



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: Teaching with Graphic Organizers

Course Description: This course will examine the various types of graphic organizers and aids available to educators for instructional purposes in order to differentiate instruction to meet the needs of diverse learners. Participants will also learn how to implement the use of graphic organizers as visuals to employ in small group setting like counseling services and those working with students in alternative settings. Participants will help in guiding students to use graphic organizers to closely examine texts and other resources for injustices and to develop and understand a language of critique when presented with information. Graphic organizers will be encouraged to allow students to share perspectives and convey thoughts in multiple formats. This course will require educators to explore, examine, and select appropriate graphic organizers for their specific student populations, content areas and/or alternative setting. This course will teach educators how to implement graphic organizers in order to reach a variety of learner needs.

Teaching with Graphic Organizers will enhance educators' abilities to employ best practices during all phases of learning. This class will give teachers the tools necessary to promote students' organization, application, synthesis of knowledge, as well as providing appropriate assessment tools. The student outcome is that students will become more successful in these areas as a result of using graphic organizers in their learning and will be encouraged to use them on their own as well. This class will impart brain-based research as well as research-based methodology for the use of graphic organizers with all learners.

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

<p>Objectives</p>	<ul style="list-style-type: none"> • Participants will introduce themselves to other course participants along with prior interest and knowledge in regards to graphic organizers • Participants will evaluate purpose and application of various graphic organizers • Participants will encourage students to self-reflect on their needs and be able to play a larger role in selecting graphic organizers • Participants will analyze & choose specific graphic organizers applicable to one’s own content area(s) • Participants will observe how graphic organizers help students with organizational skills. • Participants will discuss ways in which graphic organizers can be used during distance/remote learning such as Google Slides, etc. • Participants will guide students in using graphic organizers to further build a language of critique when evaluating texts. • Participants will know how to enhance awareness of relationship between best practices and student achievement
<p>Topics</p>	<ul style="list-style-type: none"> • Personal introductions • Review of course objective – how it will be attained, methodology and philosophy of both instructor and participants • Graphic Organizers Purpose and Function • Graphic Organizers Implementation Techniques • How graphic organizers help learners to visualize ideas
<p>Application to Instruction & Student Learning</p>	<p>Educators will</p> <ul style="list-style-type: none"> • have an improved understanding of research-based teaching and learning strategies as it applies to graphic organizers • Know how to choose appropriate and practical teaching tools as it applies to graphic organizers • Know how to choose appropriate graphic organizers for their content areas. • Will teach students to use graphic organizers to organize and visualize ideas • Guide students in self-reflection to choose graphic organizers based on their individual needs to meet success. • Teach students how to utilize graphic organizers in Google Slides for purpose of distance learning • Students will learn how to organize information utilizing various types of graphic organizers

	<ul style="list-style-type: none"> Students will learn to apply a language of critique when choosing organizational and visual aids Students will learn how to choose appropriate graphic organizers for different activities and learning goals.
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Session II

<p>Objectives</p>	<p>Participants will</p> <ul style="list-style-type: none"> Brainstorm and design methods to incorporate graphic organizers in order to differentiate instruction for daily activities Learn how to implement graphic organizers as it corresponds with the multiple intelligences paradigm and diverse populations Know how to implement and utilize graphic organizers as a means to accommodate and modify instruction and meet the needs of a variety of learners and diverse population Implement the use of graphic organizers through distance learning for the purpose of students to demonstrate understanding and organize information Craft instruction that allows students to convey understanding in multiple formats <p>Implement graphic organizers in order to aid ELL students in overall understanding</p>
<p>Topics</p>	<ul style="list-style-type: none"> Participants will use graphic organizers to differentiate instruction Participants will learn to use graphic organizers in order to reach all students Participants will use graphic organizers as way to modify instruction Participants will know how to utilize graphic organizers to modify assessments Participants will utilize graphic organizers to assist the ELL population
<p>Application to Instruction & Student Learning</p>	<ul style="list-style-type: none"> How graphic organizers can aid in differentiation of instruction. Modifying instruction to meet the needs of a diverse population To use graphic organizers to meet the needs of all learners. How to apply the instruction along with graphic organizers to the pedagogy of Multiple Intelligences To use graphic organizers as a way of modifying instructions and assessments Allow the use of graphic organizers to allow students to demonstrate understanding in multiple formats and connect to personal experiences Students will use graphic organizers on online platforms during distance learning to demonstrate understanding and organize information. Know the specific ways in which graphic organizers can be infused within the classroom. Use graphic organizers to assist ELL students acquire more language and become more active participants in the classroom <ul style="list-style-type: none"> Students will learn to use a graphic organizer to organize their notes Students will learn to use graphic organizers on their own to prepare for various types of assessments

Session III

Objectives	<ul style="list-style-type: none"> • Participants will examine & discuss brain development as it pertains to graphic organizers • Participants will learn how to adapt instruction based upon student’s needs, interests and vocabulary • Participants will learn to analyze & contrast teacher-directed and student-directed approaches to learning • Participants will engage students through the use of resources of interest and experiences • Participants will brainstorm ways in which graphic organizers can also bring success independently to students on online platforms such as Google Classroom through distance/remote learning • Participants will craft groups based upon needs and interests of students • Participants will be able to determine cross-curricular common threads and applications of graphic organizers • Participants will understand the relationship between adolescent brain development and the use of graphic organizers • Participants will understand how to utilize graphic organizers in alternative/ small group settings
Topics	<ul style="list-style-type: none"> • To understand adolescent brain development and the integration of graphic organizers to promote student success • To understand student-directed work as it pertains to graphic organizers • To understand cross-curriculum applications of graphic organizers • To understand how to utilize graphic organizers in alternative/ small group settings
Application to Instruction & Student Learning	<ul style="list-style-type: none"> • Know how graphic organizers can improve cognitive brain development • Have an enhanced ability to teach cross-curriculum activities utilizing graphic organizers • Know how to utilize graphic organizers as a means to accommodate students with disabilities and diverse populations • Know how to use graphic organizers in order to produce student-directed lessons • Engage students through resources that are of interest and the use of student language • Know how to have students work with graphic organizers independently on online platforms • Know how to utilize graphic organizers for behavioral literacy and counseling services • Craft small group assignments based upon student needs and interests • Students will learn to incorporate graphic organizers into their assessments and projects • Students will learn which graphic organizers work best for their learning style • Students will learn to use graphic organizers in areas outside of the classroom such as decision-making, reflecting upon feelings, etc.

Objectives	<ul style="list-style-type: none"> • Participants will examine, discuss and share lesson activities utilizing graphic organizers • Participants will apply methodology examined in course to development of instructional plan • Participants will create a complete, practical, and detailed lesson plan or alternative setting activity that would seamlessly include the use of a graphic organizer and how it will specifically assist student achievement. • Participants will craft lessons plans integrating graphic organizers that appeal to student interest and the opportunity to share personal perspectives • Participants will discuss and craft lessons/activities that would allow students to use graphic organizers online and through distance/remote learning to either demonstrate knowledge or organize ideas. • Participants will reflect upon efficacy of graphic organizer and overall student success for further instruction • Participants will review and share reflections of other lesson plans and activities submitted by course participants.
Topics	<ul style="list-style-type: none"> • Graphic Organizers & Model Lesson Plans • Construction of lesson plans and small group activities utilizing graphic organizers • Reflections
Application to Instruction & Student Learning	<ul style="list-style-type: none"> • Know how to synthesize practical lessons or alternative setting activities that fits seamlessly into ones' own curriculum standards • Construct a lesson plan or alternative setting activity that is mindful of brain-based research • Craft a lesson and graphic organizer that engages students through multiple resources and personal interests • Will be able to explain all elements of graphic organizer instruction within a lesson plan or alternative setting activity • Have the ability to reflect on one's own plan and the effect on overall student success and needs for further instruction as well as provide constructive feedback to peers. • Craft lessons that allow students to use graphic organizers through distance learning • See the effects of graphic organizers on student achievement and overall success • Students will learn how to use a graphic organizer to improve overall success • Students will have the opportunity to share perspectives and different ideas in small or whole group discussions • Students will learn to explain how a graphic organizer has helped them to complete an assignment