



ORGANIZED[®]
B I N D E R

Guide for K–12 Educators

Dear Educator,

We are excited you are implementing Organized Binder in your classroom! The following documents and tools will help you be successful when using this system with your students. If you desire further information please visit **organizedbinder.com**.

Sincerely,



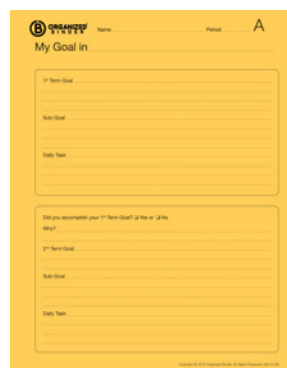
Mitch Weathers
Founder and Creator

Overview

Organized Binder is a system that supports student learning through an organized and predictable classroom routine. Using this system, students learn how to set academic goals, manage their time, maintain a personal calendar, get and stay organized, develop effective studying habits, and more. Students are more successful at accessing and mastering the Common Core Content Standards and objectives when they have exposure to these executive functions. In addition, our system helps teachers save class time, reduce classroom management issues, model time management, teach study skills, and give students practice at thinking metacognitively on a daily basis.

The System

Organized Binder is designed to be simple to use. It is composed of seven pages and a syllabus—pages labeled A-H. Below we introduce you to the pages used daily in class and those that are used throughout the school year.



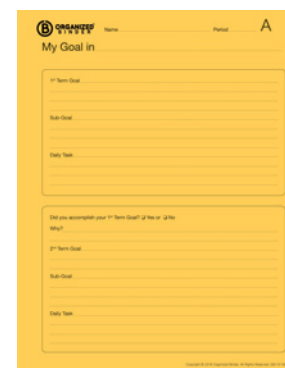
A-Goals



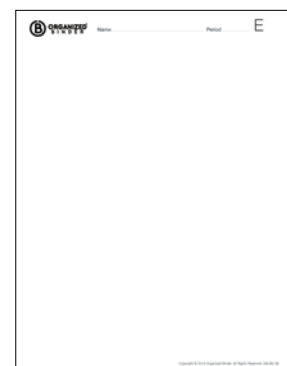
B-Weekly Lifeline



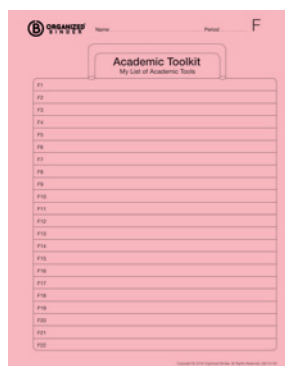
C-Agenda



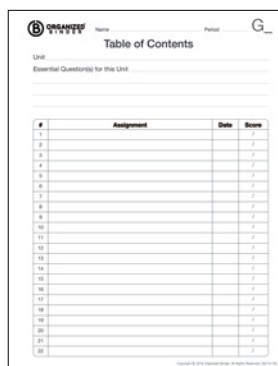
D-Binder Check



E-Syllabus



F-Academic Toolkit



G-Table of Contents

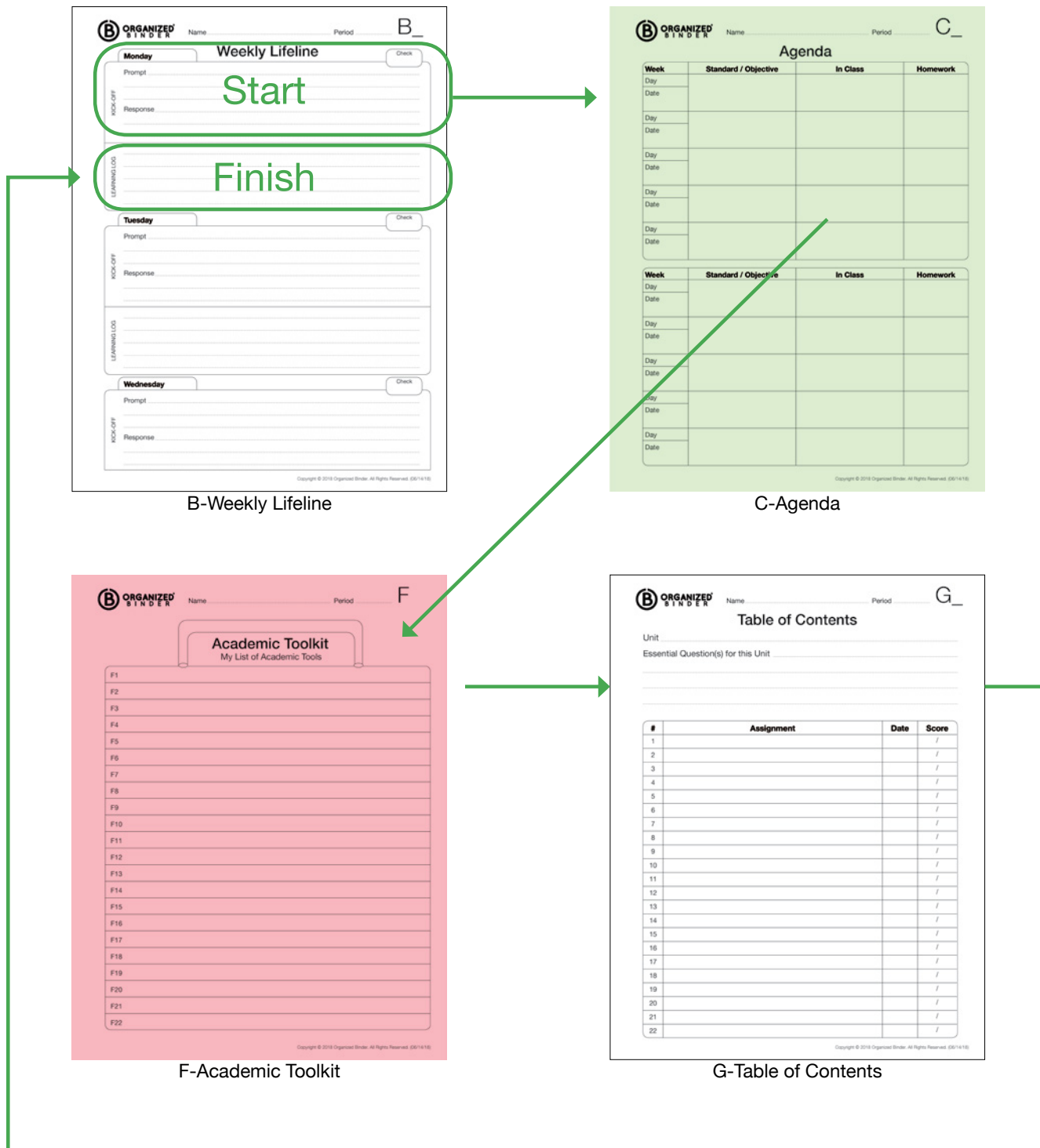


H-Passes

Pages used daily: Pages B, C, F, and G

Organized Binder ritualizes classroom routines, making the best use of every class minute. Teachers begin each class period with a Kick-Off Prompt on the Weekly Lifeline (Page B). Next, the Agenda (Page C) for the day is completed. Third, the day's assignments are recorded in the Table of Contents (Page G). Finally, the lesson circles back to the Weekly Lifeline, where the student completes the Learning Log section. On occasion the teacher will reference the Academic Toolkit (Page F).

Sequence of pages used daily:



Page B: Weekly Lifeline

The Weekly Lifeline consists of the Kick-Off prompt and the Learning Log, which are used to begin and end class. Usually teachers use the Kick-Off prompt to review the previous class's content standards or objectives.

The Learning Log is how class is concluded with Organized Binder. Each day in class students will reflect on what was learned from the lesson and/or what was confusing. Students are required to practice using grammatically correct, complete sentences in English (academic English) when writing Learning Logs.

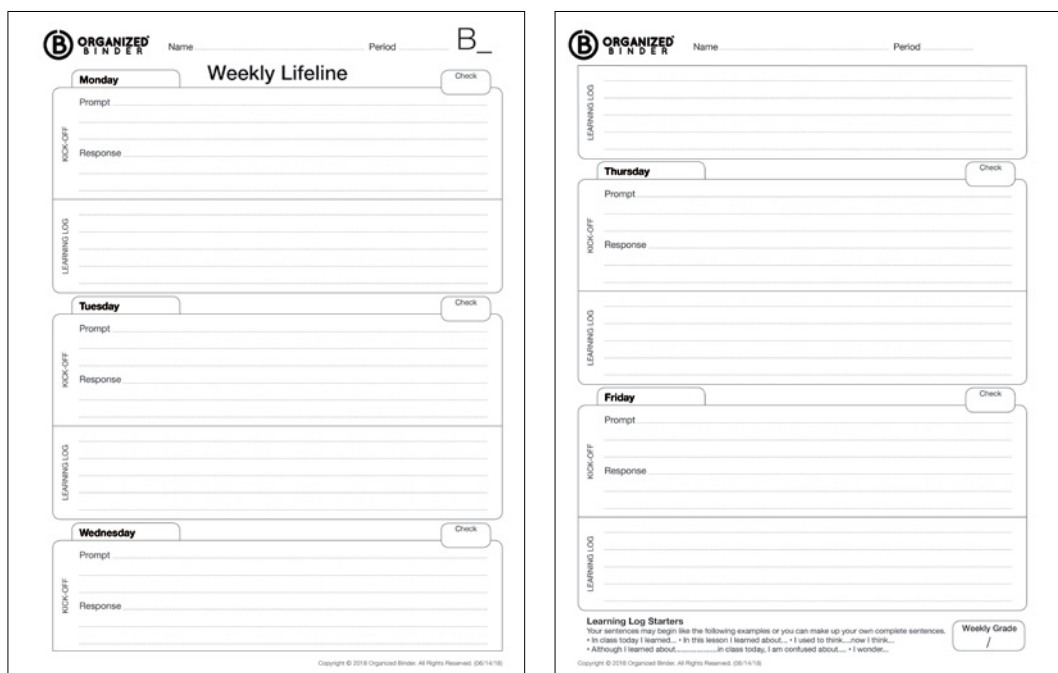
Students have a Weekly Lifeline for each week of the semester (B1, B2, B3, etc).

Teacher Tips:

- At the start of each term/semester have students label each Weekly Lifeline B1, B2, B3, etc. and write their names on the front and back of each page.
- Always have your Kick-Off and Learning Log prompts created before each lesson.
- When preparing each lesson consider summarizing the standard or objective from the previous lesson into a Kick-Off prompt to begin class. (See pages 20-21 for assistance)
- Prepare the beginning of each lesson with the end in mind. What do you hope to accomplish in each lesson? This will help you craft a Learning Log prompt to encourage students to practice metacognition in their written reflections. (See pages 20-21 for assistance)
- The length of your Kick-Off and Learning Log prompts should coincide with the length of each class period.

Skills Practiced:

Metacognition, reflection, organizing materials, study skills, creating study resources, belonging to an academic community.



The image displays two pages of the Organized Binder Weekly Lifeline form. The left page is the front cover, featuring the Organized Binder logo, a space for the student's name and period, and a 'Weekly Lifeline' title. It includes a 'Check' button and a 'Kick-Off' section with a prompt and response area. The right page is the back cover, featuring the same logo, name, and period space. It includes a 'Weekly Grade' section and 'Learning Log Starters' with examples of prompts and responses. Both pages have a 'Check' button and a 'Kick-Off' section with a prompt and response area.

Page C: Agenda


The Agenda is used to identify the content standards or objectives covered in class each day. It also provides a snapshot of how those will be taught, and whether or not there is homework. In addition, the Agenda is used to teach the skill of using a calendar. Each new Agenda page is represented by C1, C2, C3, etc.

Teacher Tips:

- At the start of each term/semester have students label each Agenda C1, C2, C3, etc. and write their names on the front and back of each page.
- Always have the Standard/Objective, In Class activities, and Homework identified before each lesson.
- Periodically select one or two important or culminating assignments and write them on the Agenda with students weeks ahead of time. Ideally these will also be outlined in your course syllabus. If you take a moment to show students how these important assignments are listed on your syllabus and how to put them on their Agenda you will better prepare them for the rigors of college.

Skills practiced:

Time and task management, maintaining a calendar, organizing materials, self-discipline, balancing school and other demands




Name _____ Period _____ C_

Agenda

| Week | Standard / Objective | In Class | Homework |
|------|----------------------|----------|----------|
| Day | | | |
| Date | | | |
| Day | | | |
| Date | | | |
| Day | | | |
| Date | | | |
| Day | | | |
| Date | | | |
| Day | | | |
| Date | | | |
| Day | | | |
| Date | | | |

| Week | Standard / Objective | In Class | Homework |
|------|----------------------|----------|----------|
| Day | | | |
| Date | | | |
| Day | | | |
| Date | | | |
| Day | | | |
| Date | | | |
| Day | | | |
| Date | | | |
| Day | | | |
| Date | | | |

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Name _____ Period _____

Agenda

| Week | Standard / Objective | In Class | Homework |
|------|----------------------|----------|----------|
| Day | | | |
| Date | | | |
| Day | | | |
| Date | | | |
| Day | | | |
| Date | | | |
| Day | | | |
| Date | | | |
| Day | | | |
| Date | | | |
| Day | | | |
| Date | | | |

| Week | Standard / Objective | In Class | Homework |
|------|----------------------|----------|----------|
| Day | | | |
| Date | | | |
| Day | | | |
| Date | | | |
| Day | | | |
| Date | | | |
| Day | | | |
| Date | | | |
| Day | | | |
| Date | | | |

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Page G: Table of Contents


On the Table of Contents, the organizing of in-class assignments, as well as homework assignments, mirrors the teacher's unit lesson planning. All work in a unit is listed in chronological order on the Table of Contents. The assignment number is written by the student in the upper right-hand corner of each assignment (see picture below). Regardless of the "type" of assignment (notes, worksheets, essays, quizzes, lab report, homework, class work, etc.), they are all listed in chronological order on the Table of Contents. Students keep track of their grade by recording their scores in the "score" column. At the end of each unit the assignments are stapled in order behind the Table of Contents to create a unit packet. At the start of the next unit, students receive a new Table of Contents for the new unit. Each unit is represented by G1, G2, G3, etc. In other words, your students will have every single assignment they created throughout the entire year neatly organized in standards-aligned, thematic unit packets. These unit packets provide an excellent study tool for assessments.

Teacher Tips:

- At the start of each term/semester have students label each Table of Contents G1, G2, G3, etc. and write their names on the front and back of each page.
- Always try to identify every assignment before each lesson. If you create something mid-lesson be sure to add it to the Table of Contents.
- A high-capacity stapler is recommended for stapling unit packets at the end of each unit. Regular staplers often will not get the job done!
- Consider in-class storage for unit packets to prevent student binders from getting too full.
- Teachers in analog/digital blended environments establish a method for identifying digital assignments. We recommend simply circling the assignment number on the Table of Contents to designate digital assignments.

Skills Practiced:

Organization, study preparation, balancing school and other demands, self-discipline



Name _____ Period _____ **G**____


Table of Contents

Unit _____

Essential Question(s) for this Unit _____

| # | Assignment | Date | Score |
|----|------------|------|-------|
| 1 | | | / |
| 2 | | | / |
| 3 | | | / |
| 4 | | | / |
| 5 | | | / |
| 6 | | | / |
| 7 | | | / |
| 8 | | | / |
| 9 | | | / |
| 10 | | | / |
| 11 | | | / |
| 12 | | | / |
| 13 | | | / |
| 14 | | | / |
| 15 | | | / |
| 16 | | | / |
| 17 | | | / |
| 18 | | | / |
| 19 | | | / |
| 20 | | | / |
| 21 | | | / |
| 22 | | | / |

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Name _____ Period _____

| # | Assignment | Date | Score |
|----|------------|------|-------|
| 23 | | | / |
| 24 | | | / |
| 25 | | | / |
| 26 | | | / |
| 27 | | | / |
| 28 | | | / |
| 29 | | | / |
| 30 | | | / |
| 31 | | | / |
| 32 | | | / |
| 33 | | | / |
| 34 | | | / |
| 35 | | | / |
| 36 | | | / |
| 37 | | | / |
| 38 | | | / |
| 39 | | | / |
| 40 | | | / |
| 41 | | | / |
| 42 | | | / |
| 43 | | | / |
| 44 | | | / |
| 45 | | | / |
| 46 | | | / |
| 47 | | | / |
| 48 | | | / |
| 49 | | | / |
| 50 | | | / |

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Page F: Academic Toolkit*

The Academic Toolkit is the appendix in your student's Organized Binder. Any assignments or work that must be referenced or accessible throughout the year is cataloged and stored in the Academic Toolkit. To differentiate the resources in the Academic Toolkit from those in the Table of Contents, students label assignments with F1, F2, F3, etc., see picture below.

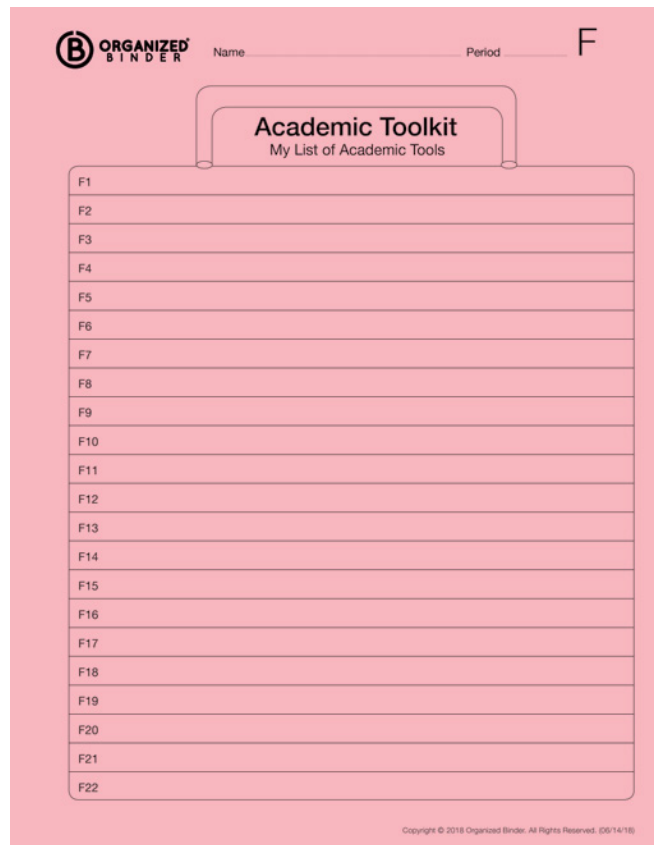
* May not be used daily

Teacher Tips:

- Identify resources that belong in the Academic Toolkit by differentiating unit-specific resources from those utilized across units and throughout the year.
- Meet with your subject area team, Professional Learning Community, or the faculty at large to consider common resources or tools for the Academic Toolkit.
- Make a point to reference tools in the Academic Toolkit throughout the school year.

Skills Practiced:

Organization, creating studying resources

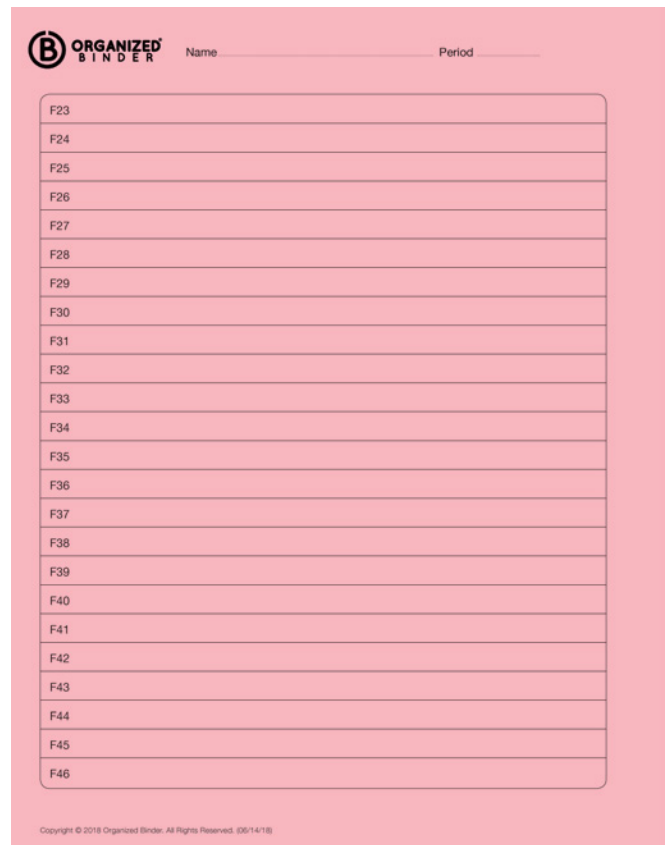


ORGANIZED BINDER Name _____ Period **F**

Academic Toolkit
My List of Academic Tools

| |
|-----|
| F1 |
| F2 |
| F3 |
| F4 |
| F5 |
| F6 |
| F7 |
| F8 |
| F9 |
| F10 |
| F11 |
| F12 |
| F13 |
| F14 |
| F15 |
| F16 |
| F17 |
| F18 |
| F19 |
| F20 |
| F21 |
| F22 |

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ORGANIZED BINDER Name _____ Period _____

| |
|-----|
| F23 |
| F24 |
| F25 |
| F26 |
| F27 |
| F28 |
| F29 |
| F30 |
| F31 |
| F32 |
| F33 |
| F34 |
| F35 |
| F36 |
| F37 |
| F38 |
| F39 |
| F40 |
| F41 |
| F42 |
| F43 |
| F44 |
| F45 |
| F46 |

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Pages Used Periodically in Class: A, H, D, and E

There are four pages in Organized Binder that are not used daily in class: Goals (Page A), Passes (Page H), Binder Check Schedule (Page D), and the class Syllabus (Page E). These pages are used monthly, quarterly and throughout the year.

Quarterly



ORGANIZED BINDER Name _____ Period _____ **A**

My Goal in _____

1st Term Goal _____

Sub-Goal _____

Daily Task _____

Did you accomplish your 1st Term Goal? ☐ Yes or ☐ No

Why? _____

2nd Term Goal _____

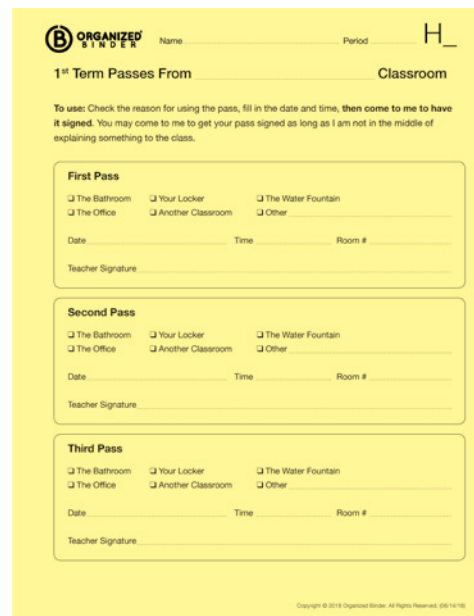
Sub-Goal _____

Daily Task _____

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A-Goals

Monthly



ORGANIZED BINDER Name _____ Period _____ **H**

1st Term Passes From _____ Classroom _____

To use: Check the reason for using the pass, fill in the date and time, then come to me to have it signed. You may come to me to get your pass signed as long as I am not in the middle of explaining something to the class.

First Pass

☐ The Bathroom ☐ Your Locker ☐ The Water Fountain
☐ The Office ☐ Another Classroom ☐ Other

Date _____ Time _____ Room # _____

Teacher Signature _____

Second Pass

☐ The Bathroom ☐ Your Locker ☐ The Water Fountain
☐ The Office ☐ Another Classroom ☐ Other

Date _____ Time _____ Room # _____

Teacher Signature _____

Third Pass

☐ The Bathroom ☐ Your Locker ☐ The Water Fountain
☐ The Office ☐ Another Classroom ☐ Other

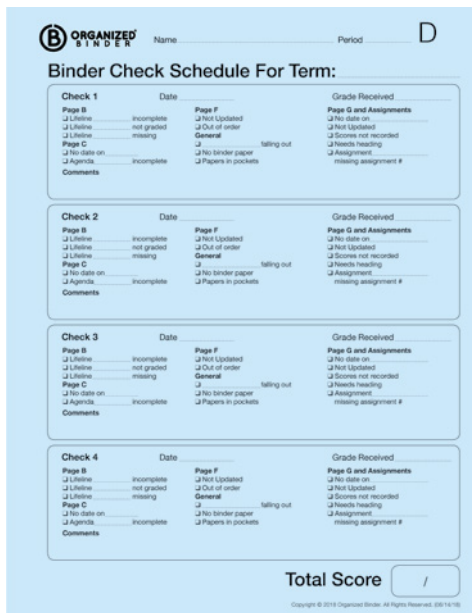
Date _____ Time _____ Room # _____

Teacher Signature _____

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H-Passes

Throughout the Term



ORGANIZED BINDER Name _____ Period _____ **D**

Binder Check Schedule For Term:

Check 1 Date _____

Page B ☐ Incomplete ☐ Not Updated ☐ Out of order ☐ Missing ☐ General ☐ Missing assignment #

Page F ☐ No date on ☐ Not Updated ☐ Scores not recorded ☐ Needs heading ☐ Assignment ☐ missing assignment #

Page G ☐ No date on ☐ Not Updated ☐ Scores not recorded ☐ Needs heading ☐ Assignment ☐ missing assignment #

Page H ☐ No date on ☐ Not Updated ☐ Scores not recorded ☐ Needs heading ☐ Assignment ☐ missing assignment #

Comments _____

Check 2 Date _____

Page B ☐ Incomplete ☐ Not Updated ☐ Out of order ☐ Missing ☐ General ☐ Missing assignment #

Page F ☐ No date on ☐ Not Updated ☐ Scores not recorded ☐ Needs heading ☐ Assignment ☐ missing assignment #

Page G ☐ No date on ☐ Not Updated ☐ Scores not recorded ☐ Needs heading ☐ Assignment ☐ missing assignment #

Page H ☐ No date on ☐ Not Updated ☐ Scores not recorded ☐ Needs heading ☐ Assignment ☐ missing assignment #

Comments _____

Check 3 Date _____

Page B ☐ Incomplete ☐ Not Updated ☐ Out of order ☐ Missing ☐ General ☐ Missing assignment #

Page F ☐ No date on ☐ Not Updated ☐ Scores not recorded ☐ Needs heading ☐ Assignment ☐ missing assignment #

Page G ☐ No date on ☐ Not Updated ☐ Scores not recorded ☐ Needs heading ☐ Assignment ☐ missing assignment #

Page H ☐ No date on ☐ Not Updated ☐ Scores not recorded ☐ Needs heading ☐ Assignment ☐ missing assignment #

Comments _____

Check 4 Date _____

Page B ☐ Incomplete ☐ Not Updated ☐ Out of order ☐ Missing ☐ General ☐ Missing assignment #

Page F ☐ No date on ☐ Not Updated ☐ Scores not recorded ☐ Needs heading ☐ Assignment ☐ missing assignment #

Page G ☐ No date on ☐ Not Updated ☐ Scores not recorded ☐ Needs heading ☐ Assignment ☐ missing assignment #

Page H ☐ No date on ☐ Not Updated ☐ Scores not recorded ☐ Needs heading ☐ Assignment ☐ missing assignment #

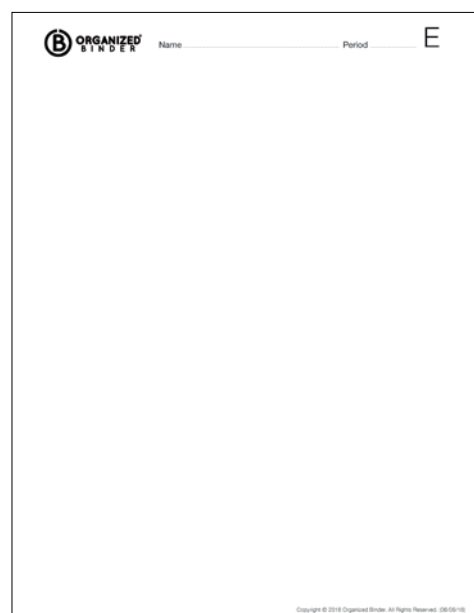
Comments _____

Total Score _____ / _____

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D-Binder Check

Throughout the Year



ORGANIZED BINDER Name _____ Period _____ **E**

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E-Syllabus

Page A: Goals

The first page in Organized Binder is the Goals page. It is the color gold because we want students to “go for the gold!” Each quarter or marking period, classes pause and reflect upon their academic goals. Student goals consist of three components: the goal, sub-goal, and daily task. The sub-goal is what students have identified as a way to accomplish their goal. For example, if a student’s goal is, “To pass the class”, their sub-goal might be, “To complete all of their homework.” The daily task is the most important component of the goal. It is what students identify as the way they can accomplish their sub-goal. For example, if a student’s sub-goal is to complete all of their homework, their daily task might identify when and where they will complete the work, “At 4:00 p.m. when I get home from school I will sit down at the dining room table and do my homework.”

Teacher Tips:

- Make goal setting a class community experience. Meaning, have students pair-share or share with the class their Goals, Sub-Goals, and Daily Task.
- Consider setting the first Goal together with the class as a way to model the steps of goal setting.
- Be sure students’ Daily Tasks are action items (aka something that can be done on a daily basis).

Skills Practiced:

Goal setting, self-regulated learning, identifying success strategies



ORGANIZED BINDER Name _____ Period **A**

My Goal in _____

1st Term Goal

Sub-Goal

Daily Task

Did you accomplish your 1st Term Goal? ☐ Yes or ☐ No

Why?

2nd Term Goal

Sub-Goal

Daily Task

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ORGANIZED BINDER Name _____ Period _____

Did you accomplish your 2nd Term Goal? ☐ Yes or ☐ No

Why?

3rd Term Goal

Sub-Goal

Daily Task

Did you accomplish your 3rd Term Goal? ☐ Yes or ☐ No

Why?

4th Term Goal

Sub-Goal

Daily Task

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Page H: Passes

Students are given 3 passes per semester, or marking period in Organized Binder. These passes are not emergency school passes or nurse passes. They are for students to use as needed. Because they only receive three, they learn to practice self-regulation. Any passes that are unused at the end of the semester or marking period may be worth extra credit.

Teacher Tips:

- Consider a unique identifier for your class passes. Many teachers use a stamp or signature on the top of each H Page to prevent students from attempting to use their passes in another class.
- Coach students toward self-regulation when utilizing passes for your class.

Skills Practiced:

Self-regulation.



Name _____ Period H

1st Term Passes From _____ Classroom

To use: Check the reason for using the pass, fill in the date and time, **then come to me to have it signed.** You may come to me to get your pass signed as long as I am not in the middle of explaining something to the class.

First Pass

☐ The Bathroom

☐ Your Locker

☐ The Water Fountain

☐ The Office

☐ Another Classroom

☐ Other _____

Date _____
Time _____
Room # _____

Teacher Signature _____

Second Pass

☐ The Bathroom

☐ Your Locker

☐ The Water Fountain

☐ The Office

☐ Another Classroom

☐ Other _____

Date _____
Time _____
Room # _____

Teacher Signature _____

Third Pass

☐ The Bathroom

☐ Your Locker

☐ The Water Fountain

☐ The Office


☐ Another Classroom

☐ Other _____

Date _____
Time _____
Room # _____

Teacher Signature _____

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Name _____ Period _____

2nd Term Passes From _____ Classroom

To use: Check the reason for using the pass, fill in the date and time, **then come to me to have it signed.** You may come to me to get your pass signed as long as I am not in the middle of explaining something to the class.

First Pass

☐ The Bathroom

☐ Your Locker

☐ The Water Fountain

☐ The Office

☐ Another Classroom

☐ Other _____

Date _____
Time _____
Room # _____

Teacher Signature _____

Second Pass

☐ The Bathroom

☐ Your Locker

☐ The Water Fountain

☐ The Office

☐ Another Classroom

☐ Other _____

Date _____
Time _____
Room # _____

Teacher Signature _____

Third Pass

☐ The Bathroom

☐ Your Locker

☐ The Water Fountain

☐ The Office

☐ Another Classroom

☐ Other _____

Date _____
Time _____
Room # _____

Teacher Signature _____

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Page D: Binder Check Schedule

Each month (on average) teachers grade students' binders according to a pre-arranged Binder Check Schedule. The dates of the binder checks are set early in the semester or marking period and recorded on the Agenda (Page C) and Page D. Teachers maintain a Class Example Binder for each subject they teach. Students have access to this example binder if they need to update their personal binder.

Students are required to keep their binder organized. A properly "organized binder" looks exactly like the Class Example Binder. On the date of the binder check, if the student's binder looks like the sample binder, they receive full credit. If there is anything that needs to be updated in their binder, they have one week to fix those mistakes and turn their binder back in to the teacher for a binder recheck. The goal is for every student to receive full credit on each binder check!

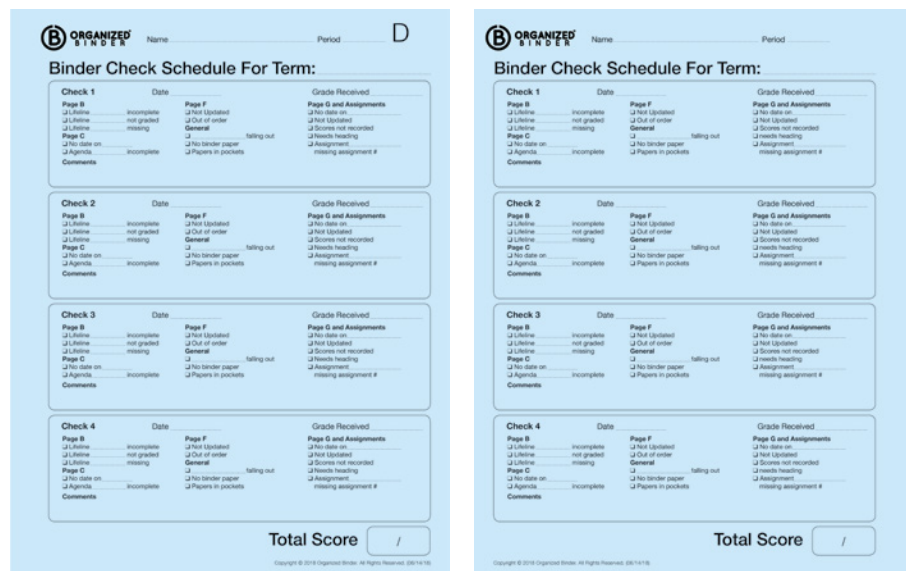
Many teachers will use Organized Binder's Peer/Self Binder Check the day before or day of the binder check in class (see last page in this guide). Utilizing this page, students trade binders with a classmate and use the Peer/Self Binder Check to identify everything that needs to be updated. Then students receive their binder back to fix the mistakes before turning their binder into the teacher for the official check.

Teacher Tips:

- Commit to checking binders! Teachers rarely have time to check binders. However, it makes all the difference in ensuring success with Organized Binder!
- Set your binder check dates at the start of each marking period or semester so you can plan for them ahead of time.
- Commit to keeping your Class Sample Binder updated on a daily basis. Some teachers opt to have a student with nice penmanship update the Class Sample Binder. Without an updated Class Sample Binder students have no benchmark.
- Teachers only check to see if each student binders looks like the Class Sample Binder. The Binder Check does NOT involve grading classwork or homework, etc.
- Encourage parents and guardians to check student binders at home by using the Peer/Self Binder Check in their Guide for Parents.

Skills Practiced:

Accountability, organization, tenacity, self-discipline.



BINDER Name _____ Period _____ D

Binder Check Schedule For Term:

| Check 1 | Date | Grade Received |
|---|--|---|
| Page B <input type="checkbox"/> Incomplete <input type="checkbox"/> Lined <input type="checkbox"/> Not graded <input type="checkbox"/> Missing Page C <input type="checkbox"/> No date on <input type="checkbox"/> Incomplete Comments | Page F <input type="checkbox"/> Not Updated <input type="checkbox"/> Out of order <input type="checkbox"/> General <input type="checkbox"/> Missing <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets Assignment <input type="checkbox"/> Missing assignment # | Page G and Assignments <input type="checkbox"/> No date on <input type="checkbox"/> Not Updated <input type="checkbox"/> Out of order <input type="checkbox"/> Lined <input type="checkbox"/> Missing <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets <input type="checkbox"/> Assignment <input type="checkbox"/> Missing assignment # |
| Check 2 Page B <input type="checkbox"/> Incomplete <input type="checkbox"/> Lined <input type="checkbox"/> Not graded <input type="checkbox"/> Missing Page C <input type="checkbox"/> No date on <input type="checkbox"/> Incomplete Comments | Page F <input type="checkbox"/> Not Updated <input type="checkbox"/> Out of order <input type="checkbox"/> General <input type="checkbox"/> Missing <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets Assignment <input type="checkbox"/> Missing assignment # | Page G and Assignments <input type="checkbox"/> No date on <input type="checkbox"/> Not Updated <input type="checkbox"/> Out of order <input type="checkbox"/> Lined <input type="checkbox"/> Missing <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets <input type="checkbox"/> Assignment <input type="checkbox"/> Missing assignment # |
| Check 3 Page B <input type="checkbox"/> Incomplete <input type="checkbox"/> Lined <input type="checkbox"/> Not graded <input type="checkbox"/> Missing Page C <input type="checkbox"/> No date on <input type="checkbox"/> Incomplete Comments | Page F <input type="checkbox"/> Not Updated <input type="checkbox"/> Out of order <input type="checkbox"/> General <input type="checkbox"/> Missing <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets Assignment <input type="checkbox"/> Missing assignment # | Page G and Assignments <input type="checkbox"/> No date on <input type="checkbox"/> Not Updated <input type="checkbox"/> Out of order <input type="checkbox"/> Lined <input type="checkbox"/> Missing <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets <input type="checkbox"/> Assignment <input type="checkbox"/> Missing assignment # |
| Check 4 Page B <input type="checkbox"/> Incomplete <input type="checkbox"/> Lined <input type="checkbox"/> Not graded <input type="checkbox"/> Missing Page C <input type="checkbox"/> No date on <input type="checkbox"/> Incomplete Comments | Page F <input type="checkbox"/> Not Updated <input type="checkbox"/> Out of order <input type="checkbox"/> General <input type="checkbox"/> Missing <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets Assignment <input type="checkbox"/> Missing assignment # | Page G and Assignments <input type="checkbox"/> No date on <input type="checkbox"/> Not Updated <input type="checkbox"/> Out of order <input type="checkbox"/> Lined <input type="checkbox"/> Missing <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets <input type="checkbox"/> Assignment <input type="checkbox"/> Missing assignment # |

Total Score /

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Page E: Syllabus


The Syllabus is the responsibility of the teacher and is not provided as an official Organized Binder System Page (a blank syllabus pdf is available on the dashboard at organizedbinder.com). The class syllabus is critical as it outlines the course, gives expectations, grading guidelines, teacher contact information, etc. We encourage all teachers at all grade levels to give a syllabus because it familiarizes students with what they will encounter in college.

Teacher Tips:

- Provide students a syllabus for every subject you teach.
- It is helpful for K-12 teachers to list larger or important assignments on the syllabus to give students exposure to rigors of school beyond K-12. Reference your syllabus when updating the Agenda (Page C) throughout the semester and/or school year.

Skills Practiced:

Organization



ORGANIZED[®]
 B I N D E R

Name..... Period E

Sample Syllabus

Course Syllabus and Expectations

Description
 Welcome to Biology! This year long course is an advanced science course serving as a foundation for higher-level studies in Biology and other sciences. This course is intended to introduce students to some of the most important international aspects of current biological theory, methodology, and research. We will focus not only on scientific knowledge, but also on the scientific process, communication skills, and relevant ethical issues. The goal of this course is to establish links between Biology and other disciplines, and to explore some of the ways science is related to popular culture.

Objectives/ Expected School-wide Learning Results (ESLRs)
 The objectives of this course reflect the objectives outlined in this High School's Expected School-wide Learning Results. More specifically, the following ESLRs will be targeted:

- **Lifelong Learners:** masters new knowledge and skills efficiently and confidently using a variety of techniques.
- **Analytical & Creative Thinkers:** actively listens, critically analyzes, and responds appropriately in a range of circumstances.
- **Ready & Career Focused Workers:** demonstrated basic work skills.
- **Investigators & Problem Solvers:** applies basic scientific skills and concepts to understand the natural world and to develop solutions to problems.

California Content Standards
 This High School offers a comprehensive, standards-based program of study. Particular emphasis will be placed on the following overarching standards. For a more detailed description of each content standard and the corresponding sub-standards please visit <http://www.cde.ca.gov/be/st/ss/>.


Cell Biology
 1. The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells.

Genetics
 2. Mutation and sexual reproduction lead to genetic variation in a population.
 3. A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization.
 4. Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism.
 5. The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells.

Ecology
 6. Stability in an ecosystem is a balance between competing effects.

Evolution
 7. The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time.
 8. Evolution is the result of genetic changes that occur in constantly changing environments.

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ORGANIZED[®]
 B I N D E R

Name..... Period

Physiology
 9. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment.
 10. Organisms have a variety of mechanisms to combat disease.

Materials
 The textbook we will be using is: *Biology*, written by: Miller, Levine
All textbooks must be covered for protection!

You will need to come to class everyday with the following materials:

1. A pencil and a pen
2. Your organized 1 inch three ring binder (including binder paper)
3. Your completed homework assignment

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The following sections explain the implementation process and use of Organized Binder in further detail.

Educator's Checklist for Implementation..... 15

Successful Implementation List..... 15

The five-point list is to serve as a reminder of the non-negotiables of Organized Binder. Ideally this list would be printed and displayed in a location this is frequently seen by implementing teachers.

Pre-Implementation Brainstorming Questions..... 16

Before you implement Organized Binder the first time in your classroom please complete the Organized Binder Pre-Implementation Brainstorming Questions. This questionnaire is designed to help you solve problems before you even implement!

Sample Prompts 20

Weekly Lifeline Kick-Off and Learning Log prompt samples.

Implementation Rubric 22

The Organized Binder Implementation Rubric is not an evaluation tool. Rather, this rubric is designed to inspire teachers at the same school or district to visit one another's classrooms to observe them using Organized Binder. By simply indicating on the rubric 1-5, visiting teacher observe strengths around implementation while simultaneously providing non-threatening feedback on areas of growth.

Binder Check Requirements 23

Peer/Self Binder Check 24

This document is designed to help students be as successful as possible on the monthly binder check while saving teachers time! On the day of the Binder Check have students either exchange their binder with a neighbor or classmate or go through this exercise with their own binder. Students are to turn to each page in the binder they are checking and make comments on the Peer/Self Binder Check document. When students finish checking the binder they return it to its owner and the class is given a few minutes to fix all the mistakes before turning it in to the teacher to be checked. Once students have corrected the mistakes in their own binder they can recycle the copy of the Peer/Self Binder Check.

Once you have received your Organized Binder materials, be sure you have the following:

REQUIRED MATERIALS

Student Binder contents per class

- (1) - Box 1 - (40) Semester 1 Student Packets (System Pages, Binder Paper and Binder Dividers)
- (1) - Box 2 - (40) Semester 2 Student Packets (System Pages and Binder Paper refill)
- (2) - Box 3 - (20) Organized Binder 3-ring binders

Guides

- (1) - Box of Guide for Parents. Distribute one per student.
- (1) - Guide for Educators

OPTIONAL MATERIALS

Homework Folders

If your school ordered Homework Folders you will also have:

- (1) - Box of 40 Organized Binder Homework Folders. Distribute one per student.

Student Planners

If your school ordered Student Planners you will also have:

- (1) - Box of 40 Organized Binder Student Planners. Distribute one per student.

CHECKLIST:

- ☐ Confirm that you have all materials
- ☐ Use one of the 40 binders as the Class Sample Binder
- ☐ Keep any extra materials for students new to your class during the school year or replacements
- ☐ Place one Semester 1 Student Packet in the Class Sample Binder
- ☐ Give each student a 3-ring binder and one Semester 1 Student Packet
- ☐ Instruct students to take the Guide for Parents home
- ☐ Store Box 2 (Semester 2 Student Packets) for next semester
- ☐ Be sure to read the Pre-Implementation Brainstorming Questions before you implement

SUCCESSFUL IMPLEMENTATION LIST

All teachers will...

1. Implement all pages with fidelity.
2. Begin and end class with the Weekly Lifeline.
3. Collect and grade Weekly Lifelines on a weekly basis.
4. Grade binders according to prearranged dates (see Binder Check Schedule (page D)).
5. Maintain a Class Sample Binder for each subject.

General

1. What general modifications/considerations do you have to consider when implementing Organized Binder in your subject area?
2. How confident are you in starting class with the Kick-Off, having the Agenda (Page C) and Table of Contents (Page G) ready, while also having your lesson ready to go?
3. Do you normally three-hole punch all documents you give to students? If not, do you have a three-hole punch in your room? Can it handle a semi-large stack of papers?
4. Do you have tape available in your classroom for students to fix torn pages?
5. Can all students (desks) clearly see the screen or whiteboard in your class? Are there students (desks) you need to move so better see the screen/whiteboard? If so, who (which desks)? Where should they be moved?
6. Will you allow binders to leave your classroom? Does your school have lockers? Do the majority of your students have lockers?
7. If you plan to keep binders in your room where will you store them? How will you keep the class periods separate?
8. How do you, your curricular team, or your school as a whole plan to communicate with parents about the implementation of the binder and what is expected of students? Are you sending the Guide for Parents home with students?
9. Do all teachers implementing the system plan to start class in the exact same fashion? Describe what that will look like in your classroom.

Page A: Goals

10. Do you plan to set a Goal for the class the first time you model goal setting for students?
11. How are you going to make goal setting interactive for students?
12. Do you plan to have students set their own Sub-Goal and Daily Task or create them together as a class?

Introducing the System to your students and beginner's planning

13. How do you plan to introduce Organized Binder to your students? All at once? In parts over time? Why?
14. Should all teachers at your school introduce it in the same fashion or not? Do you share students with other colleagues? Can you then each introduce a different part of Organized Binder?
15. How long do you think it will take you to introduce the system? Can you get through it in one class period? Should you?
16. Should you start with Goal setting or begin with a different page? Why?

17. Have you visited the dashboard at organizedbinder.com to access digital copies of each page to use for classroom presentation?
18. Do you plan to update the Class Sample Binder? Or will you have a student with nice penmanship update the Class Sample Binder?

Page B: Weekly Lifeline

19. Considering the length of classes at your school, how long can you spend on the Kick-Off?
20. What might be some good Kick-Off prompts for the first week of school? See “Sample Prompts” on pages 20-21 of this guide.
21. Can/Should either your grade-level team or curriculum team have common Kick-Off prompts?
22. What is your plan to guarantee that all of the students in your classroom are on task during the Kick-Off?
23. What is your tardy policy? Is there a school-wide tardy policy?
24. Is your tardy policy easy for you to manage? If not, how can you change it so it is not a burden to you but encourages prompt arrival to class?
25. Consider how you transition from the Kick-Off, Agenda, and Table of Contents to your lesson. Describe how this will look in your class(es).
26. Where will students turn in Weekly Lifelines at the end of each week?
27. When do you plan to grade Lifelines? Is it possible to get this done at school before you leave for the weekend?
28. When you transition to the Learning Log how do you plan to introduce your expectations for this time to your students? See “Sample Prompts” on pages 20-21 of this guide.
29. Should it be quiet in your class during the Learning Log? Why? Why not?
30. While writing their Learning Logs should students be allowed to access assignments and documents in their binders?
31. If/when students are creating Learning Logs that are not up to your standard how do you plan to teach them, or communicate to them, your standard?
32. Once the Weekly Lifelines are graded and the grades have been entered where do you plan to store them until you hand them back to students?
33. Are there any ways you can reduce the time spent on recording the grades in the gradebook, handing back Weekly Lifelines, etc?
34. Under which category in your grade book should Weekly Lifeline score be recorded?

- 35. In your class(es) what point value will you assign to the Weekly Lifeline?
- 36. Based on the point value you plan to assign to the Weekly Lifeline, what are the total points possible for the entire marking period (i.e. semester) for all Weekly Lifelines? What percentage of students' overall grade does that point value equal? Is that percentage fair and equitable?

Page C: The Agenda

- 37. Where do you plan to project or write the Agenda each day in class?
- 38. Is it possible that the Agenda can be hidden during the Kick-Off?
- 39. Do you plan to align each lesson to content standards and/or objectives? If so, do you have a copy of those standards/objectives stored for easy access each day?

Page D: The Binder Check

- 40. How many binder checks do you want to have before the end of the marking period?
- 41. Should you coordinate with other subject areas as not to overlap?
- 42. Do you plan to have a peer binder check in class before you have the first real binder check (See "Peer/Self Binder Check" form on the last page in this guide)?
- 43. Does it makes sense to have binder checks on Monday or a different day of the week? Why?
- 44. List the dates of the binder checks you want to have on Page D in the class sample binder and share them with students. Next, be sure to plot those dates on the Agenda pages!
- 45. Do you plan to assign homework the day you have your binder checks?
- 46. Will you check binders in class or collect them and check them outside of class-time? Do you have a designated location in your classroom for each period if you collect binders? If so, where?
- 47. In your class(es) what point value will you assign to the binder check?
- 48. Based on the point value you plan to assign to each binder check, what will be the total points possible for a marking period? This is what percentage of students' overall grade? Is it a fair and equitable percentage?
- 49. Should this be the same in all classes using the system?

Page E: Your Syllabi

- 50. Do you plan to give a class syllabus? We strongly recommend that you give a syllabus!
- 51. Do you plan to use the Organized Binder syllabus header: Page E? If so, you can access it from the dashboard at organizedbinder.com.

Page F: The Academic Toolkit

- 52. What assignments and/or resources do you plan to file in the Academic Toolkit?



The following Weekly Lifeline prompts are examples you can use in your classes. They may also prove useful for developing prompts of your own.

KICK-OFF

Homework-based

- What was easy and what was difficult about the homework?
- What was something memorable in the reading assignment?
- What was the most interesting part of the reading assignment?
- What was your process for revising the essay that you're handing in today?
- True or False: I'm caught up on my reading for today. If false, tell me what's getting in your way.
- Tell me two interesting things you have discovered in your individual research.
- What is confusing or complex about our reading assignment?
- The reading for today was interesting because _____.
- Would you recommend this book to a college student friend? Why or why not?
- I am this far along in my next assignment (give the steps)
- My assignment was _____ because _____.
- The strength of my homework or assignment is _____.

More interpersonal

- What is one thing I'm excited about and one thing I'm fearful about as I start this new semester?
- Yes, No, Maybe: I'm ready to roll this semester. (I've bought the books, my enrollment is settled, my financial aid is in place, my transportation and child care are set up, and I have a time management plan)
- Time for a monthly check-in: How are things going for you in this class? What are your concerns?
- What do I plan to do over spring break (or Thanksgiving)? Give one college-based goal and one fun activity

Content-based from the previous day's lesson

- Explain the concept of _____ in your own words.
- When I think about the concept of _____, the part I'm still confused about is...
- What are three things to think about when you're looking for _____?
- Which essay (or topic) did you choose to work on for the next assignment? Why did you choose that one?

LEARNING LOG

Review of material

- Review the key ideas about _____ that we learned today.
- What are some important aspects about _____?
- Even though I understood _____, I still have questions about _____.
- In my own words, what does _____ mean to (give a key concept from the lesson)?
- What are two new things I learned about _____ today?
- When I make my own chart, the columns will be labeled:
- True or False: Now I can see how to solve this problem (or construct this assignment)

What inspired you in today's group work?

- ## Class feedback questions

- ## Time management questions

- ## Notes

[illegible]

| Page | What to look for in my classroom | Score (1=not met, 5=met) |
|---------------------|--|-----------------------------|
| B | 1. Students are in their assigned seats with their binders open to the Weekly Lifeline when the bell rings on a daily basis | 1 2 3 4 5 |
| | 2. The Weekly Lifeline is posted/projected when students walk into the classroom | 1 2 3 4 5 |
| | 3. The Kick-Off prompt is not visible before the bell rings | 1 2 3 4 5 |
| | 4. Students record the Kick-Off prompt to and begin to respond to it within moments of the class starting | 1 2 3 4 5 |
| | 5. The instructor is circulating the room during the Kick-Off prompt to make sure all students are on task | 1 2 3 4 5 |
| | 6. Students have enough time to write and respond to the Kick-Off prompt | 1 2 3 4 5 |
| | 7. The classroom is quiet when students are writing the Kick-Off prompt (this may require the instructor pausing after the bell rings until students become quiet) | 1 2 3 4 5 |
| | 8. All students can easily see the Kick-Off prompt | 1 2 3 4 5 |
| | 9. The classroom is quiet when students are writing Learning Logs | 1 2 3 4 5 |
| | 10. There is enough time for students to write their Learning Logs without being rushed | 1 2 3 4 5 |
| | 11. There is very little to no time left at the end of class after students have finished their Learning Logs | 1 2 3 4 5 |
| C | 13. All students can easily read the Agenda | 1 2 3 4 5 |
| | 14. Students write the Agenda once the class has answered the Kick-Off prompt | 1 2 3 4 5 |
| | 15. Students handwriting on the Agenda is legible | 1 2 3 4 5 |
| | 16. Students have enough room on Page C to write the Agenda | 1 2 3 4 5 |
| | 17. All students write a complete Agenda each day | 1 2 3 4 5 |
| G | 18. All students can easily read the Table of Contents | 1 2 3 4 5 |
| | 19. Students update the Table of Contents once the class has recorded the Agenda | 1 2 3 4 5 |
| | 20. All students are up to date each day on the Table of Contents | 1 2 3 4 5 |
| A | 21. All students have a Goal, Sub-Goal, and Daily Task for each marking period applicable | 1 2 3 4 5 |
| H | 22. All students have a copy of the Bathroom Passes | 1 2 3 4 5 |
| | 23. All passes, whether used or not, are in the binder | 1 2 3 4 5 |
| D | 24. All Binder Check dates for the marking period are established and recorded on Page D | 1 2 3 4 5 |
| E | 25. The syllabus for the course is Page E in the binder | 1 2 3 4 5 |
| GENERAL | 26. Students keep the table of contents for The Academic Toolkit up to date | 1 2 3 4 5 |
| | 27. Class begins and ends in the same fashion every day | 1 2 3 4 5 |
| | 28. There are no papers routinely stored in the pockets of the binders | 1 2 3 4 5 |
| | 29. Students come to class each day with their binders or students can pick up their binders as they enter class | 1 2 3 4 5 |
| | 30. Students have extra loose leaf binder paper after their assignments behind the Page H | 1 2 3 4 5 |
| | 31. Students write their names and appropriate headings on all papers | 1 2 3 4 5 |
| CLASS BINDER | 32. The Class Sample Binder is updated on a daily basis | 1 2 3 4 5 |
| | 33. The Class Sample Binder is available for students to access outside of class (not during the class period) | 1 2 3 4 5 |

Binder Check Requirements

1. Student binders look exactly like the Class Sample Binder
2. No papers are falling out
3. There are no papers in the pockets
4. There is some spare binder paper / loose leaf paper at back of binder
5. B Pages are graded and in order
6. C Pages are updated and in order
7. Pages A, D, E, F and G are present
8. Page F is updated—F pages are present and have correct heading
9. Page G is updated—G pages have correct heading

The Peer/Self Binder Check form on the next page is used prior to an official binder check.

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Peer/Self Binder Check

Directions:

1. Check your student's binder. If anything needs to be fixed, write it on this form.
2. Pages should be in the following order. Circle "Yes" or "No" and write any comments to help your student fix their binder.
3. Provide your student with the completed Binder Check form so they can fix everything to be ready for the next Binder Check.

Binder owner _____

Peer checker _____

| Contents | Missing? | Out of Order? | Torn Holes? | Heading missing or incomplete (first and last name, period, date, assignment #) | Comments |
|---------------------------------|----------|---------------|-------------|---|----------|
| A | Yes No | N/A | Yes No | Yes No | |
| B (B1, B2, B3...) | Yes No | Yes No | Yes No | Yes No | |
| C (C1, C2, C3...) | Yes No | Yes No | Yes No | Yes No | |
| D | Yes No | N/A | Yes No | Yes No | |
| E | Yes No | N/A | Yes No | Yes No | |
| F | Yes No | N/A | Yes No | N/A | |
| F (F1, F2, F3...) | Yes No | N/A | Yes No | N/A | |
| G | Yes No | N/A | Yes No | Yes No | |
| Assignments (#1, #2, #3...) | Yes No | Yes No | Yes No | Yes No | |
| H | Yes No | N/A | Yes No | Yes No | |
| Binder paper (at least 5 pages) | Yes No | N/A | Yes No | N/A | |

General comments: