"> 1. Differentiated learning at a greater pace or breadth depending on the needs of gifted students. 2. Project-based learning classrooms 3. Phases of learning based on readiness 4. Student learning partners