

**Cleveland Heights University Heights
Gifted and Talented Department Cluster Grouping
and Resource Room/Pull-Out Model 2019-2020**

1. What is Cluster Grouping?

Cluster Grouping has been adopted by Cleveland Heights-University Heights as an additional model of gifted service delivery in at least one 3rd, 4th, and 5th grade classroom in every elementary school in the district. This model services gifted students in the areas of science, social studies and creativity in grades 3, 4, and 5. It is a staff development model. The program's supervisor assigns a Gifted Intervention Specialist (GIS) to every school. Gifted Intervention Specialists work with cluster teachers (who are general education classroom teachers selected by the principal) to provide academic challenge for all students identified as gifted and talented. Because the service occurs in the regular classroom, all students in the classroom benefit. The focus is on classroom activities and projects using differentiation strategies.

2. Do Cluster Teachers have only gifted students in the class?

No. The principal assigns a small cluster of one to eight gifted students to the classroom of a cluster teacher. The other students in the class are general education students. It is more efficient to provide enrichment for a small group of students than it is for one or two isolated students. While it is good for gifted students to be with other gifted students, it is also appropriate for them to be with general education students.

3. What is the difference between tracking and cluster grouping?

Tracking locks students in and can be detrimental to the students' potential and academic development. Students who are tracked tend to remain in the same track throughout their years in school. Research indicated that it is best for gifted students to spend time with other gifted students in an academic setting for at least part of each day. In classes where cluster grouping exists, many regular education students are in the class along with a small cluster of gifted students and benefit from a more rigorous curriculum.

4. What is a Gifted Intervention Specialist?

A gifted intervention specialist (GIS) is an educator with a certificate in gifted education. The GIS works in a school setting to plan with classroom teachers in order to provide educational services to identified gifted and talented students. Basic duties beyond directly teaching gifted students include: planning with grade-level teams and individual teachers, advocating for gifted students, analyzing special needs, coaching, collaborating, communicating, facilitating, mentoring, and modifying curriculum to provide services to students.

5. How many schools does a gifted intervention specialist serve?

A gifted intervention specialist may serve one to three schools on a weekly basis.

6. How many students may a gifted intervention specialist serve per school?

As specified by ODE's Operating Standards for Identifying and Servicing Gifted Students (Ohio Revised Code 3301-51-15), one GIS may directly serve a maximum number of eighty students; but no more than twenty at one setting. "Serve" means writing a written education plan (WEP) for each child "served." When gifted specialists conduct a model lesson in the regular classroom, all students in that classroom are benefiting. The department's goal is to include, rather than exclude, students who are motivated and show evidence of task commitment.

7. What kind of documentation is required by the state?

The Ohio Department of Education requires individual written education plans (WEP) for identified gifted students who are served.

8. How many students per building receive these plans?

The number will vary according to the number of schools per GIS and the number of identified students per school.

9. What is the Resource Room/Pull-Out Service Model?

This model extends the regular curriculum for students who require additional depth and/or breadth in areas of identification. This service model is used with third through fifth grade students who are identified as superior cognitive on an ability test and/or identified in the 95th percentile in reading and or math on an achievement test. The guidelines for implementing this setting are: maximum class size of 20, and a maximum caseload of 80 students. The GIS completes a WEP for these identified students.

10. Does the Cluster Grouping Model increase the workload of the classroom teacher?

No. This model includes indirect service by the GIS. Academically identified students; receive a WEP completed by the gifted intervention teacher assisting the cluster teacher. The teacher will provide differentiation, higher level activities, and receive ongoing professional development through their building GIS.

11. How are students selected for gifted services?

Third/fourth/fifth grade students identified in reading, math and/or superior cognitive will receive direct service through the resource/pull-out model. Students not receiving service from a GIS will receive service through the Cluster Grouping Model based on grade level and area of identification.

12. How do I find out more about cluster grouping?

<http://www.cmcgc.com/media/handouts/301111/203243.pdf>