

Course Title: Challenging Gifted Students Using the SCG Model, Part 1

Instructors: Susan Winebrenner and Dina Brulles

Length: 15 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1

Course Description:

This course will cover an in-depth set of topics that describe the School-wide Cluster Grouping Model to educators. The SCGM is a method for providing full-time gifted services without major budget implications. Implementing these strategies has the potential to raise achievement for all students. With the SCGM, all students are purposely placed into classrooms based on their abilities and potential. The course will cover effective evaluation of the gifted cluster program. Participants will learn to identify gifted students and learn how to implement the SCGM in the classroom. Participants will learn the responsibility of the SCGM and the training necessary to become an SCGM teacher. Participants will be introduced to certain relevant terms such as cluster variations, cluster grouping, twice exceptional gifted students, and non-productive gifted students. There will also be video of classroom demonstrations in which participants will learn the name card game, various use of questioning, and other differentiated instruction techniques.

Objectives:

1. Knowledge –at the end of this course, the student will be able to understand:
 - a. How the SCGM works for educators
 - b. How to implement the SCGM
 - c. The methods for identifying gifted students
2. Skills –after this course, a student will be able to:
 - a. Use various methods of implementing the SCGM in the classroom
 - b. Use cluster variations, cluster grouping and extension menus
 - c. Evaluate twice exceptional gifted students and non-productive gifted students
3. Dispositions – after this course, a student will be able to appreciate:
 - a. The benefit of the SCGM for gifted and non-gifted students
 - b. The training process for gifted cluster teachers
 - c. The various classroom demonstrations

Session Topics (8):

- Description of the SCGM to Educators Susan Winebrenner and Dina Brulles
- Description of the SCGM to Parents Susan Winebrenner and Dina Brulles
- Teaching Strategies for Students in the Primary Grades Susan Winebrenner and Dina Brulles
- Demonstrations in Primary Classrooms Susan Winebrenner and Dina Brulles
- Teaching Strategies for Students in the Intermediate Grades Susan Winebrenner and Dina Brulles
- Demonstrations in Intermediate Classrooms Susan Winebrenner and Dina Brulles
- Demonstrations in Middle School Classrooms Susan Winebrenner and Dina Brulles
- Using Effective Questioning Strategies Susan Winebrenner and Dina Brulles

Instructor Overview:

SUSAN WINEBRENNER is a consultant and author who works with school districts to help them translate current educational research into classroom practice. She is president of Education Consulting Service, Inc., a speakers' bureau for educational topics, which she founded in 1986. Her expertise is in teaching differentiation strategies to teachers and in helping administrators support teachers' differentiation efforts. Her focus is on empowering students at both ends of the learning continuum, those who are gifted and those with learning problems. For more information, please visit her website at www.susanwinebrenner.com.

Dina Brulles is the Gifted Education Director in the Paradise Valley Unified School District in Arizona and a faculty associate of the College of Education at Arizona State University where she teaches graduate courses in gifted education. Dina serves as President of the Arizona Association for Gifted and Talented (AAGT) and as a Board Director for the national gifted organization, Supporting Emotional Needs of the Gifted (SENG). Dina consults with school districts in their efforts to create gifted education programs that reflect the needs of the districts' population. She has created and supervised cluster grouping programs and has become a recognized expert in that practice.

Methods of Instruction:

Methods of instruction will include

- Individual sections (8) (12 hours)
- Pre assessments (8)
- Graded post assessments (8)
- Video lectures (8) Polling questions - included in videos

- Study guides (8) (60 to 100 pages)
- Handouts
- Final Project

All steps listed under each topic must be completed to receive credit for the course. No partial credit will be given.

Students must earn a minimum of 70% to pass the course.

Texts (included in program)

- Study guide provided in the program (200 pages)

Assignments

- Pre assignments (40)
- Post assignments (64)
- Final project (1)

Percentage of Course Credit

- Graded post assessments 70%
- Final Project 30%

Due dates of major assignments, projects, and examinations: Online self-running programs can be started and completed at participants' own leisure within two months from the day they begin the course. Participants must complete and turn in the final within two weeks of completing the course.

Grading criteria/system and evaluation activities:

A course administrator will be reviewing students' answers and providing feedback. Students will be evaluated on their creativity and ability to incorporate techniques from the lectures into examples, lesson plans, and the final project.