

Enabling Objectives Matrix & Supporting Content

Implementation of Google Task Homework Agenda

Organizational Skills Training Series: Session 2

Terminal Objective

After completing the google task homework agenda training, teachers will be able to create a model google task homework agenda in the ASF middle school organizational structure standard.

After completing the google task homework agenda training, teachers will be able to demonstrate for students the steps to creating and documenting homework with google tasks using the ASF middle school homework agenda organizational structure with the specificity and level necessary for all advocacy students to create their own ASF middle school standard digital homework agenda and document daily homework notes in google tasks

Preinstructional Strategy

Behavioral Objectives:

By the end of this training you will...

- 1) Be comfortable creating “tasks” and ordering them into folders on google tasks
- 2) Know the ASF Middle School standard structure and nomenclature for google task digital agendas
- 3) Be able to create a model ASF Middle School digital agenda on google tasks
- 4) Be able to instruct your advocacy class on how to create a digital agenda on google tasks and document homework in an ASF Middle School standard nomenclature

Enabling Objectives

Objective	Initial Presentation	Generative Strategy / Practice Activity	Test Item / Assessment (google form after the training)
Based on the ASF standard nomenclature, faculty will be able to identify and order the steps necessary to create folders for each class in the correct sequential order with 100% accuracy.	1) The instructor will show a model google task and have learners take a minute to look at it and make noticings about the structure. What things do you notice about the folders? What about the colors? Titles? 2) The instructor describes that this is the ASF standard digital agenda that the entire school will use. 3) Instructor asks the group to share their thoughts on the purpose of having a standard agenda (this could include from the first training or just ideas). 4) The instructor goes over the basic parts of the structure. - Folder naming by period and then class. - Homework task titling with the date - The uniform colors for the same days homework - The adding of homework with places to check it off - Filing homework in a folder - Showing how all homework on the homepage and ordering by color (date) 5) The instructor hands out the ASF Middle School Digital Homework Agenda Standards.	Activity Learners will be broken into four groups and each group will have a different “example” agendas that contain 3-4 errors. Each learner will be given three minutes to identify the mistakes in the agenda. Review They will all share what they found after three minutes in their small groups at the end of the three minutes, to ensure everyone has the same mistakes. The larger group will return and one person from each smaller group will identify the mistakes found in their “example”	1) Each folder should be labled first by _____. 2) The title of each individual task is based on the _____. 3) The folders are ordered by _____.

From a blank google task homepage teachers should be able to create an ASF model digital agenda and at minimum two model homework documentations using the ASF standard	1) Instructor shares location of google tasks and has everyone open a google task. 2) Instructor goes through the standard powerpoint to introduce how to create a google task agenda and document homework. (The steps are in the Task Analysis)	Activity Teachers will be given 10 minutes to create their own model agendas. Review They will then switch with a partner to check for accuracy and get feedback on any missing elements.	1) Looking at these three standard agendas, identify which is the model agenda, containing no errors. 2) What is one error in agenda C? 3) What is one error in agenda A?
Within a 15-20 minute period teachers should be able to demonstrate for 12-15 students how to create the ASF standard digital agenda and daily homework tasks, to the degree that all students in the training create their own ASF standard digital agenda in tasks and can replicate creating ASF standard homework tasks for daily classes.	1) Instructor continues with standard powerpoint. Starting with the rubric for checking agendas. 2) Powerpoint shows two examples and the group will look at their rubric and grade the agenda. 3) Instructor will review how to address students who consistently do not meet expectations for agendas. 4) The standard ASF Middle School Digital Agenda powerpoint will be shared with all teachers. They will be given 5 minutes to review it silently and independently. 2) One teacher will volunteer to go through the first section of the standard powerpoint (how to build the agenda) with the group, and the group will open up a task to follow along. The instructor will ask two questions along the way for the teacher to model answering. 3) The group will give feedback.	Activity Break into groups of four. Each learner in the group will use the standardized powerpoint to model a portion of the four part instruction to their group members. One or two group members will devise a question to ask while the teacher is instructing, and the teacher will answer their question. Review Other group members will give feedback after the presentation is complete. At the end of the session groups will share out any takeaways from the activity to help all learners improve their instruction giving the real presentation (for example interesting questions that came up and how to answer them).	1) Jonathan's agenda has been half done for two weeks in a row during agenda checks. What should you do to hold Jonathan to the agreed upon expectations? 2) During your presentation a student asks if they can make the task notes any color. What is your response? 3) When presenting how to type the homework within each task, what should you identify that students do before listing the homework?

