



Guide to Screencasts and Tri-folds

Screencasts (videos) and tri-folds were developed by Yonkers Public School teachers, administrators and consultants focused on assessment in instructional practice. The purpose is to provide readily available references, act as a stimulus for district-/school-based discussions and/or inform parents, students, community, etc. regarding assessment and assessment-related topics.

These support materials are available to all teachers and administrators through **each building's teacher drive (J drive)** under *Testing and Reporting* documents. A brief content description of each screencast and each tri-fold is provided in this guide.

Screencasts

Screencast Sequence No.	Topic	Audience	What content will be covered in this video? What is the desired outcome for viewers?	General Sources and Resources
01	Key Terms and Concepts for Understanding MAP Data	Administrators; Teachers	Audience will gain a solid understanding of what questions the data answers and what questions it does not. We will briefly detail the different scores (RIT, Lexile, mean, median, standard deviation) and their meaning in relation to curriculum/standards (e.g. through the Learning Continuum). Will include focus on application in the classroom.	Summarize and evaluate basic content in MAP for classroom use. Research.
02	Understanding MAP Data: A Guide for Parents	Parents, Teachers, Administrators	Parents will receive friendly, clear information with plain language explanations. Teachers and administrators will use a solid understanding of the student progress reports to effectively present reports to parents. Include a reference guide for “student progress” as a defined term.	Research-based.
03	Using Essential Questions to Wake Up the Classroom	Teachers, Administrators	Audience will learn some proven techniques for formulating essential questions, will use a rubric to determine if a question is essential or not, and will document the use of essential questions in the classroom. Administrators will see how essential questions can apply to their own planning process.	Reference material for this: Embedded Formative Assessment, D Wiliam, Making Thinking Visible, R. Ritchhart, Visible Thinking for Teachers, John Hattie
04	Teaching Students to Ask Questions in the Classroom	Teachers	Audience will learn to use a repertoire of tools to help get students asking good questions.	Authentic Learning in the Digital Age, Larissa Pahomov; Embedded Formative Assessment, D Wiliam
05	Using Rubrics in the Classroom	Teachers	Audience will use existing knowledge of standards-based curriculum to create appropriate standards-based rubrics for open question types (and modify existing rubrics).	Content based upon various authoritative sources for reference.
06	Generating Assessment Data in the Classroom		How classroom assessments can be used to generate data focused on teaching and learning.	Research-based.
07	Using Portfolio Assessment in the Classroom		Using portfolios for student assessment including the different types of portfolios you might use to help students evaluate their own work over time.	Research-based

Tri-folds

Tri-fold No.	Topic	Audience	What content will be covered in this video? What is the desired outcome for viewers?	How will the content be created?
01	A Parent's Guide to Tests	Parents	01 and 02 go together. How to understand the tests their students take and what is the purpose of those tests. How to understand rubrics and how to ask teachers to show them rubrics. What questions should parents ask about tests.	Create content from research to see what authorities are saying about topic. Input from District Office.
02	A Parent's Guide to Test Prep	Parents, Teachers	01 and 02 go together. A discussion of available resources, what kind of test prep is useful and what is not. A presentation of types of tests students will take. Test-taking strategies will be presented. This should be a sort of how-to guide for parents re the benefits and perils of test prep, as well as where to look for resources, and how to know where their student is in his progress.	Research-based input adapted to Yonkers School District policies re: mandatory tests students take, definitions, types of assessments, strategies for improved performance, etc.
03	Why are we testing you?	Parents, Teachers, Students	Test types, test purposes, uses for scores. What questions are answered and what questions are not. The rationale for testing and why it is a good thing (in general). How tests are developed. How rubrics are developed. Why rubrics make sense for guiding students and for scoring students.	Create content based on research to see what authorities are saying about topic. Input from District Office.
04	Essentials of Writing	Parents, Teachers, Students	Reading and Listening are receptive skills. Writing and Speaking are productive skills. Mentor writing will be presented. Writing as an intervention for improving reading will be discussed. Ways to generate topics for your student will be addressed.	Authoritative sources and research.
05	What is Student-directed Learning?	Teachers, Parents	Moving from students as receivers of information to students as active researchers of information. Setting goals, resources. What a student who owns his learning looks like.	Research from D. William. Project Zero, Harvard, Making Learning Visible, Hattie along with basic research.
06	A Student Guide to Taking Notes	Students	How-to, various methods	Research-based exemplars
07	What is Inquiry-based Learning?	Teachers, Students	What it is; how to do it; how to measure effectiveness	Authentic Learning in the Digital Age, Larissa Pahomov

Tri-fold Number	Topic	Audience	What content will be covered in this pamphlet? What is the desired outcome for readers?	How will the content be created?
08	Socratic Method	Teachers	An informational pamphlet to assist teachers with conducting a Socratic Seminar. It will explain the mythology behind a Socratic Seminar. How to conduct a Socratic Seminar, plus lesson plans that can be used to create a Socratic seminar with the students.	Using the Socratic Seminar manual, research and lesson plans.
09	What is a Learning Objective?	Teachers	How to develop a well-designed learning objective, aligned to CCLS Standards, contain concepts (main ideas), and skills (measurable behavior) that describe what the students will be able to do successfully and independently by the end of instruction. An interactive template is designed for use.	Data Works Educational Research
10	What is Concept Development in an EDI Lesson?	Teachers	The concept is the main idea in a lesson objective: Teachers will learn to explicitly teach students the concepts contained in a lesson objective. A Unit Plan will be developed and used as a template.	Excerpted from Explicit Direct Instruction by John Hollingsworth and Silvia Yorro
11	Learning Standards for Parents	Parents	A brochure in Spanish for parents by grade levels on the ELA Common Core Learning Standards and how they can help their children at home. A brochure will be developed for each grade level from K-8.	Authoritative sources and research
12	Stages of Second Language Acquisition	Parents	A brochure in Spanish and English for parents.	Content based on research
13	Cómo Ayudar a Sus Niños En El Hogar	Parents	A brochure in Spanish on homework and other tips for parents supporting classroom instruction at home.	Authoritative sources and research
14	Helping your Child At Home	Parents	A brochure in English on homework and other tips for parents supporting classroom instruction at home.	Authoritative sources and research

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15	Vocabulary for the Common Core	Teachers	Common terms and vocabulary used within the Common Core State Standards (CCSS) as well as resources are provided. Reader will gain knowledge and utilize vocabulary and terms related to the CCSS.	Content base research
16	Explicit Direct Instruction (EDI)	Teachers	This brochure will focus on the structured, systematic methodology known as explicit instruction. Exploring the sixteen elements of explicit instruction will allow teachers to meet the principles of effective instruction.	Authoritative Sources , research and classroom exemplars
17	Explicit Direct Instruction for Math and Reading	Teachers	This brochure will focus on the structured, systematic methodology known as explicit instruction specifically for Reading and Mathematics classrooms.	Authoritative Sources , research and classroom exemplars
18	Curriculum for Students with Autism Spectrum Disorders	Teachers Parents	Describes Autism Spectrum Disorders including prevalence, characteristics, curriculum methodologies and resources for parents.	Content based on research ; research based instructional approaches such as TEACCH, PECS and Rethink First
19	School Based Occupational Therapy/Physical Therapy	Teachers Parents Administrators Support Staff	Includes a general definition of Occupational and Physical therapy as well as the roles of school based occupational and physical therapists.	Research based content from NYSED, APTA, AOTA and other valid and reliable sources.
20	What is RTI?	Teachers	Describes multi-tiered response to intervention in the classroom setting with a focus on academics as well as behavior.	Authoritative Sources, New York State Response to Intervention Guidance Documents- Adapted to Yonkers policies.
21	Response To Intervention: Teacher's Guide to RTI	Teachers Parents	Description and examples of formative assessments (FA) that are commonly seen in an RTI framework. How FAs may be used to plan instruction in a recursive way. Shows how, student progress is systematically assessed during the school year and during instruction to help provide teachers with continuous feedback about learning successes and failures.	Content based research

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22	Special Needs, Services and Graduation	Students, Parents	A focus on parent involvement and requirements for graduation and beyond.	District and state policy, research
23	The Art of Evidence Collection	Teachers Administrators	Includes keys to quality assessment, assessment for learning, assessment of learning, benefits for teachers, students, parents, learning targets, designing high quality assessments and communicating assessment results.	Content based research
24	Plickers	Teachers, Students, Parents	Describes use of hand-held devices for gathering immediate feedback from students; use in formative assessment;	Historical and applied research, student feedback
25	Literature Circles	Teachers, Students, Parents	Defines and outlines purpose; explains management of circles particularly for primary grades.	Content based research; early childhood research
26	Literature Circles for ELL Students	Students, Teachers	Defines and outlines purpose; explains management of circles particularly for primary grades.	Content based research; early childhood research
27	Graduation Requirements	Students, Teachers, Parents	The required course work as well as Regents examinations that are needed to graduate with EACH type of High School Diploma. The reader will gain knowledge for deciding which educational path is best suited for him/her.	Content based research
28	Choosing the Right College	Parents/Students Staff (Guidance)	Choosing the right college including accreditation, academics, faculty, size, location, cost, majors, support services, campus life, and safety & security.	Internet research and college publications