

DOINGWHATWORKS



Video

FULL DETAILS AND TRANSCRIPT

Coaching for Capacity Building

Marshall Elementary School, California • January 2010

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

Highlights

- A classroom teacher who is also the liaison to the after-school program at Marshall Elementary School describes the professional development she provides for after-school teachers.
- Many of the professional development workshops focus on English language development strategies, which the after-school teachers are encouraged to implement in the reading buddy program where older students read together with younger students.
- Ongoing professional development strengthens the collaborative relationships between the regular school day teachers and the after-school teachers to help make the transition seamless for students.

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

Julie Norris: My name is Julie Norris, and I am the Excel lead teacher with the after-school program here at Marshall Elementary School. We are in San Francisco, California.

In my position as the instructional reform facilitator during the daytime program, I have opportunities to attend a lot of professional development. And so since I became the lead teacher this year, I have been able to bring information that I received at the professional development in my daytime role into the after-school [program].

In a typical month, I will provide one professional development to the after-school teachers, usually lasts about an hour and half, and I would always provide professional research to support whatever it is we are working on or implementing at that time. And then later I can go into the classrooms and observe the teachers working with the students; I have a formal observation sheet that I use as the Excel lead teacher. And I will go and meet with the teachers after the lesson, usually the next day, give them some feedback, and if they ask for follow-up support, then I am able to provide that also.

[Students reading aloud together in classroom.]

Norris: In the after-school program, students do reading together. The younger students, the older students are reading together.

Student 1: Read this.

Student 2: The [name of animal] was even bigger than the . . .

Student 1: Tyrannosaurus.

Student 2: Tyrannosaurus Rex.

Norris: When I went in and observed that in one of the classrooms it seemed like when the students were having conversations about the books, just bringing in a little bit of our English language development [ELD] strategies—giving the students frames to work with so that they could express their understanding better—it was one little thing that the after-school coordinators could do to help the students and especially because the majority of them are English language learners.

Teacher, to students: So, reading buddies, we would like for you to focus on one character that you are reading about in these books.

Norris: The students are reading with each other, so if the teacher gives them a prompt to think about that is tied to language arts learning—it could be, for lower grades, what is the setting, who are the main characters, is there a problem in the story. So sometimes if the kids are reading and then talking to each other about it, the older kids are familiar with this and they can help the little kids discuss it. But if the younger students don't have the language to say the problem in the story is blank, the problem was solved by blank or went blank. So this is what we do during ELD time.

The after-school teachers, they are able to access some of the professional development that we as classroom teachers are receiving. So as a school, the daytime teachers have participated in professional development around ELD strategies. And so I have taken some pieces and parts of that that are valuable for the coordinators, and one of those pieces is knowing a prompt in a frame when working with EL students—so a prompt is a question that you anticipate a particular response, and the frame gives the students the ability to express that response. So if I ask, “In the story *The Little Red Riding Hood*, what happened at the beginning of the story?” A student who doesn't have a lot of English might not know to start the sentence with, “At the beginning of the story.” That's the prompt and the frame.

Ongoing professional development is a really important part of the work that I am able to do with the after-school teachers, and there are several reasons. It strengthens our collaborative relationship. And when the coordinators then go and meet with the daytime teachers, they are able to have discussions around the strategies that the daytime teachers are using with particular students, what the after-school teachers are able to implement. And again, it becomes a seamless day for the students; they are receiving the same kind of strategies during the day as they are in the after-school program.