



To: Dr. Mike Riggle

From: Rosanne Williamson

Re: Strategic Planning Update - Homework

Date: October 19, 2016

Purpose:

The administration would like to obtain Board feedback regarding the DRAFT Homework Principles. These principles are grounded in research-based best practices when using the instructional strategy of homework. I would like to frame this discussion in the same manner structured for teacher feedback:

- Positives
- Questions
- Concerns

Background

Board Policy 7400: Homework was adopted in July 2016. This policy calls for the development of principles for effective homework practices that are based on current research and best practices.

Purpose

Teachers will use the principles to guide and promote effective, research-based homework practices. These principles are intended to address feedback identified during the 2015-2016 school year through the strategic planning survey and subsequent focus groups of students, parents and teachers.

Process

A DRAFT Homework Principles document was created based upon best practices in homework previously presented to the Board.

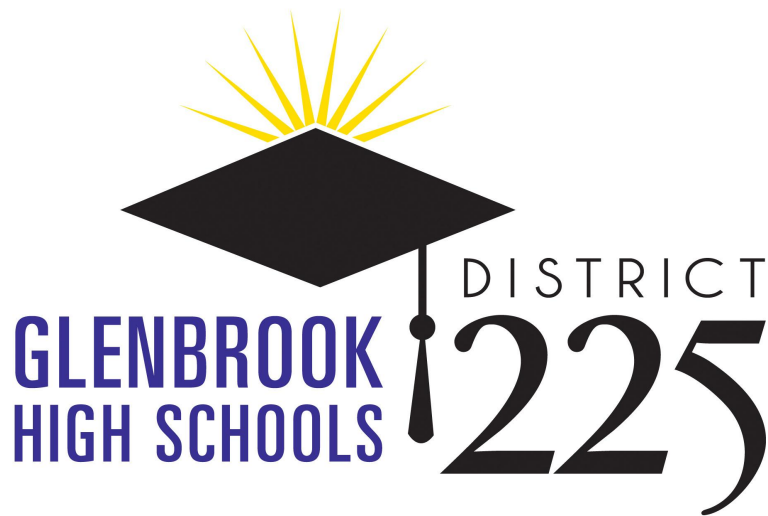
Feedback and suggestions to the DRAFT Homework Principles document were obtained from student groups at GBN and GBS as well as respective representative teacher groups, and Instructional Supervisors. Additional written feedback was garnered during faculty meetings at both schools held on Monday, October 17 using the framework described above. We are in the process of reviewing all feedback and have identified some components of the DRAFT that require further discussion such as “Homework-Free Zones” and anticipate some slight adjustments in light of this feedback.

Final Homework Surveys

The DRAFT Homework Principles served as the basis for the development of homework surveys for students and teachers. Both surveys were adjusted based upon Board feedback solicited through a recent informational memo. Many, but not all suggestions were incorporated. Any future adjustments in Homework Principles will not have an impact on information gathered through surveys.

Timeline

- Week of October 17 – Trial student survey administered & feedback obtained
- October 19-November 4 – Teacher survey open
- Week of October 24 – Adjustments to student surveys based on student feedback
- By October 28 – Identify themes from feedback for potential Homework Principle revisions
- October 31-November 4 – Student surveys administered in all English classes
- November
 - Analyze survey results
 - Obtain additional input regarding Homework Free Zones
 - Develop Homework Tips for Students & Parents
- November 14 Board Meeting – Share Final Draft of Homework Principles
- November/December – Share survey results & any needed follow-up to principles
- Second Semester
 - Professional Development – comparative results of surveys will support department-based work regarding homework practices
 - Awareness/Communication Plan (Teachers, Students, Parents)
 - Homework Principles
 - Homework Tips for Students & Parents
- Next school year – Baseline data will be a source of comparison for surveys next school year



STRATEGIC PLANNING

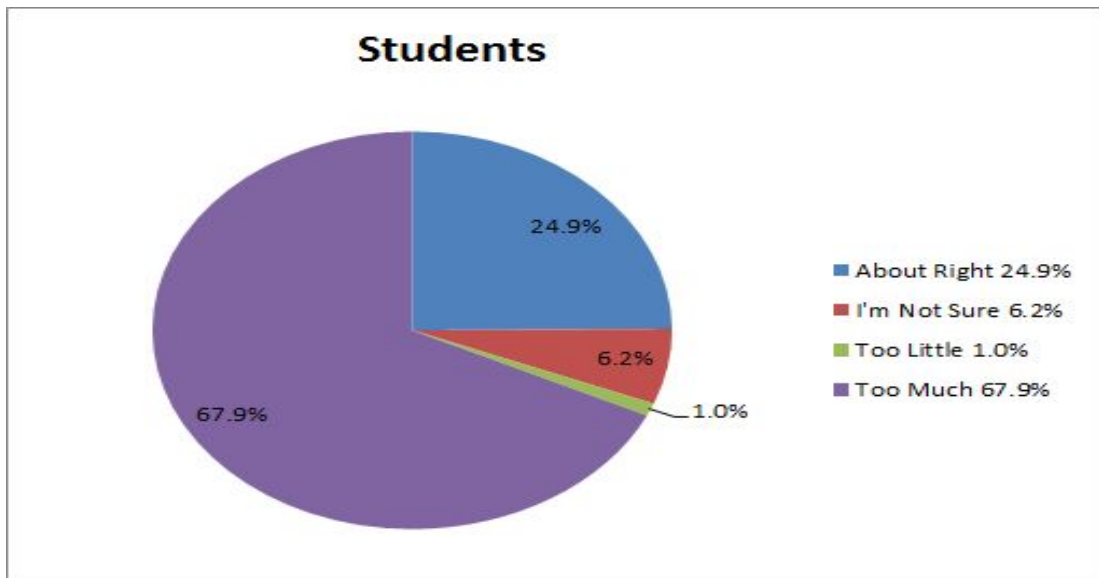
Meaningful Student Work

- Identify practices, procedures, policies and structures that promote or hinder meaningful student work
- Homework Principles/Best Practices

CURRICULUM THEMES

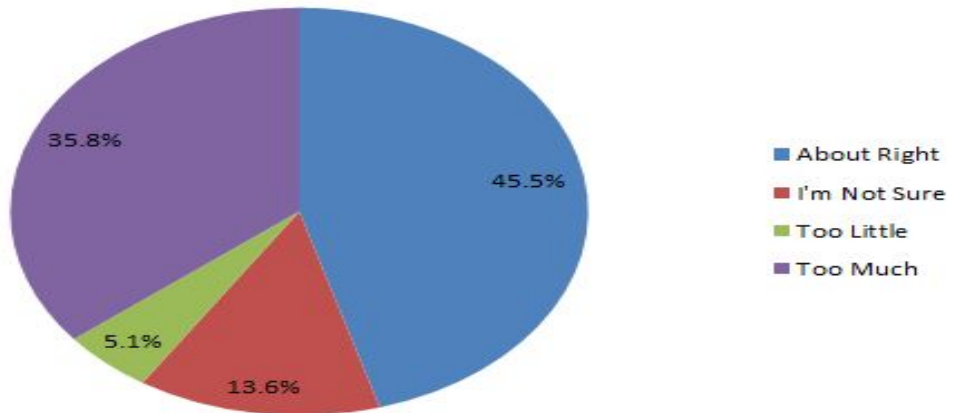
- 2014-2015 Foundational Homework Study
 - Review of current homework research
 - Examine surrounding districts' policies
- 2015-2016
 - Survey parents, students, staff
 - Conduct focus groups

STRATEGIC PLANNING: HOMEWORK



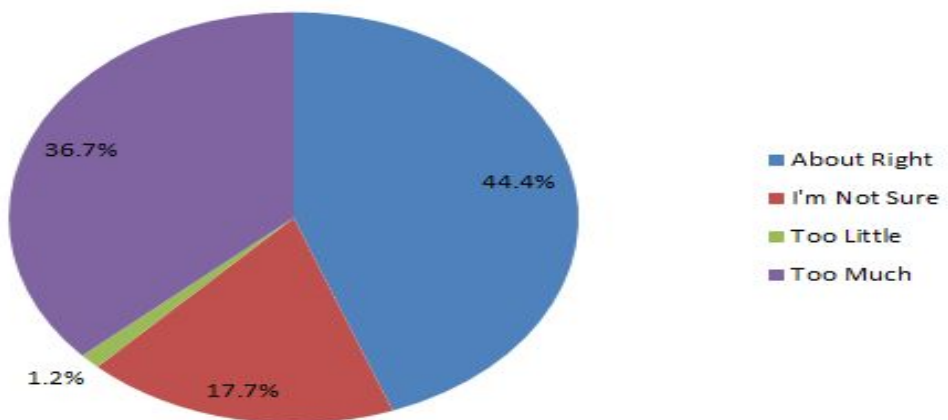
Homework QUANTITY

Parents

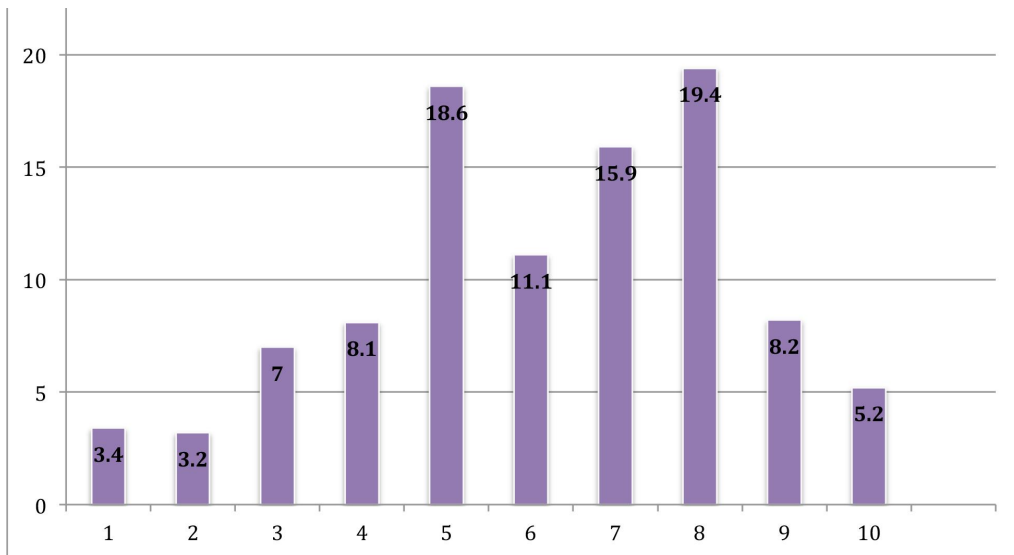


Homework quantity

Staff



Homework quantity



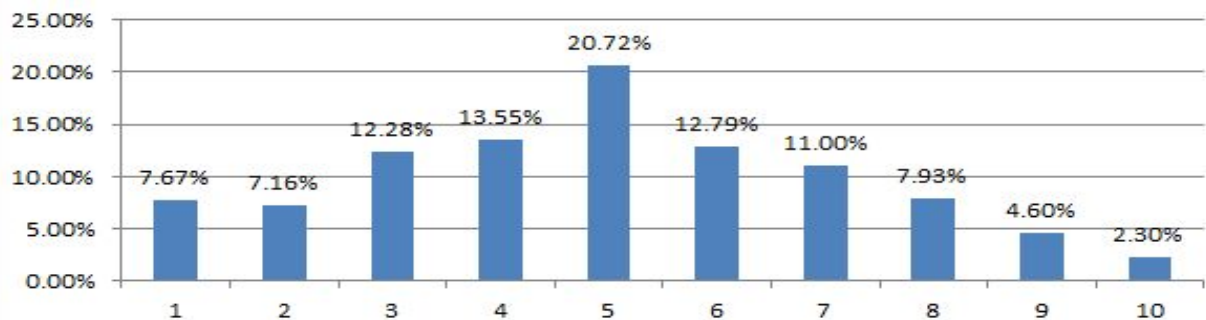
Homework Quality

(scale: 1-10, 10 equals extremely satisfied.)

For demographic purposes, please describe your relations... ↕

Count of Please rate your level of satisfaction with the current quality of ho...

Student



Please rate your level of satisfaction with the current quality of ho... ▼

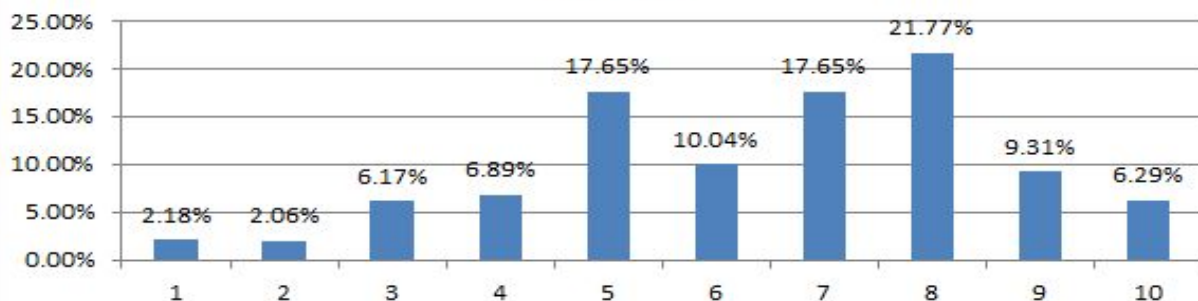
Homework Quality

(scale: 1-10, 10 equals extremely satisfied.)

For demographic purposes, please describe your relations... ↕

Count of Please rate your level of satisfaction with the current quality of ho...

Parent



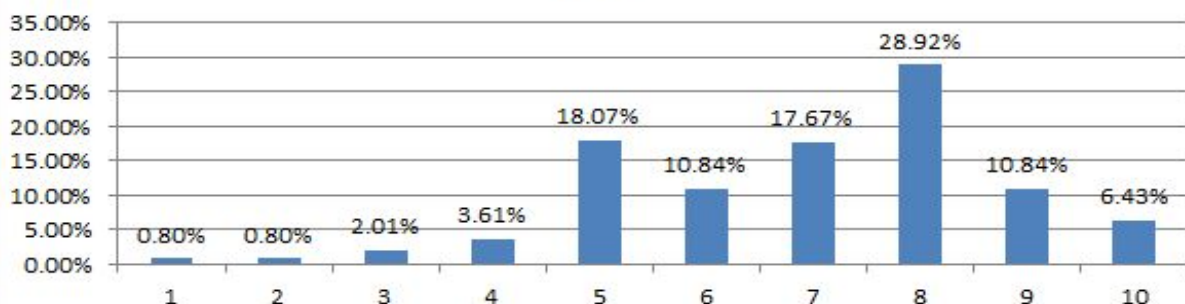
Please rate your level of satisfaction with the current quality of ho... ▼

Homework Quality
(scale: 1-10, 10 equals extremely satisfied.)

For demographic purposes, please describe your relations... ↕

Count of Please rate your level of satisfaction with the current quality of ho...

Staff



Please rate your level of satisfaction with the current quality of ho... ▼

Homework Quality
(scale: 1-10, 10 equals extremely satisfied.)

2015-2016

- Additional Focus Group Feedback
 - Students
 - Staff
- Data analysis/prioritization
- Board Policy 7400 Homework
 - Calls for development of Homework Principles

STRATEGIC PLANNING HOMEWORK

2016-2017

- Homework Principles
 - Initial Feedback - teachers, students, I.S.'s
 - Teacher & Student Surveys
 - Professional Development
- Awareness/Communication Plan
 - Homework Principles
 - Homework Tips for Students & Parents

STRATEGIC PLANNING: HOMEWORK

Temperature Check



What are the
Positives?



What are your
Questions?



What are
your
Concerns?

DRAFT - HOMEWORK PRINCIPLES

Characteristics of Meaningful Homework

Homework as a Research-Based Instructional Strategy:

Glenbrook teachers focus on effectively engaging students by creatively applying their knowledge and skills gained through formal teacher preparation programs and ongoing professional development. Assigning homework is a research-based instructional strategy used by our teachers that has been shown to support student learning, especially in Grades 7-12.

Purpose of Homework Principles:

Teachers will use these principles to guide and promote effective, research-based homework practices. Parents and students may reference these principles to assist them in understanding teachers' approach to designing meaningful homework.

This is a living document that will evolve and change as technologies, curriculum, instructional strategies, and assessments are developed.

Clear Communication of Homework Expectations:

- Provide a clear description of how homework is used to determine overall grade
- Provide students and parents with access to information regarding homework through a variety of means (such as announcement during class, posted online, written on syllabus)
- Announce completion dates well in advance of due date
- Provide a clear description of how the homework is graded
- Communicate an estimated time for homework completion
- Homework should not be due on the same day as a large assessment or project in the same class
- Respect Homework-Free Zones established by the district (specific windows to be determined)

Research-Based Design of Quality Homework:

- Clear Academic Purpose
 - Purpose of homework may include checking for understanding, introducing, reinforcing, and/or applying concepts, principles, and skills
 - Homework is aligned to course curriculum
- Instill Student Competence and Confidence in learning
 - Provide clear explanation of homework
 - Provide clear expectations for how homework will be assessed
 - Provide intermittent feedback on long-term tasks and projects
 - Consider the length and frequency of homework
- Foster Student Ownership
 - Provide opportunity for students' personal expression
 - Provide students with options for how to complete homework in a way that aligns with individual learning styles

- Efficiency
 - Assign homework that emphasizes academic skills focused on course learning outcomes while minimizing time spent on nonacademic skills
 - Consider an estimated time for homework completion by the student
 - Consider totality of student workload in other courses and other commitments
- Feedback
 - Design homework that enables teachers to obtain feedback regarding student understanding for the purpose of adjusting instruction
 - Provide timely feedback that gives students an opportunity to identify strengths and address weaknesses in preparation for assessments
 - Encourage students to communicate when they struggle with homework or when they are spending far greater time on homework than the teacher expects
 - Collect feedback from students on actual homework completion time
- Consistency
 - Strive for consistency in quality and quantity of homework among teachers offering the same course and/or levels

Faculty Homework Survey

Homework is an important part of the District's instructional program with the primary goal of increasing student learning. Homework is intended to further a student's classroom experience and support learning (Board Policy 7400).

The following survey is intended to gain information on the quantity and quality of homework you provide students.

* Required

Demographics

1. Which is your primary school? *

Mark only one oval.

- Glenbrook North High School
 Glenbrook South High School

2. Which is your primary teaching department? *

Mark only one oval.

- Career and Life Skills/Career and Technical Ed
 English
 Fine Arts
 Mathematics
 PE/Health/Driver ED
 Science
 Social Studies
 Special Education
 World Languages

Quantity of Homework

3. Overall, how many hours of homework do you typically assign per class block for the following academic levels?

Mark only one oval per row.

	None	less than 30 minutes	30-60 minutes	More than 60 minutes	I don't teach this level
Regular	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regular Team/Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advanced Placement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Overall, how many hours of homework do you think students typically have per night?

Mark only one oval.

- less than 1 hour
- 1 to 1.5 hours
- 1.5 to 2 hours
- 2 hours to 2.5 hours
- 2.5 to 3 hours
- 3 hours to 3.5
- 3.5 hours to 4 hours
- More than 4 hours

Quality of Homework

Your feedback is very important to us. Please read the descriptions for each question to more clearly understand each one.

5. How often does your homework have a clear academic purpose? *

DESCRIPTION: Clear Academic Purpose means homework has a clear purpose that may include checking for understanding, introducing, reinforcing, and/or applying concepts, principles, and skills | SCALE: 1 = Never 2= Rarely 3= Often 4= Always

Mark only one oval.

	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

6. How often is your homework aligned to the course curriculum? *

SCALE: 1 = Never 2= Rarely 3= Often 4= Always

Mark only one oval.

	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

7. How often does your homework instill confidence in the students' ability to be successful with their learning? *

DESCRIPTION: The homework helps students gain and/or grow positive towards their ability to be successful in learning | SCALE: 1 = Never 2= Rarely 3= Often 4= Always

Mark only one oval.

	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

8. How frequently do you...

Mark only one oval per row.

	Never	Rarely	Often	Always
Provide clear explanation of homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain how the homework will be graded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide regular feedback during long-term tasks and projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. How often does your homework foster ownership with student learning? *

DESCRIPTION: homework provides opportunity for personal expression and/or provides options for how to complete homework in a way that aligns with different learning style | SCALE: 1 = Never 2= Rarely 3= Often 4= Always

Mark only one oval.

	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

10. How frequently do you...

Mark only one oval per row.

	Never	Rarely	Often	Always
Provide opportunities for personal expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide options for how to complete homework in a way that aligns with different learning styles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. How often does the homework you assign include work that is not related to the learning (busywork)? *

SCALE: 1 = Never 2= Rarely 3= Often 4= Always

Mark only one oval.

	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

12. How frequently do you...

Mark only one oval per row.

	Never	Rarely	Often	Always
Consider an estimated amount of time for homework completion by the student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consider totality of student workload in other courses and other commitments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide a rationale for the assigned homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. How frequently do you...

Mark only one oval per row.

	Never	Rarely	Often	Always
Provide timely feedback that gives students an opportunity to identify strengths and address weaknesses in their understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage students to communicate when they struggle with homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage students to communicate when they are spending greater time on homework than you expect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collect feedback from students on actual homework completion time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide written or verbal feedback on your homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assign a grade on the homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Communication of Homework

14. How often do you provide a clear description of how homework is used to determine the overall grade? *

SCALE: 1 = Never 2= Rarely 3= Often 4= Always

Mark only one oval.

	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

15. How often do you communicate an estimated amount of time for homework completion? *

SCALE: 1 = Never 2= Rarely 3= Often 4= Always

Mark only one oval.

	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

16. How often do you provide a clear explanation for how the assignment will be graded? *

SCALE: 1 = Never 2= Rarely 3= Often 4= Always

Mark only one oval.

	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

17. How often do you provide access to information regarding homework through the following means:

Mark only one oval per row.

	Never	Rarely	Often	Always
digital classroom space like Google Classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
classroom syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
announcement in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. What is your primary digital classroom space that you are using with your classes?

Mark only one oval.

- Google Classroom
- E-textbook Online Platform
- Personally Developed Website
- Other Learning Management System (e.g. Schoology, Canvas, etc)
- Other:

19. How often do students self-advocate (speak to you about their concerns/needs) regarding homework conflicts such as the timing of it, the stress of it, the quantity of it, or the quality of it *

SCALE: 1 = Never 2= Rarely 3= Often 4= Always

Mark only one oval.

	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

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Student Homework Survey

Homework is an important part of the District's instructional program with the primary goal of increasing student learning. Homework is intended to further a student's classroom experience and support learning (Board Policy 7400).

The following survey is intended to gain information on the quantity and quality of homework you receive as a student. Please complete this survey based upon your current grade-level experience.

* Required

Demographics

1. Which is your primary school of attendance? *

Mark only one oval.

- Glenbrook North High School
 Glenbrook South High School

2. What is your current grade level? *

Mark only one oval.

- 9th Grade
 10th Grade
 11th Grade
 12th Grade

3. What is your current academic level? *

Mark only one oval.

- Regular with no Honors courses
 Regular Team/Studies with no Honors courses
 Combination of Regular and Honors (at least one honors or AP course)
 Honors with 2 or more AP Courses

Quantity of Homework

4. Overall, how many hours of homework do you typically have per night?

Mark only one oval.

- less than 1 hour
- 1 to 1.5 hours
- 1.5 to 2 hours
- 2 to 2.5 hours
- 2.5 to 3 hours
- 3 to 3.5 hours
- 3.5 to 4 hours
- More than 4 hours

5. How many hours of homework do you typically have per night for the following subjects? *

Mark only one oval per row.

	None	less than 30 minutes	30-60 minutes	More than 60 minutes	I Don't Have a Class in this Subject-Area
Career and Life Skills/Career and Technical Ed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fine Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PE/Health/Driver ED	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
World Languages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. How often do you use your SRT time to work on homework? *

Mark only one oval.

- Never
- Rarely
- Often
- Always
- I have no SRT

7. While working on homework, which of the following are you likely to be doing: *

please mark all that apply

Check all that apply.

- Texting
- Using Social Media
- Streaming Video (e.g. Netflix, Hulu)
- Listening to Music
- Surfing the Internet
- I do none of these during homework
- Other:

Quality of Homework

Your feedback is very important to us. Please read the descriptions for each question to more clearly understand each one.

8. How often does your homework have a clear academic purpose? *

DESCRIPTION: Clear Academic Purpose means homework has a clear purpose that may include checking for understanding, introducing, reinforcing, or applying concepts, principles, and skills |

SCALE: 1 = Never 2= Rarely 3= Often 4= Always

Mark only one oval.

1	2	3	4		
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

9. How often is your homework related to what you are studying in class? *

SCALE: 1 = Never 2= Rarely 3= Often 4= Always

Mark only one oval.

1	2	3	4		
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

10. How often does your homework help you to be successful in learning? *

DESCRIPTION: The homework provides a) clear explanation of what is expected b) clear expectations for how it will be assessed c) opportunity for intermittent feedback on long-term tasks and projects | SCALE: 1 = Never 2= Rarely 3= Often 4= Always

Mark only one oval.

1	2	3	4		
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

11. How often do your teachers...

Mark only one oval per row.

	Never	Rarely	Often	Always
Provide a clear explanation of the homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain how the homework will be graded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide regular feedback during long-term tasks and projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. How often do you feel a sense of ownership with your homework? *

DESCRIPTION: Homework provides opportunity for personal expression or provides options for how to complete homework in a way that aligns with your learning style | SCALE: 1 = Never 2= Rarely 3= Often 4= Always

Mark only one oval.

1	2	3	4		
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

13. How often do your teachers

Mark only one oval per row.

	Never	Rarely	Often	Always
Provide opportunities for personal expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide options for how to complete homework that matches with how you best learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. How often does your homework include work that is not related to the learning (busywork)? *

SCALE: 1 = Never 2= Rarely 3= Often 4= Always

Mark only one oval.

	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

15. How often do your teachers...

Mark only one oval per row.

	Never	Rarely	Often	Always
Give an estimated time for your homework completion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ask about your workload in other courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give a rationale for the assigned homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. How often do your teachers...

Mark only one oval per row.

	Never	Rarely	Often	Always
Provide feedback that allows you to check your understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage you to let them know when you struggle with homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collect feedback from you on actual homework completion time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage you to let them know when you are spending far greater time on homework than the teacher expects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide written or verbal feedback on your homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assign a grade on your homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Communication of Homework

17. How often do your teachers explain how homework is used to determine the **OVERALL CLASS GRADE?** *

SCALE: 1 = Never 2= Rarely 3= Often 4= Always

Mark only one oval.

	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

18. How often do you have access to homework through the following means:

Mark only one oval per row.

	Never	Rarely	Often	Always
digital classroom space like Google Classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
classroom syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
announcement in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. How likely are you to self-advocate (speak to the teacher about your concerns/needs) regarding homework conflicts such as the timing of it, the stress of it, the quantity of it, or the quality of it *

SCALE: 1 – Extremely unlikely• 2 – unlikely• 3 – likely• 4 – Extremely likely

Mark only one oval.

	1	2	3	4	
Extremely Unlikely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Likely

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