

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

Instructor: Donna Walker Tileston

Length: 15 hours

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.

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

Session Topics (8):

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

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)
- Pre-assessment sessions (8)
- Video lectures (8) (15 hours)
- PowerPoint presentations (8) (60 to 100 pages)
- Transcripts and handouts (100 pages)
- Graded post assessments (8)

Texts and/or Other Materials:

- Transcripts, handouts, and PowerPoint presentations (200 pages)

Assignments

- Post assessment Q&A sessions (8)

All steps listed under each topic must be completed to receive credit for the course. No partial credit will be given.

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.