

**Instructor :** Knowledge Delivery Systems

**Address:** 20 Exchange Place, 36<sup>th</sup> Floor  
New York, NY 10005

**Email:** [info@kdsi.org](mailto:info@kdsi.org)

**Telephone:** (800) 728-0032

**Materials:** Internet Connection, printer

**Course:** ED 720 Teaching in a Mixed Ability Classroom

**Dates:** Rolling admissions

**Prerequisites:** Bachelor Degree

**Number of credits:** 1

### **Course Overview**

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.

### **Course Goals:**

- To build a classroom community that accommodates learning styles to reach the needs of all children
- To learn homework to address the needs of the gifted students
- Address the needs of students at both ends of the bell curve in the regular classroom
- Implement strategies that challenge all students at levels that are appropriate to them and which provide them with opportunities to learn
- Understand why it is important to provide gifted students with learning experiences that challenge them

### **Instructor Overview**

Knowledge Delivery Systems maintains an online platform that automatically grades their pre and post assessments, monitors their participation in the lecture, and awards them credit when they complete the program.

Students will have the opportunity to email the educational experts that present each lecture in the course if they have any questions. If they are not able to contact the educational expert they may contact KDS or Dave Reynolds with their questions or concerns.

**David Reynolds:**

David is an experienced historian and professor with a B.A. and M.A. in History from SUNY Buffalo and a Ph.D in History from the University of Wisconsin. He was a distinguished professor of History at Marist College from 1986-1992 and has worked as an educational consultant for New School Vision and Continuous Learning Corporation. He currently works for KDS as a course developer and educational consultant and is working with the state of Florida to optimize their education system and resources.

### **Methods of instruction: Percentage of Course Credit**

Methods of instruction will include:

- 8 individual sections (15 hours)
- 8 pre assessments 0%
- 8 graded post assessments 40%
- 8 Video Lectures 15%
- Polling questions part of videos
- 8, 60-100 pages Study guides 5%
- Handouts
- Written Project 40%

### **Eight topics of focus within this course:**

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

Instructor: Susan Winebrenner

Credit: 120 minutes/ 2 hours

Strategies and Techniques Every Teacher Can Use to Challenge and Motivate Struggling Students From the best-selling author of Teaching Gifted Kids in the Regular Classroom, this session is a gold mine of proven, practical ways to help students labeled special education, "slow," "remedial," or "LD" succeed in school—without remediating, watering down content, lowering expectations, or depriving other students of the time and attention they need.

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

Instructor: Susan Winebrenner

Credit: 120 minutes/ 2 hours

Strategies and Techniques Every Teacher Can Use to Challenge and Motivate Struggling Students From the best-selling author of Teaching Gifted Kids in the Regular Classroom, this session is a gold mine of proven, practical ways to help students labeled "special education," "slow," "remedial," or "LD" succeed in school—without remediating, watering down content, lowering expectations, or depriving other students of the time and attention they need.

#### **Teaching Gifted Kids in the Regular Classroom: Part 1**

Speaker: Susan Winebrenner

Credit: 120 minutes/ 2 hours

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

#### **Teaching Gifted Kids in the Regular Classroom: Part 2**

Speaker: Susan Winebrenner

Credit: 120 minutes/ 2 hours

This session is designed to help educators become knowledgeable about the techniques that may be used to understand the academic and social needs of highly capable students while learning to increase the

motivation and productivity of highly capable students through compacting and differentiation opportunities.

### **Teaching Gifted Kids in the Regular Classroom: Part 3**

Speaker: Susan Winebrenner

Credit: 120 minutes/ 2 hours

This session is designed to help educators become knowledgeable about the techniques that may be used to learn how to differentiate their curriculum while still holding all students accountable for the learning standards. Students will also learn how to understand how to accomplish these goals without alienating other students or parents.

### **Teaching Kids In a Mixed Ability Classroom: Part 1**

Topic Objectives: Susan Winebrenner

Upon completion of this topic, participants will have learned:

- The Name Card Method for working in pairs;
- Maslow's hierarchy of needs;
- Sylvia Rimm's approach to underachievers
- Modified Dunn and Dunn model of learning styles;
- Recent Research;
- Reasons for pre-testing; and
- Goal-setting

### **Teaching Kids In a Mixed Ability Classroom: Part 2**

Topic Objectives: Susan Winebrenner

- Know the Dunn and Dunn learning styles model as modified by Susan Winebrenner; and
- Know how to work with gifted students

### **Using Rubrics to Evaluate and Improve Student Performance Part I**

Topic Objectives: Jay McTighe

- Recognize different kinds of assessment tools;
- Know how to choose appropriate assessments for evaluation and planning for instruction;
- Be able to design different types of assessments
- Use assessments for educational planning

### **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 lecture into examples and lesson plans.

Students must earn at least an 80 in order to obtain their graduate credit

**Due dates of major assignments, projects, and examinations:** Online self-running programs can be started and completed at the participants own leisure within 4 months from the day they begin the course.

### **Text and/or required reading list:**

Text:

1. 480 page study guide provided in the program

Website Articles:

1. Differentiating Instruction for Advanced Learners in the Mixed-Ability Middle School Classroom:

<http://tagparents.org/papers/eric536.htm>

2. The Elephant in the Classroom: <http://www.gt-cybersource.org/Record.aspx?rid=12301>

3. Teaching in a Mixed Ability Classroom: <http://www.weac.org/kids/1998-99/march99/differ.htm>

**Instructor Interaction:** Must post 16 comments on the discussion board, 2 for each of the 8 topics. Each posting should be at least 3 sentences in length and related to the topic of study. The instructor will view the comments on the discussion board at the completion of the course.

**Plans for transferring skills into the work setting:**

Student will be required to complete an essay  
(Attached to document)