

## 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. We hope that you will continue to use this software well after you have completed the training. It is a terrific resource!

You have seen some of these strategies demonstrated when you viewed the *MAKES SENSE STRATEGIES* Video. *Print* and *read* these pages before proceeding further so that you will better understand this software and your four-step mandatory staff development training.

### Guidelines for Mandatory Training and Staff Development Training

**Step 1:** View the *Makes Sense Strategies* training video as directed by your principal.

**Step 2:** Load the CD into your computer. Choose the ***Click to Begin Training*** icon and double click to load these instructions. If you have not already done so, print and read these pages now.

**Step 3:** Take the Training Tour.

#### Directions for taking the Training Tour [Link to Begin Tour](#)

1. Follow the Begin Tour link on this page to the *Makes Sense Strategies* program. At this point, you should be on the *Makes Sense Home* page. This program provides over 200 instructional strategies, tools, and tactics to improve and enhance learning in the classroom. You will navigate through the software in the same way that you follow links on a web page. In most cases items in pink are links to additional information or tools. To navigate, click on the arrow icons on the menu bar at the top of the screen or the pink *Next* or *Backwards* on the pages to proceed through the tour. To print documents, use *Print* from the pull-down File Menu on the tool bar.
2. Select and click your school level: Elementary School, Middle School, or High School to move to the next page.
3. Select and click Language Arts, Science, Social Studies, or Math to move to the first sample application. At this point in the tour you will find it helpful to simply click *Next* on each introductory page. Travel through all the pages before going into the application to view more topics. You will take that step later. As you read through each introductory page, consider possibilities for applying these strategies in your classroom. After the last page, the program will automatically return to the beginning screen.

4. If you have previewed all of the introductory pages, you should be back at the Makes Sense Home page. If you are not, click on the *Makes Sense Home* link and return there.
5. Now that you have had a chance to preview some of the introductory pages, again select and click Language Arts, Science, Social Studies, or Math and proceed on to the pages until you reach an application that seemed most interesting or helpful to you.
6. After choosing the application you most like, you can now access additional information, instructions, or teaching tools associated with it by choosing options in the left-hand margins of the pages. These links will take you to a short section that describes the application and provides several examples of how it can be used. With your instructional objectives and curriculum in mind, read the page or pages about this application. Think of ways you could enhance learning in your classroom by using this methods, strategy, or tool. Feel free to explore the software from the toolbox as it was described in the Makes Sense video. After completing this training, you are now ready to go to ...

## **Step 4: Take the test!**

### **Direction for taking the test**

1. 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. This is an “open book” (or rather, “open-software”) test. You may visit the Makes Sense software at any time to review a tool or tactic while responding to the questions. Clicking on the graphics below can access some of the sections in the software.
2. 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. Your principal is also required to provide a list of all teachers who have completed this staff development activity and training to your school system's central office. You are welcome to make a copy of your completed assessment for your own files. Your principal will sign your certificate that you printed off from the CD for three hours of professional development.

# 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



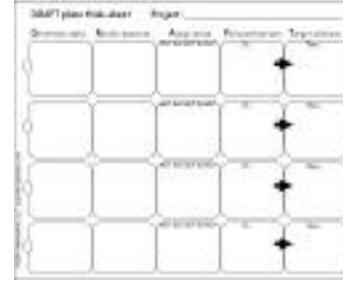
Comparison Matrix



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

Print your name \_\_\_\_\_

Your school \_\_\_\_\_

Your school district \_\_\_\_\_

Years experience teaching \_\_\_\_\_

\_\_Male \_\_Female Are you a Special Ed. teacher? \_\_yes \_\_no Gen. Ed. teacher? \_\_yes \_\_no Grade level? \_\_\_\_\_ Subject area? \_\_\_\_\_

1. Which tool or tactic did you select?
2. What is the instructional objective of the lesson that you will teach using this tool?
3. Describe how you anticipate using the tool in the context of your lesson (instruction, activities, assignments, or assessments).

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

**Second Assessment Component** When you are finished, remember to turn in these pages to your principal who will sign your certificate of completion of your mandatory training!

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

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

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

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

ALABAMA DEPARTMENT OF EDUCATION



*This is to certify that*

*has met the mandatory requirement of the Lee v. Macon  
Consent Decree for training in Instructional Strategies  
and has earned three hours of professional development credit.*

\_\_\_\_\_  
DATE

\_\_\_\_\_  
PRINCIPAL

\_\_\_\_\_  
SCHOOL SYSTEM

\_\_\_\_\_  
SCHOOL