

Course Title: EDU 7: NCLB High-Stakes Test Preparation part 2

Instructors: Donna Walker Tileston

Length: 15 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1

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.

Participants will first learn a step-by-step process for identifying the critical vocabulary contained within their own state standards; and then 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.**

Let me translate what I just said. 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. Let's be clear—that's the difference between failure and exemplary performance.

Eight Topics of interest:

1. Teaching Compare and/or Contrast
2. Teaching Non-Linguistic Organizers
3. Using Non-Linguistic Organizers to Prepare for High Stakes Learning
4. Enhancing Writing Skills For High Stakes Tests
5. Teaching Kids to Summarize for High Stakes Testing
6. A Plan for Improving High Stakes Testing
7. Aligning Classroom Assessments
8. Building Effective 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
 - 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 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
 - d. Sequential events How Flow charts can help students develop critical thinking skills
 - e. Techniques to use to help student develop their descriptive writing skills
 - f. Techniques that can be used to help students develop persuasive writing skills
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
 - 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

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.

David Reynolds:

David is an experienced historian and professor with a B.A. and M.A. in History from SUNY Buffalo and a Ph.D in History from the University of Wisconsin. He was a distinguished professor of History at Marist College from 1986-1992 and has worked as a educational consultant for New School Vision and Continuous Learning Corporation. He currently works for KDS as a course developer and educational consultant and is working with the state of Florida to optimize their education system and resources.

Methods of instruction will include:

- 8 individual sections (15 hours)
- 8 pre assessments
- 8 graded post assessments
- 8 Video Lectures
- Polling questions
- 8, 60-100 pages Study guides
- Handouts
- Written Paper

Percentage of Course Credit

	0%
	40%
	15%
	part of videos
	5%
	40%

Passing: Students must earn a 70% or higher to receive a passing grade

Texts (included in program)

- 220 page study guide provided in the program

Assignments

- 40 pre assignment
- 64 post assignments

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.

- Graded Paper

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.

Plans for transferring skills into the work setting:

Culminating Course Assignment

This written project will consist of two parts; the need for change and the literature review to support your argument.

The Culminating Assignment for this course is an applied project in the work setting, "The Capstone Experience." The project will be designed to bring about Change for Improvement. The student will identify a need within their classroom and/or school and design a project with a focus on change for improvement.

The student will report the results of the applied project by writing an 8-10 page Change Paper. Within the Change Paper, the student will incorporate further learning experiences appropriate to course material by conducting a formal review of the related literature. The review of related literature is a requirement within the Change Paper. Guidelines and helpful hints for the review of related literature are provided.

Guidelines for Writing the Culminating Paper

Part 1: Change paper

The student will create a document that contains evidence of a need for change, with recommendations for new strategies that will improve an area of concern. For the change paper, the paradigm shift recommended for your workplace should be within your knowledge base and should relate directly to the course taken through Knowledge Delivery Systems and the exploration of additional resources related to course content.

The Change Paper will contain the following information, in this order, to establish your framework.

- A description of the workplace setting: the kind of facility, purpose of the facility, number of employees in major categories, length of establishment, culture or atmosphere, etc. and the writer's position there.
- An explanation of the area being considered for improvement. Select an area you identify as an area of needed improvement within your school. Present a rationalization for the need to make a change or to respond to an emerging need. Identify the stakeholders who would receive the benefit of the change.

- Write a review of the related literature on the topic to be improved (refer to Writing a Literature Review for further instructions). Use 4-6 scholarly articles from the literature that include theory, practice, and applied research.
- Recommend strategies to achieve the improvement. Example: Select a strategy from the literature reviewed. Explain how this could be accomplished and by whom. Project the learning outcomes that would support your paradigm shift and the expected timeline for completing the change.
- Conclude on the concept with reference to relative literature in this document that would insure success of the change.

Part 2: Literature Review, Supporting your argument

A review of the literature is a standard procedure that is followed in writing scholarly papers. The review informs the student what scholars and researchers have learned about the problem. It is an opportunity for the student to examine what solutions have been tried and implemented to correct a specific discrepancy or to solve a problem. The review of literature also informs the reader that the topic or the problem is a legitimate one, recognized by the educational community.

The steps in organizing a review of the literature are simple. After the search of abstracts is completed, follow these steps.

- Review abstracts to remove obviously unrelated or inappropriate material. If information is scant, or most of the information appears to be inappropriate to the student's topic, perhaps the concern should be restated in more appropriate terms.
- Determine whether the available research is on theory, strategies, or solutions. Individuals working on a change paper are not encouraged to test new methodologies never tried by anyone else. Rather, they are to consider existing solutions in new and innovative ways to improve the situation.
- Obtain full text of each selected research study relevant to the topic. Check the bibliography of the research for possible connections to other authors.
- Write a summary of each selected research study using the full article as a guide for your notes. Build a framework from information in the collected articles to support your argument that the problem exists. Writing a review from abstracts will result in an incomplete analysis.
- Look at your collection of summaries to find subtopics from among them. Organize them by concept to create a verbal picture of viable solutions.
- Put them all together starting with a brief description of the issues or problem area found in this literature. This should require only a few sentences.
- At the end, add your idea of how to make improvements that are supported in this research. This is a possible solution strategy.
- Conclude with one or two paragraphs relating the final set of information to the idea being addressed.