

FREE WEBINAR SERIES!!!

EXECUTIVE FUNCTION SKILLS

A FREE 5-Part webinar series
on How To Teach Executive
Functions in Any Classroom!



Session 5: October 26 @ 2pm PST
Accountability and Self-Regulation



Just as we cannot expect students to automatically know how to read,
we cannot expect students to automatically develop **executive functioning skills** like organization, time management, etc.

@mindfulteacherrachel



3 Strategies for Teaching EFs

Explicit
Modeling
Routine



Explicit

“Ambiguity is the enemy. Any successful change requires a translation of ambiguous goals into concrete behavior. In short to make a switch, **you must script the critical moves.**”

Chip Heath and Dan Heath, *Switch: How to Change Things When Change is Hard*



Modeling

“In moving to college and career readiness for all, we must now teach some skills formerly learned by students on their own. All students need lessons and modeling of study and work skills like time and task management, note taking, and assignment completion strategies...”

Robert Belfanz, *Putting Middle Grades Students on The Graduation Path*




Modeling





Organized Binder


Owl Academy
 10101

Name _____ Period _____

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



ORANGETREE
LEARNING

Name _____ Period _____

B

Weekly Lifeline

Date

Check

Prompt _____

Response _____

Date

Check

Prompt _____

Response _____


Date

Check

Prompt _____

Response _____

B: Weekly Lifelines



OWL BRAND
STINDER

Name: _____


Period: C

Agenda

Week	In Class	Homework
Day		
Day		
Day		
Day		
Day		
Day		
Day		
Day		
Day		
Day		
Day		
Day		
Day		
Day		
Day		
Day		
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Day		
Day		

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C: Agendas



**ONYX
SYSTEMS**
FOR THE CONSTRUCTION INDUSTRY

Name _____

Period _____

D

Binder Check Schedule For Term:

Check 1 **Date** _____

☐ *Library* *complete*
☐ *Library* *not graded*
☐ *Library* *missing*
☐ *Library* *missing*
☐ *Library* *complete*
Comments _____


Page 5 **Date** _____

☐ *Library* *not updated*
☐ *Library* *not updated*
☐ *Library* *not updated*
Comments _____

Grade Received _____

☐ *2* *Grade A*
☐ *3* *Grade B*
☐ *4* *Grade C*
☐ *5* *Grade D*
☐ *6* *Grade F*
☐ *7* *Grade F*
☐ *8* *Grade F*
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☐ *134* *Grade F*
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D: Binder Check


 **ORGANIZED
BINDER**

Name _____ Period _____ E

Syllabus

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E: Syllabus


CAMBRIDGE
UNIVERSITY PRESS

Name _____
 Period _____

F


Academic Toolkit

My List of Academic Tools

001
002
003
004
005
006
007
008
009
010
011
012
013
014
015
016
017
018
019
020
021
022

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F: Academic Toolkit



Name _____

Period _____

Table of Contents


Unit _____

Essential Question(s) for this Unit _____

#	Assignment	Date	Score
1			
2			
3			
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22			

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G: Table of Contents



Name _____

Period _____

H

To seal: Check the reason for your 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.

1st Term Passes From _____ Classroom

First Pass Date _____ Time _____ Room # _____

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

☐ Other _____ Teacher Signature _____

Second Pass Date _____ Time _____ Room # _____

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

☐ Other _____ Teacher Signature _____

Third Pass Date _____ Time _____ Room # _____

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

☐ Other _____ Teacher Signature _____

2nd Term Passes From _____ Classroom

First Pass Date _____ Time _____ Room # _____

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

☐ Other _____ Teacher Signature _____

Second Pass Date _____ Time _____ Room # _____

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

☐ Other _____ Teacher Signature _____

Third Pass Date _____ Time _____ Room # _____

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

☐ Other _____ Teacher Signature _____

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H: Passes (optional)



Routine

“One of the biggest ironies...is that many of the tools likely to yield the strongest classroom results remain essentially beneath the notice of our theories and theorists in education. Consider one unmistakable driver of students’ achievement: Carefully built and practiced routines...”

Doug Lemov, *Teach Like A Champion*



Routine

“The importance of repetition cannot be understated. In fact, it should be repeated that repetition is an essential learning aid. It allows a conscious skill to transfer into one's subconscious, freeing up working memory and allowing for further skills learning.”

The Power of Repetition



Shared Routine to Reduce Cognitive Load

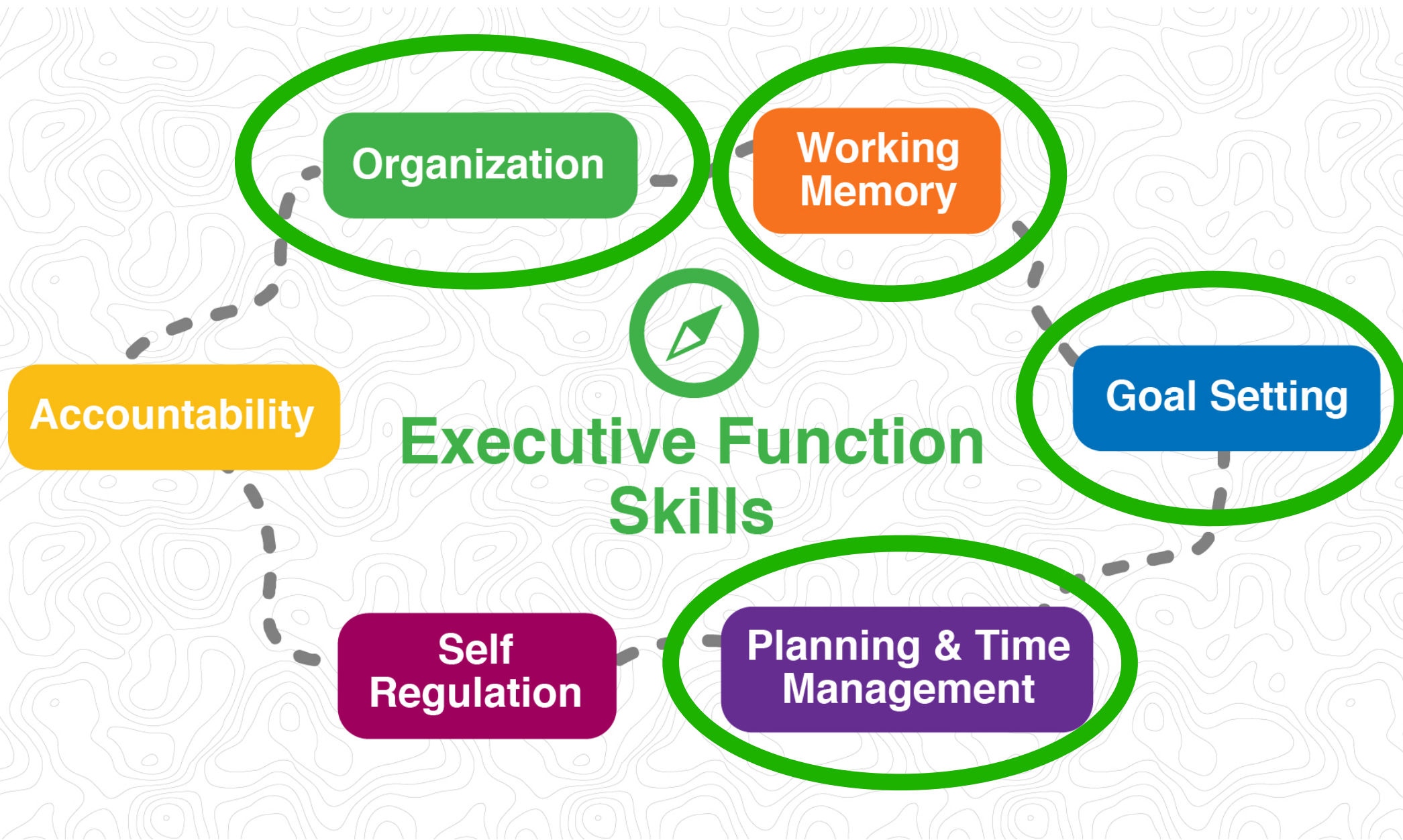
"Cognitive load" relates to the amount of information that working memory can hold at one time...since working memory has a limited capacity, instructional methods should avoid overloading it with additional activities that don't directly contribute to learning.

Cognitive Load Theory John Sweller, Paul Ayres, Slava Kalyuga

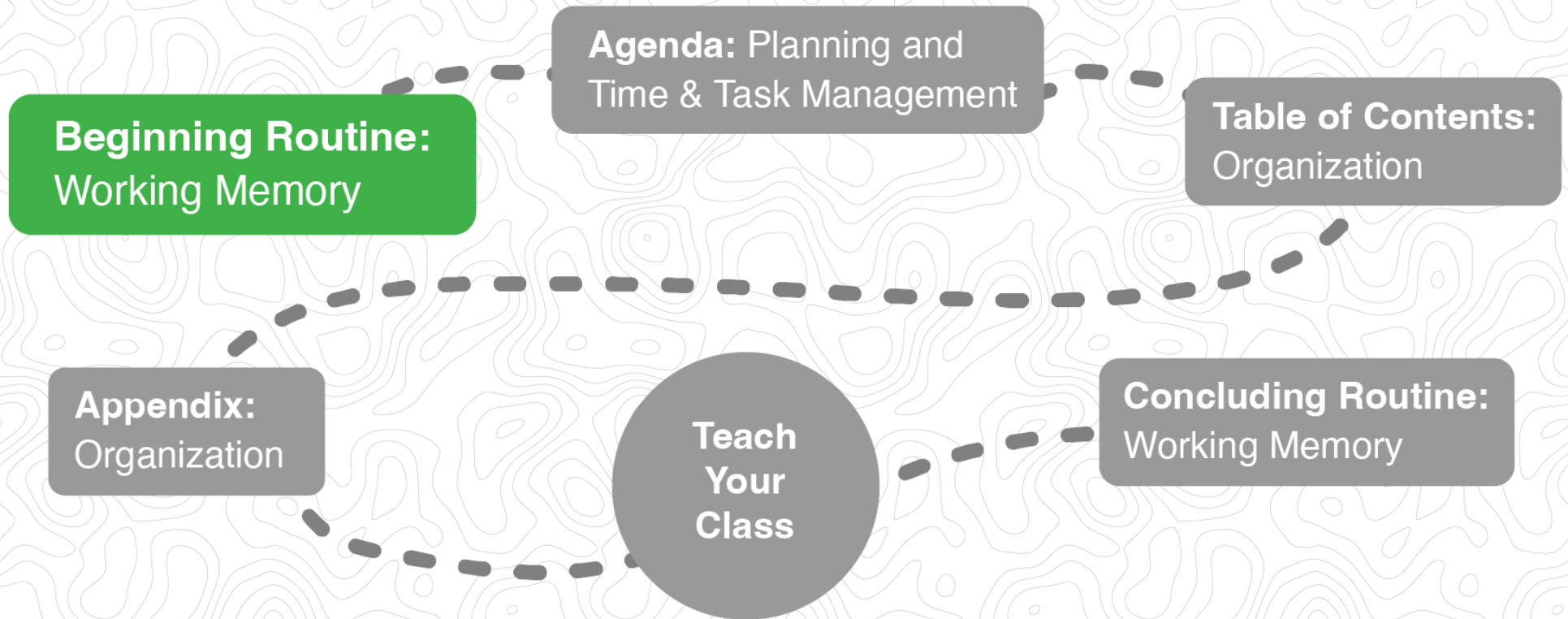


But first, let's review
Session 1-4





Daily Routine



Daily Sequence:

B (Kick-Off), C, G, F*, and B (Learning Log)

B: Weekly Lifeline

C: Agenda

G: Table of Contents

F: Academic Toolkit*

B: Weekly Lifelines



Teach Your Class



Beginning
Routine

Ending
Routine

*Page F: Academic Toolkit may not be used each day in class.



Working Memory can be described as the ability to utilize information held in memory to solve a problem or task. Students with weak working memories have more difficulties in the classroom.



Date 9/14/22

Weekly Lifeline

Check

A content specific prompt that reteaches and reviews the previous day's standards or accesses prior knowledge to look forward.

KICK-OFF

response _____

LEARNING LOG

Date 9/15/22

Check

A content specific prompt that reteaches and reviews the previous day's standards or accesses prior knowledge to look forward.

KI

response _____

LEARNING LOG

Date 9/16/22

Check

A content specific prompt that reteaches and reviews the previous day's standards or accesses prior knowledge to look forward.

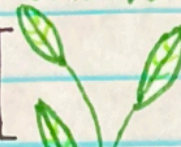
KI

response _____

Lesson 2 Basic Plant Structures

Kick OFF "using color draw a vascular plant & label the AND describe their function: Leaves, Stem, Root

Leaves - carry out photosynthesis;
site of respiration



Stem - support of gravity; transports and water

Roots - anchor in soil/get water & nutrients from it, & minerals)

Answers / Notes

- they can not only anchor the plant & absorb but accumulate & store starch reserves
- plants without them have rhizoid **VOCAB** (most are one cell) → nonvascular & mosses
- two types of root systems: taproot (main) & fibrous (smaller)
- Root hairs (allow roots to absorb)
- xylem **VOCAB** transports water & minerals from root to leaf
- transpiration **VOCAB** releases water from tree when it's
- two parts: petiole (stem) & blade (photosynthesis happens)
- hold cuticles which help plants from losing

Daily Routine



LEARNING LOG

Date

Check

Prompt

KICK-OFF

Response

LEARNING LOG

Date

Check

Prompt

KICK-OFF

Response

LEARNING LOG

Learning Log Starters

Your sentences may begin like the following examples or you can make up your own complete sentences.

- In class today I learned... • In this lesson I learned about... • I used to think....now I think...
- Although I learned about.....in class today, I am confused about.... • I wonder...

Weekly Grade

/

KICK-OFF

Answer Type 1 is when the pancreas stops making insulin & type two is caused by overweight. ~~Type 1 is more deadly b/c~~ They're both just as harmful

LEARNING LOG

yes! Hey Hey, today I learned so much about the Immune system. I loved the video. I knew that the Immune system took care of us but I never thought it did so much. It was helpful to see exactly which types of T-cells help in certain areas & how they work together. Another very interesting fact I learned was that the memory T-cells were able to recognize & remember the antigens for when they come back. That way we'll (immune system) will be fully prepared?

Learning Log Starters

Your sentences may begin like the following examples or you can make up your own complete sentences.

- In class today I learned...
- In this lesson I learned about... *take them out twice as fast.*
- Although I learned about.....in class today, I am confused about....

Weekly Grade

/

Summary:

The three major parts of a plant are leaves, stems, and roots. Plants have many aspects that allow them to thrive in their conditions, and the way that they're structured helps them live and grow. Each plant does photosynthesis in order to gain energy.



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B I N D E R

Guide
for
K-12 Educators



ORGANIZED[®]
B I N D E R

Guide for Families



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

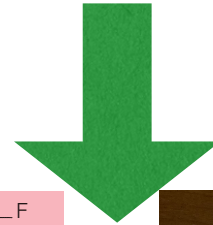
Content-based from the previous day's lesson

- 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?

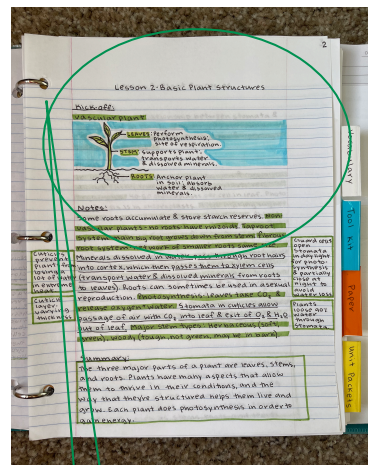
LEARNING LOG**Review of material**

- 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 plagiarism 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)


Daily Routine



Teach Your Class



B: Weekly Lifeline



ORANGE & BLACK
STUDENT

Name _____ Period _____


C _____

Agenda

Week	In Class	Homework
Day 1		
Date		
Day		
Date		
Day 1		
Date		
Day		
Date		
Day 1		
Date		
Day		
Date		
Day 1		
Date		
Day		
Date		
Day 1		
Date		
Day		
Date		


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C: Agenda
Make A Plan



Name _____

Period _____




Unit _____

Essential Question(s) for this Unit _____

#	Assignment	Date	Score
1			<i>f</i>
2			<i>f</i>
3			<i>f</i>
4			<i>f</i>
5			<i>f</i>
6			<i>f</i>
7			<i>f</i>
8			<i>f</i>
9			<i>f</i>
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17			<i>f</i>
18			<i>f</i>
19			<i>f</i>
20			<i>f</i>
21			<i>f</i>
22			<i>f</i>

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G: Table of Contents



**ORGANIZED
BINDER**

Name _____ Period _____

F

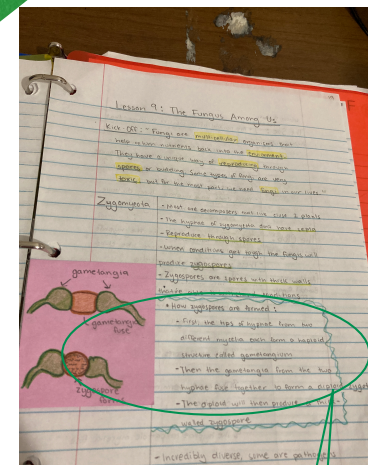
Academic Toolkit

My List of Academic Tools

G1
G2
G3
G4
G5
G6
G7
G8
G9
G10
G11
G12
G13
G14
G15
G16
G17
G18
G19
G20
G21
G22

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F: Academic Toolkit*



B: Weekly Lifelines

Beginning Routine

Ending Routine

*Page F: Academic Toolkit may not be used each day in class.



Daily Routine





Agenda

Week	In Class	Homework
Day	-Chemistry review -Molecule diagrams -Q&A 1-4 p. 405 (#4)	Review notes (#2)
Date		
9/14/22		
Day	-Circulatory Notes -Diagram and coloring of blood vessels	Review #4
Date		
9/15/22		
Day	-Pre lab set up for heart dissection	Finish Write-Up
Date		
9/16/22		
Day		
Date		
9/17/22		
Day		
Date		
9/18/22		

Week	In Class	Homework
Day		
Date		
9/21/22		
Day		
Date		
9/22/22		
Day		
Date		
9/23/22		
Day		Review Lab Report
Date		
9/24/22		
Day	Cardio Lab Report Due	
Date		
9/25/22		

Planner

Tue Aug. 31st	Sep. 1 Wed	Thur Sep. 2	Fri Sep 3.
• Earth Science - Introductory	• Honors English - Assignment 1	• Earth Science - Unit 1 Objectives	• Honors English - Lesson taking notes
• Honors English - Unit 1 Objectives	• Earth Science - Flipgrid & notes	• Pe - Journal write	• Earth Science - Lesson 1 & notes
• Advocacy - Introductory & check in	• Spanish - Advocacy - Internet Cyberbully quiz	• Directed Project - Flipgrid	• Advocacy - Journal write
• Pe - Introductory & Syllabus	• Pe - Quizzes	• Health - Pace guide & Journal write	• Pe - Fitness contract
• Directed Project - Syllabus & intro	• Directed Project - Journal write	• Math - navigation videos	• Spanish - Review to make sure all work is done
• Health - Syllabus	• Health - course vocabulary	• Art@6	
• Math - Syllabus & Pace guide	• Math - account Setup		

2019-2020
PLANNER

PROPERTY OF:


ORGANIZED
BINDER



Daily Routine

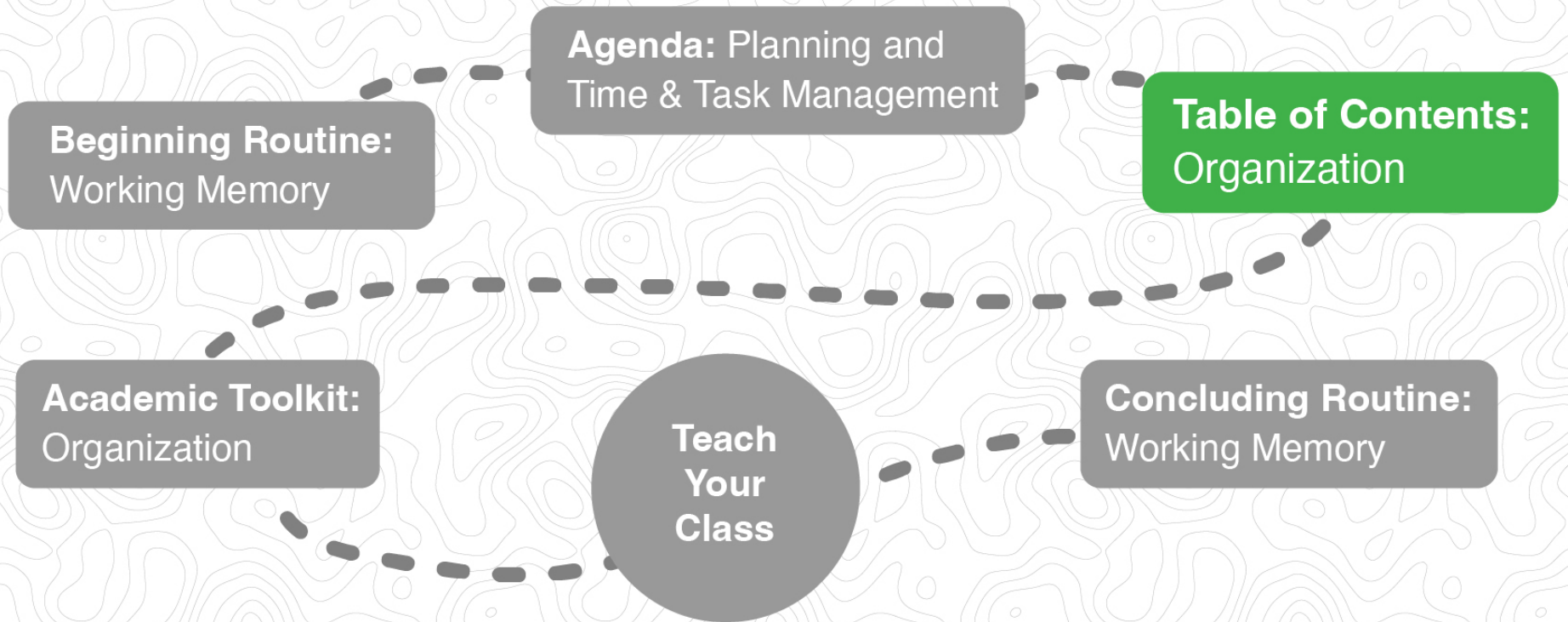


Table of Contents

 Unit Cardiovascular and Respiratory Systems

 Essential Question(s) for this Unit _____

#	Assignment	Date	Score
1	KWL Chart on the C and R systems	9/14	/ 5
2	Notes on the Circulatory System	9/15	/ 5
3	Heart Diagram	9/15	n / a
4	Q and A 1-4 Page 405	9/16	/ 5
5	Coloring Blood Vessels	9/22	/ 5
6	The pathway of blood worksheet	9/22	/ 5
7	Heart Dissection	9/21	/20
8	Slideshow on a heart disorder	9/23	/15
9	Circulatory System Quiz	9/25	/15
10	Notes on the Respiratory System	9/25	/ 5
11			/
12			/
13			/
14			/
15			/
16			/
17			/
18			/
19			/
20			/
21			/
22			/

Ashley (Zetta) Bloom

The Amazing Human...

1	Lesson 1 - the amazing human body...	3/14/22
2	Lesson 2 - the skin and hair...	3/15/22
3	Lesson 3 - Human System Project - Skin and hair	3/15/22
4	Lesson 3 - bones and muscles	3/16/22
5	Human System Project - Skeletal System	3/21/22
6	Human System Project - Muscular System	3/22/22
7	Lesson 4 - Digestive and endocrine systems	3/23/22
8	Human System Project - Digestive System	3/23/22
9	Human System Project - Endocrine System	3/25/22
10	Lesson 5 - Urinary and respiratory systems	3/28/22
11	Lesson 6 - The Circulatory System	3/29/22
12	Lesson 7 Human System Project - Urinary System	4/1/22
13	Human System Project - Respiratory System	4/1/22
14	Human System Project - circulatory system	4/1/22
15	Lesson 7 - nervous system	4/5/22
16	Human System Project - The nervous system	4/7/22
17	Lesson 8 - The Senses	4/7/22
18	Lesson 9 - The reproductive systems	4/18/22
19	Human System Project - reproductive system	4/20/22
20	Unit 8 Vocabulary	4/20/22
21		
22		



#3

Unhealthy Relationships

#10

Name

Date

Period

es?

sory neurons, interneurons, and motor

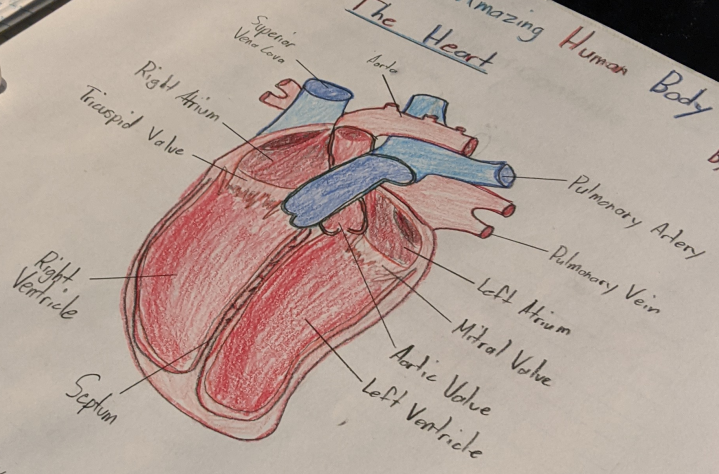
opens during a simple physical activity.

the time it takes to catch a falling ruler.

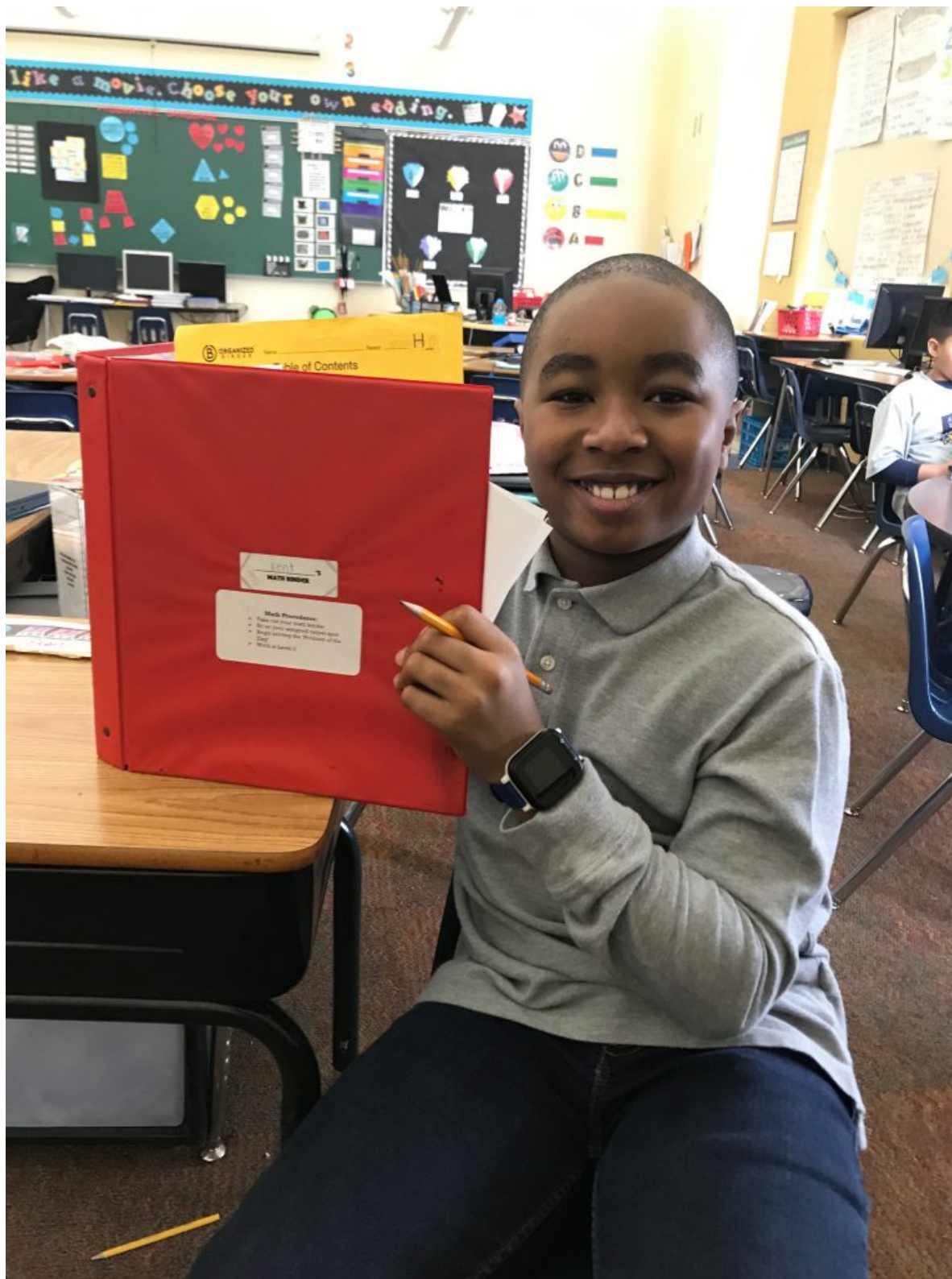




Unit 8: The Amazing Human Body
The Heart
By: Edward To



-The heart helps provide oxygen to the rest of the body to help keep everything functioning. Even without the brain it is possible to keep the rest of the body alive and functioning.



10:00 SCIENCE
11:09 ART/COMPUTERS
12:02 LUNCH BREAK
12:32 ENGLISH
1:23 MATH

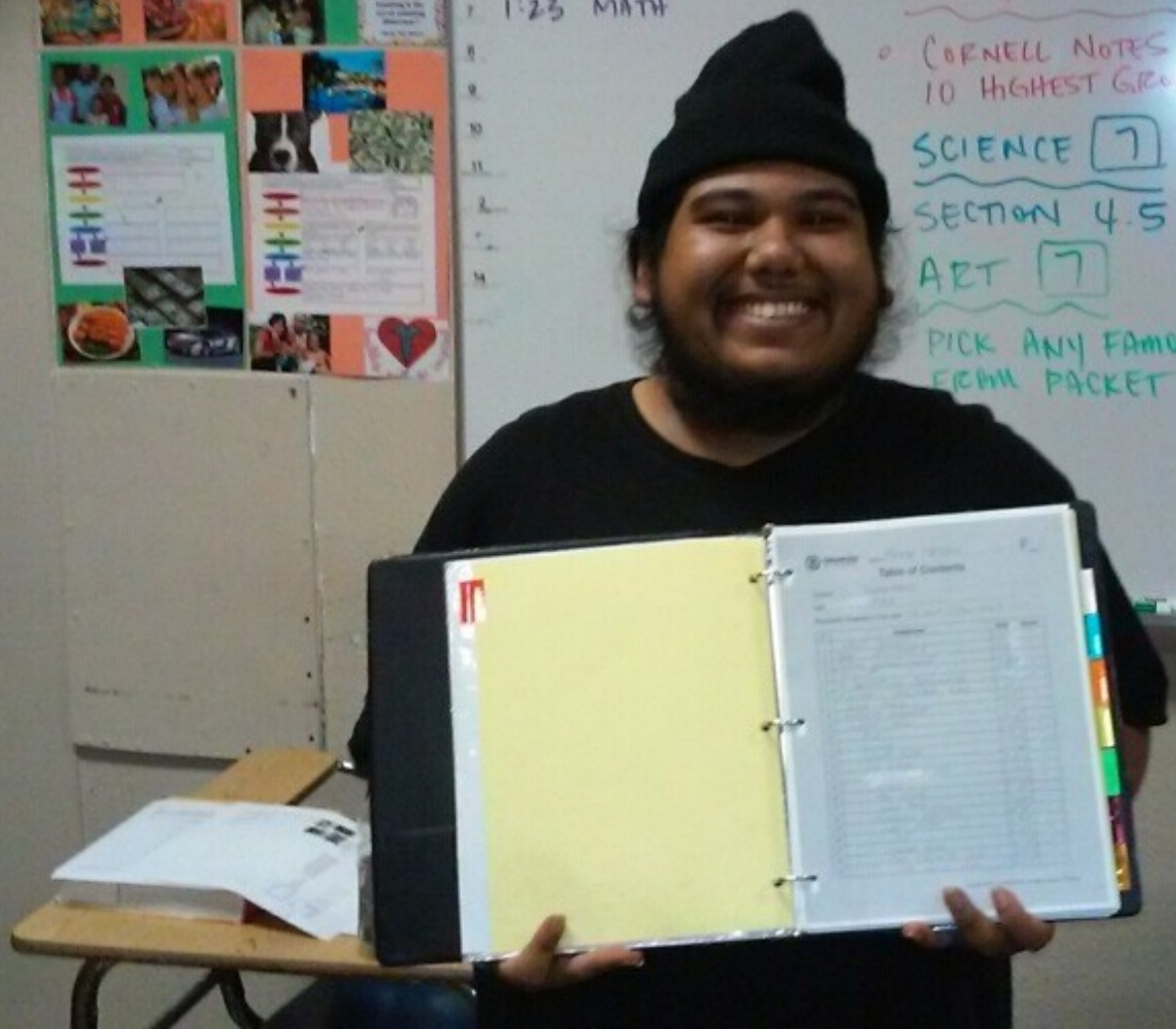
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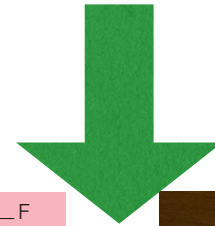
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AMERICAN VISION BOOK
CHAPTER 1, SECTION 1
WORK/SENIOR PROJECT [7]
CORNELL NOTES
10 HIGHEST GROSSING MOVIES
SCIENCE [7]
SECTION 4.5
ART [7]
PICK ANY FAMOUS PAINTING
FROM PACKET

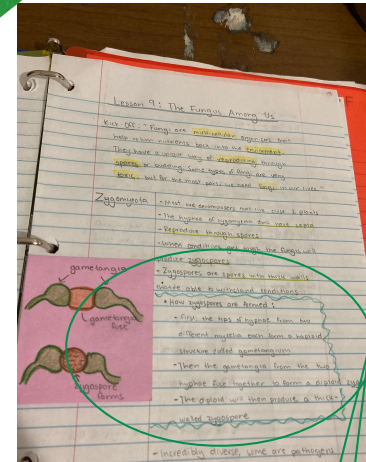
CHAPTER
WORK [8]
CORNELL NOTES
10 BIGGEST
SCIENCE [8]
SECTION
ART [8]
PICK ANOTHER
PAINTING FROM



Daily Routine

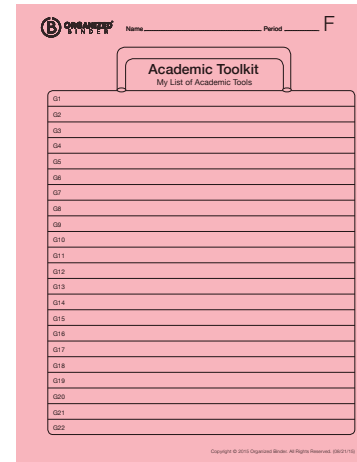


Teach Your Class

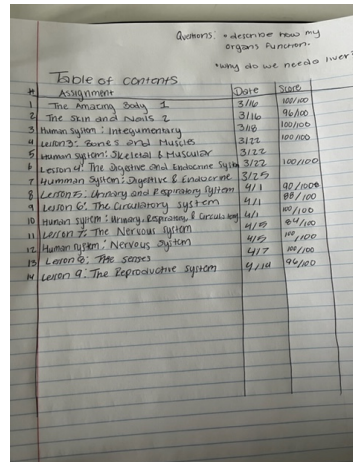


B: Weekly Lifelines
Working Memory

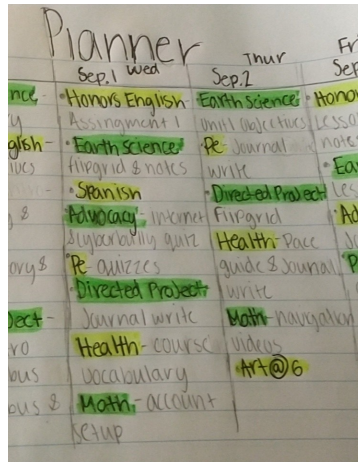
Ending Routine



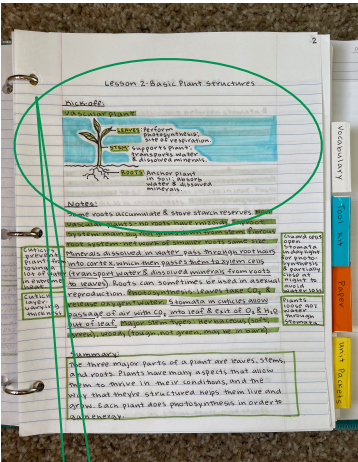
F: Academic Toolkit*
Build My Toolkit



G: Table of Contents
Organization



C: Agenda
Planning &
Time Management



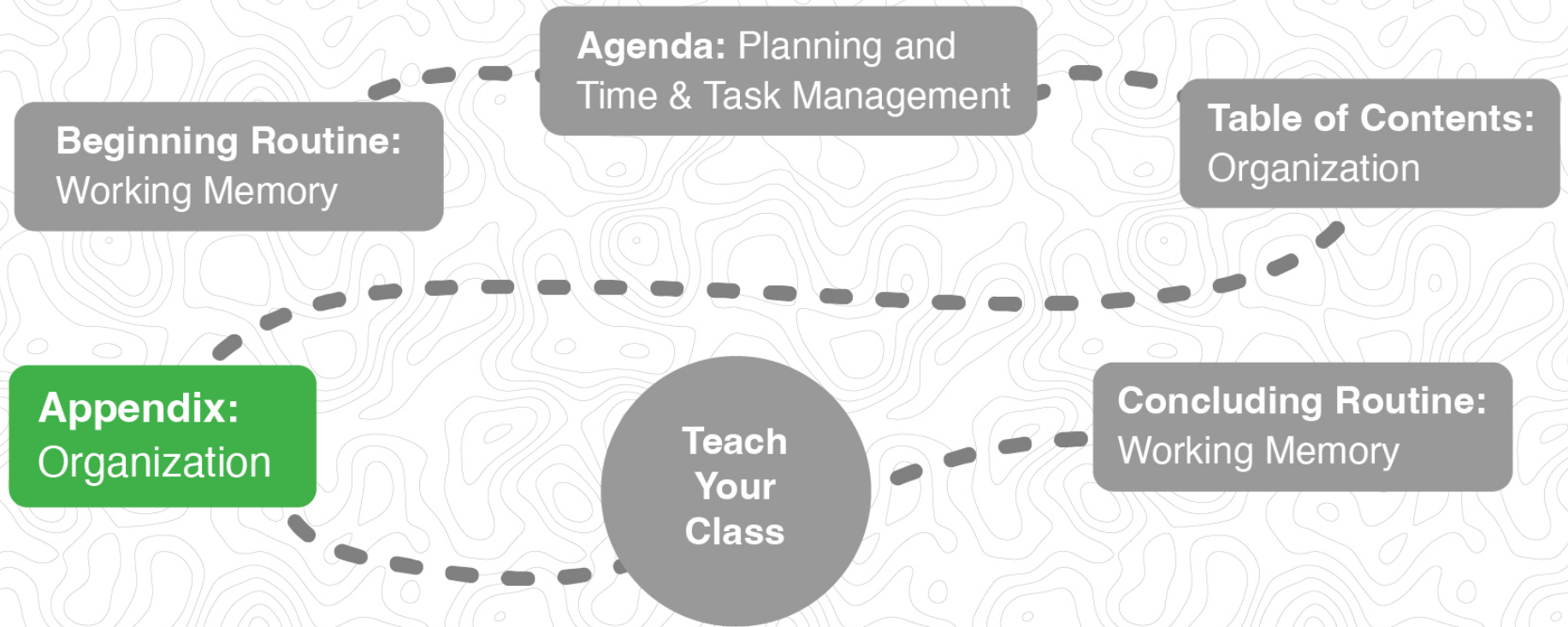
B: Weekly Lifeline
Working Memory

Beginning Routine

*Page F: Academic Toolkit may not be used each day in class.



Daily Routine



Academic Toolkit

My List of Academic Tools

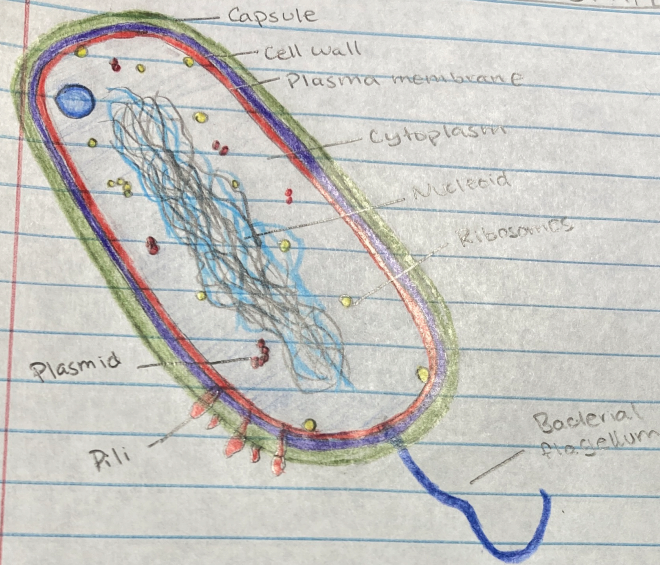
- | | |
|-----|--|
| F1 | The Scientific Method |
| F2 | Academic Vocabulary |
| F3 | Metric and Scientific Conversion |
| F4 | How to Write a Lab Report |
| F5 | How to submit an assignment using Google Docs |
| F6 | How to create an iMovie |
| F7 | How to upload to docs to Canvas & Google Classroom |
| F8 | |
| F9 | |
| F10 | |
| F11 | |
| F12 | |
| F13 | |
| F14 | |
| F15 | |
| F16 | |
| F17 | |
| F18 | |
| F19 | |
| F20 | |
| F21 | |
| F22 | |

Academic Tool Kit
My list of Academic Tools

F	
F1	The Scientific Method
F2	The Study Cycle
F3	Characteristics of Living Things
F4	Ladder Method for Metric Conversion
F5	Photosynthesis vs. Cellular Respiration
F6	
F7	
F8	
F9	
F10	
F11	
F12	
F13	
F14	

BACTERIA BASICS AND SHAPES

F9



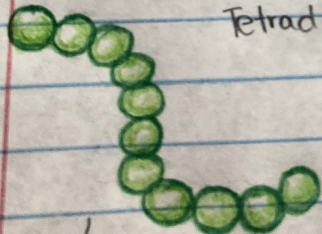
Cocci



Diplococci

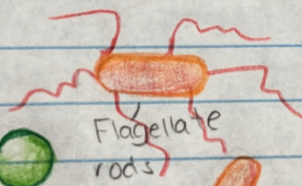


Tetrad

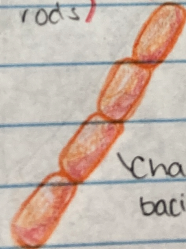


Streptococci

Bacilli



Flagellate rods

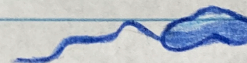


Chain of bacilli

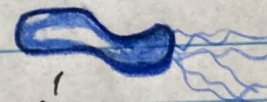


Spore-former

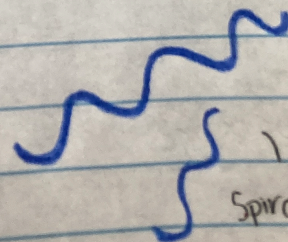
Spirals



Vibrios

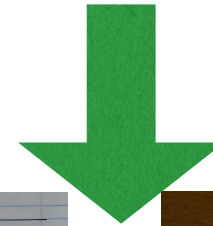


Spirilla

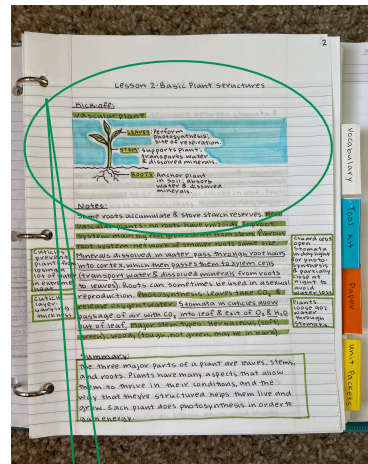


Spirochetes

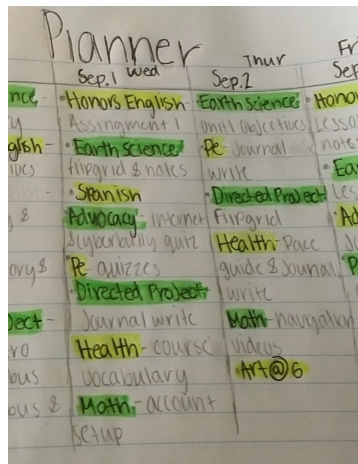
Daily Routine



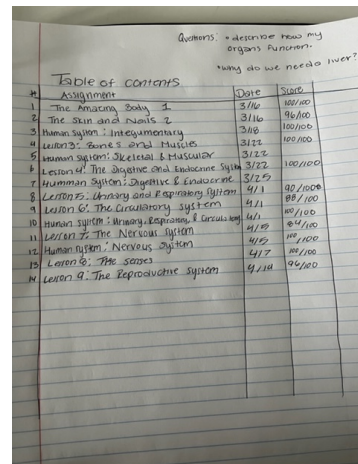
Teach Your Class



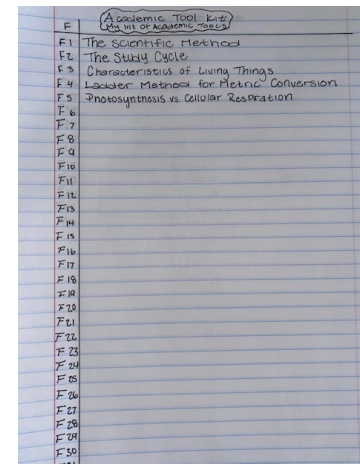
B: Weekly Lifeline
Working Memory



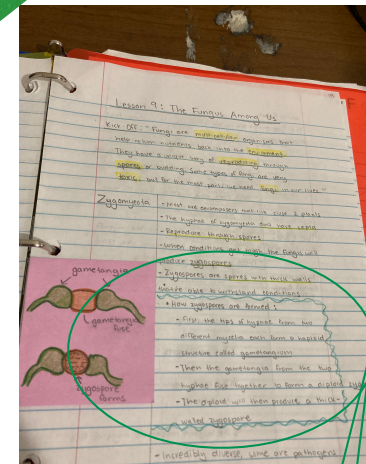
C: Agenda
Planning &
Time Management



G: Table of Contents
Organization



F: Academic Toolkit*
Organization



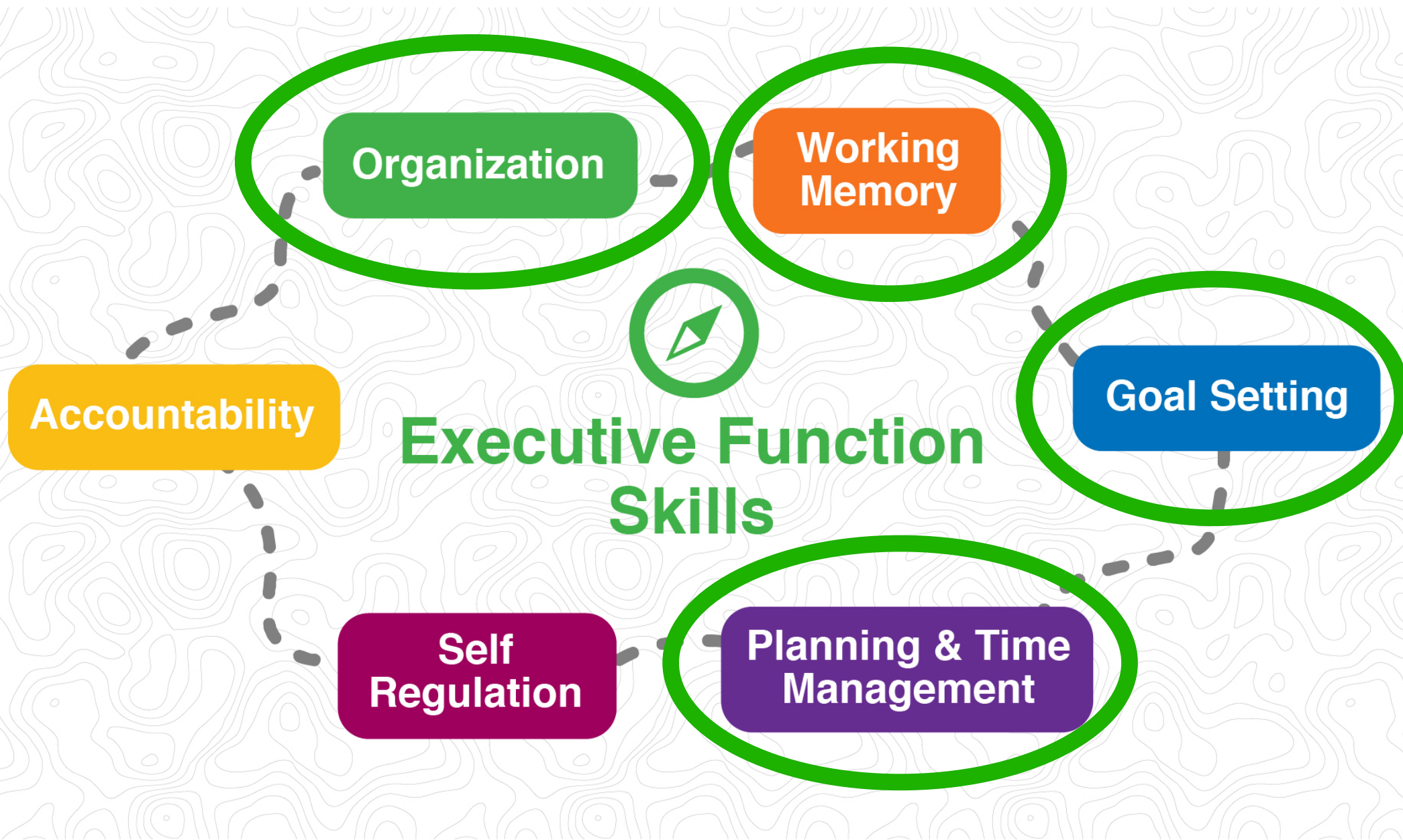
B: Weekly Lifelines
Working Memory

Beginning
Routine

Ending
Routine

*Page F: Academic Toolkit may not be used each day in class.





My Goal in Biology

1st Term Goal My goal in Biology for quarter 1 is to pass the class.

Sub-Goal I can pass Biology if I complete all of my homework.

Daily Task When I get home from school I will sit down at the dining table and finish my homework.

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

Why? _____

2nd Term Goal _____

Sub-Goal _____

Daily Task _____



My Goal in Biology

1st Term Goal My first quarter goal in Biology is to pass the class.

Sub-Goal I can pass Biology if I come to class on time each day.

Daily Task I can get to class on time if I set my alarm for 7am and get up when it rings.

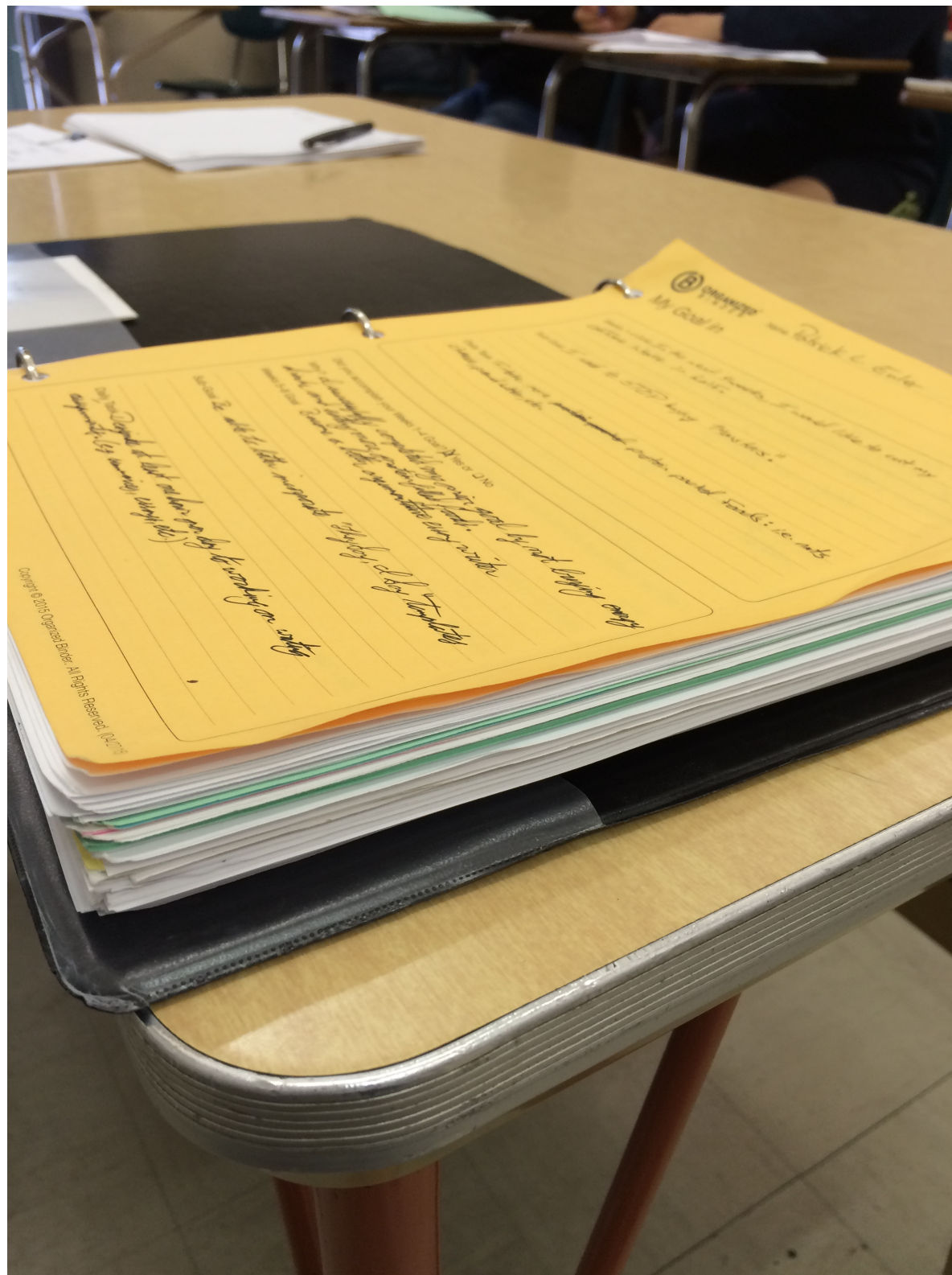
Did you accomplish your 1st Term Goal? ☒ Yes or ☐ No

Why? I was not late to class, because I woke up when my alarm rang.

2nd Term Goal My second quarter goal is to earn a B in the test category.

Sub-Goal I can earn a B in the test category by asking questions in class when I don't understand something.

Daily Task I can ask questions during class if I pay attention in class and follow along with the teacher.




My dear [Name],
I am so glad to hear from you and that you are well. I hope you are enjoying your time at school. I am doing well, but I am a bit homesick. I miss my friends and family. I hope you are doing well and that you are enjoying your time at school. I am doing well, but I am a bit homesick. I miss my friends and family. I hope you are doing well and that you are enjoying your time at school. I am doing well, but I am a bit homesick. I miss my friends and family. I hope you are doing well and that you are enjoying your time at school.

My Goal in _____

4 Chapters = ~10K , 25 Trophy's 45 days

1st Term Goal

To get another trophy

[ = 4 chapters + 25 trophy's in 45 days]

Sub-Goal

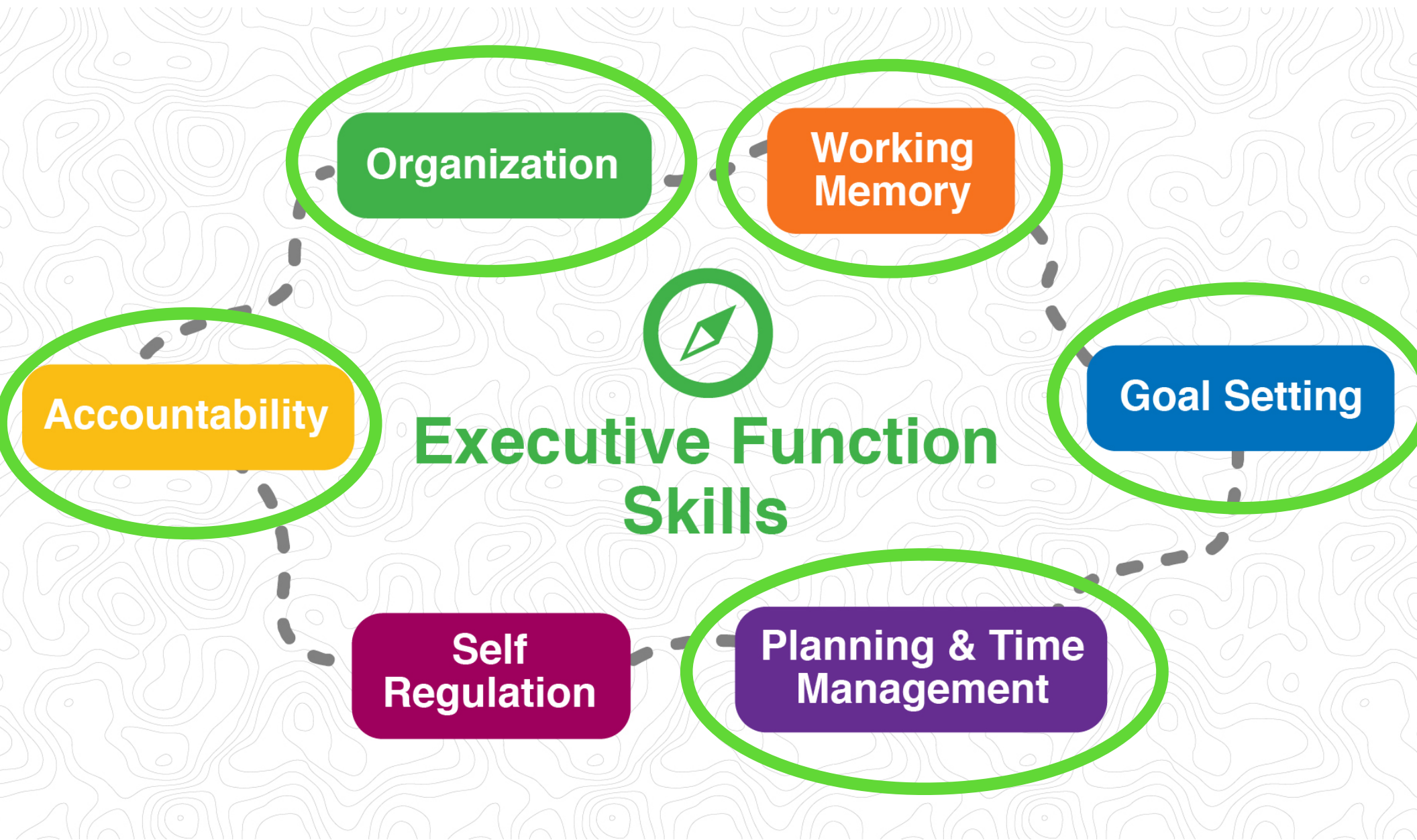
Do at least 1 set/ 10 d

Daily Task

Do at least 1.5 sets/ day

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

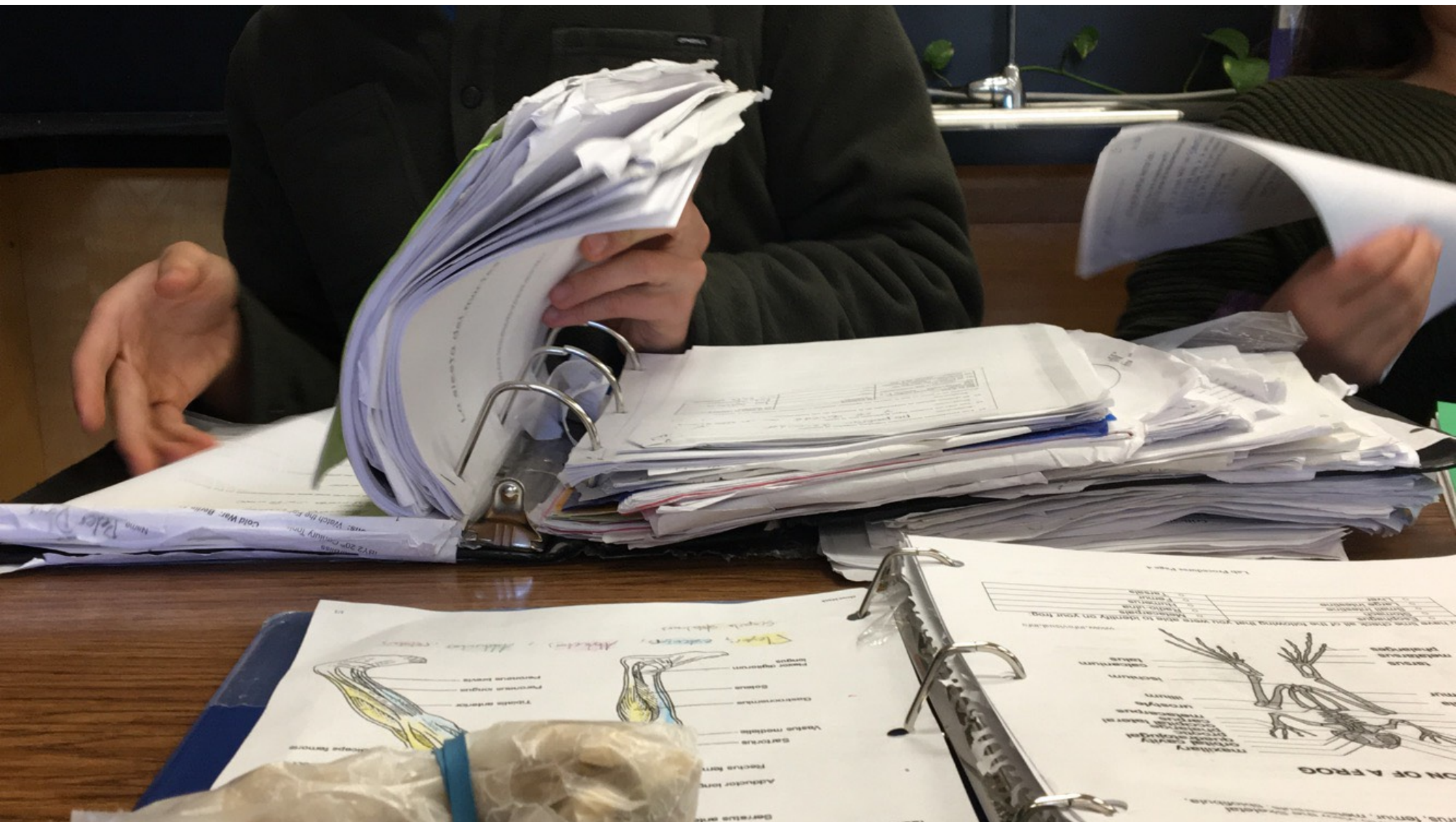
Did you accomplish your 1st Term Goal? ☐ Yes or ☐ No



Modeling









Binder Check Schedule For Term: _____

Check 1

Date _____

Grade Received _____

Page B

- ☐ Lifeline _____ incomplete
☐ Lifeline _____ not graded
☐ Lifeline _____ missing

Page C

- ☐ No date on _____
☐ Agenda _____ incomplete

Comments

Page F

- ☐ Not Updated
☐ Out of order
General
☐ _____ falling out
☐ No binder paper
☐ Papers in pockets

Page G and Assignments

- ☐ No date on _____
☐ Not Updated
☐ Scores not recorded
☐ Needs heading
☐ Assignment _____
missing assignment # _____

Check 2

Date _____

Grade Received _____

Page B

- ☐ Lifeline _____ incomplete
☐ Lifeline _____ not graded
☐ Lifeline _____ missing

Page C

- ☐ No date on _____
☐ Agenda _____ incomplete

Comments

Page F

- ☐ Not Updated
☐ Out of order
General
☐ _____ falling out
☐ No binder paper
☐ Papers in pockets

Page G and Assignments

- ☐ No date on _____
☐ Not Updated
☐ Scores not recorded
☐ Needs heading
☐ Assignment _____
missing assignment # _____

Check 3

Date _____

Grade Received _____

Page B

- ☐ Lifeline _____ incomplete
☐ Lifeline _____ not graded
☐ Lifeline _____ missing

Page C

- ☐ No date on _____
☐ Agenda _____ incomplete

Comments

Page F

- ☐ Not Updated
☐ Out of order
General
☐ _____ falling out
☐ No binder paper
☐ Papers in pockets

Page G and Assignments

- ☐ No date on _____
☐ Not Updated
☐ Scores not recorded
☐ Needs heading
☐ Assignment _____
missing assignment # _____

Check 4

Date _____

Grade Received _____

Page B

- ☐ Lifeline _____ incomplete
☐ Lifeline _____ not graded
☐ Lifeline _____ missing

Page C

- ☐ No date on _____
☐ Agenda _____ incomplete

Comments

Page F

- ☐ Not Updated
☐ Out of order
General
☐ _____ falling out
☐ No binder paper
☐ Papers in pockets

Page G and Assignments

- ☐ No date on _____
☐ Not Updated
☐ Scores not recorded
☐ Needs heading
☐ Assignment _____
missing assignment # _____

Total Score

/

Directions:

1. Check your binder or your partner'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 partner fix his or her binder.
3. When you get your own binder back, fix everything so that your binder is ready for the upcoming binder check.

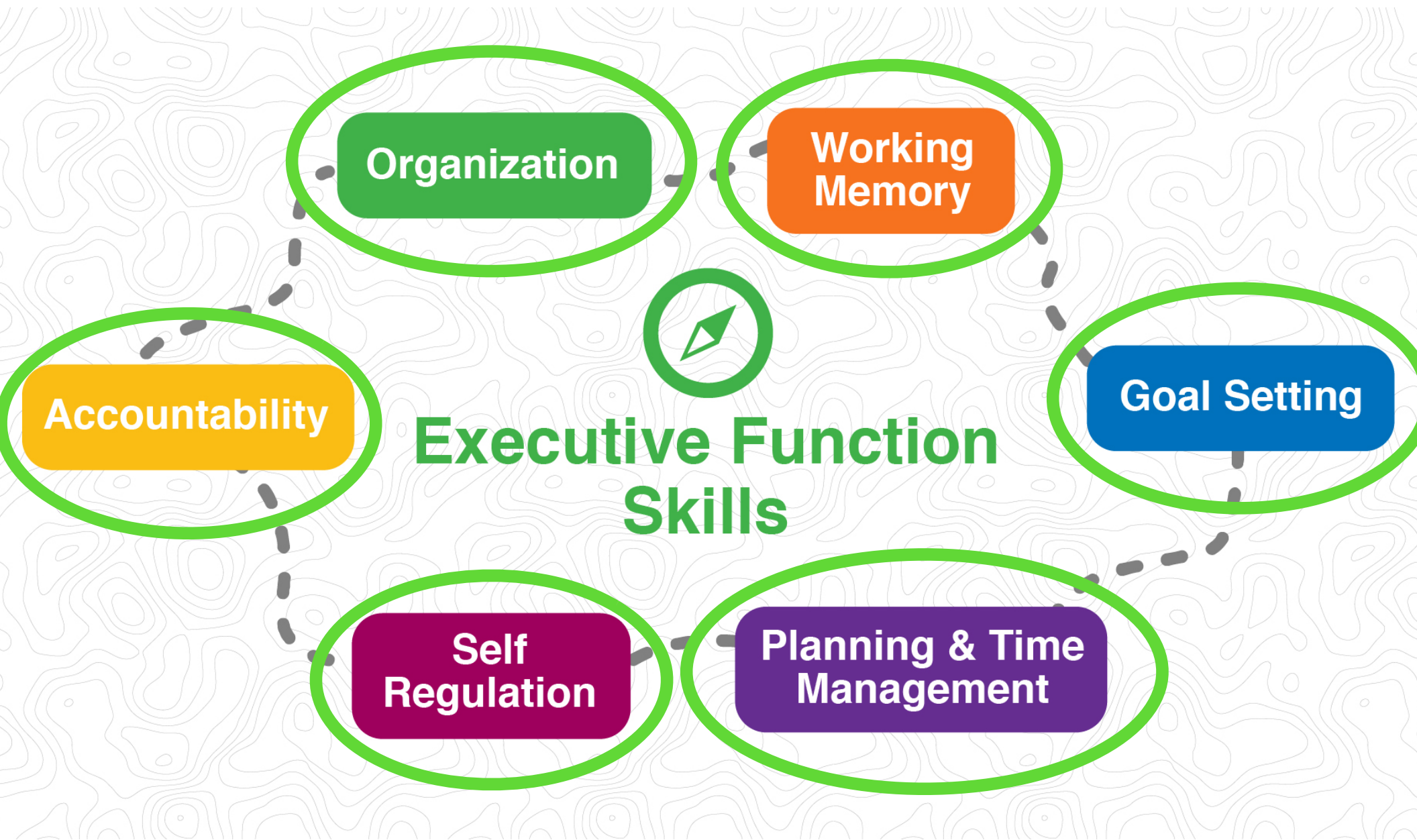
Binder owner _____

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	
G	Yes No	N/A	Yes No	Yes No	
G (G1, G2, G3...)	Yes No	Yes No	Yes No	Yes No	
H	Yes No	N/A	Yes No	Yes No	
Assignments (#1, #2, #3...)	Yes No	Yes No	Yes No	Yes No	
Binder paper (at least 5 pages)	Yes No	N/A	Yes No	N/A	

General comments:







Name Your Name Here Period 1st 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 _____



“...simply raising standards in our schools, without giving students the means of reaching them, is a recipe for disaster. It just pushes the poorly prepared or poorly motivated students into failure and out of school.”

Carol Dweck *Mindset: The New Psychology of Success*



Check Out or Online Course:

How to Teach Executive
Functions in Any Classroom

organizedbinder.com/go



Contact and Updates

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