

Homework and Learning Beyond School Hours

1. Quick process review
2. What we know from research and experience
3. Areas of General Agreement (take-aways)
4. Emerging themes from parents/staff
5. Discussion

What's Critical for Students?

What We Know from Research & Experience

- Daily reading
- Organization, work habits and self-discipline
- Family time, play time, and unstructured time
- School-wide coordination
- Higher order learning is not about “coverage” of curriculum

Areas of General Agreement

- Paradigm shift \neq “no homework” policy
- Students are not all the same—in theory, “tailored” pace & place makes sense
- Out of school learning should be meaningful and purposeful to students
- Emphasize students’ ownership of learning and enhancing critical life skills
- Preparing for high school is important

Emerging Themes - Parents

- Fear: loss of opportunity to know what child is learning and what struggles are
- Desire: school-wide coordination and consistency of expectations
- Accountability: Work done out of school is valued, reviewed, and incorporated

Emerging Themes - Staff

- How to manage a tailored learning experience for both in and out of school learning (with 23-150 students)
- Where do we find the time?
 - Planning
 - Materials development
 - Engagement/Communication
- How to get in all that I'm supposed to cover?
 - Highlighted for math

Discussion:

Things we need to hear from you in order to bring back a draft Board Policy:

1. Ratio of teacher-assigned vs. totally student-driven
2. Frequency
 - a. Set amount of work time
 - b. Daily, weekends and breaks, etc.
 - c. Make up work
3. Grading
4. Engagement of parents
5. Process/Next steps