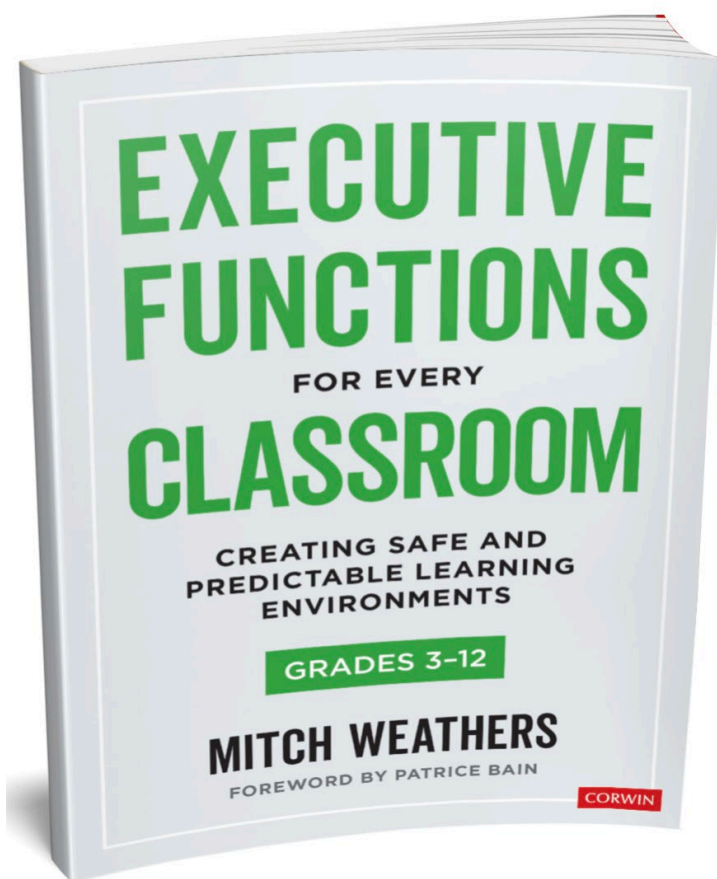


# Executive functions for every classroom

Creating safe and predictable learning environments, Grades 3 - 12

Mitch Weathers

June 2025













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



# Studentness







“...if we can improve a child's environment in the specific ways that lead to better executive functioning, we can increase [their] prospects for success in a particularly efficient way.”

Paul Tough - *How Children Succeed*



# 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.”

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



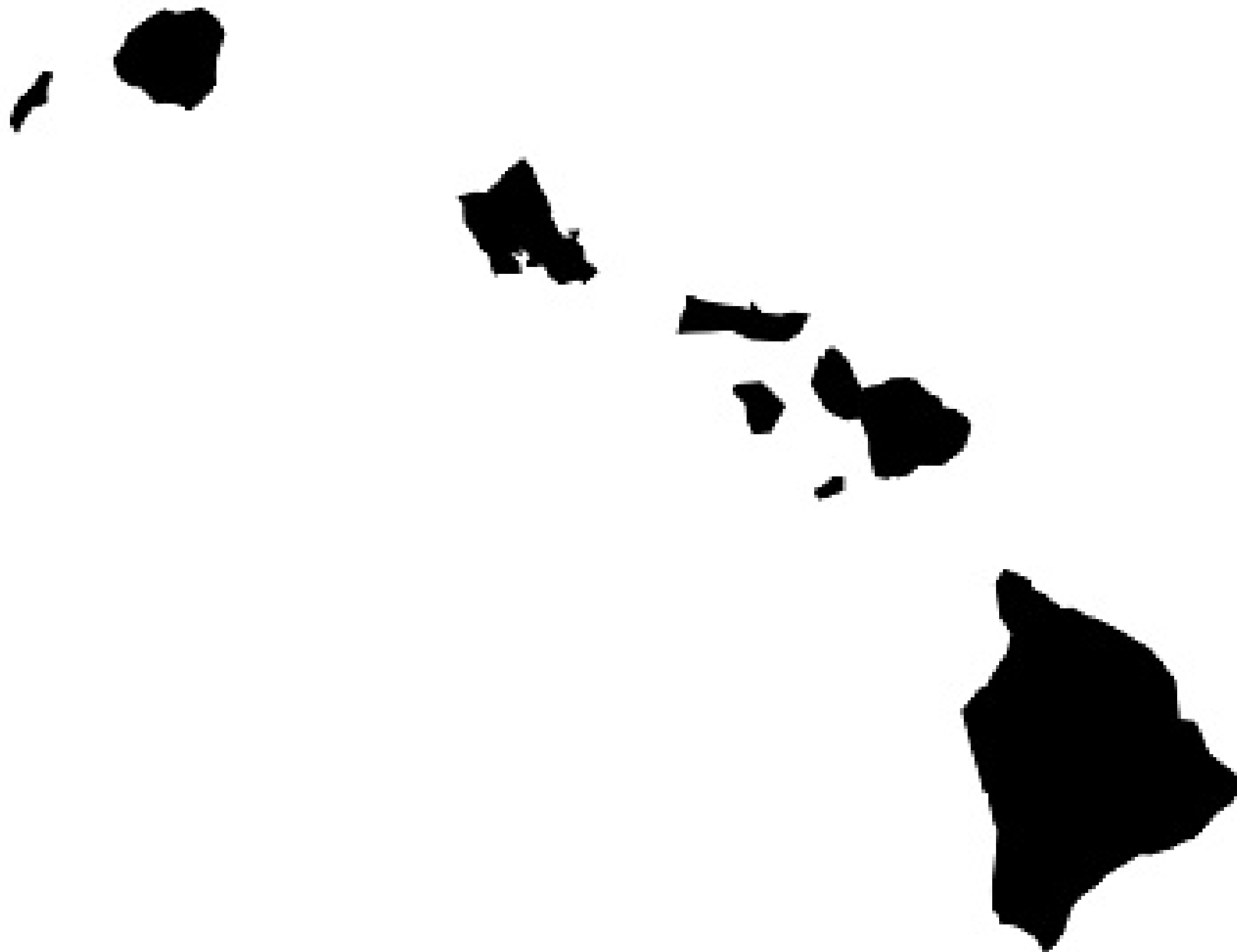


Executive functioning skills  
are not *taught*!



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









**Cambridge Schools Conference, June 2025**  
Future-ready: preparing learners to thrive





Ma ka hana ka 'ike



The knowing is in the doing.







# Not Taught?

1. Time Crunch.
2. Zone of Genius.



# The Good News

Executive functions are trainable and can be improved at any age...repeated practice is key.

Diamond, *Executive Functions*



# 3 Keys

Clarity

Modeling

Routine



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







“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

**Cambridge Schools Conference, June 2025**  
Future-ready: preparing learners to thrive





## A: Goals

## B: Weekly Lifelines

## C: Agendas

## D: Binder Check

## E: Syllabus

## F: Academic Toolkit

## G: Table of Contents

## H: Passes (optional)







Classroom rules and posters:

- AMERICAN FLAG
- SILENT WHISPER
- PARTNERS GROUPS
- NOT A TRY
- IT'S QUETTA TRY
- CAPABLE OF DOING DIFFICULT THINGS

Whiteboard content (Left):

Today I am learning how to solve expressions and equations.

2/13/25

Today I am learning how to write and solve inequalities.

Test

Whiteboard content (Right):

Solve for X

$$\begin{array}{r} 134 \\ 13 \overline{) 39} \\ \underline{39} \\ 0 \end{array}$$

X = 3

Digital screen content:

Organized Binder

Weekly List

00:01:00

Whiteboard content (Right):

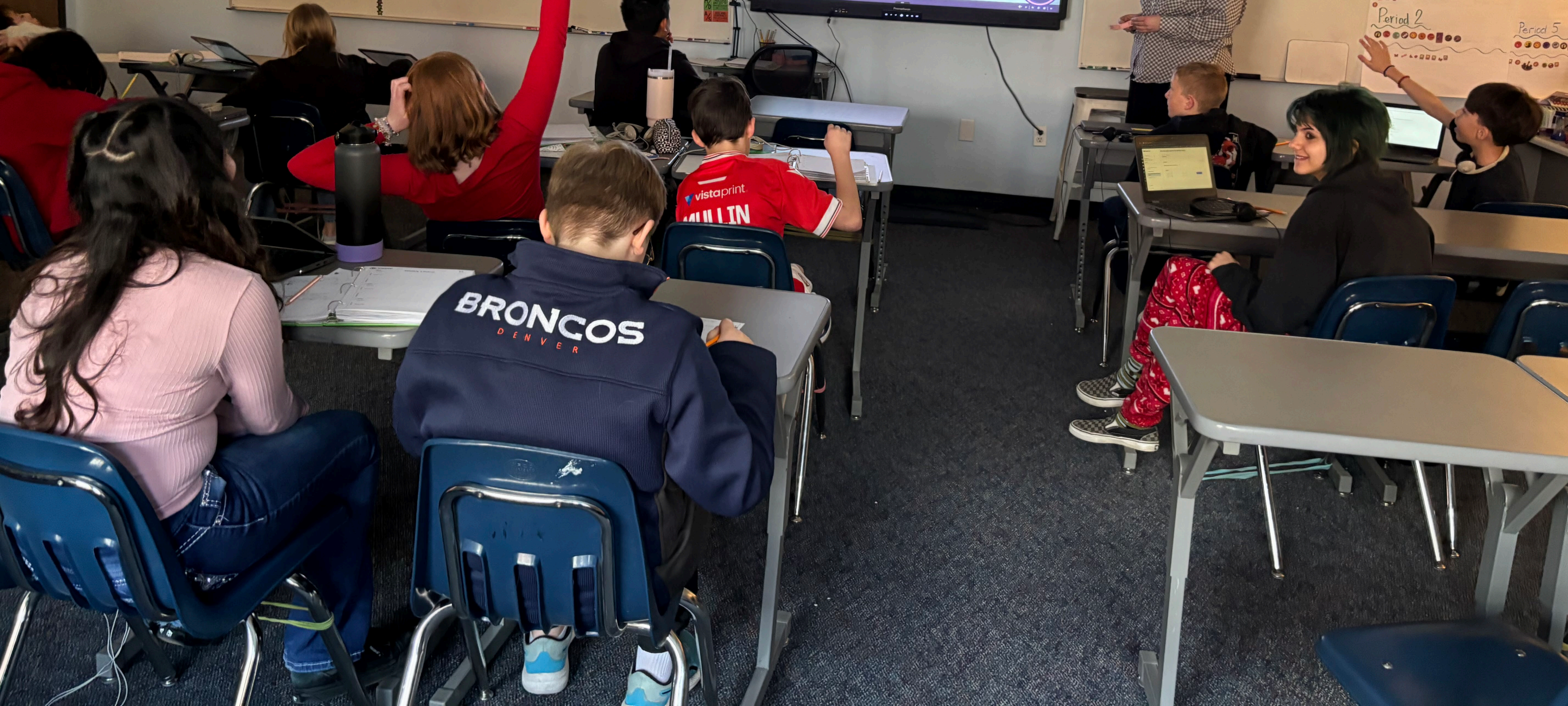
2/28 Middle School Dance

3:30-5:00 \$10-\$15

Period 1 Silent during (kickoff)

Period 2

Period 5







“We must be careful not to remove the very explicitness that the child needs to understand the rules of the new classroom culture.”

Lisa Delpit, *Other People's Children*



# 3 Keys

Clarity

Modeling

Routine

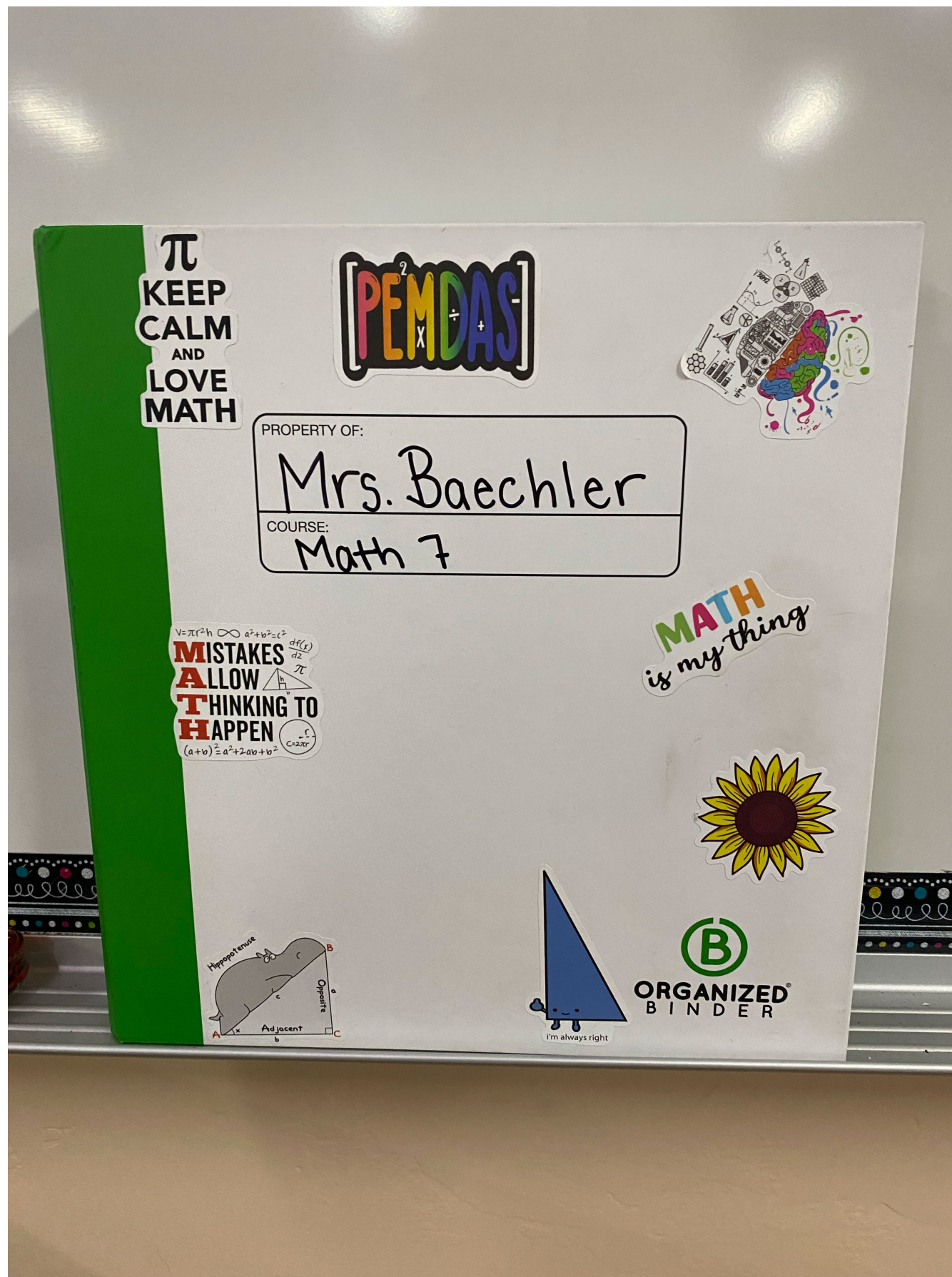




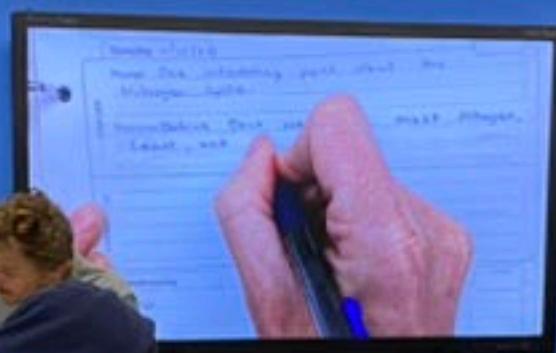
“In moving to college and career readiness for all, we must now teach some skills formerly learned by students on their own. All students need lessons and modeling of study and work skills like time and task management, note taking, and assignment completion strategies...”

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

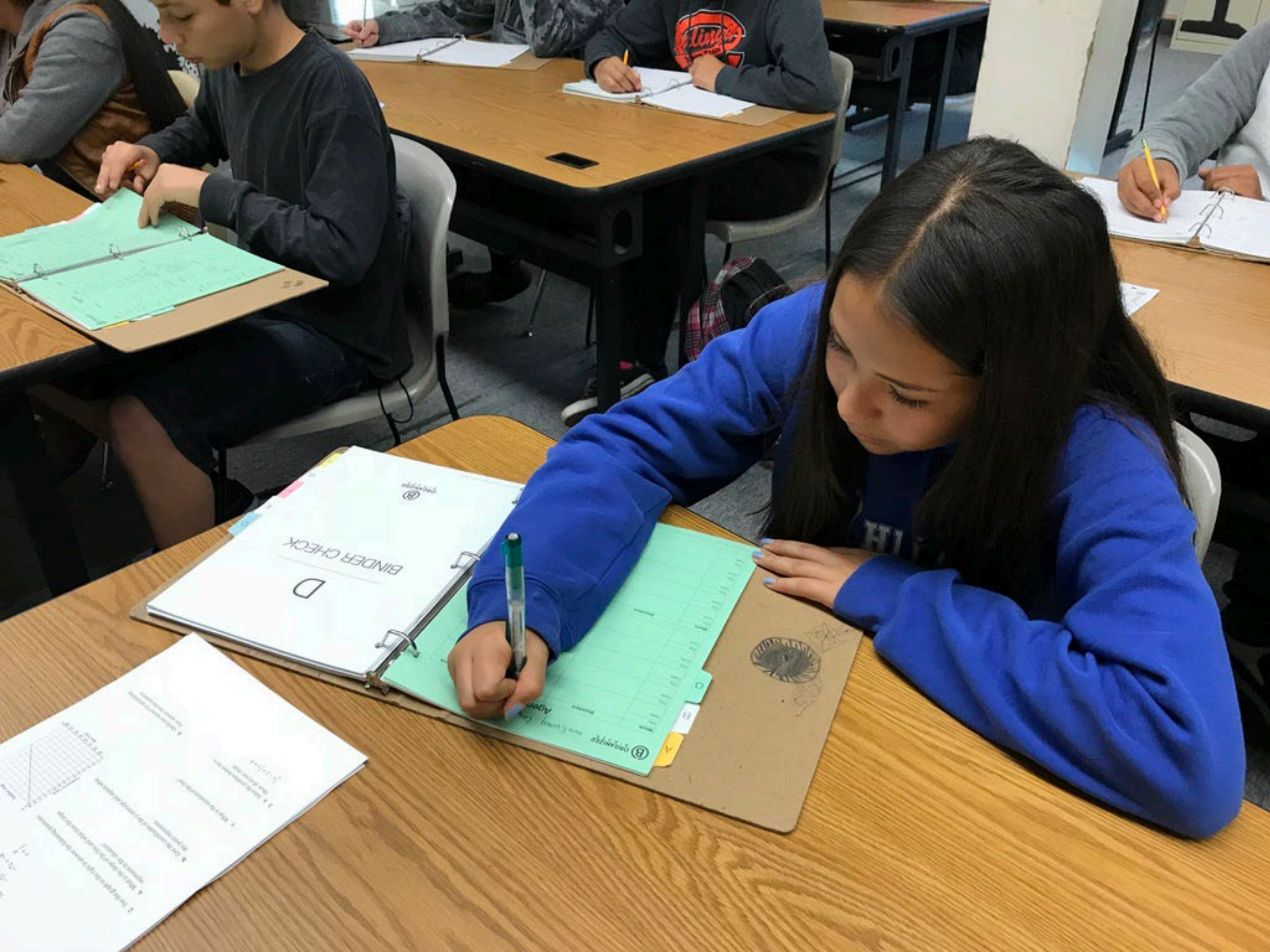






A colorful periodic table of elements. The title "Periodic Table of the Elements" is at the top. The table is organized into groups and periods, with elements color-coded by groups: alkali metals (red), alkaline earth metals (orange), transition metals (various shades of blue and purple), metalloids (green), nonmetals (yellow and light green), and noble gases (light blue). The lanthanide and actinide series are shown at the bottom. The element Hydrogen (H) is highlighted in the top left, and Helium (He) is in the top right. The element Oxygen (O) is highlighted in the second row, eighth column. The element Carbon (C) is highlighted in the second row, sixth column. The element Nitrogen (N) is highlighted in the second row, fifth column. The element Fluorine (F) is highlighted in the second row, seventh column. The element Chlorine (Cl) is highlighted in the third row, seventh column. The element Bromine (Br) is highlighted in the fourth row, seventh column. The element Iodine (I) is highlighted in the fifth row, seventh column. The element Astatine (At) is highlighted in the sixth row, seventh column. The element Francium (Fr) is highlighted in the seventh row, first column. The element Radium (Ra) is highlighted in the seventh row, second column. The element Actinium (Ac) is highlighted in the seventh row, ninth column. The element Thorium (Th) is highlighted in the eighth row, tenth column. The element Protactinium (Pa) is highlighted in the eighth row, eleventh column. The element Uranium (U) is highlighted in the eighth row, twelfth column. The element Neptunium (Np) is highlighted in the ninth row, thirteenth column. The element Plutonium (Pu) is highlighted in the ninth row, fourteenth column. The element Americium (Am) is highlighted in the tenth row, fifteenth column. The element Curium (Cm) is highlighted in the tenth row, sixteenth column. The element Berkelium (Bk) is highlighted in the eleventh row, seventeenth column. The element Californium (Cf) is highlighted in the eleventh row, eighteenth column. The element Einsteinium (Es) is highlighted in the twelfth row, nineteenth column. The element Fermium (Fm) is highlighted in the twelfth row, twentieth column. The element Mendelevium (Md) is highlighted in the thirteenth row, twenty-first column. The element Nobelium (No) is highlighted in the thirteenth row, twenty-second column. The element Lawrencium (Lr) is highlighted in the thirteenth row, twenty-third column. The element Rutherfordium (Rf) is highlighted in the fourteenth row, twenty-fourth column. The element Dubnium (Db) is highlighted in the fourteenth row, twenty-fifth column. The element Seaborgium (Sg) is highlighted in the fourteenth row, twenty-sixth column. The element Bohrium (Bh) is highlighted in the fourteenth row, twenty-seventh column. The element Hassium (Hs) is highlighted in the fourteenth row, twenty-eighth column. The element Meitnerium (Mt) is highlighted in the fourteenth row, twenty-ninth column. The element Darmstadtium (Ds) is highlighted in the fourteenth row, thirtieth column. The element Roentgenium (Rg) is highlighted in the fourteenth row, thirty-first column. The element Copernicium (Cn) is highlighted in the fourteenth row, thirty-second column. The element Livermorium (Lv) is highlighted in the fourteenth row, thirty-third column. The element Tennessine (Ts) is highlighted in the fourteenth row, thirty-fourth column. The element Oganesson (Og) is highlighted in the fourteenth row, thirty-fifth column.









“...even subtle forms of attention / inattention can be passed from one student to another. The authors refer to this as an ***attention contagion***, likening the spread of attentive or inattentive behaviors to the way a virus or disease spreads.”

*Forrin et al. (2021)*

# 3 Keys

Clarity

Modeling

Routine





“Consider one unmistakable driver of students’  
achievement: Carefully built and practiced routines...”

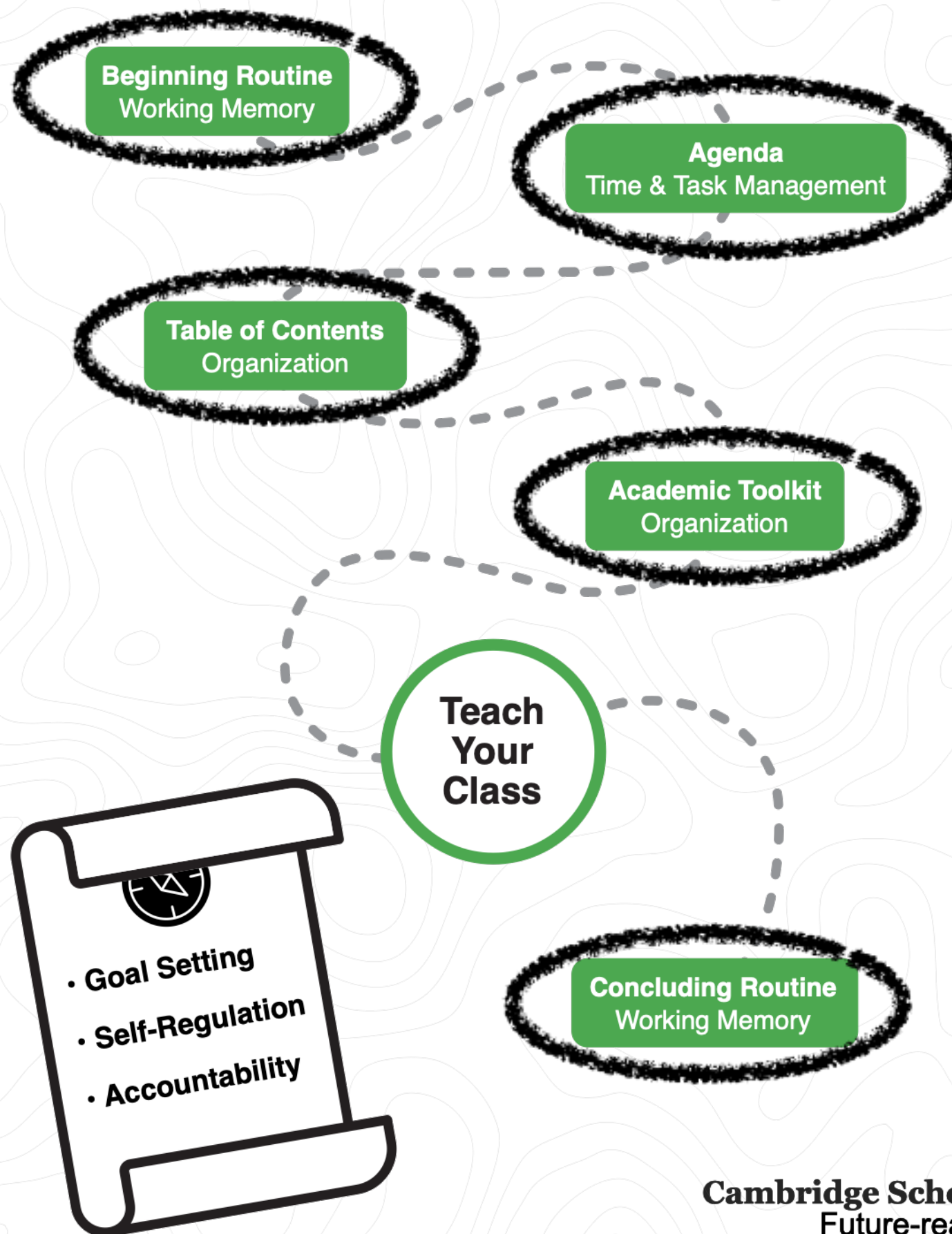
Doug Lemov, *Teach Like A Champion*







# Daily Routine





# Automaticity

“Safe, structured and predictable environments help students self-regulate, sustain attention and engage effectively with learning. Students who have been explicitly taught and practiced routines for learning until they become automatic can spend less mental effort managing their behavior and interactions and, instead, focus their working memory resources on learning”

Chaffee et al., 2017; Simonsen et al., 2008





# Repetition

“Through repetition and practice, students can reduce the demand on their limited working memory resources by making the use of knowledge and its associated behaviors automatic.”

Australian Education Research Organization - *Attention and Focus*





# Shared Routine

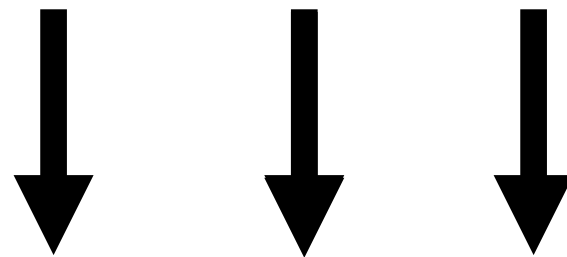
"Cognitive load" relates to the amount of information that working memory can hold at one time...since working memory has a limited capacity, instructional methods should avoid overloading it with additional activities that don't directly contribute to learning.

*Cognitive Load Theory* John Sweller, Paul Ayres, Slava Kalyuga



# Cognitive Load

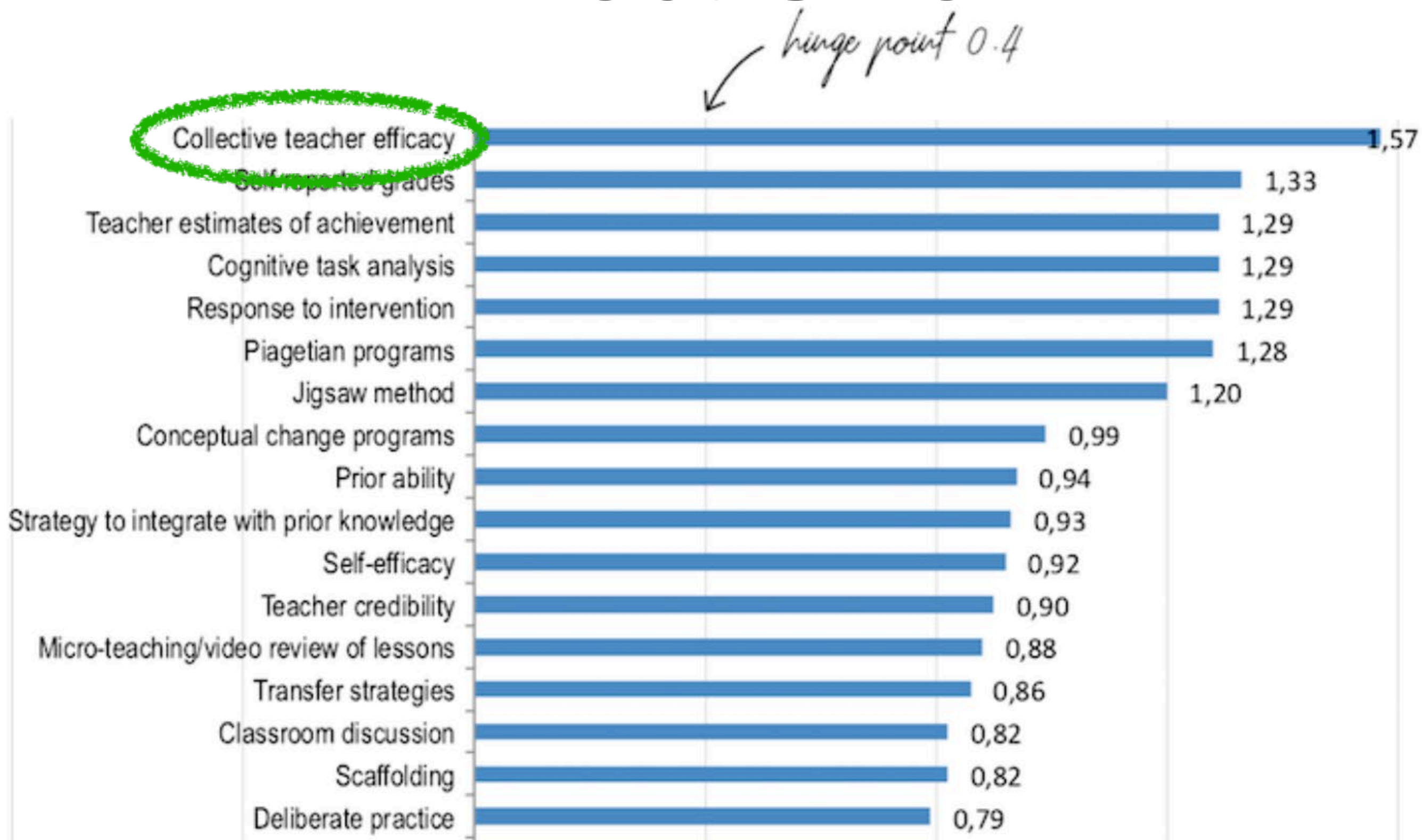
*Extraneous* *intrinsic* *functional*



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





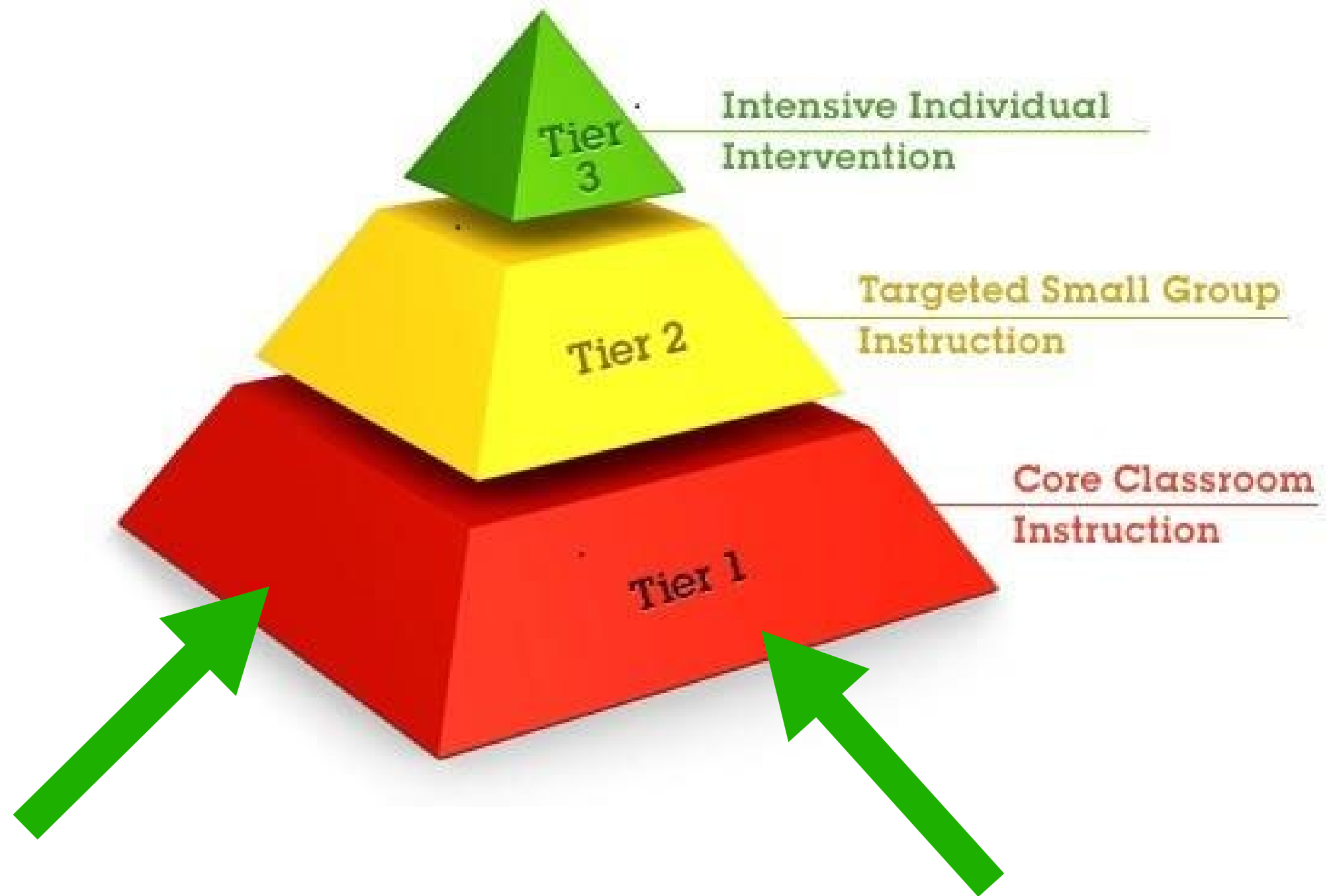
“Schools cannot expect a change in outcomes until initiatives are implemented by the majority of the teachers.”

Donohoo & Katz, *Quality implementation: Leveraging Collective Efficacy to Make Strategy Work*





# A Universal Tier 1 Intervention





**Cambridge Schools Conference, June 2025**  
Future-ready: preparing learners to thrive



# Organized Binder

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

**My Goal in**

1<sup>st</sup> Term Goal

Sub-Goal

Daily Task

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

2<sup>nd</sup> Term Goal

Sub-Goal

Daily Task

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A: Goals

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

**Weekly Lifeline**

**Date** \_\_\_\_\_ **Check** \_\_\_\_\_

Prompt

Response

WEEK OFF

LEARNING LOG

**Date** \_\_\_\_\_ **Check** \_\_\_\_\_

Prompt

Response

WEEK OFF

LEARNING LOG

**Date** \_\_\_\_\_ **Check** \_\_\_\_\_

Prompt

Response

WEEK OFF

LEARNING LOG

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B: Weekly Lifelines

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

**Agenda**

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

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

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C: Agendas

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

**Binder Check Schedule For Term:**

Check 1	Date	Grade Received
Page B <input type="checkbox"/> Lifetime incomplete <input type="checkbox"/> Lifetime not graded <input type="checkbox"/> Lifetime missing Page C <input type="checkbox"/> No date on <input type="checkbox"/> Agenda incomplete Comments	Page G <input type="checkbox"/> Not Updated <input type="checkbox"/> Out of order General <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets	Page H and Assignments <input type="checkbox"/> No date on <input type="checkbox"/> Not Updated <input type="checkbox"/> Scores not recorded <input type="checkbox"/> Needs heading <input type="checkbox"/> Assignment missing assignment #
Check 2	Date	Grade Received
Page B <input type="checkbox"/> Lifetime incomplete <input type="checkbox"/> Lifetime not graded <input type="checkbox"/> Lifetime missing Page C <input type="checkbox"/> No date on <input type="checkbox"/> Agenda incomplete Comments	Page G <input type="checkbox"/> Not Updated <input type="checkbox"/> Out of order General <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets	Page H and Assignments <input type="checkbox"/> No date on <input type="checkbox"/> Not Updated <input type="checkbox"/> Scores not recorded <input type="checkbox"/> Needs heading <input type="checkbox"/> Assignment missing assignment #
Check 3	Date	Grade Received
Page B <input type="checkbox"/> Lifetime incomplete <input type="checkbox"/> Lifetime not graded <input type="checkbox"/> Lifetime missing Page C <input type="checkbox"/> No date on <input type="checkbox"/> Agenda incomplete Comments	Page G <input type="checkbox"/> Not Updated <input type="checkbox"/> Out of order General <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets	Page H and Assignments <input type="checkbox"/> No date on <input type="checkbox"/> Not Updated <input type="checkbox"/> Scores not recorded <input type="checkbox"/> Needs heading <input type="checkbox"/> Assignment missing assignment #
Check 4	Date	Grade Received
Page B <input type="checkbox"/> Lifetime incomplete <input type="checkbox"/> Lifetime not graded <input type="checkbox"/> Lifetime missing Page C <input type="checkbox"/> No date on <input type="checkbox"/> Agenda incomplete Comments	Page G <input type="checkbox"/> Not Updated <input type="checkbox"/> Out of order General <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets	Page H and Assignments <input type="checkbox"/> No date on <input type="checkbox"/> Not Updated <input type="checkbox"/> Scores not recorded <input type="checkbox"/> Needs heading <input type="checkbox"/> Assignment missing assignment #
Total Score		/

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D: Binder Check

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

**Syllabus**

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E: Syllabus

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

**Academic Toolkit**  
My List of Academic Tools

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

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F: Academic Toolkit

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

**Table of Contents**

Unit \_\_\_\_\_

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

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

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G: Table of Contents

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

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.

**1<sup>st</sup> Term Passes From** **Classroom**

**First Pass** Date \_\_\_\_\_ Time \_\_\_\_\_ Room # \_\_\_\_\_  
☐ The Bathroom ☐ Your Locker ☐ The Water Fountain ☐ The Office ☐ Another Classroom  
Teacher Signature \_\_\_\_\_

**Second Pass** Date \_\_\_\_\_ Time \_\_\_\_\_ Room # \_\_\_\_\_  
☐ The Bathroom ☐ Your Locker ☐ The Water Fountain ☐ The Office ☐ Another Classroom  
Teacher Signature \_\_\_\_\_

**Third Pass** Date \_\_\_\_\_ Time \_\_\_\_\_ Room # \_\_\_\_\_  
☐ The Bathroom ☐ Your Locker ☐ The Water Fountain ☐ The Office ☐ Another Classroom  
Teacher Signature \_\_\_\_\_

**2<sup>nd</sup> Term Passes From** **Classroom**

**First Pass** Date \_\_\_\_\_ Time \_\_\_\_\_ Room # \_\_\_\_\_  
☐ The Bathroom ☐ Your Locker ☐ The Water Fountain ☐ The Office ☐ Another Classroom  
Teacher Signature \_\_\_\_\_

**Second Pass** Date \_\_\_\_\_ Time \_\_\_\_\_ Room # \_\_\_\_\_  
☐ The Bathroom ☐ Your Locker ☐ The Water Fountain ☐ The Office ☐ Another Classroom  
Teacher Signature \_\_\_\_\_

**Third Pass** Date \_\_\_\_\_ Time \_\_\_\_\_ Room # \_\_\_\_\_  
☐ The Bathroom ☐ Your Locker ☐ The Water Fountain ☐ The Office ☐ Another Classroom  
Teacher Signature \_\_\_\_\_

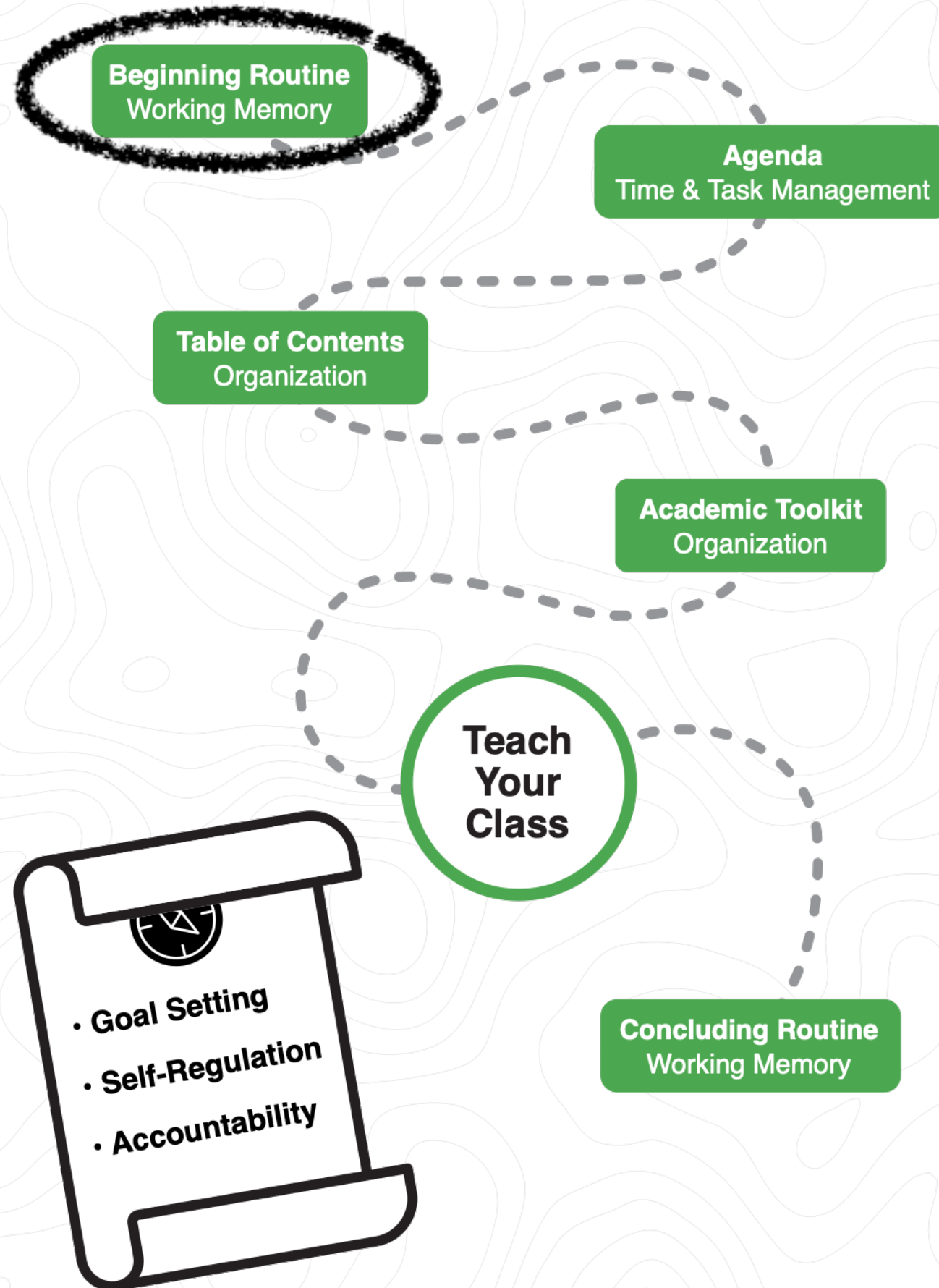
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H: Passes (optional)





# Daily Routine



# Daily Sequence:

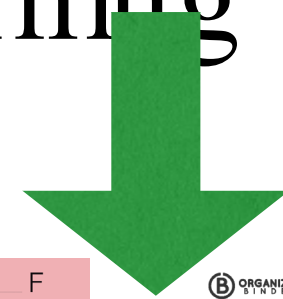
## B (Kick-Off), C, G, F\*, and B (Learning Log)

Begin with the  
Kick-Off  
B: Weekly Lifeline

C: Agenda

G: Table of Contents

F: Academic Toolkit



Teach Your Class

End with the  
Weekly Lifelines  
B: Weekly Lifeline



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



## Weekly Lifeline

Date 9/14/23

Check

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

KICK-OFF

LEARNING LOG

Date 9/15/23

Check

Prompt

KICK-OFF

Response

LEARNING LOG

Date 9/16/23

Check

Prompt

KICK-OFF

Response

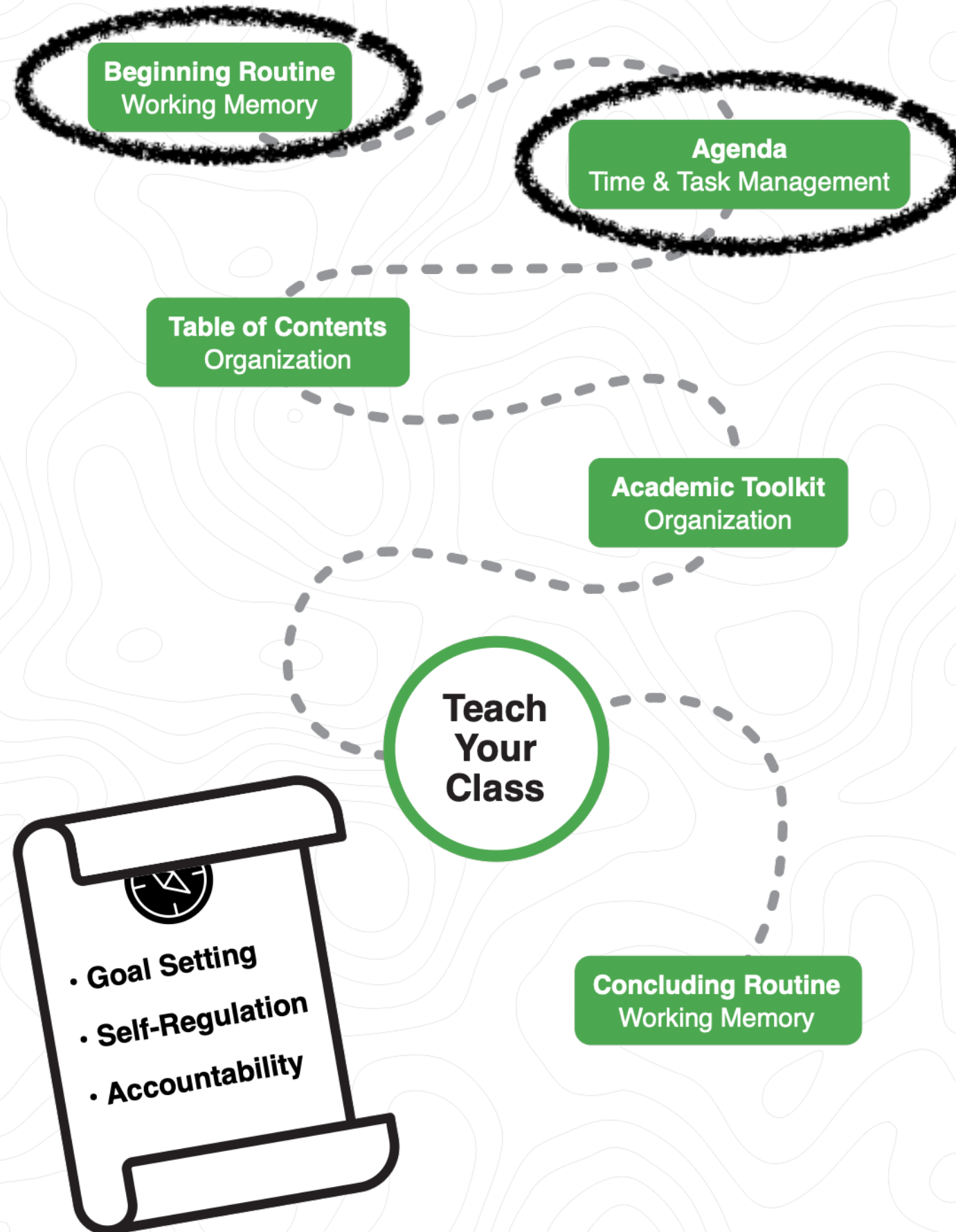


“Based on a century of research, in order to transform learning, we must focus on getting information out - a strategy called retrieval practice.”

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



# Daily Routine



## Agenda

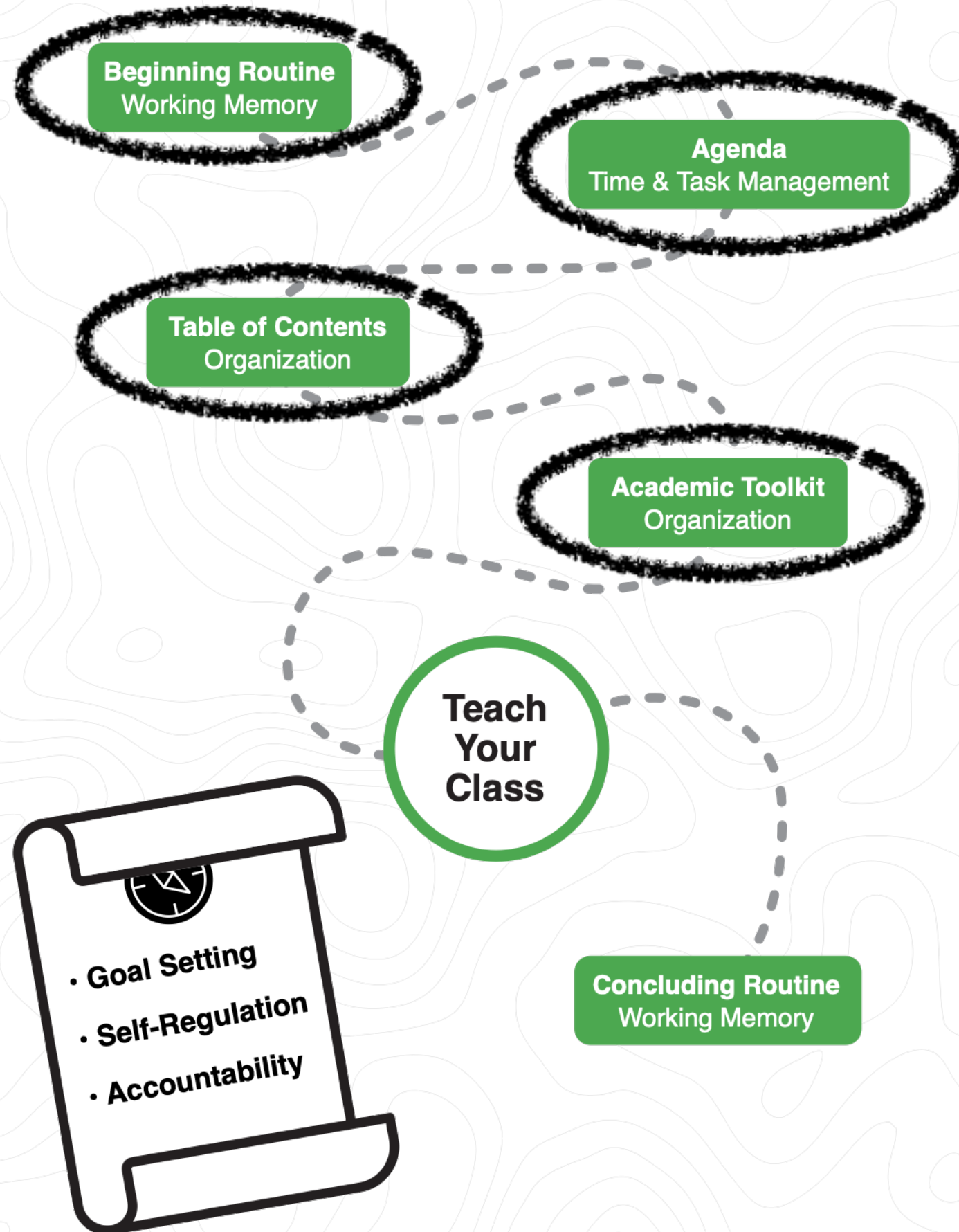
Week		
Day	-Chemistry review -Molecule diagrams -Q&A 1-4 p. 405 (#4)	Review notes (#2)
Date 9/14/23		
Day	-Circulatory Notes -Diagram and coloring of blood vessels	Review #4
Date 9/15/23		
Day	-Pre lab set up for heart dissection	Finish Write-Up
Date 9/16/23		
Day		
Date 9/17/23		
Day		
Date 9/18/23		

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





# Daily Routine



## Table of Contents

 Unit Cardiovascular and Respiratory Systems

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

#	Assignment	Date	Score
1	KWL Chart on the C and R systems	9/14	/ 5
2	Notes on the Circulatory System	9/15	/ 5
3	Heart Diagram	9/15	n / a
4	Q and A 1-4 Page 405	9/16	/ 5
5	Coloring Blood Vessels	9/17	/ 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			/

#3

Unhealthy Relationships

---



#10

Name

Date

Period

es?

sory neurons, interneurons, and motor

opens during a simple physical activity.

the time it takes to catch a falling ruler.



## Table of Contents

Unit 2

Essential Question(s) for this Unit What is going on when you multiply numbers?

#	Assignment	Date	Score
1	Pgs. 95 and 96	9/10	5/5
2	Pgs. 99 and 100	9/12	4/4
3	Pgs. 107 and 108	9/17	4/4
4	Pgs. 113 and 115	9/19	5/5
5	Pgs. 119 and 120	9/23	4/4
6	Lesson 5 Quiz	9/24	11/11
7	Lesson 4 Fluency	9/30	4/4
8	Lesson 4 Quiz	9/30	9/9
9	Multiply with 0 and 1	9/30	17/17
10	Multiply with 2, 5, and 10	9/30	21/21
11	Lesson 4 Lesson 5 test	9/30	28/28
12	Pgs. 129 and 130	10/21	4/4
13	Lesson 6 Quiz	11/12	23/23
14			/
15			/
16			/
17			/
18			/
19			/
20			/
21			/
22			/

COMPLETED UNITS





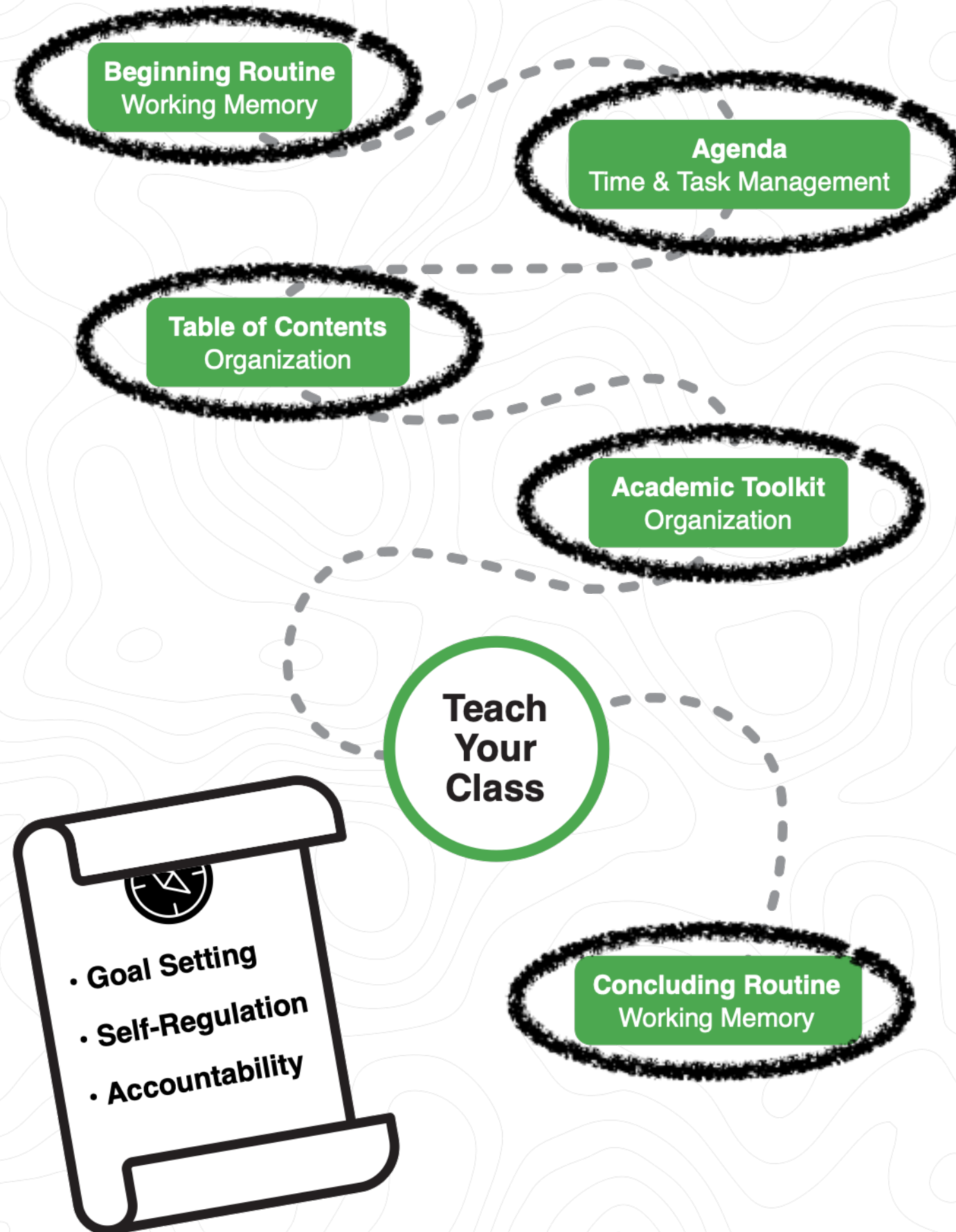


**Academic Toolkit**

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 |                                                    |

# Daily Routine



LEARNING LOG

---

---

---

---

---

Date

Check

Prompt

---

---

---

KICK-OFF

Response

---

---

---

LEARNING LOG

---

---

---

---

---

Date

Check

Prompt

---

---

---

KICK-OFF

Response

---

---

---

LEARNING LOG

---

---

---

---

---

**Learning Log Starters**

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

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

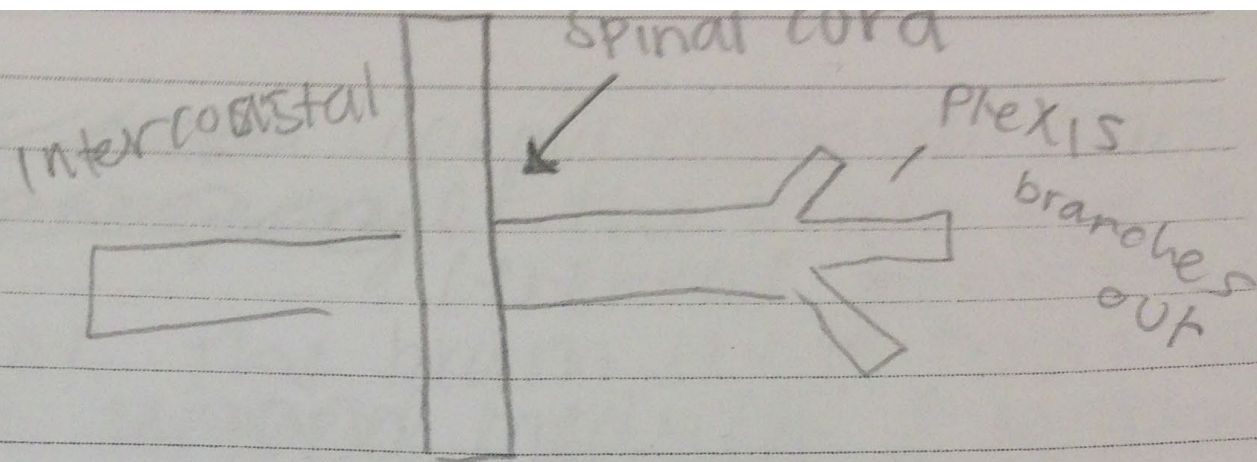
Weekly Grade

/



KICK-OFF

Response



I'm sorry I haven't been doing much to better my grade to grad. My mom has a mental illness that my brother inherited through genes and I'm starting to show signs and have been but I keep it to my self it's hard to focus when you haven't slept cause of the voice's that won't leave you alone I try to do my work but I forget and get distracted cause I'm too busy worrying if there going to come back. I'm getting tested as soon as Kaiser calls me back.

### ing Log Starters

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

Today I learned... • In this lesson I learned about...

What I learned about.....in class today, I am confused about....

Weekly Grade

4 5

Thank you for  
I know. Let's  
are we





“To get knowledge to the brain, you have to go through the heart.”

Josh Stamper, *The Language of Behavior*



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

Form A: Goal Setting. An orange form titled "My Goal in" with sections for 1st Term Goal, Sub-Goal, Daily Task, and 2nd Term Goal. It includes checkboxes for "Did you accomplish your 1st Term Goal?" and "Why?".

A: Goal Setting

Quarterly

Form D: Binder Check. A light blue form titled "Binder Check Schedule For Term:" with four check sections (Check 1 to Check 4). Each section has checkboxes for Page B, Page G, and Page H and Assignments. It includes a "Total Score" field at the bottom.

D: Binder Check

Monthly

Form E: Syllabus. A white form titled "Syllabus" with a large empty space for writing.

E: Syllabus

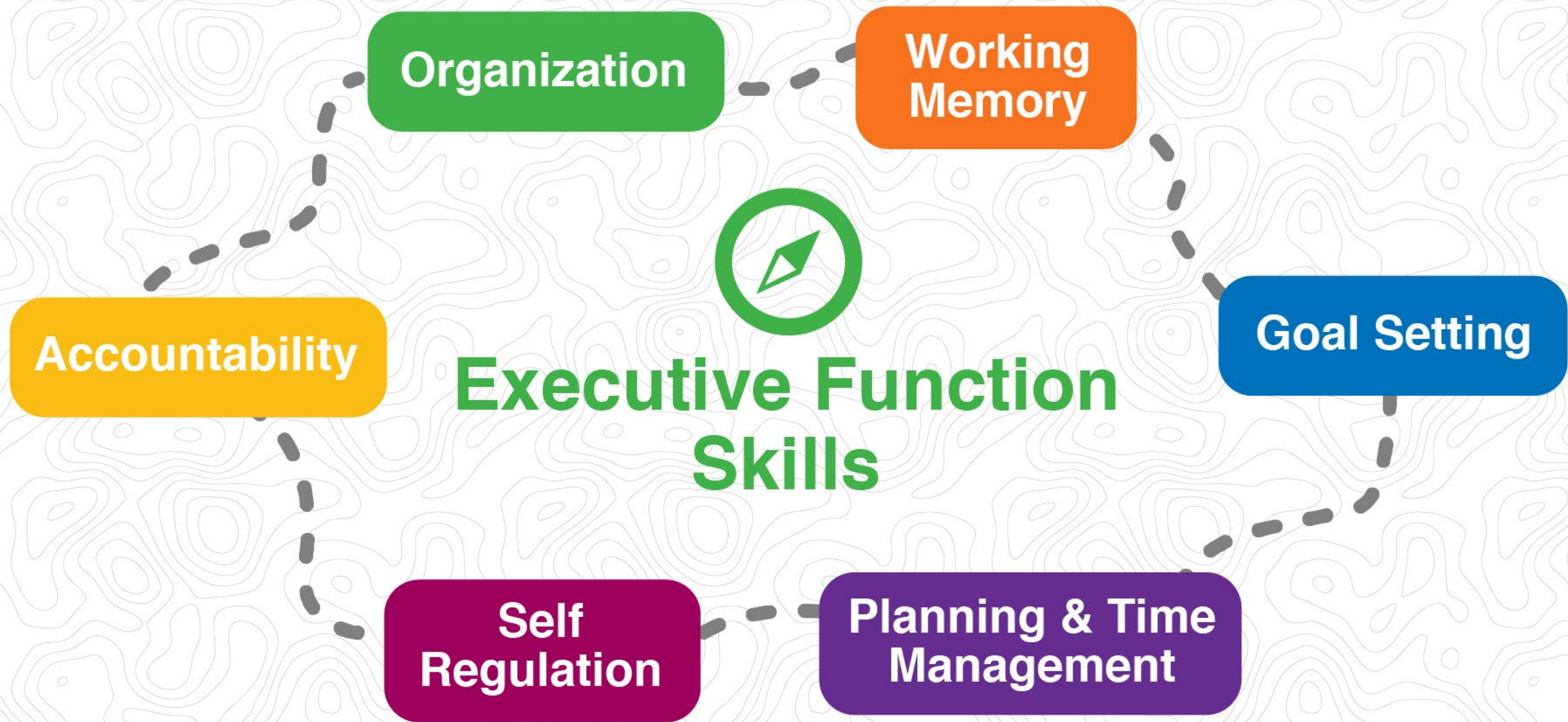
Referenced throughout the school year

Form H: Passes. A yellow form titled "1st Term Passes From" and "2nd Term Passes From". It includes checkboxes for "The Bathroom", "Your Locker", "The Water Fountain", "The Office", and "Another Classroom". It also has a "Teacher Signature" field.

H: Passes

As needed throughout marking period









Guide for Families



PROPERTY OF:

COURSE:

TERM:

A—GOALS

B—LIFELINE

C—AGENDA

D—BINDER CHECK

E—SYLLABUS

F—ACADEMIC TOOLKIT

G—TABLE OF CONTENTS

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## Guide for Families

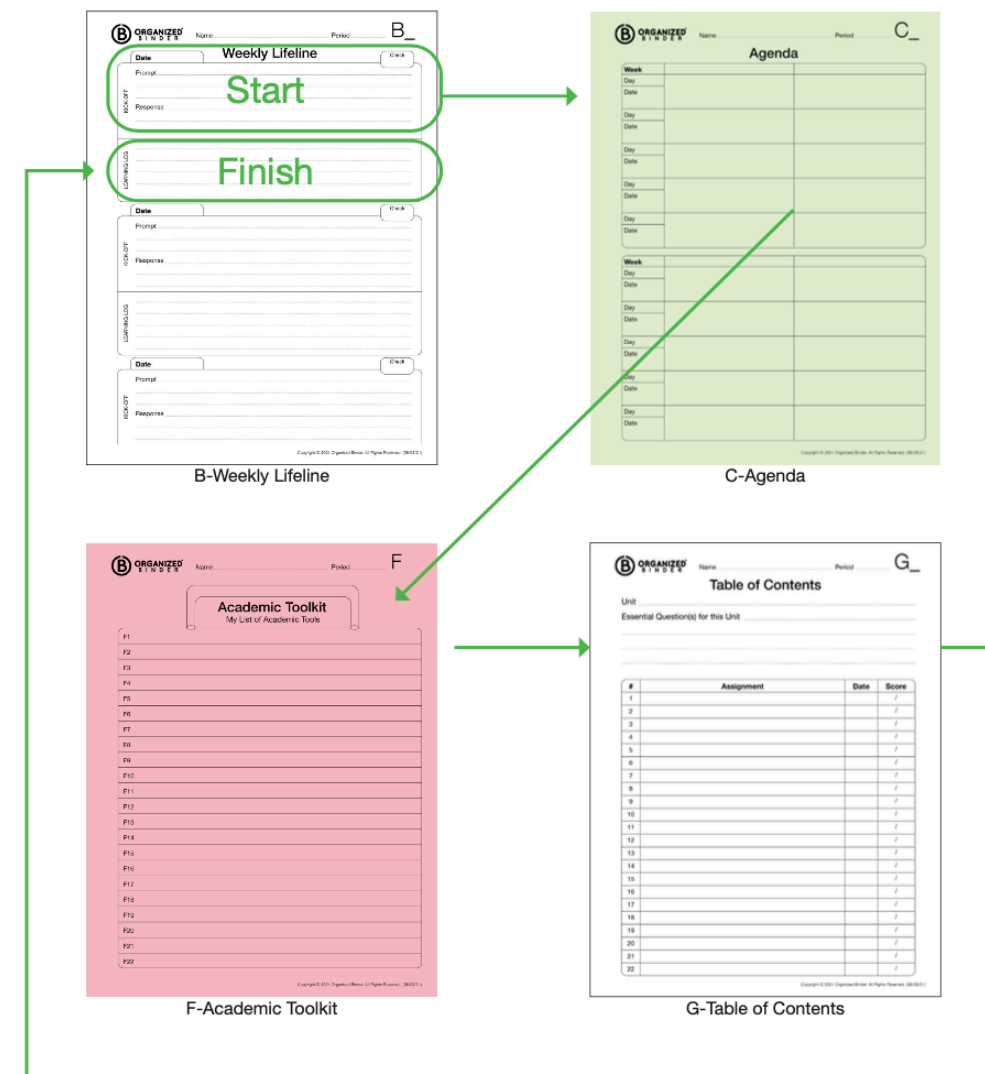


## PAGES USED DAILY

### 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 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.

### 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



“...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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on this session

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