

Training Guidelines

Welcome to the Alabama State Department of Education's MAKES SENSE STRATEGIES for TEACHING, LEARNING, AND ASSESSMENT software developed by Drs. Ed Ellis and Marcia Rock, The University of Alabama. We are pleased to make these strategies available to you to fulfill the training for all general and special education teachers mandated as part of the Lee v. Macon Consent Decree settlement. Upon completion of your training, we think that you will agree with many other teachers in Alabama who have found these strategies to be extremely useful in promoting learning in the classroom. Print and read these pages before proceeding further so that you will better understand the strategies.

Guidelines for Mandatory Training and Staff Development Training

Step 1: Go to the Alabama State Personnel Development Grant website Make Sense Strategies Professional Development

https://alspdg.org/makesense_strategies_training.html

Step 2 : Follow the detailed instructions to complete the Make Sense Strategies video series PD

Step 3: Take the Test

The assessment portion of the training consists of two components. Respond to the questions in this section by writing on the pages created when you printed these pages. When you have finished writing your responses, turn these pages in to your principal who is required to keep them on file at your school.

Step 4: Print Certificate

Your principal will sign your certificate that you printed off for three hours of professional development.

Please keep your Certificate of Completion in a safe place. You will be responsible for this document and it is required for employment in any school district in Alabama.

State Department of Education Assessment Tool

Today's date _____

Directions for the first assessment:

Below are icons for 10 tools or tactics from the *Makes Sense* software. Select one from this list, or identify one from any part of the *Makes Sense* software and consider how this tactic or tool might be used to enhance a specific instructional lesson in your classroom. Provide written responses in the spaces provided on the hard copy you printed.

Framing big ideas



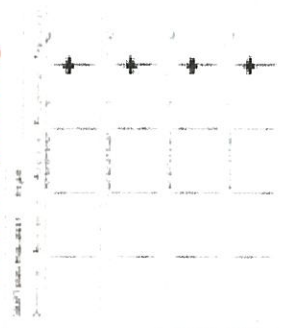
Comparison Matrix



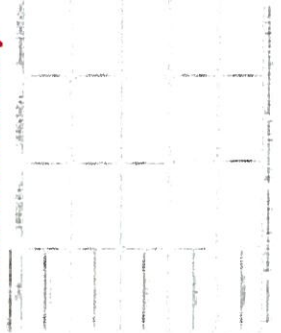
Clarifying Table



DRAFT planning



LINCS vocabulary



Scaffolding Instruction

I do it teacher models
 We do it teacher/class together
 Y'all do it practice with peers
 You do it independent practice

Authentic Assessment

Using rubrics to assess student performance
 Using rubrics & graphic organizers to assess knowledge of content subjects

PLAN writing strategy

Preview
 List ideas
 Assign order
 Note ideas in complete sentences

Strategic Instruction

Think ahead organizers
 Activate knowledge
 Create anticipation
 Think back
 Consolidate, Reflect & review

Proactive Management

- * Communicating expectations
- * Ensuring active engagement
- * Smooth-sailing transitions
- * Least-to-most intrusive tactics
- * Class wide management systems

First Assessment Component

Which tool or tactic did you select?

What is the instructional objective of the lesson that you will teach using this tool?

Describe how you anticipate using the tool in the context of your lesson (instruction, activities, assignments, or assessments).

When using the tool, what challenges do you anticipate encountering?

Second Assessment Component

Identify an idea about teaching from the Makes Sense video that is new to you and potentially useful. Briefly describe the idea.

In what ways is this idea similar or different from what you already knew about teaching?

Why do you think this idea is important to consider when teaching?

Identify an idea or teaching tool found in the Makes Sense software/video that you would probably not use and explain why.