

HOMEWORK: QUALITY OVER QUANTITY

Adopted by Convention Delegates May 2014

- WHEREAS,** When appropriately utilized, homework has the potential to be a valuable aid to help students maximize their learning experience; and
- WHEREAS,** Homework assignments vary in quality and purpose; evidence-based research has identified that quality homework assignments state clear objectives, are relevant to students, and are grade and age appropriate in terms of ability and time required; and
- WHEREAS,** Homework has the potential to negatively impact family and child interactions, and high quantities of homework not only add to stress, but do not necessarily lead to higher achievement outcomes; additionally research has proven that students who spend more than the recommended grade appropriate time on homework can experience no increase or a decrease in academic achievement; and
- WHEREAS,** Homework that relies heavily on parental input and supervision has the potential to further increase the achievement gap in our schools and create inequity when it fails to take into account the diversity of parents' or caregivers' academic ability, time availability, and resources to adequately support learning at home; now therefore be it
- RESOLVED,** That the California State PTA, its units, councils, and districts promote the design of meaningful homework that will advance a spirit of learning with a focus on quality assignments to motivate students based on grade and ability; and be it further
- RESOLVED,** That the California State PTA, its units, councils, and districts advocate that teachers, schools, and districts follow evidence-based guidelines regarding the time expected to be spent on homework and how it impacts family interaction, and the balanced life of the whole child; and be it further
- RESOLVED,** That the California State PTA, its units, councils, and districts urge school districts to create or revise homework policies that take into account the diversity of socio-economic circumstances, languages spoken at home, educational background of parents, and other considerations that impact children's successful completion of homework; and be it further
- RESOLVED,** That the California State PTA encourage its units, councils, and districts to work with school boards and district administrators to review current homework policies to make sure they address quality, quantity and equity concerns based on current research, and to adopt homework guidelines where none exist; and be it further
- RESOLVED,** That the California State PTA submit this resolution to the National PTA for consideration.

BACKGROUND SUMMARY

Homework has an educational value when the assignments are reasonable, relevant and reinforcing. A body of research indicates that setting time limits based on grade and ability, and encouraging open communication between teachers, parents and students is beneficial to learning outcomes. The quantity of homework assigned should align with consideration for a healthy, balanced life for students.

While homework with a clear purpose has been shown to improve achievement, such work must be meaningful and should require minimal parental involvement. Low-income families often lack the resources to adequately support learning at home, and therefore their children are set up for potential failure in regard to homework completion, comprehension and grades.

PTAs throughout California can support learning by working with school districts, principals, and teachers to adopt homework guidelines that focus on quality assignments to inspire lifelong learning, while limiting the quantity of homework to support the successful development of the whole child.