# **Course Organizer Device Checklist**

# Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Put a checkmark (√) by each behavior that you observe.

**This Course (Course Title and Paraphrase) p. 7 in Course Organizer 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 in Course Organizer guidebook**

Course Questions includes critical course questions that every student should know

 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 pp. 7-8 in Course Organizer 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

Note: If this section is used for state/district standards or other purposes, the criteria for evaluating this section would include the following: information is clearly presented, helps students understand the standards or expectations for the course, and connects to the other parts of the Course Organizer.

**Critical Concepts pp. 8-9 in Course Organizer 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 in Course Organizer 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 in Course Organizer 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.

**Literacy Rituals p. 9 in Course Organizer guidebook**

 Rituals (routines, learning strategies, social skills and communication systems) that will be used throughout 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 in Course Organizer 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**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_