

**Course Title:** Teaching in a Mixed Ability Classroom

**Instructors:** Susan Winebrenner, Jay McTighe

**Length:** 15 hours

**Dates:** Rolling admissions

**Prerequisites:** Bachelor Degree

**Number of credits:** 1

**Course Description:**

This session is designed to help educators become knowledgeable about the techniques that may be used to adapt the regular classroom curriculum and activities to meet the learning needs of their most academically capable students. The program includes attention to strategies for compacting the regular curriculum and standards and providing consistent opportunities for gifted students to be engaged in appropriately differentiated learning experiences.

Teachers will understand the reasons why some students do not achieve at a satisfactory level. They will learn specific strategies to remedy this situation. Teachers will also learn how to pre-assess advanced students in any skill work area. Teachers will be able to use strategies that allow gifted students to demonstrate prior mastery with full credit for what they already know, and which allow them to move through new content at an appropriately accelerated rate. Teachers will also be able to create extension menus that allow advanced learners to move beyond the required standards to incorporate their own interests into their learning of the regular curriculum. Review of the Name Card Method should make it easily accessible for all teachers.

**Objectives:**

1. Knowledge –at the end of this course, the student will be able to understand:
  - a. How to build a classroom community that accommodates learning styles to reach the needs of all children
  - b. The strategies for developing homework to address the needs of the gifted students
  - c. How to address the needs of students at both ends of the bell curve in the regular classroom
  - d. Ways to implement strategies that challenge all students at levels that are appropriate to them and which provide them with opportunities to learn
  - e. Why it is important to provide gifted students with learning experiences that challenge them
  
2. Skills –after this course, a student will be able to:
  - a. Implement strategies to challenge and motivate struggling learners
  - b. Use practical strategies to help students labeled “remedial,” “special education,” or “learning disabled”

- c. Adapt the regular classroom activities to meet the needs of the most academically students
  - d. Differentiate the curriculum for gifted students
3. Dispositions – after this course, a student will appreciate:
- a. The modified Dunn and Dunn learning styles
  - b. Use of assessments for evaluating and planning instruction
  - c. How to work with students at different levels of ability within the same classroom

### **Session Topics (8):**

Teaching Kids with Learning Difficulties in the Regular Classroom: Part 1	Susan Winebrenner
Teaching Kids with Learning Difficulties in the Regular Classroom: Part 2	Susan Winebrenner
Teaching Gifted Kids in the Regular Classroom: Part 1	Susan Winebrenner
Teaching Gifted Kids in the Regular Classroom: Part 2	Susan Winebrenner
Teaching Gifted Kids in the Regular Classroom: Part 3	Susan Winebrenner
Teaching Kids In a Mixed Ability Classroom: Part 1	Susan Winebrenner
Teaching Kids In a Mixed Ability Classroom: Part 2	Susan Winebrenner
Using Rubrics to Evaluate and Improve Student Performance Part I	Jay McTighe

### **Instructor Overview:**

**Susan Winebrenner** is a consultant who works with school districts all over the country to help them translate current educational research into classroom practice and an author. She is president of Education Consulting Service, Inc., a speakers' bureau for educational topics, which she founded in 1986. Susan has been a columnist for the journal, *Understanding Our Gifted*. She has written numerous articles for various publications, and has presented at national conferences for several educational organizations. She has served on the faculty of New Leaders for New Schools, a national organization dedicated to training and supporting a new generation of outstanding school principals for urban schools.

**Jay McTighe** has published numerous articles in leading educational journals, co-authored three books on assessment including the best-selling Understanding by Design series. He is a member of the National Assessment Forum, former ASCD Committee Chair, Director of the Maryland Assessment Consortium, and Director of the Maryland Summer Center for Gifted and Talented Students.

**Methods of Instruction:**

Methods of instruction will include

- Individual sections (8) (15 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.