

**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 semester hour

**Course Description:**

The typical classroom often includes students at varying levels of ability. While no single formula exists for teaching all students, Susan Winebrenner offers practical strategies to accommodate the varying needs of struggling students and gifted students in the same classroom. Students can achieve academic success when taught in ways they learn best. Educators will learn strategies that allow their gifted students to demonstrate prior mastery of academic content and allow them to move through new content at an appropriately accelerated rate. Using extension menus, advanced learners can move beyond the required standards to incorporate their own interests into their learning of the regular curriculum. Finally, educators will be introduced to tools they can use to evaluate their students and improve overall performance in the classroom.

**Objectives:**

1. Knowledge –at the end of this course, participants will be able to understand:

How to build a classroom community that accommodates learning styles to reach the needs of all students

The strategies for developing homework to address the needs of the gifted students

How to address the needs of students at both ends of the bell curve in the regular classroom

Ways to implement strategies that challenge all students at levels that are appropriate to them and which provide them with opportunities to learn

Why it is important to provide gifted students with learning experiences that challenge them

2. Skills –after this course, participants will be able to:

Implement strategies to challenge and motivate struggling learners

Use practical strategies to help students labeled “remedial,” “special education,” or “learning disabled”

Adapt the regular classroom activities to meet the needs of the most academically students

Differentiate the curriculum for gifted students

3. Dispositions – after this course, participants will appreciate:

The modified Dunn and Dunn learning styles

Use of assessments for evaluation and planning instruction

How to work with students at different levels of ability within the same classroom

**Units:**

1. Teaching Kids with Learning Difficulties in the Regular Classroom: Part 1

2. Teaching Kids with Learning Difficulties in the Regular Classroom: Part 2

3. Teaching Gifted Kids in the Regular Classroom: Part 1

4. Teaching Gifted Kids in the Regular Classroom: Part 2
5. Teaching Gifted Kids in the Regular Classroom: Part 3
6. Teaching Kids in a Mixed Ability Classroom: Part 1
7. Teaching Kids in a Mixed Ability Classroom: Part 2
8. Using Rubrics to Evaluate and Improve Student Performance: Part 1

**Instructor Overviews:**

**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:**

- 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

<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
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	<b>(10 points)</b>	<b>(20 points)</b>	<b>(30 points)</b>	<b>(40 points)</b>
<b>Critical thinking post-work</b>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>
<b>And</b>	0-40% correct	60% correct	80% correct	100% correct
<b>Short answer quizzes</b>	<u>Short answer quiz:</u>  -Participant included no content from the course in his or her responses  -Participant did not address the questions posed	<u>Short answer quiz:</u>  -Participant included some content from the course, usually appropriate, in his or her responses  -Participant answered the questions directly, not always fully	<u>Short answer quiz:</u>  -Participant included appropriate content from the course in his or her responses  -Participant made thoughtful comments in direct response to the questions	<u>Short answer quiz:</u>  -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
<b>Final</b>	<b>Unsatisfactory (30 points)</b>  <u>Requirements of Assignment:</u>  -The assignment is substantially incomplete  <u>Form:</u>  - Plentiful grammatical mistakes -Confusing content -Missing documentation of sources  <u>Content:</u>  -No main idea	<b>Basic (40 points)</b>  <u>Requirements of Assignment :</u>  -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  <u>Form:</u>  -Distracting grammatical errors -Confusing content -Inconsistent or missing documentation of sources  <u>Content:</u>  -The main idea is	<b>Proficient (50 points)</b>  <u>Requirements of Assignment:</u>  -Participant has fulfilled all the requirements of the assignment.  <u>Form:</u>  -Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style.  <u>Content:</u>  -Essay is	<b>Distinguished (60 points)</b>  <u>Requirements of Assignment:</u>  -All requirements gone beyond the requirements of the Assignment. e.g., inclusion of rubric, reflection, objective(s), etc.— whatever the directions indicate  <u>Form:</u>  -No grammatical errors -Eloquent expression -Proper citation of sources  <u>Content:</u>  -Essay is

	<p>and/or main idea is irrelevant to the assignment</p> <ul style="list-style-type: none"> <li>-No apparent paragraph organization</li> <li>-No supporting evidence for supporting ideas</li> <li>-No evidence in the lesson plan—in objectives, activities, or assessments—that the learner comprehends the course content</li> </ul>	<p>not clear in the opening paragraph</p> <ul style="list-style-type: none"> <li>-Relevance to main idea of supporting paragraphs is not always clear</li> <li>-Supporting ideas are only minimally illustrated by examples or quotes</li> <li>-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</li> </ul>	<p>organized around a thesis or main idea,</p> <ul style="list-style-type: none"> <li>-Paragraphs are organized around ideas relevant to the main idea</li> <li>-Supporting ideas are evident, and usually include illustrating examples and/or quotes</li> <li>-The lesson plan shows evidence of understanding of the course content in its objectives, activities, and/or assessments</li> </ul>	<p>organized around a thesis or main idea</p> <ul style="list-style-type: none"> <li>-Paragraphs are organized around ideas relevant to the main idea</li> <li>-Supporting points are illustrated with examples and/or quotes</li> <li>-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.</li> </ul>
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