

Course Title: NCLB High-Stakes Test Preparation, Part 1

Instructors: Donna Walker Tileston

Length: 15 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1 semester hour

Course Description:

In this age of *No Child Left Behind* (NCLB) laws, accountability through test scores has become paramount. It is estimated that 85% of all state tests are based on one common thread. This course illustrates exactly what that common thread is, how to find it in the state standards and benchmarks, and how to teach the necessary test-taking tools to students so that they learn, remember, and perform well on various high-stakes tests. Educators study how to unpack state standards, to align their teaching to those standards, and to identify and teach the essential skills and knowledge students need for high-stakes testing. Finally, educators investigate innovative strategies that enable them to differentiate instruction and still teach to standards. This course embraces that aspect of NCLB that proposes not only that all students can learn, but that all students must learn.

Units:

1. How Did We Get Here?
2. Why Standards Will Survive
3. The Vocabulary of Tests
4. The Difficulty of Vocabulary
5. Power Tools for Teaching Vocabulary
6. Step-by-Step Process for Teaching Vocabulary
7. Teaching Vocabulary in the Classroom
8. Finding the Process Skills in the Standards

Objectives:

After completing the course, participants will

- Identify teaching and learning strategies that will improve the student's critical thinking skills, problem-solving skills.
- Identify and demonstrate the proper uses of vocabulary tests
- Exhibit the ability to use the Step by Step Process for teaching vocabulary
- Demonstrate instructional strategies most effective in teaching the vocabulary
- Teach using Non-Linguistic Organizers
- Demonstrate processes that underpin success on high stakes testing
- Identify power tools for teaching vocabulary

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:

- Video lectures and PowerPoint presentations
- Short answer quizzes
- Graded post assessments
- Final

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 60% to pass the course.

Percentage of Course Credit

- Graded post assessments and short answer quizzes 40%
- Final Project 60%

KDS Rubric for GA courses (passing requirements: 60 points):

A: 90 - 100 points

B: 80

C: 70 points

D: 60 points

F: Fewer than 60 points

Component	Unsatisfactory (10 points)	Basic (20 points)	Proficient (30 points)	Distinguished (40 points)
Critical thinking post-work	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>
And	0-40% correct	60% correct	80% correct	100% correct
Short answer quizzes	<u>Short answer quiz:</u> -Participant included no content from the course in his or her responses -Participant did not address the	<u>Short answer quiz:</u> -Participant included some content from the course, usually appropriate, in his or her responses -Participant answered the	<u>Short answer quiz:</u> -Participant included appropriate content from the course in his or her responses -Participant made thoughtful	<u>Short answer quiz:</u> -Participant provided rich detail from the content of the course in his or her responses -Participant made his or her

	questions posed	questions directly, not always fully	comments in direct response to the questions	responses to the questions personally meaningful
Final	<p>Unsatisfactory (30 points)</p> <p><u>Requirements of Assignment:</u></p> <p>-The assignment is substantially incomplete</p> <p><u>Form:</u></p> <p>- Plentiful grammatical mistakes -Confusing content -Missing documentation of sources</p> <p><u>Content:</u></p> <p>-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</p>	<p>Basic (40 points)</p> <p><u>Requirements of Assignment :</u></p> <p>-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</p> <p><u>Form:</u></p> <p>-Distracting grammatical errors -Confusing content -Inconsistent or missing documentation of sources</p> <p><u>Content:</u></p> <p>-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.</p>	<p>Proficient (50 points)</p> <p><u>Requirements of Assignment:</u></p> <p>-Participant has fulfilled all the requirements of the assignment.</p> <p><u>Form:</u></p> <p>-Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style.</p> <p><u>Content:</u></p> <p>-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</p>	<p>Distinguished (60 points)</p> <p><u>Requirements of Assignment:</u></p> <p>-All requirements gone beyond the requirements of the Assignment. e.g., inclusion of rubric, reflection, objective(s), etc.—whatever the directions indicate</p> <p><u>Form:</u></p> <p>-No grammatical errors -Eloquent expression -Proper citation of sources</p> <p><u>Content:</u></p> <p>-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</p>

		Objectives and/or activities and/or assessments only vaguely apply to the course content	in its objectives, activities, and/or assessments	to create opportunities for students to authentically show what they have learned.
--	--	------------------------------------------------------------------------------------------	---------------------------------------------------	------------------------------------------------------------------------------------