

# LAUSD/UTLA

## Joint Salary Point Credit Committee

### *Tips on Writing the Homework Section of the Proposal*

#### Major Areas of Focus

For courses that expect individuals to complete homework, the JSPCC reviews the section with an eye for a few major elements:

1. Is there clarity about what the participants are supposed to do, and when they are supposed to do it?
2. Is there clarity about what the participants submit to verify the time dedicated to the homework?
3. Do the activities support learning about the topic(s) of the course?
4. Is the time allocated for each activity appropriate?
5. Are there 30 hours of homework per 15 hours of contact?

#### Sample Homework Section

Take, for example, a course where participants are learning about teaching science to elementary school students. In class, the participants are involved in discussion and gaining hands-on experience with experiments and approaches that they can use with students. Some of the homework hours might be listed like this:

After Day 1
<ul style="list-style-type: none"><li>• Participants will write a 2-page reflection on the appropriateness for their students of the strategies and techniques from the class (1 hour)</li><li>• Participants will develop a lesson plan that incorporates one or more of the strategies and techniques discussed in class, and identify additional supports they provide for English Learners, Standard English Learners, Special Education Students, and Gifted and Talented Students. (2 hours)</li><li>• Participants will read Chapters 3 and 6 from <i>Science in the Classroom</i>, and write notes on questions or key ideas that emerge for discussion at Day 2 (1.5 hours)</li><li>• Participants will analyze student work for common errors and misunderstandings, to share at Day 2 (1.5 hours)</li></ul>

Of course, these are just some of the more “traditional” approaches to homework. Other tasks for other courses might include internet research, visiting a museum, practicing the material from the course, or anything else that might help a person grow in their understanding. It is important to indicate what the individuals will produce to verify their completion of the work – often, this can be accomplished by having a person reflect on the connection between the activity and the learning. For example, if participants are supposed to

visit an aquarium for three hours, having them write for a half-hour about how what they saw and did connects with the course would be a fine way to verify that they did indeed go.

### **Providing Choices**

If you wish to offer your participants different options for completing the course homework, that is fine. You can indicate this by providing instructions to the effect of “Participants are responsible for completing 30 hours of homework from the options below” at the top of a homework sheet that assigns time to each of several options.

If you have any questions, please do not hesitate to contact us.

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