

Course Title: Challenging Gifted Students Using the SCGM Model, Part I

Instructors: Susan Winebrenner and Dina Brulles

Length: 15hours

Course Description:

Too often, gifted students are left to their own devices. This course corrects that wrong by providing a cost-effective model for the fulltime teaching of gifted students in the regular classroom. While watching actual classroom segments and listening to the presenters' commentary on those segments, teachers learn to employ the essential components of the School-Wide Cluster Grouping Model (SCGM), to appreciate its responsibilities, and to implement the necessary training to become an SCGM teacher, administrator, mentor or specialist. Educators study how to integrate effective questioning strategies and apply an assortment of other SCGM strategies in order to tend to their gifted students as equitably as they do the rest of their students.

Objectives:

1. Knowledge –at the end of this course, participants will be able to understand
how the SCGM works for educators
implementing the SCGM
methods for identifying gifted students
2. Skills –after this course, participants will be able to
use various methods of implementing the SCGM in the classroom
use cluster variations, cluster grouping and extension menus
evaluate twice exceptional gifted students and non-productive gifted students
3. Dispositions – participants will appreciate
the benefit of the SCGM for gifted and non-gifted students
the training process for gifted cluster teachers, administrators and participants
the various classroom demonstrations

Units:

1. Description of the SCGM to Educators
2. Description of the SCGM to Parents
3. Teaching Strategies for Students in Primary Classrooms
4. Demonstrations in Primary Classrooms
5. Teaching Strategies for Students in the Intermediate Grades
6. Demonstrations in Intermediate Classrooms
7. Demonstrations in Middle School Classrooms
8. Using Effective Questioning Strategies

Instructor Overviews:

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:

- Video lectures and PowerPoint presentations
- Short answer quizzes
- Graded post assessments
- Final

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 60% to pass the course.

Percentage of Course Credit

- Graded post assessments and short answer quizzes 40%
- Final Project 60%

KDS Rubric for GA courses (passing requirements: 60 points):

- A: 90 - 100 points
- B: 80
- C: 70 points
- D: 60 points
- F: Fewer than 60 points

Component	Unsatisfactory (10 points)	Basic (20 points)	Proficient (30 points)	Distinguished (40 points)
Critical thinking post-work	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>
And	0-40% correct	60% correct	80% correct	100% correct

<p>Short answer quizzes</p>	<p><u>Short answer quiz:</u></p> <ul style="list-style-type: none"> -Participant included no content from the course in his or her responses -Participant did not address the questions posed 	<p><u>Short answer quiz:</u></p> <ul style="list-style-type: none"> -Participant included some content from the course, usually appropriate, in his or her responses -Participant answered the questions directly, not always fully 	<p><u>Short answer quiz:</u></p> <ul style="list-style-type: none"> -Participant included appropriate content from the course in his or her responses -Participant made thoughtful comments in direct response to the questions 	<p><u>Short answer quiz:</u></p> <ul style="list-style-type: none"> -Participant provided rich detail from the content of the course in his or her responses -Participant made his or her responses to the questions personally meaningful
<p>Final</p>	<p>Unsatisfactory (30 points)</p> <p><u>Requirements of Assignment:</u></p> <ul style="list-style-type: none"> -The assignment is substantially incomplete <p><u>Form:</u></p> <ul style="list-style-type: none"> - Plentiful grammatical mistakes -Confusing content -Missing documentation of sources <p><u>Content:</u></p> <ul style="list-style-type: none"> -No main idea and/or main idea is irrelevant to the assignment -No apparent paragraph 	<p>Basic (40 points)</p> <p><u>Requirements of Assignment :</u></p> <ul style="list-style-type: none"> -Many requirements met, but a few pieces are missing, while others are underdeveloped—e.g., missing reflection or rubric or scant reflection and vague rubric <p><u>Form:</u></p> <ul style="list-style-type: none"> -Distracting grammatical errors -Confusing content -Inconsistent or missing documentation of sources <p><u>Content:</u></p> <ul style="list-style-type: none"> -The main idea is not clear in the opening paragraph -Relevance to main idea of supporting 	<p>Proficient (50 points)</p> <p><u>Requirements of Assignment:</u></p> <ul style="list-style-type: none"> -Participant has fulfilled all the requirements of the assignment. <p><u>Form:</u></p> <ul style="list-style-type: none"> -Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style. <p><u>Content:</u></p> <ul style="list-style-type: none"> -Essay is organized around a thesis or main idea, -Paragraphs are organized around 	<p>Distinguished (60 points)</p> <p><u>Requirements of Assignment:</u></p> <ul style="list-style-type: none"> -All requirements gone beyond the requirements of the Assignment. e.g., inclusion of rubric, reflection, objective(s), etc.—whatever the directions indicate <p><u>Form:</u></p> <ul style="list-style-type: none"> -No grammatical errors -Eloquent expression -Proper citation of sources <p><u>Content:</u></p> <ul style="list-style-type: none"> -Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to

	<p>organization</p> <ul style="list-style-type: none"> -No supporting evidence for supporting ideas -No evidence in the lesson plan—in objectives, activities, or assessments—that the learner comprehends the course content 	<p>paragraphs is not always clear</p> <ul style="list-style-type: none"> -Supporting ideas are only minimally illustrated by examples or quotes -The lesson plan does not show enough evidence that the learner understands the course content. Objectives and/or activities and/or assessments only vaguely apply to the course content 	<p>ideas relevant to the main idea</p> <ul style="list-style-type: none"> -Supporting ideas are evident, and usually include illustrating examples and/or quotes -The lesson plan shows evidence of understanding of the course content in its objectives, activities, and/or assessments 	<p>the main idea</p> <ul style="list-style-type: none"> -Supporting points are illustrated with examples and/or quotes -Lesson plan shows evidence of a deep understanding of course content and participant uses that understanding to create opportunities for students to authentically show what they have learned.
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