




Bringing It Home

A Teacher Inquiry Project
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How does “concept teaching” impact students’ homework participation?





Problem

- Only 9 of 23 students turned homework in on a consistent basis.

Solution

- Change the homework format into something more manageable and appealing.



Procedure

- *First, I sent home an explanation and process letter to parents about how the current homework system would be changed, I later followed it up with a conversation during parent-teacher conferences.*
- *I started sending home a list of 5 concepts every Monday. The concepts were based upon objectives taught the week before and they included lessons from each content area.*
- *The students' assignments changed from practice work to choice work. Each week students chose two concepts from the list of 5 to teach/or discuss with their parent(s). Parents would in turn initial the concept their child had shared and write any comments or concerns they had about the lesson in the place provided.*
- *The students returned the concept sheet the following Monday. Then instead of correcting practice work I retaught mini lessons based on concepts the majority of the class did not pick to teach or concepts parents had concerns about.*



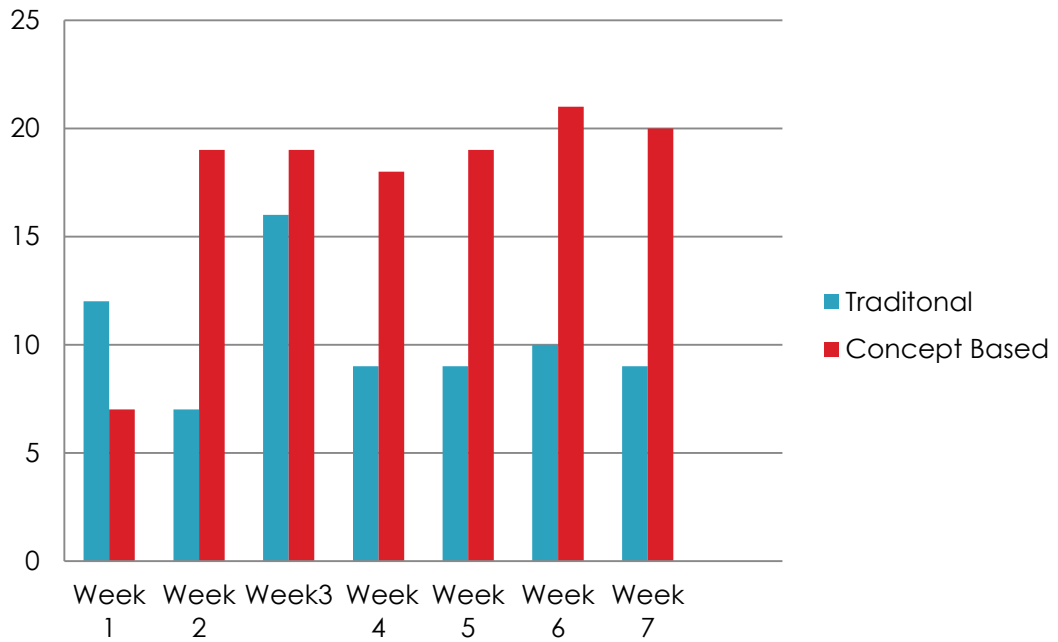
Data Collection

I collected three forms of data to evaluate the effectiveness of the new format.

- *The number of students who turned homework in each week.*
- *The number of students who did more than just the two concepts required.*
- *An open response survey of both parents and students, asking if they liked or disliked the new format and why.*

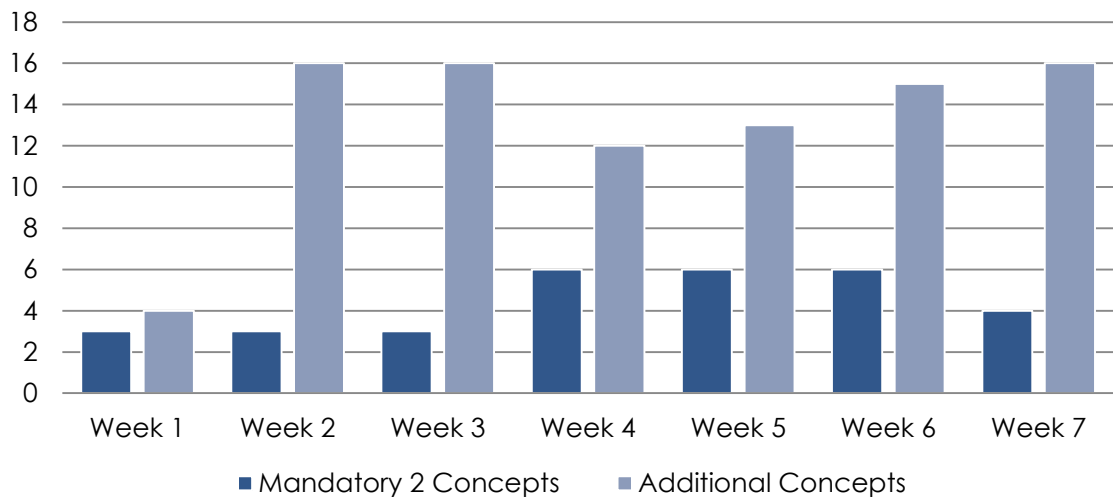
Data Analysis

Completed Homework





**Students Who Completed Mandatory # of Concepts
Vs.
Students Who Completed Additional Concepts**



"I don't just like , but love this format of homework."

-Third Grade Student's Parent

"I like to teach my parents, because it helps me remember and understand."

-Third Grade Student



Parent and Student Survey Responses

*Of the 11 parents who responded to the survey 8 preferred the concept format, 2 preferred the traditional format and 1 was indifferent.

* Of the 20 students who responded to the survey 12 preferred the concept format, 7 preferred the traditional format and 1 was indifferent.



Data Summary

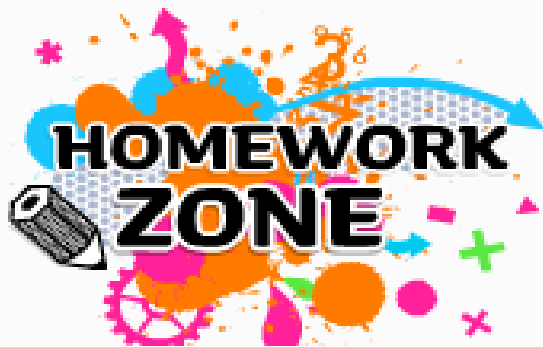
- *On average more than 80% of my students were participating in the homework process using this new format compared to 40% using the former.*
- *On average more than 65% of my students consistently did more than the required two concepts each week.*
- *Of the parents who responded to the survey 73% preferred the new format.*
- *Of the students who responded to the survey 60% preferred the new format.*



Unexpected Outcomes

- *Students enjoyed talking and sharing with their parents so much that after the first week they asked for more concepts to be added to the already existing five.*
- *I was able to use homework responses from students and parents to drive my tier two instruction more effectively.*
- *It opened up quick, easy communication between myself and parents as well as created common ground with families that I didn't have before.*

Conclusion



- *In conclusion, I received far more student participation using the concept format. I found that the majority of students and parents preferred the new format. Additionally, I liked this format better, because it allowed students to review a wider variety of lessons without it being burdensome or overwhelming and it strengthened communication as well as relationships between myself and parents.*