

Course Title: Developing Students Skills for High Stakes Testing

Instructors: Donna Walker Tileston

Length: 10 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1 CEU

Course Description:

This course will help you prepare to meet the requirements of the NCLB act. The instructor will provide students with an understanding of the difference between the Industrial Model of Education and current models through the driving forces behind the A Nation at Risk report and the influence that that report has had on current educational thinking. The student will be shown what the Effective School Movement was and what that movement accomplished. Teachers need to be aware of how state standards are created in order to set up a classroom to meet and exceed NCLB standards.

Weekly topics students will focus on within this course:

Week 1-2

- Using Non-Linguistic Organizers to Prepare for High Stakes Learning
- Enhancing Writing Skills For High Stakes Tests

Week 2-4

- Teaching Kids to Summarize for High Stakes Testing
- A Plan for Improving High Stakes Testing
- Aligning Classroom Assessments

Objectives:

1. Knowledge –at the end of this course the student will be able to understand:
 - a. Unpack their own state standards
 - b. How the cognitive system of the brain influences our ability to retain and retrieve declarative knowledge
2. skills –after this course a student will be able to do
 - a. Identify the key elements of their state test
 - b. Identify the role each of the memory systems, the semantic, the episodic, and the procedural, play in helping us retain and retrieve information
 - c. The effects of graphic organizers on student performance
3. Dispositions – they will appreciate out of this:
 - a. Utilize a variety of teaching tools that directly address the elements necessary for success on their state test
 - b. Strategies and approaches that are effective in increasing our ability to retain and retrieve declarative information

Instructor Overview

Knowledge Delivery Systems maintains a 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. KDS also employs a team of educators to monitor the progress and quality of work students provide.

Methods of instruction:**Percentage of Course Credit****Methods of instruction will include:**

- | | |
|------------------------------------|----------------|
| • 5 individual sections (10 hours) | |
| • 5 pre assessments | 10 % |
| • 5 graded post assessments | 20% |
| • 5 Video Lectures | 70% |
| • Polling questions | part of videos |
| • 5, 60-100 pages study guides | |
| • Handouts | part of videos |

Texts (included in program)

- 110 page study guide provided in the program

Assessments:

5 Pre-assessments (5 questions each)

5 Post-assessments (8 questions each)

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.

➤ Pass/No Pass

Due dates of major assignments, projects, and examinations: Online self-running programs can be started and completed at the participants own leisure within 2 months from the day they begin the course.