

Course Title: NCLB High-Stakes Test Preparation part 1

Instructor: Donna Walker Tileston

Length: 15 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1

Course Description:

Today, as educators, we live and work in the age of NCLB Act with increasing expectations by federal, state, and local governments for accountability in the form of improved test scores by ALL students. These initiatives have moved us from an educational philosophy that says all kids CAN learn, to a philosophy that all kids MUST learn. Approximately 85% of all state assessments are based on one competency: a comprehensive understanding of the critical vocabulary that is embedded within state standards and benchmarks.

Research has shown conclusively that THE most important factor in success on high stakes tests is the ability of the students to define and use the vocabulary contained in standards and benchmarks. What this means is that educators need a working knowledge of how to identify and use the language of state standards to prepare their students with the critical skills needed for high success on state exams. Once the essential vocabulary has been identified, educators then need to know which instructional strategies will be the most effective in teaching the vocabulary and processes that underpin success on high stakes tests.

Objectives:

1. Knowledge –at the end of this course, the student will be able to understand:
 - a. The key to raising test scores
 - b. How to use meta-analysis to determine the most effective ways to prepare students for success on state tests
 - c. How key vocabulary items are embedded in state standards and benchmarks
2. Skills –after this course, a student will be able to:
 - a. Identify the key components of state tests within the participants’ own state standards
 - b. Know why vocabulary is difficult for students to master
 - c. Improve the ability of the students to define and use the vocabulary
 - d. Understand how the brain stores and retrieves vocabulary
3. Dispositions – after this course, a student will appreciate:
 - a. Which tools have the highest impact on helping prepare students for high stakes testing
 - b. The implications of research on vocabulary learning for English Language Learners

Session Topics (8):

How Did We Get Here?	Donna Walker Tileston
Why Standards Will Survive	Donna Walker Tileston
The Vocabulary of Tests	Donna Walker Tileston
The Difficulty of Vocabulary	Donna Walker Tileston
Power Tools for Teaching Vocabulary	Donna Walker Tileston
Step-by-Step Process for Teaching Vocabulary	Donna Walker Tileston
Teaching Vocabulary in the Classroom	Donna Walker Tileston
Finding the Process Skills in the Standards	Donna Walker Tileston

Instructor Overview:

Dr. Donna Walker Tileston has served education as a leader in teaching, administration, research, writing, software development, and national consulting for the past thirty years. Her administrative responsibilities have included curriculum development, management, technology, finance, grants management, public relations, and drug abuse prevention programs. For the past fifteen years, Dr. Tileston has been actively involved in brain research and the factors that inhibit learning or increase the brain's ability to put information into long-term memory. To date, Dr. Tileston has made over 500 presentations on her research and materials at state, national, and international conferences.

Methods of Instruction:

Methods of instruction will include

- Individual sections (8) (15 hours)
- Pre assessments (8)
- Graded post assessments (8)
- Video lectures (8) Polling questions - included in videos
- Study guides (8) (60 to 100 pages)
- Handouts
- Final Project

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 70% to pass the course.

Texts (included in program)

- Study guide provided in the program (200 pages)

Assignments

- Pre assignments (40)
- Post assignments (64)
- Final project (1)

Percentage of Course Credit

- Graded post assessments 70%
- Final Project 30%

Due dates of major assignments, projects, and examinations: Online self-running programs can be started and completed at participants' own leisure within two months from the day they begin the course. Participants must complete and turn in the final within two weeks of completing the course.

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 lectures into examples, lesson plans, and the final project.