

Secondary: Homework Preparation

The Routine Development Tool helps you consider the inclusion and development of executive function skills as you develop, teach, and reflect on classroom routines. It is suggested that you watch the Executive Function Webcast Series (<https://www.ocali.org/project/executive-function-webcast-series>) to gain the background information that will help you fill in the tool. The tool and completed examples of the blank Routine Development Tool are also available from the Webcast Series webpage.

Directions:

- Name the routine you have chosen to develop while considering Executive Function
- Teacher/Staff Planning and Responsibilities sections
 - Identify the teacher and staff tasks that need to take place before, during and after the routine
 - List what information to share with the family/caregiver on how to support learning the routine if it is only done at school
 - If the routine is also to be implemented at home, describe how the family/caregiver can implement the routine in the home setting
- Manifestation Areas
 - Fill in the classwide student outcome for each manifestation area for this routine
 - List the observable student action(s) that the students would do for the routine in each manifestation area
- Teacher/Staff Reflection after Implementation
 - Reflect on the answers to the questions based on your data and identify next steps

Routine: Homework Preparation

Teacher/Staff Planning and Responsibilities

Before the Routine is Started:

- Teacher gets all students' input to create a routine to prepare for homework
 - Can create a basic routine consistent for all class sections, get input from each class on non-negotiables of routine, and adapt routine if it will benefit the students in a particular class

- Explicitly discuss which Executive Function manifestation areas (self, materials, time, and information) could break down to ensure support/strategies for these manifestation areas are addressed
 - Students should reflect on their individual strengths and challenges in each area in order to contribute to the class-wide discussion and decision-making (could use student self-reflection inventory)
 - Include question asking as part of the Homework Prep routine
- Teacher reflects on root causes of students' incomplete homework and may want to address those causes that occur before the students exit the classroom (if affecting more than 20% of students)
- Post Steps for the Homework Prep routine as an easy visual reminder and available electronically and/or as personal checklist printout
- Teacher builds time for Homework Prep routine into each daily lesson plan
- Teacher creates quick mini-lesson and a video recording on the steps and expectations of the Homework Prep routine, including a rationale regarding the importance
- Teacher provides homework documentation tool options and explicit instruction on how to use these tools (not assuming that students will figure it out because they are older or tech savvy)
- Be sure the routine aligns with any class-wide behavioral expectations and consequences
- Create a reinforcement plan, including incentives, to motivate students while learning the routine
- Determine what success will look like and develop a data collection method that will allow reflection of the success criteria (Include students in the reflection and ideas for revision)
- Have homework materials and resources ready for students
- Foster an open, accepting culture in the classroom so students are comfortable asking questions or commenting if there is a problem or need for more clarity
- Provide homework assignments in a variety of ways, including a short video, an electronic reminder, etc., so students can access assignment expectations after class

During the Routine:

- Carry out the routine every day by verbally prompting that it's time for the routine and bringing attention to the posted visual steps
- Teacher presents homework assignment expectation to students and provides clarity on any tools or processes required to complete assignment
- Students choose a system for documenting homework and materials needed to take home (on paper or electronic - apps, Google drive, etc.)
- When going over the homework daily, include the purpose or the WHY to get student buy-in and engagement
- Check in with students periodically as they complete their homework prep

- Use a visual timer during the routine to keep students on track
- Teacher documents, at planned intervals, success criteria data/information/checklist, etc.
- Implement whole class reinforcement plan

After the Routine is Completed:

- Use class communication systems, such as a reminder app or notifications of the schools Learning Management System (LMS), to send reminders of daily homework
- Provide clarification about homework assignments as needed.
 - Could post homework directions and expectations on a shared LMS such as Google Classroom, BlackBoard, etc.
 - Utilize a Peer Connections system where students have a partner to ask questions, if preferred.
 - May need periodic teacher check-ins for understanding so students are supporting each other with the correct information.
 - Could set a specific time for after school office hours when a teacher is available to answer clarifying questions or coach students through a challenge. Could be in person, by phone, video call, email, text, etc.
- Implement a time for student reflection on the routine. Students periodically reflect on what they determined initially was a challenge for them personally as well as their method of documentation, to raise awareness of their growth, how they found solutions to individual challenges, and to reassess new challenges.
- After a set period of time revisit the routine with the class(es) to:
 - reflect on the success criteria
 - evaluate the effectiveness toward preparing students to engage with out-of-class work
 - revise as necessary given student feedback and teacher data collection/analysis.
- Set up time and/or communication methods (perhaps a survey) for families to provide feedback on the effectiveness of the routine and support for their students and themselves.

Family/Caregiver Guide to Support Routine at Home:

- Provide family with access to the routine and updates
- Communicate with families/caregivers
 - To set up communication options with families/caregivers to ensure positive outcomes and identify challenges of the routine in the out-of-classroom setting
 - About the routine, expectations and ways they can support it
 - To provide the purpose and expected executive function skills students will develop as a result
 - To share information on parent communication options (give families the option to sign up, also to support

<p>student efficiently at home)</p> <ul style="list-style-type: none"> • If an electronic tool or resource is utilized for the routine or communication, provide clear directions for families and the option for a virtual or face-to-face training 	
Manifestation Areas	Observable Student Action(s)
<p>Self-Management: Taking responsibility for your own behavior, actions and well-being</p> <p>Classwide Student Outcome: Students will be able to independently follow directions and document needed actions to prepare for out-of-class work</p>	<p>Observable Student Actions for Self-Management:</p> <ul style="list-style-type: none"> • Students choose and use a system for documenting homework and materials needed to take home (on paper or electronic - apps, Google drive, etc.) • Students periodically reflect on what they determined initially was a challenge to them personally as well as their method of documentation, in order to raise awareness of their growth, how they found solutions to individual challenges, and to reassess new challenges • Students ask questions if unsure of procedures, etc. or take advantage of communication systems after the routine.
<p>Time Management: Ability to use time effectively and productively</p> <p>Classwide Student Outcome: Students will document homework and acquire necessary materials in the time allotted during the routine.</p>	<p>Observable Student Actions for Time Management:</p> <ul style="list-style-type: none"> • Students begin routine promptly • Students use time/orientation tools (clock, timers, calendars, apps) to organize and track homework • Students finish routine in allotted time • Students use time efficiently during the routine per the expectations
<p>Information Management: Ability to acquire, retain and use information</p> <p>Classwide Student Outcome: Students will follow and understand the steps in the routine.</p>	<p>Observable Student Actions for Information Management:</p> <ul style="list-style-type: none"> • Students follow steps of routine and ask questions if unclear about expectations or information • Students are able to discuss and reflect on the steps of the routine

<p>Materials Management: Ability to manage the “stuff” of school or preschool</p> <p>Classwide Student Outcome: Students effectively gather and use materials to prepare for out-of-class work</p>	<p>Observable Student Actions for Materials Management:</p> <ul style="list-style-type: none"> • Students use the expected materials to document homework, expectations, and timelines • Students are prepared with expected materials or inform teacher if they need materials to complete homework • Students use expected materials during and after the routine • Students submit materials/documents in alignment with routine expectations
<p>Teacher/Staff Reflection after Implementation</p>	
<p>Which Observable Student Actions are happening and/or not happening according to the data?</p> <p>If homework is being successfully completed:</p> <ul style="list-style-type: none"> • 85% of students are completing the in-class homework routine • 90% of students participate in discussions reflecting on what is working and what is not working with the homework routine • 70% of students are turning in their completed homework 	
<p>What's working? What's not working? What needs to change based on data collection?</p> <p>If it's not working:</p> <ul style="list-style-type: none"> • Most students are following the routine and taking materials needed to complete their homework • More students need to turn in their completed homework 	
<p>Next steps:</p> <ul style="list-style-type: none"> • Review reinforcement plan and reflect with students about what would be more incentivizing • Conduct a reflection inventory with the 30% of students who are not turning in their assignments consistently and try to figure out why. Then implement needed improvements. 	