

Minnesota Principals Academy – Action Learning Project

Matthew Nelson

Abstract

This Action Learning Project evaluated the effectiveness of implementing various techniques to improve the completion of homework on time. Since late and missing assignments have become a chronic problem in our school district, and under practiced and misunderstood concepts lower cognition and test scores, we felt the correlation between the two was worth evaluating. This ALP was used to evaluate the effectiveness of this problem.

Vision:

Improve the effectiveness of homework and reduce the amount of late and missing work.

Why a Change:

All teachers noticed late work was increasing across grade levels. We felt it had an impact on test scores and grades. The research being publicized about homework indicates it lacks effectiveness. This project gives the opportunity to validate the effectiveness of different types of homework and whether or not it ties into assessment results.

What We Did:

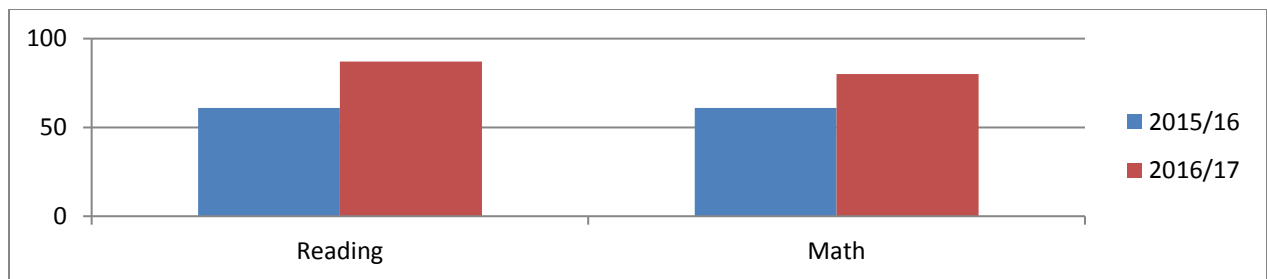
- Identify the students in need of assistance
- 10 minute per grade level rule
- Relevance of classroom work
- Communication – Teacher/Parent and Teacher/Student
- Support system – Paraprofessionals, High School Teacher Assistants, and Peer Tutoring

What We Found Out:

The strategies that we tried appeared to be successful. Test scores, grades, and morale all improved in the focus area. This was just a short term study which needs to be continued in order to provide enough data to validate its success.

Factors that could have affected results include teachers, teaching styles, and a new math series.

MCA Results Class of 2024



Percentage of Students that Meet or Exceed

Implications for Practice

- Daily teacher student check in
- Better communication from teacher to parent and teacher to student
- Relevance of classroom work
- Support system
- Incentives