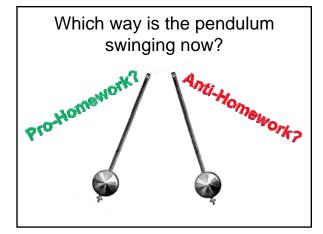
Let's Talk About Homework Family and Community Engagement Seminar March 2, 2012	
What is Homework? Defined by Harris Cooper as: "tasks assigned to students by school teachers that are meant to be carried out during non-school hours"	
A BRIEF HISTORY OF HOMEWORK	

	The Homework Debate
Late 1900s	Children in elementary (grades 1-4) rarely received homework. Grammar school students (grades 5-8) bylically receive 2-3 hours a night. If students continued into high school, learning was drill, memorization, and rectation, which required preparation at home.
1900 – 1913	Ladies' Home Journal takes up a crusade against homework. The child health and progressive education movements led to an attack on homework for elementary school and junior high students.
1899 – 1915	Various school districts around the country, including San Francisco, Sacramento and Los Angeles, pass anti-homework regulations.
1901	California legislature passes law abolishing homework in grades K-8, and limiting it in high school
1948	National survey shows that median amount of time spent on homework by high school students is 3-4 hours per week
1940's - 1960's	Educational debate shifts from abolishing homework to reforming homework and making it more creative and individualized
1949 – 1955	Progressive education movement comes under attack, charged with being anti-intellectual and insufficiently rigorous. Pro-homework movement forms.
1957	Launch of Sputhik gives pro-homework a boost, setting off concerns that American students aren't keeping up with Russian counterparts
1960's	Parents became concerned that children were not being assigned enough homework in the belief that homework was essential for academic excellence
1983	"A Nation At Risk" denounces "rising tide of mediocrity" in American schools. Three years later, the USDE publishes a pamphlet called "What Works" and concludes that homework does.
Early 1900's	Overwhelming consensus in favor of homework among both educators and general public. Many districts have policies requiring homework. Survey shows level of high school homework hasn't increased, but amount oliven to kids in elementary school has once un dramaflicativ.



Some questions to talk about?

- Why do teachers give homework?
- Do parents expect kids to have homework?
- What are the problems homework causes for:
 - Teachers?
 - Parents?
 - Students?
 - Schools?



Some Beliefs Behind the Culture of Homework

- The role of the school is to extend learning beyond the classroom.
- Intellectual activity is intrinsically more valuable than nonintellectual activity.
- · Homework teaches responsibility.
- Lots of homework is a sign of a rigorous curriculum.
- Good teachers give homework; good students do their homework.

Rethinking Homework. Best Practices That Support Diverse Needs, by Cathy Vatterott

What Does the Research Say?

Homework has generated enough research so that a study can be found to support almost any position, as long as conflicting studies are ignored. Both sides of the homework debate – pro-homework and anti-homework – can cite isolated studies to support their position.

(Cooper, 2007)

Suggested Effects of Homework			
Positive Effects	Negative Effects		
Immediate achievement and learning	Satiation		
Better retention of factual knowledge	Loss of interest in academic material		
Increased understanding	Physical and emotional fatigue		
Better critical thinking, concept formation, information	Denial of access to leisure time and community activities		
processing	Parental interference		
Curriculum enrichment	Pressure to complete and perform well		
Long-term academic	Confusion of instructional techniques		
Learning encouraged during leisure time	Cheating		
Improved attitude toward school	Copying from other students		
Better study habits and skills	Help beyond tutoring		
Nonacademic	Increased differences between high and low achievers		
Greater self-direction			
Greater self-discipline			
Better time organization			
More inquisitiveness			
More independent problem solving			
Greater parental appreciation of and involvement in schooling			
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General Findings of the Research on Homework

- The amount of time spent doing homework is positively correlated with achievement.
- Homework appears to be more effective for older students than younger students.
- As more variables are controlled for, the correlation between homework and achievement diminishes.

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General	Findings	of the
Research	h on Hom	nework

- At each grade level, there appears to be an optimum amount of homework.
 - Grades 6-9: even a small amount of reinforcement of classroom learning seems beneficial. Achievement continues to improve until assignments last between 1-2 hours a night. Homework longer than that is no longer associated with higher achievement.

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General Findings of the Research on Homework

- Grades 10-12: achievement appears to improve until students are doing 1 ½ - 2 ½ hours of homework a night.
- 10-minute rule
 - Endorsed by PTA and NEA
 - The maximum amount of nightly homework should not exceed 10 minutes per grade level per night, all subjects combined

Rethinking Homework. Best Practices That Su Diverse Needs, by Cathy Vatterott

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Classroom Instruction that Works -Research-Based Strategies for Increasing Student Achievement

- and differences
- · Summarizing and note taking
- Reinforcing effort and testing hypotheses
- Homework and Practice
- Nonlinguistic representations

- · Identifying similarities · Cooperative learning
 - · Setting objectives and providing feedback
 - · Generating and
 - providing recognition Cues, questions, and advance organizers

Four Generalizations to Guide Teachers in the Use of Homework

- The amount of homework assigned to students should be different from elementary to middle school to high school.
- Parent involvement in homework should be kept to a minimum.
- The purpose of homework should be identified and articulated.
- If homework is assigned, it should be commented on.

Classroom instruction that works: research-based strategies for increasing student achievement (Marzano, Plckering, Pollock)

Research Results for Graded Homework

Use of Homework	Percentile Gain
Homework with teachers' comments as feedback	30
Graded homework	28
Assigned homework but not graded or commented on	11

Classroom instruction that works: research-based strategies for increasing student achievement (Marzano, Plckering, Pollock)

Classroom Practice and Assigning Homework

- Establish and communicate a homework policy.
- Design homework assignments that clearly articulate the purpose and outcome.
- Vary the approaches to providing feedback.

Classroom instruction that works: research-based straincreasing student achievement (Marzano, Pickering

Thought as you leave . . .

The needs of individual learners must be the driving force behind all instructional decisions.



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