

**Project Bump Up**  
Building Up Mathematics  
Proficiency Utilizing Push-in

**Welcome & Overview**



**Del Siegle**  
University of Connecticut



**Ashley Y. Carpenter**  
William & Mary



**D. Betsy McCoach**  
University of Connecticut



**Susan Dulong Langley**  
University of Connecticut



**Kelly L. Kearney**  
University of Connecticut



**Sarah Newton**  
University of Connecticut <sup>1</sup>

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## Introduction to Project BUMP UP

- Funded by Jacob K. Javits Gifted and Talented Students Education Program, U.S. Department of Education  
PR/Award # S206A190028
- **Co-planning** and **co-teaching** of classroom teachers and gifted specialists to **differentiate curriculum** and instruction for **mathematically advanced learners** in heterogeneous 4th and 5th grade classrooms.

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# Teacher Components

## Now

- Teacher surveys
- Attend professional learning



## To Come

- Beginning of year
  - Send home link to BUMP UP information & opt-out form
  - Administer Math and Me student survey
- By Unit
  - Pre-assess
  - Teach Points of Promise lesson (5 lessons)
  - Co-plan by unit
  - Co-teach differentiated advanced math
  - Post-assess
  - Teachers upload pre- and post-unit scores
  - Complete post-unit survey
  - Complete pacing guide differentiation log (all units)
- End of year
  - Administer Math and Me student survey
  - Teacher survey and interview

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# Student Components

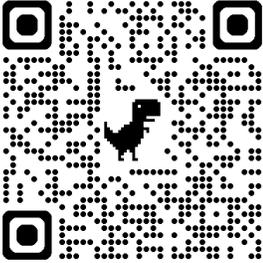
- Beginning of year
  - Math and Me survey
- By Unit
  - Pre-unit assessment
  - Points of Promise lesson (5 lessons)
  - Participate in flexible group differentiated math
  - Student perception of math challenge survey
  - Post-unit assessment
- End of year
  - Math and Me survey



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Gifted Specialist / Math Coach  
<https://s.uconn.edu/humblegifted>



**Consent to Participate in Reseach**



Classroom Teacher  
<https://s.uconn.edu/humbleteacher>

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## ICE BREAKER

- Introduce yourself to your tablemates
  - Name
  - School
  - Role
  - Length of time in role
  - Something you are looking forward to IN the upcoming year

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# Surveys

- Use the email link from [sarah.newton@uconn.edu](mailto:sarah.newton@uconn.edu)  
*Thank you!*



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## Welcome! DAY 1

Welcome

Overview

Project BUMP UP 5-Step Collaborative Model with Reflection and Engagement

Break

Who are these learners?

Lunch and Ethics

Planning to Co-Plan

Co-teaching and PMI

Break

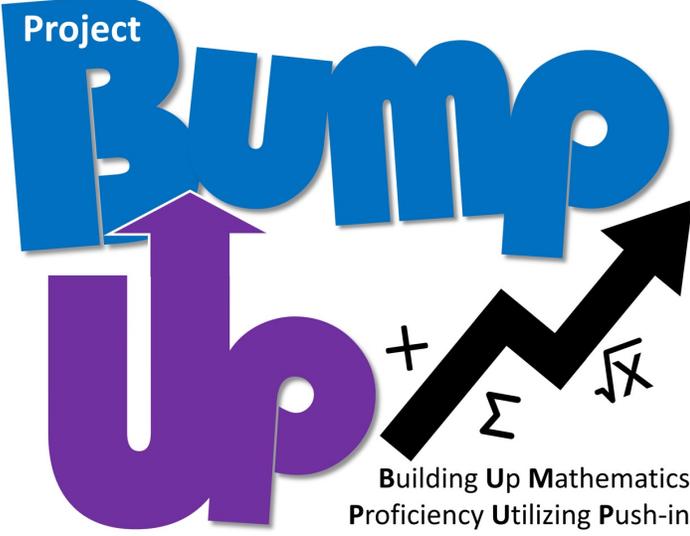
Overview of Differentiation

Compacting and Advanced Standards

Exit Ticket



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Project  
**Bump**  
**Up**

Building Up Mathematics  
Proficiency Utilizing Push-in

Rationale and Collaborative Model

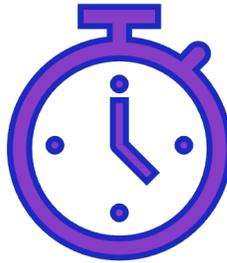
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## Resources and Support

- Email: [bumpup@uconn.edu](mailto:bumpup@uconn.edu)
- Google Drive  
[s.uconn.edu/bumpup24](https://s.uconn.edu/bumpup24)
- 90-Second Rule
  - 860-899-0968 (Kelly)
  - 508-207-6223 (Susan)



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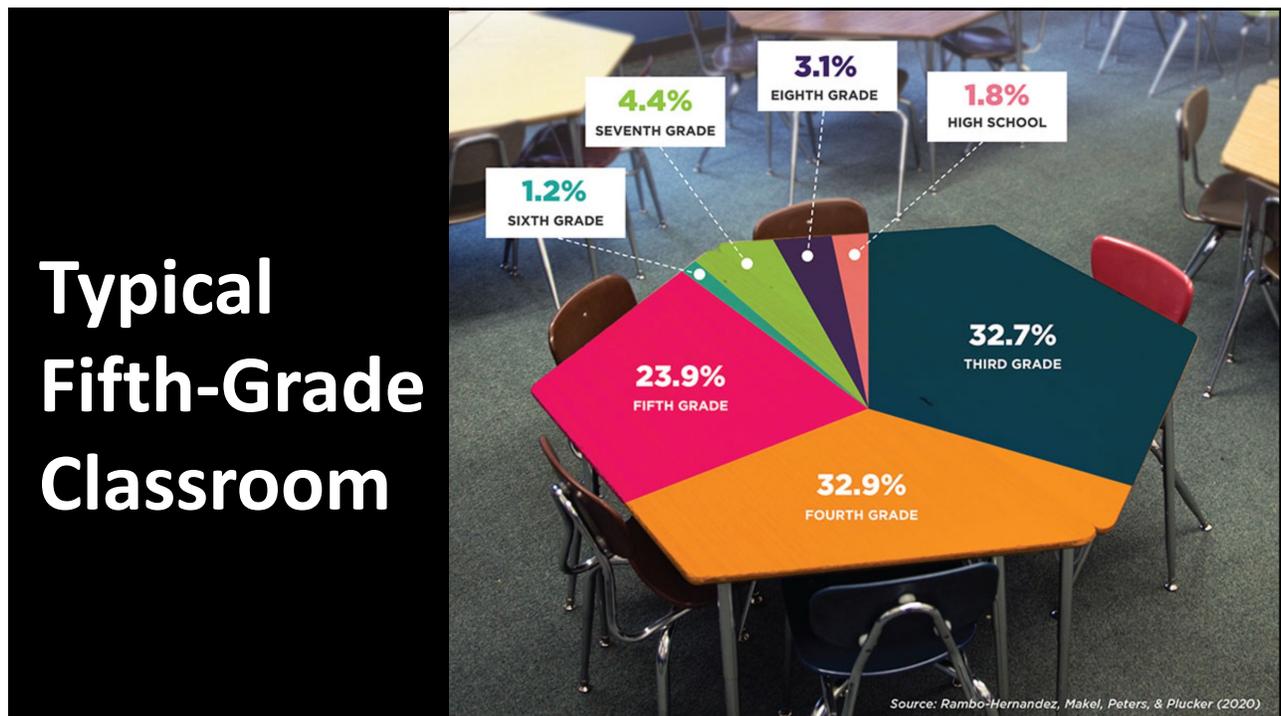
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Research from the National Center for Research on Gifted Education shows that

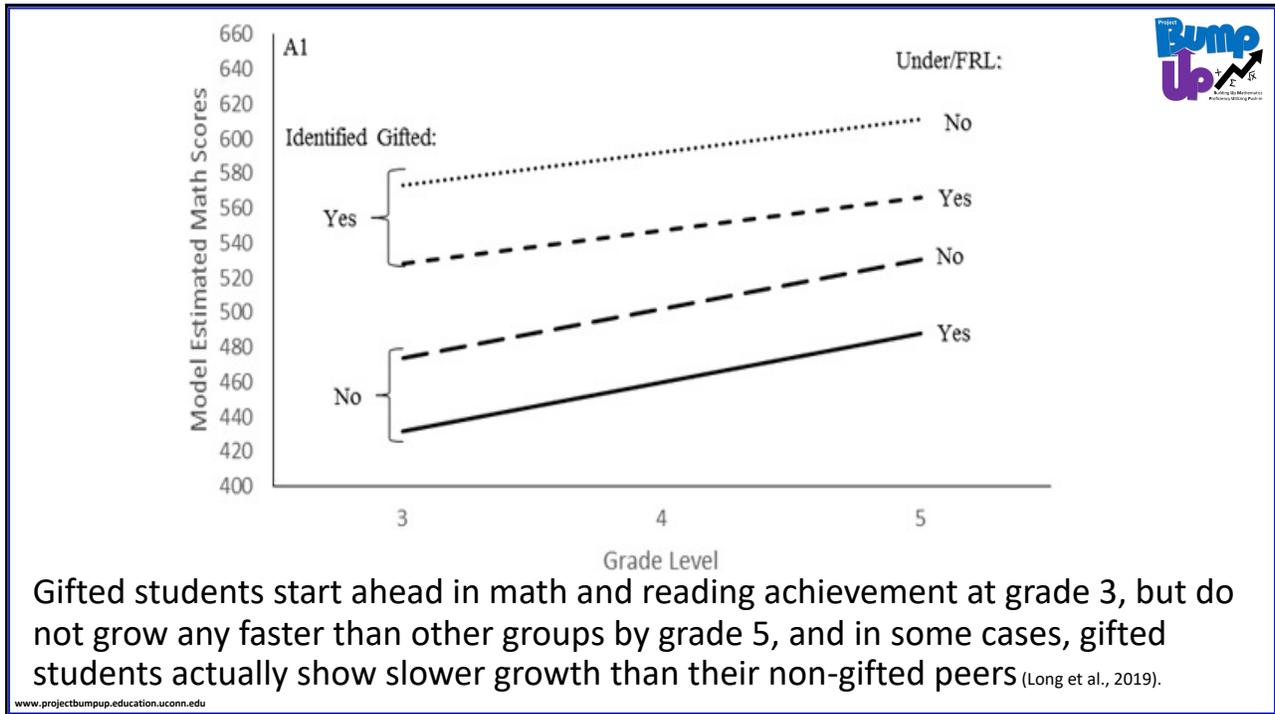
the classroom is  
where the action  
is

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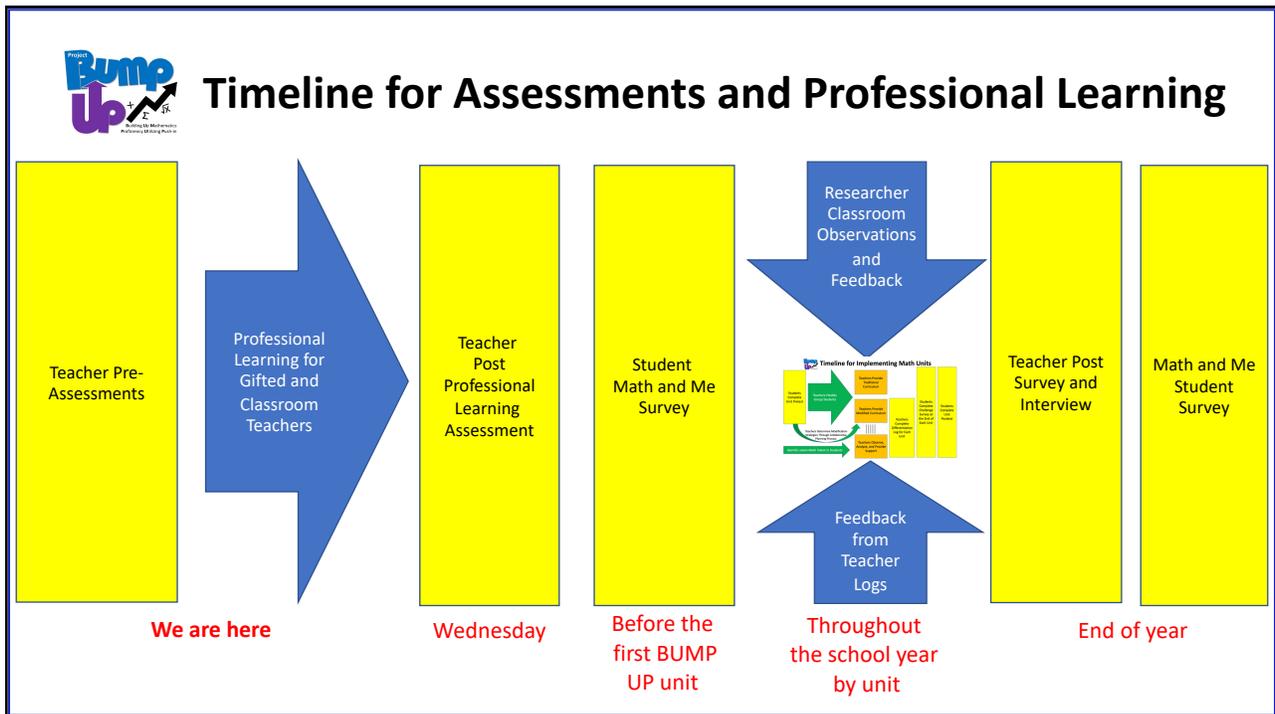
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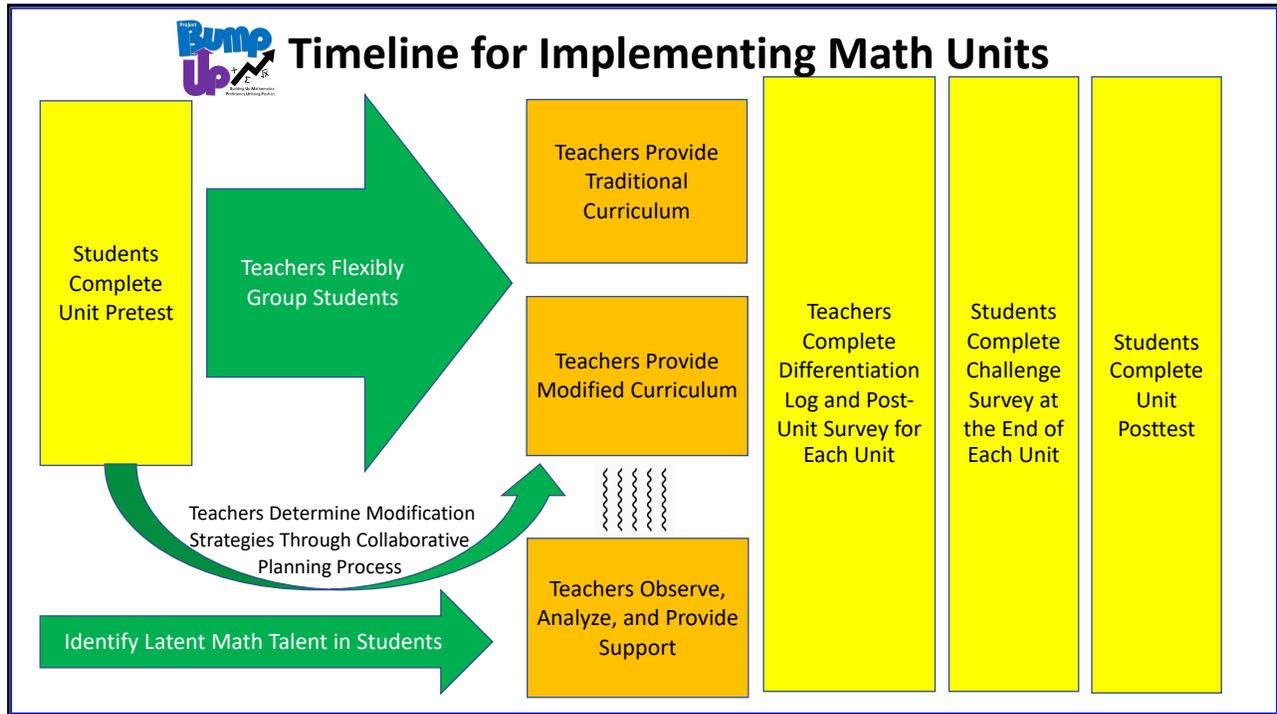
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**Advanced Differentiation Options Planning Tool**

**Differentiation**

Lesson or Unit \_\_\_\_\_ Date(s) \_\_\_\_\_

Standard(s): \_\_\_\_\_

Advanced Differentiation Options		
Differentiation of Current Curriculum	Supplemental Source	Alternative Standard
Differentiation option from the textbook p. ____ # _____ DOK Level 3 ____ or 4 ____ and/or DOK Differentiated math up to Level 3 ____ or 4 ____ Brief description of differentiated activity:	Topic: _____ Source: _____ DOK Level 3 ____ or 4 ____ Brief description of differentiated activity:	Grade ____ Standard ____ DOK Level 3 ____ or 4 ____ Brief description of differentiated activity:
Notes:		

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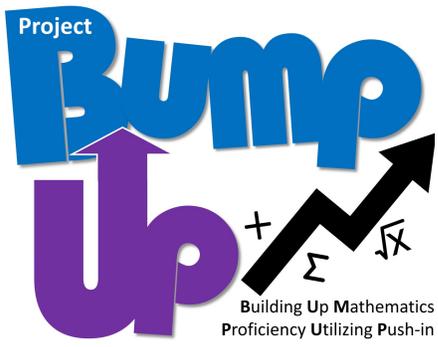


# C ollaboration

Who?	What?	Where?	When?	How?
Typically... <ul style="list-style-type: none"> <li>• Classroom Teacher</li> <li>• Gifted teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiation</li> <li>• Acceleration</li> <li>• Enrichment</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Formal</li> <li>• Informal</li> </ul>	<ul style="list-style-type: none"> <li>• Co-planning</li> <li>• Co-teaching</li> </ul>

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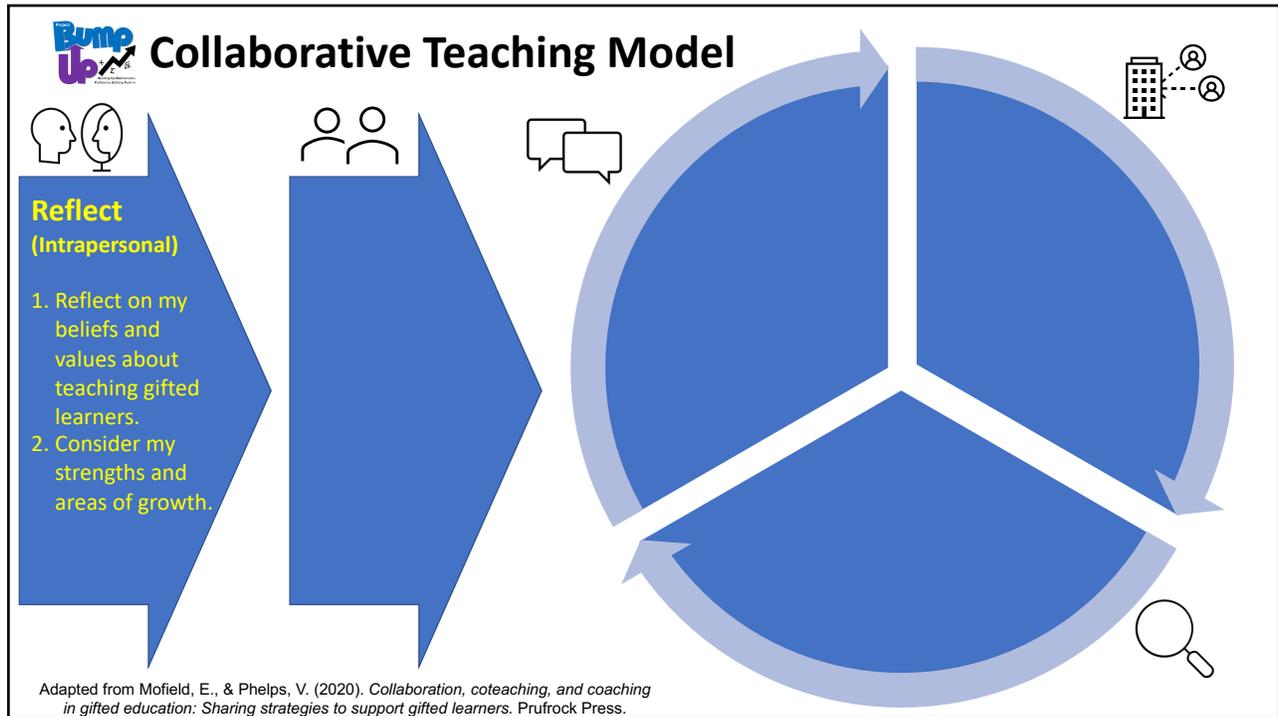
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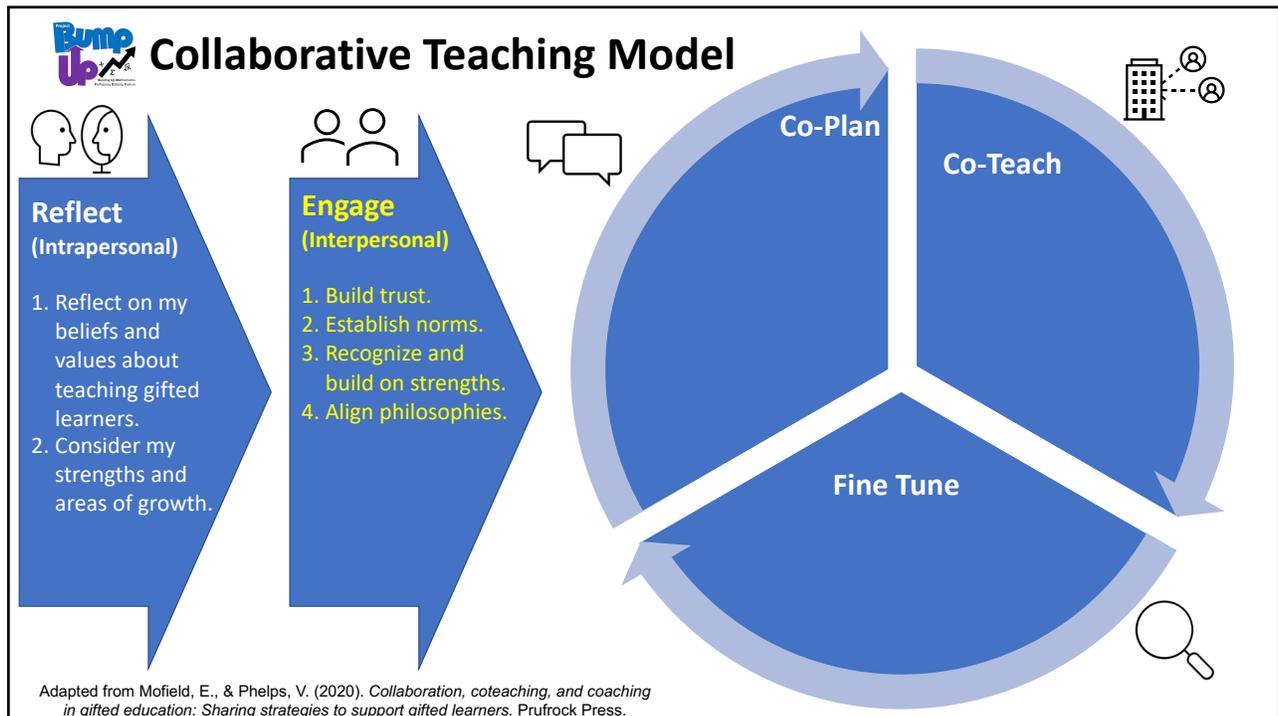
Collaborative Teaching Model

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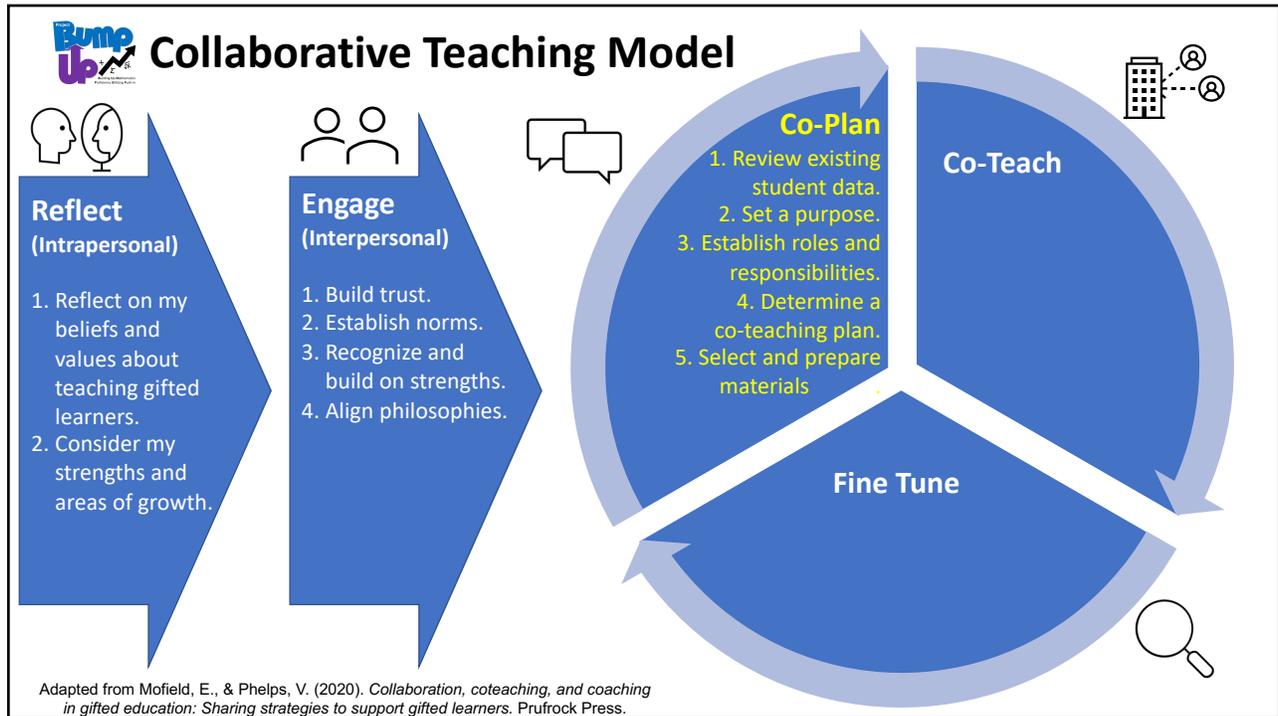
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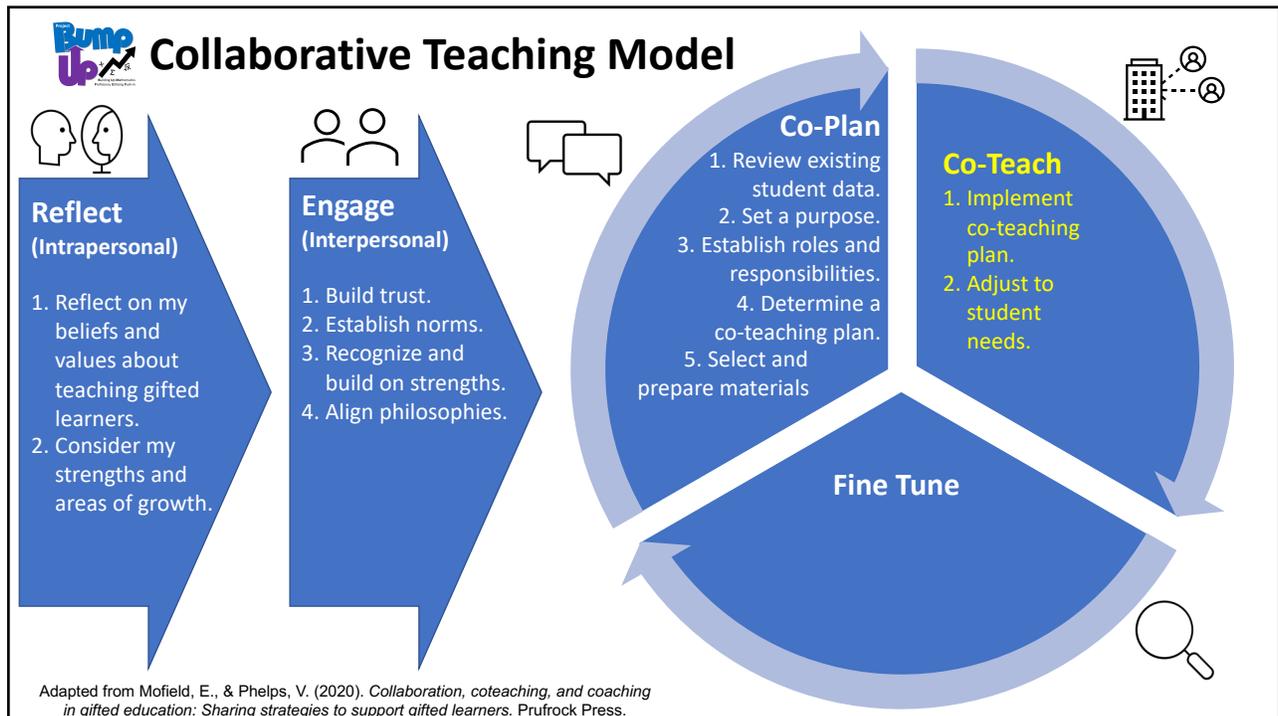
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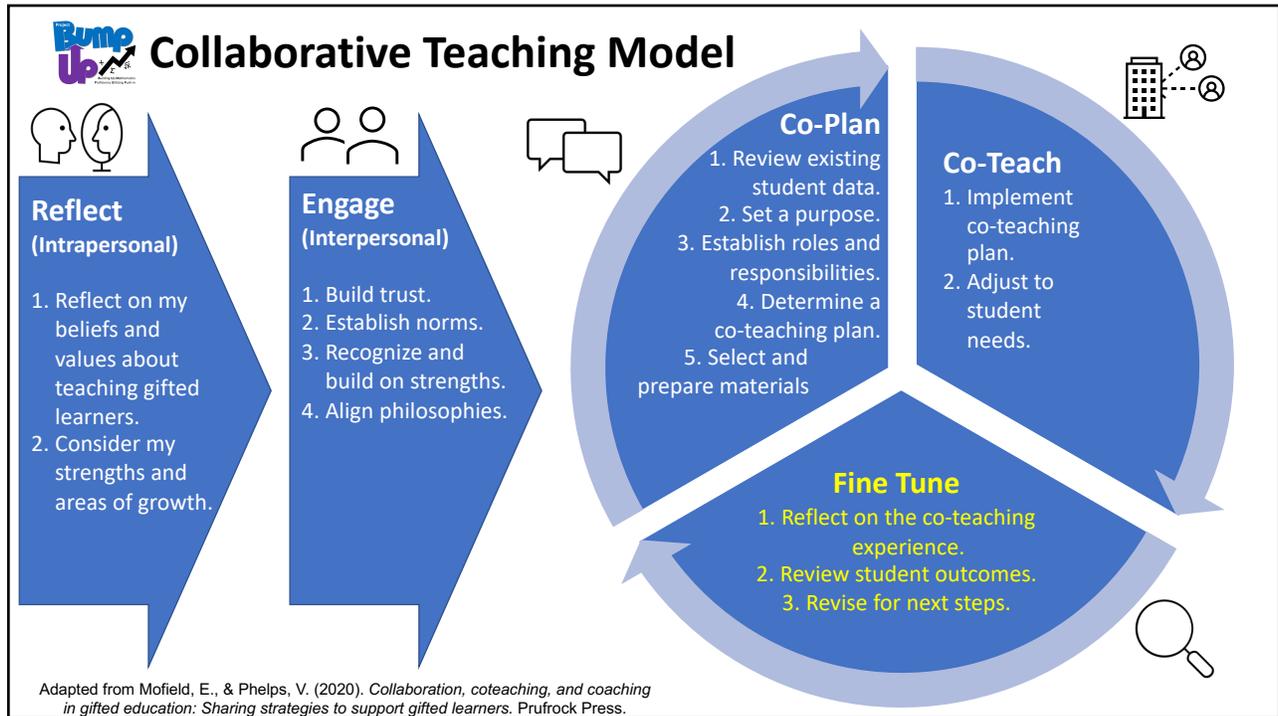
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*...so let's get started*

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