

Michael Lord

Teacher: Len Gurski - Self Observer Name: \_\_\_\_\_

Name of Unit Organizer: eval Date: 9/27/18

Rating Guide: 2 = Present and correct; 1 = Present, but needs improvement; 0 = Not present

**Unit Organizer Device Checklist:**

Score	Feature	Comments
2	<b>Current Unit:</b> captures the nature of the present unit for students.	
N/A	<b>Last Unit/Experience:</b> captures the nature of the previous unit or experience <u>Initial unit</u>	
2	<b>Next Unit/Experience:</b> captures the nature of the following unit or experience.	
2	<b>The Bigger Picture:</b> names the idea or theme that holds several units together.	<u>Comprehensive</u>
2	<b>Unit Paraphrase:</b> clearly captures or defines the main idea of the unit in a few words.	
<b>Unit Map:</b>		
1	1. parts (bubbles) contain a few key words.	<u>Could reduce words</u>
2	2. has seven or fewer parts.	
2	3. gives a linear, left-to right representation of the order in which content will be presented or learned.	
2	4. does not include details.	
2	5. line labels show how information is connected.	
<b>Unit Relationships:</b>		
1	1. capture important relationships	<u>Modified; remove procedures</u>
2	2. include relationships which students will have to demonstrate understanding of on tests.	<u>+adv, disadv - repl. on UO</u>
<b>Unit Self-Test Questions:</b>		
2	1. identify ways in which students should think about the information to be learned.	<u>utilized Q's driven by participant re-education</u>
2	2. lead students to do well on outcome measures and monitor their own progress	<u>scenarios - outcome driven</u>
1	<b>Unit Schedule:</b> includes assignments, projects, quizzes and tests, etc.	<u>added day 2 into</u>
<b>Expanded Unit Map:</b>		
2	1. depicts a hierarchical arrangement of ideas.	
2	2. provides sufficient level of detail (i.e. not all details are depicted).	
2	3. Sub-topic names are simple words or phrases.	
2	4. Line labels accurately express the relationship between ideas.	
<b>New Unit Self-Test Questions:</b>		
1	1. are <u>not</u> presented in the draft.	<u>had some w/ co-creation</u>
2	2. are generated with students, they capture new information not in the original Self-Test Questions.	<u>utilized</u>

Comments:

# The Unit Organizer Routine Cue-Do-Review Implementation Checklist

Teacher Michael + Jennifer Lord  
9/27/18  
 Gurski

Observer \_\_\_\_\_

Total Score \_\_\_\_\_

Scoring Guide: 2 = All Present and correct; 1 = Present, but needs improvement; 0 = Not present

The Unit Organizer Routine Implementation Checklist		
<b>Cue</b>	The teacher...	
Score	Named the Unit Organizer	
2	Explained how it will help	
2	Handed out blank Unit Organizers	
2	Explained expectations	related to students in class
<b>Do</b>	<b>Step 1: Create a context</b>	
Score	The teacher...	
2	Announced the name of the new unit	
1	Wrote the name of the new unit in Section 1	
N/A	Asked the students for the name of the previous unit	no overhead; already in know.
N/A	Wrote the name of the previous unit in Section 2	
N/A	Asked for a summary of the previous unit	
N/A	Announced or asked the students for the name of the next unit	
N/A	Wrote the name of the next unit in Section 3	2 days - 1 unit training.
N/A	Asked for predictions about the next unit	
N/A	Asked the students about the relationship of the three units	
1	Wrote a "Bigger Picture" statement in Section 4	
<b>Do</b>	<b>Step 2: Recognize content structures</b>	
Score	The teacher...	
2	Explained the essence of the new unit	no overhead; already in know.
1	Wrote the essence of the new unit in the Paraphrase Oval in Section 5	
1	Enhances the explanation with a "grabber"	
2	Introduced each of the major parts of the unit	already in organizer sheets
2	Created a geometric shape on the map and filled it in for each major part of the unit	

<b>Do</b>	<b>Step 3: Acknowledge unit relationships</b>	
<b>Score</b>	The teacher...	
2	Explained the essence of the new unit	
1	Wrote the essence of the new unit in the Paraphrase Oval in Section 5	already in map
1	Enhances the explanation with a "grabber"	
2	Introduced each of the major parts of the unit	
2	Created a geometric shape on the map and filled it in for each major part of the unit	
<b>Do</b>	<b>Step 4: Frame Unit Questions</b>	
<b>Score</b>	The teacher...	
2	Asked the students for questions that they would like to have answered	yes + posted
2	Added questions to the list	yes co-created
2	Wrote the questions in Section 7	
<b>Do</b>	<b>Step 5: Tie Content to Tasks</b>	
<b>Score</b>	Reviewed the major activities and assignments for the unit	
1	Wrote the activities and assignments in Section 8	already in but reviewed + discussed
<b>Review</b>		
<b>Score</b>	The teacher...	
2	Asked questions related to the content on the Unit Organizer	
1	Asked questions to review how the students can use the Unit Organizer	
<b>Overall</b>		
<b>Score</b>	The teacher...	
2	Involved the large majority of students throughout the activity	
2	Ensured that all students were writing on their organizers	
2	Kept a lively pace	
2	Entered information on the device in a clear and legible way	individual + in groups

Comments:

2 day training on Guest Teacher preparation

(P1) adjusted using 9/27/18 checklist no.

# The Unit Organizer

## 4 BIGGER PICTURE Preparing Substitute Teaching Professionals

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

den Gurski - self eval

<p>2 LAST UNIT/Experience N/A</p>	<p>1 CURRENT UNIT Professional Responsibilities - Day 1</p>	<p>3 NEXT UNIT/Experience Classroom Management Techniques</p>
<p>8 UNIT SCHEDULE</p> <p>9/27/18 Introduce map &amp; professionalism discussion</p> <p>Rules of conduct - Kahoot</p> <p>Legal aspects - Kahoot</p> <p>Legally defensible actions - scenarios</p> <p>Daily Routine - table talk</p> <p>Behavior Analysis - Kahoot</p> <p>Behavior Analysis - Scenarios</p> <p>Check for understanding of unit self test questions</p>	<p>5 UNIT MAP</p>	<p>6 Advantages / Disadvantages</p> <p>Cause and effect explanation</p> <p>procedures</p>
<p>7 UNIT SELF-TEST QUESTIONS</p> <p>1. Given a disruptive, attention seeking behavior by a student, how would you manage the classroom?</p> <p>2. What does professionalism look like in the school setting?</p>	<p>UNIT RELATIONSHIPS</p> <p>UNIT</p>	

9/28 observation of clem  
9/28 debriefing

Med Feed

Explanation  
Evaluation  
Analysis  
Cause + effect

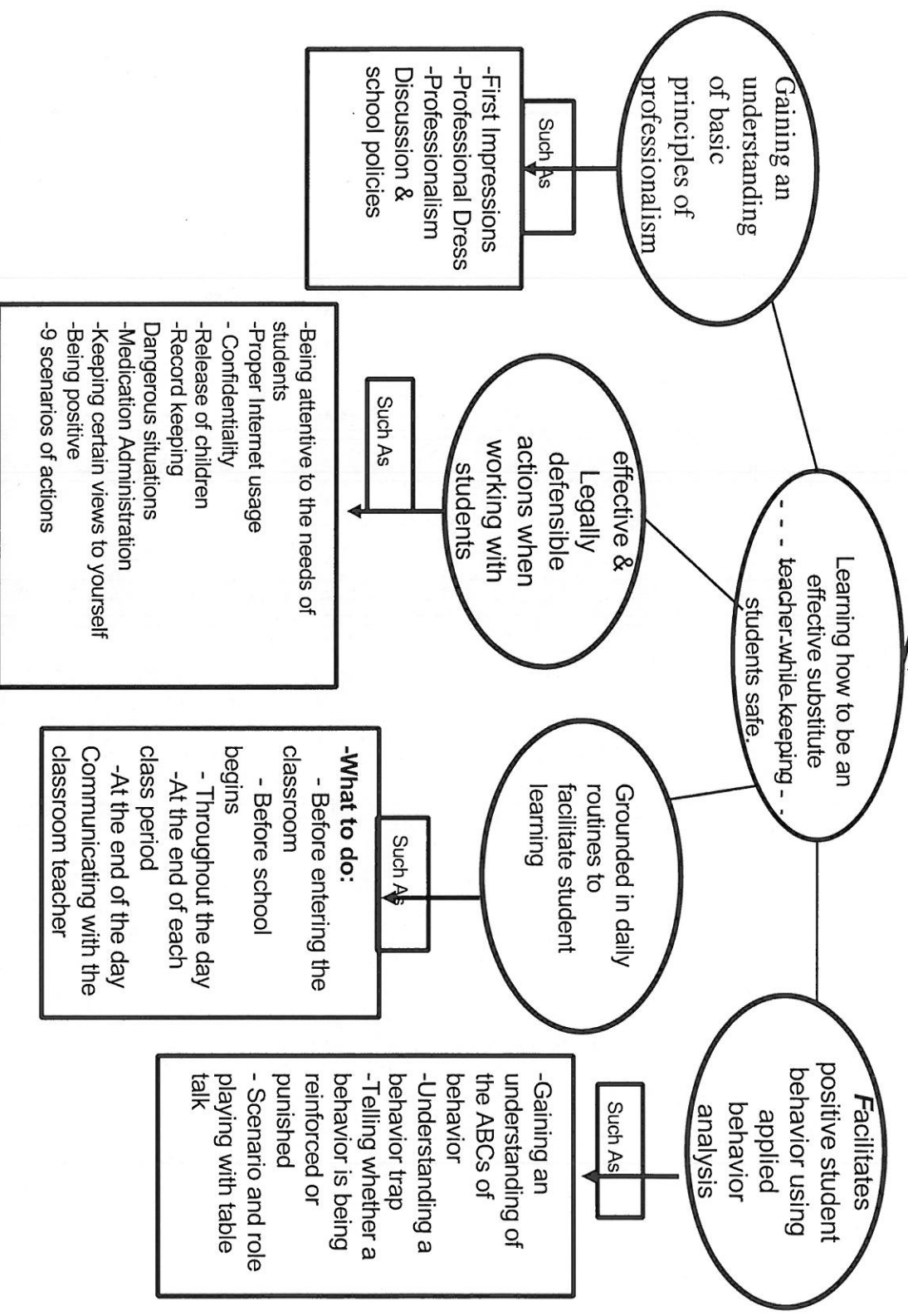
# The Unit Organizer

(p2)

## Professional Responsibilities - Day 1

9 Expanded Unit Map

NAME \_\_\_\_\_  
DATE \_\_\_\_\_



10 NEW UNIT SELF-TEST QUESTIONS

Additional questions by participants will be included as unit of study is conducted - co-created for ex. What are alternative options for student management in daily routines?

# The Unit Organizer

4 BIGGER PICTURE

Preparing Substitute Teaching Professionals

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

Revised \* (P.1)

9/27/18

2 LAST UNIT/Experience

N/A

1 CURRENT UNIT

Professional Responsibilities - Day 1

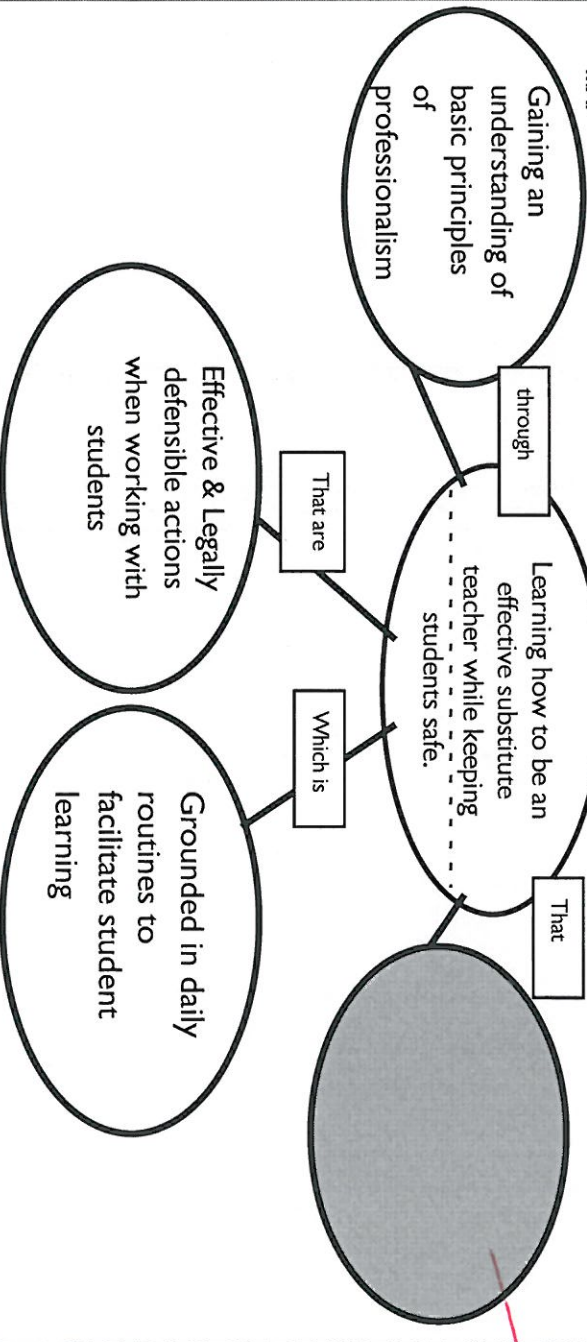
3 NEXT UNIT/Experience

Classroom Management Techniques

5 UNIT MAP

8 UNIT SCHEDULE

9/27/18	Introduce map & professionalism discussion
	Legal aspects - Kahoot
	Legally defensible actions - scenarios
	Daily Routine - table talk
	Behavior Analysis - Kahoot
	Behavior Analysis - Scenarios
	Check for understanding of unit self test questions
9/28/18	Classroom observation
	Classroom management - Kahoot
	Classroom management - scenario



7 UNIT SELF-TEST QUESTIONS

- Given a disruptive, attention seeking behavior by a student, how would you manage the classroom?
- What does professionalism look like in the school setting?

6

Explanation	UNIT RELATIONSHIPS
Evaluation	
Analysis	
Cause and effect	

Update Day 2

No - center

Revised