

Course Title: NCLB High-Stakes Test Preparation part 2

Instructor: Donna Walker Tileston

Length: 15 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1

Course Description:

This course will help teachers 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 the current models impacted by the report *A Nation at Risk* and its influence on current educational thinking. Participants 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.

Participants will first learn a step-by-step process for identifying the critical vocabulary contained within their own state standards, and they will learn the most effective methods for teaching this vocabulary to students. Meta-analysis of the research has conclusively shown that when teachers effectively introduce these specific vocabulary strategies to students that **the class average will improve a minimum of 30 percentile**. By teaching these specific strategies, if the class average was at the 50th percentile, **THIS ONE TOOL** can move the class average to the 80th percentile. That's the difference between failure and exemplary performance.

Objectives:

1. Knowledge –at the end of this course, the student will be able to understand:
 - a. How to unpack their own state standards
 - b. How the cognitive system of the brain influences our ability to retain and retrieve declarative knowledge
 - c. The types of flow charts, central idea graphs, and branching charts that can be used in the classroom
 - d. The rationale for stressing compare and contrast
2. Skills –after this course, a student will be able to:
 - 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, and how they impact information retention and retrieval
 - c. Understand the effects of graphic organizers on student performance
 - d. Identify how flow charts can help students develop critical thinking skills
 - e. Employ techniques to help student develop their descriptive writing skills
 - f. Employ techniques that can be used to help students develop persuasive writing skills

3. Dispositions – after this course, a student will appreciate:
- a. The 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 the ability to retain and retrieve declarative information
 - c. The types of non- linguistic organizers that can be used to help students master compare
 - d. How central idea graphs can help students develop key descriptive skills and contrast

Session Topics (8):

Teaching Compare and/or Contrast	Donna Walker Tileston
Teaching Non-Linguistic Organizers	Donna Walker Tileston
Using Non-Linguistic Organizers to Prepare for High Stakes Learning	Donna Walker Tileston
Enhancing Writing Skills For High Stakes Tests	Donna Walker Tileston
Teaching Kids to Summarize for High Stakes Testing	Donna Walker Tileston
A Plan for Improving High Stakes Testing	Donna Walker Tileston
Aligning Classroom Assessments	Donna Walker Tileston
Building Effective Assessments	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.