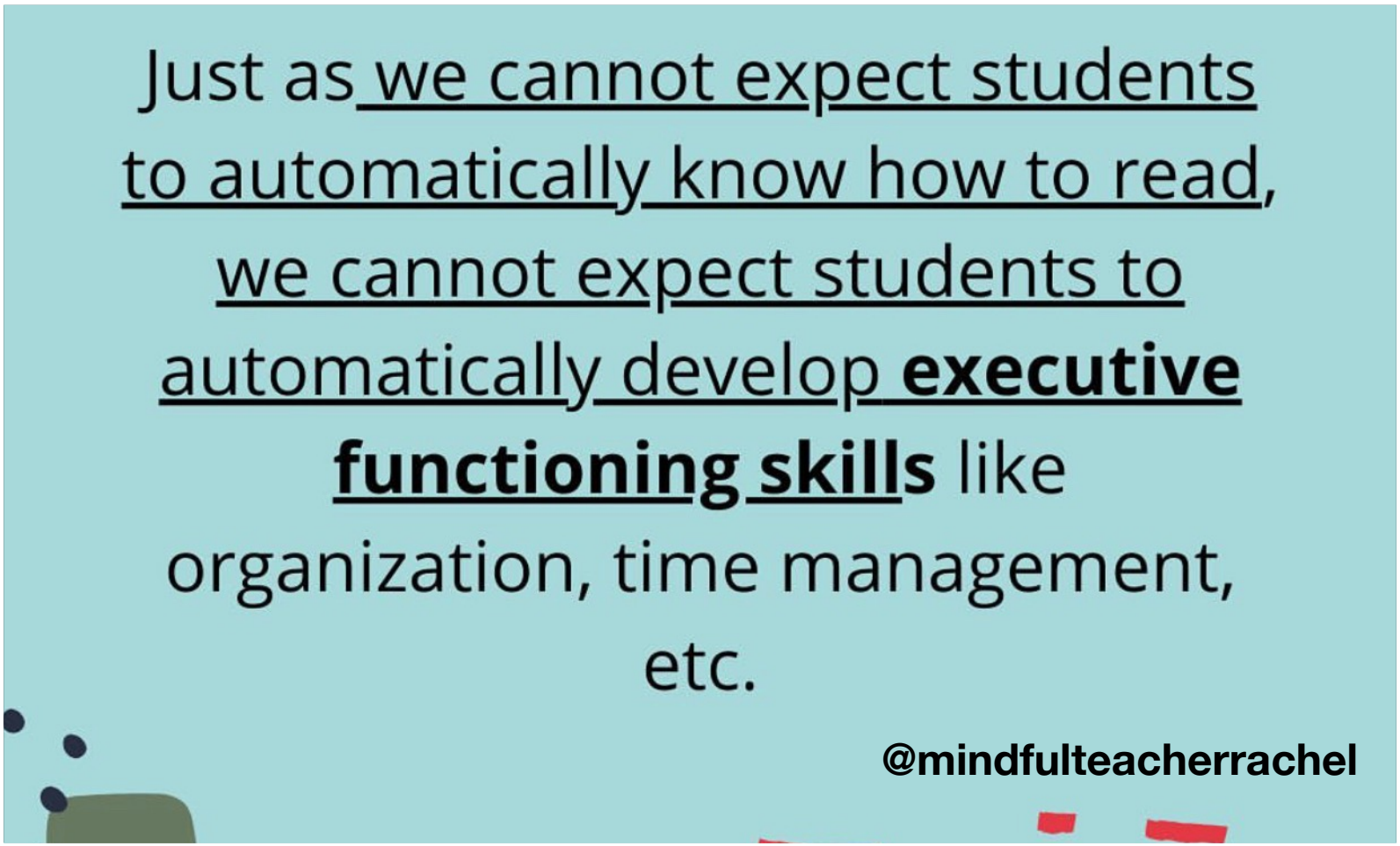
ORGANIZED™
BINDER


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

Executive Functioning Skills are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully.

“ ...improving executive function seems like a potentially promising vehicle for narrowing the achievement gap between poor kids and middle-class kids...if we can improve a child's environment in the specific ways that lead to better executive functioning, we can increase his prospects for success in a particularly efficient way.”

Paul Tough - *How Children Succeed*

Executive functioning skills are not *taught*!!

They are best ***learned*** when students clearly see them modeled while getting daily practice employing them by engaging in the predictable daily learning routine!

CACHV
BREMA
AVA
PEGV
SIAN.
PA.
SE
S
SW
W
NW
NE
E

Organization
Working Memory
Goal Setting
Accountability
Executive Function Skills
Self Regulation
Planning & Time Management

"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*

Why EFs Have Not Been Taught?

1. Time Crunch.
2. Zone of Genius.

3 Keys for Teaching EFs

Clarity

Routine

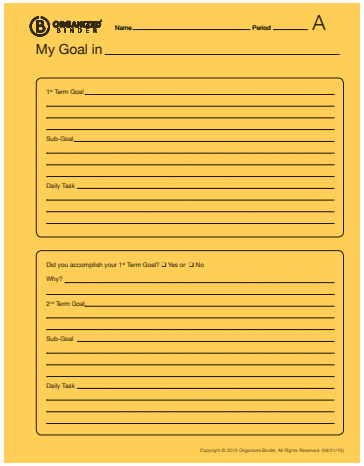
Modeling

Clarity

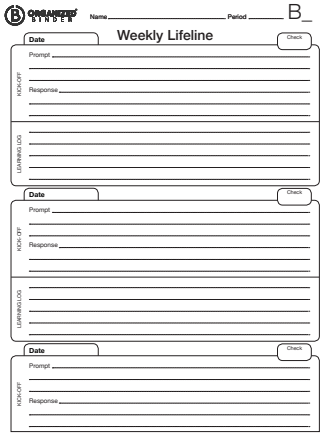
“Ambiguity is the enemy. Any successful change requires a translation of ambiguous goals into concrete behavior. In short to make a switch, you must script the critical moves.”

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

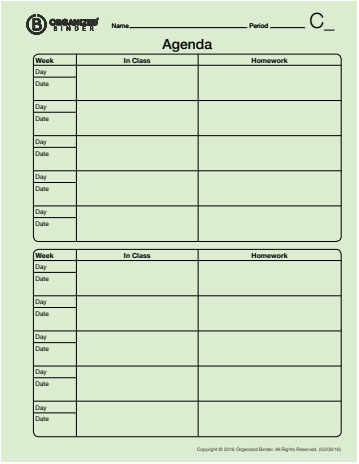
Organized Binder



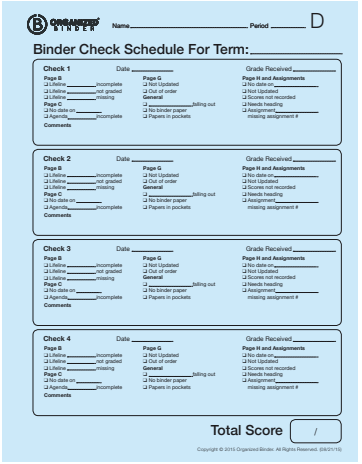
A: Goals



B: Weekly Lifelines

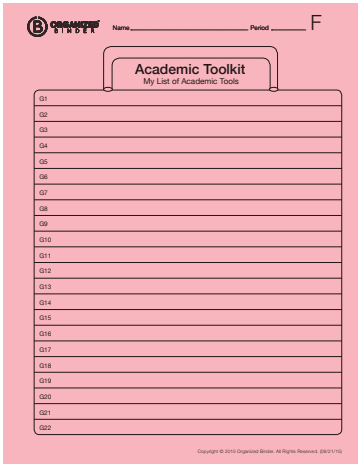


C: Agendas

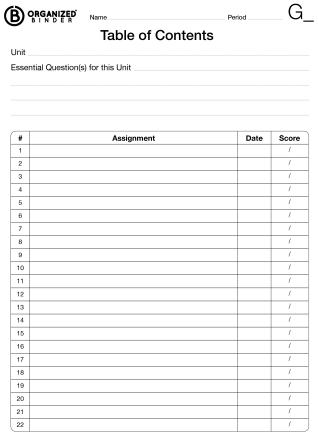


D: Binder Check

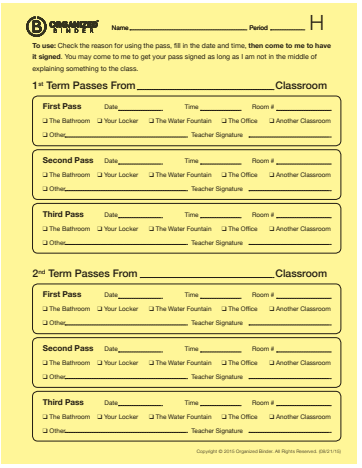
E: Syllabus



F: Academic Toolkit



G: Table of Contents



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*

Predictable Routine

“Organized Binder has seen and taken action on what so many teachers tend to overlook- students’ lives outside of school are unknown! Students who do not know how to be, act, and/or learn like a student don't know how because they have NOT learned it!!!! Not only did you take note of this, but you came up with a way to change it.”

Middle School Teacher, Scotts Valley Middle School, Scotts Valley, CA

Daily Routine

Executive Function Skills

- Organization
- Working Memory
- Goal Setting
- Planning & Time Management
- Self Regulation
- Accountability

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

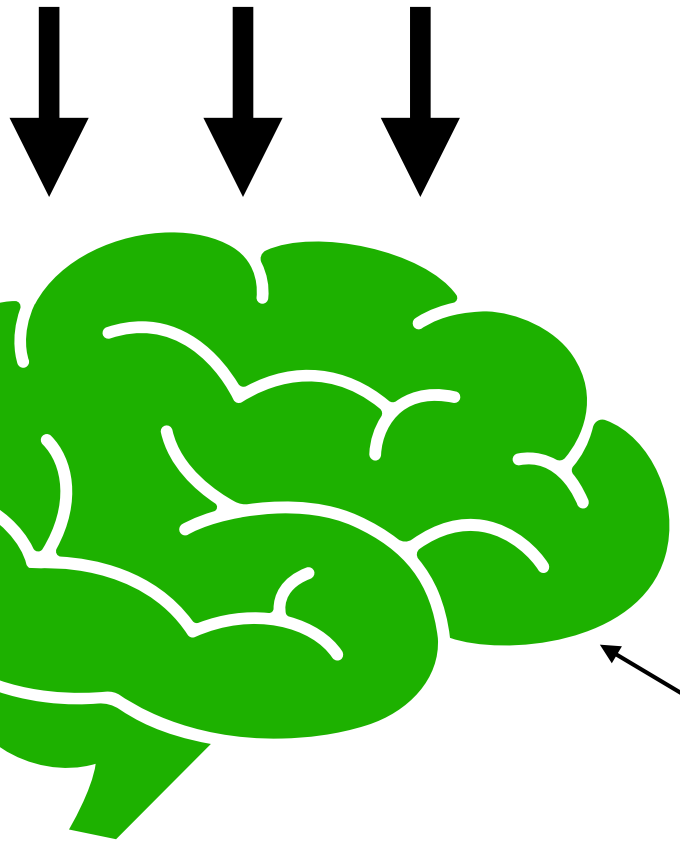
"Cognitive load" relates to the amount of information that working memory can hold at one time…since working memory has a limited capacity, instructional methods should avoid overloading it with additional activities that don't directly contribute to learning.

Cognitive Load Theory John Sweller, Paul Ayres, Slava Kalyuga

Class &School Transitions

Extraneous Load

Overloading & Unnecessary

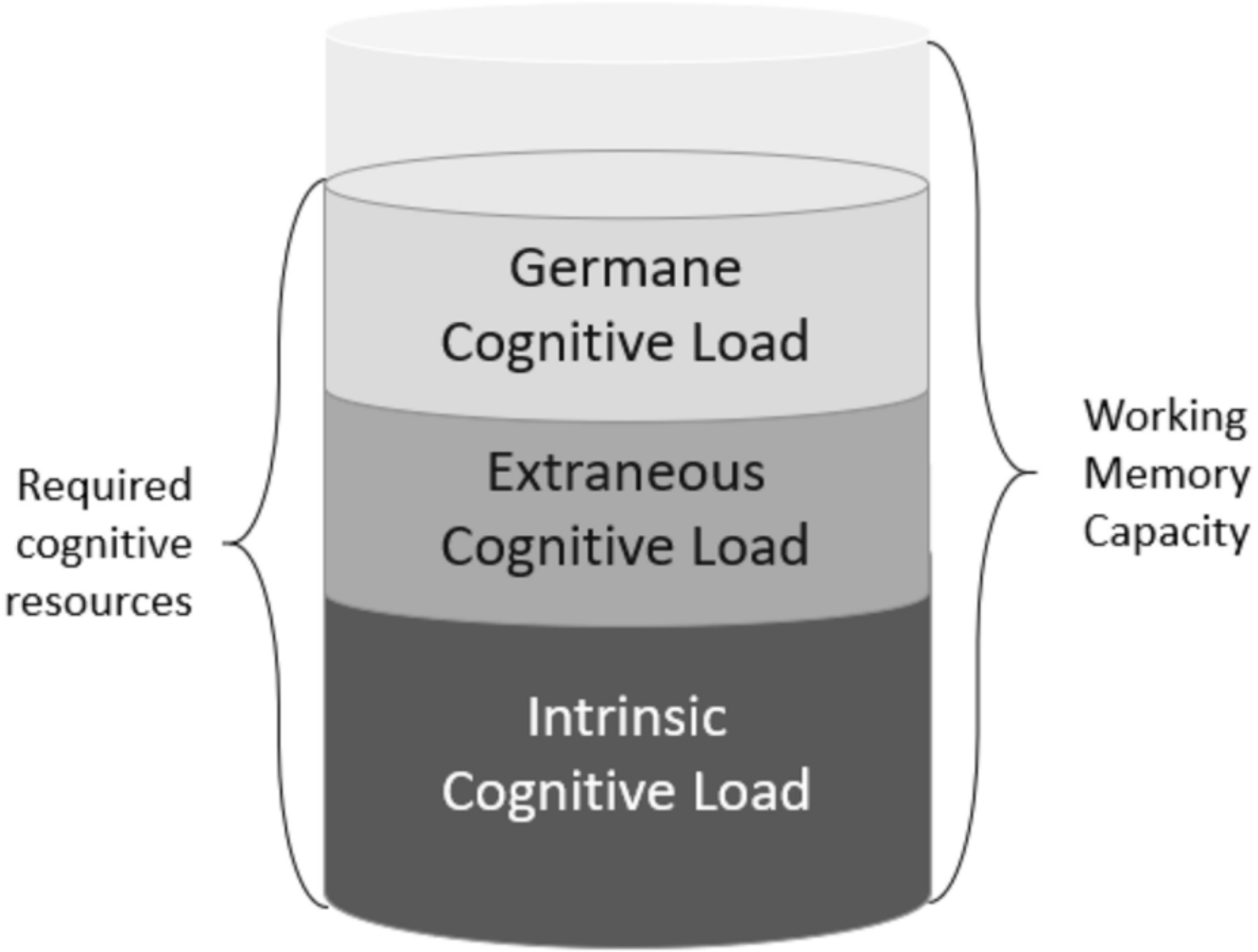


Intrinsic Load

New Information

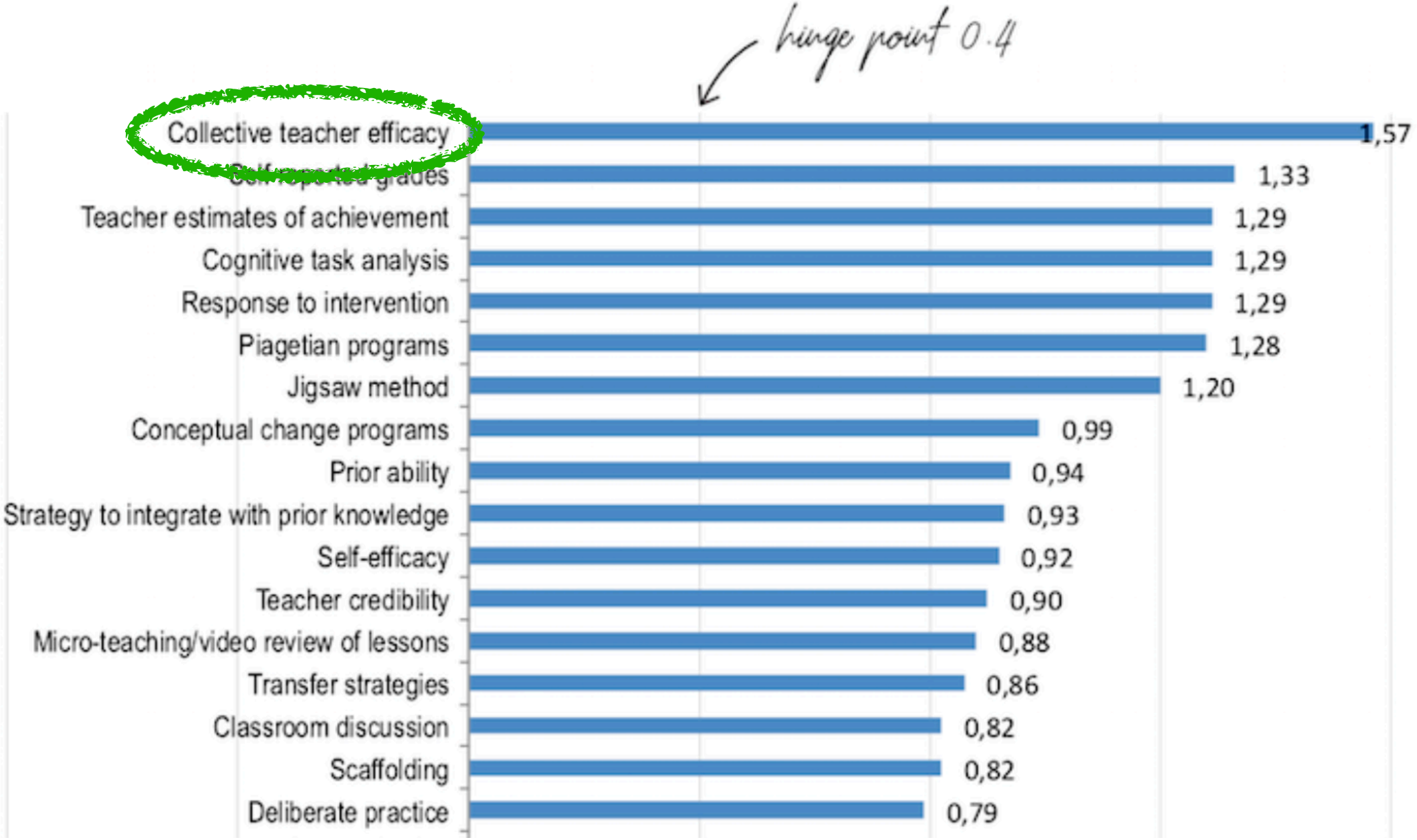
Germane Load

Linking New Information


Germane
Cognitive Load
Extraneous
Cognitive Load
Intrinsic
Cognitive Load
Required
cognitive
resources
Working
Memory
Capacity

Collective teacher efficacy is the belief that teachers can more positively impact the learning of their students if they work as a team.

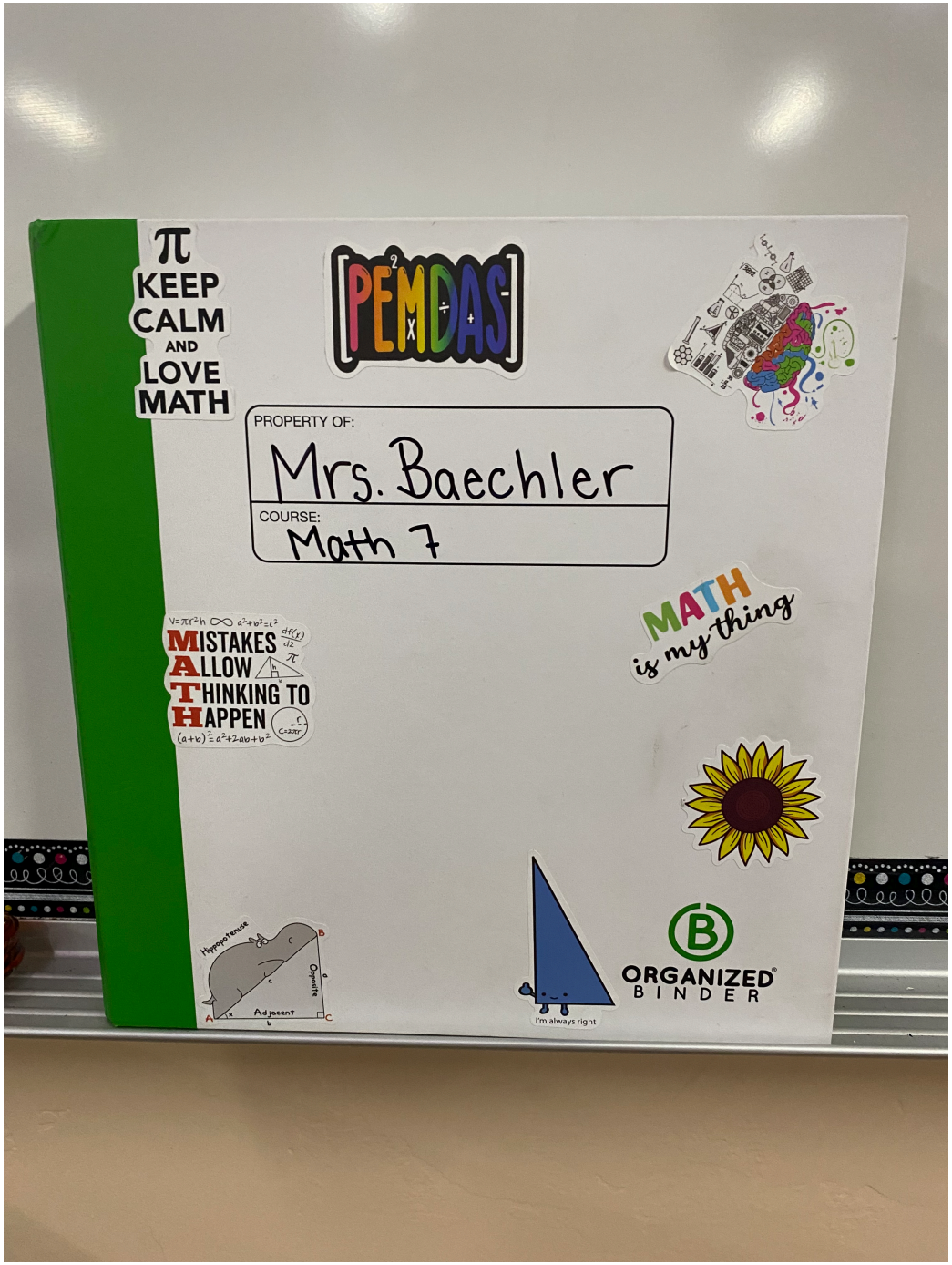
Effect Size


hinge point 0.4
Collective teacher efficacy 1,57
Self-reported grades 1,33
Teacher estimates of achievement 1,29
Cognitive task analysis 1,29
Response to intervention 1,29
Piagetian programs 1,28
Jigsaw method 1,20
Conceptual change programs 0,99
Prior ability 0,94
Strategy to integrate with prior knowledge 0,93
Self-efficacy 0,92
Teacher credibility 0,90
Micro-teaching/video review of lessons 0,88
Transfer strategies 0,86
Classroom discussion 0,82
Scaffolding 0,82
Deliberate practice 0,79

Modeling

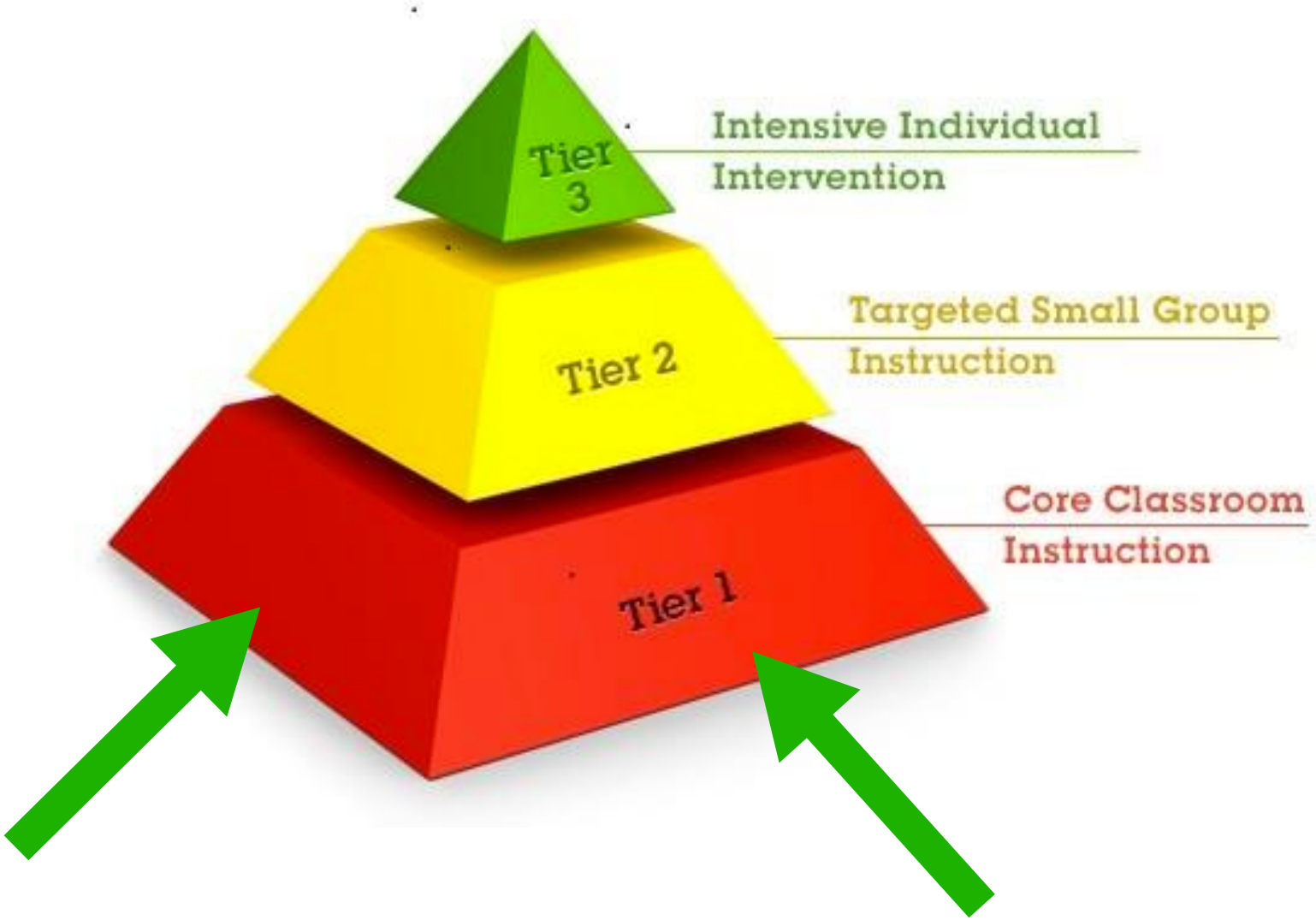
"In moving to college and career readiness for all, we must now teach some skills formerly learned by students on their own. All students need lessons and modeling of study and work skills like time and task management, note taking, and assignment completion strategies..."

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


π
KEEP CALM AND LOVE MATH
PEMDAS
PROPERTY OF:
Mrs. Baechler
COURSE:
Math 7
MATH is my thing
MISTAKES ALLOW THINKING TO HAPPEN
Hippopotenuse
Opposite
Adjacent
I'm always right
ORGANIZED BINDER

How can a clarity, routine, and modeling make collective teacher efficacy a reality on your campus?

A Universal Tier 1 Intervention



Executive Dysfunction

"…executive dysfunction is about the person and their environment, not the person alone. With that in mind…think of symptoms of executive dysfunction as signs of potential trouble in your learning environments and the unmet needs of your students. To start, let's think diagnostically about our learning environments."

Lisa Carey & Alexis Reid, *Supporting Student Executive Functions*

EXECUTIVE FUNCTIONING IN THE INCLUSIVE CLASSROOM

AN ECOLOGICAL INVENTORY SELF-ASSESSMENT

HOW DO I SELF-ASSESS?

Use an Ecology Inventory approach to identify activities that naturally occur in your environment.

Self-assess by asking these 3 essential questions.

Identify whether each practice is present in your classroom ecology and imagine ways to improve.

WHY SELF-ASSESS?

When teachers self-assess, they enhance their pedagogy (the art and science of teaching) enabling them to produce better student outcomes.

CLARITY

Do I have ***clear learning objectives and expectations***?

This clues in students and school staff (co-teachers, paraprofessionals, therapists) who enter/exit the classroom often, on how to engage in the learning environment.

MODELING

Do I ***model what I expect my students to do***?

Modeling the expectations for students increases the likelihood of learning, saves teaching time, and enhances student motivation.

ROUTINES

Have I established ***an explicit and predictable classroom flow***?

By designing and using predictable routines within the classroom, student and teacher cognitive load is reduced for new, focused learning to occur.

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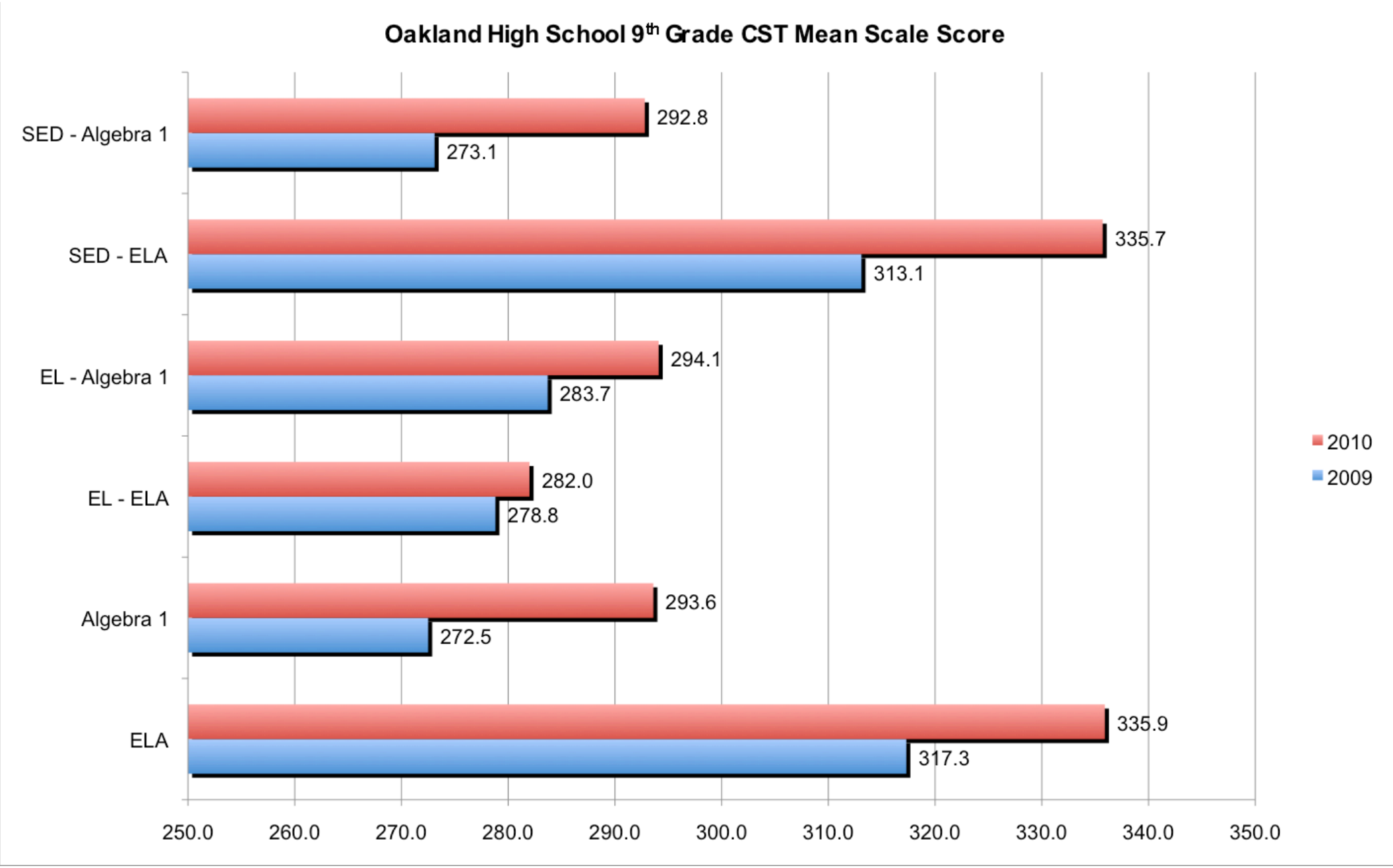
Sarah Robison, PhD in Special Education


Oakland High School 9th Grade CST Mean Scale Score
SED - Algebra 1
292.8
273.1
SED - ELA
335.7
313.1
EL - Algebra 1
294.1
283.7
EL - ELA
282.0
278.8
Algebra 1
293.6
272.5
ELA
335.9
317.3
250.0
260.0
270.0
280.0
290.0
300.0
310.0
320.0
330.0
340.0
350.0
2010
2009

PROPERTY OF:
COURSE:
A
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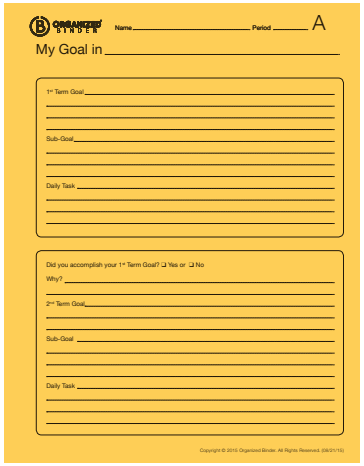
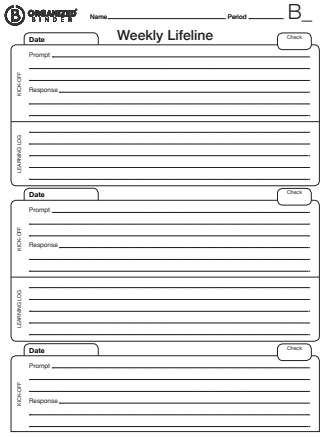
BINDER

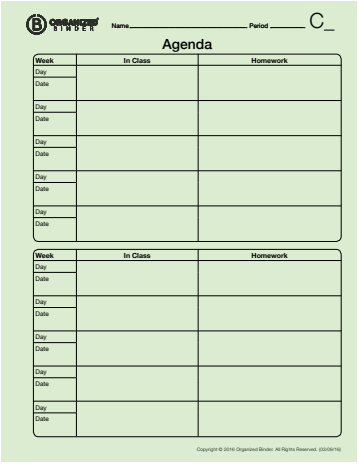
Organized Binder



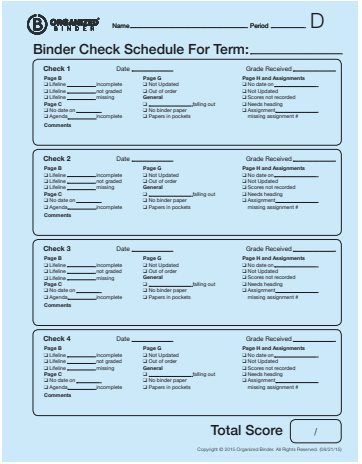
A: Goals



B: Weekly Lifelines

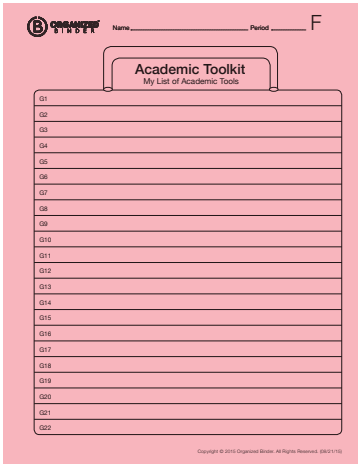


C: Agendas

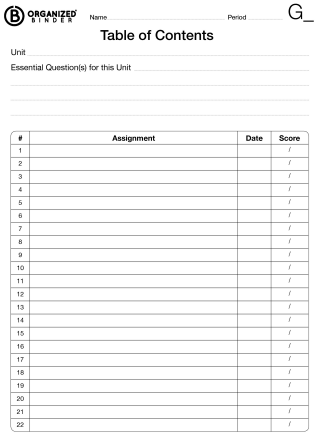


D: Binder Check

E: Syllabus



F: Academic Toolkit



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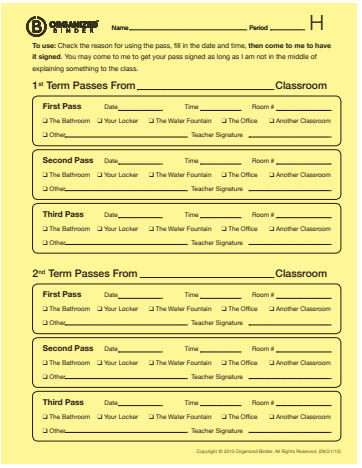
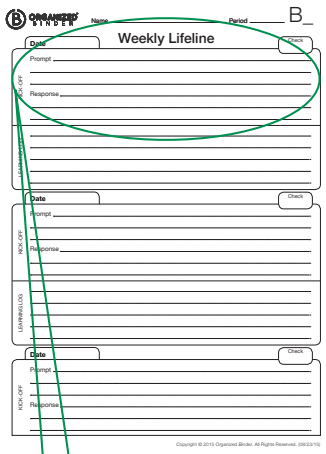
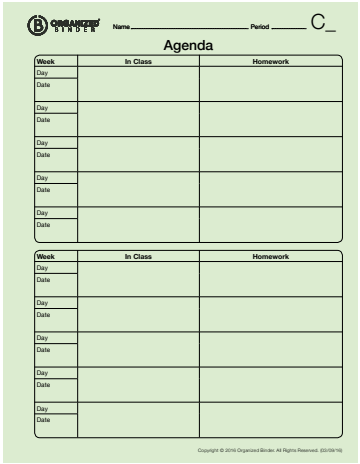


H: Passes (optional)

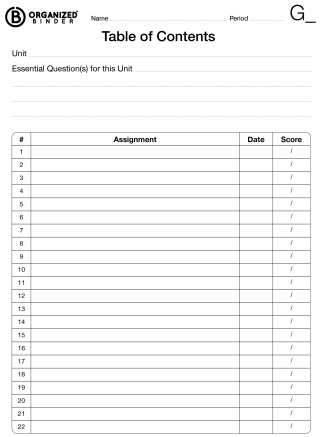
Daily Sequence:
B (Kick-Off), C, G, F*, and B (Learning Log)



B: Weekly Lifeline



C: Agenda



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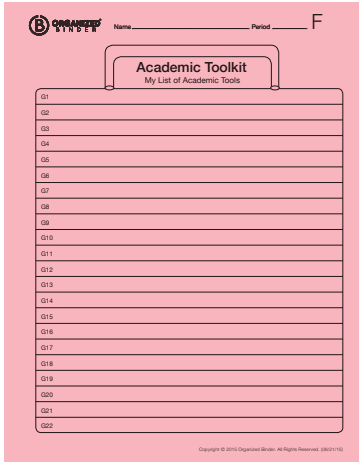
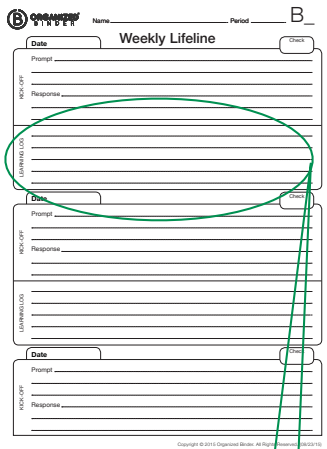


F: Academic Toolkit*

Teach Your Class



: Weekly Lifelines

Begin with the Kick-Off

End with the Learning Log

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

Organization
Working Memory
Goal Setting
Accountability
Executive Function Skills
Self Regulation
Planning & Time Management

ORGANIZED BINDER Name Your Name Here Period 1st B5

Weekly Lifeline

Date 9/14/23 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 9/15/23 Check

KI

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

Response

LEARNING LOG

Date 9/16/23 Check

KI

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

Response

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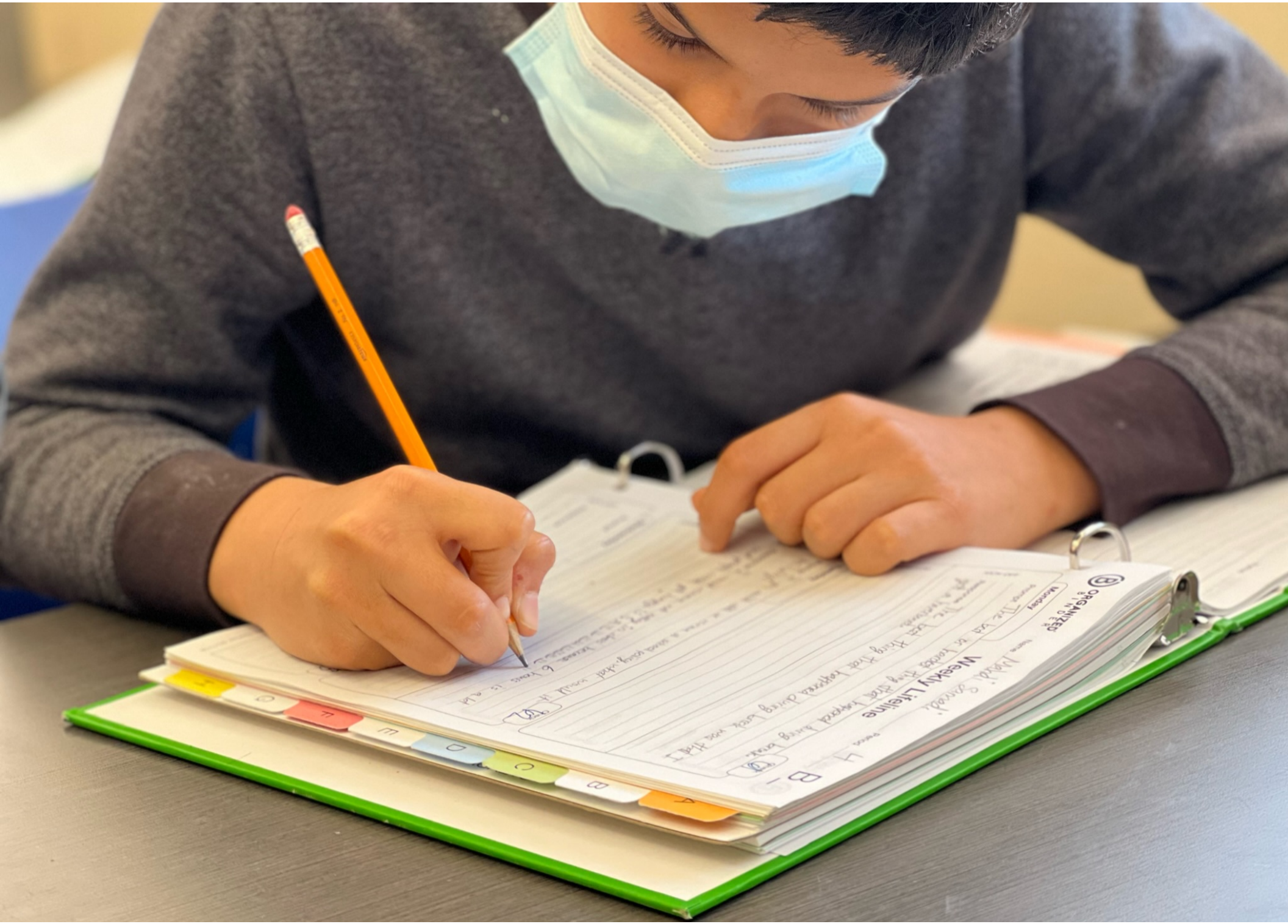
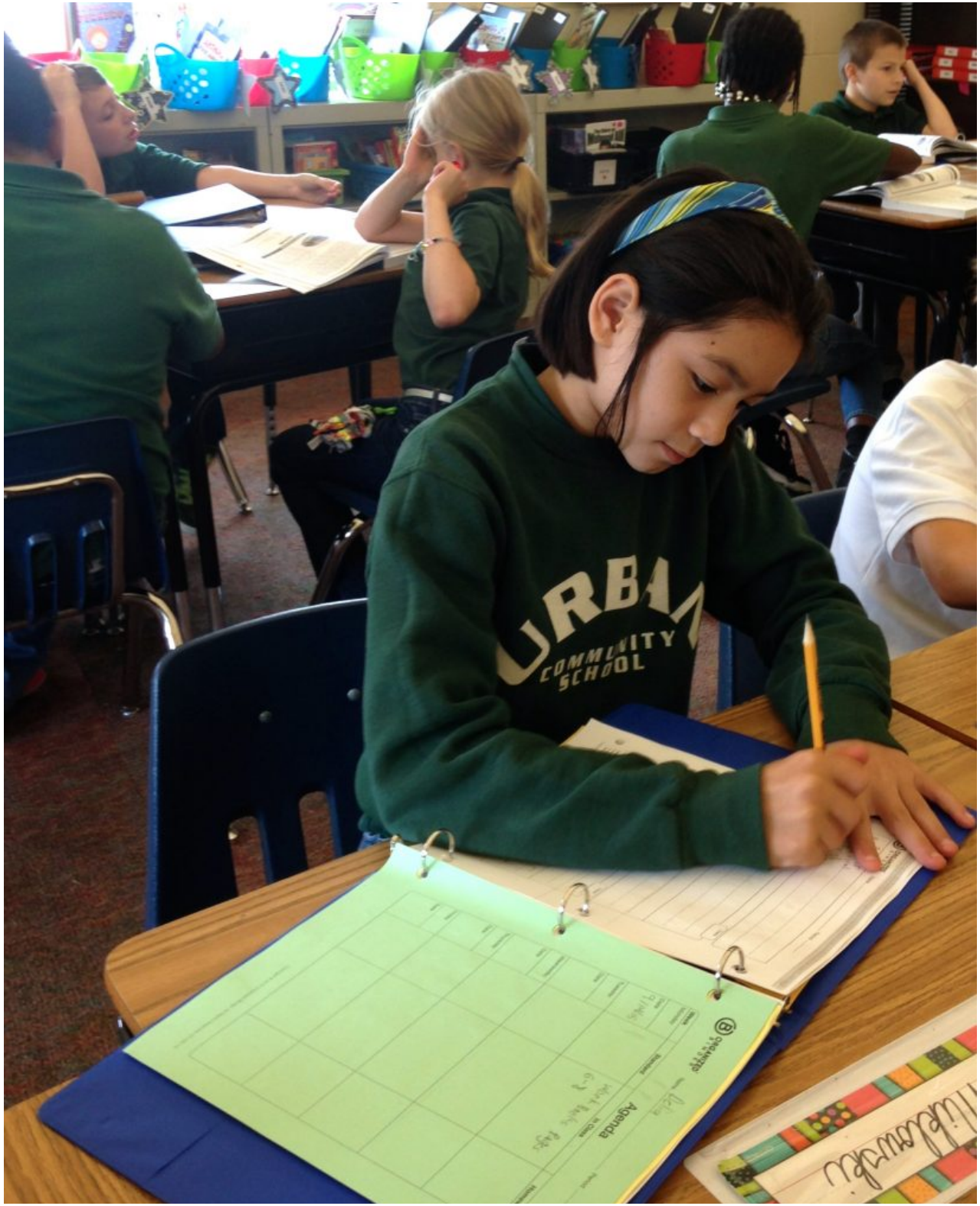
YOU GOT THIS


ORGANIZED
Weekly Lifeline


COMMUNITY
SCHOOL
Agenda

ORGANIZED BINDER

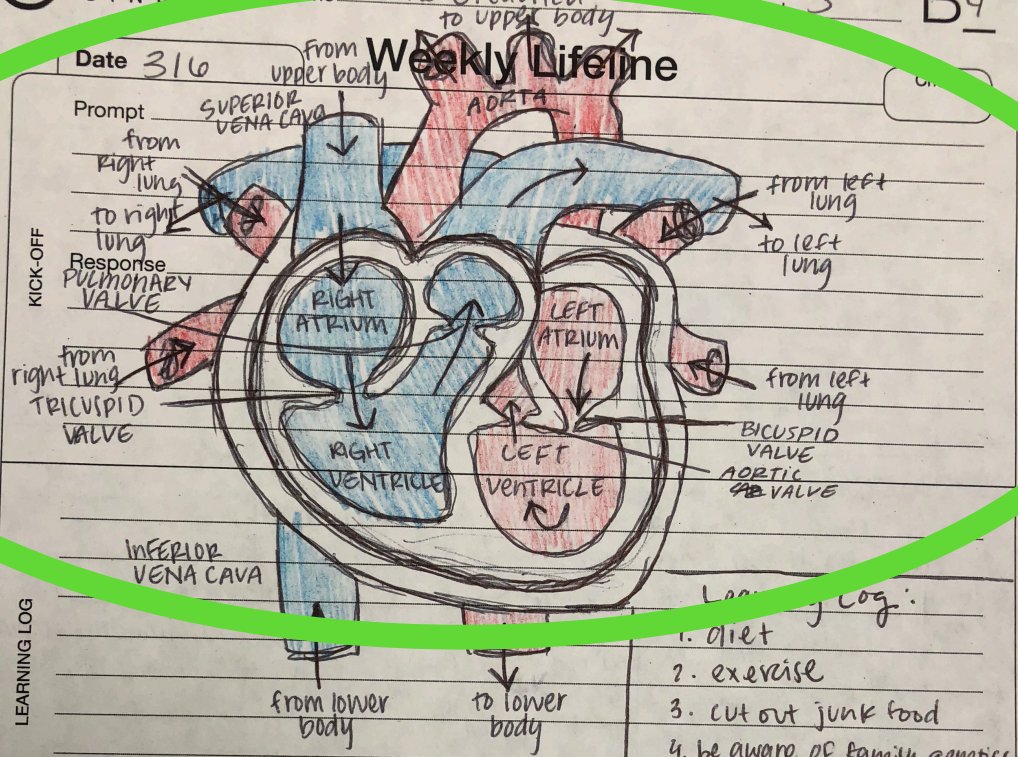
3 B4

Weekly Lifeline

Date 3/6

Prompt

KICK-OFF



LEARNING LOG

Learning Log:
1. diet
2. exercise
3. cut out junk food
4. be aware of family genetics
5. regular doctors visit

veins → heart

arteries → body (away from heart)

Date 3/8

Check 5

Prompt list the sequence of chambers, valves, & blood vessels.

KICK-OFF

Response 1. superior vena cava → right atrium → tricuspid valve → right ventricle ↑ → ~~left~~ pulmonary artery → ~~left~~ lung → ~~left~~ pulmonary veins → left atrium → bicuspid valve → left ventricle → aortic valve → aorta → ~~upper~~ lower body → inferior vena cava → right atrium ↳ etc ↑ (pulmonary valve)

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

John Dewey

ORGANIZED BINDER

Name Your Name Here Period 1st B5

Weekly Lifeline

Date 9/14/22 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

KI

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

Response

LEARNING LOG

Date 9/16/22 Check

KI

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

Response

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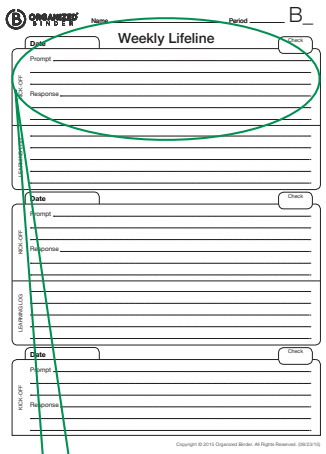
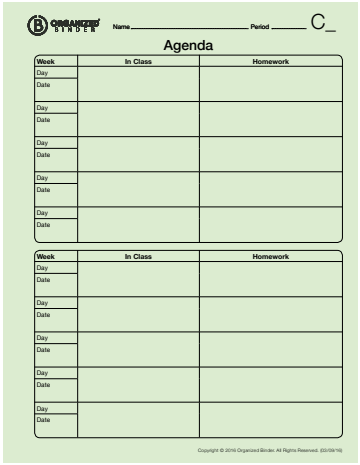
The Parts of the Heart

PROPERTY OF:
COURSE:
A
B
C
D
E
F
G
H
ORGANIZED
BINDER

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



B: Weekly Lifeline



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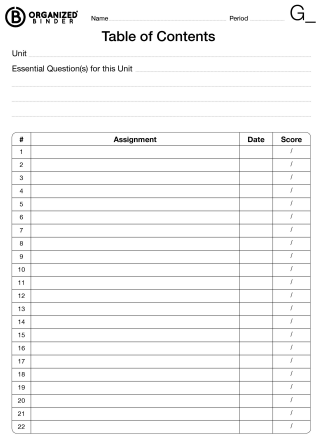

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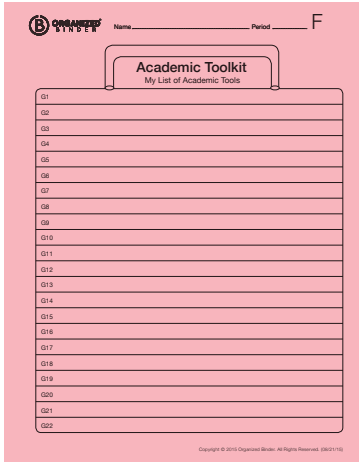
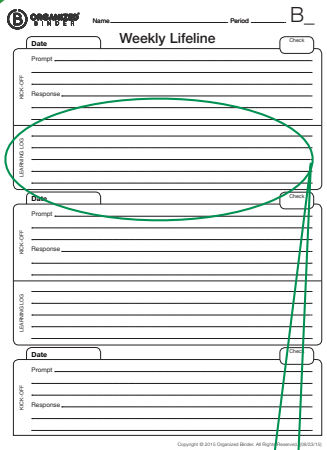


F: Academic Toolkit*

Teach Your Class



Weekly Lifelines

Begin class with the Kick-Off

End class with the Learning Log

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

ORGANIZED BINDER

Name Your Name Here Period 1st

LEARNING LOG

Date Check

KICK-OFF

Prompt

Response

LEARNING LOG

Date Check

KICK-OFF

Prompt

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 /

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ORGANIZED® BINDER

Guide
for
K–12 Educators

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 feom 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 is 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)

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KICK-OFF

Answer Type 1 is when the pancreas stops making insulin & type two is caused by over weight. ~~Type 2 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 & take them out twice as fast.

Yes!

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....

Weekly Grade
/

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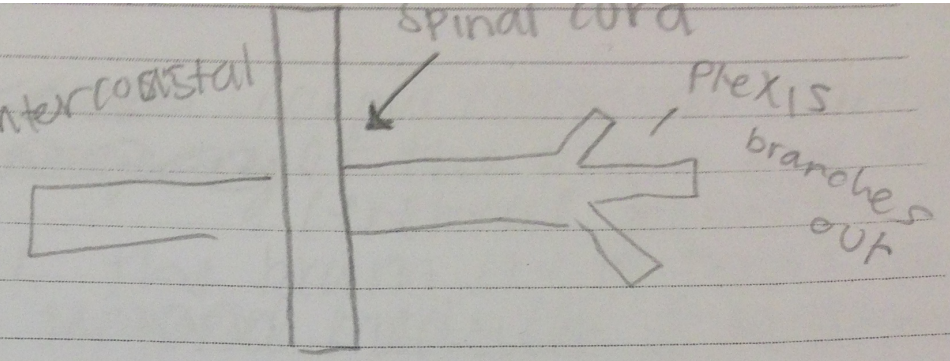
KICK-OFF

Response



I'm sorry I havent been doing much to better my grade to grad. My mom has a mental illness that my brother inherited through genes and im starting to show sign's and have been but I keep it to my self its hard to focus when you havent slept cause of the voice's that wont leave you alone I try to do my work but I forget and get distracted cause im too busy worrying if there going to come back. im getting tested as soon as kaiser calls me back.

ing Log Starters

ntences may begin like the following examples or you can make up your own complete sentences.
s today I learned... • In this lesson I learned about...
gh I learned about.....in class today, I am confused about....

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Weekly Grade
4 1

Thank You for

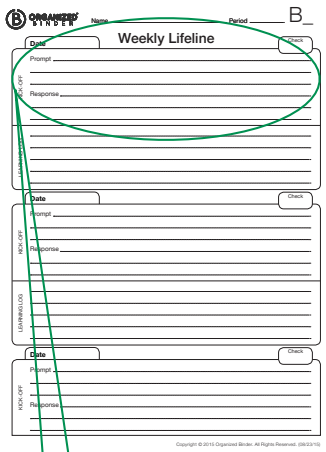
“Based on a century of research, in order to transform learning, we must focus on getting information out - a strategy called retrieval practice.”

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

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

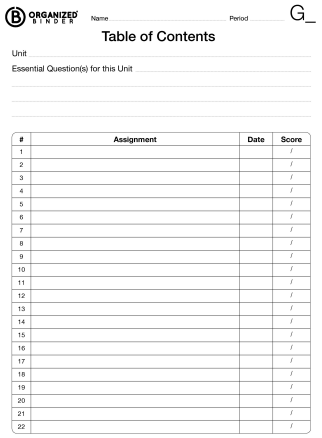
Marzano, *Classroom Instruction That Works*

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

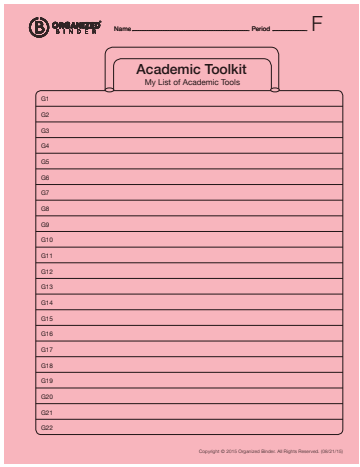


B: Weekly Lifeline
Working Memory

C: Agenda
Planning & Time Management

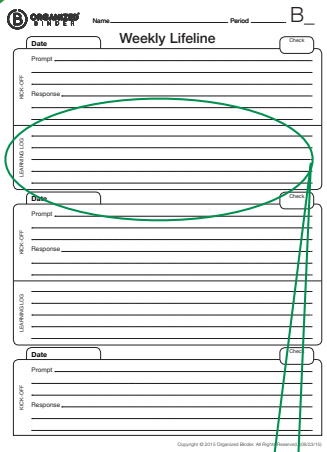


G: Table of Contents



F: Academic Toolkit*

Teach Your Class



B: Weekly Lifelines
Working Memory

Begin class with the Kick-Off

End class with the Learning Log

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

Organization
Working Memory
Goal Setting
Accountability
Executive Function Skills
Self Regulation
Planning & Time Management

ORGANIZED BINDER

Name Your Name Here Period 1st C1

Agenda

Week		
Day Date 9/14/23	-Chemistry review -Molecule diagrams -Q&A 1-4 p. 405 (#4)	Review notes (#2)
Day Date 9/15/23	-Circulatory Notes -Diagram and coloring of blood vessels	Review #4
Day Date 9/16/23	-Pre lab set up for heart dissection	Finish Write-Up
Day Date 9/17/23		
Day Date 9/18/23		

Week		
Day Date 9/21/23		
Day Date 9/22/23		
Day Date 9/23/23		
Day Date 9/24/23		Review Lab Report
Day Date 9/25/23	-Cardio Lab Report Due	

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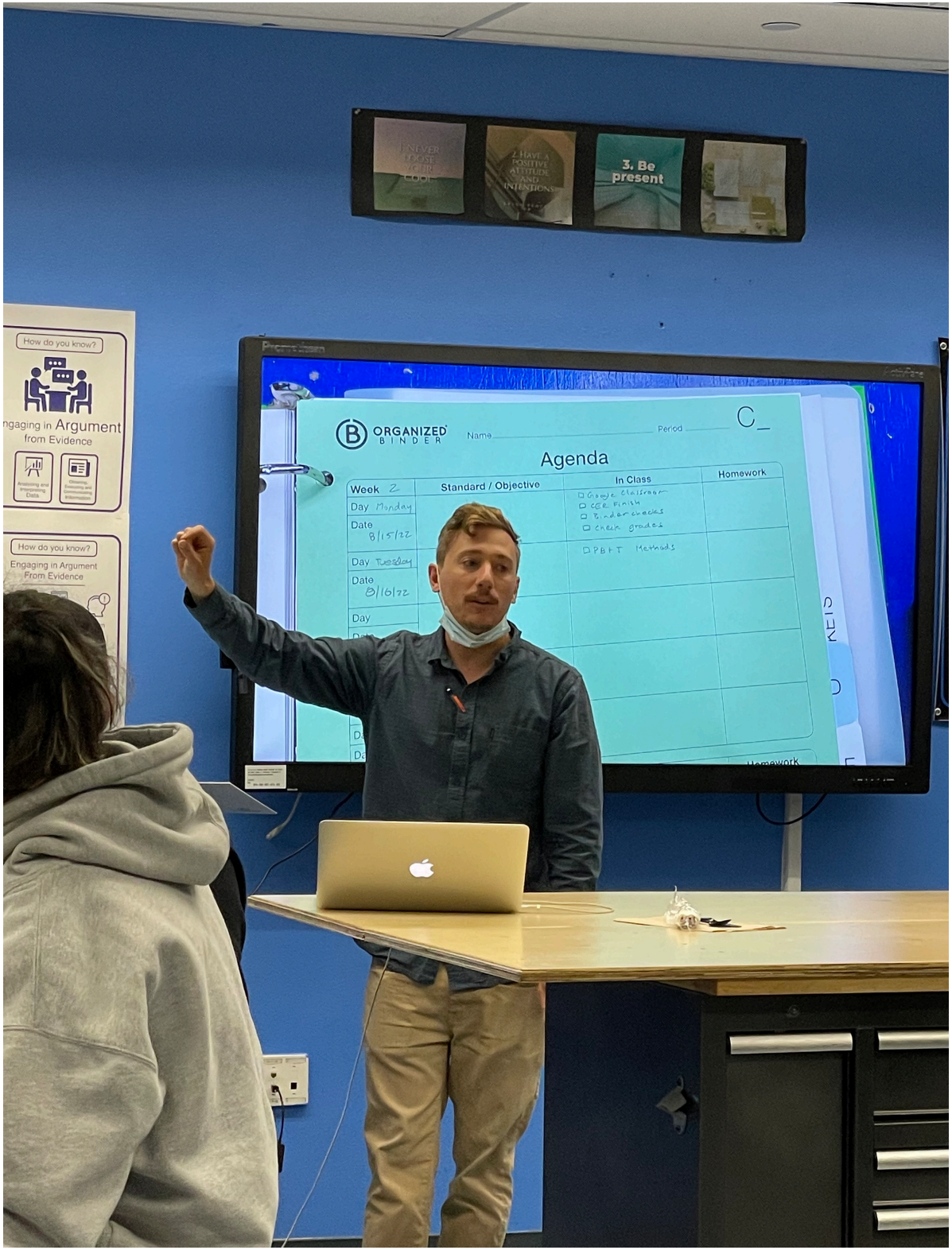
3. Be present
How do you know?
Engaging in Argument from Evidence
ORGANIZED BINDER
Name
Period
C_
Agenda
Week 2
Standard / Objective
In Class
Homework
Day Monday
Date 8/15/22
Day Tuesday
Date 8/16/22
PBIT Methods

2019-2020
PLANNER
PROPERTY OF:
ORGANIZED
BINDER

MONDAY
AUG 5
TUESDAY
AUG 6
WEDNESDAY
AUG 7
THURSDAY
AUG 8
FRIDAY
AUG 9
SATURDAY
AUG 10
SUNDAY
AUG 11
8am
9am
10am
11am
12pm
1pm
2pm
3pm
4pm
5pm
6pm
7pm
8pm
ORGANIZED BINDER
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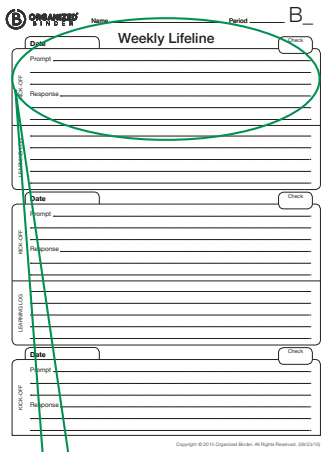
ORGANIZED BINDER

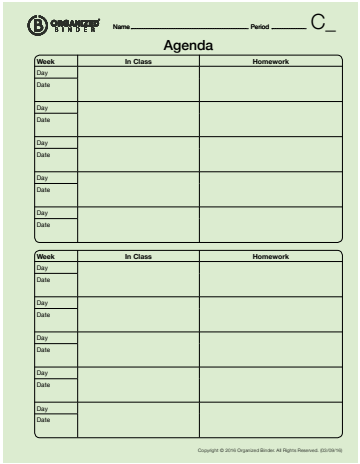
“You are a genius. Your last point hits on the most potent problem every student I have interviewed has an issue with. Honoring the syllabus, reading it, studying ahead of class in preparation for exams and whatnot... I am excited to see these points and to know our students will be receiving this instruction.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

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

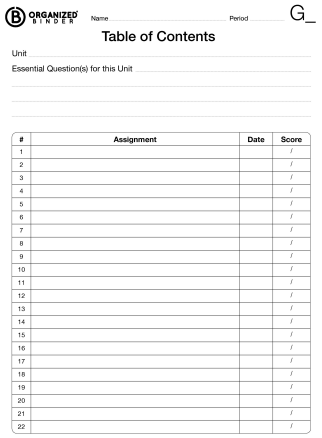
Daily Routine:
B (Kick-Off), C, G, F*, and B (Learning Log)



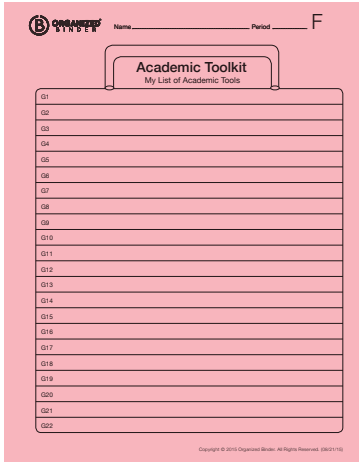
B: Weekly Lifeline
Working Memory



C: Agenda
Planning & Time Management

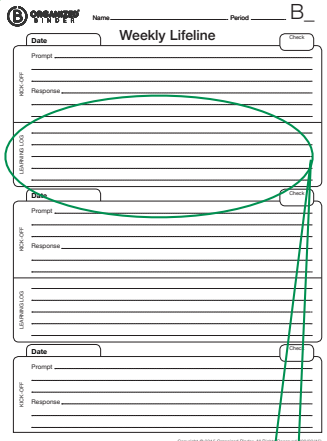


G: Table of Contents
Organization



F: Academic Toolkit*

Teach Your Class



B: Weekly Lifelines
Working Memory

Begin class with the Kick-Off

End class with the Learning Log

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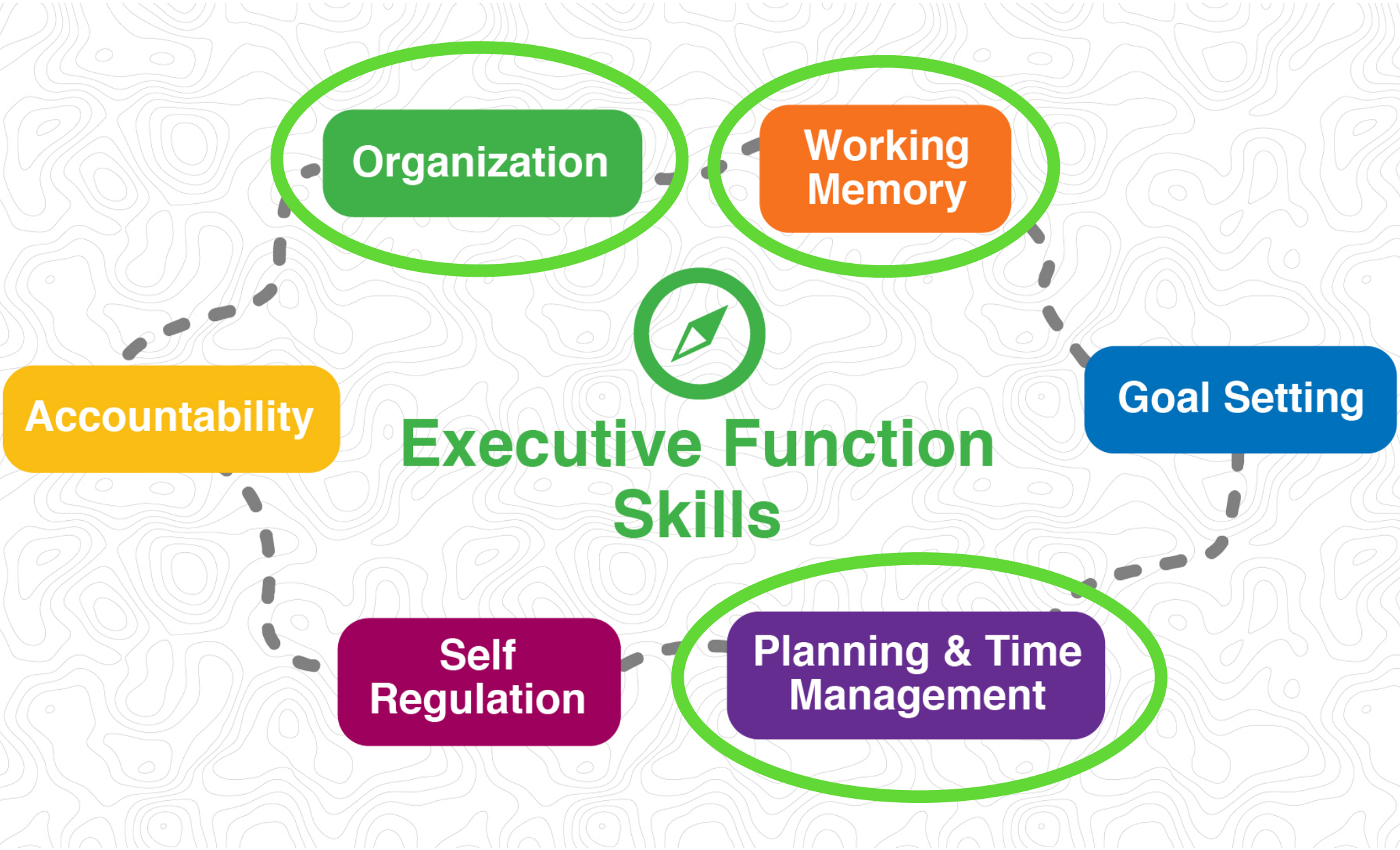
Organization
Working Memory
Goal Setting
Accountability
Executive Function Skills
Self Regulation
Planning & Time Management

ORGANIZED BINDER

Name Your Name Here Period G1

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	9/17	/ 5
6	The pathway of blood worksheet	9/17	/ 5
7	Heart Dissection	9/21	/22
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			/

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#3

Unhealthy Relationships

#10

Name Date
Period

es?

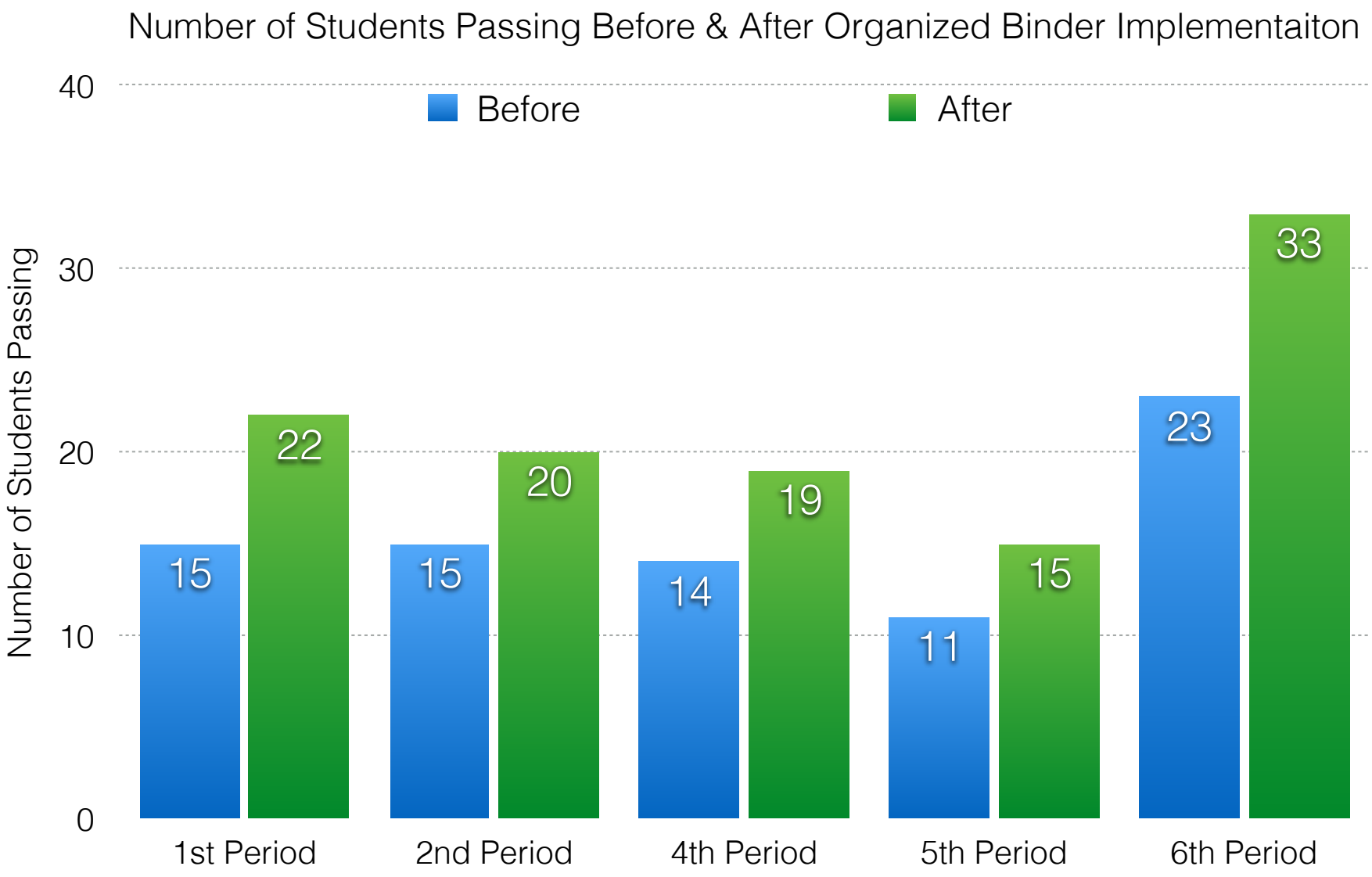
sory neurons, interneurons, and motor

pens during a simple physical activity.

e time it takes to catch a falling ruler.

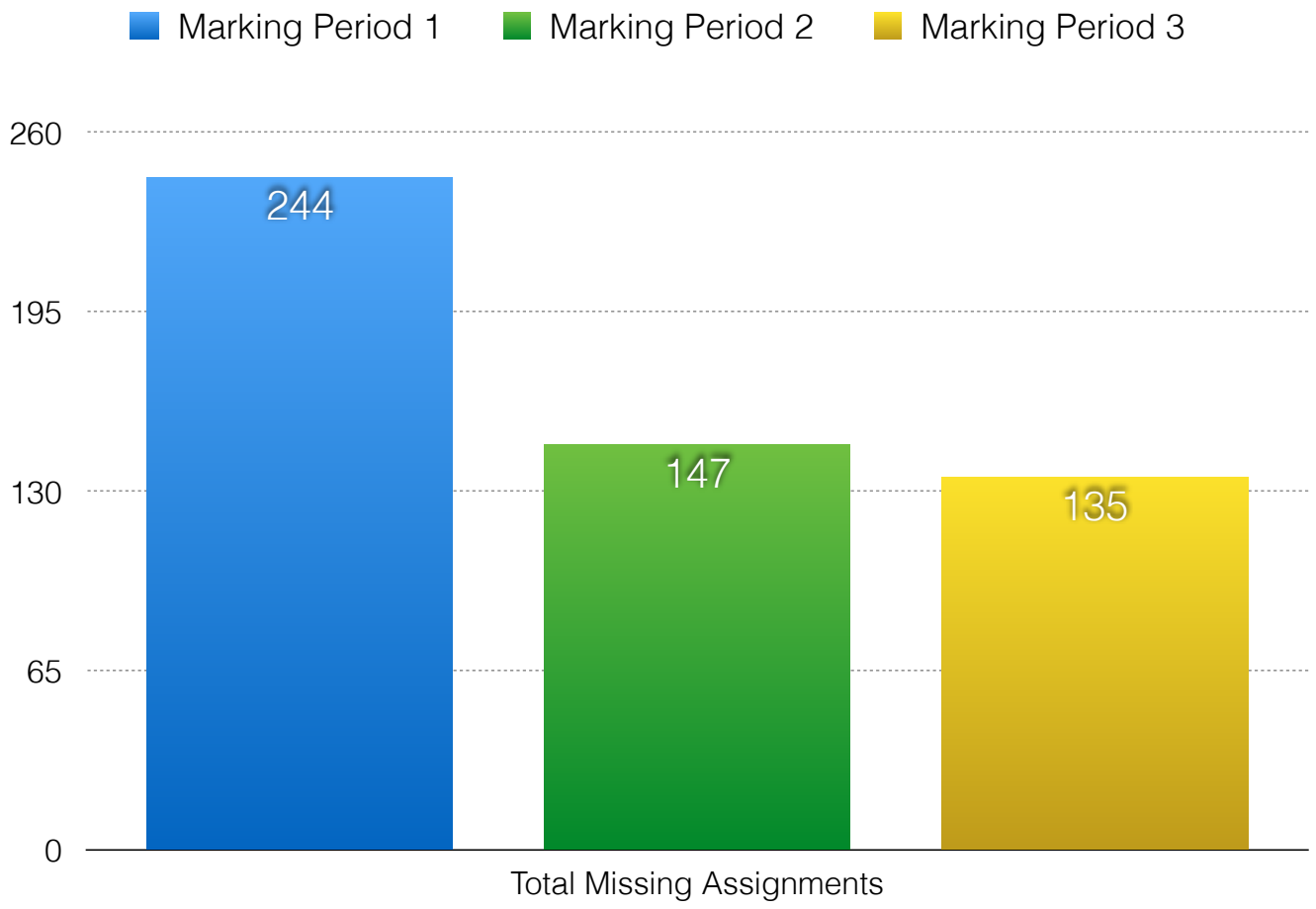
Biology Packet #6
8

PROPERTY OF:
COURSE:
A
B
C
D
E
F
G
H
ORGANIZED
BINDER



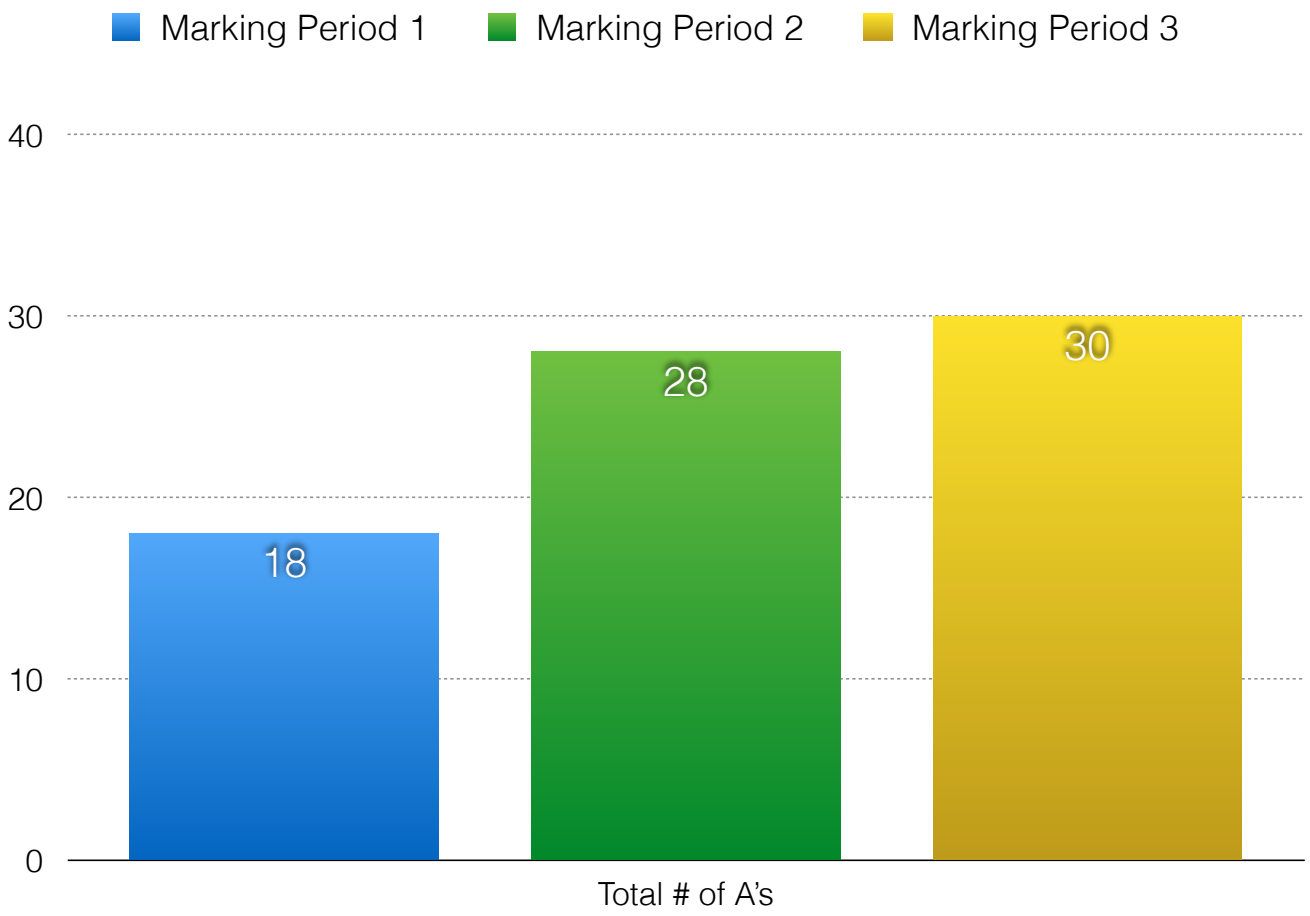
Individual teacher pilot data from a High School Spanish teacher Grand Rapids, MI

Missing Assignments

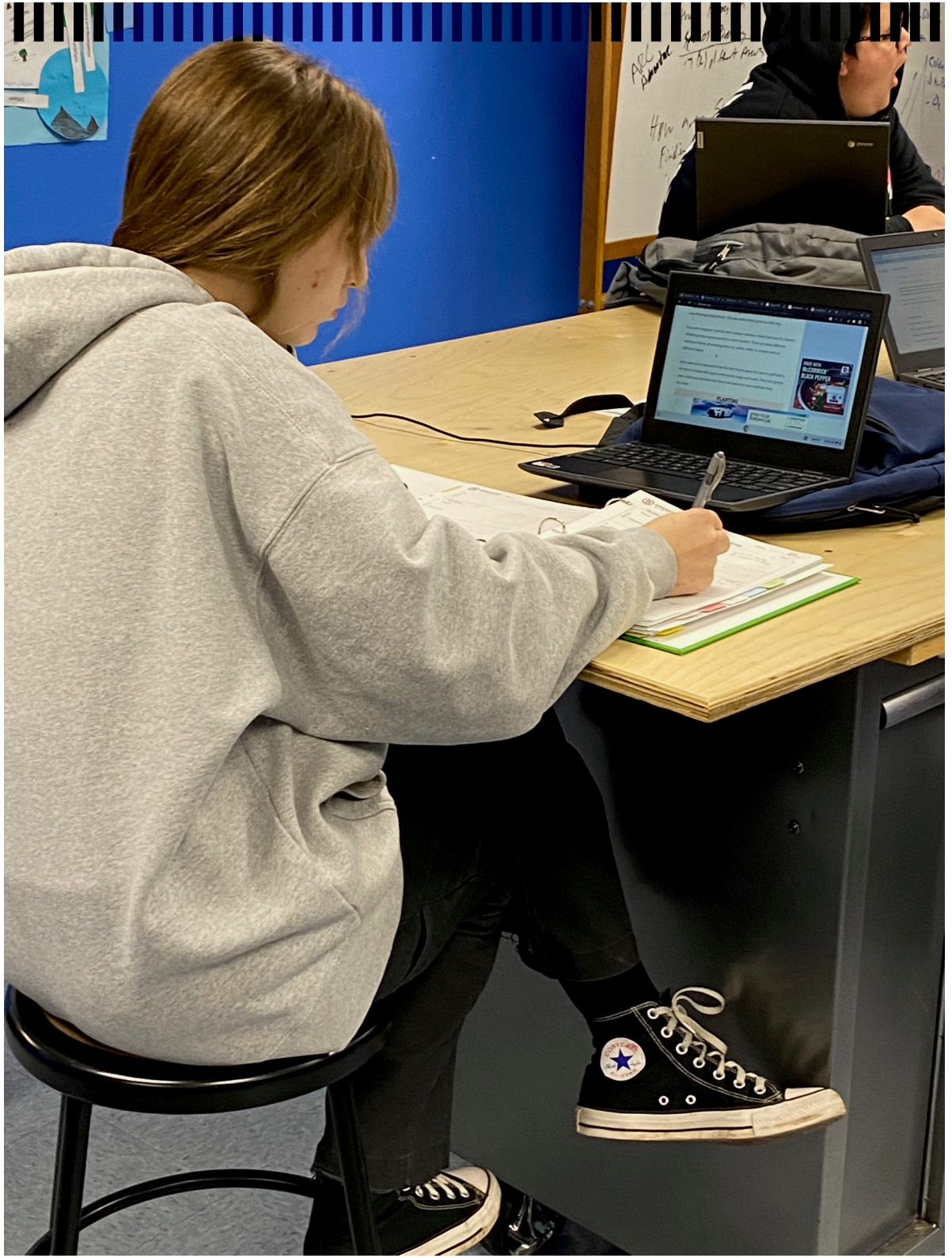


Data from a first year high school teacher Pine Hill, NJ

Total # of A's



Data from a first year high school teacher Pine Hill, NJ



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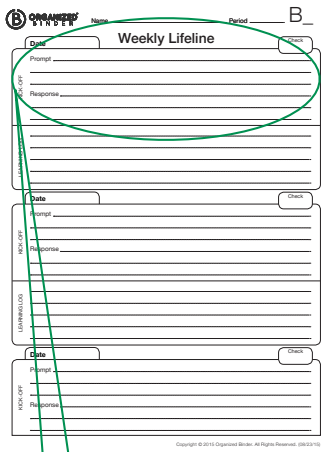
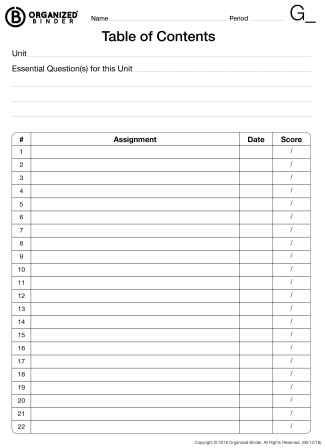
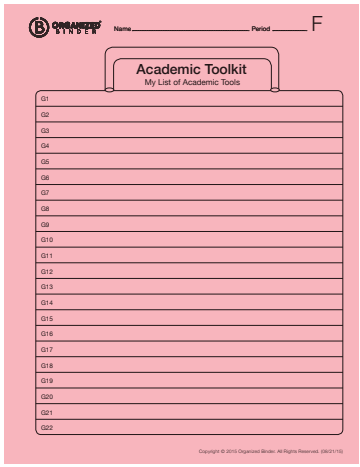


B: Weekly Lifeline
Working Memory

C: Agenda
Planning & Time Management

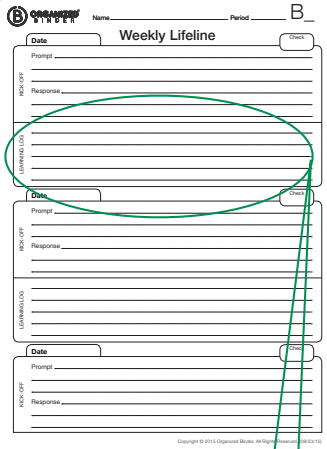


G: Table of Contents
Organization



F: Academic Toolkit*
Build My Toolkit / Organization

Teach Your Class



B: Weekly Lifelines
Working Memory

Begin class with the Kick-Off

End class with the Learning Log

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

ORGANIZED BINDER

Name Your Name Here 1st F

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	
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F20	
F21	
F22	

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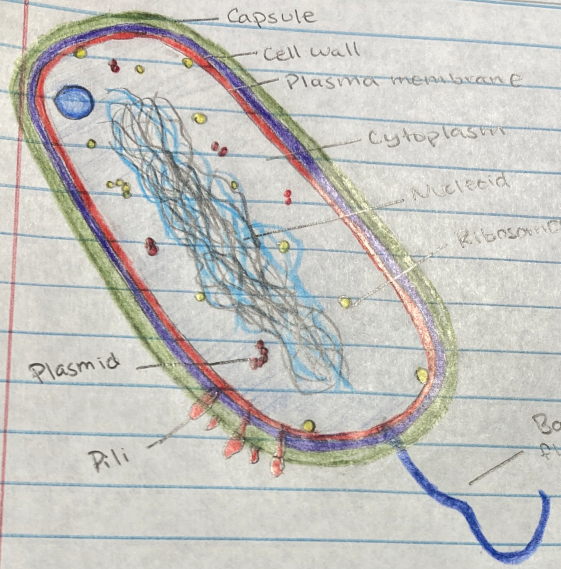
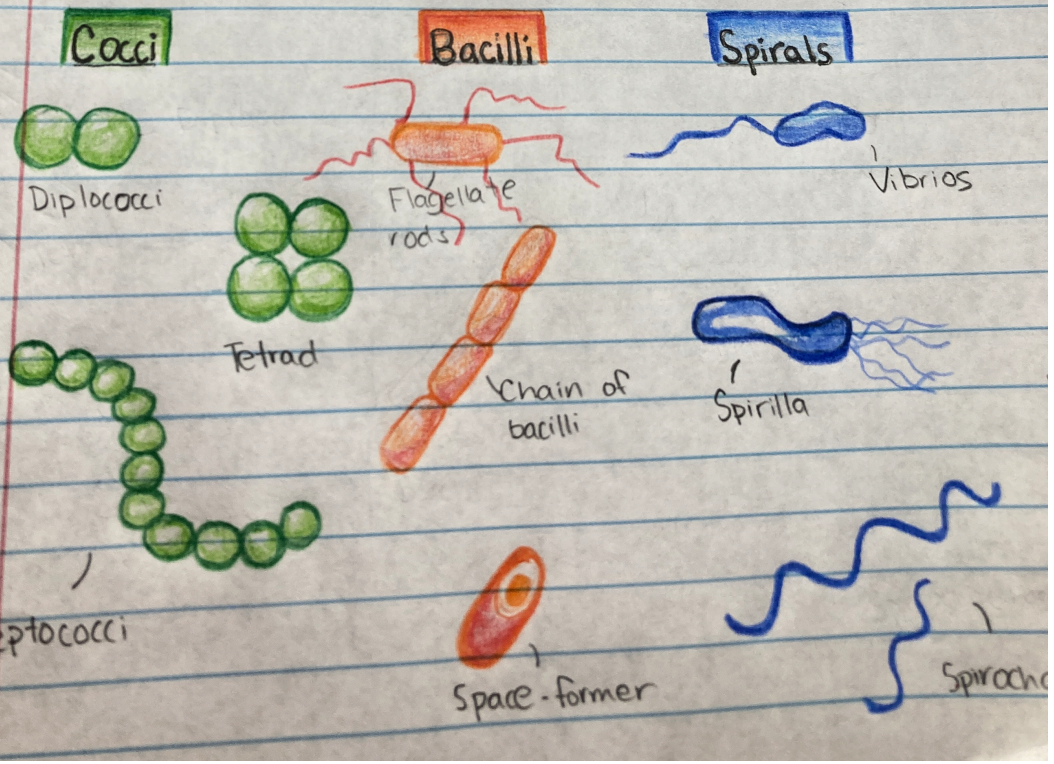
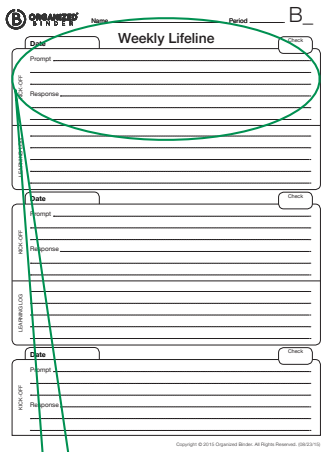
Bacteria Basics and Shapes

F9



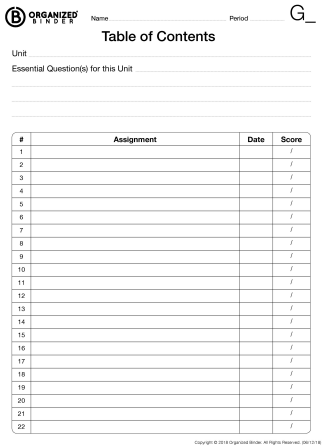


Daily Routine:
B (Kick-Off), C, G, F*, and B (Learning Log)



B: Weekly Lifeline
Working Memory

C: Agenda
Planning & Time Management



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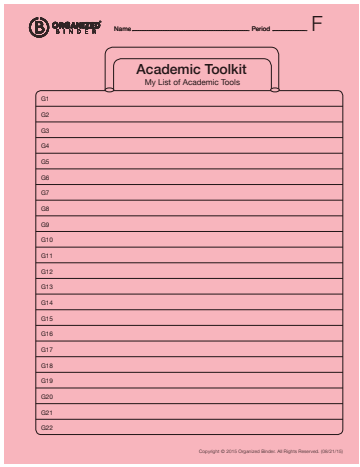
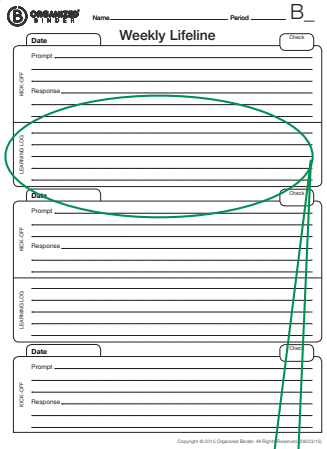
Organization



F: Academic Toolkit*
Build My Toolkit / Organization

Teach Your Class



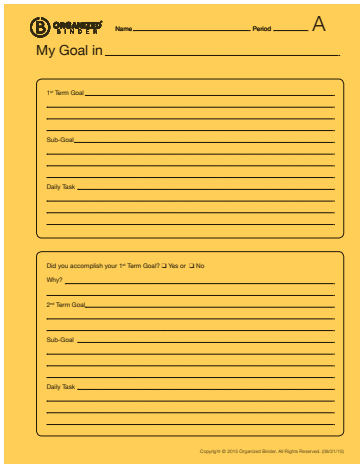
B: Weekly Lifelines
Working Memory

Begin class with the Kick-Off

End class with the Learning Log

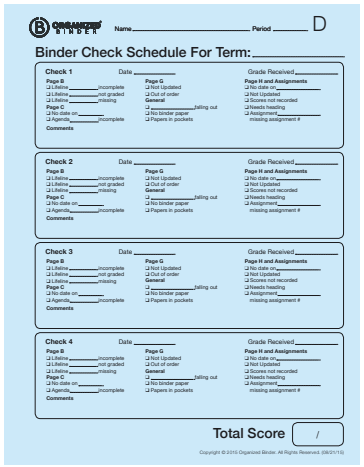
*Page F: Academic Toolkit may not be used each day in class.

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



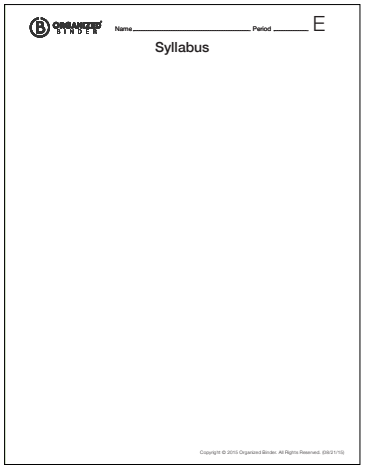
A: Goals

Quarterly



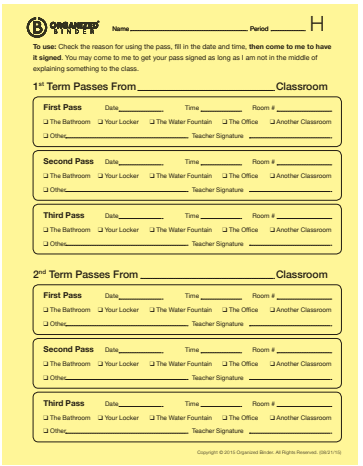
D: Binder Check

Monthly



E: Syllabus

Referenced throughout the school year



H: Passes

As needed throughout marking period

Organization
Working Memory
Goal Setting
Accountability
Executive Function Skills
Self Regulation
Planning & Time Management

“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

ORGANIZED BINDER

Name Your Name Here Period 1st A

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

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READ!

4 Executive Functioning Skills EVERY IEP Should Address

Organized Binder is an effective method and tool that can be used in both the IEP and Transition processes to empower students with disabilities in their own decision making and learning.

01

Organization

Creates predictable classroom routines with clear expectations, which **models for students how to organize their own learning** within the environment.

02

Time Management

Teaches students to manage their time and effectively transition between activities or environments **promoting self-determination,** an essential quality needed in the transition into adulthood.

03

Self Control

Supports students in learning when to become **more alert or calm based on the task at hand** and the expectations of the environment.

04

Goal Setting

Encourages students to **engage in their own goal setting and data collection, promoting student autonomy and empowerment**. The binder facilitates school/home communication keeping the IEP team updated on progress.

ORGANIZED® BINDER

The Opportunity for Everyone to Succeed.

Sarah Robison, PhD in Special Education

Organization
Working Memory
Accountability
Goal Setting
Executive Function Skills
Self Regulation
Planning & Time Management

ORGANIZED BINDER

Name Your Name Here Period 1st D

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

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 #

Comments

Check 2

Date _____ Grade Received _____

Page B
- ❑ Lifeline _____ incomplete
- ❑ Lifeline _____ not graded
- ❑ Lifeline _____ missing

Page C
- ❑ No date on _____
- ❑ Agenda _____ incomplete

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 #

Comments

Check 3

Date _____ Grade Received _____

Page B
- ❑ Lifeline _____ incomplete
- ❑ Lifeline _____ not graded
- ❑ Lifeline _____ missing

Page C
- ❑ No date on _____
- ❑ Agenda _____ incomplete

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 #

Comments

Check 4

Date _____ Grade Received _____

Page B
- ❑ Lifeline _____ incomplete
- ❑ Lifeline _____ not graded
- ❑ Lifeline _____ missing

Page C
- ❑ No date on _____
- ❑ Agenda _____ incomplete

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 #

Comments

Total Score /

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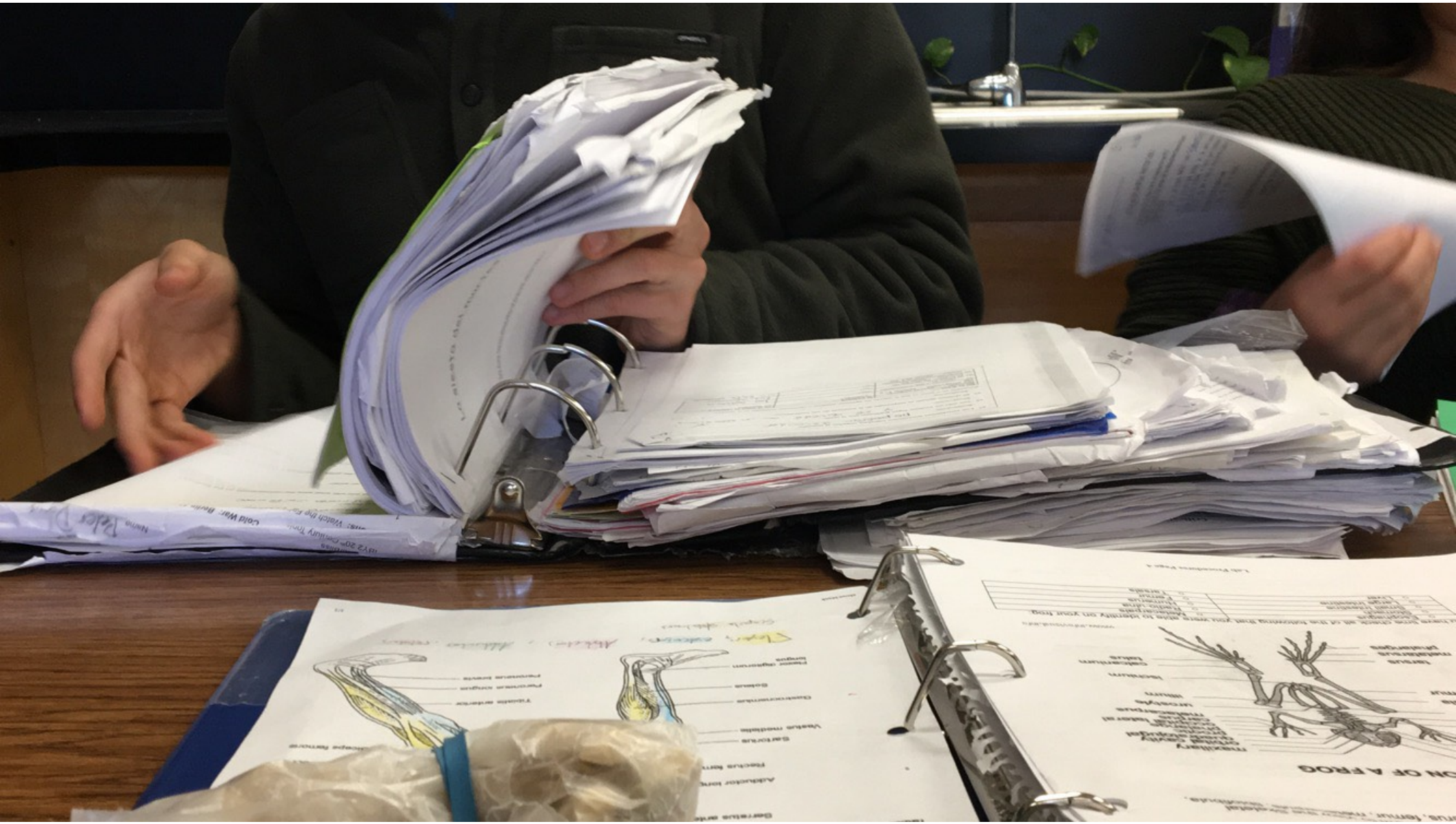

ORGANIZED BINDER
Name
My Goal in
Weeks 1–4 Goal
Sub-Goal
Daily Task

Biology Packet #6
8

ORGANIZED BINDER

PEER/SELF BINDER CHECK

Directions:

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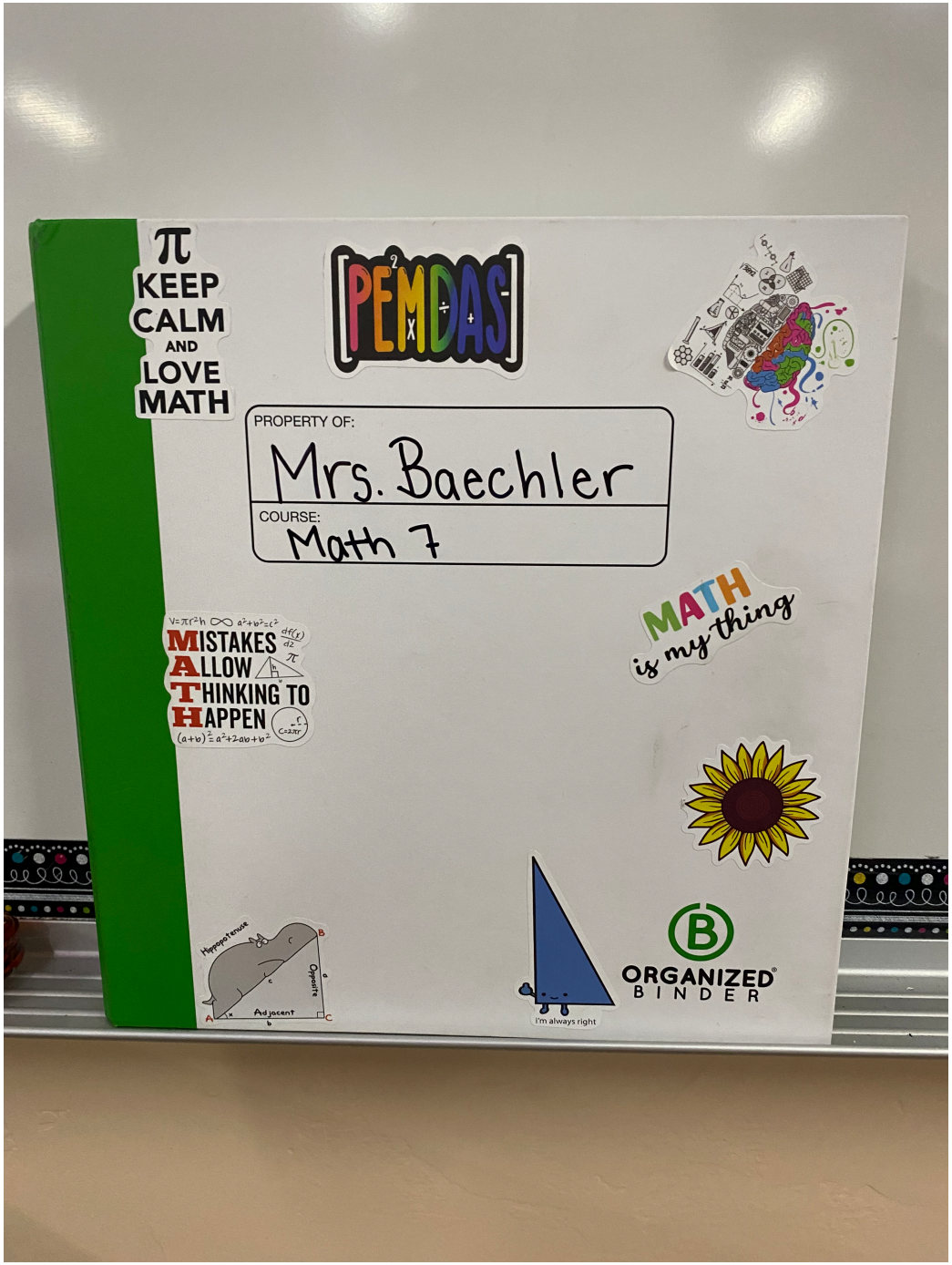
2. Pages should be in the following order. Circle Yes or No and write any comments to help your partner fix his or her binder.
3. When you get your own binder back, fix everything so that your binder is ready for the upcoming binder check.

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:


π
KEEP CALM AND LOVE MATH
PEMDAS
PROPERTY OF:
Mrs. Baechler
COURSE:
Math 7
MATH is my thing
MISTAKES ALLOW THINKING TO HAPPEN
Hippopotenuse
Opposite
Adjacent
I'm always right
ORGANIZED BINDER

ORGANIZED BINDER Name..... Period ..... E

Sample Syllabus

Course Syllabus and Expectations

Description

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

Objectives/ Expected School-wide Learning Results (ESLRs)

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

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

California Content Standards

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

Cell Biology

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

Genetics

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

Ecology

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

Evolution

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

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Organization
Working Memory
Accountability
Goal Setting
Executive Function Skills
Self Regulation
Planning & Time Management

ORGANIZED BINDER

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 _____

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Family Engagement

ORGANIZED BINDER

Guide for Families

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:

B-Weekly Lifeline

C-Agenda

F-Academic Toolkit

G-Table of Contents

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ORGANIZED BINDER

PAGE B: WEEKLY LIFELINE

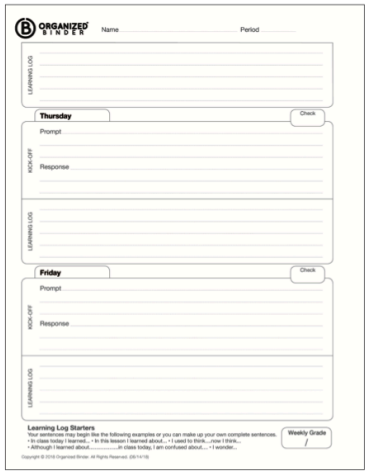
Page B: Weekly Lifeline
The Weekly Lifeline consists of the Kick-Off prompt and the Learning Log, which are used to begin and end class. Usually teachers use the Kick-Off prompt to review the previous class's content standards or objectives. If you want to know exactly what your student is learning in class, read the Kick-Off prompts.

The Learning Log is how class is concluded with Organized Binder. Each day in class your student will reflect on what was learned from the lesson and/or what was confusing. Students are required to practice using grammatically correct, complete sentences in English (academic English) when writing Learning Logs. Often, this level of English language practice is only done in English or support classes. Students gain this language practice in all subjects implementing Organized Binder.

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

How you can support:
- Ask your student about the Kick-Off prompt(s) they worked on in class.
- Ask them to summarize the content of what they ***learned*** that day in class, not just what they ***did*** in class.
- Read your student's Learning Logs; on a daily basis if you can!

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



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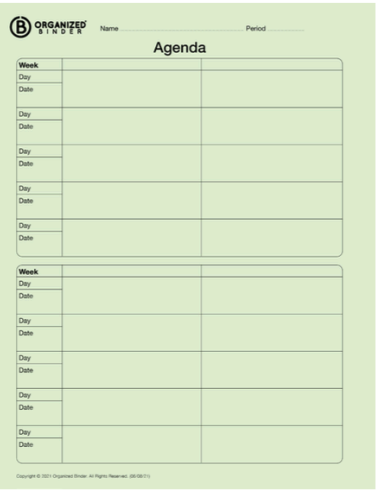
ORGANIZED BINDER

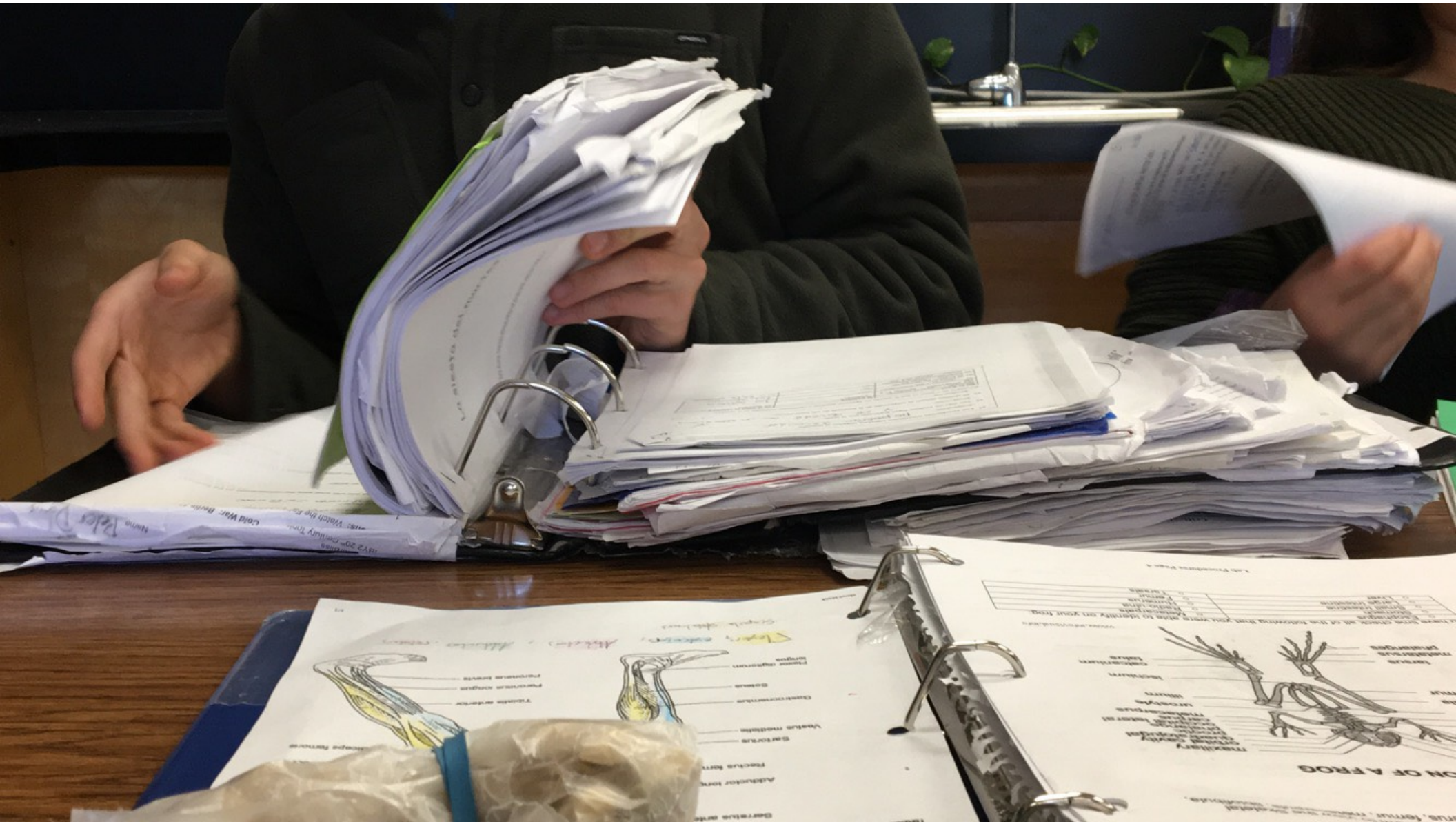
PAGE C: AGENDA

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

How you can support:
- Review the Agenda with your student, being sure to ask if they have homework and when it is due.
- Look at what was done in class and ask your student to summarize what they learned or what confused them from those activities/assignments. Avoid having your student tell you "what they did in class." Ask your student about any **important** assignments or assessments coming up in the future.

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





ORGANIZED BINDER

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General comments:

"...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*

Contact and Updates

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- mitch@organizedbinder.com
- www.organizedbinder.com
- @organizedbinder

RUCKUS
MAKERS
ARE
CHANGING
THE WORLD
@gapingvoid