Course Organizer Routine Device Checklist

Directions: Put a checkmark (1) by each component present.

Teacher:	Coach:	
School:	Subject:	
Date:	Course:	

THIS COURSE (Course Title & Paraphrase)

p. 7 Course Organizer Routine Guidebook

Course Title creates a context for students

Name of course in the school curriculum, text, or basis for course and

Helps students understand what this course is about

Course Paraphrase summarizes what the course is about

Critical ideas of course are translated in words that students can understand (student-friendly),

Reveals the central meaning of the course title, and

Distinguishes the course from other courses in the subject area

COURSE QUESTIONS

p. 7 Course Organizer Routine Guidebook

Questions are broad in scope

Questions stimulate classroom conversations throughout entire course

Questions are limited in number (approximately ten or fewer, varies depending on course)

COURSE STANDARDS

p. 7-8 Course Organizer Routine Guidebook

Content: Course standards that the teacher will emphasize and use for feedback are included

Types of performance that the teacher values are listed under what,

How each course standard will be measured is listed under how, and

Point value for each course standard is listed under value

Process: process standards for learning the content are included

How students will learn and manipulate the content are listed,

Expectations for behavior and participation may be listed, and

Point value or percent of grade is indicated

Progress chart: A graph for tracking individual student progress is included

CRITICAL CONCEPTS

p. 8-9 Course Organizer Routine Guidebook

Concepts listed are the critical concepts or big ideas that students should know by the end of the course (concept = category, class or group of objects, ideas, events, or processes)

Concepts are limited to the most important concepts (generally fewer than 15)

Concepts are foundational, permeating, and persisting (will be emphasized throughout the course, relate to course questions, and/or cut across the course)

Critical concepts are coherent with the other parts of the Course Organizer



CONTENT MAP

p. 9 Course Organizer Routine Guidebook

Map shows how the parts of the course have been organized for learning

Units are listed in a linear and chronological order so that students can track units and mentally organize units

Units are limited in number (generally 10 or less) - smaller units are combined into a larger unit (grouped under an overarching theme)

COMMUNITY PRINCIPLES

p. 9 Course Organizer Routine Guidebook

Principles listed communicate the values, ideas and the general tone that the teacher expects
Principles communicate how students will be expected to interact with others to establish a learning
community in the classroom

Teacher helps students understand the conditions that will lead to a climate of respect and learning

LEARNING RITUALS

p. 9 Course Organizer Routine Guidebook

Rituals (routines, learning strategies, social skills and communication systems) that will be used through out the course are listed

Rituals are related to learning and are processes that will be taught and reinforced throughout the course

PERFORMANCE OPTIONS

p. 9 Course Organizer Routine Guidebook

Options are the modifications that the teacher will use to accommodate the diversity of learners in the classroom

Options listed are alternatives for learning or for demonstrating competence

OVERALL

Course Organizer makes abstract and complex ideas more concrete and understandable. Information on the device is spaced well (not too much, not too crowded).

The entire course organizer is coherent.

COMMENTS:

