

# DOINGWHATWORKS



## Slideshow

FULL DETAILS AND TRANSCRIPT

### Linking School and After School: A Continuum of Approaches

Diehl Elementary School, Pennsylvania • January 2010

Glover Community Learning Center, Ohio • November 2009

Marshall Elementary School, California • January 2010

John Muir Elementary School, Washington • November 2009

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

#### Highlights

- Alignment of the out-of-school program with the regular school day is critical to the effectiveness of the out-of-school academic intervention.
- This slideshow depicts how after-school programs across the nation align their activities with the regular school day.
- There are different alignment models that can lead to successful program outcomes.

#### About the Sites

John C. Diehl Elementary School  
Erie, PA

#### Demographics

44% Black

39% White

13% Hispanic

4% Asian

86% Free or Reduced-Price Lunch

John C. Diehl Elementary School operates on site the district's CHAMPS after-school program to help students from an economically disadvantaged background succeed in school and become responsible citizens. The following strategies contributed to the program's success:

- Alignment of after-school programming with school-day goals and curricula,
- Classroom teachers staying after school to teach in the after-school program,
- Identification of students for the after-school program based on their academic and behavior records,
- Communicating to parents the importance and expectations of the after-school program,
- Incorporating physical, social, and academic components in educational activities,
- Maximizing attendance by following up on absent students and providing supports,
- Using data to evaluate and continually improve the program.

Glover Community Learning Center

Akron, OH

Demographics

48% Black

30% White

94% Free or Reduced-Price Lunch

7% English Language Learners

16% Special Education

Glover Community Learning Center operates the district's after-school program to help students progress academically at school. The school's approach includes the following:

- Students receive daily academic interventions followed by enrichment classes of their choice.
- The program director aligns the after-school instruction with the school curriculum.
- School-day and after-school teachers collaborate to identify students' needs.
- Students attend small classes aligned with their ability level.
- The district continually refines the program based on student data and feedback from parents.

## 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.

## John Muir Elementary School Seattle, WA

### Demographics

55% Black

22% Asian

16% White

1% Native-American

62% Free or Reduced-Price Lunch

8% Special Education

John Muir Elementary School collaborates with Powerful Schools—a community-based organization—to operate after-school classes that promote students' math and literacy skills while engaging them in fun activities. Aspects of this program include the following:

- Many classroom teachers stay after school to teach in the after-school program.
- Students select courses that balance academic learning with engaging enrichment.

- Powerful Schools works to recruit community resources such as volunteers and promote parental awareness and participation.
- Every year, after-school teachers receive rigorous training around academic curricula used at the after-school program.

## Full Transcript

Presentation title: Linking School and After School: A Continuum of Approaches

Title slide text:

There are several key issues that schools need to consider as they plan strategies to align the after-school program to the school day. Schools can take different approaches to linking academic development during the regular school day and beyond. This slideshow presents four schools that have different approaches to alignment. These schools picked models that are tailored to their program design, resources available, and student needs.

Slide 1: Tailored approaches to alignment

Four featured programs in four states tackle the issue of alignment in different ways:

1. Hiring teachers from the regular school day as after-school program instructors,
2. Allocating common planning time for school teachers and program staff,
3. Creating a position for a coordinator who is responsible for aligning the program and the school day,
4. Sharing professional development resources with program staff,
5. Regularly monitoring alignment of instructional goals, content, and standards.

Slide 2: Teachers as after-school instructors

Diehl Elementary School, in Erie, Pennsylvania, hires teachers as after-school program instructors. These teachers link after-school instruction to regular-school-day instruction, goals, and specific student needs. They are also able to identify and academically support students who need extra help.

The after-school program is viewed as part of a comprehensive school improvement effort, with teachers planning activities around student needs and interests.

Slide 3: Communication between teachers and instructors

Glover Community Learning Center, in Akron, Ohio, ensures alignment through regular communication and

structured meetings.

Regular planning meetings involve both teachers and after-school program instructors and focus on coordinating regular-school-day and after-school instruction so that they complement one another. Regular communication between teachers and program staff, including shared homework logs, helps identify students who are struggling and would benefit from targeted academic interventions after school.

#### Slide 4: Expanded-learning-day program liaison

An instructional reform facilitator (IRF) in Marshall Elementary School, in San Francisco, California, serves as a liaison between regular-school-day teachers and after-school program instructors.

The IRF holds planning meetings for teachers and program instructors, identifies students who need extra help for the after-school program, works closely with the after-school program coordinator, and helps plan the after-school curriculum. Since the majority of students in the program are English language learners, the IRF makes sure that the after-school curriculum addresses these students' needs.

#### Slide 5: Professional development

Marshall Elementary uses another strategy to increase alignment: professional development. Both teachers and after-school program providers have access to monthly professional development opportunities that are focused on English language development (ELD) strategies. The instructional reform facilitator discusses instructional strategies for ELD with teachers and instructors, observes after-school classrooms, and provides feedback to help instructors with implementation.

#### Slide 6: Indicators of alignment

How does a school know whether its regular-school-day and after-school programs are aligned? John Muir Elementary School, in Seattle, Washington, uses a rubric to track progress toward—and provide examples of—good alignment.

This rubric lists alignment goals and criteria that address the partnership between the school and the program provider, such as resources, information sharing, and curriculum development.

#### Slide 7: Indicators of alignment

This form, collaboratively developed by the principal and program director at John Muir Elementary, provides ten indicators of alignment. Each of the indicators can be rated on a scale from 1 to 4, where 1 is *no progress made toward goal/criteria* and 4 is *goal/criteria achieved*. The program uses the form to assess

the current degree of alignment between the school and program, and to help plan for better alignment in the future.

A sample item states: *The school and provider develop and adhere to a plan for shared use of key partnership resources.*

#### Slide 8: School improvement support

Viewing the additional learning time as an integral part of school improvement efforts and using multiple alignment strategies have led to positive student outcomes in these four sites. In addition, the involvement of the school principal and the district office helped ensure adequate alignment. See the interviews on the Doing What Works website to learn more about the alignment approaches taken by these sites.