Course Provider: Knowledge Delivery Systems

Website: www.kdsi.org/SJTA

Address: 110 William Street, Floor 32
New York, NY 10038-3091

Contact Person(s):

Contact 1: Antonio Rojo (Director of Accounts)
Email: arojo@kdsi.org
Phone: (212) 809-2969, Ext 124

Contact 2: Melanie Fox (Course Coordinator)
Email: mfox@kdsi.org
Phone: (212) 809-2969, Ext 105

Course Title: Preparing Students for High-Stakes Tests

Course Length: 30 hours (lecture time, plus additional assessment and forum interaction)
NOTE: Parts I & II of the course each include 15 hours of streaming video

Term: YEAR-ROUND (Fall, Spring, Summer)

Time: Self-paced (Weekdays, Weekends, Available 24-7)

Content Area(s): All (including Methodologies for High-Stakes Test Preparation for all subject areas and grade levels)

Target Grade Level(s): K-12 and beyond (College of Education, Continuing Education)

Description of Course (including references to research, alignment to student achievement, and best practices):

It is estimated that 85% of all state tests are currently standards-based. This course will thoroughly illuminate characteristics of common threads, methods to identify these threads, and how to teach the necessary test-taking tools so that students learn, remember, and perform well on various high-stakes tests. Participants will learn how to unpack their state standards, align their teaching to the standards and identify what is most important for students to know in order to significantly improve their performance on “high-stakes tests.” Based on meta-analysis and the latest brain research, participants will learn powerful strategies to help all students, including diverse learners and those with special needs, succeed at a higher rate. The practitioner of High-Stakes Test Preparation techniques will also learn what is essential in preparing students for state tests along with powerful strategies for declarative and process skills on any state or high-stakes test. These strategies can be used across the curriculum in all daily lesson plans to increase student learning.

The practitioner of High-Stakes Test Preparation techniques will also learn what is essential in preparing students for state tests along with powerful strategies for declarative and process skills on
any state or high-stakes test. These strategies can be used across the curriculum in all daily lesson plans to increase student learning.

The practitioners of **High-Stakes Test Preparation** techniques will:

- Unpack state standards
- Learn essential skills for preparing students for state tests
- Determine what is important for students to know and be able to do on any state exam or high-stakes tests
- Learn powerful strategies for declarative and process skills on any state or high-stakes test
- Learn powerful strategies that can be used across the curriculum in daily lesson plans to increase student learning and performance on high-stakes tests

**Instructional Goal(s):** The following objectives cover the scope and sequence of topics addressed in this timely and significant course:

**Declarative Objectives: Participants will know:**

- How state tests are aligned
- How to align classroom lessons to state standards and assessments
- How to better prepare students for any high-stakes test
- How to unpack their state standards
- The declarative information essential on any state test
- The process skills essential on any state test
- The meta-analysis for how to teach both declarative and process skills
- The brain research and meta-analysis on which strategies make the most difference in student learning

**Procedural Objectives: Participants will be able to:**

- Align their lessons to state and national standards
- Use a formula for determining which strategies make the most difference in student learning
- Use meta-analysis and brain research to make better decisions about which strategies to use in the classroom
- Determine what students need to know and be able to do in order to be successful on state tests
- Use graphic models for preparing students for declarative and process skills
- Analyze their own student data to determine areas of weakness
- Make a plan for improvement based on analyzed data
Standards Addressed:

Topics addressing Literacy pertain to the following standards:

Standards are addressed from Applied Learning, Literacy, and English Language Arts as applied to Elementary, Middle, and High School Performance Standards.

* Information Tools and Techniques (Elementary, Middle and High School)
  - Gather information to assist in completing project work.
  - Use information technology to assist in gathering, organizing, and presenting information.

Also pertaining to HS topics:
  - Use word-processing software to produce a multi-page document.
  - Create, edit, and analyze a spreadsheet.

* Learning and Self-management Tools and Techniques
  - Learn from models.
  - Keep records of work activities in an orderly manner. (Elementary School)
  - Identify strengths and weaknesses in his or her own work. (Elementary School)
  - Develop and maintain a schedule of work activities. (Middle School)
  - Set goals for learning and review progress. (Middle School)
  - Review one’s progress in completing work activities and adjust priorities. (High School)
  - Evaluates one’s performance. (High School)

* Tools and Techniques for Working With Others
  - Work with others to complete a task. (Elementary/Middle School)
  - Show or explain something clearly enough for someone else to be able to do it. (Elementary/Middle School)
  - Participate in the establishment and operation of self-directed work teams. (High School)

(Applied also to Literacy standards for reading, writing, speaking, listening, spelling, grammar, vocabulary independent of specific subject area or grade level.)
**Topics addressing Technology Integration pertain to the following standards:**

Standards are addressed from Applied Learning as applied to Elementary, Middle, and High School Performance Standards.

* Information Tools and Techniques (Elementary, Middle and High School)
  - Gather information to assist in completing project work.
  - Use information technology to assist in gathering, organizing, and presenting information.

Also pertaining to HS topics:
  - Use word-processing software to produce a multi-page document.
  - Create, edit, and analyze a spreadsheet.

All topics pertaining to Classroom Management, Instruction, Curriculum and Assessment pertain to:

* Learning and Self-management Tools and Techniques
  - Learn from models.
  - Keep records of work activities in an orderly manner. (Elementary School)
  - Identify strengths and weaknesses in his or her own work. (Elementary School)
  - Develop and maintain a schedule of work activities. (Middle School)
  - Set goals for learning and review progress. (Middle School)
  - Review one’s progress in completing work activities and adjust priorities. (High School)
  - Evaluates one’s performance. (High School)

* Tools and Techniques for Working With Others
  - Work with others to complete a task. (Elementary/Middle School)
  - Show or explain something clearly enough for someone else to be able to do it. (Elementary/Middle School)
  - Participate in the establishment and operation of self-directed work teams. (High School)

In line with the Children First Initiative Reform, this course’s agenda focuses teachers on improving teaching and learning in mathematics and content area literacy. The course will arm schools with the necessary resources and support to improve instruction to ensure that students have the opportunity to fulfill their highest potential through improved teaching techniques that respond to students’ current needs.
More specifically:

1. Adoption of a single, coherent system-wide approach for instruction in reading, writing and math that is supported by strong professional development;

2. Establishment of a new parent support system to make schools more welcoming to students’ families and to give families the access and tools they need to be full partners in the education of their children;

3. Transitioning of teachers to leaders and future principals. Development of principals as the key instructional leaders of their schools through unprecedented leadership development programs at the new Leadership Academy; and

4. (Similar to initiative 4 without the references to bureaucratic offices) Reorganization of the school structure into a unified, streamlined system dedicated to instruction and designed to drive resources into the classroom.

Instructional Technology:

GOAL: To equip every educator and student with appropriate leading-edge technology and the support needed to put that technology to work in standards-based learning. Seeks to foster home-school connections through community and parental use of technology.

**Student Performance Standards**
- Problem Solving
- Learning and Self management Tools
- Information tools and techniques

**Teacher Performance Standards (from National Standards for the Teaching Profession)**
- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience. and adapt their teaching to new findings, ideas and theories.
- Teachers are members of learning communities.
• Teachers Recognize Individual Differences in Their Students and Adjust Their Practice Accordingly.
• Teachers Have an Understanding of How Students Develop and Learn
• Teachers Treat Students Equitably
• Teachers' Mission Extends Beyond Developing the Cognitive Capacity of Their Students
• Teachers Generate Multiple Paths to Knowledge
• Teachers Call on Multiple Methods to Meet Their Goals
• Teachers Orchestrate Learning in Group Settings
• Teachers Place a Premium on Student Engagement
Evidence of Participant Application (Projects, collections of student work, action research reports):

There will be at least 13 review and reflection questions to be submitted, not including the midterm and final examinations.) Course Administrators will on average provide feedback to teachers within two days of their submitted work.

Teachers will build an online portfolio of responses to questions which will culminate with the final examination and culminating activity/project to demonstrate their overall knowledge gained.

Throughout the course, participants will be able to communicate to fellow teachers and Course Administrators through open discussion forum (organized by threaded postings).

Teachers will submit a project incorporated in the Final Exam which will demonstrate their mastery of the topic – this will include a sample of revised lesson plans and summation strategies to immediately apply in their classroom teaching. Teachers will have unlimited opportunity to communicate with both KDS Course Administrators who will constantly review work submitted.

Further Details:
Pre-assessment questions will be administered online prior to viewing the lecture, and post-assessment questions will gauge mastery of the lecture’s contents after viewing the lecture. Both assessment tests will consist of multiple choice (also including True/False) questions as well as free response questions.

Students’ participation in the lecture can and will be monitored by course administrators. In order to receive credit, students will: review and understand “Course Objectives,” this includes a Topic Summary, Topic Objectives, Topic Goals, and a Topic Outline) and satisfactorily complete the aforementioned Pre- and Post-Assessment questions for each segment of the video content (as further described in the Course Outline). Students must view Video/Audio lectures in their entirety along with synchronized PowerPoint slides. Educators will participate in interactive discussion forums led by the course administrator. Students will take notes on the lecture using the online notepad provided. Students will have unlimited access to course materials including but not limited to PowerPoint slides, transcripts, speaker biographies, and other topic resources and auxiliary materials.
Additional Detail on KDS’s Interactive Platform

KDS’s Course Administrators oversee and monitor participants’ progress throughout the course.

Objectives and course expectations are presented prior to each of our 20 lectures of 90 minutes each. In addition, the participant completes a Pre-Assessment Question and Answer Section to activate prior knowledge before viewing the accompanying lecture. Following the lecture there is also a Post-Assessment Question and Answer Section that is more specific to the information presented by the speaker. This will reflect mastery of the concepts and content taught in each lecture and also require teachers to apply their knowledge in free response questions, where they will demonstrate how they will utilize the lessons taught in their own questions.

In this course, each participant is expected to create or redesign an existing lesson plan, integrating concepts, strategies and activities that address the crucial concepts learned from the lectures. Midway through the course participants will complete a midterm exam and, at the conclusion of the course, a final exam is given. These exams are essay format and will be reviewed and graded by the course administrator, as will the lesson plan.

Participation in Discussion Boards, Blogging, Journal Writing, Live Texting, and creating Online Portfolios are treated as Classroom Discussions, work compilation, and note-taking opportunities rather than assessment tools. Our assessment tools consist of Pre- and Post-Assessment questions, midterm and final exam essays, and lesson plan designs. The computer tabulates multiple choice and True/False answers while the course administrator reviews and responds to the open-ended questions, essays and lesson plan designs.

This course consists of 20 lectures lasting 90 minutes from experts in the field of education. The course is built around the content presented by the nationally renowned lecturers. All of the content and concepts were taken directly from the work of these presenters. The ideas and strategies addressed in this course go beyond classroom teachers to include auxiliary personnel and could be used for adult education as well.

The assessment project would include the creation of one lesson plan design and responding to a midterm and two final exam essay questions. The lesson plan requires participants to create a new or adapt an existing lesson plan using concepts and strategies that will challenge all students while specifically addressing the needs of diverse groups of students. The exam questions would require
participants to examine the specific needs of students in their classroom or school and challenge them to apply the concepts presented in this course to address those needs.

The information presented by the lecturers specifically address high expectations and differentiation in the classroom. Participants are constantly challenged to apply strategies and activities in their own classrooms. The research is supplied by the KDS Lecturers who are experts in their respective fields. The biographies of these speakers as well as supporting reference materials are included below.

The use of technology and performance assessment is an integral part of the teaching-learning process at KDS. Participants are expected to use technology to participate in classroom discussions, download and create documents, view streaming video/audio presentations and slideshows, print resources, and to post answers to coursework and exams. In addition, participants are expected to exhibit growth between their performance on Pre- and Post-Assessment Questions.

FURTHER DETAILS:

Task 1: Participants will master the vocabulary test
Task 2: Participants will identify five areas of weakness for each of the tested areas for their students
Task 3: Participants will use the chart provided to analyze areas of weakness in their curriculum
Task 4: Participants will unpack the standards for their state and subject areas
Task 5: Participants will use the matrix provided to determine which vocabulary are essential for their students to know
Task 6: Participants will use the meta-analysis to determine the best way to teach vocabulary to their students and will teach a vocabulary lesson to their class based on that data
Task 7: Participants will isolate the process skills necessary to enhance student understanding for high-stakes tests
Task 8: Participants will learn proven methods for teaching the most common process skills to their students.
Task 9: Participants will teach process skills to their students based on the information learned and will analyze the results.
Task 10: Participants will develop a plan for improving student learning based on the information learned in this course and will implement that plan in their classrooms with ongoing reflection and assessment of the results.
Task 11: Participants will complete an end of course test
A rubric will be used to help determine participant success.

Pre-assessment questions will be administered online prior to viewing the lecture, and post-assessment questions will gauge mastery of the lecture’s contents after viewing the lecture. Both assessment tests will consist of both multiple choice (also including True/False) questions as well as free response questions.

Students’ participation in the lecture can and will be monitored by course administrators. In order to receive credit, students will: review and understand “Course Objectives” (which includes Topic Summary, Topic Objectives, Topic Goals, and a Topic Outline) and satisfactorily complete the aforementioned Pre- and Post-Assessment questions for each segment of the video content (as further described in the Course Outline). Students must view Video/Audio lectures in their entirety along with synchronized PowerPoint slides. Students will participate in interactive discussion forums led by the course administrator. Students will take notes on the lecture using the online notepad provided. Students will have unlimited access to course materials including but not limited to PowerPoint slides, transcripts, speaker biographies, and other topic resources and auxiliary materials.

**Student Learning:**

- When teachers correctly use the strategies of this course, student success will increase
- When teachers correctly use the strategies of this course, teachers and students will experience greater self-efficacy
- When teachers correctly use the strategies of this course, students will learn at a higher rate and recall will be improved
- When teachers correctly use the strategies of this course, differentiation of the teaching methods will occur
- When teachers correctly use the strategies of this course, better methods of teaching vocabulary will occur
- When teachers correctly use the strategies of this course, better methods of teaching process skills will occur
- When teachers correctly use the strategies of this course, students will be exposed to higher order thinking
**Assessment Instruments** (including projects, presentations, collections of work, reports):

Pre-assessment questions will be administered online prior to viewing the lecture, and post-assessment questions will gauge mastery of the lecture’s contents after viewing the lecture. Both assessment tests will consist of both multiple choice (also including True/False) questions as well as free response questions.

Students’ participation in the lecture can and will be monitored by course administrators. In order to receive credit, students will: review and understand “Course Objectives” and satisfactorily complete the aforementioned Pre- and Post-Assessment questions for each segment of the video content (as further described in the Course Outline). Students must view Video/Audio lectures in their entirety along with synchronized PowerPoint slides. Students will participate in interactive discussion forums led by the course administrator. Students will take notes on the lecture using the online notepad provided. Students will have unlimited access to course materials including but not limited to PowerPoint slides, transcripts, speaker biographies, and other topic resources and auxiliary materials.

Administrators will have access to:

- Student usage statistics,
- Discussion boards,
- Teacher blogs,
- Note-taking sessions,
- Pre-Assessment Q&A,
- Post-Assessment Q&A,
- Cumulative Coursework File

Students will submit assessment questions for a Midterm and Final Exam in the same fashion as submission of assessment questions.

*(See breakdown of Lessons and Deliverable on the following page)*
<table>
<thead>
<tr>
<th><strong>Lesson</strong></th>
<th><strong>Deliverable</strong></th>
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</thead>
<tbody>
<tr>
<td>One: Terminology</td>
<td>Learning log assignment</td>
</tr>
<tr>
<td>Two: Test over terminology</td>
<td>Online test and feedback</td>
</tr>
<tr>
<td>Three: Research and meta-analysis study data and plan of action</td>
<td>Analysis of classroom learning log assignment</td>
</tr>
<tr>
<td>Four: Unpacking the Standards</td>
<td>Additions to plan of action and participants will unpack and make a graph using the matrix provided</td>
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<tr>
<td>Five: Brain research</td>
<td>Learning log assignment</td>
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<td>Teach a lesson using the information provided, feedback on the lesson</td>
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<tr>
<td>Six: Guided practice</td>
<td>Learning log assignment</td>
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<td>Review and reevaluate plan of action, make changes</td>
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<tr>
<td>Seven: Culminating activity</td>
<td>Implement plan of action, keep data and write up analysis, use at least two of the process skills in the classroom, evaluate their effectiveness</td>
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<tr>
<td>Eight: Post-test</td>
<td>Test and feedback</td>
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<tr>
<td>Nine: Reflection and evaluation</td>
<td>Complete an evaluation of their own learning and an evaluation of course</td>
</tr>
</tbody>
</table>
COURSE OUTLINE:

Lecturer Name: Donna Walker Tileston
Title of Course: (Online Course) Preparing Students for High-Stakes Tests
Course Location: Online (via home, school, library computer, etc.)
Instructor’s Telephone #: (212) 809-2969, Ext 124
E-mail: arojo@kdsi.org, mfox@kdsi.org, SJTA@kdsi.org
Course Coordinator: Antonio Rojo, Melanie Fox

COURSE SUMMARY

It is estimated that 85% of all state tests are based on one thing. Learn what that is, how to find it in your state standards and how to teach it to your students so that they learn and remember. Through this course, participants will learn how to unpack their state standards, how to align their teaching to the standards and how to identify what is really important for students to know and be able to do. Based on meta-analysis and the latest brain research, participants will learn powerful strategies to help all students succeed at a higher rate. The practitioners of High-Stakes Test Preparation techniques will:

- Unpack their state standards
- Learn what is essential in preparing their students for state tests
- Know what is important for students to know and be able to do on any state exam or high-stakes test
- Learn powerful strategies for declarative and process skills on any state or high-stakes test
- Learn powerful strategies that can be used across the curriculum in all daily lesson plans to increase student learning

(See following page for details)
# COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Calendar</th>
<th>Topics</th>
<th>Goals/Objectives</th>
<th>Method of Instruction</th>
<th>Text/Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date, time, number of hours per session.</td>
<td>List segment’s topic and material e.g. handouts.</td>
<td>Specify instructional goals and standards for each session as referenced on page two (2) of the proposal.</td>
<td>Method of presenting (e.g., classroom video or interactive hands-on activity.) Presenter’s name &amp; affiliation.</td>
<td>Title, author, edition, publisher, cost, and where it is available. All seminars have extensive printable handouts. This is the only required reading material. Supplementary readings are recommended for additional enrichment (Available online, suggested <a href="http://www.amazon.com">www.amazon.com</a>)</td>
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## PREPARING STUDENTS FOR HIGH-STAKES TESTS, PART I

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<thead>
<tr>
<th>DATE/TIME:</th>
<th>TOPIC NAME:</th>
<th>OBJECTIVES:</th>
<th>FORMAT:</th>
<th>SPEAKER BIOGRAPHY:</th>
</tr>
</thead>
</table>
| Anytime (On-Demand via Online KDS Classroom Platform) | Session 1: How Did We Get Here? | By the end of this session, you will have a better understanding of:  
  • The difference between the Industrial Model of Education and current models  
  • The driving forces behind the A Nation at Risk report and the influence that that report has had on current | Video/Audio with synchronized PowerPoint slides, downloadable topic resources, and interactive Discussion Board. | Donna Walker Tileston is the author of eighteen books published by Corwin Press. Her series of ten books, What Every Teacher Should Know won the distinguished National Publishers Award in 2005. That series, as well as her book, Ten Best Teaching Practices have been on Corwin’s best seller list since they were introduced. As a teacher and administrator, Donna first used her research on the brain and learning to restructure a “failing school” and to help lead it to win state wide acclaim for high test scores and a low drop-out rate. That experience led to her first book and much of her work on helping struggling students. Donna is an international speaker who has |

#HOURS: 1.5
educational thinking
• What the Effective School Movement was and what that movement accomplished
• How state standards are created
• What the purpose of those standards are and why many believe they are needed
• The difference between declarative and procedural objectives
• Begin to unpack your state standards
• Begin developing strategies to align you instruction with state standards
• Begin to develop new instructional strategies that will help your students succeed on high-stakes tests

delivered more than 600 workshops on a variety of topics including differentiation, diversity, technology, and brain research. She resides in Dallas, Texas where she writes full time and works with schools throughout the world to help all kids to be successful.

SUGGESTED READINGS:

Order online at: www.wetsk.com $18.95 less 10% discount for students

$10.00 Order online at: www.wetsk.com
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| Anytime (On-Demand via Online KDS Classroom Platform) | Session 2: Why Standards Will Survive | By the end of this session, you will have a better understanding of...  
- Why it is important that standards, testing and instruction are in alignment  
- What a Benchmark is  
- Why Benchmarks are important  
- The process of aligning instruction to standards  
- Unpack your state standards  
- Develop strategies to align you instruction with state standards  
- Develop new instructional strategies that will help your students succeed on high-stakes tests | Video/Audio with synchronized PowerPoint slides, downloadable topic resources, and interactive Discussion Board. | Donna Walker Tileston is the author of eighteen books published by Corwin Press. Her series of ten books, What Every Teacher Should Know won the distinguished National Publishers Award in 2005. That series, as well as her book, Ten Best Teaching Practices have been on Corwin’s best seller list since they were introduced. As a teacher and administrator, Donna first used her research on the brain and learning to restructure a “failing school” and to help lead it to win state wide acclaim for high test scores and a low drop-out rate. That experience led to her first book and much of her work on helping struggling students. Donna is an international speaker who has delivered more than 600 workshops on a variety of topics including differentiation, diversity, technology, and brain research. She resides in Dallas, Texas where she writes full time and works with schools throughout the world to help all kids to be successful. |

**SUGGESTED READINGS:**


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<tbody>
<tr>
<td>Anytime (On-Demand via Online KDS Classroom Platform)</td>
<td>Session 3: The Vocabulary of Tests</td>
<td>By the end of this session, you will have a better understanding of...</td>
<td>Video/Audio with synchronized PowerPoint slides, downloadable topic resources, and interactive Discussion Board.</td>
<td>Donna Walker Tileston is the author of eighteen books published by Corwin Press. Her series of ten books, What Every Teacher Should Know won the distinguished National Publishers Award in 2005. That series, as well as her book, Ten Best Teaching Practices have been on Corwin’s best seller list since they were introduced. As a teacher and administrator, Donna first used her research on the brain and learning to restructure a “failing school” and to help lead it to win state wide acclaim for high test scores and a low drop-out rate. That experience led to her first book and much of her work on helping struggling students. Donna is an international speaker who has delivered more than 600 workshops on a variety of topics including differentiation, diversity, technology, and brain research. She resides in Dallas, Texas where she writes full time and works with schools throughout the world to help all kids to be successful.</td>
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<td>#HOURS: 1.5</td>
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<td>• The key to student success on high-stakes tests  • How key vocabulary items are embedded in state standards and benchmarks  • The steps required to identify key vocabulary items in state standards and benchmarks  You will be able to...  • Identify key vocabulary items in state tests and benchmarks</td>
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<tr>
<td>Anytime (On-Demand via Online KDS Classroom Platform)</td>
<td>Session 4: The Difficulty of Vocabulary</td>
<td>By the end of this session you will have a better understanding of... • Why vocabulary is difficult for students to master • How the brain stores and retrieves vocabulary • The implications of research on vocabulary learning for English Language Learners You will be able to... • Develop effective strategies for helping student, especially English Language Learners, master the vocabulary necessary for success on high-stakes tests</td>
<td>Video/Audio with synchronized PowerPoint slides, downloadable topic resources, and interactive Discussion Board.</td>
<td>Donna Walker Tileston is the author of eighteen books published by Corwin Press. Her series of ten books, What Every Teacher Should Know won the distinguished National Publishers Award in 2005. That series, as well as her book, Ten Best Teaching Practices have been on Corwin’s best seller list since they were introduced. As a teacher and administrator, Donna first used her research on the brain and learning to restructure a “failing school” and to help lead it to win state wide acclaim for high test scores and a low drop-out rate. That experience led to her first book and much of her work on helping struggling students. Donna is an international speaker who has delivered more than 600 workshops on a variety of topics including differentiation, diversity, technology, and brain research. She resides in Dallas, Texas where she writes full time and works with schools throughout the world to help all kids to be successful.</td>
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<tr>
<td>Anytime (On-Demand via Online KDS Classroom Platform)</td>
<td>Session 5: Power Tools for Teaching Vocabulary</td>
<td>By the end of this session, you will have a better understanding of...</td>
<td>Video/Audio with synchronized PowerPoint slides, downloadable topic resources, and interactive Discussion Board.</td>
<td>Donna Walker Tileston is the author of eighteen books published by Corwin Press. Her series of ten books, What Every Teacher Should Know won the distinguished National Publishers Award in 2005. That series, as well as her book, Ten Best Teaching Practices have been on Corwin’s best seller list since they were introduced. As a teacher and administrator, Donna first used her research on the brain and learning to restructure a ‘failing school” and to help lead it to win state wide acclaim for high test scores and a low drop-out rate. That experience led to her first book and much of her work on helping struggling students. Donna is an international speaker who has delivered more than 600 workshops on a variety of topics including differentiation, diversity, technology, and brain research. She resides in Dallas, Texas where she writes full time and works with schools throughout the world to help all kids to be successful.</td>
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- What meta-analysis is
- How using meta-analysis can help you increase your students’ chance of success on high-stakes tests
- The research on vocabulary studies

You will be able to...
- Develop effective strategies for teaching vocabulary

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<td>#HOURS:</td>
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</tr>
<tr>
<td>TOPIC NAME:</td>
<td>Session 6: Step-by-Step Process for Teaching Vocabulary</td>
</tr>
</tbody>
</table>
| OBJECTIVES: | By the end of this session:  
You will have a better understanding of...  
- What recent research indicates about the importance of vocabulary?  
- The impact of socio-economic factors on vocabulary learning and skills  
- What brain research teaches about how students learn vocabulary?  
- Strategies that can be used to teach vocabulary  
You will be able to...  
- Employ new strategies with your students to help them master the vocabulary |
| FORMAT: | Video/Audio with synchronized PowerPoint slides, downloadable topic resources, and interactive Discussion Board. |
| PRESENTER: | Donna Walker Tileston |
| SPEAKER BIOGRAPHY: | Donna Walker Tileston is the author of eighteen books published by Corwin Press. Her series of ten books, What Every Teacher Should Know won the distinguished National Publishers Award in 2005. That series, as well as her book, Ten Best Teaching Practices have been on Corwin’s best seller list since they were introduced.  
As a teacher and administrator, Donna first used her research on the brain and learning to restructure a “failing school” and to help lead it to win state wide acclaim for high test scores and a low drop-out rate. That experience led to her first book and much of her work on helping struggling students.  
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Order online at: [www.wetsk.com](http://www.wetsk.com) $18.95 less 10% discount for students  
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| Anytime (On-Demand via Online KDS Classroom Platform) | Session 7: Teaching Vocabulary in the Classroom | By the end of this session, you will have a better understanding of:  
- Strategies to use with ESL students  
- The importance of categorizing and classifying words  
- Techniques that can be used to help students classify new vocabulary words  
You will be able to:  
- Employ new strategies with your students to help them master the vocabulary essential to success on high-stakes tests | Video/Audio with synchronized PowerPoint slides, downloadable topic resources, and interactive Discussion Board. | Donna Walker Tileston is the author of eighteen books published by Corwin Press. Her series of ten books, What Every Teacher Should Know won the distinguished National Publishers Award in 2005. That series, as well as her book, Ten Best Teaching Practices have been on Corwin’s best seller list since they were introduced. As a teacher and administrator, Donna first used her research on the brain and learning to restructure a “failing school” and to help lead it to win state wide acclaim for high test scores and a low drop-out rate. That experience led to her first book and much of her work on helping struggling students. Donna is an international speaker who has delivered more than 600 workshops on a variety of topics including differentiation, diversity, technology, and brain research. She resides in Dallas, Texas where she writes full time and works with schools throughout the world to help all kids to be successful. |

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| Anytime (On-Demand via Online KDS Classroom Platform) | Session 8: Finding the Process Skills in the Standards | By the end of this session:  
You will have a better understanding of...  
- The types of process skills embedded in standards  
- How to identify the process skills called for in the standards  
- How to unpack process skills from the standards  
You will be able to...  
- Employ new strategies with your students to help them master the process skills necessary to success on high-stakes tests | Video/Audio with synchronized PowerPoint slides, downloadable topic resources, and interactive Discussion Board. | Donna Walker Tileston is the author of eighteen books published by Corwin Press. Her series of ten books, What Every Teacher Should Know won the distinguished National Publishers Award in 2005. That series, as well as her book, Ten Best Teaching Practices have been on Corwin’s best seller list since they were introduced.  
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<td>Anytime (On-Demand via Online KDS Classroom Platform)</td>
<td>Session 10: Teaching Non-Linguistic Organizers</td>
<td>By the end of this session, you will have a better understanding of... - The rationale for stressing compare and contrast - The effects of graphic organizers on student performance - The types of non-linguistic organizers that can be used to help students master compare and contrast</td>
<td>Video/Audio with synchronized PowerPoint slides, downloadable topic resources, and interactive Discussion Board.</td>
<td>Donna Walker Tileston is the author of eighteen books published by Corwin Press. Her series of ten books, What Every Teacher Should Know won the distinguished National Publishers Award in 2005. That series, as well as her book, Ten Best Teaching Practices have been on Corwin’s best seller list since they were introduced. As a teacher and administrator, Donna first used her research on the brain and learning to restructure a “failing school” and to help lead it to win state wide acclaim for high test scores and a low drop-out rate. That experience led to her first book and much of her work on helping struggling students. Donna is an international speaker who has delivered more than 600 workshops on a variety of topics including differentiation, diversity, technology, and brain research. She resides in Dallas, Texas where she writes full time and works with schools throughout the world to help all kids to be successful.</td>
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You will be able to...

- Develop lesson plans that are designed to help students, and especially students from poverty, retain and retrieve declarative knowledge.

10% discount for students


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<td>Anytime (On-Demand via Online KDS Classroom Platform)</td>
<td>Session 11: Using Non-Linguistic Organizers to Prepare for High Stakes Learning</td>
<td>By the end of this session, you will have a better understanding of...</td>
<td>Video/Audio with synchronized PowerPoint slides, downloadable topic resources, and interactive Discussion Board.</td>
<td>Donna Walker Tileston is the author of eighteen books published by Corwin Press. Her series of ten books, What Every Teacher Should Know won the distinguished National Publishers Award in 2005. That series, as well as her book, Ten Best Teaching Practices have been on Corwin’s best seller list since they were introduced.</td>
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<td>#HOURS: 1.5</td>
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<td>The types of flow charts, central idea graphs, and branching charts that can be used in the classroom How these graphic organizer can be used to help students understand Sequential events</td>
<td></td>
<td>As a teacher and administrator, Donna first used her research on the brain and learning to restructure a “failing school” and to help lead it to win state wide acclaim for high test scores and a low drop-out rate. That experience led to her first book and much of her work on helping struggling students.</td>
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### Objectives:

- Employ non-linguistic organizers to help your students master compare and contrast

### Preparing Students for High-Stakes Tests, Part II

- **Suggested Readings:**
  - Order online at: [www.wetsk.com](http://www.wetsk.com) $18.95 less 10% discount for students
  - Order online at: [www.wetsk.com](http://www.wetsk.com) $10.00
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<td>Anytime (On-Demand via Online KDS Classroom</td>
<td>Session 12: Enhancing</td>
<td>By the end of this session,</td>
<td>Video/Audio with synchronized PowerPoint slides, downloadable topic</td>
<td>Donna Walker Tileston is the author of eighteen books published by Corwin Press. Her series of ten books, What Every Teacher Should Know</td>
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- Processes
- Decision making
- How Flow charts can help students develop critical thinking skills
- How Central Idea Graphs can help students develop key descriptive skills

You will be able to:

- Develop lessons and topics that make use of flowcharts and central idea graphs
- Help your students use flow charts and central idea graphs to develop their critical thinking skills

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<th>Writing Skills For High Stakes Tests</th>
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<td><strong>You will have a better understanding of:</strong></td>
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<tr>
<td>• Techniques to use to help students develop their descriptive writing skills</td>
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<tr>
<td>• Techniques that can be used to help students develop persuasive writing skills</td>
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<tr>
<td>• The essential elements of essay writing</td>
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<td><strong>You will be able to...</strong></td>
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<tr>
<td>• Employ strategies proven effective in helping students master essential writing skills</td>
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| Anytime (On-Demand via Online KDS Classroom Platform) | Session 13: Teaching Kids to Summarize for High Stakes Testing | By the end of this session, You will have a better understanding of...  
• The place of summarization in test taking  
• Essential summarization tools  
• How summarization can help students improve reading skills  
• How to use clues to determine student level of understanding  
You will be able to...  
• Employ strategies proven effective in helping students master summarization skills | Video/Audio with synchronized PowerPoint slides, downloadable topic resources, and interactive Discussion Board. | Donna Walker Tileston is the author of eighteen books published by Corwin Press. Her series of ten books, What Every Teacher Should Know About Memory, Learning and the Brain won the distinguished National Publishers Award in 2005. That series, as well as her book, Ten Best Teaching Practices have been on Corwin’s best seller list since they were introduced.  
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| #HOURS: 1.5                   |                              |                                                                            |                                                                         | SUGGESTED READINGS:                                                                                                                                                       |

SUGGESTED READINGS:


## Date/Time:
Anytime (On-Demand via Online KDS Classroom Platform)

## Hours: 1.5

## Topic Name:
Session 14: A Plan for Improving High Stakes Testing

## Objectives:
By the end of this session, you will have a better understanding of:

- How to develop improvement plans focused on improving student performance on high-stakes tests
- How to work effectively as a team
- How to align lessons to standards and benchmarks

You will be able to:

- Begin to develop improvements plans for your school designed to help students succeed on high-stakes tests

## Format:
Video/Audio with synchronized PowerPoint slides, downloadable topic resources, and interactive Discussion Board.

## Presenter:
Donna Walker Tileston

## Speaker Biography:
Donna Walker Tileston is the author of eighteen books published by Corwin Press. Her series of ten books, What Every Teacher Should Know won the distinguished National Publishers Award in 2005. That series, as well as her book, Ten Best Teaching Practices have been on Corwin’s best seller list since they were introduced.

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## Suggested Readings:

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| Anytime (On-Demand via Online KDS Classroom Platform) | Session 15: Aligning Classroom Assessments | By the end of this session, you will have a better understanding of...  
- Strategies that can help teachers align daily assessments with standards  
- How to apply the principles of backward design to developing daily assessments  
- How differentiated instruction can be used in aligning standards with daily assessments  
- The importance of authentic assessments  
You will be able to...  
- Begin to develop daily assessments that are aligned with standards | Video/Audio with synchronized PowerPoint slides, downloadable topic resources, and interactive Discussion Board. | Donna Walker Tileston is the author of eighteen books published by Corwin Press. Her series of ten books, What Every Teacher Should Know won the distinguished National Publishers Award in 2005. That series, as well as her book, Ten Best Teaching Practices have been on Corwin’s best seller list since they were introduced. As a teacher and administrator, Donna first used her research on the brain and learning to restructure a “failing school” and to help lead it to win state wide acclaim for high test scores and a low drop-out rate. That experience led to her first book and much of her work on helping struggling students. Donna is an international speaker who has delivered more than 600 workshops on a variety of topics including differentiation, diversity, technology, and brain research. She resides in Dallas, Texas where she writes full time and works with schools throughout the world to help all kids to be successful. |

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| Anytime (On-Demand via Online KDS Classroom Platform) | Session 16: Building Effective Assessments | • Use the principles of backwards design to develop effective daily assessments  
• The advantages and disadvantages of common forms of assessments  
• How performance assessments draw on various cognitive strengths  
• How performance assessments can be effectively used to help students develop the process skills necessary to success on high-stakes tests  
You will be able to...  
• Begin to develop effective | Video/Audio with synchronized PowerPoint slides, downloadable topic resources, and interactive Discussion Board. | Donna Walker Tileston is the author of eighteen books published by Corwin Press. Her series of ten books, What Every Teacher Should Know won the distinguished National Publishers Award in 2005. That series, as well as her book, Ten Best Teaching Practices have been on Corwin’s best seller list since they were introduced.  
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| Anytime (On-Demand via Online KDS Classroom Platform) | Session 17: Leading Kids to Self-Assess | By the end of this session, you will have a better understanding of...  
- What the metacognitive system is  
- How to teach to the brain’s metacognitive system  
- How to help students set learning goals for themselves  
- How to help students develop learning plans  
- How to help students develop self-assessment strategies | Video/Audio with synchronized PowerPoint slides, downloadable topic resources, and interactive Discussion Board. | Donna Walker Tileston is the author of eighteen books published by Corwin Press. Her series of ten books, What Every Teacher Should Know won the distinguished National Publishers Award in 2005. That series, as well as her book, Ten Best Teaching Practices have been on Corwin’s best seller list since they were introduced. As a teacher and administrator, Donna first used her research on the brain and learning to restructure a “failing school” and to help lead it to win state wide acclaim for high test scores and a low drop-out rate. That experience led to her first book and much of her work on helping struggling students. Donna is an international speaker who has delivered more than 600 workshops on a variety of topics including differentiation, diversity, technology, and brain research. She resides in Dallas, Texas where she writes full time and works with schools throughout the world to help all kids to be successful. |

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Tileston, D.W. (2003). What Every Teacher Should Know About Memory, Learning and the...
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| Anytime (On-Demand via Online KDS Classroom Platform) | Session 18: Building Rubrics for Formative and Summative Assessments | By the end of this session, you will have a better understanding of....  
• The advantages that rubrics offer as assessment tools  
• The types of questions to ask when designing a rubric  
• The essential features of all rubrics  
You will be able to....  
• Develop effective rubrics to use in your teaching  
• Align the rubrics | Video/Audio with synchronized PowerPoint slides, downloadable topic resources, and interactive Discussion Board. | Donna Walker Tileston is the author of eighteen books published by Corwin Press. Her series of ten books, What Every Teacher Should Know won the distinguished National Publishers Award in 2005. That series, as well as her book, Ten Best Teaching Practices have been on Corwin’s best seller list since they were introduced.  
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You will be able to....  
• Help your students develop learning goals for them selves, plans to reach those goals, and the habit of self-assessment |

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| Anytime (On-Demand via Online KDS Classroom Platform)       | Session 19: Putting It All Together | By the end of this session, you will have a better understanding of...  
  - What the essential elements of an effective lesson are  
  - How to plan lessons that are aligned with standards and benchmarks  
  - How tapping into mega-cognitive system can help students prepare for high-stakes tests | Video/Audio with synchronized PowerPoint slides, downloadable topic resources, and interactive Discussion Board. | Donna Walker Tileston is the author of eighteen books published by Corwin Press. Her series of ten books, What Every Teacher Should Know won the distinguished National Publishers Award in 2005. That series, as well as her book, Ten Best Teaching Practices have been on Corwin’s best seller list since they were introduced.  
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<th>you design with standards and benchmarks</th>
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• How self-assessments can help students prepare for high-stakes tests
  You will be able to:
  • Develop lessons that align with standards and benchmarks
  • Help your students use self-assessments tools to help them prepare for high-stakes tests

SUGGESTED READINGS:
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**DATE/TIME:**
Anytime (On-Demand via Online KDS Classroom Platform

**TOPIC NAME:**
Session 20: The Emotion Of Testing

**OBJECTIVES:**
By the end of this session,
You will have a better understanding of:
• What type of environment best supports learning
• How the body and mind responds in threatening and/or anxiety provoking

**FORMAT:**
Video/Audio with synchronized PowerPoint slides, downloadable topic resources, and interactive Discussion Board.

**PRESENTER:**
Donna Walker Tileston

**SPEAKER BIOGRAPHY:**
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<td>• What strategies can be used to reduce anxiety</td>
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<td>• How to help students develop essential test taking skills</td>
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<td>You will be able to...</td>
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<tr>
<td>• Create a learning environment that reduces student anxiety concerning high-stakes tests</td>
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<tr>
<td>• Help you students develop effective test taking skills</td>
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**TOTAL LECTURE HOURS**

= 30

*Part I = 15 hours,*

*Part II = 15 hours*