

## COURSE SYLLABUS

**Course:** Challenging Gifted and All Students with the Cluster Grouping Model

**Presenters:** Susan Winebrenner and Dina Brulles

**Credits:** 3 Graduate Credits

**Required Reading:** Winebrenner, S., Brulles, D. (2008) *The Cluster Grouping Handbook: How to Challenge Gifted Students and Improve Achievement for All*. New York; Free Spirit Publishing  
(Included in course fee, allow 2-4 weeks for delivery)

### Course Overview

Gifted students and struggling learners have much in common. Both ends of the academic bell curve deserve to have their special learning needs met. Attending to the needs of gifted students through the Schoolwide Cluster Grouping Model (SCGM) techniques in the classroom—at all grade levels—can provide challenging curriculum options for advanced learners, lead to improved classroom behavior and, perhaps surprisingly, raise the performance of all students.

Susan Winebrenner and Dina Brulles introduce course participants to a variety of teaching strategies, classroom management techniques, alternative assignments including extension menus, and differentiated instructional options that help teachers meet the needs of their gifted students in the heterogeneous classroom. Participants also view classroom segments of teachers utilizing essential components of the Schoolwide Cluster Grouping Model. The presenters cover placement of all students, emotional issues, teacher support issues, relevant research, and how to communicate with all stakeholders.

Winebrenner and Dulles take viewers step-by-step through the process of beginning the SCGM using a two to three year plan for initial implementation. They also review aspects of flexible groupings, curriculum differentiation, and monitoring progress so that all students have the opportunity to experience continuous growth

### Presenters' Bios

**Dina Brulles** earned a Ph.D. in education for the gifted and an M.A. in curriculum and instruction; teaches at the Graduate College of Education at Arizona State University; is the director of gifted education in the Paradise Valley Unified School District in Arizona; is president of the Arizona Association for Gifted and Talented (AAGT); and is a board director for Supporting Emotional Needs of the Gifted (SENG). She has created and supervised cluster grouping programs and, with the publication of *The Cluster Grouping Handbook: A Schoolwide Model Book with CD-Rom*, become a recognized expert in that practice. Brulles consults with school districts in their efforts to create education programs for the gifted that reflect the needs of the districts' specific population. Before she became an administrator, Brulles was an elementary classroom teacher, a bilingual teacher, and an ESL teacher.



Author and consultant **Susan Winebrenner** is founder and president of Education Consulting Service, Inc., a speakers' bureau for educational topics. A B.S. in education and M.A. in curriculum and instruction from the University of Wisconsin inform her work as a columnist for the journal *Understanding Our Gifted* and as a national and international presenter in her field. Winebrenner has published three books—*Teaching Gifted Kids in the Regular Classroom*, *Teaching Kids with Learning Difficulties in the Regular Classroom*, and *Super Sentences*—and a stand-alone compact disc, *Differentiating Content for Gifted Learners in Grades 6-12*. 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.

## Objectives

After completing this course, educators will know:

- The components, benefits, and achievement implications of the SCGM
- The emotional and behavioral impact of giftedness and advanced learning needs of gifted students in the regular classroom
- A variety of SCGM teaching methods and techniques
- Ways to use formative assessment, flexible groupings, and differentiated instruction for gifted learners
- Effective classroom management techniques to facilitate differentiation
- Areas of giftedness identification, the responsibilities of gifted cluster teachers, and the staffing needs to support cluster classrooms
- Different questioning strategies that encourage creative and high-level thinking
- How and why the schoolwide cluster grouping model, flexible groupings, curriculum differentiation, and ongoing assessment benefit all students
- How to collect data for, organize, implement, and support the SCGM
- Ways to manage, record, and document independent work
- The research and analysis of achievement for SCGM by grade, gender, ethnicity, and ELL status and its impact on non-gifted students and school scores
- Special populations in gifted education including ELL and twice-exceptional students and strategies to increase productivity

## Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Implement the following strategies and techniques: name card method, Most Difficult First, compacting, walkabouts, alternative assignments, pre-test, accelerated pacing, extension menus, study guides, activities logs, rubrics, a variety of questioning techniques, discussion buddies
- Provide flexible grouping, tiered lessons, and extension activities for differentiated instruction
- Help students self-regulate using rubrics and collaborative logs
- Address emotional and behavioral issues of gifted students to motivate and inspire
- Place and compose classrooms to accommodate gifted students
- Develop and support gifted cluster teachers
- Communicate effectively with parents of gifted students
- Evaluate the cluster grouping model and create a network of support



- Explain the research results to educators, administrators and parents, and champion adoption of SCGM for non-gifted populations
- Recognize gifted behaviors to look for in special populations and how to accommodate special populations in gifted education
- Use the SCGM groupings to support the learning of all students
- Introduce the SCGM over a two to three year implementation process

### **Unit 1: Description of SCGM to Educators**

Susan Winebrenner and Dina Brulles explain the Schoolwide Cluster Grouping Model (SCGM) and the history of teaching gifted students dating from Sputnik in the late 1950's. They also discuss the impact of No Child Left Behind on teaching gifted students. Included in this unit are specifics regarding identifying students who should be placed in the gifted clusters, placing all other students, and addressing parent concerns.

#### **Unit Objectives**

After completing this unit, educators will know:

- The evolution of the SCGM
- The benefits and achievement implications of the SCGM
- The areas of identification of gifted students
- The responsibilities of gifted cluster teachers and the staffing needs to support cluster classrooms

#### **Student Learning Outcomes**

After completing this unit, educators will apply the following skills:

- Identify gifted students, including twice-exceptional and non-productive students
- Compose classrooms to accommodate gifted students
- Develop and support gifted cluster teachers

### **Unit 2: Description of SCGM to Parents**

Susan Winebrenner and Dina Brulles explain the School Cluster Grouping Model (SCGM) to parents. The discussion and Q and A that follow cover the components, goals, and philosophy of the method. The unit ends with a parent panel discussing their gifted children, the impact gifted programs have had on their children, and how parents try to partner with schools to meet the needs of their gifted learners.

#### **Unit Objectives**

After completing this unit, educators will know:

- How to explain the school cluster grouping model to parents



- The goals and philosophies of the SCGM
- Parents' role in making the schoolwide cluster grouping model successful
- Parents' frequently asked questions

### **Student Learning Outcomes**

After completing this unit, educators will apply the following skills:

- Talk to parents about the SCGM model
- Address parental concerns
- Answer frequently asked questions about the SCGM model

## **Unit 3: Teaching Strategies for Students in the Primary Grades**

Susan Winebrenner and Dina Brulles address strategies for recognizing and understanding the advanced learning and emotional needs of gifted students in the primary grades and ways the primary curriculum can be differentiated to meet their needs. Presenters discuss a variety of ways to accommodate gifted ELL and CDL students. Included are successful classroom management strategies for primary grades.

### **Unit Objectives**

After completing this unit, educators will know:

- Advanced learning needs of gifted primary students
- How differentiation strategies for gifted learners benefit all learners
- How to differentiate instruction for gifted ELL and CDL students
- Successful classroom management strategies for primary grades
- The importance of addressing perfectionism

### **Student Learning Outcomes**

After completing this unit, educators will apply the following skills:

- Develop and use a variety of differentiation methods and techniques
- Use logs to record student mastery and extension choices
- Differentiate instruction for gifted ELL and CDL students
- Understand gifted behaviors as they impact classroom management
- Plan for differentiated instruction prior to beginning a unit or topic

## **Unit 4: Demonstrations in Primary Classrooms**

In this unit, participants make virtual visits to kindergarten, first, and second grade classrooms in which



the Schoolwide Cluster Grouping Model has been implemented. They observe teachers using differentiated instruction, flexible grouping, Most Difficult First, and Walkabout to meet the needs of all learners.

### **Unit Objectives**

After completing this session, educators will know:

- Various cluster grouping model teaching skills
- Effective classroom management techniques

### **Student Learning Outcomes**

After completing this unit, educators will apply the following skills:

- Use flexible grouping techniques
- Differentiate instruction using extension activities
- Develop student-made learning centers
- Use Most Difficult First and student checkers
- Use walkabouts for review and cumulative activities

## **Unit 5: Teaching Strategies for Students in the Intermediate Grades**

Dina Brulles and Susan Winebrenner explain the data needed prior to school starting so that gifted and potentially gifted students can be monitored and identified. This data comes from district approved testing and outside testing chosen by parents. This unit also includes step-by-step instructions on how to use Most Difficult First, pretests, accelerated pacing, and other strategies. The presenters explain in depth models and templates for rules, study guides, activity logs, learning contracts, and extension menus, along with classroom management strategies to facilitate differentiation efforts.

### **Unit Objectives**

After completing this unit, educators will know:

- The advanced learning needs of gifted students
- Effective extension strategies
- Successful classroom management strategies
- The importance of sharing techniques and peer coaching between colleagues

### **Student Learning Outcomes**

After completing this unit, educators will apply the following skills:

- Develop and use a variety of differentiation methods/techniques including: Most Difficult First, pretest, accelerated pacing, extension menus, contracts, study guides, and activity logs



- Grade extension work based on contracted grading standards
- Use understanding of gifted behaviors for classroom management
- Plan for differentiated instruction prior to beginning a unit or topic

### **Unit 6: Demonstrations in Intermediate Classrooms**

Participants virtually visit Alex, Elizabeth and Erica's third and fourth classrooms where they watch these teachers apply a variety of SCGM (Schoolwide Cluster Grouping Model) teaching techniques. This unit illustrates various methods and applications of the SCGM including: grading rubrics, flexible grouping, name card/name stick method, tiered lesson, extension menu, and differentiated instruction.

#### **Unit Objectives**

After completing this unit, educators will know:

- Uses of gifted group clusters in the classroom
- A variety of SCGM teaching methods and techniques
- Ways to use rubrics and collaborative logs

#### **Student Learning Outcomes**

After completing this unit, educators will apply the following skills:

- Apply techniques and strategies of the SCGM in the classroom
- Help students self-regulate using rubrics and collaborative logs
- Motivate and inspire students

### **Unit 7: Demonstrations in Middle School Classrooms**

In this unit, participants are welcomed to middle school. They view segments with gifted clusters as gifted teachers apply effective classroom management techniques. Participants also observe tiered lessons, flexible grouping, differentiated learning, walkabout, the name card method, and an explanation of compacting.

#### **Unit Objectives**

After completing this session, educators will know:

- Uses of flexible grouping and differentiated learning
- How to use formative assessment for flexible grouping
- Classroom management with the name card method



### **Student Learning Outcomes**

After completing this unit, educators will apply the following skills:

- Provide tiered lessons for differentiated instruction
- Use walkabouts and compacting alternative assignments

### **Unit 8: Using Effective Questioning Strategies**

Denis Shuman leads workshop participants to explore a variety of questioning strategies that facilitate higher-level thinking and set high expectations for thoughtful responses from all students. The unit also demonstrates how to utilize behaviors that allow students to take more responsibility for their own learning. Susan Winebrenner closes the unit with further discussion of the name card method and what to do with students when your school uses a pull-out method to meet the needs of gifted students.

#### **Unit Objectives**

After completing this unit, educators will know:

- Different kinds of questions and their uses
- Methods of successful classroom management that engage all students
- The benefits of discussion buddies and of the name card method on student and teacher behaviors

#### **Student Learning Outcomes**

After completing this unit, educators will apply the following skills:

- Use different kinds of questions, graphic organizers, and physical activities to stimulate creative thinking and student engagement
- Pair students appropriately for discussion
- Use the name card method in one or more areas of the curriculum
- Plan appropriate review/reinforcement activities for students not in a gifted pull-out group

### **Unit 9: Additional Demonstrations of Teaching Strategies**

Course presenters Susan Winebrenner and Dina Brulles introduce additional video segment demonstrations of differentiation strategies for gifted cluster teachers at a wide range of grade levels from first grade to high school. The unit reviews applications of Most Difficult First, the responsibility of the checker, and testing for eligibility to participate in differentiated lessons. Other segments demonstrate how to use contracts and extension menus. The unit ends with Susan Winebrenner demonstrating the name card method.



## Unit Objectives

After completing this unit, educators will know:

- Why differentiation is important
- How to use Most Difficult First
- Extension menus and the student contracts
- Name card method

## Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Use differentiated strategies including: Most Difficult First, contracts, and extension menus
- Use the name card method

## Unit 10: Creating and Using Effective Extension Menus

Susan Winebrenner introduces strategies for creating and using effective extension activities with students who have mastered the standards and need opportunities to extend their learning. Included are many formats, references, charts, and resources that will help teachers develop their own extension menus or adapt the ones in *The Cluster Grouping Handbook*. The presenter also reviews compacting through Most Difficult First, study guides, evaluation contracts, rules for working independently, and the need for homework differentiation. Participants will understand that clear extension menus and explicit guidelines will simplify classroom management.

## Unit Objectives

After completing this unit, educators will know:

- How to develop extension activities
- The uses of extension activities to differentiate instruction and homework
- How to identify students who will benefit from extension activities
- Ways to manage, record, and document independent work

## Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Create extension and or adapt sample menus
- Differentiate instruction and homework using study guides and extensions
- Document independent work on extension activities
- Use logs to record, organize, manage, and document independent work





## Unit 11: Evaluating Progress in the Schoolwide Cluster Grouping Model

Just as you would use pre- and post-test assessments to find out what students know and what they have learned, Susan Winebrenner and Dina Brulles explain the data that need to be collected prior to implementing the SCGM. This data will help schools monitor progress and growth of all students prior to and in the cluster grouping model. The presenters detail the need and various options for feedback for administrators, teachers, students and parents, as well as teacher training and support, necessary for the success of the SCGM.

### Unit Objectives

After completing this unit, educators will know:

- What kinds of data are needed to collect before implementing the SCGM
- Ways to use the data to evaluate the model
- Why a support network is important

### Student Learning Objectives

After completing this unit, educators will apply the following skills:

- Collect data prior to and through the SCGM implementation
- Evaluate the cluster grouping model
- Create a network of support

## Unit 12: Special Populations

This unit focuses on the unique challenges of special populations in gifted education. These populations include: ELL, culturally and linguistically diverse students (CLD), twice-exceptional gifted learners (such as those with ADD and ADHD), and non-motivated (non-productive) learners. By way of lively personal anecdotes, the presenters discuss specific students and strategies for these special populations.

### Unit Objectives

After completing this unit, educators will know:

- Different special populations in gifted education
- Different types of populations
- Strategies to increase productivity of nonproductive learners

### Student Learning Outcomes



After completing this unit, educators will apply the following skills:

- Distinguish between different types of special populations
- Understand the gifted behaviors to look for in special populations
- Accommodate special populations in gifted education

### **Unit 13: Training for Gifted Specialists and Mentors**

In this unit, presenters Susan Winebrenner and Dina Brulles discuss the advanced learning needs of gifted students with gifted specialists and mentors. The discussion includes how to group students for the SCGM, how to explain the model to principals, and how to address parental concerns. The unit reviews effective extensions and classroom management strategies that facilitate teachers' differentiation efforts.

#### **Unit Objectives**

After completing this unit, educators will know:

- How to identify the advanced learning needs of gifted students
- How to locate, develop, and utilize effective extension strategies with gifted students
- Successful classroom management strategies to facilitate their differentiation efforts

#### **Student Learning Outcomes**

After completing this unit, educators will apply the following skills:

- Identify the learning needs of gifted students
- Locate, develop, and create extension strategies
- Employ classroom management techniques for differentiated instruction

### **Unit 14: Gifted Cluster Teacher Meeting**

Participants view segments of different teacher meetings that support individual teachers' efforts. Meetings focus on resources to share, techniques that work, and effective classroom management, including behavior issues.

#### **Unit Objectives**

After completing this unit, educators will know:

- Appropriate components of cluster teacher meetings
- Uses for cluster teacher meetings
- The strengths of the SCGM



### **Student Learning Outcomes**

After completing this unit, educators will apply the following skills:

- Develop agenda components of cluster teacher meeting
- Use cluster teacher meetings to share resources, lesson plans, and techniques; and to discuss students, parents, and challenges of the cluster grouping model

### **Unit 15: Research Supporting the SCGM**

After completing this unit, participants will understand the research surrounding the SCGM and the remarkable and surprising results of implementing this model.

#### **Unit Objectives**

After completing this unit, educators will know:

- How the research surrounding the SCGM was conducted
- The analysis of achievement for SCGM overall, as well as by grade, gender, ethnicity and ELL status
- The research-based findings on the impact of SCGM for non-gifted students and school scores

#### **Student Learning Outcomes**

After completing this unit, educators will apply the following skills:

- Use the research data to support adoption of the SCGM
- Explain the research results to educators, administrators, and parents
- Champion adoption of SCGM for non-gifted populations

### **Unit 16: Wrapping Up the SCGM**

In this final unit, Susan Winebrenner and Dina Brulles take viewers step-by-step through the process of implementing the SCGM. These steps include analyzing current needs, gathering input from teachers, identifying potential gifted cluster teachers, and providing gifted cluster training for teachers. The presenters map out a two to three year plan for initial implementation. They also review aspects of flexible groupings, curriculum differentiation, and monitoring progress so that all students have the opportunity to experience continuous growth.

#### **Unit Objectives**

After completing this unit, educators will know:



- How to assess needs in the current system
- How to begin implementation of the SCGM
- How flexible groupings, curriculum differentiation, and ongoing assessment benefit all students

### **Student Learning Outcomes**

After completing this unit, educators will apply the following skills:

- Assess current needs
- Introduce the SCGM over a two to three year implementation process
- Discuss the benefits and advantages with principals, teachers, and parents

### **Methods of Instruction**

- Videos (presentations consisting of lecture, interviews, and classroom footage)
- Readings
- Reflection questions (open-ended questions at intervals throughout the video presentations where participants are asked to reflect on the course content, their own practice, and their intentions for their practice)
- Quizzes (selected-response quizzes to assess understanding of the video presentations)
- Discussion forum (prompts after each unit that engage participants in online dialogue with their cohorts)
- Midterm (a project intended to get teachers to begin to develop their practice by putting to work in the classroom what they have learned)
- Final (a project that enables educators to reflect on their practice and assess their students' work through the lens of what they have learned)

### **Plagiarism Policy**

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the 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 (including lesson plans and rubrics), 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).

### **Percentage of Course Credit**

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



In order to complete the requirements of the course, the participant must complete all course work (e.g., reflections, quizzes, and any midterm and/or final), including watching all videos and participating in all discussion forums. We do not award partial credit.

### Grading Policy

- A: 3.4 – 4.0
- B: 2.7 – 3.3
- C: 2.0 – 2.6
- F: >2.0

### Reflection/Quiz Rubric

Activity	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<b>Quizzes</b>	90-100%	80-89%	70-79%	69% or below
<b>Reflection Question</b>	<p>Participant has provided rich detail and supporting examples from the course content.</p> <p>Participant has made responses to prompts personally meaningful and relevant to his or her teaching practice.</p>	<p>Participant has included appropriate content from the course content.</p> <p>Participant has made thoughtful comments in direct response to the prompts.</p>	<p>Participant has included little that indicates consideration and comprehension of course content.</p> <p>Participant has answered most questions directly but some too briefly.</p>	<p>Participant has included little to no content indicating consideration and comprehension of course content.</p> <p>Participant has not addressed the specific questions posed.</p> <p>Participant has not responded to all reflection questions.</p> <p>Participant has copied from the course transcript without synthesis or analysis.</p>

### Midterm

1. Create a PowerPoint presentation to introduce the Schoolwide Cluster Grouping Model to:
  - a. Teachers
  - b. Administrators
  - c. Parents

(note: If you use Mac, the Keynote program can be used in place of a PowerPoint)



2. Write a script to accompany your presentation that you would use when presenting to an audience. Remember that a presentation does not speak for itself and keep in mind your audience for each piece of the script.

Your presentation should include:

- What is the Schoolwide Cluster Grouping Model?
- Why should it be implemented?
- How does it work?
- What are the techniques and strategies?
- How does it impact the entire school?

### Midterm Rubric

Step	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<b>Create a PowerPoint presentation and script to introduce the Schoolwide Cluster Grouping Model to teachers, administrators, and parents.</b>	Participant has created a presentation and script that overtly addresses all 3 audiences (teachers, administrators, and parents).	Participant has created a presentation and script that should work for all 3 audiences (teachers, administrators, and parents).	Participant has created a presentation and script though one that does not clearly speak to all 3 audiences (teachers, administrators, and parents).	Participant has created a presentation or a script though it does not acknowledge all 3 audiences (teachers, administrators, and parents) and it is not sufficiently coherent.
<b>Write a script to accompany your presentation.</b>	Participant has written a script that enriches their presentation.  The tone of the presentation is appropriate for the intended audience.	Participant has written a script to accompany their presentation.  The tone of the presentation is adequate for the intended audience.	Participant has written a script to accompany their presentation, but it is redundant.  The tone of the presentation is not appropriate for the intended audience.	Participant has not written a script to accompany their presentation or has submitted the presentation in script form.
<b>Presentation includes:</b>  • What is the SCGM? • How should it be implemented? • How does it work? • What are the techniques and strategies?	Participant's presentation includes and addresses in appropriate detail all of the following:  • What is the SCGM? • How should it be implemented? • How does it work?	Participant's presentation includes all of the following:  • What is the SCGM? • How should it be implemented? • How does it work? • What are the	Participant's presentation includes 3-4 of the following:  • What is the SCGM? • How should it be implemented? • How does it work? • What are the techniques and	Participant's presentation includes 0-2 of the following:  • What is the SCGM? • How should it be implemented? • How does it work? • What are the techniques and strategies?



<ul style="list-style-type: none"> <li>• <b>How does it impact the entire school?</b></li> </ul>	<ul style="list-style-type: none"> <li>• What are the techniques and strategies?</li> <li>• How does it impact the entire school?</li> </ul>	<p>techniques and strategies?</p> <ul style="list-style-type: none"> <li>• How does it impact the entire school?</li> </ul>	<p>strategies?</p> <ul style="list-style-type: none"> <li>• How does it impact the entire school?</li> </ul>	<ul style="list-style-type: none"> <li>• How does it impact the entire school?</li> </ul>
<p><b>Formal issues</b></p>	<p>Participant has made no grammatical errors.</p> <p>Participant has organized paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure and made careful word choice.</p>	<p>Participant has made a few grammatical errors.</p> <p>Participant has organized most paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure though not always found the right word.</p>	<p>Participant has made some distracting grammatical errors.</p> <p>Participant has organized some paragraphs around main ideas but not others.</p> <p>Participant has written in a style that communicates his or her thoughts but with no marked eloquence and insufficient attention to word choice.</p>	<p>Participant has made multiple grammatical errors.</p> <p>Paragraphs are not organized around main ideas.</p> <p>Participant has written in a style that does not effectively communicate his or her thoughts.</p>

### Final

The final offers you an opportunity to revise the PowerPoint presentation you created for your midterm. Please review your midterm using the knowledge gained over the last section of the course to revise your presentation and script.

(note: If you use a Mac, the Keynote program can be used in place of a PowerPoint).

Please note revisions in your presentation (by bolding or highlighting) and provide justification or explanations for the revision.

In your revised presentation answer the following questions:

- What do researchers say about SCGM?
- How does the SCGM support special populations?
- What teacher training and support are needed to implement SCGM?
- How can a school begin to implement the SCGM?

What additional strategies and techniques can a teacher begin to use immediately in order to implement the SCGM?



### Final Rubric

Step	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<p><b>Using the knowledge gained over the last section of the course, revise your presentation and script.</b></p>	<p>Participant has proposed amendments to the midterm presentation and script that clearly makes it more efficient and informative.</p> <p>Participant clearly indicates what has been revised, provides meaningful justifications for the changes, and these changes clearly improve the presentation/script</p>	<p>Participant has proposed appropriate amendments to the midterm presentation and script.</p> <p>Participant indicates what has been revised, provides justifications for the changes, and these changes improve the presentation/script</p>	<p>Participant has proposed some amendments to the midterm presentation and script, though they don't clearly significantly improve it.</p> <p>Participant indicates some of what has been revised, provides some justifications for the changes, and is somewhat unclear how these changes improve the presentation/script</p>	<p>Participant has not proposed any amendments to the midterm presentation and script and/or the amendments are inappropriate.</p> <p>Participant does not clearly indicate what has been revised and/or there have been no justification for the changes.</p>
<p><b>Include the following:</b></p> <ul style="list-style-type: none"> <li>• What does the research say?</li> <li>• How does the SCGM support special populations?</li> <li>• What teacher training and support are needed?</li> <li>• How can a school begin to implement the SCGM?</li> <li>• Include additional strategies and techniques teachers can use immediately</li> </ul>	<p>Participant has addressed in detail, with supporting evidence, all of the following:</p> <ul style="list-style-type: none"> <li>• What do researchers say about SCGM?</li> <li>• How does the SCGM support special populations?</li> <li>• What teacher training and support are needed to implement SCGM?</li> <li>• How can a school begin to implement the SCGM?</li> <li>• What additional</li> </ul>	<p>Participant has addressed all of the following:</p> <ul style="list-style-type: none"> <li>• What do researchers say about SCGM?</li> <li>• How does the SCGM support special populations?</li> <li>• What teacher training and support are needed to implement SCGM?</li> <li>• How can a school begin to implement the SCGM?</li> <li>• What additional strategies and techniques</li> </ul>	<p>Participant has addressed 3-4 of the following:</p> <ul style="list-style-type: none"> <li>• What do researchers say about SCGM?</li> <li>• How does the SCGM support special populations?</li> <li>• What teacher training and support are needed to implement SCGM?</li> <li>• How can a school begin to implement the SCGM?</li> <li>• What additional strategies and techniques</li> </ul>	<p>Participant has addressed 0-2 of the following:</p> <ul style="list-style-type: none"> <li>• What do researchers say about SCGM?</li> <li>• How does the SCGM support special populations?</li> <li>• What teacher training and support are needed to implement SCGM?</li> <li>• How can a school begin to implement the SCGM?</li> <li>• What additional strategies and techniques</li> </ul>





	strategies and techniques teachers can use immediately	teachers can use immediately	teachers can use immediately	teachers can use immediately
Formal issues	<p>Participant has made no grammatical errors.</p> <p>Participant has organized paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure and made careful word choice.</p>	<p>Participant has made a few grammatical errors.</p> <p>Participant has organized most paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure though not always found the right word.</p>	<p>Participant has made some distracting grammatical errors.</p> <p>Participant has organized some paragraphs around main ideas but not others.</p> <p>Participant has written in a style that communicates his or her thoughts but with no marked eloquence and insufficient attention to word choice.</p>	<p>Participant has made multiple grammatical errors.</p> <p>Paragraphs are not organized around main ideas.</p> <p>Participant has written in a style that does not effectively communicate his or her thoughts.</p>