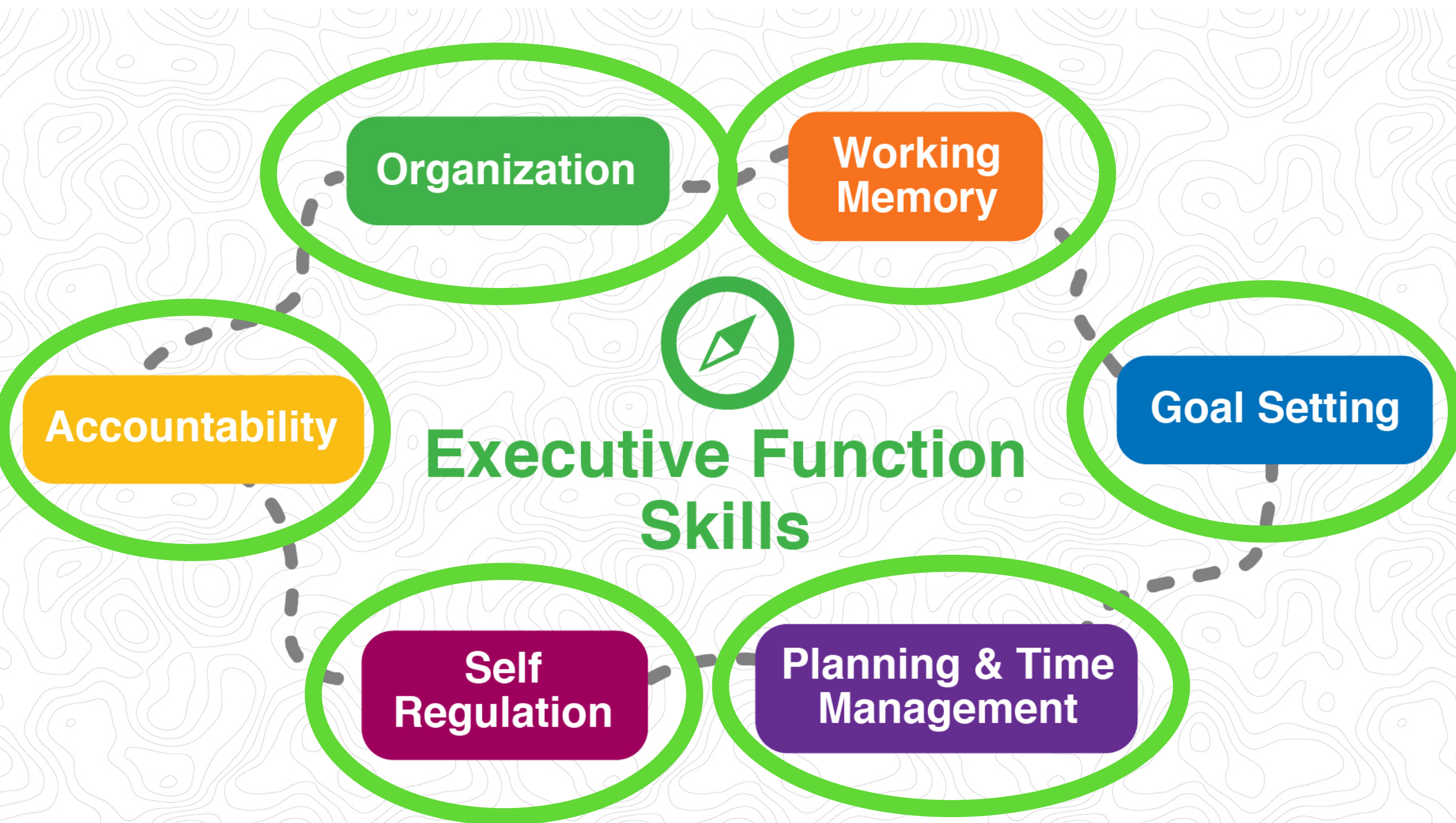


# **LEARN TO TEACH EXECUTIVE FUNCTIONS**

**A FREE 5 PART  
WEBINAR SERIES**

Provided by





## Session 5: Accountability and Self-Regulation



# 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.



# 3 Strategies for Teaching EFs

Clarity

Routine

Modeling



# A Universal Tier 1 Intervention



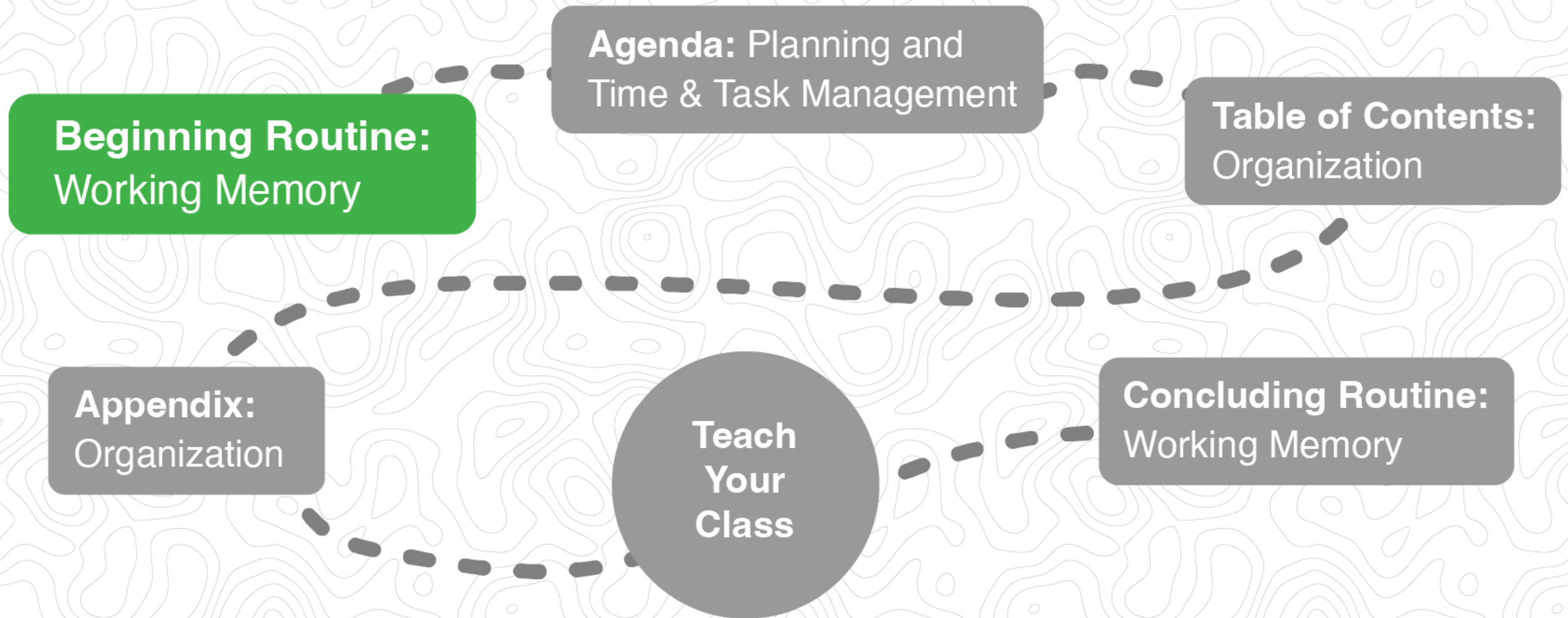


# Let's Get To It!

First, let's review  
Sessions 1-4

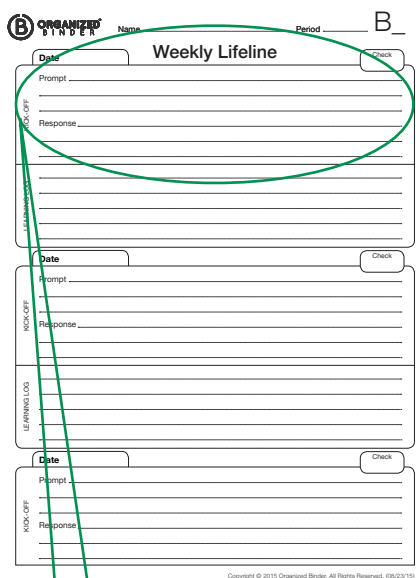


# Daily Routine



# Daily Routine:

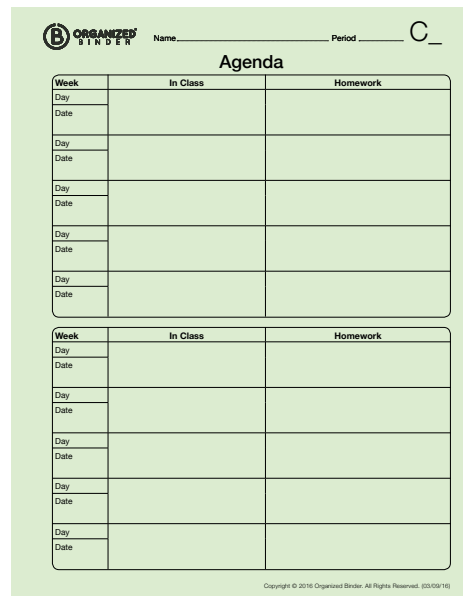
B (Kick-Off), C, G, F\*, and B (Learning Log)



Weekly Lifeline

Form B: Weekly Lifeline. It features three sections, each with a 'Date' field, a 'Prompt' field, and a 'Response' field. The sections are labeled 'KICK-OFF', 'LEARNING LOG', and 'KICK-OFF'.

B: Weekly Lifeline



Agenda

Form C: Agenda. It is a green form with two tables. Each table has columns for 'Week', 'In Class', and 'Homework'. The first table is for the current week, and the second is for the following week.

C: Agenda

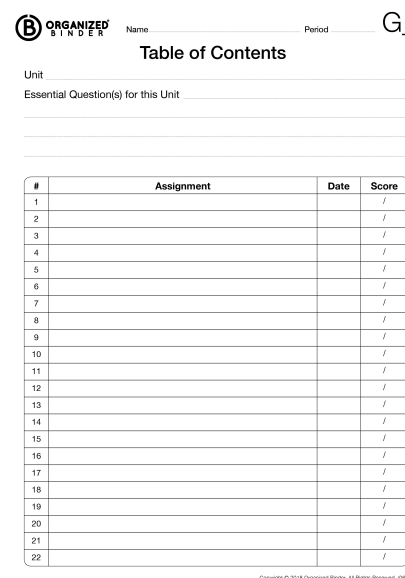
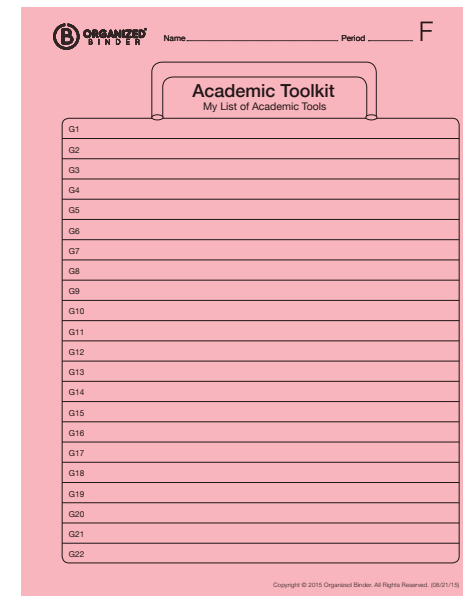


Table of Contents

Form G: Table of Contents. It includes a section for 'Unit' and 'Essential Question(s) for this Unit'. Below this is a table with columns for '#', 'Assignment', 'Date', and 'Score'.

G: Table of Contents



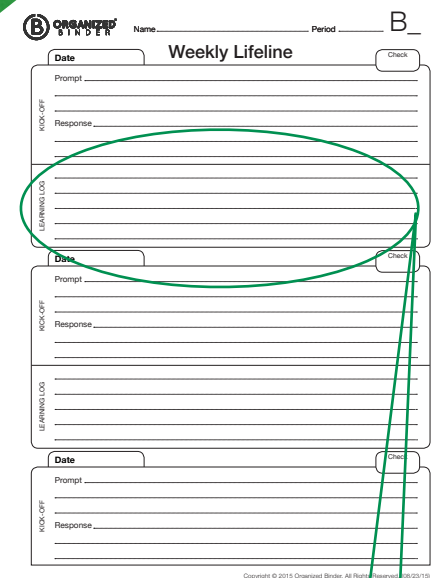
Academic Toolkit

Form F: Academic Toolkit. It is a pink form titled 'Academic Toolkit' with the subtitle 'My List of Academic Tools'. It contains a list of 22 items, labeled G1 through G22.

F: Academic Toolkit\*



Teach Your Class



Weekly Lifeline

Form B: Weekly Lifeline. It features three sections, each with a 'Date' field, a 'Prompt' field, and a 'Response' field. The sections are labeled 'KICK-OFF', 'LEARNING LOG', and 'KICK-OFF'.

B: Weekly Lifelines



Beginning  
Routine

Ending  
Routine

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





## Weekly Lifeline

Date 9/14/22

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

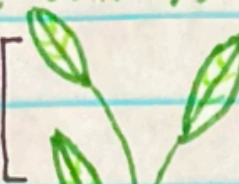
response

## 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 plant

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 rhizoids **VOCAB** (most are one cell)   
↳ 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 its

- two parts: petiole (stem) & blade (photosynthesis happens)

- hold cuticles which help plants from losing



## Weekly Lifeline

Date 9/14/22

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 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





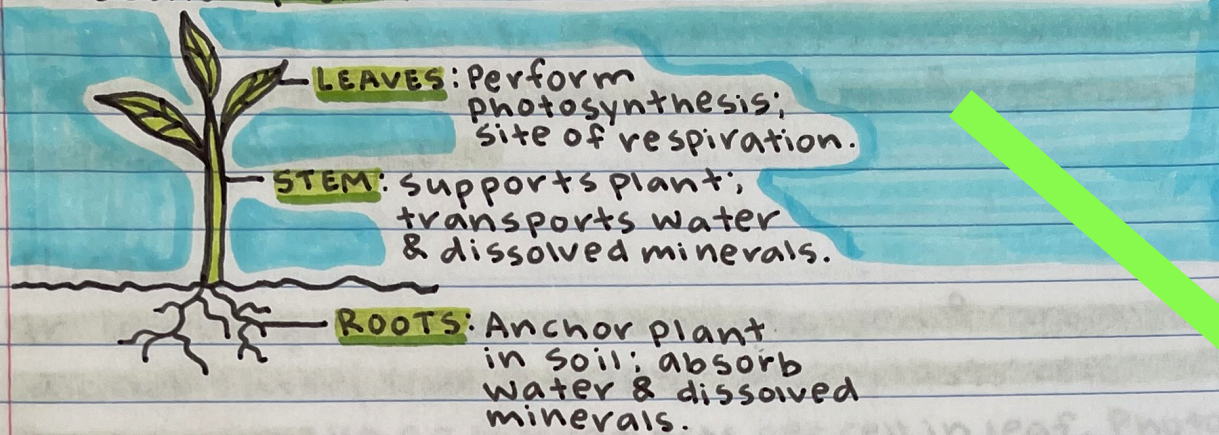




## Lesson 2 - Basic Plant Structures

### Kick-off:

#### 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  $\text{CO}_2$  & release oxygen + water. **Stomata** in cuticles allow passage of air with  $\text{CO}_2$  into leaf & exit of  $\text{O}_2$  &  $\text{H}_2\text{O}$  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

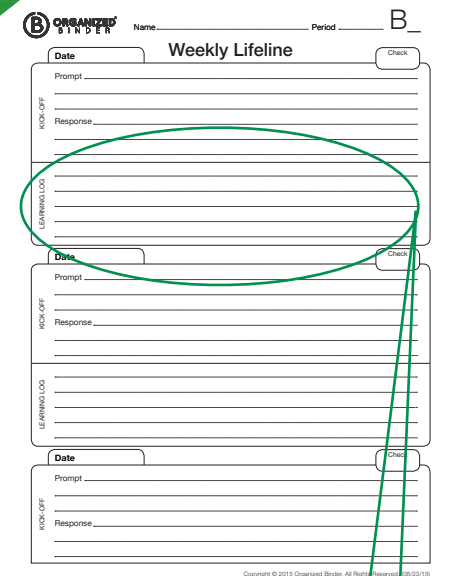
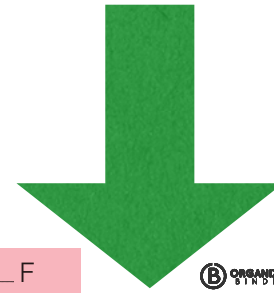


# Daily Routine





# Daily Routine



## Weekly Lifelines

# Beginning Routine

## Ending Routine

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



LEARNING LOG

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Date

Check

KICK-OFF

Prompt \_\_\_\_\_

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Response \_\_\_\_\_

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LEARNING LOG

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Date

Check

KICK-OFF

Prompt \_\_\_\_\_

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Response \_\_\_\_\_

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LEARNING LOG

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**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

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...
- Although I learned about.....in class today, I am confused about....

take them out  
twice as fast.

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.



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

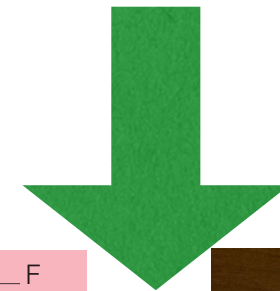
Marzano, *Classroom Instruction That Works*



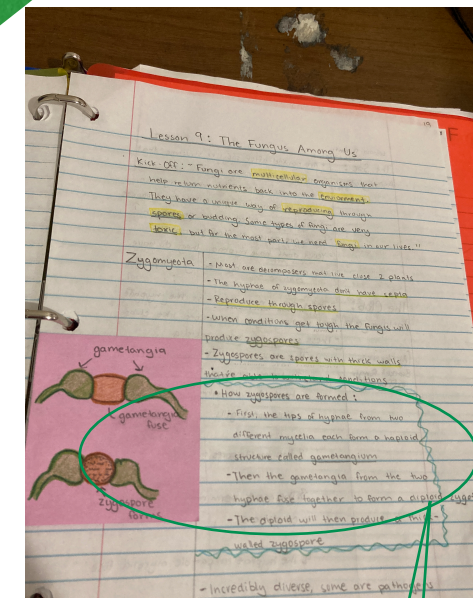
# Daily Routine



# Daily Routine



Teach Your Class



Weekly Lifelines  
Working Memory

Ending  
Routine

**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 |  |

F: Academic Toolkit\*

**Table of Contents**

Unit \_\_\_\_\_

Essential Question(s) for this Unit \_\_\_\_\_

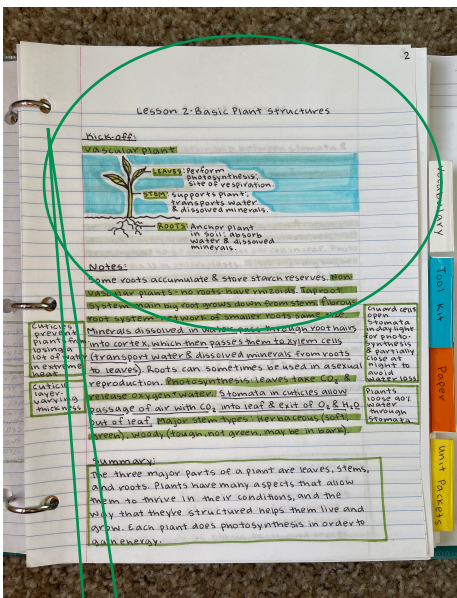
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| 6  |            |      | /     |
| 7  |            |      | /     |
| 8  |            |      | /     |
| 9  |            |      | /     |
| 10 |            |      | /     |
| 11 |            |      | /     |
| 12 |            |      | /     |
| 13 |            |      | /     |
| 14 |            |      | /     |
| 15 |            |      | /     |
| 16 |            |      | /     |
| 17 |            |      | /     |
| 18 |            |      | /     |
| 19 |            |      | /     |
| 20 |            |      | /     |
| 21 |            |      | /     |
| 22 |            |      | /     |

G: Table of Contents

**Agenda**

| Week | In Class | Homework |
|------|----------|----------|
| Day  |          |          |
| Date |          |          |
| Day  |          |          |
| Date |          |          |
| Day  |          |          |
| Date |          |          |
| Day  |          |          |
| Date |          |          |
| Day  |          |          |
| Date |          |          |

C: Agenda  
Planning &  
Time Management



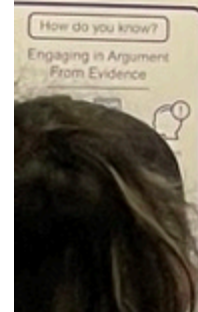
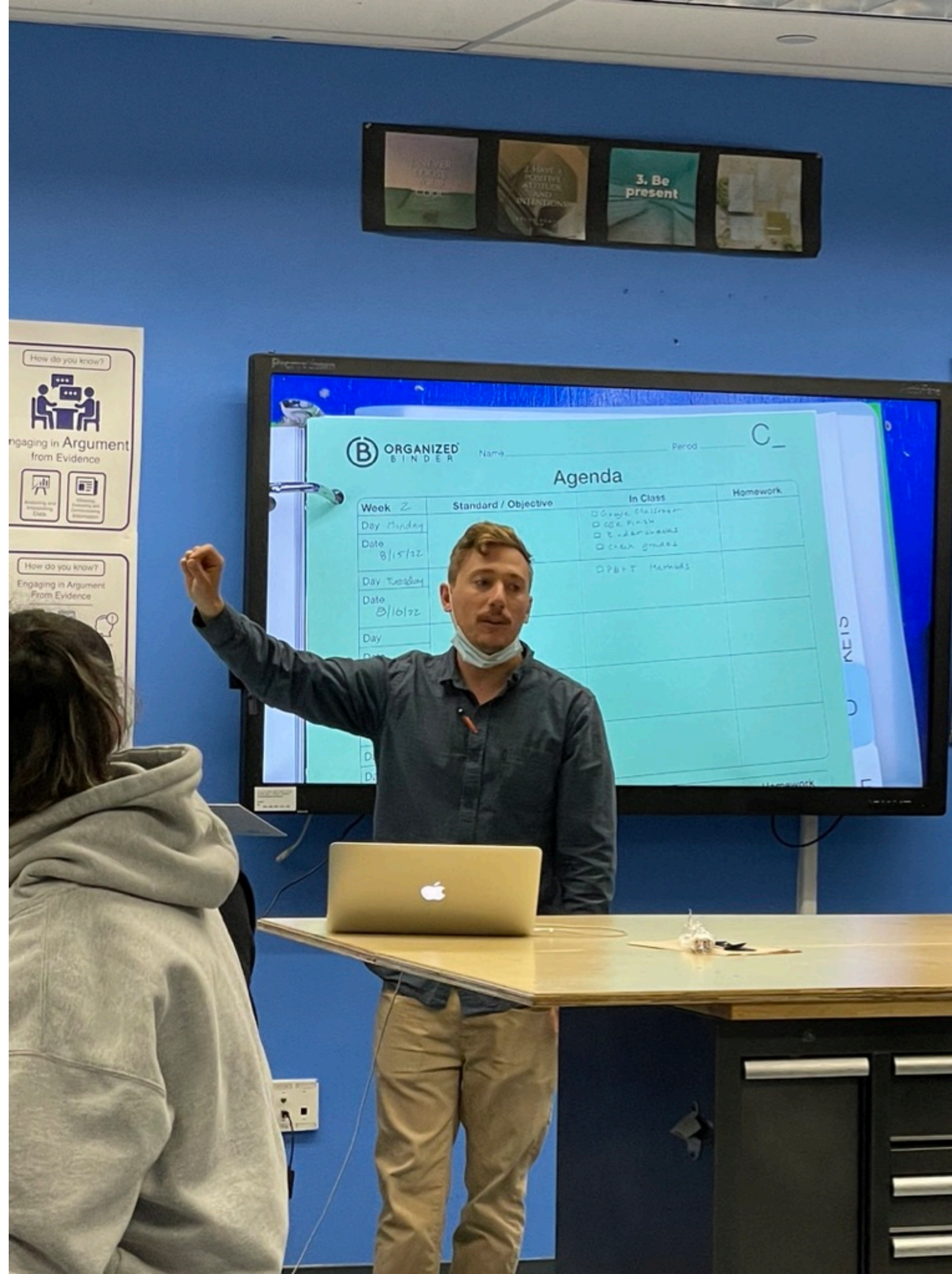
B: Weekly Lifeline  
Working Memory

Beginning  
Routine

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









## Agenda

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

| Week            | In Class              | Homework             |
|-----------------|-----------------------|----------------------|
| Day             |                       |                      |
| Date<br>9/21/22 |                       |                      |
| Day             |                       |                      |
| Date<br>9/22/22 |                       |                      |
| Day             |                       |                      |
| Date<br>9/23/22 |                       |                      |
| Day             |                       | Review Lab<br>Report |
| Date<br>9/24/22 |                       |                      |
| Day             | Cardio Lab Report Due |                      |
| Date<br>9/25/22 |                       |                      |





# Planner

| Tue<br>Aug. 31st  | Wed<br>Sep. 1   | Thur<br>Sep. 2   | Fri<br>Sep 3.  |
|---|---|--|--|
| <ul style="list-style-type: none"> <li>• <b>Earth Science</b> - Introductory</li> <li>• <b>Honors English</b> - Unit 1 objectives</li> <li>• <b>Advocacy</b> - intro - introductory &amp; check in</li> <li>• <b>Pe</b> - introductory &amp; Syllabus</li> <li>• <b>Directed Project</b> - Syllabus &amp; intro</li> <li>• <b>Health</b> - Syllabus</li> <li>• <b>Math</b> - Syllabus &amp; Pace guide</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Honors English</b> - Assignment 1</li> <li>• <b>Earth Science</b> - flipgrid &amp; notes</li> <li>• <b>Spanish</b></li> <li>• <b>Advocacy</b> - internet cyberbully quiz</li> <li>• <b>Pe</b> - quizzes</li> <li>• <b>Directed Project</b> - Journal write</li> <li>• <b>Health</b> - course vocabulary</li> <li>• <b>Math</b> - account setup</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Earth Science</b> - Unit 1 objectives</li> <li>• <b>Pe</b> - Journal write</li> <li>• <b>Directed Project</b> - Flipgrid</li> <li>• <b>Health</b> - Pace guide &amp; Journal write</li> <li>• <b>Math</b> - navigation videos</li> <li>• <b>Art@6</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Honors English</b> - Lesson taking notes</li> <li>• <b>Earth Science</b> - Lesson 1 &amp; notes</li> <li>• <b>Advocacy</b> - Journal write</li> <li>• <b>Pe</b> - Fitness contract</li> <li>• <b>Spanish</b> - Review to make sure all work is done</li> </ul> |



2019-2020  
PLANNER

PROPERTY OF:



MONDAY  
AUG 5

TUESDAY  
AUG 6

WEDNESDAY  
AUG 7

|      |  |  |
|------|--|--|
| 8am  |  |  |
| 9am  |  |  |
| 10am |  |  |
| 11am |  |  |
| 12pm |  |  |
| 1pm  |  |  |
| 2pm  |  |  |
| 3pm  |  |  |
| 4pm  |  |  |
| 5pm  |  |  |
| 6pm  |  |  |
| 7pm  |  |  |
| 8pm  |  |  |

THURSDAY  
AUG 8

FRIDAY  
AUG 9

SATURDAY  
AUG 10

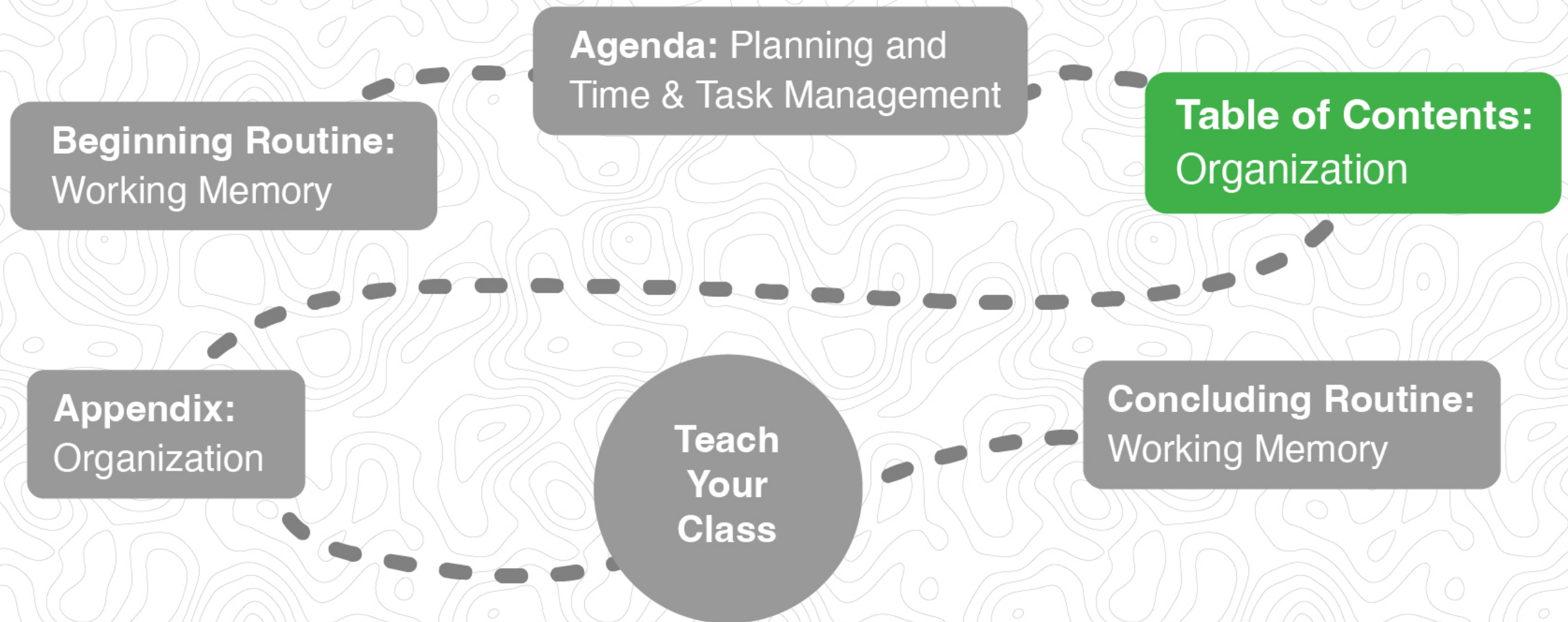
|      |  |  |
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| 9am  |  |  |
| 10am |  |  |
| 11am |  |  |
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| 4pm  |  |  |
| 5pm  |  |  |
| 6pm  |  |  |
| 7pm  |  |  |
| 8pm  |  |  |

SUNDAY  
AUG 11





# Daily Routine







Ashley Zetta Bloom

# The Amazing Human...

08

|    |   |         |
|----|---|---------|
| 1  | Lesson 1 - the amazing human body...                        | 3/14/22 |
| 2  | Lesson 2 - the skin and hair...                             | 3/15/22 |
| 3  | <del>Lesson 3</del> - 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 | <del>Lesson 2</del> - Human System Project - Urinary system | 4/1/22  |
| 13 | Human System Project - Respiratory system                   | 4/1/22  |
| 14 | Human System Project - circulatory system                   | 4/5/22  |
| 15 | Lesson 7 - nervous system                                   | 4/7/22  |
| 16 | Human System Project - The nervous system                   | 4/7/22  |
| 17 | Lesson 8 - The Senses                                       | 4/18/22 |
| 18 | Lesson 9 - The reproductive systems                         | 4/20/22 |
| 19 | Human System Project - reproductive system                  | 4/20/22 |
| 20 | Unit 8 Vocabulary   |         |
| 21 |   |         |
| 22 |   |         |



#3

Unhealthy Relationships

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#10

Name

Date

Period

es?

sory neurons, interneurons, and motor

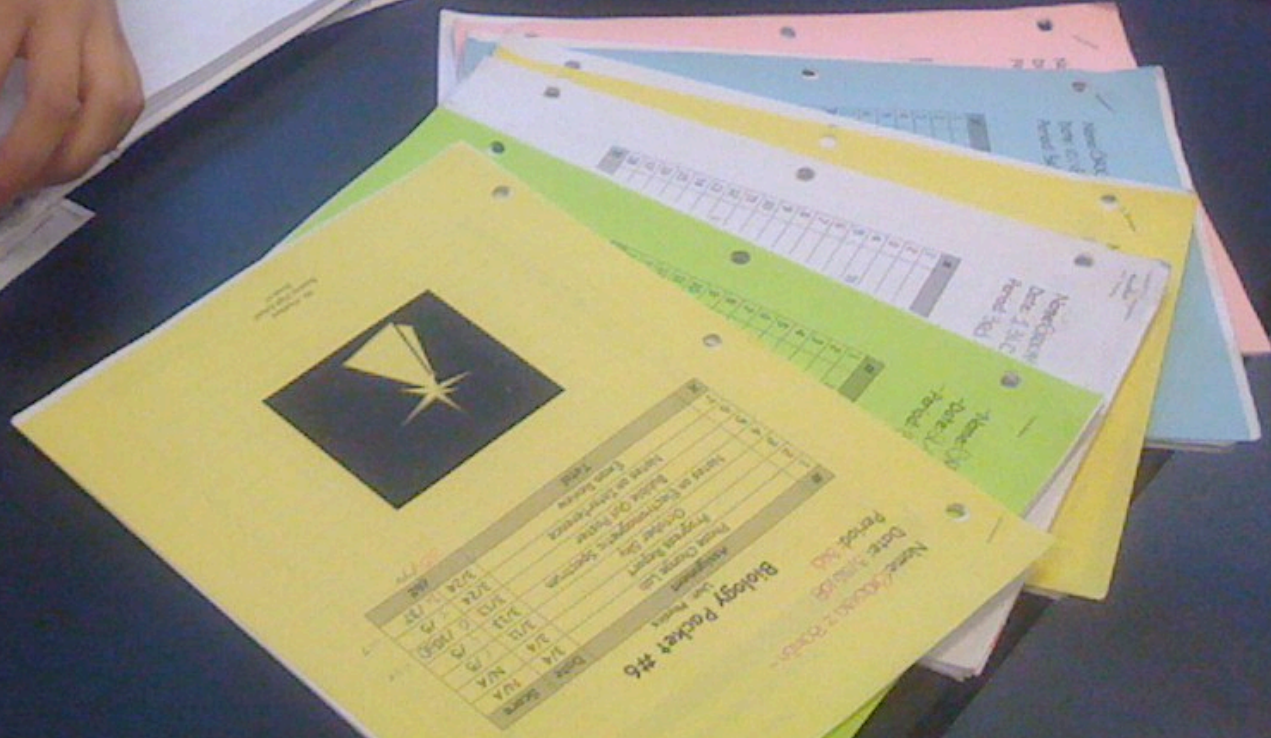
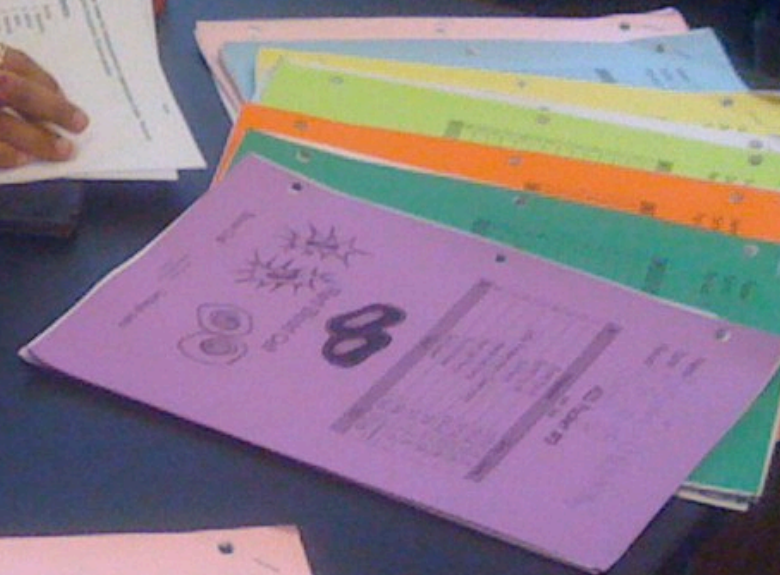
opens during a simple physical activity.

the time it takes to catch a falling ruler.





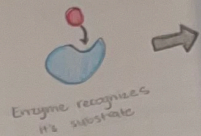






# unit 1: The Study of Life

Natalie



The Scientific Method

Observe

Hypothesis

## Academic Toolkit

My list of Academic Tools

- 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 - How do cells make more cells
- F7 - Amino Acid Wheel
- F8 - Classification of Life
- F9 - Bacteria Basics and shapes

# unit 2: The Cell

Natalie

10/18/21

## The Phases of Mitosis

1. Prophase -

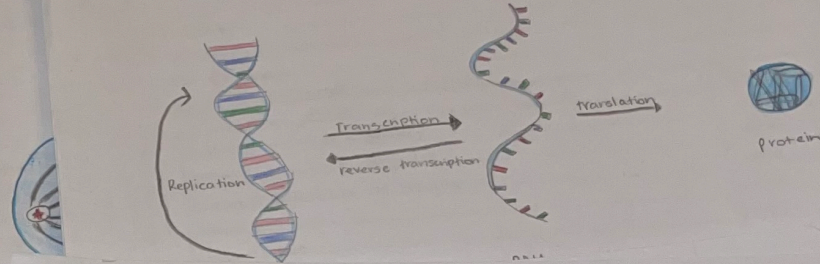
2. Metaphase -

3. Anaphase -

4. Telophase -

# unit 3: Genetics

Natalie Batishev 11/3/21



# unit 4: Classification of Life

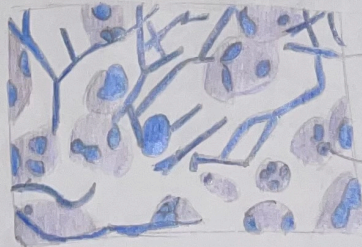
Natalie Batishev

# unit 5: The Little Critters

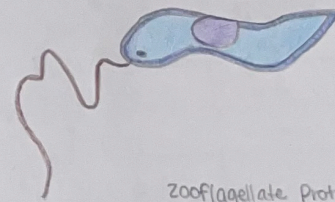
Natalie Batishev

January 11/2022

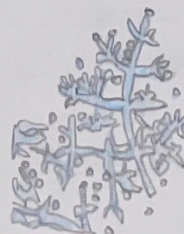
Gram stain of the causative bacteria (Bacillus anthracis) of anthrax, a deadly disease.



White blood cell



The Sac Fungi: Ascomycota







|              |
|--------------|
| PROPERTY OF: |
| COURSE:      |

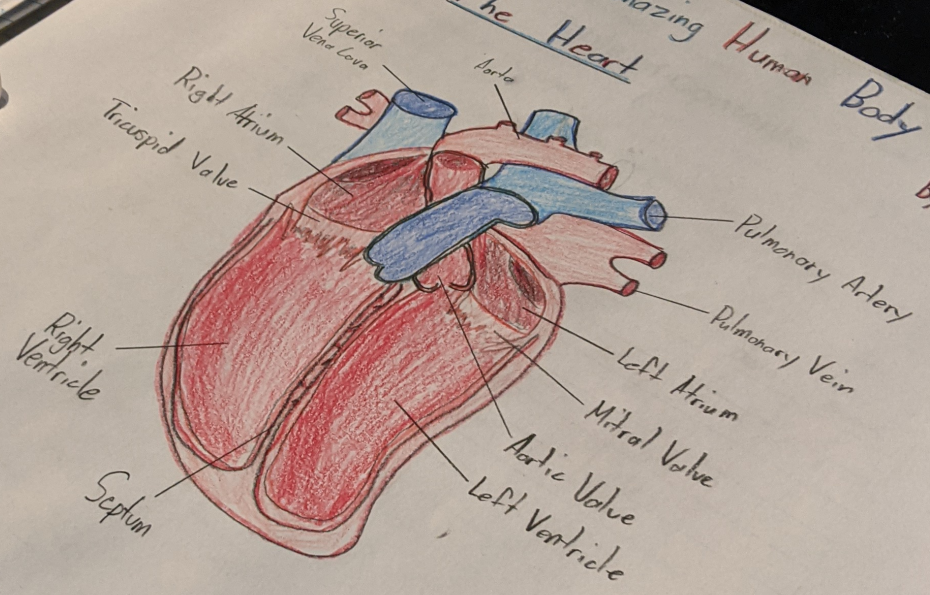
  
**ORGANIZED**  
BINDER





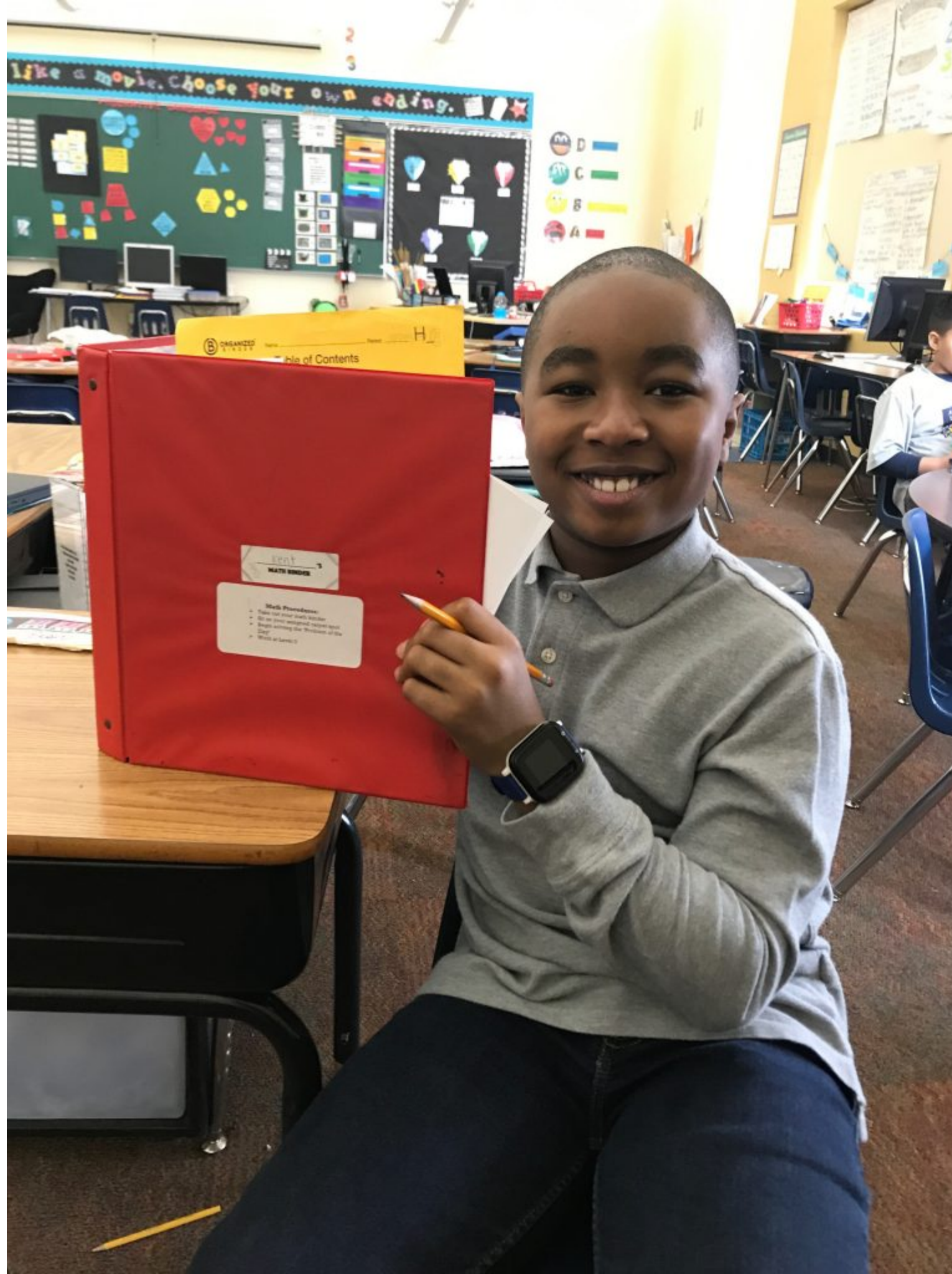
Unit 8: The Amazing Human Body  
The Heart

By Edward T.



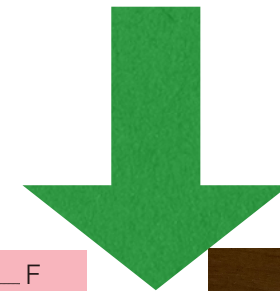
- The heart helps provide oxygen to the rest of the body to help keep everything functioning. Even without the brain it is possible to keep the rest of the body alive and functioning.



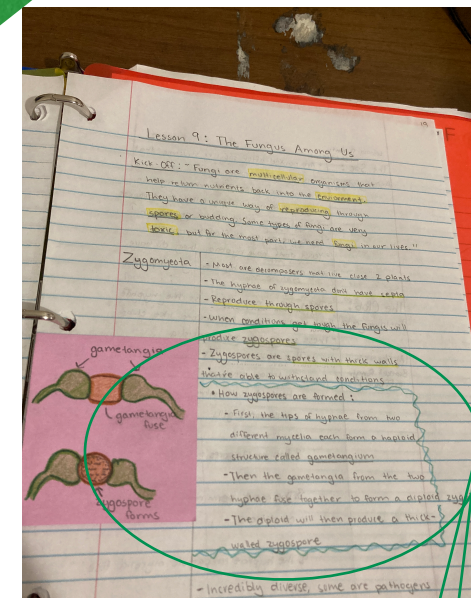




# Daily Routine

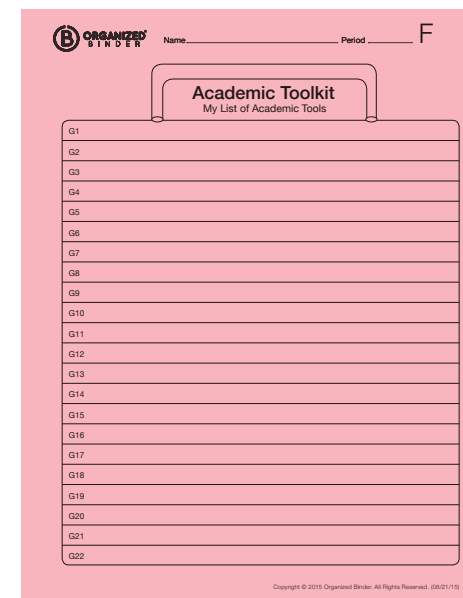


Teach Your Class

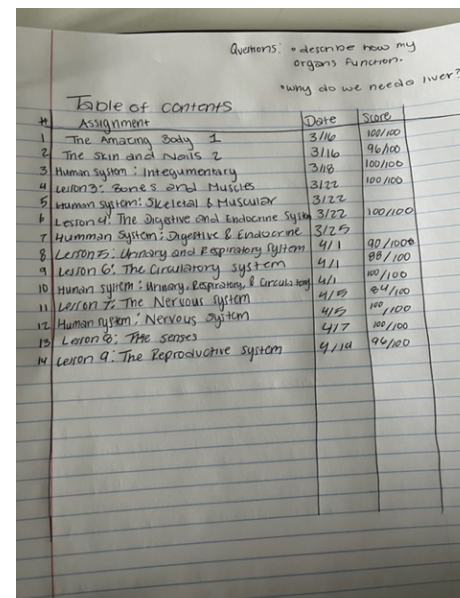


B: Weekly Lifelines  
Working Memory

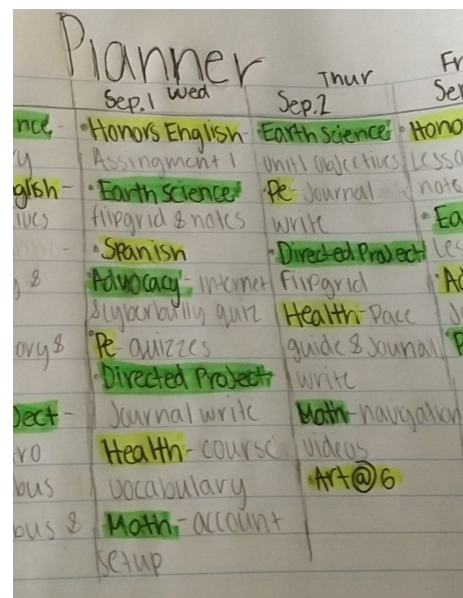
F: Academic Toolkit\*



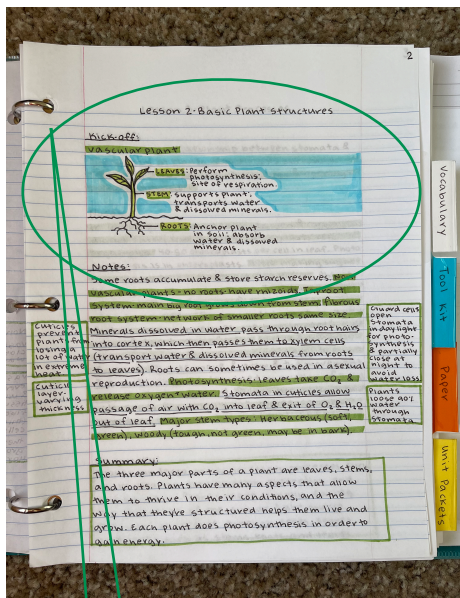
Organization



G: Table of Contents  
Organization



C: Agenda  
Planning &  
Time Management



B: Weekly Lifeline  
Working Memory

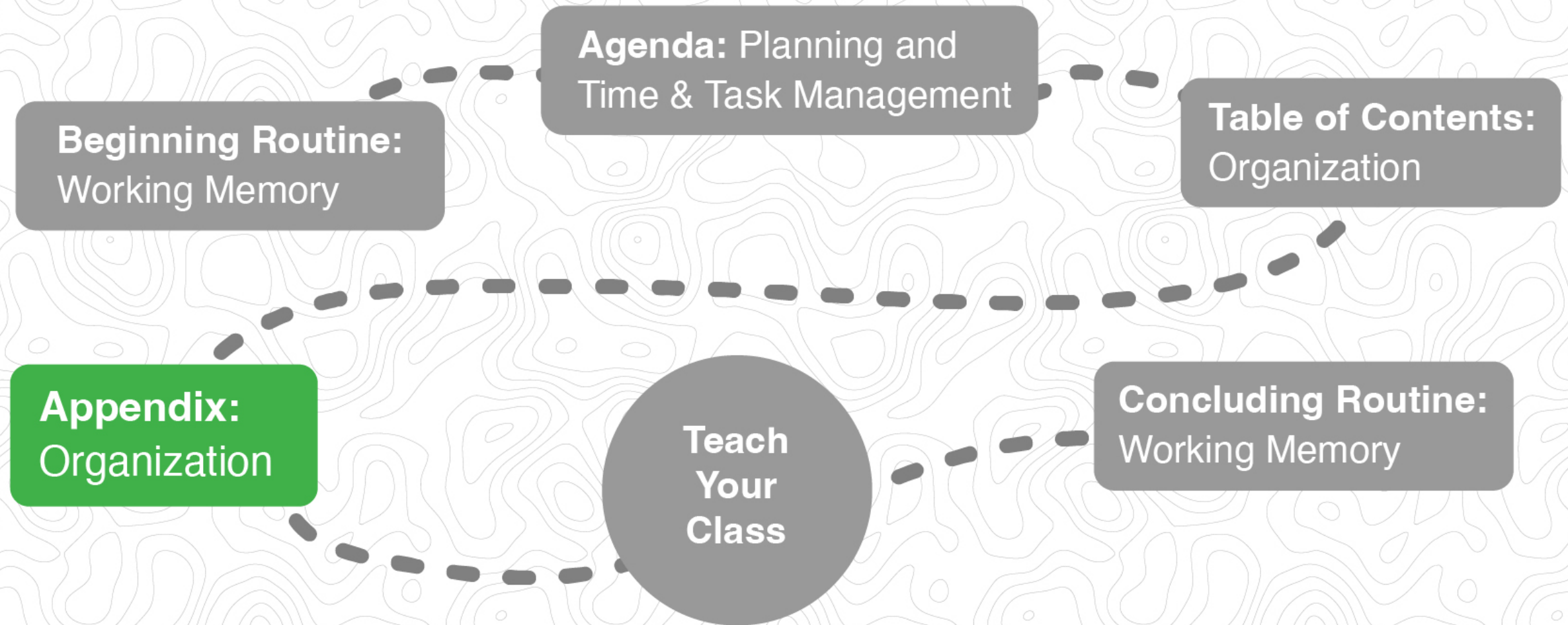
Beginning  
Routine

Ending  
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

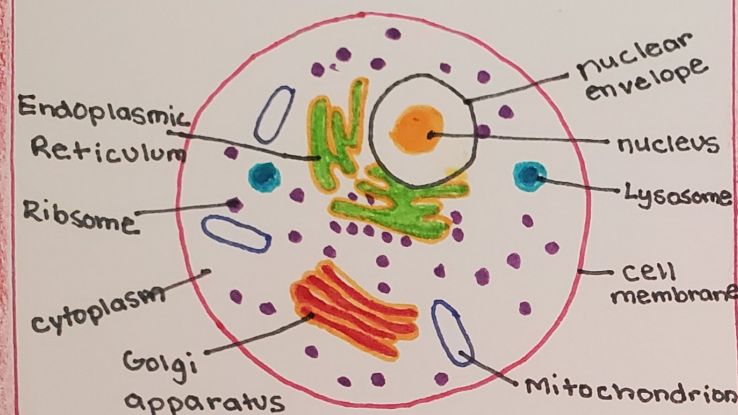
| F   |   |
|-----|---|
| F1  | The Scientific Method                   |
| F2  | The Study Cycle                         |
| F3  | Characteristics of Living Things        |
| F4  | Ladder Method for Metric Conversion     |
| F5  | Photosynthesis vs. Cellular Respiration |
| F6  |   |
| F7  |   |
| F8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



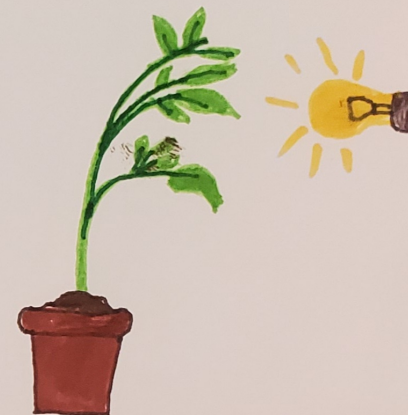
# Characteristics of Living Things

By: Romela Khan

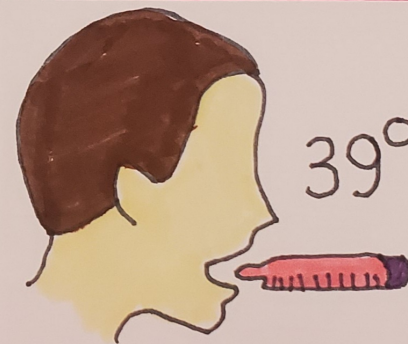
## 1. composed of cells



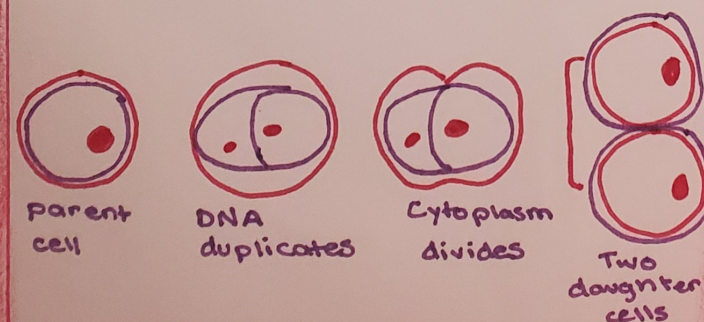
## 2. respond to environment



## 3. maintain homeostasis



## 4. reproduce



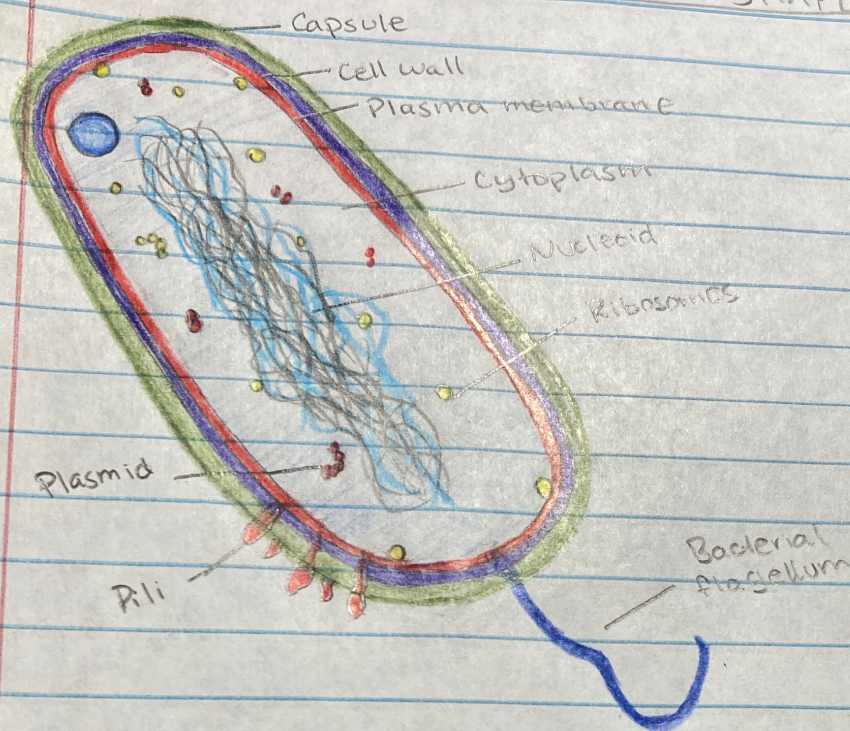
## 5. grow and develop



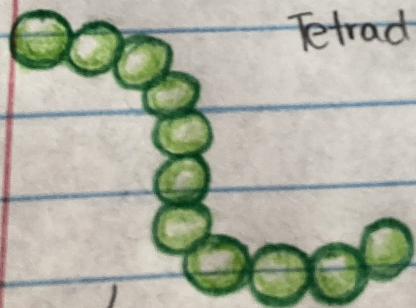
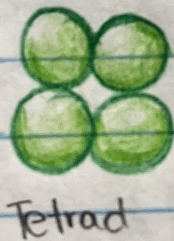
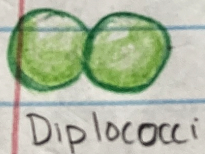


# BACTERIA BASICS AND SHAPES

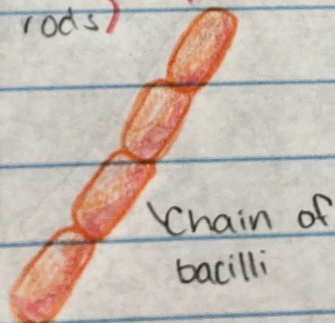
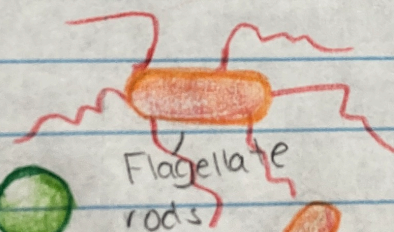
F9



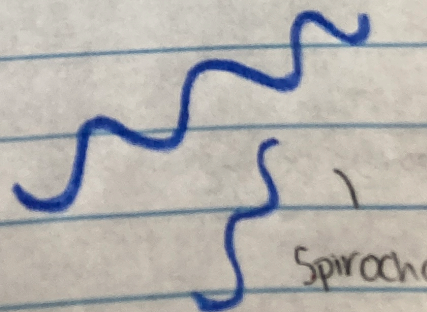
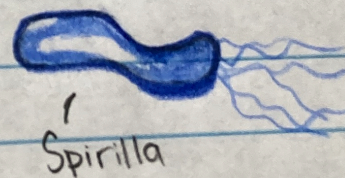
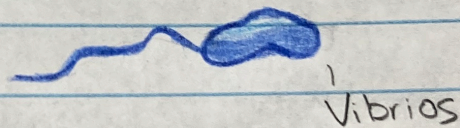
## Cocci



## Bacilli



## Spirals





# Goal Setting





“When you enter a new social role, such as entering college as a student, the expectations aren't always clear... Students need help not just setting vague goals but figuring out a plan to reach them.”

Melinda Karp - assistant director for staff and institutional development at the Community College Research Center at Teachers College, Columbia University





# My Goal in Biology

1<sup>st</sup> 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 1<sup>st</sup> Term Goal? ☐ Yes or ☐ No

Why? \_\_\_\_\_

2<sup>nd</sup> Term Goal \_\_\_\_\_

Sub-Goal \_\_\_\_\_

Daily Task \_\_\_\_\_



## My Goal in Biology

1<sup>st</sup> 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 1<sup>st</sup> Term Goal? ☒ Yes or ☐ No

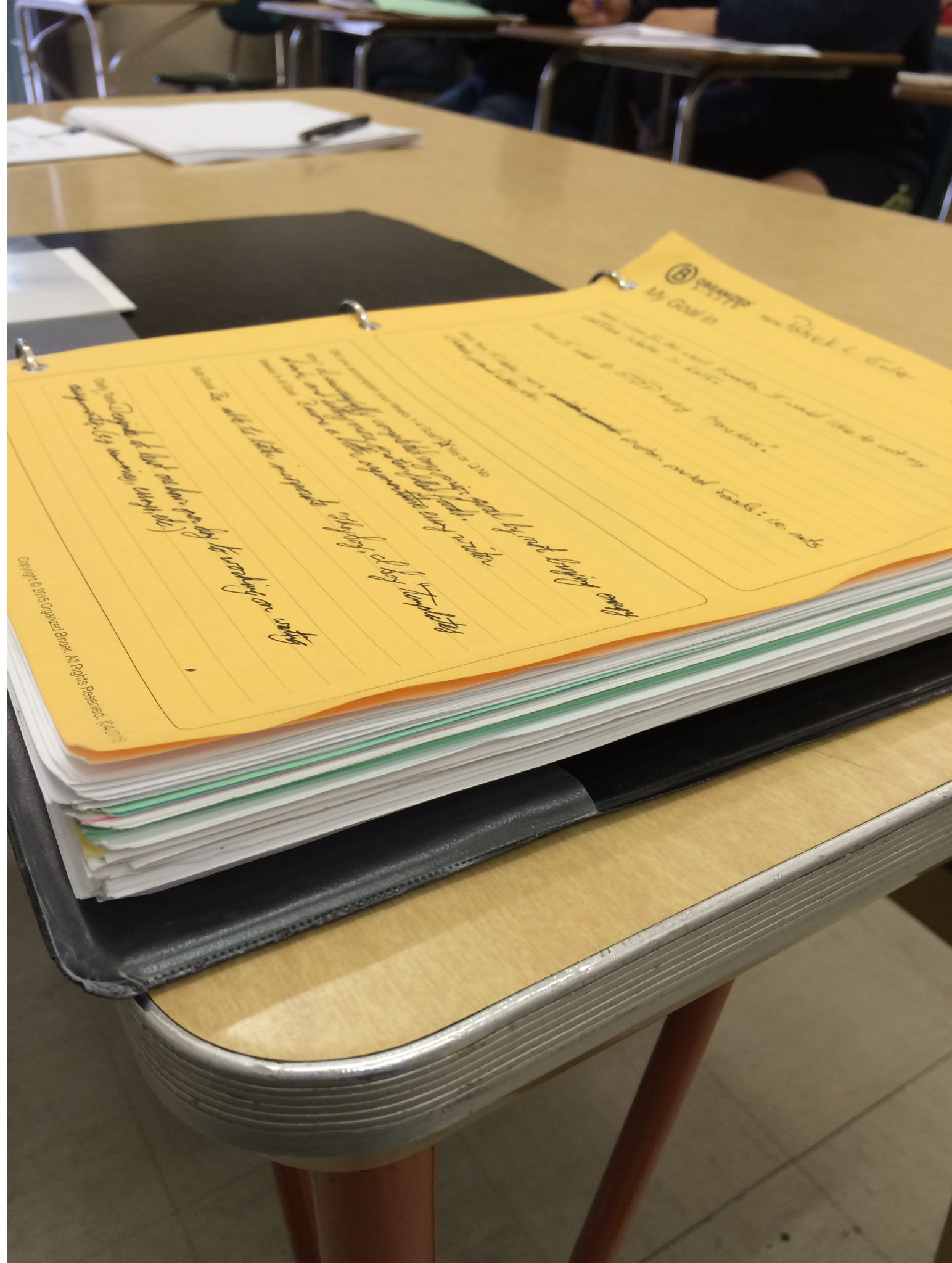
Why? I was not late to class, because I woke up when my alarm rang.

2<sup>nd</sup> 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.





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# My Goal in \_\_\_\_\_

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

1<sup>st</sup> Term Goal

To get another trophy

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

Sub-Goal

Do at least 1 sh./ 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 1<sup>st</sup> Term Goal? ☐ Yes or ☐ No

Why?



“Mental Contrasting with Implementation Intentions, or MCII..means concentrating on a positive outcome and simultaneously concentrating on the obstacles in the way. Doing both at the same time...creates a strong association between future and reality that signals the need to overcome the obstacles in order to attain the desired future.”

Paul Tough *How Children Succeed*



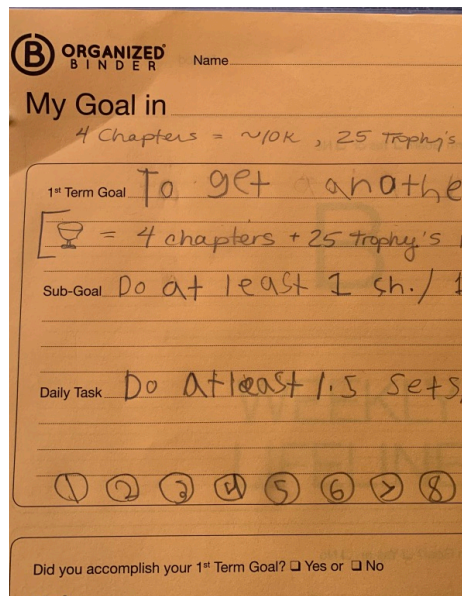


# Accountability



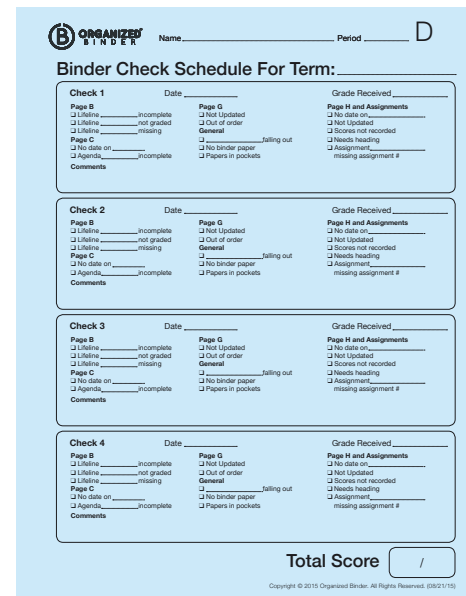


# Monthly, Quarterly, or throughout the school year sequence: A, D, E and H



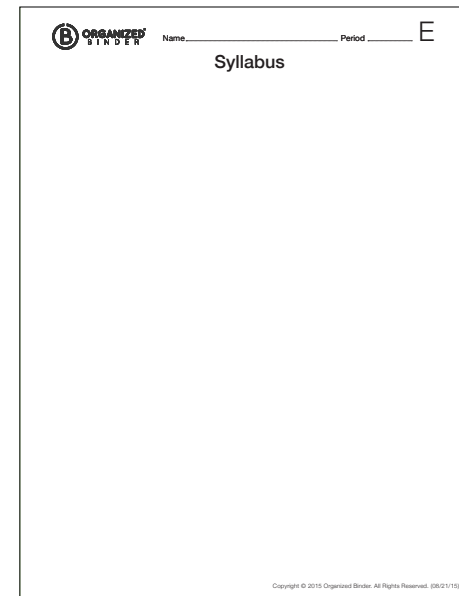
The form is titled 'ORGANIZED BINDER' and 'My Goal in'. It has a section for '1st Term Goal' with handwritten text 'To get another trophy' and '4 chapters = 25 trophy's'. Below this is a 'Sub-Goal' section with 'Do at least 1 sh./1' and a 'Daily Task' section with 'Do at least 1.5 sets'. At the bottom, there is a row of eight circles numbered 1 to 8, and a question 'Did you accomplish your 1st Term Goal? Yes or No'.

A: Goals  
*Goal Setting*



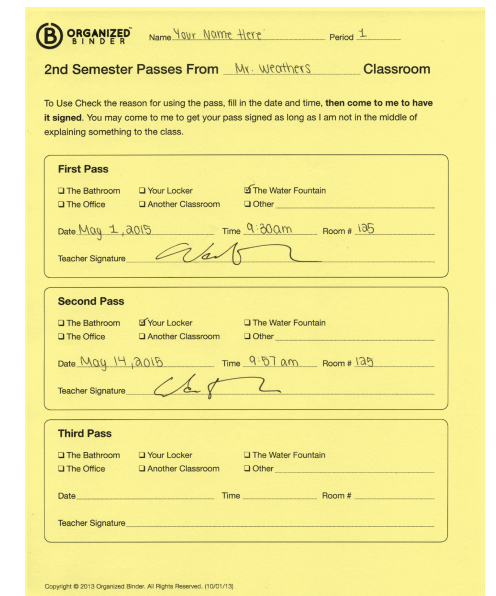
The form is titled 'ORGANIZED BINDER' and 'Binder Check Schedule For Term:'. It has a section for 'Check 1' with 'Date' and 'Grade Received' fields. Below this are four 'Check' sections (Check 1 to Check 4) with 'Date' and 'Grade Received' fields. At the bottom, there is a 'Total Score' field with a slash and a box for the score.

D: Binder Check  
*Accountability*



The form is titled 'ORGANIZED BINDER' and 'Syllabus'. It has a section for 'Name' and 'Period' with a box for the period number. Below this is a large empty box for the syllabus content.

E: Syllabus



The form is titled 'ORGANIZED BINDER' and '2nd Semester Passes From'. It has a section for 'Name' and 'Period'. Below this are three 'Pass' sections (First Pass, Second Pass, Third Pass) with 'Date', 'Time', and 'Room' fields. At the bottom, there is a 'Teacher Signature' field.

H: Passes

Quarterly

Monthly

Referenced throughout  
the school year

As needed throughout  
marking period





# Modeling: Class Sample Binder



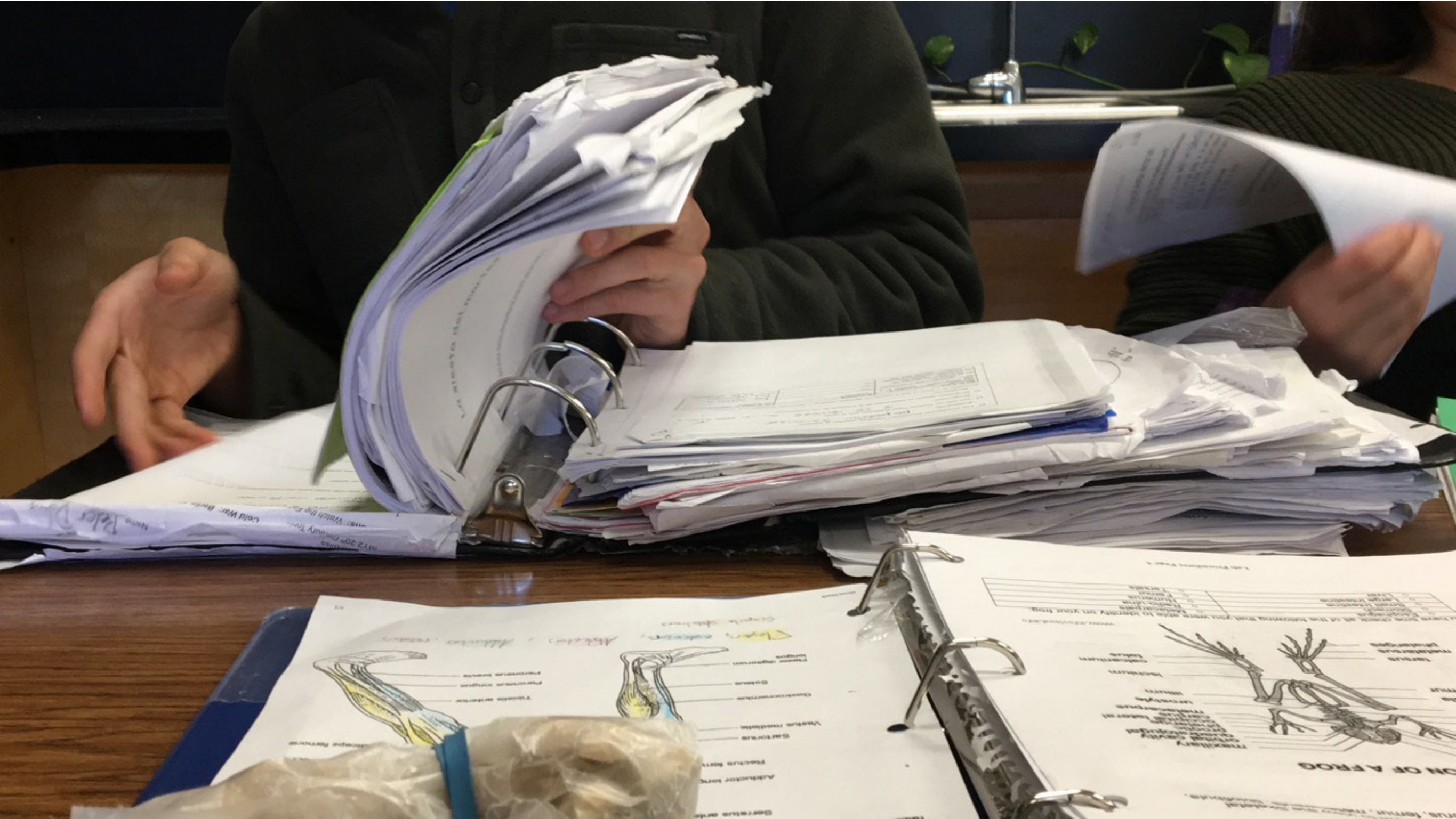


















## Binder Check Schedule For Term: \_\_\_\_\_

### 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.

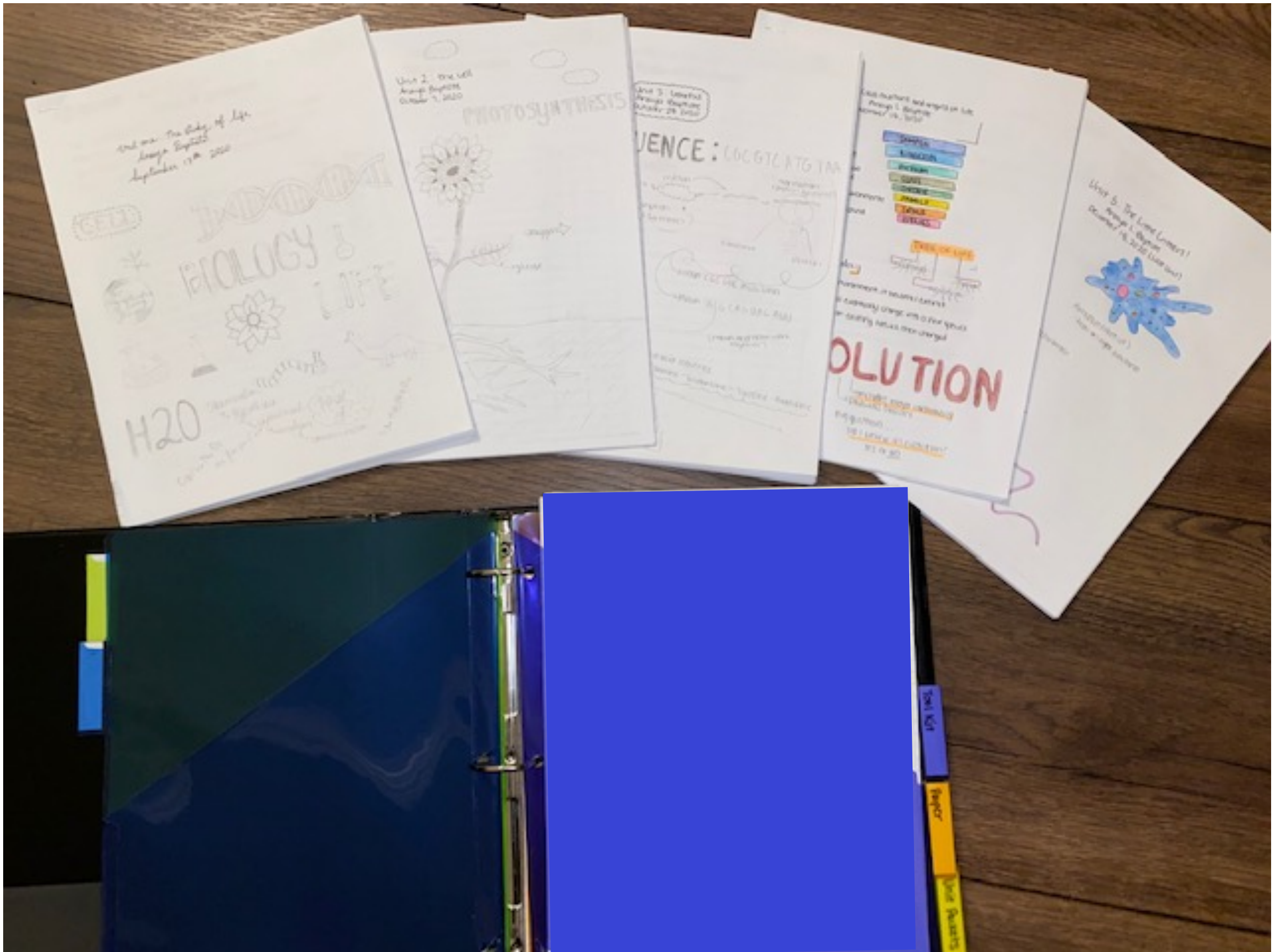
Binder owner \_\_\_\_\_

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:**







“Students will float to the mark we set.”

Mike Rose, *Lives on the Boundary*





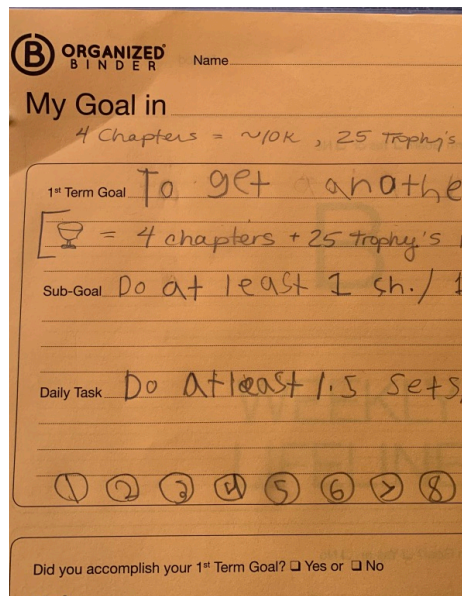
“Thank you, again, for sharing! Please know that many students out here in Boise, Idaho have been cured of the "exploding binder syndrome" because of you!”

Jess Westhoff –Boise Idaho





# Monthly, Quarterly, or throughout the school year sequence: A, D, E and H



**B ORGANIZED BINDER** Name \_\_\_\_\_

My Goal in \_\_\_\_\_  
4 Chapters = ~10K, 25 Trophy's

1<sup>st</sup> Term Goal To get another  
[trophy icon] = 4 chapters + 25 trophy's

Sub-Goal Do at least 1 sh./1

Daily Task Do at least 1.5 sets,

① ② ③ ④ ⑤ ⑥ ⑦ ⑧

Did you accomplish your 1<sup>st</sup> Term Goal? ☐ Yes or ☐ No

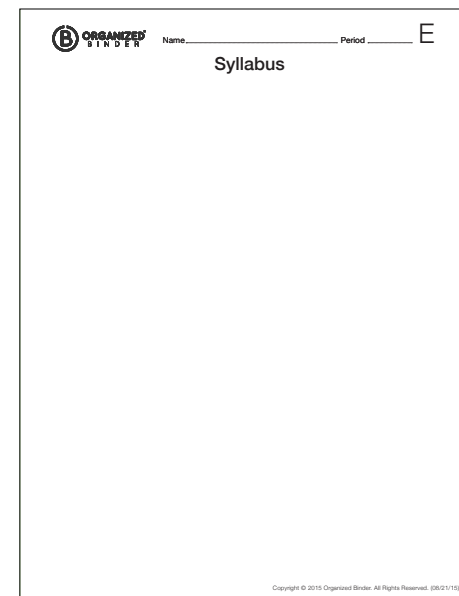
**A: Goals**  
*Goal Setting*

Quarterly



**D: Binder Check**  
*Accountability*

Monthly



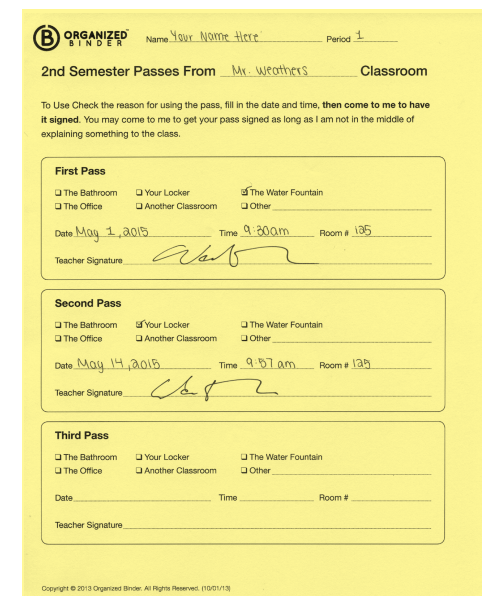
**B ORGANIZED BINDER** Name \_\_\_\_\_ Period E

Syllabus

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**E: Syllabus**  
*Organization, Planning &  
Time Management,  
College Prep*

Referenced throughout  
the school year



**B ORGANIZED BINDER** Name Your Name Here Period 1

2nd Semester Passes From Mr. Weathers 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 May 1, 2015 Time 9:30am Room # 105  
Teacher Signature \_\_\_\_\_

**Second Pass**  
☐ The Bathroom ☐ Your Locker ☐ The Water Fountain  
☐ The Office ☐ Another Classroom ☐ Other \_\_\_\_\_  
Date May 14, 2015 Time 9:01am Room # 105  
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**

As needed throughout  
marking period



“You are a genius. Your last point hits on the most potent problem every student I have interviewed has an issue with. **Honoring the syllabus, reading it, studying ahead of class in preparation for exams and whatnot...** I am excited to see these points and to know our students will be receiving this instruction. You have elated and excited me.”

Above excerpt taken from an email to Mitch Weathers from Melba Beals

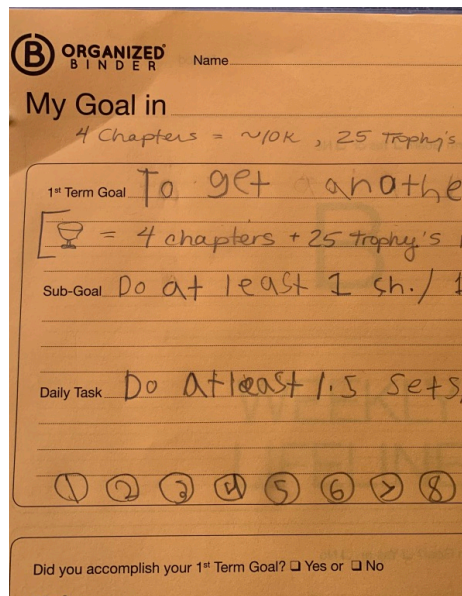




# Self-Regulation



# Monthly, Quarterly, or throughout the school year sequence: A, D, E and H



**B ORGANIZED BINDER** Name \_\_\_\_\_

My Goal in \_\_\_\_\_  
4 Chapters = ~10K, 25 Trophy's

1<sup>st</sup> Term Goal To get another  
[trophy icon] = 4 chapters + 25 trophy's

Sub-Goal Do at least 1 sh./1

Daily Task Do at least 1.5 sets,

① ② ③ ④ ⑤ ⑥ ⑦ ⑧

Did you accomplish your 1<sup>st</sup> Term Goal? ☐ Yes or ☐ No

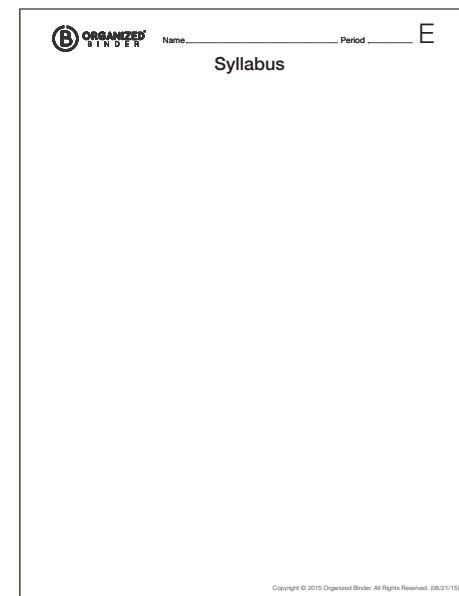
**A: Goals**  
*Goal Setting*

Quarterly



**D: Binder Check**  
*Accountability*

Monthly



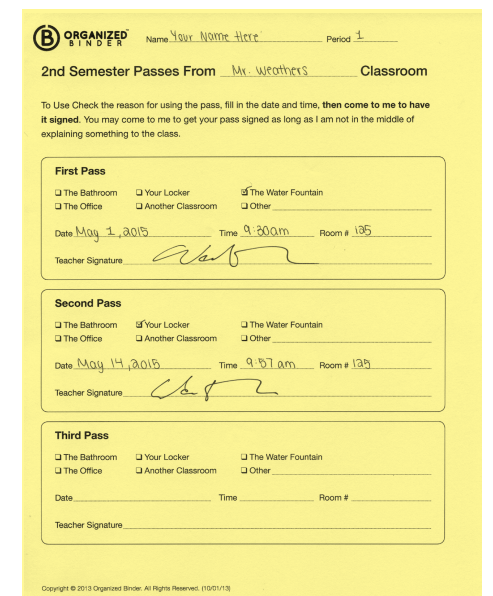
**B ORGANIZED BINDER** Name \_\_\_\_\_ Period E

Syllabus

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**E: Syllabus**  
*Organization, Planning &  
Time Management,  
College Prep*

Referenced throughout  
the school year



**B ORGANIZED BINDER** Name Your Name Here Period 1

2nd Semester Passes From Mr. Weathers 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 May 1, 2015 Time 9:30am Room # 105  
Teacher Signature \_\_\_\_\_

**Second Pass**  
☐ The Bathroom ☐ Your Locker ☐ The Water Fountain  
☐ The Office ☐ Another Classroom ☐ Other \_\_\_\_\_  
Date May 14, 2015 Time 9:01am Room # 105  
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**  
*Self-Regulation*

As needed throughout  
marking period





**2nd Semester Passes From** Mr. Weathers **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 May 1, 2015 Time 9:30am Room # 125

Teacher Signature [Signature]

**Second Pass**

- ☐ The Bathroom    ☒ Your Locker    ☐ The Water Fountain  
☐ The Office    ☐ Another Classroom    ☐ Other \_\_\_\_\_

Date May 14, 2015 Time 9:57 am Room # 125

Teacher Signature [Signature]

**Third Pass**

- ☐ The Bathroom    ☐ Your Locker    ☐ The Water Fountain  
☐ The Office    ☐ Another Classroom    ☐ Other \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_ Room # \_\_\_\_\_

Teacher Signature \_\_\_\_\_



# Family Engagement

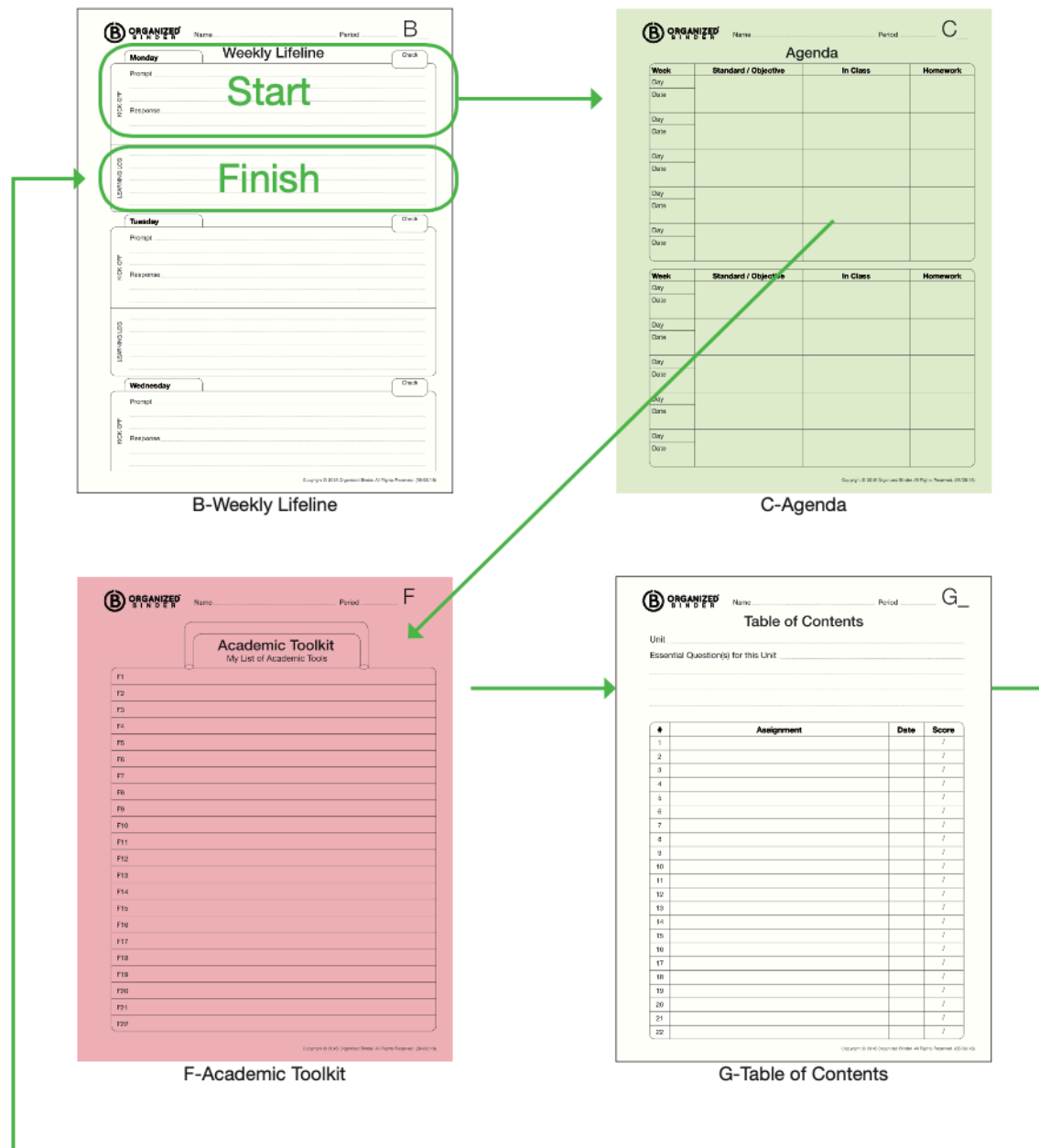




## Pages used daily: Pages B, C, F, and G

Organized Binder ritualizes classroom routines; making the best use of every class minute. Each class period the teacher begins 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 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 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. For example, your student will have a Table of Contents for each unit they created throughout the year neatly organized in standards-aligned thematic units. These unit packets provide an excellent study tool for unit and final exams.

## How You Can Support:

- Check to see that your student is updating their Table of Contents each day in class.
- Check that all work has an assignment number and is in chronological or reverse-chronological order behind the Table of Contents.
- If there are any papers or assignments in the pockets of your student's binder ask them to write the assignment number on the paper and file it behind the Table of Contents.

## Skills Developed:

Organization, Self-Management, Prioritization, balancing school and other demands, Discipline

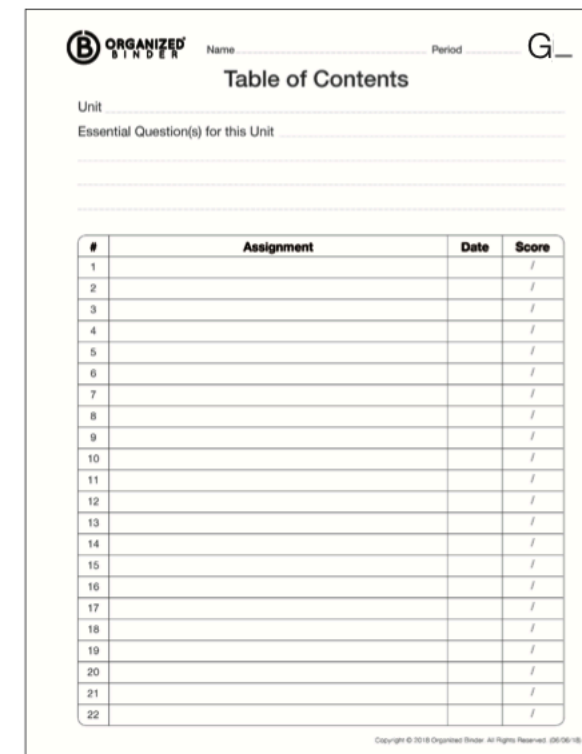


Table of Contents form for Page G. It includes a section for the Unit and Essential Question(s) for this Unit. Below is a table with columns for #, Assignment, Date, and Score. The table is numbered 1 through 22.

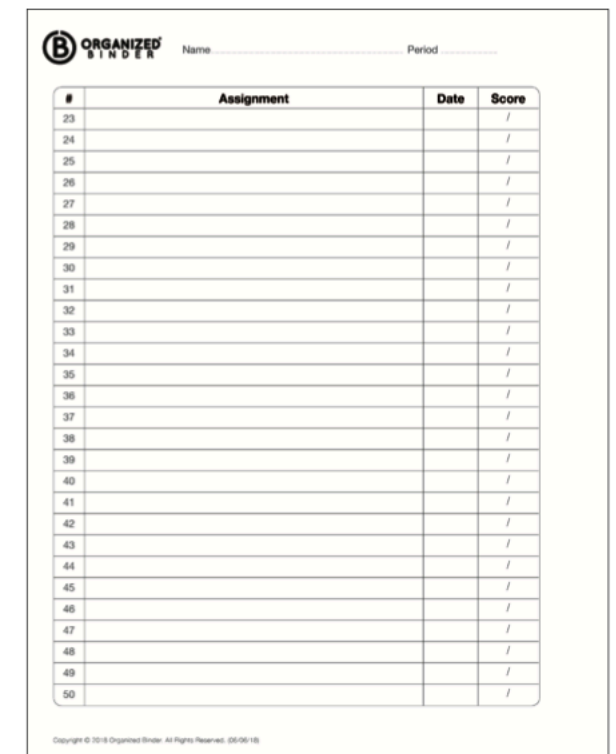


Table of Contents form for Page G. It includes a section for the Unit and Essential Question(s) for this Unit. Below is a table with columns for #, Assignment, Date, and Score. The table is numbered 23 through 50.







What is your #1 takeaway from this session and the series?



# 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

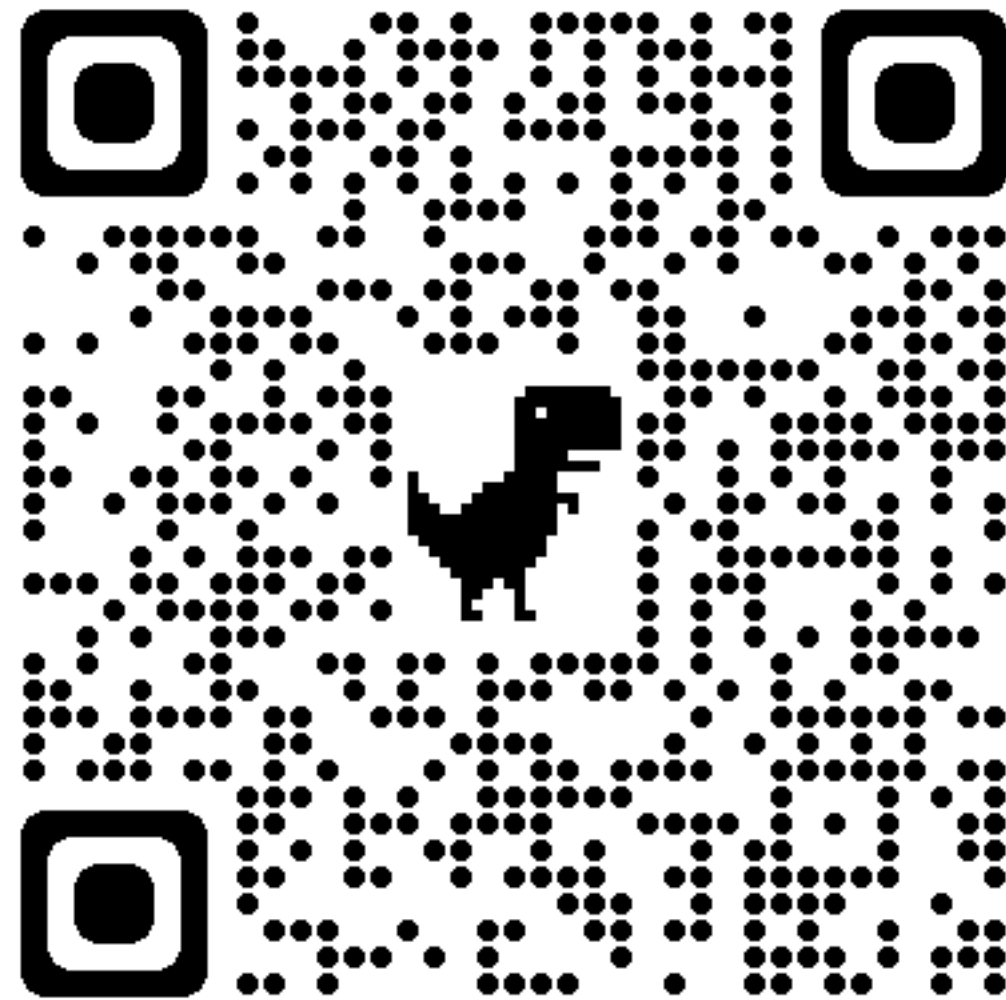


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# I Want To Learn More & Keep In Touch!



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# 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:**

- ☐ The Full Organized Binder Program
- ☐ How to Teach Executive Functions in Any Classroom Online Course
- ☐ How to Teach Executive Functions in Any Classroom Online Course + Live Coaching
- ☐ Teaching Executive Functions Live Teacher Workshops

**Any Other Information You Would Like From Us?**

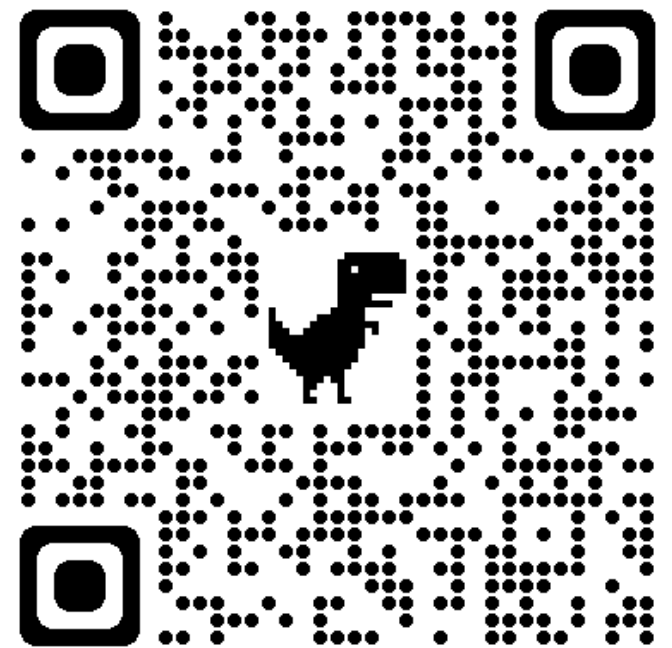
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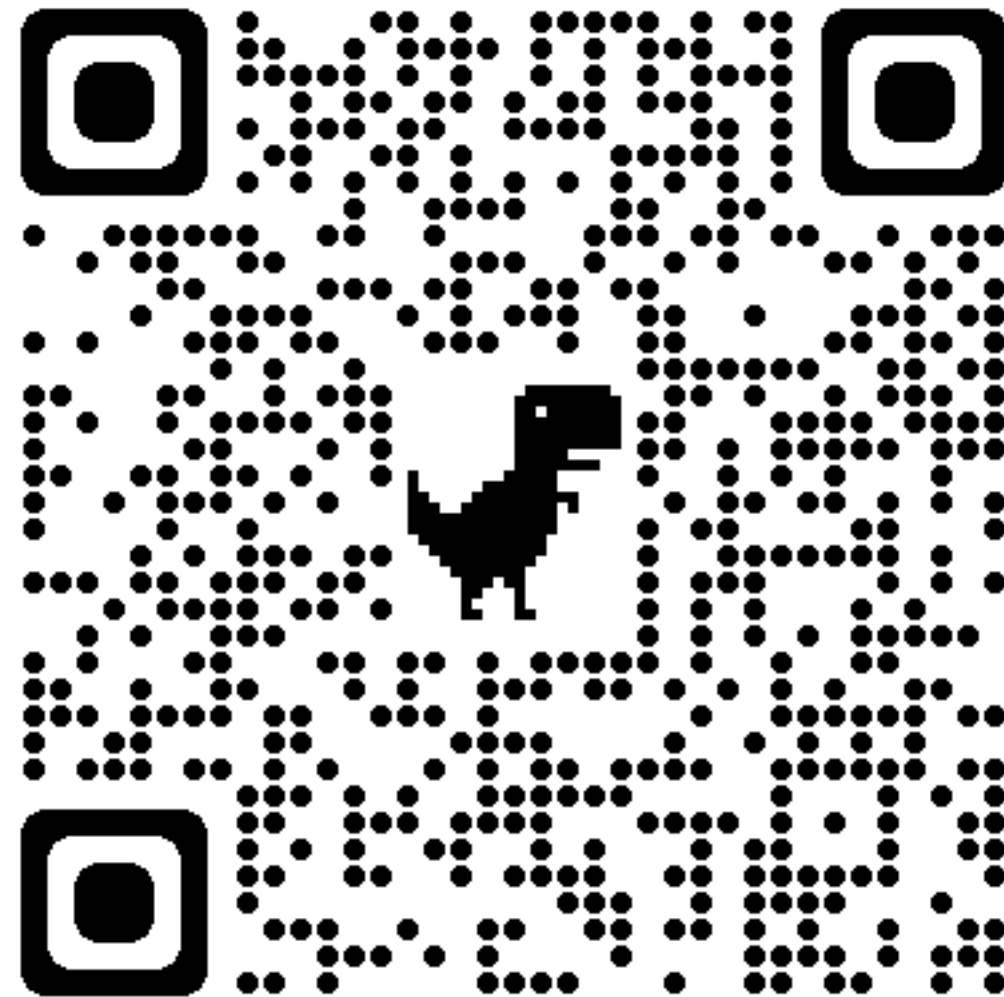




# Contact and Updates

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