

DOINGWHATWORKS



Video

FULL DETAILS AND TRANSCRIPT

A Seamless Transition to After-School Learning Time

Marshall Elementary School, California • January 2010

Topic: Increased Learning Time: Beyond the Regular School Day
Practice: Align Instruction

Highlights

- Marshall Elementary School Principal Peter Avila describes how the after-school program on his campus complements the regular school day so that the students' transition to the after-school program is seamless.
- The after-school teachers meet regularly with the classroom teachers to discuss curriculum and instruction, and after-school staff spend time in the classroom to gain a better perspective on the happenings of the classroom and form a better connection between the two programs.
- Principal Avila has worked hard to increase the collaboration between the classroom teachers and the after-school teachers by encouraging ongoing sharing of ideas.

About the Site

Marshall Elementary School
San Francisco, CA

Demographics

78% Hispanic

7% White

3% Black

2% Asian

90% Free or Reduced-Price Lunch

65% English Language Learners

Marshall Elementary School's after-school program aims to promote students' academic skills and enrichment experiences by using the following strategies:

- A full-time lead teacher aligns planned program activities with the regular school day.
- After-school staff and a parent coordinator maintain regular communication with parents.
- The after-school program uses reading curricula aimed at helping English language learners.
- The after-school program director monitors students' progress and works to tailor the program to their needs.
- After-school teachers receive ongoing coaching and professional development.

Full Transcript

Peter Avila: My name is Peter Avila, the Principal at Marshall Elementary, in San Francisco, California.

Marshall is in a district called the Mission; it's predominantly a Latino neighborhood. Our school demographics is about 78% Latino Hispanic. The after-school is an integral part to our community, so as the principal, of course, I have to be involved with the after-school program pretty intensely. But it's a fine line because they have their own program and we have our own program. So as a second-year principal, my first year it was a learning experience for me, when to step in and give my ideas and when to step back. But ultimately as a principal I am responsible for everything that happens at the school. So, of course, I need to be involved quite a bit.

Teacher: Pick another word off the board that you haven't already written. What else?

Student: Um, scholarship.

Teacher: Uh-huh. Yeah, put it wherever you want.

Avila: After-school staff and classroom teachers meet once a month, and they meet after school. The after-school teachers get released by Mission Graduate staff so they can sit down and collaborate with the classroom teacher. And at these meetings they talk about what they are doing curriculum-wise, instruction-wise, and I think as we move into more project-based learning those projects hopefully will carry over and be extended in the after-school program. There is also a lot of informal conversation that goes on between the after-school staff and our teachers just in the hallways. And also we have built in the expectation that

the after-school staff will be in the classroom once or twice a month just helping out the teacher, just seeing what's happening in the classroom with the regular ed teacher.

Teacher: Let's keep going.

Students: [reading aloud from a book]

Avila: Before the year started we had our whole-day professional development that was up for us to decide what we wanted to do, and as a first-year I saw a disconnect a little bit between the day program and the after-school program. So I felt it was going to be really important for us to increase the collaboration between the two, not only collaboration but the congeniality and the collegiality between the two. And so we spent a whole day together, and it was team building. But then we also said, for us to be successful we need this. So the teachers said, for us to be successful for the after-school, we need the after-school staff to do X, Y, and Z. And then the after-school staff said, for us to be successful we need the day program to do X, Y, and Z. And they shared out, and then they got together and they made common agreements, this is what they will do throughout the course of the year. So the after-school coordinator, Rebecca, and I check in with the teachers and the after-school teachers and see where are we, have we been following along on these agreements, do you need some support, and if they do need support what support do you need.

The real key is our lead teacher who runs our grade-level meetings, Ms. Julie Norris. She is the lead teacher who shares that information with the after-school staff, so she knows that data and says to them, these are the kids that need specific help. They are almost at the cusp of becoming proficient, so they are going to need just a little bit of push. So for us it's going to be very targeted. We need to be a little bit more thoughtful regarding the kids that are really, really struggling and how we are going to meet their needs, because the needs that they have require specialized instruction that maybe it's outside of our knowledge base of our after-school staff. So that's where it becomes the lead teacher working with our day teachers who also are hired on after-school staff as consultants.

Student: University.

Teacher: All right, [student name] picked the word *university*.

Avila: I see a difference between the kids that are in the after-school program and the kids that aren't, in a sense of their connection to their classmates in connection to the school. On like our Saturday events, the kids that are in the after-school program, there is a higher majority of them that go to the extracurricular activities; that's been my experience. So I think they feel more of a bond to the school and to their fellow classmates and to the staff here.

Student: [reading aloud from a book] "And there were cat-like hunters with the giant saber teeth." [to another student] Now you read this one. I read one page, you read another page.

Second student: [reading aloud from a book] "... but in this age of..."

Avila: When you have an after-school program and a day program that work so well together, and the after-school program is seen as a partner in the total experience of the child and family, that school becomes so much more of a community institution and [is] seen not only as a place that kids go to school but it's a place to become a better person.