

# Build Classroom Routines that Increase Engagement and Save Time





I acknowledge that the land I am presenting from here in New Orleans is the traditional land of the Chactaw and Chitimacha tribes.

The violence directed towards Indigenous, Native, Aboriginal, First Nation, and First Peoples is ongoing. This violence is present when Indigenous people's histories are erased, their cultures are trivialized, their resources are seized, their labor is exploited, their children are stolen, and their lives are taken. In order to fight against this violence, occupiers of this land must listen and amplify Indigenous people's voices, while fighting against their complicity.

Truth and acknowledgment are critical to building mutual respect and connection across all barriers of heritage and difference. Acknowledgment is a critical public intervention, a necessary step toward honoring Native communities and enacting the much larger project of decolonization and reconciliation. I invite you to call for and spread this practice.

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The use of American Indian mascots as symbols in schools and university athletic programs is particularly troubling because schools are places of learning. These mascots are teaching stereotypical, misleading and too often, insulting images of American Indians. These negative lessons are not just affecting American Indian students; they are sending the wrong message to all students."

– Former APA President Ronald F. Levant, EdD

<https://www.apa.org/pi/oema/resources/indian-mascots>



# Hi!

# I'm Bonnie



biologygoddess



beawesomeonpurpose

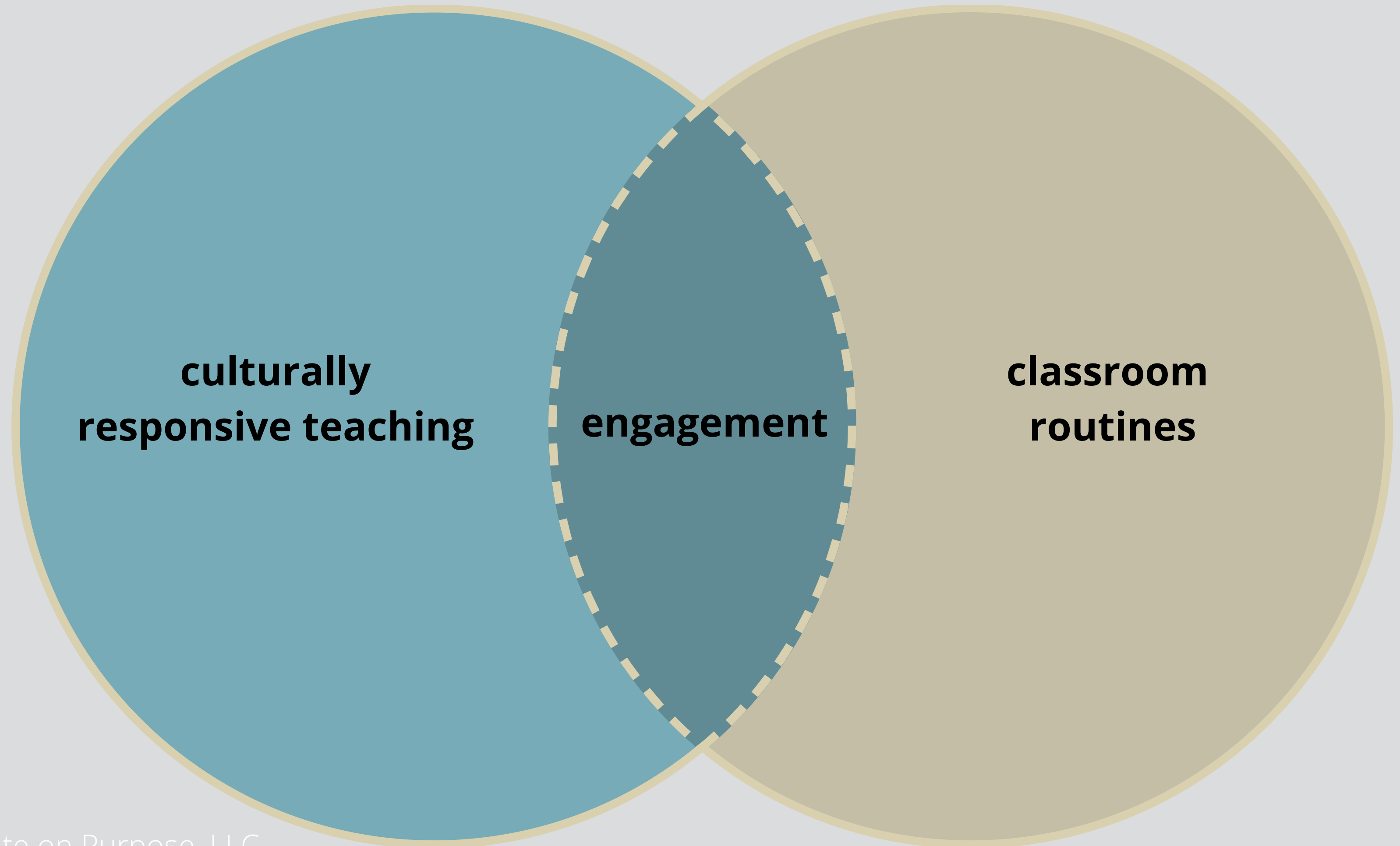
**teacher, author, consultant**





Get the presentation slides, resources shared at  
<https://educateonpurpose.com/FETC>









YOUR CURRENT  
ROUTINE

Daily, Weekly, Monthly  
Lesson, Unit, Module



# Stories Build Empathy and Emotional Connections

Uri Hasson, Princeton



NPR: Your brain on storytelling



# *Time saver #1*

*Incorporate goal-setting and reflection  
into your routine.*

**Have students reflect on Prior Learning  
Set A Goal**

Weekly  
Monthly  
Lesson  
Unit





# Who owns the learning process?







Teacher-centered ➡ Student-centered

What percent of time are you talking?  
Find at least one activity that you can  
transfer ownership to students.



# Time Saver #2

## Activities and Feedback

### **SEL:**

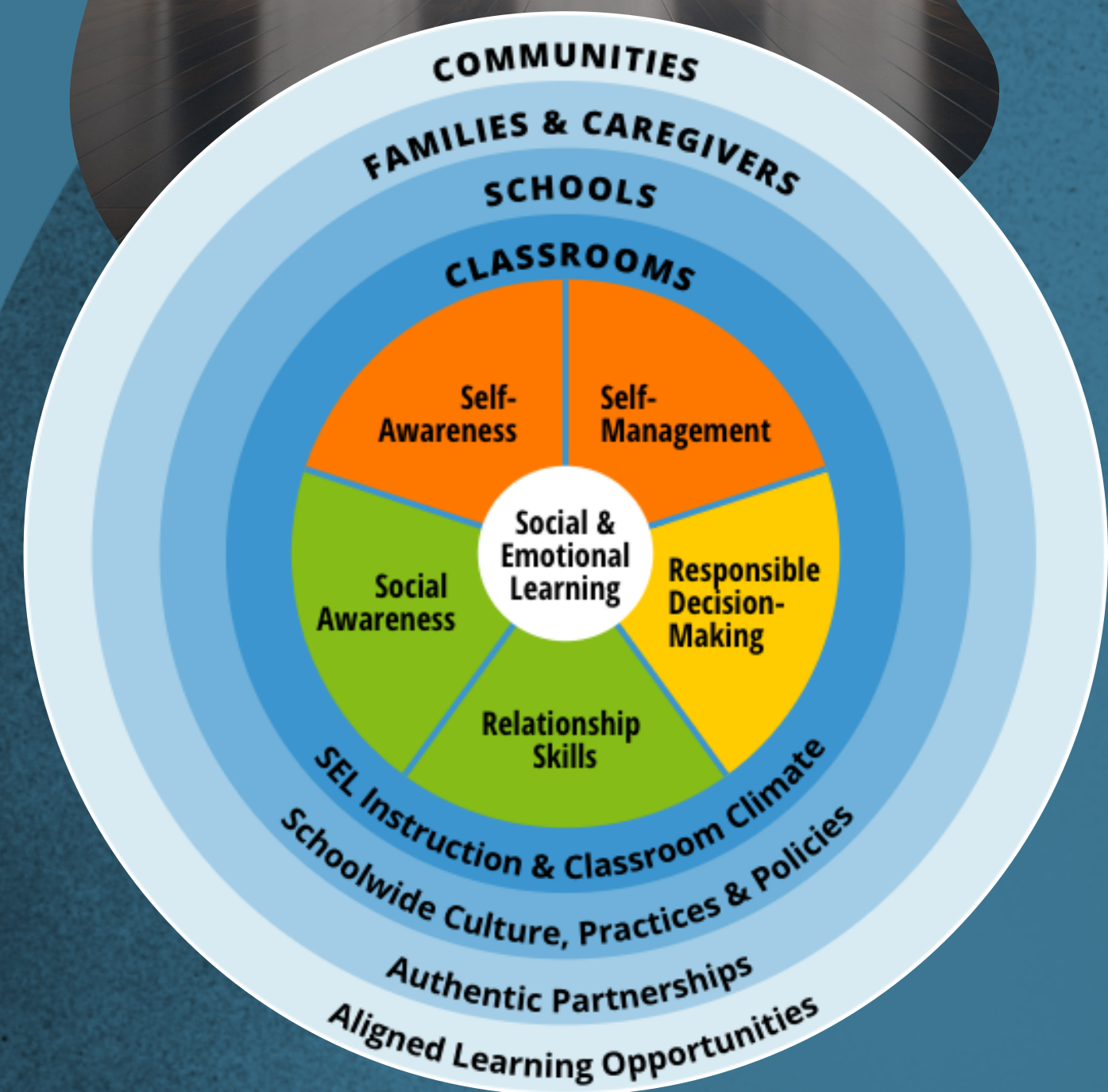
collaboration  
resilience  
organization  
communication  
metacognition

### **Content:**

activate  
elicit  
leverage  
demonstrate

### **Skills:**

transfer  
connections



**Goals**



**Reflection**

*Learning is an iterative process  
not an event.*



## *Time saver #3*

### *Stop Grading Everything*

Provide narrative feedback using  
voice tools or text

**Encourage or require revisions  
and resubmissions**

Use peer evaluation





## Breakfast in Bed

Areas for Improvement	Criteria <i>Standards for This Performance</i>	Evidence of Exceeding Standards
	<b>Food:</b> All food is at the correct temperature, adequately seasoned, and cooked to the eater's preference.	
	<b>Presentation:</b> Food is served on a clean tray, with napkin and silverware. Some decorative additions may be present.	
	<b>Comfort:</b> Recipient is woken gently, assisted in seat adjustment, and given reasonable time and space to eat.	

<https://www.cultofpedagogy.com/single-point-rubric/>





Communicate Learning  
on individual  
assignments with  
single point rubrics

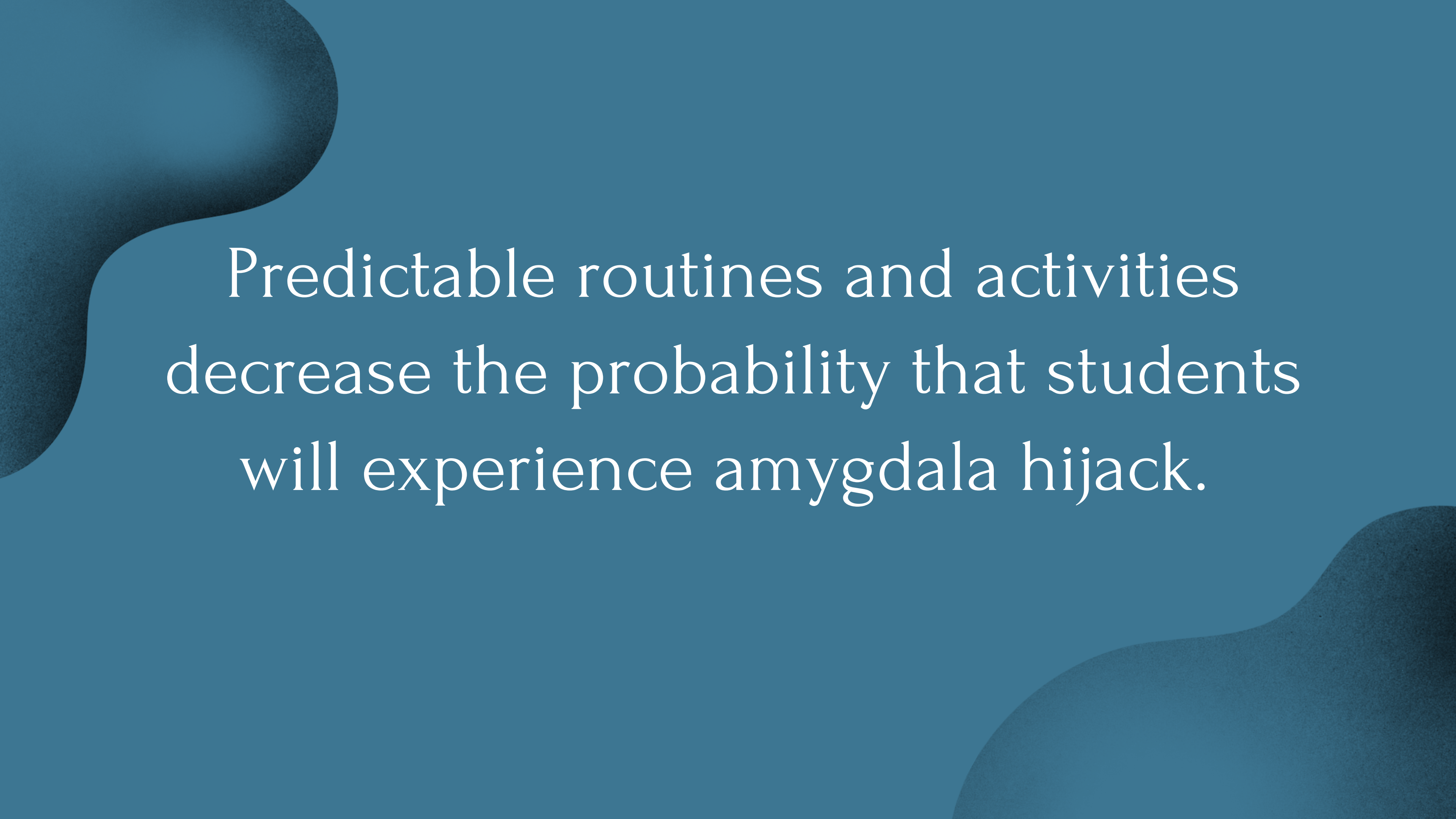


Breakfast in Bed

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This framing encourages a different mindset when writing / choosing assignments.



Predictable routines and activities  
decrease the probability that students  
will experience amygdala hijack.



RETHINK YOUR ROUTINE







CRT & Routines

Talk time

Set a goal

Academic discourse

Feedback opportunities

Reusable, familiar yet rigorous activities



# EMPOWERMENT TO SHARE LEARNING

Fairs

Expos

Gallery Walks

Media Center

Blogs

Podcasts

Newsletters



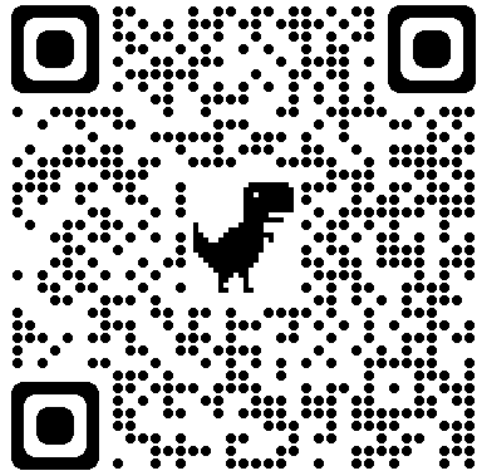


**Scan the QR  
code to  
access the  
activities on  
the next  
slides.**



[Link to Slides](#)





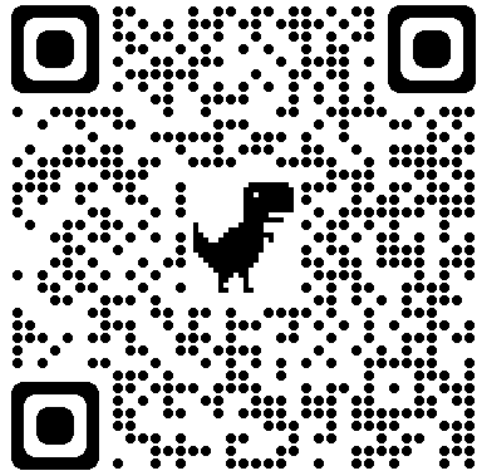
# Avoid Amygdala Hijack with routines

Beginning

Middle

End





# Maximize Collaboration

Talk Cubes

Gallery Walk

JigSaw

Save the Last Word



# ASSESS WITH EMPATHY

When we empower students to make learning decisions we have to begin to rethink assessment.

**Autonomy takes time.**

**Mastery is worth the wait.**

Communicate Learning  
across time with  
proficiency scales.



# Honor the process. Always room for improvement

Exceeds Proficiency	Demonstrates Proficiency	Approaching Proficiency	Limited Proficiency	No Proficiency
100	95	85	75	65
Independently meets proficiency and is able to make advanced inferences and make authentic connections to _____	Independently explains the essential concepts of _____. Independently able to identify more complex concepts including _____.	With some help is able to explain all essential concepts of _____ including: _____	With some help is able to meet some proficiency targets.	With help is unable to explain many of the proficiency targets.

# Honor the process. Always room for improvement

Exceeds Proficiency	Demonstrates Proficiency	Approaching Proficiency	Limited Proficiency	No Proficiency
100	95	85	75	65
Independently meets proficiency and is able to make advanced inferences and make authentic connections to _____	Independently explains the essential concepts of _____. Independently able to identify more complex concepts including _____.	With some help is able to explain all essential concepts of _____ including: _____	With some help is able to meet some proficiency targets.	With help is unable to explain many of the proficiency targets.

This framing encourages a different mindset when writing / choosing lesson sets & assessment tasks.



# Example from my practice.

<b>Independently meets proficiency and able to make advanced inferences about disease or make authentic connections.</b>	<b>Independently explains the structure and function of the skeletal system including, hematopoiesis, support, movement, calcium storage, energy storage. Independently able to identify bone shape, osteoblast, osteoclast, osteocyte, canaliculi, Haversian Canal.</b>	<b>With some help is able to explain all essential structures and functions of the skeletal system including, hematopoiesis, support, movement, calcium storage, energy storage and identify bone shape, osteoblast, osteoclast, osteocyte, canaliculi, Haversian Canal.</b>	<b>With some help is able to meet some proficiency targets.</b>	<b>With help is unable to explain many of the proficiency targets.</b>
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# Give it some thought...

Exceeds Proficiency	Demonstrates Proficiency	Approaching Proficiency	Limited Proficiency	No Proficiency
100	95	85	75	65
Independently meets proficiency and is able to make advanced inferences and make authentic connections to _____	Independently explains the essential concepts of _____. Independently able to identify more complex concepts including _____.	With some help is able to explain all essential concepts of _____ including: _____	With some help is able to meet some proficiency targets.	With help is unable to explain many of the proficiency targets.

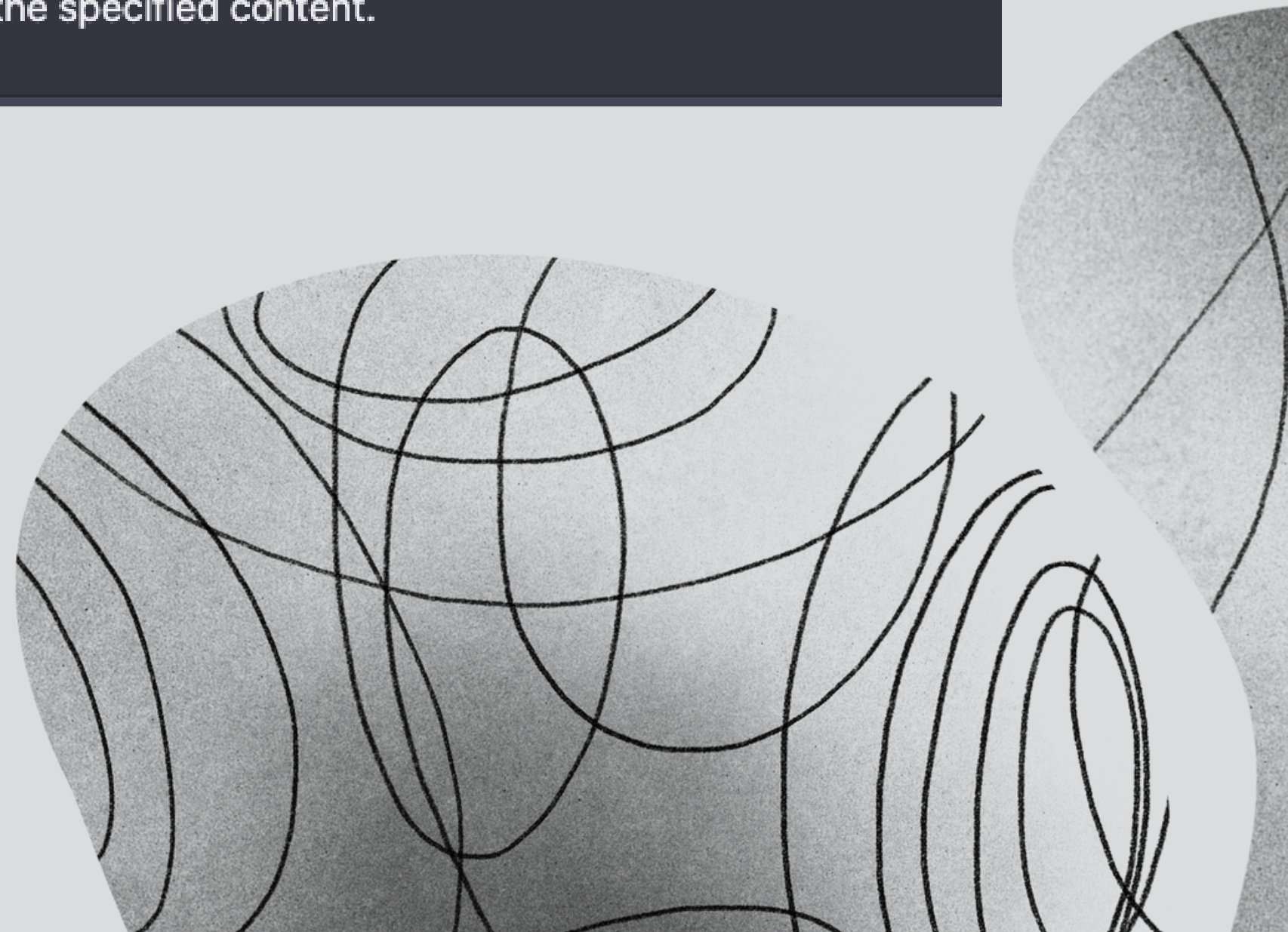
How would you fill in the blanks?  
How might this change the lens of curriculum planning?



# Can we talk about ChatGPT?



Take the role of a middle school science teacher. I will ask you to compose unit plans. You will return lessons that use UDL strategies. Format the output in a table. The rows should be beginning of lesson, middle of lesson, end of lesson. The columns should be content standard, engagement, representation, actions and expression. The columns will list the options for students to access, build, and internalize the specified content.





	Content Standard	Engagement	Representation	Action & Expression
Beginning of Lesson	Students will understand the functions and structures of the different systems of the human body (e.g. skeletal, muscular, respiratory, etc.).	KWL chart to activate prior knowledge and set objectives for the lesson.	Interactive diagrams and videos to show the different systems in the body.	Students will participate in a "Build-a-Body" activity where they use manipulatives to construct and label the different systems of the human body.
Middle of Lesson	Students will be able to identify and label the different organs and structures within each system of the human body.	"Mystery Organ" game where students work in small groups to identify organs based on their functions.	Interactive labeled diagrams and videos to demonstrate the specific organs and structures within each system.	Students will create a "Human Body Flipbook" where they draw and label the different organs and structures within each system.
End of Lesson	Students will be able to explain the importance of proper care and maintenance of the different systems of the human body.	"Healthy Habits" discussion where students share ways to maintain the health of each body system.	Interactive videos and articles on the importance of proper care and maintenance for each system.	Students will create a "Healthy Habits" poster where they illustrate and explain ways to maintain the health of each body system.







I want you to take the role of writing coach. I will provide you with text and subject. You will return a summary of how well I have explained the subject and suggestions for improvement. My first request is Heterochromia



heterochromia is a condition in which a person has two different colored eyes. It is commonly known as a hereditary trait that usually affects less than one percent of the population. Most of the time heterochromia is caused since the eyes are different colors. It can also be caused by diseases or syndrome due to injury or following an injury. Usually heterochromia is not something that you can turn two different colors and it is very unlikely that it is caused by trauma or injury. Unfortunately there is no real way to fix it. If you would like to have the same colored eyes, you can get contacts. It is reversible as many people are just born like that. So there's nothing to like that to worry about! You learned something new!

Heterochromia has no solution as the pigment is in the iris. Doctors will recommend however if you would like to have the same colored eyes, you can get contacts. If you're reading this then you're probably interested in being forced to. But either way I'll try to explain where instead of having two of the same colored eyes. It's a very uncommon condition that only affects a small population. Usually Heterochromia is not something that you can turn two different colors and it is very unlikely that it is caused by trauma or injury. Unfortunately there is no real way to fix it. If you would like to have the same colored eyes, you can get contacts. It is reversible as many people are just born like that. So there's nothing to like that to worry about! You learned something new!

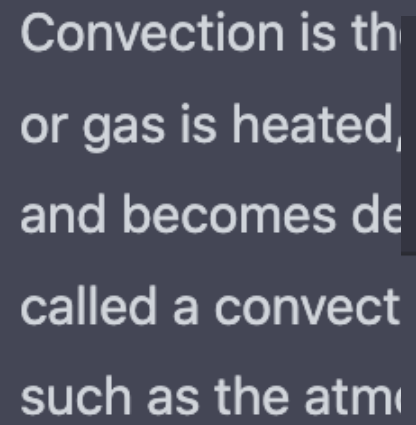


You've done a good job of explaining what heterochromia is and how it is caused. You've also mentioned that it is a relatively rare condition and that it does not usually cause any problems related to vision. However, there are a few areas where you could improve:



- Try to avoid repeating yourself too much. Some of the information you've provided is repeated multiple times, which can make the text feel a bit repetitive.
- Be more specific about the prevalence of the condition. Instead of saying "it's beloved less than one percent of the population has heterochromia", you could say something like "heterochromia is a relatively rare condition, affecting approximately 1% or less of the population."
- Be more specific about other possible causes of heterochromia. You mention that it "could also be caused by diseases or syndrome due to injury or following an injury", but it would be more helpful to provide specific examples of these conditions.
- Avoid using colloquial language. "If you're reading this then you're probably interested in heterochromia, that or you're being forced to" is not very professional.
- Make sure you proofread your text for typos and grammar errors before submitting it.

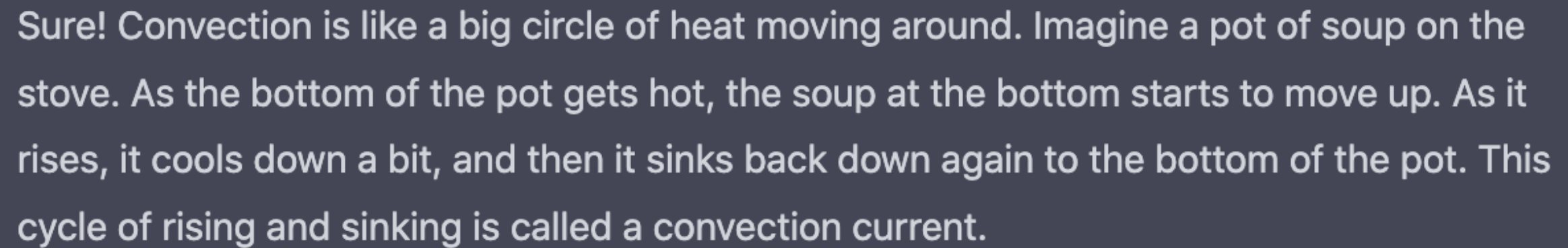
Overall, you've done a good job of explaining what heterochromia is and providing some basic information about it. By addressing the points above, your text will be even more informative and polished.



In the atmosphere  
heats the ground  
and forms clouds  
sinking in different

In the ocean, cold, dense water sinks, helping to drive the conveyor belt.

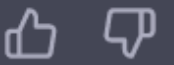
Convection can  
molecules will m  
conduction-con



This same thing happens in the air around us, like when the sun warms up the ground, the warm air rises and forms clouds, and as it cools it sinks, and that causes wind.

In the ocean, the water is always moving because of the temperature and saltiness of the water. The cold water sinks, and the warm water rises, making a current that moves around the ocean.

Convection is happening all around us and it helps to move heat and other important things around.







Write 3 multiple choice questions about it





1. What is the process by which heat is transferred through the movement of a fluid or gas called?
  - a. Convection
  - b. Conduction
  - c. Radiation
2. What causes convection currents in the atmosphere?
  - a. Differences in temperature and salinity
  - b. Differences in pressure
  - c. Differences in the density of air molecules
3. In which of the following does convection not occur?
  - a. Metal
  - b. Oceans
  - c. Diamonds





Perform a monohybrid cross between these genotypes. Cc and CC.



A monohybrid cross is a breeding experiment that involves the inheritance of a single trait (such as seed color or flower color) controlled by a single gene with two alleles (C and c).  

In this case, the cross is between an organism with the genotype Cc (one dominant allele, C, and one recessive allele, c) and another organism with the genotype CC (two dominant alleles).

The Punnett square for this cross would look like this:

	C	c
C	CC	Cc
C	CC	Cc

The Punnett square shows the possible combinations of alleles from the parents that can result from the cross. The letters in the boxes represent the alleles that can be passed on to the offspring.

So, the possible genotypes for the offspring are CC and Cc. All the offspring will have the dominant allele C and will express the trait associated with it (the dominant trait).

It's important to note that this is a representation of Mendelian Inheritance, which is based on the laws of Mendel, but it only considers one gene, which is not always the case in real life. Other factors such as the environment and interactions with other genes can also affect the outcome of inheritance.



*Now Booking*

## PROFESSIONAL LEARNING PACKAGES



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# THANK YOU!

Email me at [bonnie@educateonpurpose](mailto:bonnie@educateonpurpose)  
if you have more questions.