3357:13-14-223 Classroom Checkpoints Calendars for (8 and 16 week) Milestone Courses

Weeks	Action	Required	Suggested
(A) 8-WEEK CALENDAR			
First Day	Student self-assessment and data collection	X	
Week 1	Conduct icebreaker activity	X	
	Call students who do not come to class the first day (division office can help with this)	X	
	Discuss how this course will help students in their chosen profession	X	
	At least one assessment of a course outcome (can be short or ungraded	X	
Week 2	15-day roster		X
	Muddy point question*		X
	Productive study time log*		X
	Application cards*		X
	Group Activity	X	
	Review in the early alert and advising platform (such as Aviso Alert) for unsatisfactory login activity or performance	X	
Week 3	Application cards*		X
	Encourage extra-curricular or group work*		X
	Check in with students who received Progress Check Grades	X	
	IR to run list of students who received Progress Check Grades in multiple classes	X	
	Advisors to contact multiple flagged students	X	
	Teacher designed early feedback form*		X
	Student-generated test questions		X
	Application cards*		X
	Encourage students to meet with their advisor in preparation for next term	X	
Week 4	Enter Mid-term Grades	X	
	Application cards*		x
Week 5	Remind students of last day to withdraw	X	
Week 6	Last Week to Withdraw		
	Encourage students to submit their student evaluations of the course	X	
Week 7	Application cards*		X
Week 8	Final exams and Enter Final Grades	X	

 *See definitions and resources below

(B) 16-WEEK CALENDAR			
Weeks	Action	Required	Suggested
First Day	Student self-assessment and data collection	X	
	Conduct icebreaker activity	X	
	Call students who do not come to class the first day (division office can help with this)	X	
	Discuss how this course will help students in their chosen profession	X	
Week 2	15th day roster	X	
	Group activity*		X
	Muddy point question*		X
	Productive study time log*		X
	Application cards*		X
	At least one assessment of a course outcome (can be short or ungraded)	X	
Week 3	Review in the early alert and advising platform (such as Aviso Alert) for unsatisfactory login activity or performance	X	
	Application cards*		X
	Encourage extra-curricular or group work*		X
Week 4	Check in with students who received Progress Check Grades	X	
	IR to run list of students who received Progress Check Grades in multiple classes	X	
	Advisors to contact multiple flagged students	X	
	Teacher designed early feedback form*		X
Week 5	Student-generated test questions		X
	Application cards*		X
Week 6			
Week 7	Encourage students to meet with their advisor in preparation for next term	X	
Week 8	Enter Mid-term Grades	X	
Week 9			
Week 10	Application cards*		x
Week 11	Remind students of last day to withdraw	X	
Week 12			
Week 13	Encourage students to submit their student evaluations of the course	X	
Week 14	Application cards*		X
Week 15			
Week 16	Final exams and Enter Final Grades	X	

(C) Definitions and Resources for Possible Engagement Activities:

(1) Group activity: Cooperative learning activity. See: https://cft.vanderbilt.edu/guides-sub-pages/settingup-and-facilitating-group-work-using-cooperative-learning-groups-effectively/

(2) Muddy point question: Students record what is the most difficult or confusing part of a lesson, lecture or assignment. Used as a check on understanding. See: http://www.cdio.org/files/mudcards.pdf

(3) Productive study time log: Time tracking exercise. See: https://www.themetalearners.com/time-log/

(4) Application cards: Students record how lesson or material can be applied. See: https://www.wwu.edu/teachinghandbook/evaluation_of_learning/cat_examples.shtml#application

(5) Feedback Form: Check students' perceptions to see what changes are needed for a particular class. See: https://facultyinnovate.utexas.edu/mid-semester-feedback

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