

Westford Public Schools

HOMEWORK COMMITTEE

Final Report

Fall 2017

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General Introduction

The goal of this Committee was to collect & review research on the topic of homework, understand the perceptions of homework from staff, students & parents, determine if our homework practices meet our needs and, if appropriate, revise the homework regulation make a recommendation to the School Committee for possible adjustments to our homework policy.

With the support of the Superintendent, the Assistant Superintendent sent a message to parents and staff asking for volunteers for the Homework Committee. Forty-seven parents and twenty-four staff members expressed interest. Of the interested parties, twenty-seven individuals were chosen, consisting of parents, staff, administrators and a student. The names of these participants are listed below. The full committee met on 1/26/17, 2/28/17, 3/23/17, 4/27/17 and additional work was completed by the team between each meeting. A subset of the Homework Committee met on 5/16/17 to finalize the contents of this report.

Throughout the majority of our meetings, we split into three subgroups:

- 1) *Research Subcommittee*: This committee reviewed the published research to better understand the impacts of homework.

Participants:

Chris Chew	Principal (SB)
Kevin LaCoste	Principal (Rob)
Lillian Lelless	Teacher (Miller)
Tim Knittel	Teacher (WA)
Josh Tang	Parent (Day)
Stacey Stevens	Parent (BMS, WA)
Jonathan Myerov	Parent (Abbot, SB)
Jennifer Johnson	Parent (SB, WA)
Tara Krauss	Parent (JAC, BMS)

- 2) *Student & Parent Perceptions Subcommittee*: This committee collected and analyzed information regarding our students' and parents' perceptions of homework.

Participants:

Kerry Clery	Asst Supt (District)
Sharon Kennelly	Principal (JAC)
Christine Eddy	Teacher (JAC)
Nicole Keefe	Teacher (Day)

Siobhan Wiatr	Teacher (BMS)
Pooja Kapoor	Parent (Nab, SB)
Owen McGee	Student (WA)
Rick McElhinney	Asst Principal (SB)

- 3) *Teacher Perceptions Subcommittee*: This committee collected and analyzed information regarding our teachers' perceptions of homework.

Participants:

Susan Dubois	Principal (Nab)
Scott Middlemiss	Asst Principal (Nab, Abbot)
Maria Brahim	Teacher (Rob)
Sharon Charbonnier	World Lang Curr. Coord.
Sheila Grimm	Teacher (Rob)
Paula McNiff	Teacher (BMS)
Tracey Mills	Teacher (SB)
Kim Hart	Teacher (WA)
Sharon May	Parent (Rob)
Jack Flaherty	Parent (JAC)

Subcommittee 1 - Homework Research

Introduction

The topic of homework in education and its impact on student achievement has been debated for many years and often times leaves policymakers challenged to develop guidelines appropriate for their student population. Though research has been conducted to measure and determine the effectiveness of homework on student performance you can almost always find educators, parents, and even students on both sides of the issue. In August 2016, USA Today reported that Brandy Young, a 2nd grade teacher from Texas, announced that she would not assign homework during the 2016-2017 school year. Young went on to say that her decision was based on research she had conducted over the summer. The news of Young's decision quickly went viral on social media and was even picked up by many news outlets (May 2016). While Young's decision was supported by many, it reignited the conversation regarding the pros and cons of homework.

In the Westford Public Schools, the topic of homework has also been discussed for many years. Preliminary results from the Challenge Success surveys that were administered to students in grades 6-12 in the fall of 2016 suggested that homework practices in Westford should be discussed further. Among the concerns identified from the Challenge Success surveys, as well as formal and informal conversations/meetings, are the amount of homework assigned, consistency of assignments across grade levels, schools, and teachers, and the impact homework has on the emotional well-being of children (i.e. stress, anxiety, etc.).

Themes From Published Research

The research subcommittee was charged with reviewing and summarizing research on the effectiveness of homework. After reviewing research the committee was able to identify commonalities throughout the research:

Metrics used for Effectiveness

The effectiveness of homework was measured by student performance on standardized tests, course grades, and habits of mind.

Standardized tests and course grades were the two most common means to measure the effectiveness homework had on student performance (Hanover 2014). Several of the studies that were conducted noted positive correlations in students' performance relative to standardized tests, specifically in the area of mathematics (Eren, Henderson 2008). Course grades were also used to determine the effectiveness of homework on student achievement. When using course grades to measure effectiveness researchers cautioned using this as a means to draw conclusions due to inconsistencies with how teachers calculate grades.

Research on the effectiveness of homework for students in early elementary and upper elementary grades was limited and was often measured by its positive impact on habits of mind. For the purpose of this summary, habits of mind is defined as readiness skills including but not limited to the development of routines, structures, organizational systems, and sustained attention to assist students in being able to successfully complete homework in the later years.

Factors that Impact the Effectiveness of Homework

There are several factors that have been identified through research that contribute to the overall effectiveness of homework. These factors can be broken into three subcategories including procedures, implementation, and oversight.

Documented Practices/Procedures

School districts and schools that have established practices/procedures relative to homework practices often find students responding more positively than those that do not. The procedures

have included the purpose of homework, identification of the types of homework assignments that are appropriate, and the amount of time students at each grade level or grade span should spend completing homework. Coordination between and among teachers, especially at the middle and high school levels, yields more positive results as it ensures the amount of homework being assigned to one student falls within the agreed upon timeframe. Research suggests that no more than ninety minutes at the middle school level and no more than two hours at the high school level should be spent on nightly homework. Furthermore, since there is no consistent research directly linking time spent on homework and student achievement at the elementary level, it has been recommended by the National Teacher Association and the National Education Association (1996) that elementary homework be assigned based on the “10-minute rule”. This rule suggests that homework should take ten minutes per the student’s current grade-level. For example, a third grade student should spend no more than 30 minutes per night on homework, a fourth grader should spend no more than 40 minutes, etc. (Pope, Brown, Miles 2015).

Delivery & Feedback

Much of the research concluded that the way in which homework practices are implemented impact the effectiveness and possible performance of students. For example, when the purpose of homework is not clear to students and they do not see the relevance of the work, the overall effectiveness is impacted. Students need a clear explanation of how the completion of a homework assignment is relevant to them. Furthermore, research showed timely feedback on the completion of a homework assignment helps enhance students’ understanding of the material. Likewise, the impact of homework on performance was considered a factor only if there was accountability and/or consequences associated with the completion of it (Hanover 2014).

Parent/Guardian Oversight

Parent/guardian involvement and oversight during the completion of homework also impacts the effectiveness homework has on student achievement (Novak, 2015). When parents are involved, students are likely to be more successful. This can be the result of parent supervision of time on task whereby distractions are limited, as well as parents’ support of homework as an important component of learning (Madjar, Shklar, and Moshe, 2015).

Limitations of the Research

It is important to note that the majority of research that was reviewed and has been conducted is based on students in grades seven through grade twelve. For this subgroup it was common to measure the effectiveness of homework using standardized tests and course grades. Another limitation is that standardized tests appeared to be the most common means for determining the effectiveness of homework. Though standardized tests are one way to measure student achievement (and in this case determine the effectiveness of homework), using only standardized tests is contrary to Westford Public

School's belief in that success and achievement should be measured using a variety of metrics. Course grades, on the other hand, are subjective and the information used to calculate student grades could be inconsistent from one teacher to the next.

Research regarding students in the early elementary and upper elementary grades was limited and the effectiveness of homework was often measured relative to the development of habits of mind. Measuring habits of mind can be very subjective and is difficult to quantify.

Lastly, it is difficult to show a direct correlation when measuring a variable such as homework. Students' success rates in school are impacted by a variety of factors and it is difficult to truly identify if any performance is a direct result of a homework practice.

Summary

The research reviewed by this subcommittee focused on the effectiveness of homework. The published research on the topic is conflicting, with some supporting homework and others indicating homework is not effective. The literature supports the notion that homework *could* only be effective if it is meaningful and purposeful. When children do not understand or believe there is valuable relevance, homework is then perceived as tedious and the potential benefit of completing it is lost. As a result, the subcommittee identified factors that were consistent in the research that did yield more positive outcomes for students. The research supports that consistent implementation of the following practices will likely support the effectiveness of homework.

1. Identify a clear purpose for homework
2. Set time parameters for homework
3. Explicitly identify relevance for students
4. Provide timely feedback
5. Establish and communicate accountability measures
6. Involve all stakeholders - child, school and parents

Subcommittee 2 - Student & Parent Perceptions

Introduction

The purpose of this subcommittee was to collect and analyze information regarding Westford Public Schools' student and parent perceptions on homework. The group utilized the Challenge Success survey results to understand our students' feelings on homework. This research-based survey was administered to students in grades 6-12 in the fall of 2016 to gain insight on the students' perceptions of various components of their day. For the sake of this committee's work, we focused only on the homework section of the data. In total, 2,377 out of 2986 (approx. 80%) students completed the survey. The full

Challenge Success report for each middle school and high school can be found on their respective websites.

This subcommittee also surveyed Westford parents during April and May 2017 to gather their feedback and opinions on the homework being assigned to their children. The parent survey was administered using the Google forms and in total, 1,652 parents completed the survey. The survey sample of parents is representative of all the Westford schools and grades, as the responses were evenly distributed throughout the grade-levels.

Student Survey Results

Student Perception - Average time spend on homework

Students were asked how much time they spend on school-assigned homework per night. The responses are as follows:

	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12
Weekday	1.35	1.63	2.07	2.54	2.57	3.24	2.76
Weekend	.72	.80	1.25	2.17	2.50	3.07	2.92

This student data shows that six out of the seven grade-levels exceed the recommended maximum amount of time spent on homework, per the research. It is important to note that only 23.5% of middle school students and 14% of high school students are “just doing homework” during homework time and are removed from other distractions (e.g. social media, television, texting, eating). As a result, the times reported by students may or may not account for external distractions from the remaining students who indicated there was some form of interference while doing their homework.

Student Perception - Feelings about homework that is assigned

Students were asked how they felt about the amount of homework they have each night. Forty-eight percent (48%) of middle school students and fifty-eight percent (58%) of high school reported that they have “too much” homework. On average, 11th graders reported significantly more of an overall homework load than students in all other grades.

Students were asked what approximate percentage of their homework during a typical week do they feel is meaningful. There were sixty-one point five percent (61.5%) of middle school students reported they felt approximately three-quarters or all of their homework is meaningful. Forty-five percent (45%) of high school students reported approximately three-quarters or all of their homework is meaningful. The remaining students perceive zero percent up to half of the homework is meaningful.

Parent Survey Results

Parent Perception - Effectiveness in meeting purpose of homework

Based on existing research and school mission, five main purposes of homework were identified as:

1. To supplement and reinforce the skills and knowledge learned at school.
2. To provide opportunities to use skills and knowledge in creative/authentic ways.
3. To promote independent study and research skills.
4. To help develop individual responsibilities by teaching students to budget time and organize materials.
5. To bridge communication between home and school.

Parents were asked to select, on a 3-point scale, how effective they think the school homework is in meeting the above mentioned. As per the responses, the main takeaways are:

- School homework is most effective at supplementing and reinforcing the skills and knowledge learned at school. Ninety-seven percent (97%) of parents think this goal is being met completely or somewhat. Only three percent (3%) reported that this goal is not being met at all.
- School homework is least effective at bridging communication between school and home. Overall 30% parents think this purpose of homework is not being met at all. However, this should be understood in the context that as students get into higher grades and culture of independence is fostered, parents are lesser and lesser informed about the day to day homework projects.
- Highest concern among parents is related to ‘providing opportunities to use skills and knowledge in creative/authentic ways’. This purpose has only twenty-five percent (25%) of parents indicating ‘completely effective’ and 21% indicating ‘not at all effective’.

Overall Response	Completely	Somewhat	Not At All
To supplement and reinforce...	46%	51%	3%
To provide opportunities.....in creative/authentic ways.	25%	54%	21%
To promote independent study	36%	49%	15%
To help develop individual responsibilities.....	44%	44%	12%
To bridge communication....	26%	44%	30%

Parent Perception - Quantity of Homework

Parents were asked to rate the quantity of homework on a 5-point scale that ranges from 1 (“too much homework”) to 5 (“too little homework”). For this analysis, the first two scales and last two scales have been merged to analyze the parent’s response as 3-point scale: too much homework, just right and too little homework. The Main takeaways are:

- There is a clear trend between grade-level and amount of homework. The higher the grade, the higher the percent of parents indicating there is ‘too much homework’.
- Grade K-5 is consistent with thirty-six percent (36%) of parents saying there is too much homework and sixty-three percent (63%) indicating that homework is just right or not enough. While fifty-four percent (54%) of parent think there is too much homework at 6-8 grade level, this percentage jumps to sixty-four percent (64%) for grades 9-12.

Parent Feedback on QUANTITY of Homework			
Grade		# of parents	Percent
K-2	1 - Too much homework	137	37%
	3 - Just right	173	46%
	5 - Not enough homework	65	17%
3-5	1 - Too much homework	163	36%
	3 - Just right	207	46%
	5 - Not enough homework	77	17%
6-8	1 - Too much homework	246	54%
	3 - Just right	146	32%
	5 - Not enough homework	61	13%
9-12	1 - Too much homework	242	64%
	3 - Just right	105	28%
	5 - Not enough homework	30	8%
Overall	1 - Too much homework	788	48%
	3 - Just right	631	38%

	5 - Not enough homework	233	14%
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Parent Perception - Quality of Homework

Parents were asked to rate the quality of homework on a 5-point scale that ranges from 1 (“consistently poor”) to 5 (“consistently high”). For analysis, the first two scales and last two scales have been merged to analyze the parent’s response into a 3-point scale: poor quality, just right and good quality. Main takeaways are:

- Parent perception of homework quality is almost consistent across all grades. In K-2, fifty percent (50%) of parents think homework is high quality and in remaining grades forty-five (45%) percent feel this is true.
- In spite of the responses that quantity is increasing with grades, parents reporting ‘poor quality’ declines from fourteen percent (14%) in K-8 to twelve percent (12%) in grades 9-12.

Parent Feedback on QUALITY of Homework			
Grade		# of parents	Percent
K-2	1- Poor	51	14%
	3	136	36%
	5- High	188	50%
3-5	1- Poor	59	13%
	3	185	41%
	5- High	203	45%
6-8	1- Poor	63	14%
	3	184	41%
	5- High	206	45%
9-12	1- Poor	44	12%
	3	169	45%
	5- High	164	44%
Overall	1- Poor	217	13%
	3	674	41%
	5- High	761	46%

Parents Perception - Quantity vis-a-vis Quality of Homework

Analysis of parent responses regarding quality vs. quantity indicated in the table below show that the ‘too much homework quantity’ and ‘poor homework quality’ issues are interrelated. Of all the parents responding that homework is of ‘poor quality’, seventy-two percent (72%) indicated there is too much homework. In comparison, of all the parents who perceive the homework to be of ‘high quality’, only thirty-three percent (33%) responded that homework is too much.

		Quality of HW			
		Poor Quality	Just Right	High Quality	Total
Quantity of HW	Too Much	155 72%	384 57%	249 33%	788 48%
	Just Right	27 12%	189 28%	415 54%	631 38%
	Not Enough	35 16%	101 15%	97 13%	233 14%
	Total	217 100%	674 100%	761 100%	1652 100%

Parent Perception - Overall Satisfaction with Homework

Overall, forty-two percent (42%) parents are satisfied with WPS homework and twenty-one (21%) are dissatisfied. Thirty-seven percent (37%) of parents have no strong opinion either ways. Dissatisfaction levels are consistent across the grade level.

Overall Satisfaction with WPS Homework			
Grade		# of parents	Percent
K-2	1- Dissatisfied	79	21%
	3	124	33%
	5- Satisfied	172	46%
3-5	1- Dissatisfied	88	20%

	3	171	38%
	5- Satisfied	188	42%
6-8	1- Dissatisfied	96	21%
	3	172	38%
	5- Satisfied	185	41%
9-12	1- Dissatisfied	80	21%
	3	147	39%
	5- Satisfied	150	40%
Overall	1- Dissatisfied	343	21%
	3	614	37%
	5- Satisfied	695	42%

Parent Perception - Open-ended Feedback

In the survey, we asked parents to share any final thoughts regarding homework. The feedback indicates different needs of different families. A few feel overwhelmed with too much homework while a few think homework levels are appropriate with a remaining few are seeking for more challenging homework. A few themes that have emerged consistently from all grade level parent feedbacks:

- Concern about quantity (“too much” being the concern reported most frequently).
- Lack of consistency of workload across teachers, subjects, days of the week.
- Looking for better quality homework that reduces busy work and improves critical thinking.
- In higher grades, need for a better online system for parents to see what homework/test assigned and for kids to submit the work.

Subcommittee 3 - Staff Perceptions

Introduction

The purpose of this survey was to collect and analyze information regarding Westford Public Schools’ teachers’ perceptions of homework. We collected information to better understand why K-12 teachers assign homework, how they use it, and their perspectives on current and future homework practices in the Westford Public Schools. All subcommittee members collaborated to design the surveys, which

were administered through Google Forms. Surveys were divided according to elementary school, middle school, and high school. Each survey was comprised of multiple choice, short answer, and open response questions.

Summary of Findings

Grades K-5 Summary

Ninety-four out of 121 (approx. 78%) elementary teachers responded to the Homework Survey; 74 of the responders were classroom teachers (26 from grades K-2 and 48 from grades 3-5). There was an almost even split between K-5 teachers who think students have too much homework (50.5%) and those who think the amount of homework is just right (46.2%). However, when the data was broken down further, there is a clear difference between the K-2 staff and the gr. 3-5 staff. Seventy-two percent (72%) of K-2 teachers think there is too much homework and 32% of them feel pressured to assign homework.

Teachers were asked if they regularly provide students choices, differentiation or modifications for their homework. Fifty-seven percent (57%) reported that they do. Teachers were also asked their feelings on which content areas are appropriate for assigning homework. Most K-5 teachers think reading and math homework is necessary or appropriate at their grade level (86% for reading and 73% for math), with other subjects ranking lower (55% for Spelling, 29% for Writing and 15% for Science and Social Studies). Based on answers to open response questions, many K-5 teachers expressed a desire to see students have more time to socialize, play, and spend time with family. They also commented that reading practice/reading for pleasure and math fact fluency practice are most important at this level. Teachers commented that they would like to see more consistency in the application of homework guidelines.

Grades 6-8 Summary

Between Stony Brook Middle School and Blanchard Middle School, 77 out of 105 (approx. 73%) middle school teachers responded to the Homework Survey. When asked their impression on the quantity of homework students are required to do, only 26% feel that students have too much homework, and 50% of teachers feel that students have just the right amount of homework. When asked about potential future homework guidelines, 75% of middle school teachers are in favor of limiting assigned homework to Monday-Thursday (i.e. eliminating weekend homework). Of the middle school teachers, 97% reported they expect students to spend anywhere from 0-30 minutes on their particular homework each night. When asked, 75% of teachers reported being in favor of having a specific guideline for number of minutes spent on nightly homework for each class. Fifty-two percent (52%) of teachers are not in favor of the current homework guidelines in place.

Based on short answer and open response questions, a majority of teachers commented with concerns regarding covering required curriculum without giving students homework. Many teachers commented

on the flexibility at the middle school level to coordinate homework amounts with team teachers, which is a helpful practice. Teachers at the middle school level report being flexible and open to progressive ideas but appreciate teacher autonomy and discretion with homework practices.

Grades 9-12 Summary

At the high school level, 87 out of 125 (approx. 70%) high school teachers responded to the Homework Survey. When asked their impression on the quantity of homework students are required to do, 36% feel that students have too much homework, and 15% of teachers feel that students have just the right amount of homework; however, 47% of high school teachers acknowledged they do not have a good sense of how much homework students are getting from other classes. When asked about potential future homework guidelines, 50% of high school teachers are in favor of limiting assigned homework to Monday-Thursday (with comments expressing concern that this limitation might elevate the amount of homework on those nights). Of the high school teachers, 86% reported they expect students to spend anywhere from 0-30 minutes on their particular homework each night. When asked, 69% of teachers reported being in favor of having a specific guideline for number of minutes spent on nightly homework for each class.

Short answer and open response comments revealed concern about the discrepancy between the amount of homework Honors and CP1 classes are assigning; teachers, however, do want to preserve teacher discretion regarding homework. Many teachers commented in favor of not assigning homework over breaks and vacations, with the exception of AP teachers who have more to complete prior to the AP exams in May. Teacher comments also indicated interest in collaborating between or coordinating amongst departments to avoid having big assignments for different subjects due on the same day.

Conclusion/Recommendation

The Homework Committee began by collecting and analyzing the data in each of the four areas explored, 1) published research, 2) WPS students' perspective, 3) WPS parents' perspective, 4) WPS staff perspective. The committee then reviewed the data collectively to construct a context that is specific to Westford Public Schools in order to assess the needs of *this* school community. As a result of the analysis and discussions, the Homework Committee proposes that the School Committee review Homework Policy (P6112) to insure that it is most up-to-date with these findings. Additionally, we recommend to the Superintendent a revision to the current Homework Regulation (R6112). The following proposed Regulation (R6112) captures the information gathered and conclusions made by this group. If the School Committee chooses to revise the Homework Policy (P6112), adjustments can be made to this proposal if necessary. We believe the content in the proposed Regulation reflects best practices and addresses the needs of the collective body of stakeholders including students, staff, and parents in the Westford Public Schools.

Proposed Regulation (R6112)

Homework - Purpose for All

Homework consists of assignments or activities intended to:

- 1) Preview/Preparation for an upcoming class
- 2) Practice/Refinement/Reinforcement of skills and concepts learned in class
- 3) Integration of newly learned concepts and skills with what students already know

Beyond these provisions, the Westford Public Schools believe that truly effective homework includes the following considerations:

- It should be meaningful for students by having real world connections when applicable.
- It should contain problem-solving activities and assignments that challenge students to think critically.
- It may include project-oriented, long-term assignments to enable students to integrate their learning.
- It should be differentiated in accordance with needs, skill deficits, and strengths of students when necessary.
- It should incorporate student choice when appropriate.
- It should provide challenge and extensions to further expand opportunities for learning.

Homework - Expectations for All

We acknowledge that students work at different paces; therefore, the homework times listed in these regulations are intended to be used as a guide. These times are to identify a maximum number of minutes per night and do not reflect the amount of homework a teacher is “supposed to” assign to students. Homework assignments are assigned at the discretion of the teacher as long as it meets at least one purpose listed above and does not exceed the times listed below. As a result, teachers are welcome to assign less than the maximum amounts. Additionally, if a teacher sees that a student has mastery of a certain concept and, as a result, the student will not benefit from additional practice, it is appropriate to modify the quantity or expectations to avoid “busy work” assignments.

Homework - Time Expectations and Stakeholder Responsibilities

ELEMENTARY:

The maximum times below refer to assigned nightly homework and do not include reading for pleasure or practice. In addition to the assigned nightly homework, students are encouraged to read for approximately 20 (less at the younger grades) minutes each night for pleasure or practice. Home expectations for long-term projects that are assigned will be included in the nightly maximum.

Grade Time Expectations	Teacher Responsibilities	Student Responsibilities	Parent Responsibilities
<i>KINDERGARTEN</i>	There will be no regularly assigned nightly HW. Teachers will provide students/families with suggestions on activities that will reinforce concepts taught in the classroom.	Students are encouraged to practice reading or listen to someone read to them each night with an adult or older child.	Parents are encouraged to incorporate the school-suggested activities with their child, when appropriate. Parents are encouraged to read with their child on a nightly basis.
<i>GRADE 1</i> From 0 to 10 minutes per night	HW will be assigned with a greater emphasis on literacy and math. No HW will be assigned over weekends or school vacations/holiday breaks.	HW is a cooperative effort between the parent and child.	HW is a cooperative effort between the parent and child. Parents are encouraged to designate an appropriate HW area with limited distractions for their child.
<i>GRADE 2</i>			Parents should stop student if HW is

From 0 to 15 minutes per night			exceeding the maximum number of minutes. If your child's HW exceeds maximum minutes on a consistent basis, please communicate with the classroom teacher so adjustments can be made.
<p><i>GRADE 3</i></p> <p>From 0 to 20 minutes per night</p>	<p>HW will be assigned with a greater emphasis on literacy and math.</p> <p>No HW will be assigned over weekends or school vacations/holiday breaks.</p>	<p>HW is the student's primary responsibility.</p> <p>Students should complete HW on time and according to teacher guidelines.</p> <p>Students are responsible for obtaining from their teachers any missed assignments.</p>	<p>Parents are encouraged to designate an appropriate HW area with limited distractions for their child.</p> <p>Parents should ensure that the HW submitted to the teacher is a true reflection of the child's ability/understanding.</p> <p>Parents should assist child to ensure student's HW has been completed and is ready to be returned to school.</p> <p>Parents should stop student if HW is exceeding the maximum number of minutes. If your child's HW exceeds maximum minutes on a consistent basis, please communicate with the classroom teacher so adjustments can be made.</p>
<p><i>GRADE 4</i></p> <p>From 0 to 30 minutes per night</p>	<p>In addition to focusing on literacy and math, there may be HW in other subject areas as well.</p> <p>In addition, long-term projects will be assigned. Homework expectations for long-term projects are included in the nightly maximum as well.</p>	<p>HW is the student's primary responsibility.</p> <p>Students should complete HW on time and according to teacher guidelines.</p> <p>Students are responsible for obtaining from their teachers any missed assignments.</p>	<p>Parents are encouraged to assist child in making sure there is an appropriate HW area in the home.</p> <p>Parents should ensure that the HW submitted to the teacher is a true reflection of the <i>child's</i> ability and understanding.</p> <p>Parents should assist child to ensure student's HW has been completed and is ready to be returned to school.</p>
<p><i>GRADE 5</i></p> <p>From 0 to 40 minutes per night</p>	<p>No HW will be assigned over weekends or school vacations/holiday breaks.</p>		<p>Parents should stop student if HW is exceeding the maximum number of minutes. If your child's HW exceeds maximum minutes on a consistent basis, please communicate with the classroom teacher so adjustments can be made.</p>

MIDDLE SCHOOL:

The maximum times below refer to assigned nightly homework and do not include reading for pleasure or practice with a self-selected text, which is encouraged. Home expectations for long-term projects that are assigned will be included in the nightly maximum.

Grade Time Expectations	Teacher Responsibilities	Student Responsibilities	Parent Responsibilities
<p><i>GRADE 6</i></p> <p>From 0 to 60 minutes per night</p>	<p>Teacher teams should coordinate HW expectations to ensure students do not exceed the maximum time.</p>	<p>HW is the student's primary responsibility.</p> <p>Students should complete HW on time and according to teacher guidelines.</p>	<p>Parents are encouraged to assist their child in identifying an appropriate HW area, with limited distractions.</p>
	<p>Homework expectations for long-term projects are included in the nightly maximum as well.</p>	<p>If students struggle with HW (content and/or exceeding maximum time) on a</p>	<p>Homework is a responsibility that rightfully belongs to the child. Direct participation of parents should be minimal.</p>

<p><i>GRADES 7-8</i></p> <p>From 0 to 90 minutes per night</p>	<p>Feedback that is given to students regarding homework assignments should be delivered in a timely manner.</p> <p>To minimize the amount of homework being done on weekends, teachers will not assign homework on a Friday that is due on Monday of the subsequent week. However, students may work on long term assignments over the weekend.</p> <p>No HW will be assigned over vacations/holiday breaks.</p>	<p>consistent basis, the students should speak with the teacher for assistance.</p> <p>Students are responsible for obtaining from their teachers any missed assignments.</p>	<p>Parents should help students budget their time around after-school-activities and with the pacing of long-term projects.</p> <p>Parents should encourage student to stop if HW is consistently exceeding the maximum minutes and encourage the child to speak with the teacher for assistance with or adjustments to the homework.</p>
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HIGH SCHOOL:

The maximum times below refer to assigned nightly homework and do not include reading for pleasure or practice with a self-selected text, which is encouraged. Home expectations for long-term projects that are assigned will be included in the nightly maximum.

Grade Time Expectations	Teacher Responsibilities	Student Responsibilities	Parent Responsibilities
<p><i>GRADES 9-12</i></p> <p>From 0 to 30 minutes per course per night</p>	<p>Homework expectations for long-term projects are included in the nightly maximum as well.</p> <p>Feedback that is given to students regarding homework assignments should be delivered in a timely manner.</p> <p>No HW will be assigned over school vacations/holiday breaks.</p>	<p>HW is the student's primary responsibility.</p> <p>Students should manage their time to accommodate studying, long-term and short-term assignments, and extra-curricular activities.</p> <p>Students should complete HW on time and according to teacher guidelines.</p> <p>If students struggle with HW (content and/or exceeding maximum time) on a consistent basis, the students should speak with the teacher for assistance.</p> <p>Students are responsible for obtaining from their teachers any missed assignments.</p>	<p>Parents are encouraged to assist their child in identifying an appropriate HW area, with limited distractions.</p>
<p><i>AP Courses & Dual Enrollment</i></p> <p>4-5 hours per course per week</p>	<p>Homework expectations for long-term projects are <i>not</i> included in the nightly maximum.</p> <p>Feedback that is given to students regarding homework assignments should be delivered in a timely manner.</p>	<p>Students should manage their time to accommodate studying, long-term and short-term assignments, and extra-curricular activities.</p> <p>Students should complete HW on time and according to teacher guidelines.</p> <p>Students are responsible for obtaining from their teachers any missed assignments.</p>	

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