

How did Content Enhancement Routines affect my student data?

Home Fun Instructions:

Please take some time before joining us in Course First 2 to reflect on your experience with Content Enhancement (CE) from the last year. Data can be as simple as test scores from your class, district benchmark assessments, student surveys, and/or in class student work. What you choose is totally up to you.

Examine areas such as: units, topics, standards, concepts, and/or skills that students showed mastery with the use of CE and areas without CE. In the areas that you used CE, what was the device or devices that you used? Record your "data", devices, and reflections on the Data Reflection Frame. This device is in the next page of this packet.

We will be using this Frame to co-construct one together during our time together in Course First 2. This will help you establish goals through the week. Please see the example below.

Teacher EXAMPLE

The FRAME Routine		Key Topic Data Reflection
How did Content Enhancement Routines affect my student data?		is about...
Used Content Enhancement Students showed mastery <ul style="list-style-type: none"> Vocab LinCing Routine– used t/o the year. Helped students master middle ages unit (Unit Test 80% class average, a 15% increase from previous year). Use words from the <u>Vocab Lincing</u> device to answer a short answer prompt. The students demonstrated mastery, in fact the students had better results with Vocab Lincing than with using a PowerPoint presentation for notes. 	Did not use Content Enhancement Students showed mastery <ul style="list-style-type: none"> Rotation Stations used in World History. Stations were used to learn from primary documents. Students were able to evaluate, compare, and discuss through the used of stations. In a student survey, a high number of students reported that the use of stations helped them learn the content and skills for the unit of study. 	
Students did not show mastery <ul style="list-style-type: none"> Concept anchoring – confusing analogy. In reflecting I realized that the analogy chosen was too confusing for students. 	Students did not show mastery <ul style="list-style-type: none"> My students struggled with the skill of reading longer passages (FSA/EOC practice). <u>Maybe</u> implementing the Question Exploration Routine would help my students next school year. 	
So What? (What's important to understand about this?) The metacognition (reflecting on the things that work and don't work) in order to make better instructional enhancement decisions.		

The FRAME Routine

Key Topic Data Reflection

How did Content Enhancement Routines affect my student data?
is about...

Used Content Enhancement

Students showed mastery

Students did not show mastery

Did not use Content Enhancement

Students showed mastery

Students did not show mastery

So What? (What's important to understand about this?)

The FRAME Routine

Key Topic Data Reflection

How did Content Enhancement Routine's affect my student data?
is about...

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Students showed mastery

Students did not show mastery

So What? (What's important to understand about this?)

Today's Links:

Data Escape Room

https://docs.google.com/presentation/d/1qKzqnfX2CVaMtZ89cm-Jmd5fkYO5QqWKy6UEsU_gYvk/present?slide=id.g5ede8dfe6c_0_0

Breakout Room Discussion Questions	Notes
<p>1. Introduce yourself and take a moment to discuss the content enhancement routines you used last year and how you used them with students?</p>	
<p>2. Discuss the community principals and what they mean to you. Are there anymore that we need to add? (Choice, Voice, Praxis, Equality, Reflection, Dialogue, Courage)</p>	
<p>3. What would you change about how you implemented CER's? 4. What are your goals for this week?</p>	
<p>5. In your new group introduce yourself, share what course you expect to teach this year and where you are in the SMARTER planning process. Are you all in the same place? Why or why not?</p>	
<p>6. What is the difference between devices that worked and those that did not? 7. What "instructional enhancement decisions" can you make from this reflection Frame</p>	
<p>8. In your groups use the unit organizer checklist to reflect on the example. Look closely at the Unit self-test questions and the Expanded Unit Map to see if the Device meets the rigor of the standard.</p> <p>Standards: <i>Investigate and apply how the cycling of water between the atmosphere and hydrosphere has an effect on weather patterns and climate.</i> <i>Describe how global patterns such as the jet stream and ocean currents influence local weather in measurable terms such as temperature, air pressure, wind direction and speed, and humidity and precipitation</i> <i>Differentiate between weather and climate.</i></p>	

9. Did the device meet the rigor of the standard? What can be done to make it better?	
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Home-Fun Video: Co-construction of Concept Mastery Routine

https://youtu.be/SEjam2gaX_8

If you were this teacher's instructional coach, what feedback would you give this teacher about co-construction?

Two praises for this teacher:

One missed opportunity:

SMARTER Planning & Instructional Cycle

Shape the critical outcomes and questions

What are the “big idea” questions at the course and unit level that reflect what is critical in and about the standards to be learned?

Map the critical content

How is the content organized or sequenced?

What are the connections and relationships between topics, ideas, and concepts?

- | | | |
|---------------------------------------|---------------------------------------|---|
| <input type="checkbox"/> Visual | <input type="checkbox"/> Hierarchical | <input type="checkbox"/> Labeled to signal thinking required by standards |
| <input type="checkbox"/> Limited to 7 | <input type="checkbox"/> Simple | |
| <input type="checkbox"/> Linear | <input type="checkbox"/> Connected | |

Analyze for learning challenges

- *Will all students have the background knowledge and skills necessary to learn the new content?*
- *Are certain concepts in the course particularly difficult for some or all students to understand?*
- *Are there common misconceptions students have?*
- *How will I measure (in a formative and summative manner) whether students are ready to move forward to master critical content and concepts?*
- *How will students receive feedback to monitor their progress?*

Reach instructional enhancement decisions

- *How will I/we teach to address any learning problems?*
- *How will I/we compensate for lack of students' background knowledge or skills?*
- *How will I/we know if these enhancements have been effective?*

Teach strategically

- Explain, show, and model for students how information will be taught and learned using validated instructional sequences (e.g. Cue-Do-Review; Learn by Watching, by Sharing, and then by Practicing)
- Work with students in a collaborative partnership to co-construct learning
- Communicate the value of learning how to learn and practice skills with students

Evaluate learning

- *Are critical learning outcomes being achieved by **all** students (during the lesson, throughout the unit, at the end of the unit, throughout the course)?*
- *Are students able to communicate how and what they have learned?*
- *What should I do differently?*

Reflect on learning outcomes and critical questions

After summative assessment, use results to make the decision

- Reteach for mastery or abandon the question (*was it really critical?*)

The 100 Day Plan

What is a 100-day plan?

A 100-day plan is a document that you can use to set goals, develop action steps and measure success. A basic 100-day plan typically consists of a timeline with specified goals that you complete incrementally.

Why should I create a 100-day plan?

A 100-day plan is beneficial as it can measure success, track accomplishments and provide a clear plan for meeting your goals. This plan is to be shared with your SPDG coach and will be used to guide future coaching conversations.

How can I create a plan?

1. Define a Goal(s) to be completed within 100 days.
 2. Consider the following *Goal Focused Probing Questions* when drafting your goal(s):
 - How does your goal align with your district or school's larger goals?
 - How will you measure this goal?
 - What structures will you put in place?
 - What skills or knowledge do you need to develop to attain this goal?
 - How does your goal have an impact on students and their learning?
 - What will achieving this goal look like for you and your students/team?
 - How does your goal ensure that every student gets what they need to thrive, every day? How does your goal promote equity in your classroom and/or at your site?
 3. Develop your timeline. Your timeline should contain targets and action steps that help reach your goal(s).
 4. In your timeline, include a way to measure goals and track success.
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TIPS

1. Review, discuss, and revise your plan with your SPDG coach. Include your coach in your plan!
2. Join opportunities to network and share ideas. For example, attending state-wide virtual facilitated planning sessions or meeting with your ITTS and/or SITS. Include specific dates in which you will attend facilitated planning sessions in your plan.
3. Use your phone or your email calendar to alert you of goals and/or action steps in your plan. Be sure to calendar time to work on your 100-day plan.
4. Document your accomplishments.
5. Maintain a growth mindset: Prepare to update and refine your goals as needed. Think about trying different strategies to find out how to increase effectiveness and adjust your plan accordingly

Example

My goal for the 2021-2022 school year is to implement one new higher-order thinking routine with environmental science students during each unit of study in semester 1. As a result, students will learn the skills to answer more rigorous essay questions. I will measure growth by comparing midterm-exam essay scores from previous school years when higher-order thinking routines were not implemented. In addition, I will examine essay questions on unit tests to measure growth.

25 Days	50 Days	75 Days	100 Days
<ul style="list-style-type: none"> • During summer institute learn about the different HOT routines • Select one routine to implement based on course standards for semester 1 • Receive PD on routine • Draft first device to be implemented with students for unit 1. Receive feedback from Pder. • Prepare an essay question to be used as a pre-test. • Prepare a student survey to be given after students learn the routine. • Meet with SPDG coach to review goal. 	<ul style="list-style-type: none"> • Give students an essay question to complete before learning the routine at the beginning of the school year. • Implement Unit 1 device with students. • Give the same essay question after learning the routine. • Give student survey • Review survey results, students' pre/post essay writing and celebrate successes. • Attend the Thursday, September 9 and Tuesday, October 5 facilitated planning sessions to draft the next two unit devices. 	<ul style="list-style-type: none"> • Meet with SPDG Coach to provide an update to goal and revise if necessary. • Implement unit 2 device with students. • Reflect on students' essay responses on unit 2 test. • Give student survey • Review survey results, students' pre/post essay writing and celebrate successes. • Attend the Thursday, November 4 and Monday, November 22 facilitated planning sessions to draft the next unit devices. 	<ul style="list-style-type: none"> • Implement unit 3 device with students. • Reflect on students' essay responses on unit 3 test. • Give student survey • Review survey results, students' pre/post essay writing and celebrate successes. • Prepare essay questions for the midterm that will ask students to use skills learned in HOT routine. • Analyze midterm exam data and compare to previous years. • Meet with SPDG coach to go over data. • Celebrate data successes.
Accomplishments			

Teacher/ Instructor: _____ Rater Name: _____

Name of Unit Organizer: _____ Date: _____

Rating Guide: 2 = Present and correct; 1 = Present, but needs improvement; 0 = Missing or incorrect;
N/A = Not Applicable

Unit Organizer Checklist

Feature	Rating	Comments / Feedback
Current Unit	Circle one	
1. The Current Unit title captures the nature of this unit.	2 1 0	
Last Unit/Experience:		
2. The Last Unit/Experience title captures the nature of the previous unit or experience.	2 1 0	
Next Unit/Experience:		
3. The Next Unit/Experience title captures the nature of the next unit or experience.	2 1 0	
The Bigger Picture:		
4. The Bigger Picture statement names the idea or theme that holds several units together.	2 1 0	
5. Units included in the Bigger Picture are clearly indicated with arrows.	2 1 0	
Unit Paraphrase:		
6. The Unit Paraphrase captures the main idea of the unit in a few words (describes what the whole unit is about).	2 1 0	
7. The Unit Paraphrase distinguishes this unit from other similar units (tells how this unit is different and unique from other units in the course).	2 1 0	
8. The Unit Paraphrase clearly and meaningfully communicates unit content (uses words that students will understand).	2 1 0	
9. The Unit Paraphrase provides an umbrella for all learning in the unit map.	2 1 0	
Unit Map:		
10. Unit Map has seven or fewer parts.	2 1 0	
11. The Unit Map gives a linear, left-to right representation of the order in which content will be presented or learned.	2 1 0	
12. Only topics are included. (Details are not included.)	2 1 0	
13. Topic names are simple words or phrases.	2 1 0	
14. Topics, or content parts can be expanded hierarchically.	2 1 0	
15. The Unit Map shows how information is connected.	2 1 0	
16. Each line label accurately expresses the relationship between ideas.	2 1 0	
17. The Unit Map is simple enough for students to use effectively.	2 1 0	

Organizer Score: _____/64 = _____ percentage correct _____ # of 0

Teacher/Instructor: _____

Rater Name: _____

Name of Unit Organizer: _____ Date: _____

Rating Guide: 2 = Present and correct; 1 = Present, but needs improvement; 0 = Missing or incorrect;
N/A = Not Applicable

Feature	Rating	Comments / Feedback
Unit Relationships	Circle one	
18. Unit Relationships capture important relationships among ideas in the Unit Map.	2 1 0	
19. Unit Relationships match how students should think and talk about the information in the unit.	2 1 0	
20. Unit Relationships include relationships which students will have to demonstrate understanding of on tests.	2 1 0	
Unit Self-Test Questions		
21. The Unit Questions identify ways in which students should think about the information to be learned.	2 1 0	
22. The Unit Questions lead students to do well on outcome measures (e.g. assignments, projects, quizzes and tests).	2 1 0	
23. The Unit Questions enable students to monitor progress in learning.	2 1 0	
24. The Unit Questions help students to identify the critical concepts or ideas to be learned in the unit.	2 1 0	
Unit Schedule		
25. The Unit Schedule includes tasks and activities that will promote learning of the content (e.g. assignments, projects, quizzes and tests).	2 1 0	
Expanded Unit Map		
26. The Expanded Unit Map depicts a hierarchical arrangement of ideas.	2 1 0	
27. The Expanded Unit Map has a sufficient level of detail included (i.e. not all details are depicted).	2 1 0	
28. The Expanded Unit Map has subtopic names that are simple words or phrases (and are clear to students).	2 1 0	
29. The Expanded Unit Map shows how information is connected (uses lines or shapes).	2 1 0	
30. The Expanded Unit Map includes line labels that accurately express the relationship between ideas.	2 1 0	
31. The Expanded Unit Map is simple enough for students to use effectively.	2 1 0	
New Unit Self-Test Questions		
32a. The New Unit Self-Test Question box is left blank in the draft.	2 0	
OR		
32b. When the New Unit Self-Test Questions are generated with the students, additional questions capture important content not present in the original questions and reflect items 21, 22, 23, and 24 on this checklist.	2 1 0	

(Three positives and a suggestion!)

The Unit Organizer

NAME _____
DATE _____

④ BIGGER PICTURE

② LAST UNIT /Experience

③ CURRENT UNIT "....."

NEXT UNIT /Experience

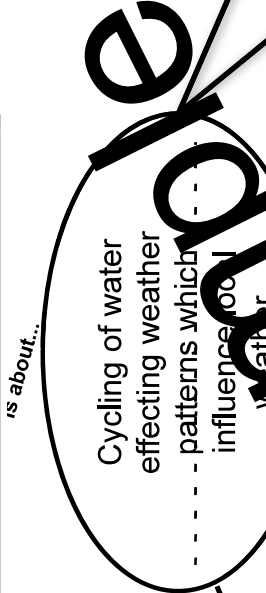
③

① How is the weather

⑧ UNIT SCHEDULE

⑤ UNIT MAP

is about...



Water Cycle

Global Patterns

Climate

Weather

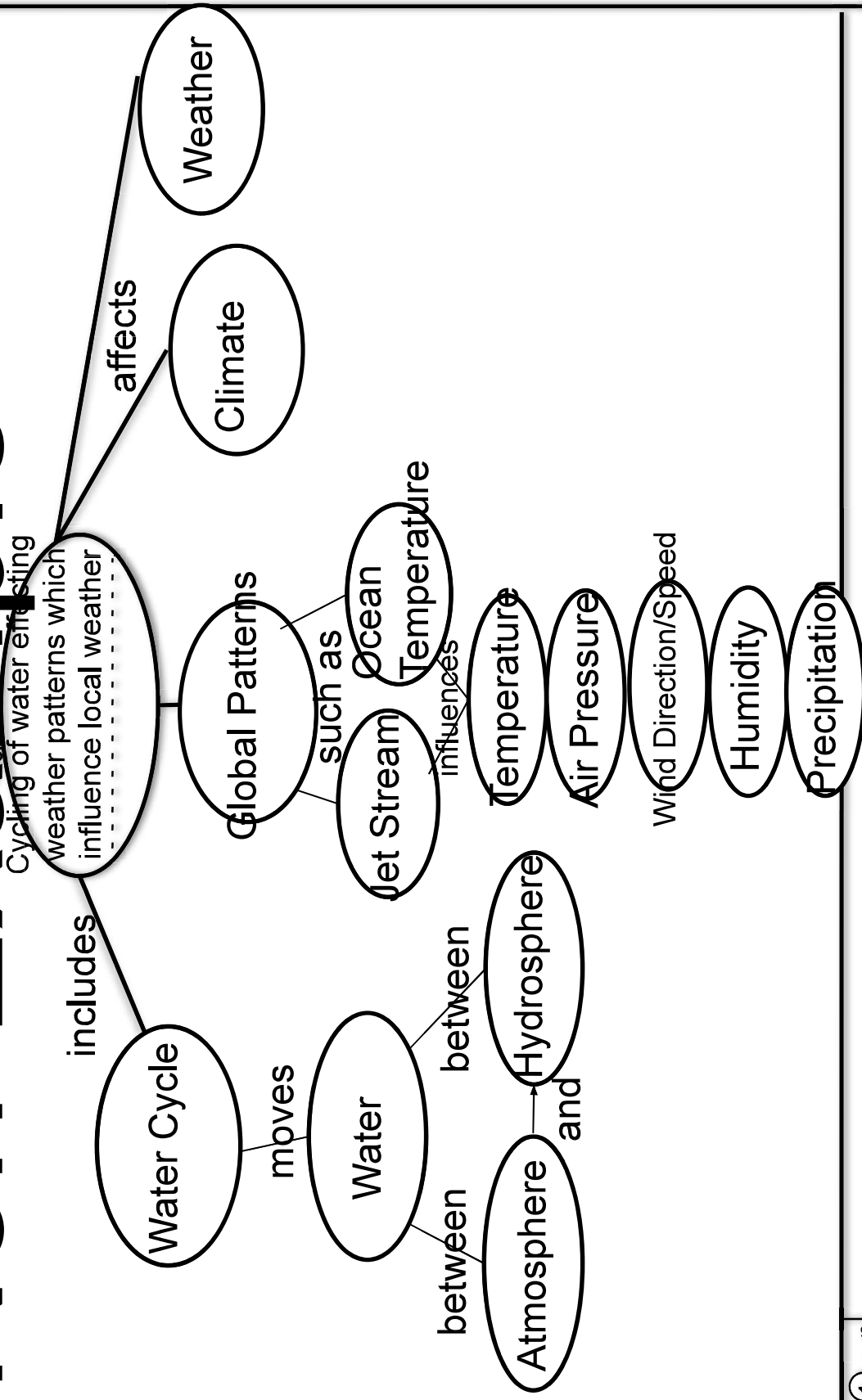
UNIT SELF-TEST QUESTIONS

1. How does water cycle between the atmosphere and hydrosphere?
2. What are the global patterns that affect local weather?
3. What is climate?

⑦

⑥ UNIT RELATIONSHIPS

Non-Example



Today's Links

"If I knew" Nearpod <https://app.nearpod.com/?pin=PKF3D>

HOTR Nearpod: <https://app.nearpod.com/?pin=satlj>

Cue Nearpod: <https://app.nearpod.com/?pin=RUY9>

Review Nearpod: <https://app.nearpod.com/?pin=FXJ79>

Breakout Room Discussion Questions	Notes					
<p>1. If you were this teacher's instructional coach, what feedback would you give this teacher about co-construction?</p> <p>Two praises for this teacher: One missed opportunity:</p>						
<p>2. What are roadblocks to Co-construction?</p>	<table border="1"><thead><tr><th data-bbox="716 888 1110 926">Barriers</th><th data-bbox="1110 888 1507 926">Solutions</th></tr></thead><tbody><tr><td data-bbox="716 926 1110 1461"></td><td data-bbox="1110 926 1507 1461"></td></tr></tbody></table>		Barriers	Solutions		
Barriers	Solutions					
<p>3. Independent Work Time</p>	<p>Routines I am working on today:</p>					

Home-Fun: Make sure you have a device uploaded for tomorrow's gallery walk

Teacher: _____ Rater Name: _____

Name of CER Device: _____ Date: _____

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Cue-Do-Review Checklist

Initial Content Enhancement Implementation (Full Lesson)				
CUE				
Score	Teacher Behavior	Optional	Student Behavior	Evidence/Notes
	1. Names the device		Students attend to the introduction of the device (look, listen, respond)	
	2. Explains how the device helps students learn content (provides rationale)		Students listen to the explanation, answer questions, and respond when asked	
	3. Tells students they will do and what's expected (take notes, ask and answer questions, and contribute)		Students acknowledge the expectation and get ready (e.g., nod, look at the device, have pen/pencil)	
DO				
	4. Utilizes the Linking Steps to lead the students in the creation of device		Students follow the teacher in completing the device—write in the correct spaces	
	5. Elicits responses from students		Students participate—offer ideas, respond to questions	
	6. Shapes student responses by asking questions and leading students to evaluate the accuracy of information		Students engage in dialogue (offer opinions, debate, challenge others' responses, revise, ask questions)	
	7. Writes information on the device clearly and legibly		Students take notes on their devices	
Review				
	8. Asks how the device links to and guides learning		Students respond with ways that the device can help them	
	9. Leads review of content by asking students questions about the main critical content		Students understand/can state the main learning points	
	10. Reminds students to use the device during instruction and for assessment		Students state other uses for the device	

_____ /20 = _____ % # of 0s _____

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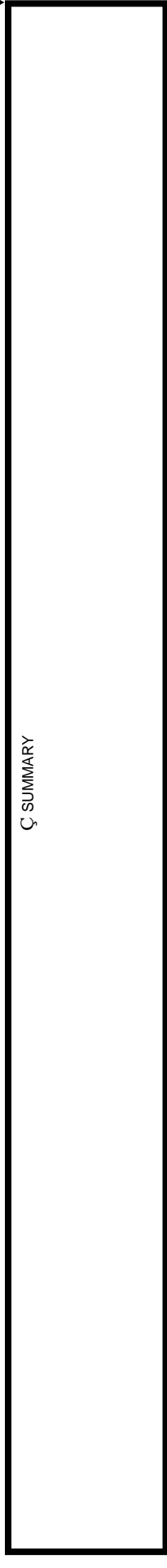
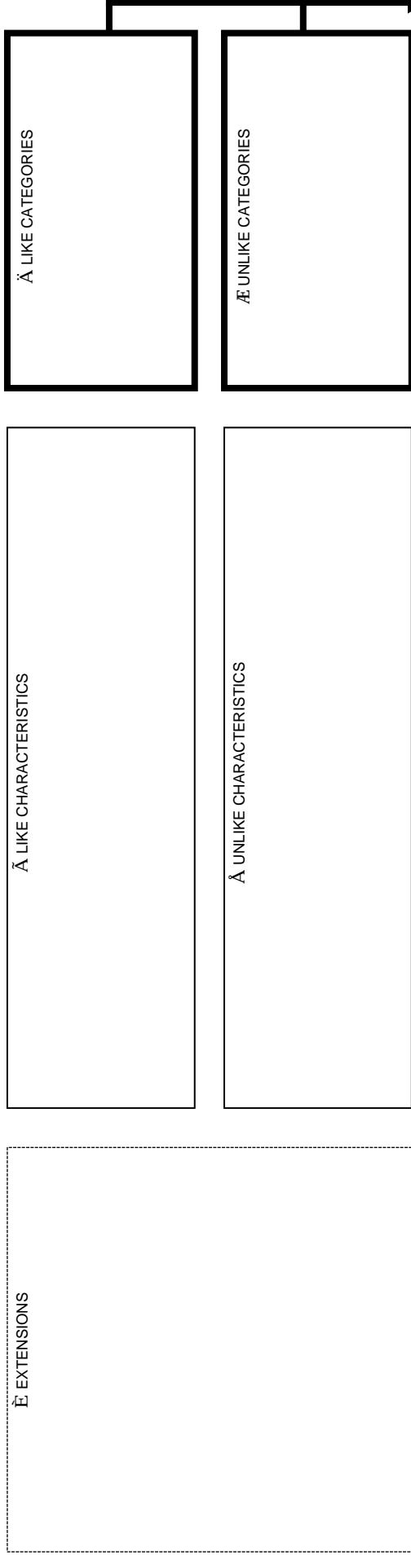
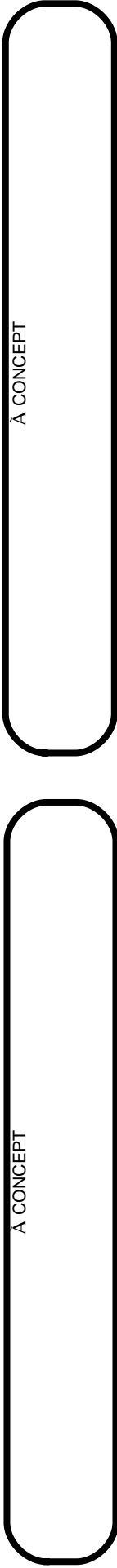
Content Enhancement Routine (Lesson Continuation/Review or Student Directed)				
CUE				
Score	Teacher Behavior	Optional	Student Behavior	Evidence/Notes
	1. Asks students to find the device		Students locate the device and put it on their desks	
	2. Asks students questions to review the content of the device		Students answer questions, state the main learning points, and ask questions	
	3. Tells students the expectations (e.g., take notes, ask and answer questions, contribute)		Students acknowledge the expectations and get ready (e.g., nod, look at the device, have pen/pencil)	
DO				
	Facilitates: 4. Review 5. Adding to the device 6. Use of the device for class work		Students are engaged in: <ul style="list-style-type: none"> • Large-/small-group review • Cooperative learning groups • Independent use of device 	
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_____ / 24 = _____ %

of 0s _____

COMPARISON TABLE

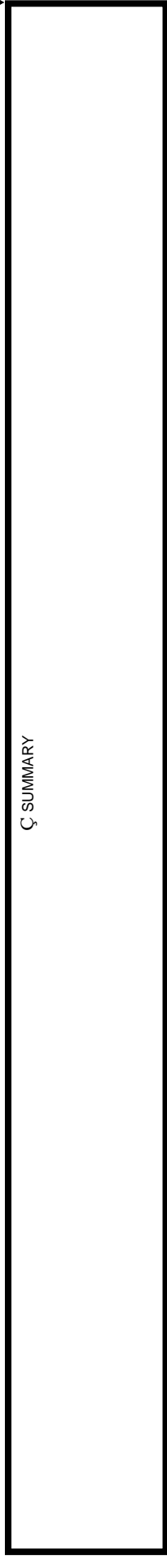
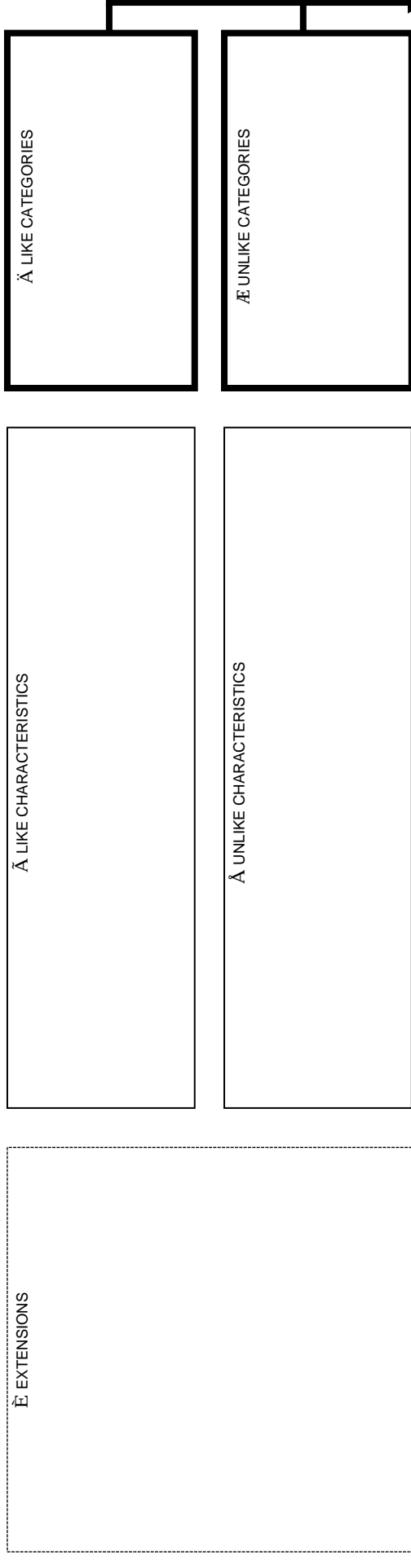
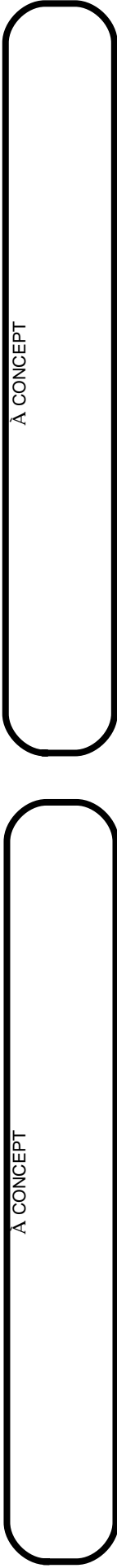
À OVERALL CONCEPT



Step 1: Communicate target Concepts Step 2: Obtain Overall Concept Step 3: Make lists of known characteristics Step 4: Pin down Like Characteristics Step 5: Assemble Like Categories Step 6: Record Unlike Characteristics Step 7: Identify Unlike Categories Step 8: Nail down a summary Step 9: Go beyond the basics

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À OVERALL CONCEPT



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_____ / 24 = _____ %

of 0s _____

① Term

③ Core idea

⑤ Use it to describe...
 Example of...

④ Knowledge connections

② Clarifiers

⑥ Don't confuse it with...
 Not an example of...

⑦ Example sentence

① Term

③ Core idea

⑤ Use it to describe...
 Example of...

② Clarifiers

④ Knowledge connections

⑥ Don't confuse it with...
 Not an example of...

⑦ Example sentence

CONCEPT DIAGRAM

1 2

CONVEY CONCEPT

OFFER OVERALL CONCEPT

NOTE KEY WORDS

CLASSIFY CHARACTERISTICS

Always Present

Sometimes Present

Never Present

_____ ~~~~~ - - - - -
 _____ ~~~~~ - - - - -
 _____ ~~~~~ - - - - -
 _____ ~~~~~ - - - - -
 _____ ~~~~~ - - - - -

Examples:

Nonexamples:

5

6

PRACTICE WITH NEW EXAMPLE

7

TIE DOWN A DEFINITION

3 Key Words

3

CONCEPT DIAGRAM

1	2
3	
4	

CONVEY CONCEPT

OFFER OVERALL CONCEPT

NOTE KEY WORDS

CLASSIFY CHARACTERISTICS

Always Present

Sometimes Present

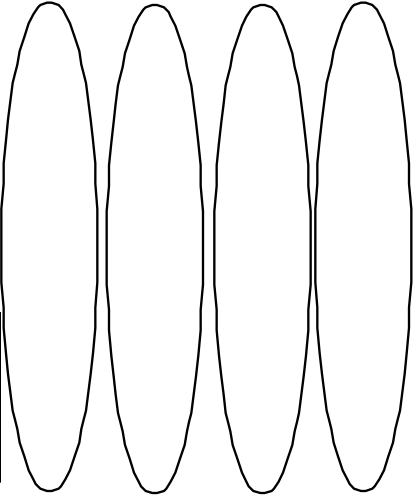
Never Present

_____	~~~~~	-----
_____	~~~~~	-----
_____	~~~~~	-----
_____	~~~~~	-----
_____	~~~~~	-----

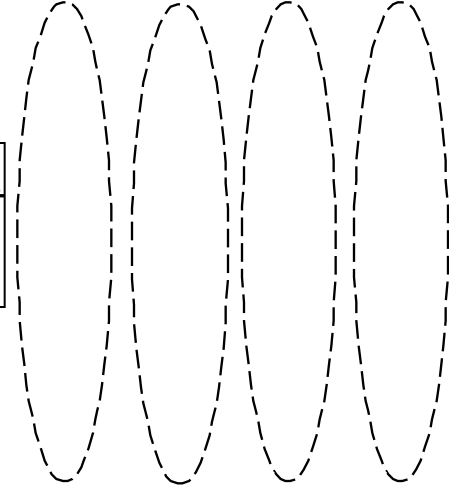
Examples:

EXPLORE EXAMPLES

5


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Nonexamples:


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PRACTICE WITH NEW EXAMPLE

6

TIE DOWN A DEFINITION

7

Key Words

3

Question Exploration Guide

Text Reference _____ Name: _____

Course _____ Title _____

Unit _____ Critical _____

Lesson _____ Question #: _____ Date _____

① What is the Critical Question?

② What are the Key Terms and explanations?

③ What are the Supporting Questions and answers?

④ What is the Main Idea answer?

⑤ How can we use the Main Idea?

⑥ Is there an Overall Idea? Is there a real-world use?

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Question #:

Date: _____

Lesson _____

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2 What are the Key Terms and explanations?

3 What are the Supporting Questions and answers?

4 What is the main Idea answer?

5 How can we use the main idea?

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Text Reference _____

Name: _____

Course _____

Title _____

Unit _____

Critical Question #:

Date: _____

① What is the Critical Question?

② What are the Key Terms and explanations?

③ What are the Supporting Questions and answers?

④ What is the main Idea answer?

⑤ How can we use the main idea?

⑥ Is there an Overall Idea? Is there a real-world use?

Question Exploration Device Checklist

Teacher: _____

Rater Name: _____

Date: _____

Total Score _____ /40

Rating Guide: 2 = Present and correct, 1 = Present, but needs improvement, 0 = Missing or Incorrect

Feature	Rating	Enhancements or Feedback
The CRITICAL QUESTION:		
1. Targets the most important ideas/content of the lesson, unit, or course.	2 1 0	
2. Is a big idea question that students cannot immediately answer (usually a “how”, “why” or broader “what” question).	2 1 0	
3. when answered makes abstract or complex content and relationships more understandable.	2 1 0	
4. is useful for studying (includes information that will most likely be assessed).	2 1 0	
The KEY TERMS & EXPLANATIONS:		
5. are each explained briefly.	2 1 0	
6. are the important words or phrases that must be understood to discuss and answer the question.	2 1 0	
7. are clear and student friendly.	2 1 0	
The SUPPORTING QUESTIONS & ANSWERS		
8. are used to “unpack” or break apart the Critical Question (written in box 3).	2 1 0	
9. have answers for each question written in the box; physically aligned to the question.	2 1 0	
10. lead to the Main Idea Answer and the Critical Question.	2 1 0	
11. often represent a coherent short answer to the question leading up to the Main Idea Answer.	2 1 0	
The MAIN IDEA ANSWER		
12. is written concisely.	2 1 0	
13. is a broad answer that can be used later in a variety of ways.	2 1 0	
14. fully incorporates understandings constructed from the key terms and smaller questions.	2 1 0	
USE IN A RELATED AREA:		
15. is a question prompting students to explore the Main Idea answer in greater depth.	2 1 0	
16. requires students to explore the Main Idea answer within the same subject.	2 1 0	
17. challenges students to deal with more extensive information, manipulating it differently.	2 1 0	
REAL WORLD USE		
18. challenges students to show how the Main Idea applies to the real world.	2 1 0	
19. is written in student-friendly language, helping students to use the critical content.	2 1 0	
20. results in generalization of the Main Idea OR is a Challenge Question.	2 1 0	

The Unit Organizer

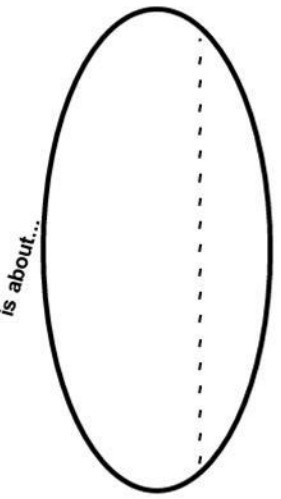
NAME _____
DATE _____

④ BIGGER PICTURE



② LAST UNIT /Experience	③ NEXT UNIT /Experience
①	④ CURRENT UNIT

⑧ UNIT SCHEDULE



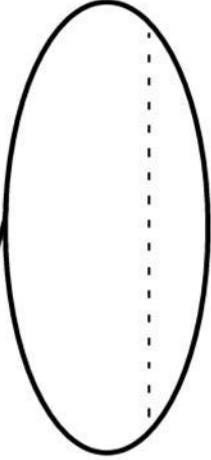
⑥ UNIT SELF-TEST QUESTIONS					
⑦	⑥ UNIT RELATIONSHIPS				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>				

The Unit Organizer

⑨ Expanded Unit Map

NAME _____
DATE _____

is about...



The Unit Organizer

NAME _____
DATE _____

④ BIGGER PICTURE

NEXT UNIT /Experience

③

CURRENT UNIT

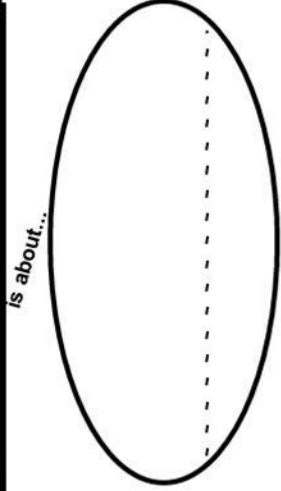
①

LAST UNIT /Experience

②

⑤ UNIT MAP

⑧ UNIT SCHEDULE



⑥ UNIT RELATIONSHIPS

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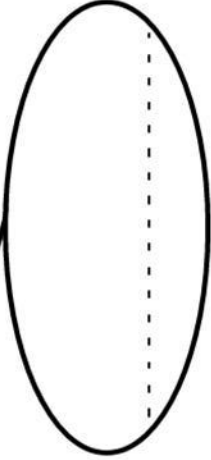
⑦ UNIT SELF-TEST QUESTIONS

The Unit Organizer

⑨ Expanded Unit Map

NAME _____
DATE _____

is about...



The Unit Organizer

NAME _____
DATE _____

④ BIGGER PICTURE

② LAST UNIT /Experience

①

CURRENT UNIT

③

NEXT UNIT /Experience

⑧

UNIT SCHEDULE

⑤

UNIT MAP

is about...

UNIT SELF-TEST QUESTIONS

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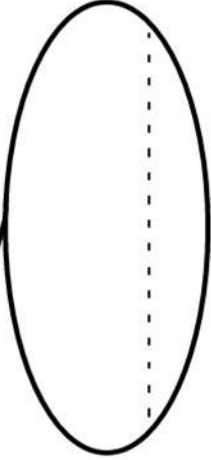
UNIT RELATIONSHIPS

The Unit Organizer

⑨ Expanded Unit Map

NAME _____
DATE _____

is about...



The Unit Organizer

NAME _____
DATE _____

4 BIGGER PICTURE

2

LAST UNIT /Experience

1

CURRENT UNIT

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NEXT UNIT /Experience

8

UNIT SCHEDULE

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UNIT MAP

is about...

UNIT SELF-TEST QUESTIONS

6

UNIT RELATIONSHIPS

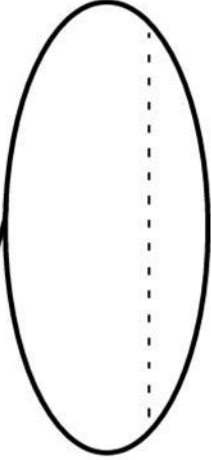
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The Unit Organizer

⑨ Expanded Unit Map

NAME _____
DATE _____

is about...



The Unit Organizer

NAME _____

DATE _____

④ BIGGER PICTURE

② LAST UNIT /Experience

NEXT UNIT /Experience

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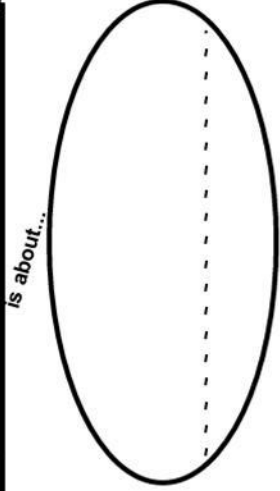
③

CURRENT UNIT

⑧ UNIT SCHEDULE

⑤ UNIT MAP

is about...



UNIT SELF-TEST
QUESTIONS

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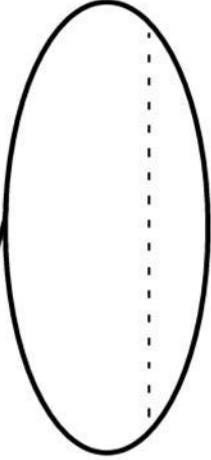
UNIT RELATIONSHIPS			

The Unit Organizer

⑨ Expanded Unit Map

NAME _____
DATE _____

is about...



The Unit Organizer

NAME _____
DATE _____

4 BIGGER PICTURE

2

LAST UNIT /Experience

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CURRENT UNIT

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NEXT UNIT /Experience

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UNIT SCHEDULE

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UNIT MAP

is about...

UNIT SELF-TEST QUESTIONS

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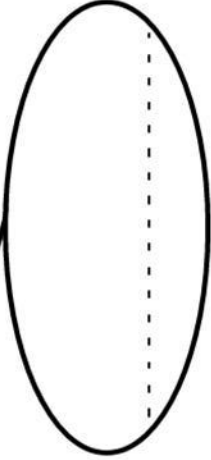
6 UNIT RELATIONSHIPS			

The Unit Organizer

⑨ Expanded Unit Map

NAME _____
DATE _____

is about...



The Unit Organizer

NAME _____

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4 BIGGER PICTURE

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LAST UNIT /Experience

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CURRENT UNIT

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NEXT UNIT /Experience

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UNIT SCHEDULE

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UNIT MAP

is about...

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UNIT SELF-TEST
QUESTIONS

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UNIT
RELATIONSHIPS

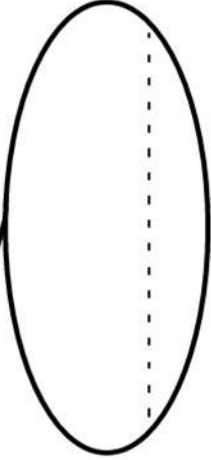
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The Unit Organizer

⑨ Expanded Unit Map

NAME _____
DATE _____

is about...



The Unit Organizer

NAME _____
DATE _____

4 BIGGER PICTURE

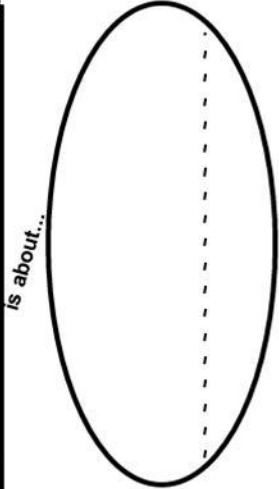
NEXT UNIT /Experience

3

CURRENT UNIT

1

5 UNIT MAP



2 LAST UNIT /Experience

8 UNIT SCHEDULE

8

7 UNIT SELF-TEST
QUESTIONS

7

6 UNIT
RELATIONSHIPS

Blank area for Unit Self-Test Questions and Unit Relationships.

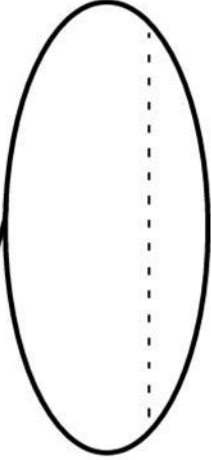
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The Unit Organizer

⑨ Expanded Unit Map

NAME _____
DATE _____

is about...



The Unit Organizer

NAME _____
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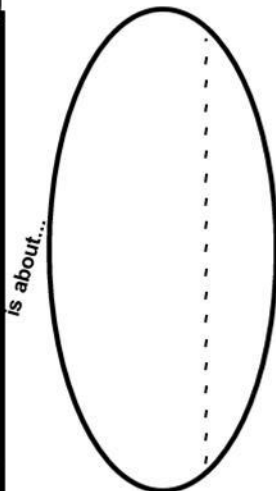
4 BIGGER PICTURE

3 NEXT UNIT /Experience

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CURRENT UNIT

is about...



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5 UNIT MAP

2 LAST UNIT /Experience

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8 UNIT SCHEDULE

8

6 UNIT RELATIONSHIPS

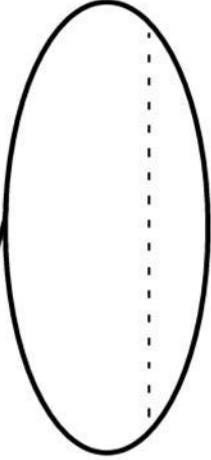
UNIT SELF-TEST QUESTIONS	7

The Unit Organizer

⑨ Expanded Unit Map

NAME _____
DATE _____

is about...



The Unit Organizer

NAME _____
DATE _____

④ BIGGER PICTURE

NEXT UNIT /Experience

③

CURRENT UNIT

is about...



⑤ UNIT MAP

② LAST UNIT /Experience

⑧

⑧ UNIT SCHEDULE

⑥ UNIT RELATIONSHIPS			

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UNIT SELF-TEST QUESTIONS

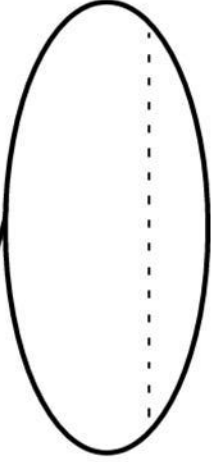
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The Unit Organizer

⑨ Expanded Unit Map

NAME _____
DATE _____

is about...



The Unit Organizer

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DATE _____

4 BIGGER PICTURE

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LAST UNIT /Experience

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CURRENT UNIT

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NEXT UNIT /Experience

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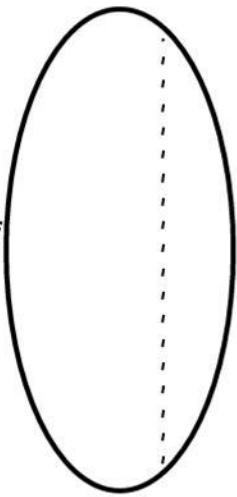
UNIT SCHEDULE

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UNIT MAP

is about...



UNIT SELF-TEST
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UNIT
RELATIONSHIPS

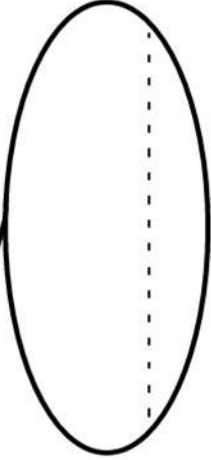
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The Unit Organizer

⑨ Expanded Unit Map

NAME _____
DATE _____

is about...



The Unit Organizer

NAME _____
DATE _____

4 BIGGER PICTURE

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LAST UNIT /Experience

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CURRENT UNIT

NEXT UNIT /Experience

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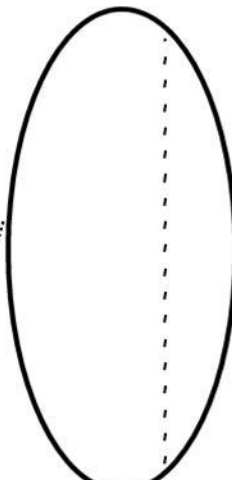
UNIT SCHEDULE

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UNIT MAP

is about...

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UNIT SELF-TEST
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UNIT
RELATIONSHIPS

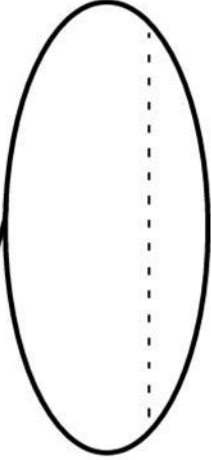
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The Unit Organizer

⑨ Expanded Unit Map

NAME _____
DATE _____

is about...



The Unit Organizer

NAME _____
DATE _____

4 BIGGER PICTURE

2 LAST UNIT /Experience

CURRENT UNIT

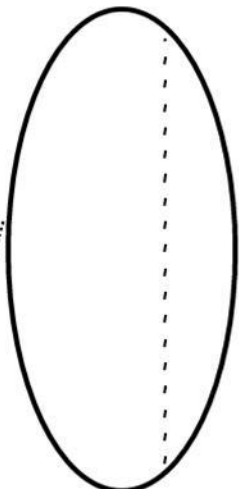
3 NEXT UNIT /Experience

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8 UNIT SCHEDULE

5 UNIT MAP

is about...



6 UNIT SELF-TEST QUESTIONS

6 UNIT RELATIONSHIPS

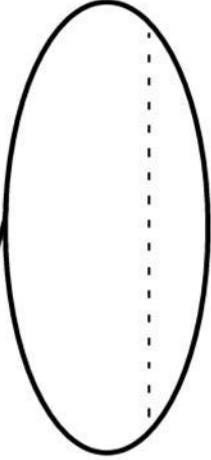
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The Unit Organizer

⑨ Expanded Unit Map

NAME _____
DATE _____

is about...



The Unit Organizer

NAME _____
DATE _____

④ BIGGER PICTURE



② LAST UNIT /Experience

CURRENT UNIT

NEXT UNIT /Experience

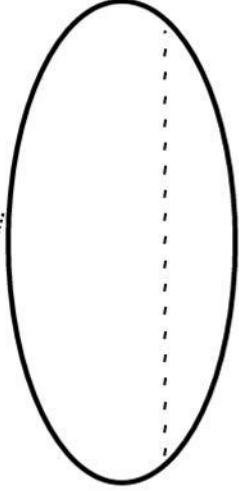
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⑧ UNIT SCHEDULE

⑤ UNIT MAP

is about...



UNIT SELF-TEST QUESTIONS

⑥ UNIT RELATIONSHIPS

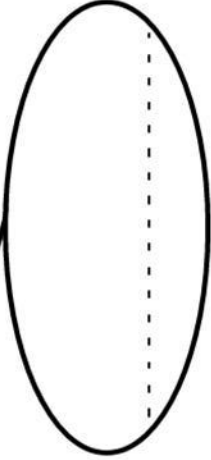
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The Unit Organizer

⑨ Expanded Unit Map

NAME _____
DATE _____

is about...



The Unit Organizer

NAME _____
DATE _____

4 BIGGER PICTURE



2 LAST UNIT /Experience

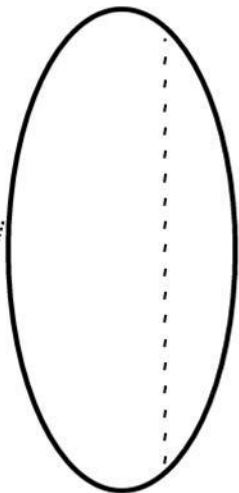
CURRENT UNIT

3 NEXT UNIT /Experience

8 UNIT SCHEDULE

5 UNIT MAP

is about...



7 UNIT SELF-TEST QUESTIONS

6 UNIT RELATIONSHIPS

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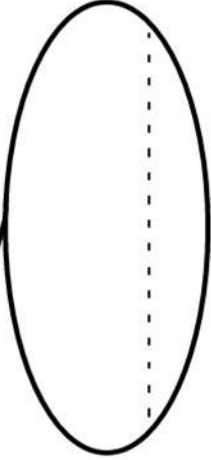
7

The Unit Organizer

⑨ Expanded Unit Map

NAME _____
DATE _____

is about...



Teacher(s):

Time:

The Course Organizer

Student:

Course Dates:

This Course:

is about

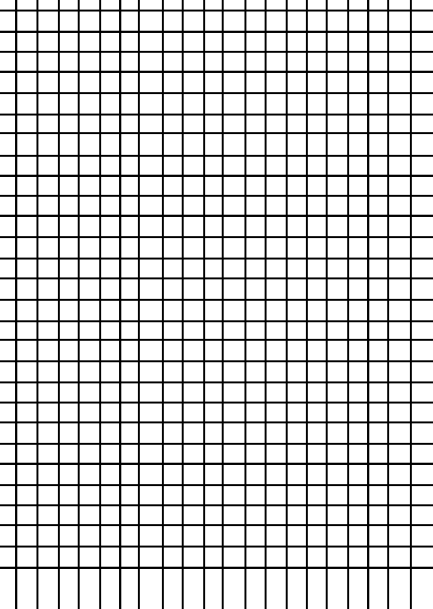
Course Standards:

What? How? Value?

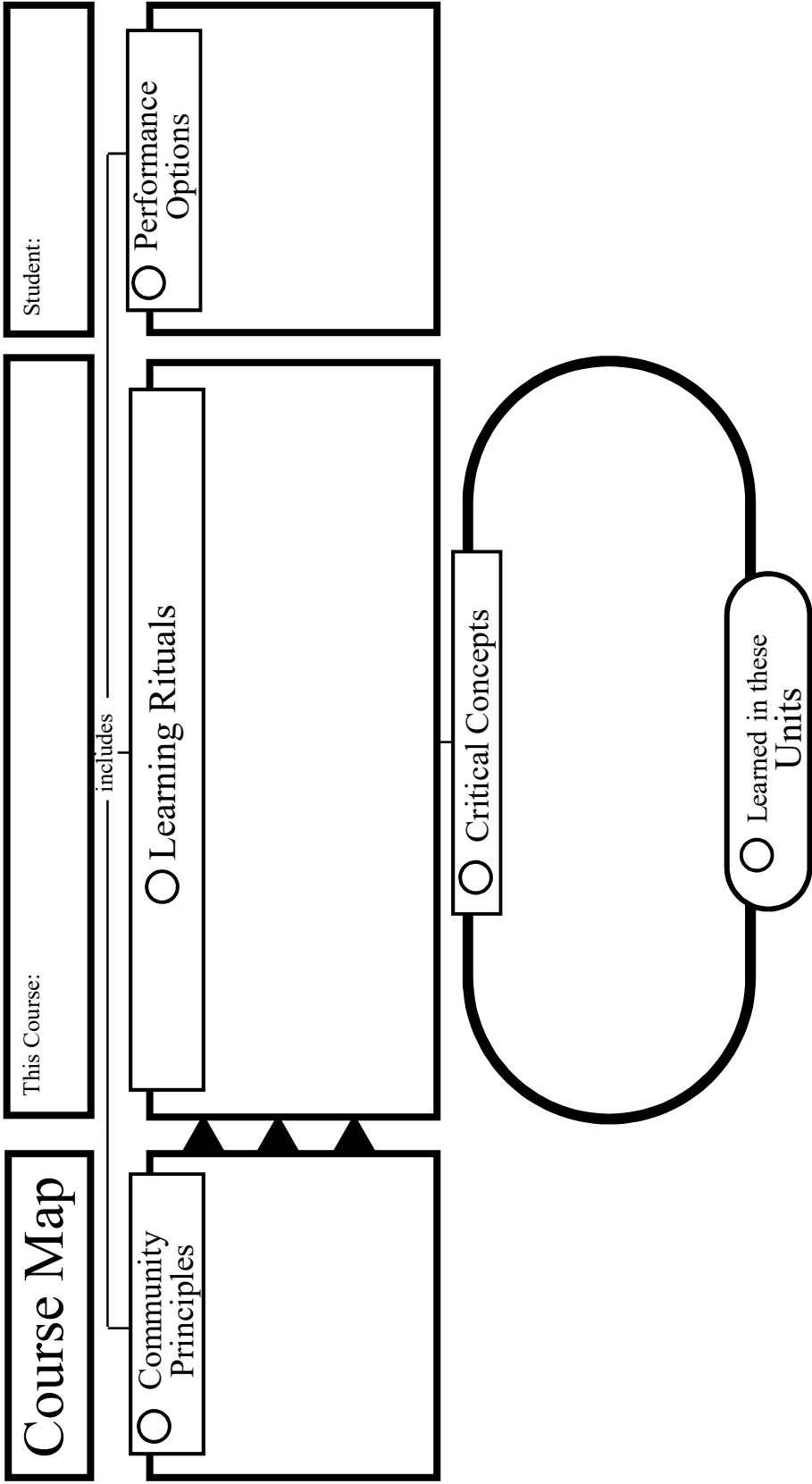
Content:

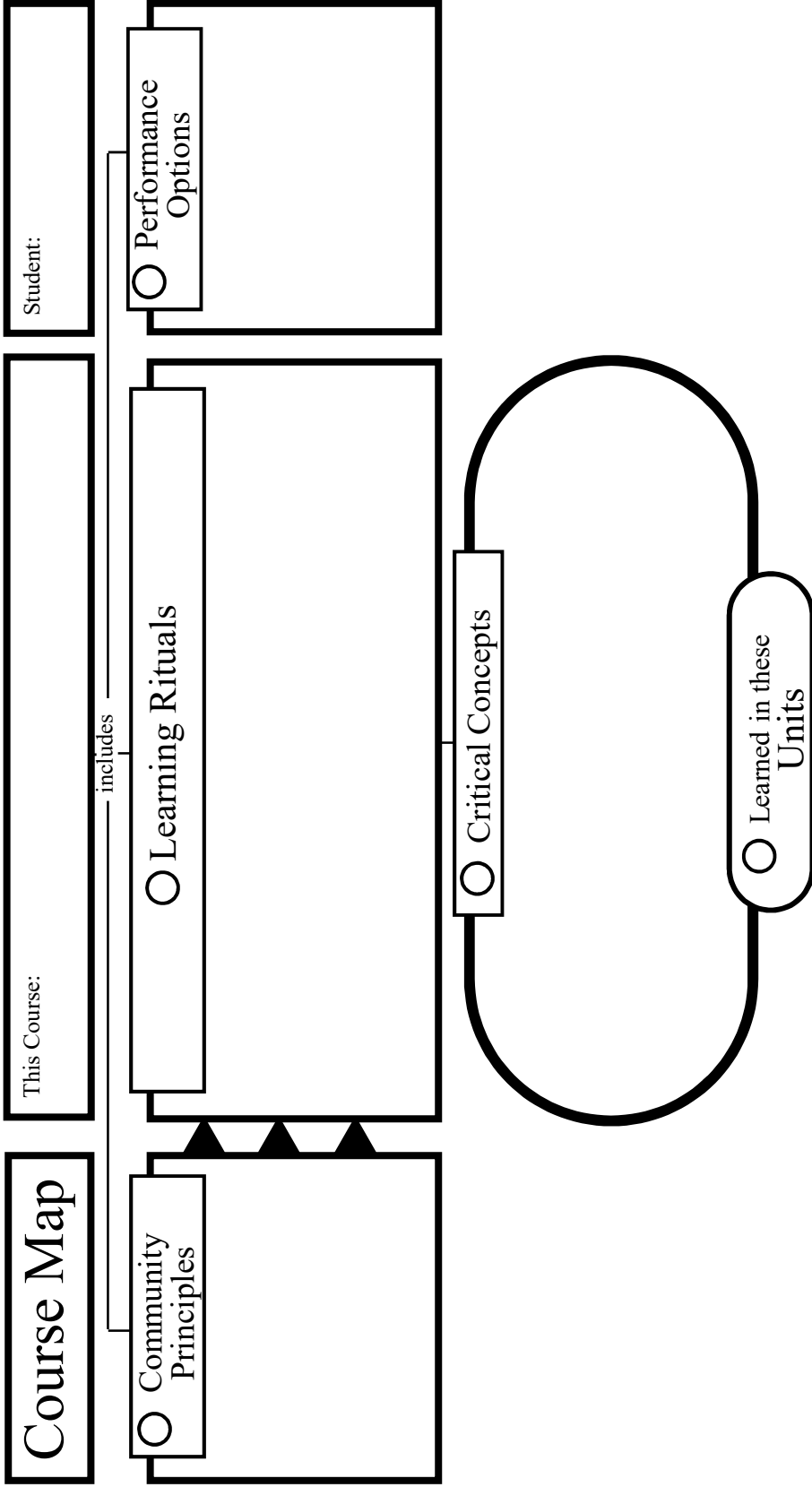
Process:

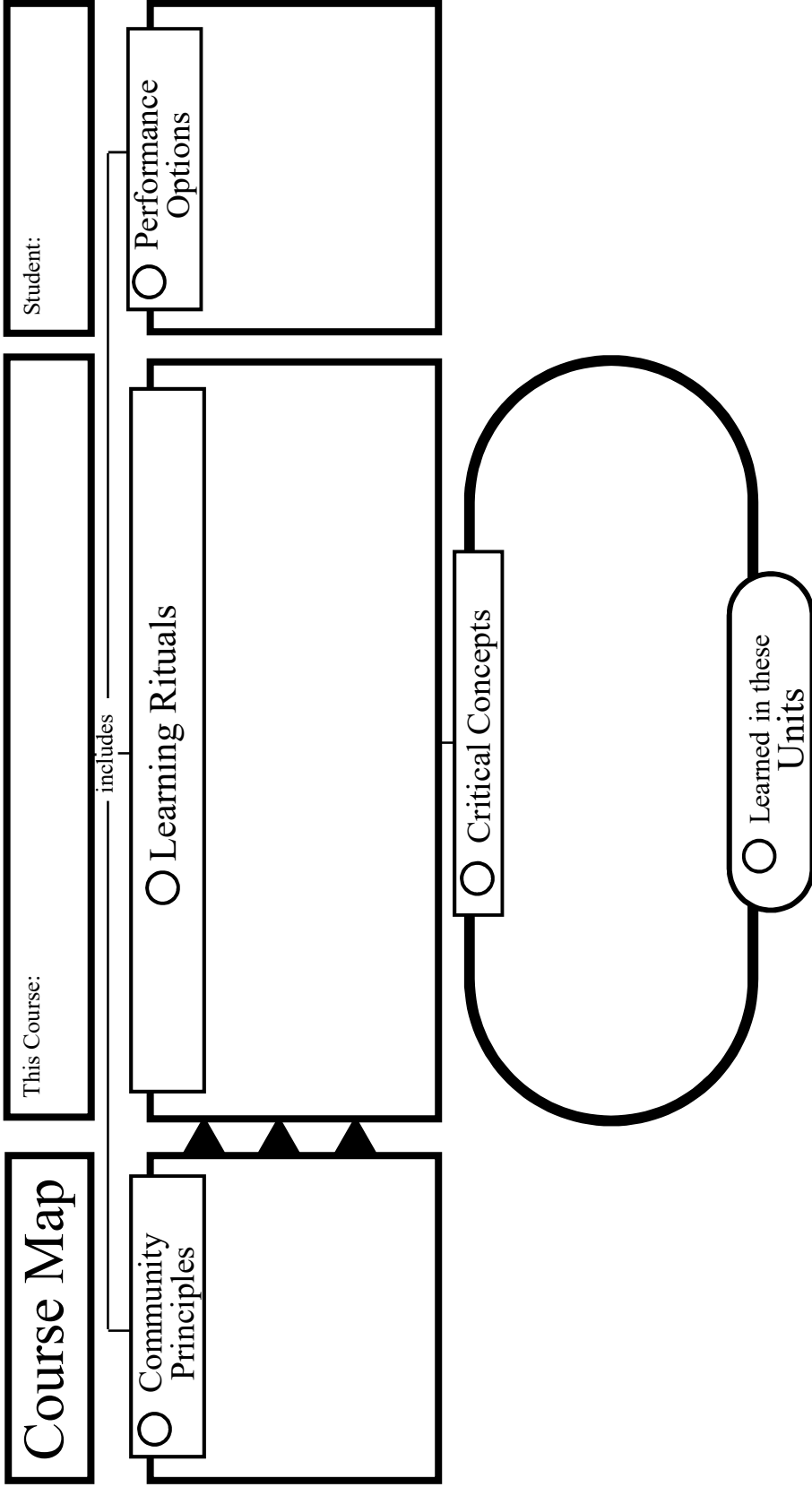
Course Progress Graph



Course Questions:







Course Organizer Routine Device Checklist

Directions: Put a checkmark (✓) 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 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 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: