

## Course Syllabus

**Course Title:** Challenging Gifted Students Using the SCG Model, Part II – 3 Units

**Course Grader:** Jessica Kessler

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### Grader Bio:

Course grader Jessica Kessler has a Master of Science degree in education from Bank Street College of Education and a Bachelor of Arts from the University of Delaware. She has been a teacher, museum docent, professional development coordinator, director of school programs, deputy executive director for education and programs at the South Street Seaport Museum, coordinator of a number of different educational programs, and freelance writer.

### Course Description:

If left unchallenged, gifted students can often “tune out” in a regular classroom; this second course in the School-Wide Cluster Grouping Model (SCGM) arms teachers with strategies designed to challenge their gifted students. Educators review the roles of teachers, mentors, and specialists before engaging in in-depth consideration of extension menus. Panel discussions—one with administrators and one with gifted program coordinators—help flesh out those roles for teachers, who then study methods for monitoring the progress of the SCGM, placing gifted students in cluster groups, and evaluating student growth. Teachers also learn how to create a database for tracking gifted students and how to handle special populations of gifted students. Additional classroom segments of differentiated instruction techniques round out this course.

### Course Objective/Goals:

1. Knowledge –at the end of this course the student will be able to understand:
  - a. The meaning of extension menus
  - b. How to track growth in gifted cluster classrooms
  - c. More 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 extension menus
  - c. Monitor progress of gifted students
3. Dispositions – after this course, a student will be able to appreciate:
  - a. The gifted cluster teacher meeting
  - b. The curriculum differentiation training
  - c. The various classroom demonstrations

### Course Outline:

*Ten Sections Students Will Be Focusing On by Susan Winebrenner*

*and Dina Brulles:*

1. Creating and Using Effective Extension Menus
2. Gifted Cluster Teacher Meeting
3. Gifted Specialist/Mentor Meeting
4. Panel with Gifted Program Coordinators
5. Panel with Administrators
6. Evaluating the SCGM
7. Special Populations
8. Additional Demonstrations of Teaching Strategies
9. Research Supporting the SCGM
10. Wrapping Up the SCGM

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

### Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the dishonest passing off of someone else's work as one's own and includes failing to cite sources for others' ideas, copying material from books or the Internet, and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult [plagiarism.org](http://plagiarism.org).

### KDS Rubric for Letter Grade Courses: 3 Credits

Percentage of Course Credit

- Reflection questions 25%
- Quizzes 15%
- Midterm 25%
- Final 35%

A: 90 - 100 points

B: 80 - 89 points

C: 70 - 79 points

F: Fewer than 70 points

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>Quizzes</b>	<u>(6 points)</u>  <u>Quizzes:</u>  0-40% correct	<u>(9 points)</u>  <u>Quizzes:</u>  60% correct	<u>(12 points)</u>  <u>Quizzes:</u>  80% correct	<u>(15 points)</u>  <u>Quizzes:</u>  100% correct
<b>Reflection questions</b>	<u>(10 points)</u>	<u>(15 points)</u>	<u>(20 points)</u>	<u>(25 points)</u>

	<u>Reflection questions:</u>  -Participant includes no content from the course in his or her responses -Participant does not address the questions posed	<u>Reflection questions:</u>  -Participant includes some content from the course, usually appropriate, in his or her responses -Participant answers the questions directly, not always fully	<u>Reflection questions:</u>  -Participant includes appropriate content from the course in his or her responses -Participant makes thoughtful comments in direct response to the questions	<u>Reflection questions:</u>  -Participant provides rich detail from the content of the course in his or her responses -Participant makes his or her responses to the questions personally meaningful
<b>Midterm</b>  <b>Final</b>	(10 points)  (20 points)	(15 points)  (25 points)	(20 points)  (30 points)	(25 points)  (35 points)
	<u>Requirements of Assignment:</u>  -The assignment is substantially incomplete	<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>Requirements of Assignment:</u>  -Participant has fulfilled all the requirements of the assignment	<u>Requirements of Assignment:</u>  -Participant has fulfilled all the requirements of the assignment with marked creativity, intelligence, and thoughtfulness
	<u>Form:</u>  - Plentiful grammatical mistakes	<u>Form:</u>  -Distracting grammatical errors	<u>Form:</u>  -Participant has written a solid essay or lesson	<u>Form:</u>  -No grammatical errors -Eloquent

	-Confusing content -Missing documentation of sources	-Confusing content -Inconsistent or missing documentation of sources	plan, including appropriate detail and in an interesting style	expression -Proper citation of sources
	<u>Content:</u> -No main idea and/or main idea is irrelevant to the assignment -No apparent paragraph organization -No supporting evidence for supporting ideas -No evidence in the lesson plan—in objectives, activities, or assessments—that the learner comprehends the course content	<u>Content:</u> -The main idea is not clear in the opening paragraph -Relevance to main idea of supporting paragraphs is not always clear -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	<u>Content:</u> -Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to the main idea -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	<u>Content:</u> -Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to the main idea -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

**KDS Pass/Fail Option: 3 credits**

Passing Requirements

- Grade of “C” or higher

**Texts and/or Other Materials:**

**PowerPoint presentations from resource tab and lecture transcriptions from the transcription tab:**

- Creating and Using Effective Extension Menus
- Gifted Cluster Teacher Meeting

- Gifted Specialist/Mentor Meeting
- Panel with Gifted Program Coordinators
- Panel with Administrators
- Evaluating the SCGM
- Special Populations
- Additional Demonstrations of Teaching Strategies
- Research Supporting the SCGM
- Wrapping Up the SCGM

**Recommended Reading:**

**Bibliography:**

*(Minimum of 5 sources that reflect current research/thinking. Please use standard MLA or APA format.)*

Winebrenner, S., Espeland, P. (2001) *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented*. New York; Free Spirit Publishing.

Winebrenner, S., Brulles, D. (2008) *The Cluster Grouping Handbook: How to Challenge Gifted Students and Improve Achievement for All*. New York; Free Spirit Publishing

Campbell, B. (1999). *Multiple Intelligences and Student Achievement: Success Stories from Six Schools*. Texas: Association for Supervision & Curriculum Development.

Winebrenner, S., Espeland, P. (2005) *Teaching Kids With Learning Difficulties in the Regular Classroom: Ways to Challenge & Motivate Struggling Students to Achieve Proficiency With Required Standards*. New York; Free Spirit Publishing.

Heacox, D. (2001) *Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners, Grades 3-12*. New York; Free Spirit Publishing.