



## LILIE, LLC Course Information

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*\*More detailed course curriculum 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. 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.

### **Overall Course Objective and Expectation(s):**

This course will allow educators of all grade levels and disciplines to enhance their ability to implement graphic organizers as way to differentiate instruction by providing alternate methods of visuals aids, organizational aids, as to make all students successful based on their individual learning needs. Participants will also explore the Multiple Intelligences and how students benefit from a variety of instructional tools and methods like graphic organizers. The course will provide ideas of how participants can implement graphic organizers in such a way to provide support/alternative assistance to students or how to implement as a main component/activity of a lesson. It will be demonstrated the variety of uses among all content and learning environments that graphic organizers can utilized in order to make students more successful and cater more to their individual learning needs. Additionally, participants will be engaging daily via the discussion board to share ways in which they implemented graphic organizers, the student reaction, outcome, and success rate. Participants will be able to assess student learning and understanding by observing improved progress in various areas such as vocabulary, organization of ideas, note-taking and in addition to any way the graphic organizer is implemented. By the end of the course, participants will know how to have students utilize graphic organizers on their own in order to be in charge of their own learning and success. Participants will also be encouraged throughout the entire course to share reflections with peers about strategies that they have implemented from the course into their own classroom settings.

By providing a wide variety of professional articles, peer reviewed journal pieces and researched instructor created content that addresses the needs of all K-12 educators and by encouraging interactive dialogue among the enrollees, this course will encourage and require application, discussion and peer feedback of said strategies

and understanding in teaching with graphic organizers. These strategies will apply to a participant's own individual classroom practices and those working within a small group/alternative setting. Graphic organizers can be used for a variety of strategies including but not limited to note-taking, organization of information, summative and formative assessments, provide visual aid, allow the implementation of multiple intelligences, differentiation for diverse learning populations and study guides. Participants will learn how to implement graphic organizers in their daily classroom lessons with the strategies mentioned. The daily discussion and feedback will give participants their own meta-assessment of useful, practiced strategies and techniques for addressing the needs of our varied learners thus giving them more opportunity to truly excel.

### **Course Instructional Materials:**

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

### **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 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 arena.

By providing a wide variety of professional articles, peer reviewed journal pieces and researched instructor created content that addresses the needs of all K-12 educators and by encouraging interactive dialogue among the enrollees, this course will encourage and require application, discussion and peer feedback of said strategies and understanding in teaching students within a teacher's own individual classroom practices. The discussion and feedback will give us our own meta-assessment of useful, research based and practiced strategies and techniques for addressing the needs of our varied students thus giving them more opportunity to truly excel.

### **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 reflection 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

### *Week 1*

#### **Topic(s):**

- 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 idea

#### **Objectives:**

- 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 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 know how to enhance awareness of relationship between best practices and student achievement

#### **Impact on Classroom Instruction:**

- Educators will have an improved understanding of research-based teaching and learning strategies as it applies to graphic organizers
- Educators will know how to choose appropriate and practical teaching tools as it applies to graphic organizers
- Educators will know how to choose appropriate graphic organizers for their content areas.

#### **Learner Outcomes:**

- Educators will teach students to use graphic organizers to organize and visualize ideas
- Educators will teach students how to utilize a graphic organizer in their content areas as well as others
- Students will learn how to organize information utilizing various types of graphic organizers
- Students will learn how to choose appropriate graphic organizers for different activities and learning goals.



## *Week II*

### **Topic(s):**

- 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 pop

### **Objectives:**

- Participants will know how to incorporate graphic organizers in order to differentiate instruction.
- Participants will learn how to implement graphic organizers as it corresponds with the Multiple Intelligences Paradigm
- Participants will know how to implement and utilize graphic organizers as a means to accommodate and modify instruction.
- Participants will implement graphic organizers in order to aid ELL students

### **Impact on Classroom Instruction:**

- Educators will learn how graphic organizers can aid in differentiation of instruction.
- Educators will learn to use graphic organizers to meet the needs of all learners.
- Educators will learn how to apply the instruction along with graphic organizers to the pedagogy of multiple intelligences
- Educators will learn to use graphic organizers as a way of modifying instructions and assessments
- Educators will learn how to design a graphic organizer in order to use in their content area and for a specific strategy.

### **Learner Outcomes:**

- Educators will know the specific ways in which graphic organizers can be infused within the classroom. Educators will use graphic organizers to assist ELL students.
- 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



### ***Week III***

#### **Topic(s):**

- 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

#### **Objectives:**

- Participants will examine & discuss brain development as it pertains to graphic organizers
- Participants will learn to analyze & contrast teacher-directed and student-directed approaches to learning
- 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

#### **Impact on Classroom Instruction:**

- Educators will know how graphic organizers can improve cognitive brain development
- Educators will have an enhanced ability to teach cross-curriculum activities utilizing graphic organizers
- Educators will know how to utilize graphic organizers as a means to accommodate students with disabilities
- Educators will know how to use graphic organizers in order to produce student-directed lessons
- Educators will know how to utilize graphic organizers for behavioral literacy and counseling services

#### **Learner Outcomes:**

- 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.



## ***Week IV***

### **Topic(s):**

- Graphic Organizers & Model Lesson Plans
- Construction of lesson plans and small group activities utilizing graphic organizers
- Reflections

### **Objectives:**

- 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 review and share reflections of other lesson plans and activities submitted by course participants.

### **Impact on Classroom Instruction:**

- Educators will know how to synthesize practical lessons or alternative setting activities that fits seamlessly into ones' own curriculum standards
- Educators will construct a lesson plan or alternative setting activity that is mindful of brain-based research
- Educators will be able to explain all elements of graphic organizer instruction within a lesson plan or alternative setting activity
- Educators will have the ability to reflect on one's own plan as well as provide constructive feedback to peers.
- Educators will see the effects of graphic organizers on student achievement and overall success

### **Learner Outcomes:**

- Educators will be able to teach students how to utilize graphic organizers on their own and for study skills.
- Students will learn how to use a graphic organizer to improve overall success

- Students will learn to explain how a graphic organizer has helped them to complete an assignment