



LILIE, LLC Course Information

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**More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

Title of Course: Interactive Notebooks and Other Note-taking Strategies

Course Description: Get ready to answer the question: “How does note-taking impact student achievement” while helping your students adopt ways to take control their educational destiny; promote the philosophy “All students need to learn how to learn”; level the playing field. Foster a more inclusive, equitable learning experience and teach your students how to improve critical thinking, increase creativity, and become better organized by explicitly teaching effective note-taking skills.

Research has shown that personalization, relevance, and using both visual and linguistic intelligences facilitate learning while increasing student achievement and success. Participants in this course will learn: the value of interactive note-taking, strategies to develop right and left brain thinking in their students and how to provide opportunities for information processing and differentiated learning. This course will explore differentiated methods of note-taking techniques, tips and strategies to meet the needs of *all* of our students in *all* educational settings as well as the methodology to create individual interactive student notebooks, physical and digital while growing participants’ critical consciousness and exploring and implementing opportunities of culturally responsive and equitable practices.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others’ postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback n in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee’s employer.



Scope & Sequence/Weekly Topics and Objectives

Session I

Objectives	Participants will become familiar with the research behind and ways to: <ul style="list-style-type: none"> • take steps toward understanding how to help students, especially ones with disabilities and language barriers, manage the deluge of information presented from different perspectives in classes by teaching them the importance of note-taking • To understand how by practicing critical consciousness and cultural responsiveness helps to best serve students in one's care • identify how note-taking, organization, listening and management of new information are some of the main components for being successful in school and in life, highlighted in "10 Ways to Pursue Excellent through Equity" • provide equitable learning experiences for all students by implementing classroom practices that include building relationships with students that foster community, as well as providing opportunities that level the playing field so all students have equal access in the learning process to become critical thinkers using note-taking as the vehicle • answer the questions: How does effective note-taking impact student achievement? <i>and</i> How does effective note-taking level the playing field and foster a more inclusive, equitable, brave learning environment
Topics	During week 1, we will: - make introductions creating a brave, welcoming, affirming online learning environment, reflect on current practices, set goals and discuss the research and background behind effective note taking and the impact on <i>all</i> students' achievement
Application to Instruction & Student Learning	-Learning strategies, such as notetaking, can be successfully taught to children as young as elementary age when planned well -Reflection of practices to improve the explicit teaching of note-taking -Adopt ways to help remove barriers relating to student success and note-taking -Participation in deliberate, courageous conversations with colleagues about if/how do they address the needs of a diverse student population incl. ELLs, special ed, gifted/talented students and other marginalized students can lead to a culture of inclusivity

Session II

Objectives	Participants will: <ul style="list-style-type: none"> -understand the history and strategies to address and end African American Achievement Gap -review and learn general tips, techniques and management of note-taking ideas for implementation in their current learning environment through the readings and videos. -become familiar with the Cornell method of effective note taking as well as other note taking techniques offering students a choice and personalized way to interact with materials. -explore (physical and digital) interactive student notebooks and explain how multiple intelligences, learning styles and brain research connect to them -provide opportunities for building equity for all students. -implement classroom practices that include building relationships with students that foster community, as well as providing opportunities that level the playing field so all students have equal access in the learning process to become critical thinkers.
Topics	<ul style="list-style-type: none"> • Equity building classroom practices • Explore achievement gaps

	<ul style="list-style-type: none"> • Examine Implicit Bias • Continue work on creating and support brave learning • Cornell method and other note taking strategies • Multiple intelligences, learning styles and research on the brain • Interactive Notebook (background) • Interactive Notebook (examples)
Application to Instruction & Student Learning	<ul style="list-style-type: none"> • Many instructional strategies support equitable classroom practices in the classroom. Getting to know students via learning styles and student surveys provides rich background information on how students learn. • Foster a brave learning community and culture • Researchers assert that students can become effective note-takers by receiving systematic notetaking instruction from experts, then practicing it themselves and improving their notetaking by comparing their own notes with peers. • Planning an interactive note-taking activity increases student engagement, mastery of the content, and creates a climate of student ownership of their learning which increases student efficacy. • Participants will increase their knowledge and toolbox of note-taking options which can then be shared and personalized to address different learning styles and multiple intelligences among students. Once teachers are comfortable with interactive student notebooks and how they can be used to increase student engagement, learning and content/ skill mastery, they will begin to create and (eventually) implement their use in their own classrooms with confidence and efficacy. • Understand and learn to combat that which continues achievement gaps • All students can flourish in collaborative, differentiated learning experiences and brave learning environments.

Session III

Objectives	<p>Participants will:</p> <ul style="list-style-type: none"> • Show students various (other) note-taking methods and differentiate between outline notes, column notes, summary notes, mind maps and annotation (and more) and will decide which method or technology will work best with sub populations like their ELL and special needs student population. • Explore equitable classroom practices involve creating multiple options for knowledge acquisition, sense making, and product creation (interactive notebooks/foldable) • Ensure equity and inclusivity by looking at the <i>content</i> (what you are teaching), <i>process</i> (how you are going to deliver the lesson via skills to your students' different note-taking techniques), and <i>product</i> (what you want them to produce to show mastery – interactive notebooks/foldables) • Differentiate between outline notes, column notes, summary notes, mind maps and annotation and explain what subpopulations could benefit from each approach • Examine how minds operate and help you understand the origins of implicit associations. You will also uncover some of your own biases and learn strategies for addressing them. • Learn how equitable practices, identifying those underrepresented and marginalized and examining your own bias to better sharpen your focus on how to meet all students needs while embracing and using their own experiences and culture can help strengthen your support of them • Research and discuss How has access to technology historically stymied student growth: especially in low-income settings where homelessness, poverty etc. are prevalent? • Reflect on your activity choices and ask yourself ... Are your activities culturally responsive and respectful of diversity: race, color, ethnicity, gender, age, disability, religious beliefs, political preference, sexual orientation, gender identity, citizenship, or national origin among other personal characteristics
Topics	<p>More note taking strategies Lesson plan ideas</p>

	<p>Subject specific interactive notebook activity/foldable/digital ideas Assessment Technology based note taking product(s), program(s) or app(s) – <i>differently-abled</i> and ELL students</p>
<p>Application to Instruction & Student Learning</p>	<ul style="list-style-type: none"> • Many students (sub populations,) particularly those with learning disabilities or language barriers, need direct, systematic instruction to develop skills to organize and manage information. These students can learn note-taking skills, but need specialized instruction and sufficient practice to do so. • Organization and management skills of new information will help to improve student success. • Participants will preview note-taking technologies and subject-specific interactive notebook ideas while planning/creating specific interactive notebook activities, keeping in mind the population’s varied backgrounds and educational skills are trying to reach and whether they are in a school-based, hybrid or remote environment • Equitable classroom practices involve creating multiple options for knowledge acquisition, sense making, and product creation (interactive notebooks/foldable) • Looking at the <i>content</i> (what you are teaching), <i>process</i> (how you are going to deliver the lesson via skills to your students – different note-taking techniques), and <i>product</i> (what you want them to produce to show mastery – interactive notebooks/foldables) (Tomlinson 2017) are ingredients to ensure equity and inclusivity. • “Culturally responsive teachers thoughtfully adapt and adjust literacy programs, curricula and materials to meet the needs of students from diverse backgrounds”. What every child needs is different and rather than having the group of children conform to meet the curriculum, it is the role of the teacher to meet the student where he or she is at in their learning by provide the necessary tools and resources in order for every child to be successful in their learning. (Hollie).

Session IV

<p>Objectives</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Review new note taking strategies, techniques and resources that relate to organization, accountability, and synthesis • Explain your plans to internationally view your students through an asset-based instead of a deficit lens and how you will encourage them to become more organized and accountable (student ownership) for their own note-taking, synthesis of information, and learning goals. • Share specific interactive notebook activities (physical or digital) • Explain how you will bravely incorporate materials, resources, and note taking experiences that students can make personal connections with the content, continue questioning and apply to real life. Also, reflect on your activity choices and ask yourself ... Are your activities culturally responsive and respectful of diversity: race, color, ethnicity, gender, age, disability, religious beliefs, political preference, sexual orientation, gender identity, citizenship, or national origin among other personal characteristics. • Reflect on content reviewed over the month about how a good set of notes is invaluable to synthesis of information, critical thinking and inquiry, test preparation and the employment arena • Create a culture of thinking for teachers (the development of a professional community in which deep and rich discussions of teaching, learning, and thinking are a fundamental part of teachers’ ongoing experience that in turn provides the foundation for nurturing students’ thinking and learning – PZ Cultures of Thinking) specifically relating to note-taking • Communicate specific ways that different note taking systems can help different types of learners based on experiences. Share any implementation success stories, if possible. • Re-assess your own instruction and curriculum focusing on note-taking for Cultural Response and Proficiency. Follow the PZ Thinking Routine “I Used to Think, Now I Think” routine.
<p>Topics</p>	<ul style="list-style-type: none"> • Sharing of (Physical or Digital) Interactive Activities (culturally responsive and respectful of diversity) • Student Ownership and Synthesis • Creating Professional Development Opportunities

<p>Application to Instruction & Student Learning</p>	<ul style="list-style-type: none"> ● Reflection of learning process, equitable practices, asset based philosophy ● All students learn information in a different manner due to a multitude of factors: educational experiences/gaps, brain function, multiple intelligences, interaction and engagement with the materials etc. Activities specifically related to interactive note-taking should be sculpted as responsive to these differences. ● The higher-quality the notes taken reflect the teacher's intention or the student's reading comprehension level, the better able students will be to absorb content, synthesize information, and prepare for tests and life itself. ● When students ask questions or make comments related to a learning experience, their notes should reflect back to the teacher's shared or printed material and their personal connection to it which in turn should create more questions. ● When students are viewed in an asset-based lens, it's culturally responsive and enables creation of student-centered activities ● Organization, accountability, and higher-quality note-taking increases information engagement and retention which will increase subject mastery and transfer of knowledge to real life situations. ● Practice and model tenets of brave learning environment through this course and feedback for colleagues' lessons and work ● An equitable educator helps all students develop the knowledge and skills they need to be engaged and become productive members of society. ● This week will be a recap of learning for the month identifying successful note taking techniques (implementation) and posting of Interactive activities.
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