

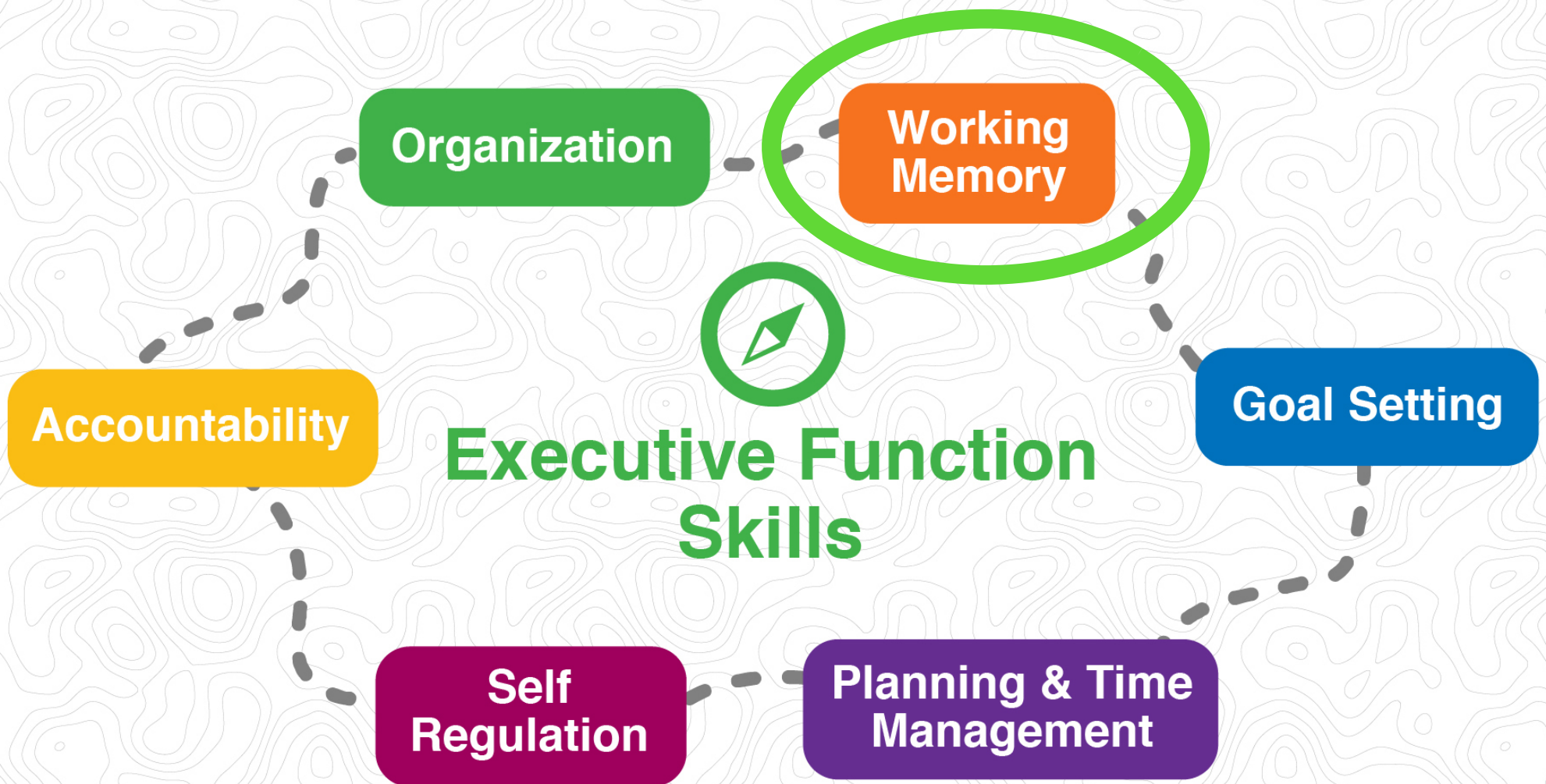
LEARN TO TEACH EXECUTIVE FUNCTIONS

**A FREE 5 PART
WEBINAR SERIES**

Provided by



Session 1: Working Memory



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



Caveat #1

I founded Organized Binder. We offer a course on teaching executive functions. We have live teacher workshops on the topic!



I hope you have a notebook
and pen/pencil in hand!



Caveat #2

For the sake of time most student examples that are displayed are from grades 4-14.



My Hope

If teachers want their students to be successful, then teachers must attend to students' engagement in class material and their coursework performance, not just their tested performance. To make this shift, educators need to understand how best to **help adolescents develop as learners in their classes**. This should not be framed as an additional task for teachers, though for many it may mean teaching in new ways.

UCHICAGO CCSR Literature Review, *Teaching Adolescents To Become Learners*

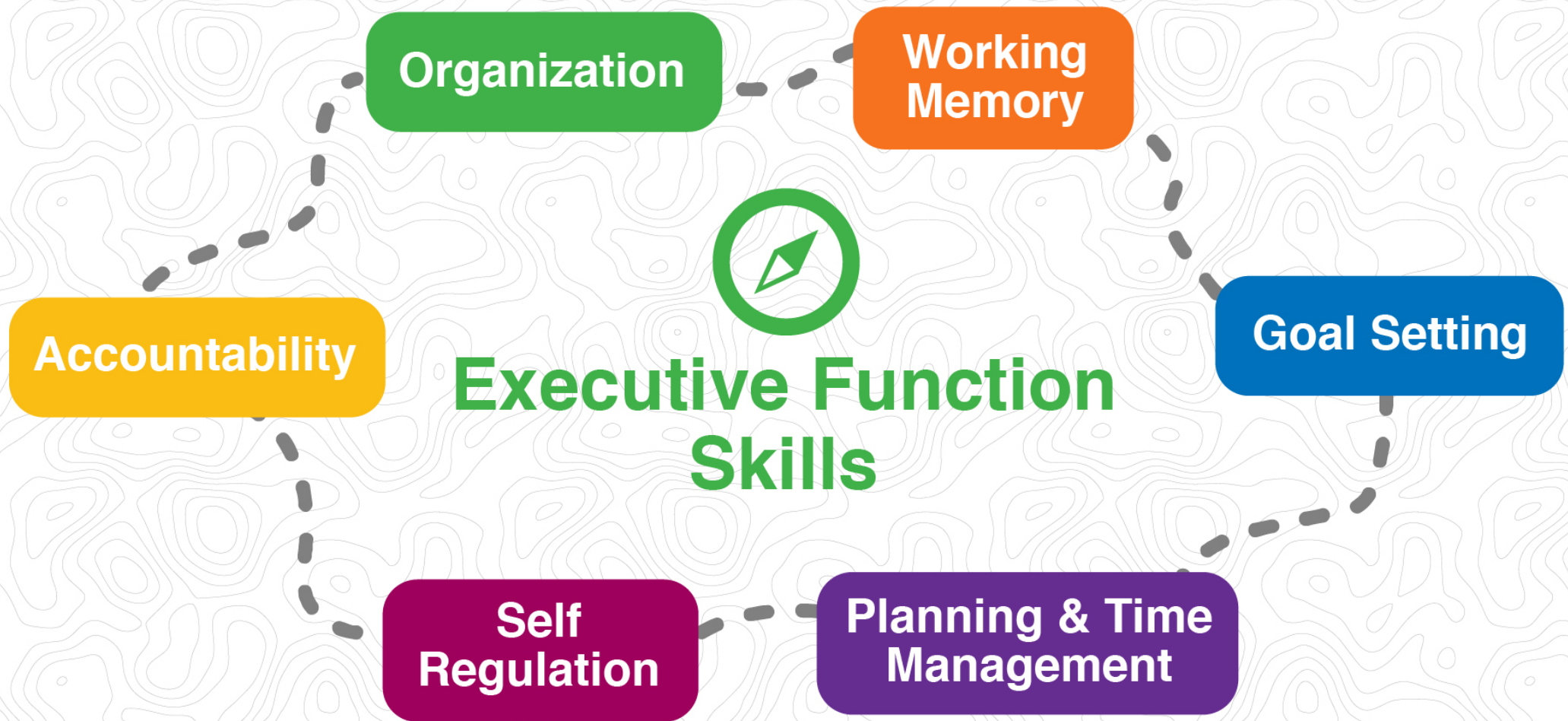


Takeaways

1. Predictable routines create safer learning spaces.
2. Executive Functions lay the foundation for success.
3. They are best learned with daily or routine practice.
4. Shared routines don't infringe on academic freedom.
5. Students with engaged families are more successful.







Why EFs Have Not Been Taught Historically?

1. Time Crunch!
2. Zone of Genius!



3 Strategies for Teaching EFs

Clarity

Routine

Modeling



Caveat #3

Executive Functioning Skills are not taught in the traditional sense.

They are best learned when students get practice employing them!



Clarity

“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*



Caveat #4

For the sake of clarity and modeling, Organized Binder student samples are shown throughout this webinar series.



Organized Binder

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A: Goals

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B: Weekly Lifelines

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D: Binder Check

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E: Syllabus

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F: Academic Toolkit

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G: Table of Contents

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H: Passes (optional)



Weekly Lifeline

Date _____

Check _____

Prompt _____

Response _____

LEARNING LOG

Date _____

Check _____

Prompt _____

Response _____

LEARNING LOG

Date _____

Check _____

Prompt _____

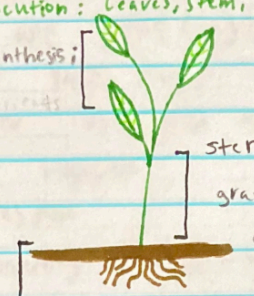
Response _____

KICK-OFF

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 root respiration



Stem - support, let a 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 c nonvascular & mosses
- two types of root systems: taproot (main) & fibrous (small)
- 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

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*



Repetition

“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



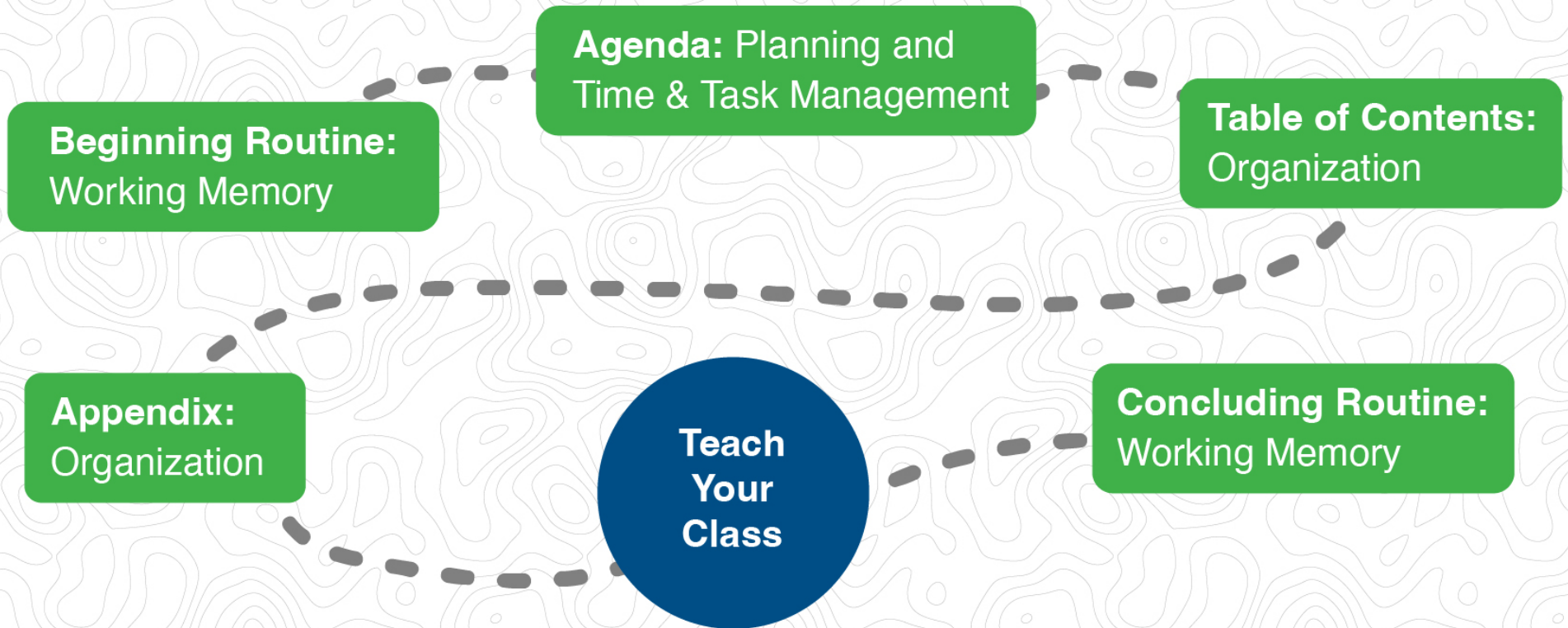
Shared Routine

"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



Daily Routine



The Good News

“With training and **practice**, children can learn to master memory, organizational, and other strategies that will serve to make them more independent learners and also help to level their academic playing field.”

Mark Katz - *Classroom Strategies for Improving Working Memory*



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*



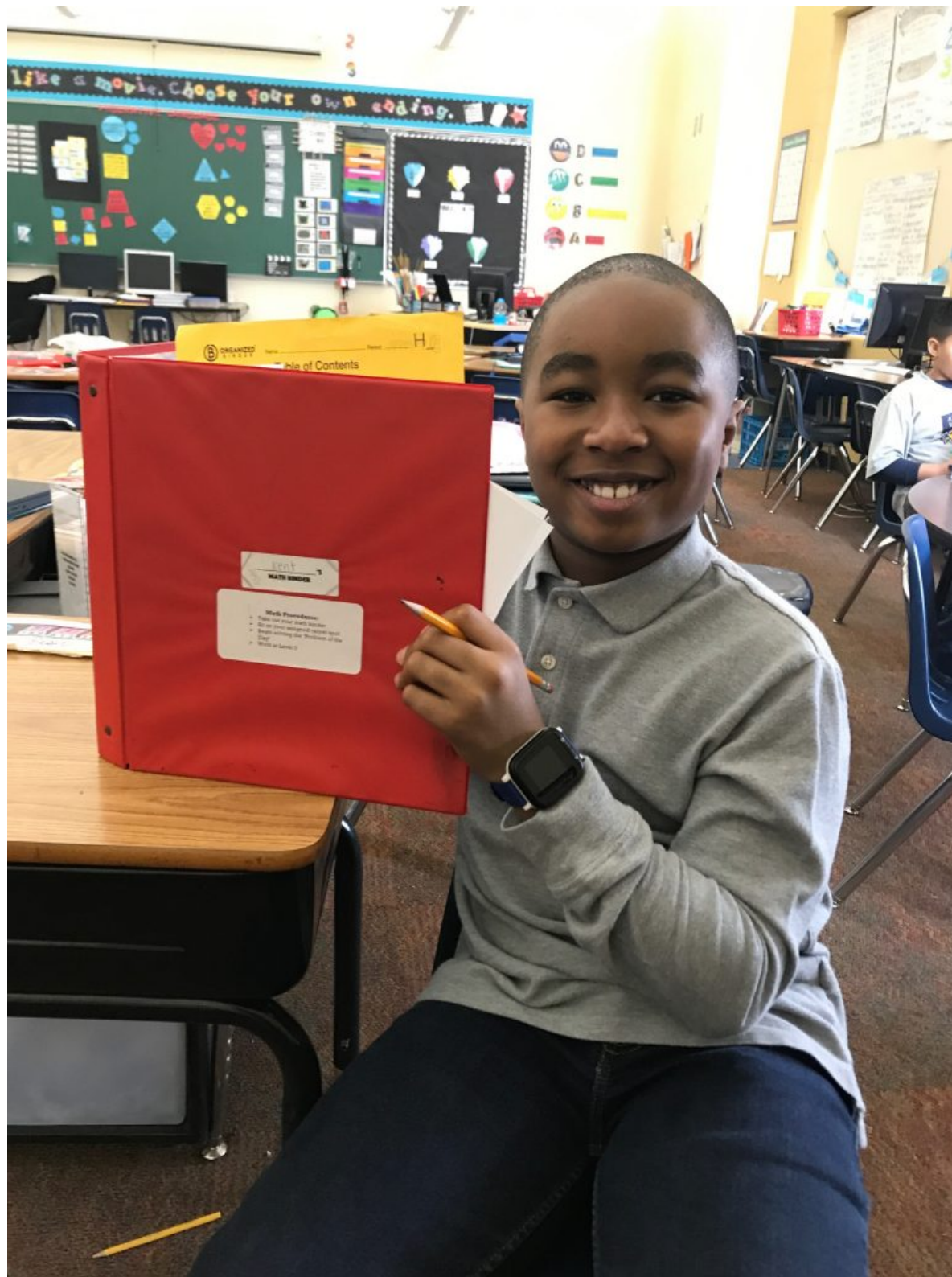


PROPERTY OF:
COURSE:


ORGANIZED
BINDER







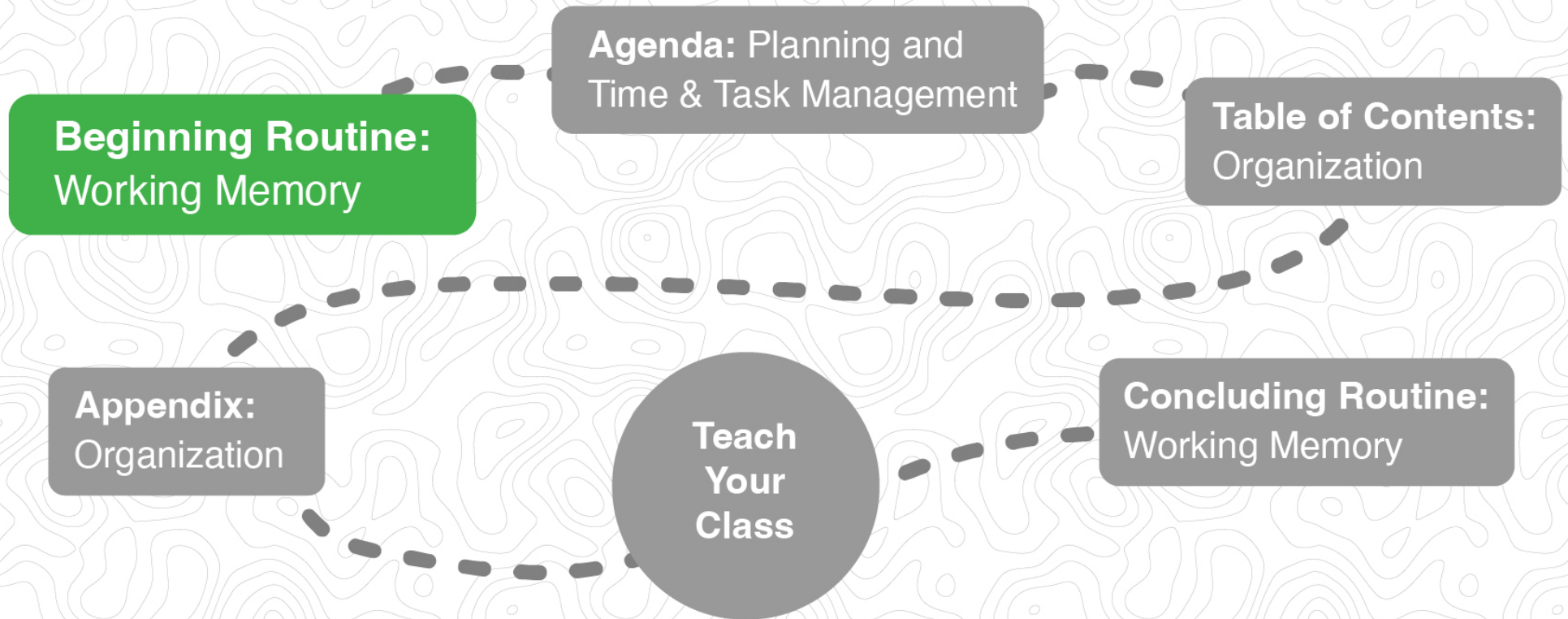
A Universal Tier 1 Intervention



Let's Get To It!



Daily Routine



Daily Sequence:

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

Weekly Lifeline

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B: Weekly Lifeline

Agenda

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C: Agenda

Table of Contents

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G: Table of Contents

Academic Toolkit

My List of Academic Tools

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F: Academic Toolkit*

Weekly Lifeline

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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.

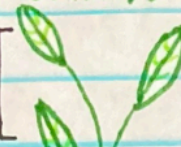
KI

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)

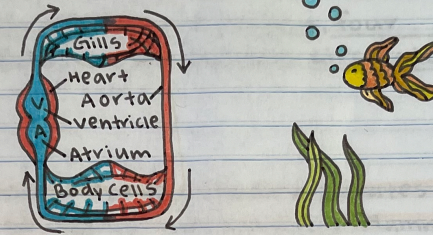
Answers / Notes

- they can not only anchor the plant & absorb but accumulate & store starch reserves
- plants without them have rhizoid **VOCAB** (most are one c
↳ nonvascular & mosses
- two types of root systems: taproot (main) & fibrous (small)
- 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

Lesson 8: Reptiles and Birds

Kick off:

Circulation of Blood in Fish



Notes:

Reptiles - scaly skin retains moisture in body & other. Reptiles have lungs for breathing. Reptiles have legs under body & claws, reproduce on land with internal fertilization (amniotic eggs), ectotherms, most eat insects. Sense organs; can sense temp. change have sense of smell. Turtles - some aquatic, some live on land (tortoises), can swim long distances to return to their hatching place to lay eggs, have shells for protection. Lizards - mostly on land, adapted to anything except cold, some poisonous. Alligators & crocodiles - swamp/river, scales & webbed toes, crocodile spends more time in water. Snakes - long, flexible, no legs, forked tongue detects odor, swallow prey. Birds - fly, hind legs for walking & perching, wings for flying (sometimes swimming).

All birds have feathers, are endotherms and have beaks. 4 chambered heart & double loop circulatory system. Migrate

Reptiles - lizards, snakes, turtles, tortoises, alligators, crocodiles and dinosaurs.

Summary:

Reptiles are ectotherms and birds are endotherms. Snakes poison prey through fangs, wrap themselves around prey until it suffocates and swallow the prey whole. Not all birds fly, penguins swim.

Vocabulary

Tool Kit

Paper

Unit Paper







Date 9/14/22

Weekly Lifeline

Check

KICK-OFF

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

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 _____





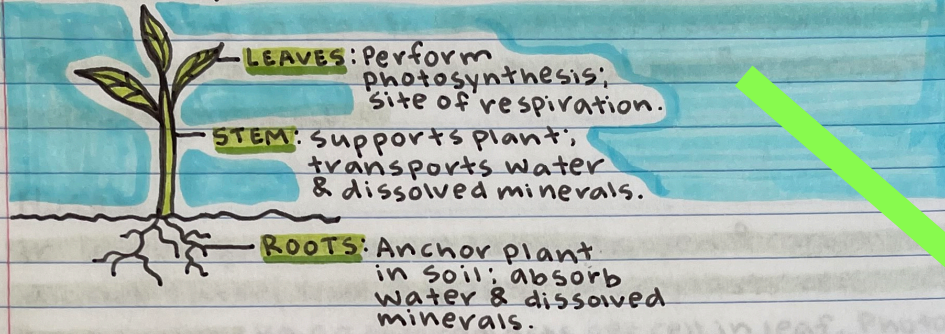

ORGANIZED
BINDER



Lesson 2-Basic Plant structures

Kick-off:

vascular plant



Notes:

Some roots accumulate & store starch reserves. **Non-vascular plants** - no roots - have rhizoids. **Taproot system** - main big root grows down from stem. **Fibrous root system** - network of smaller roots same size.

Cuticles prevent plants from losing a lot of water in extreme heat.

Cuticle layer - varying thickness

Minerals dissolved in water pass through root hairs into cortex, which then passes them to xylem cells (transport water & dissolved minerals from roots to leaves). Roots can sometimes be used in asexual reproduction. **Photosynthesis** - leaves take CO_2 & release oxygen + water. **Stomata** in cuticles allow passage of air with CO_2 into leaf & exit of O_2 & H_2O out of leaf. **Major stem types**: **Herbaceous** (soft, green), **Woody** (tough, not green, may be in bark).

Guard cells open stomata in daylight for photosynthesis & partially close at night to avoid water loss.

Plants lose 90% water through stomata.

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

Vocabulary

Tool Kit

Paper

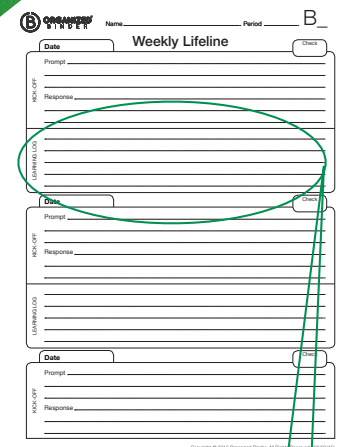
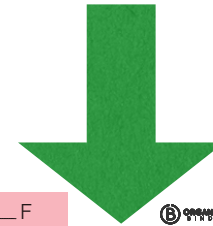
Unit Packets

“We do not learn from experience...we learn from reflecting on experience.”

John Dewey



Daily Routine



B: Weekly Lifeline

C: Agenda

G: Table of Contents

F: Academic Toolkit*

Weekly Lifelines

Beginning Routine

Ending Routine

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



Daily Routine



“Students need a structured organization for the concepts they are learning. They also need to deepen their thinking by attaching context to the content through their own personal experiences. **Reflective closure activities can provide this opportunity.**”

Tyler Reese, *ACSD Education Update* - June 2014 | Volume **56** | Number **6**



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

EARNING LOG

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.

“OMG, I love the response log!! I've never used one before, wow is all I can say. Just wow! And, I love the conversation that I'm having with students via paper! LOVE IT LOVE IT LOVE IT LOVE IT!!!!!!! YOU'RE A GENIUS!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!”



“*Retrieval practice* - recalling facts or concepts or events from memory - is a more effective learning strategy than review by rereading.”

“...if you practice *elaboration*, there's no know limit to what you can learn. Elaboration is the process of giving new material meaning by expressing it in your own words and connecting it with what you already know.”

Brown, Roediger, McDaniel, *make it stick - The Science of Successful Learning*



“Liberating education consists in acts of cognition not transferrals of information.”

Paulo Freire, *Pedagogy of the Oppressed*



“Based on a century of research, in order to transform learning, we must focus on getting information out - a strategy called retrieval practice.”

Agarwal and Bain, Powerful Teaching - Unleash the Science of Learning



“The complete sentence is the battering ram that knocks down the door to college. To help your students succeed require complete sentences and proficient grammar every chance you get.”

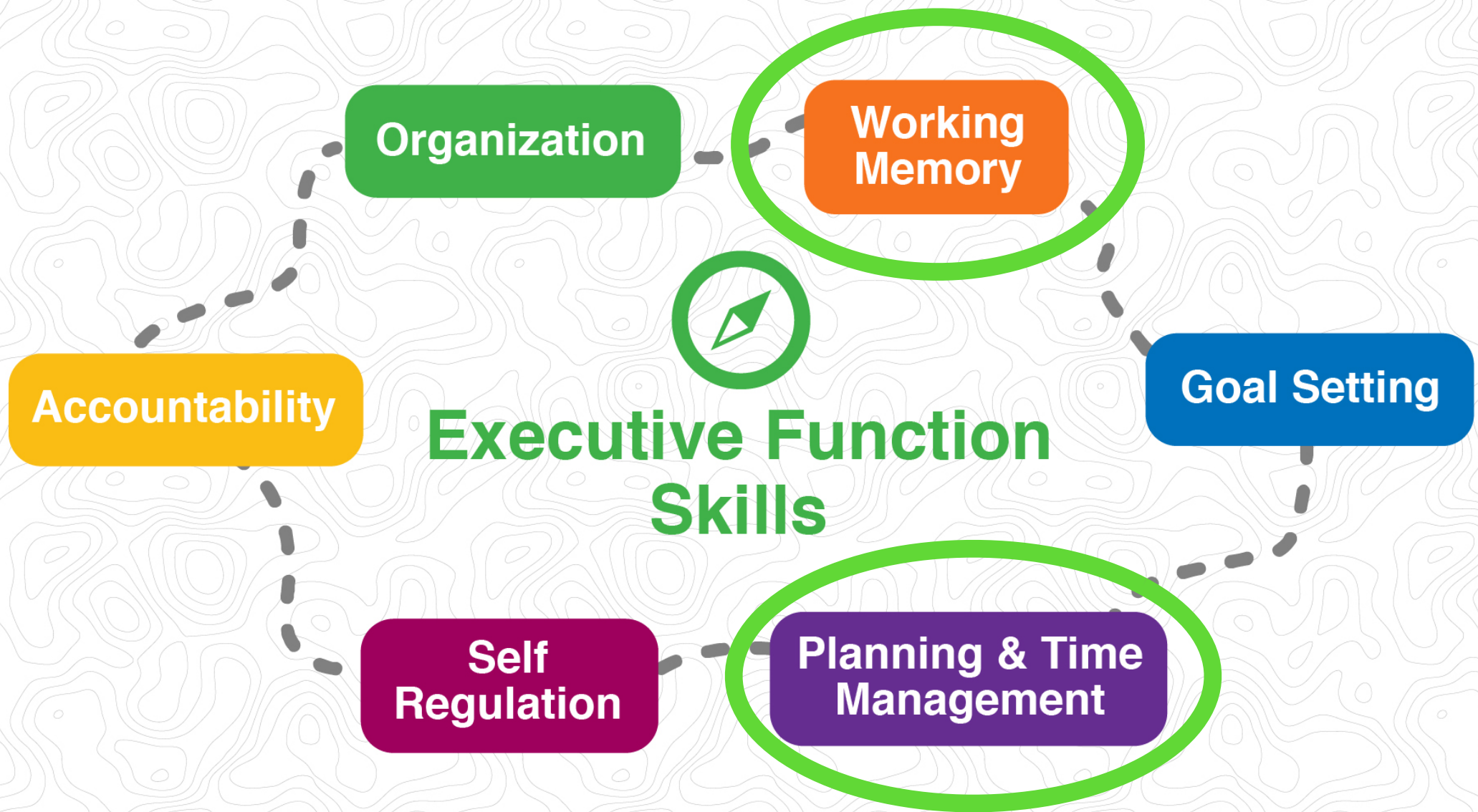
Doug Lemov, *Teach Like A Champion*



“Teachers should find ways to expose students to details multiples times - at least three -ideally no more than two days apart.”

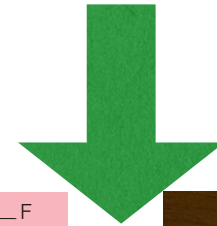
Marzano, *Classroom Instruction That Works*



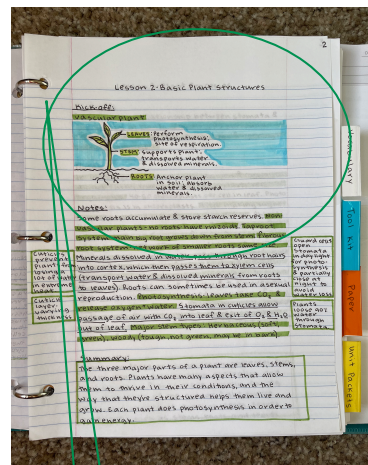


Session 2: Planning and Time Management!

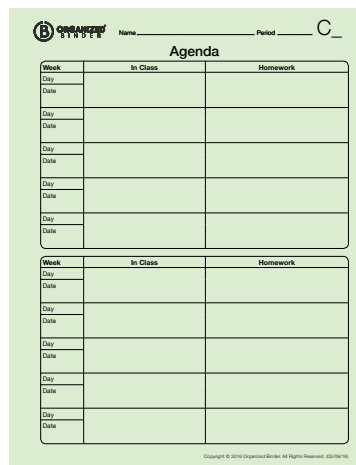
Daily Routine



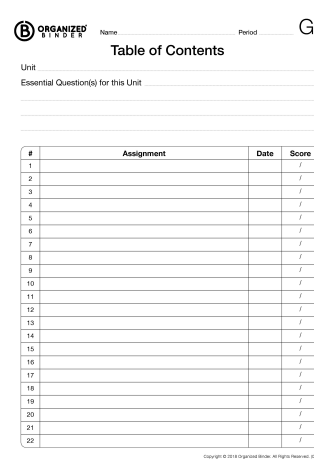
Teach Your Class



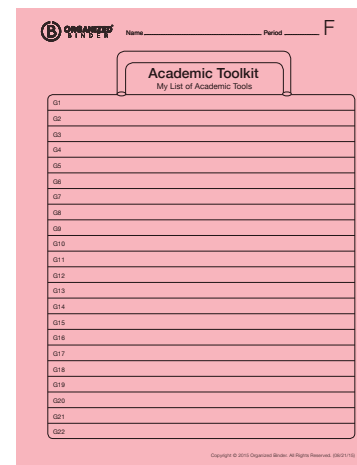
B: Weekly Lifeline



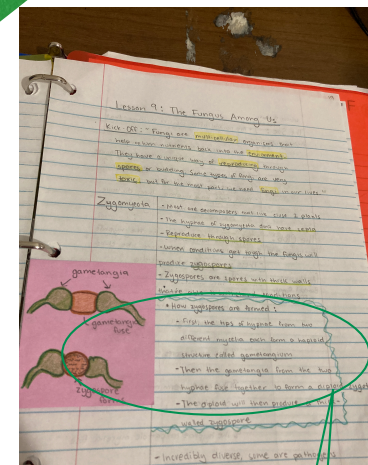
C: Agenda
*Planning &
Time Management*



G: Table of Contents



F: Academic Toolkit*



Weekly Lifelines

Working Memory

Beginning Routine

Ending Routine

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



Daily Routine



Your #1 Takeaway?



I Want To Learn More!

Teaching
Executive
Function
Live Workshops

How to Teach
Executive
Functions in Any
Classroom
Online Course

How to Teach
Executive
Functions
Course
+
Live Coaching
& Support

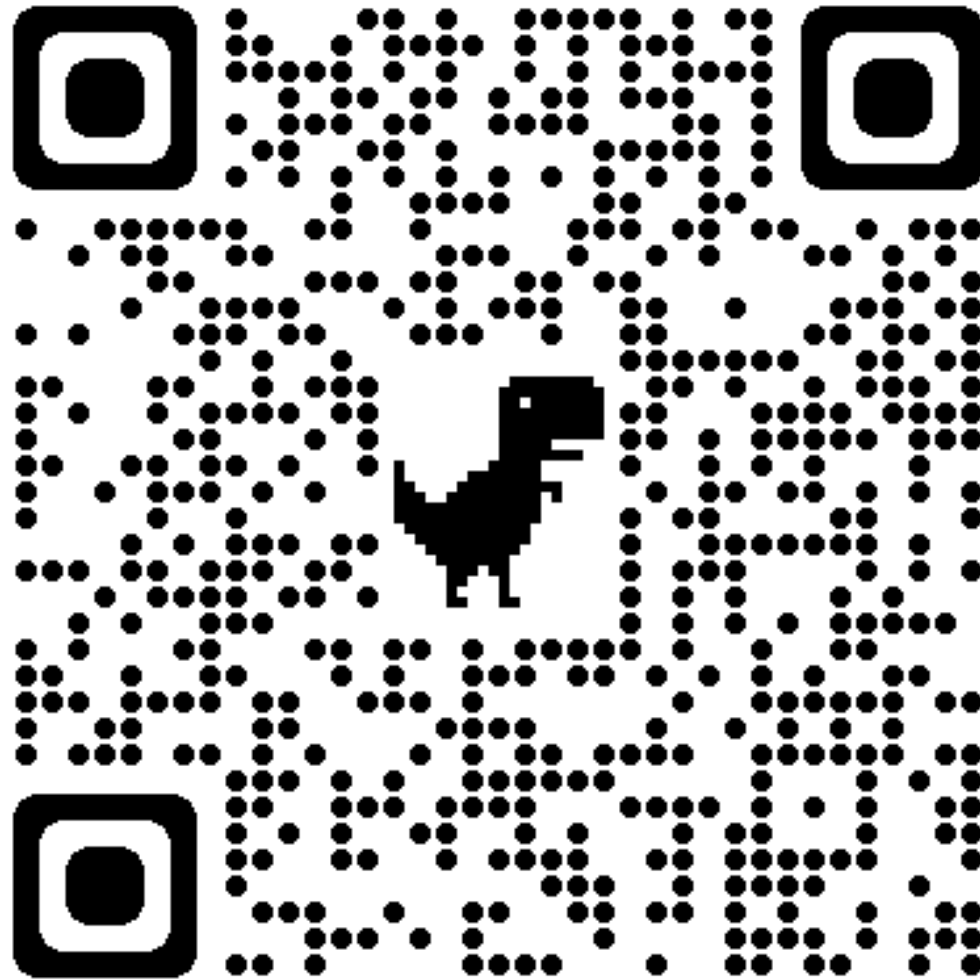
The Full
Organized Binder
Program



organizedbinder.com/learn



I Want To Learn More!



organizedbinder.com/learn



I Want To Learn More!!!

We are thrilled that you want to learn more about the work we do here at Organized Binder. Please take a moment and select which options (select all that apply) you want to explore and we will reach out to you via email ASAP to schedule a 15 minute meeting to chat!

Name *(Required)*

First

Last

Email *(Required)*

Please Select Which Offering You Are Interested In: *(Required)*

- ☐ The Full Organized Binder Program
- ☐ How to Teach Executive Functions Course
- ☐ How to Teach Executive Functions Course + Live Coaching
- ☐ How to Teach Executive Function Teacher Live Workshops
- ☐ Other

Other

CAPTCHA

☐

I'm not a robot



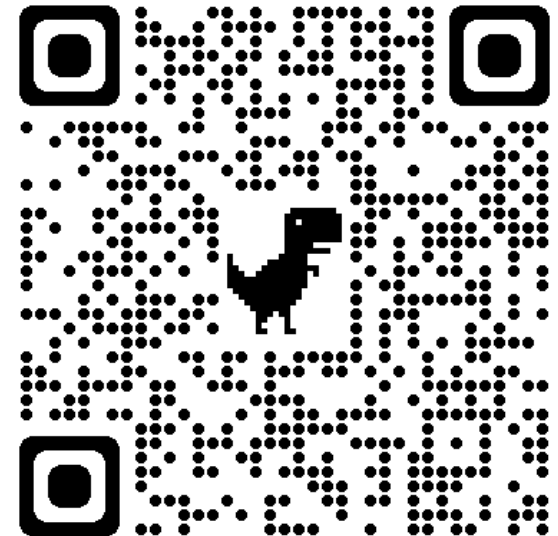
reCAPTCHA
Privacy - Terms

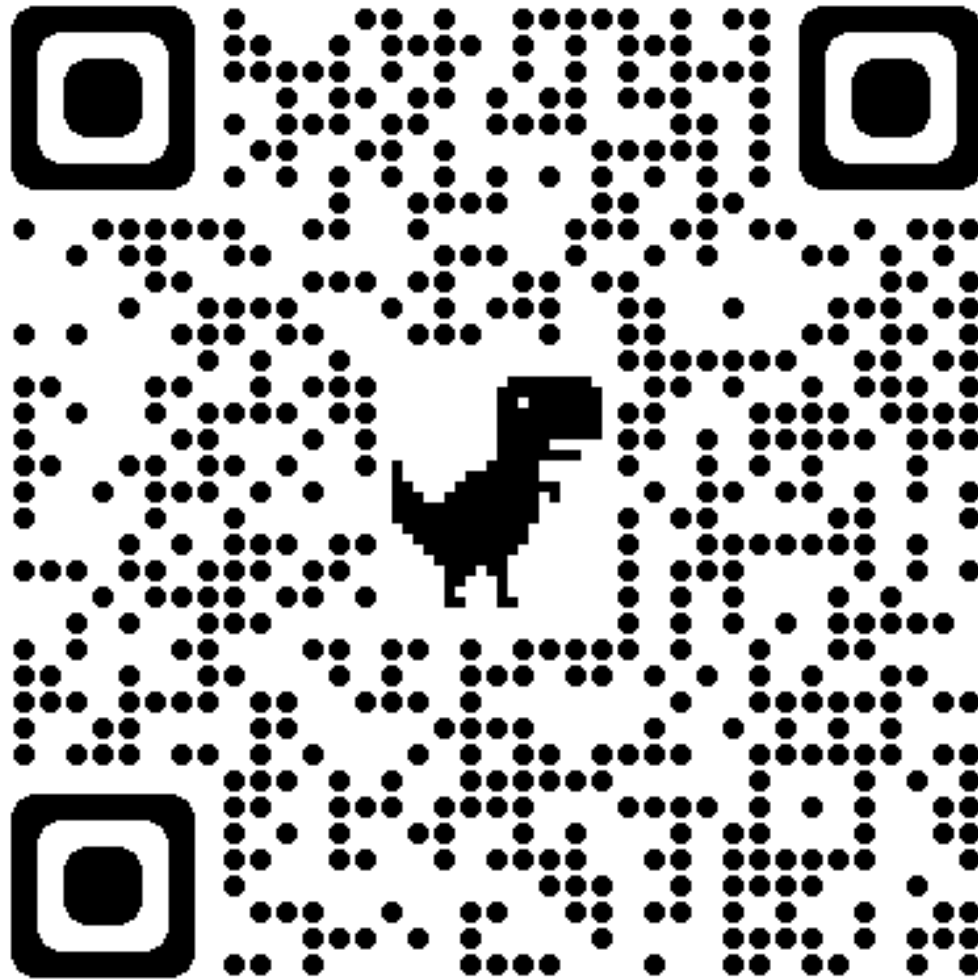
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