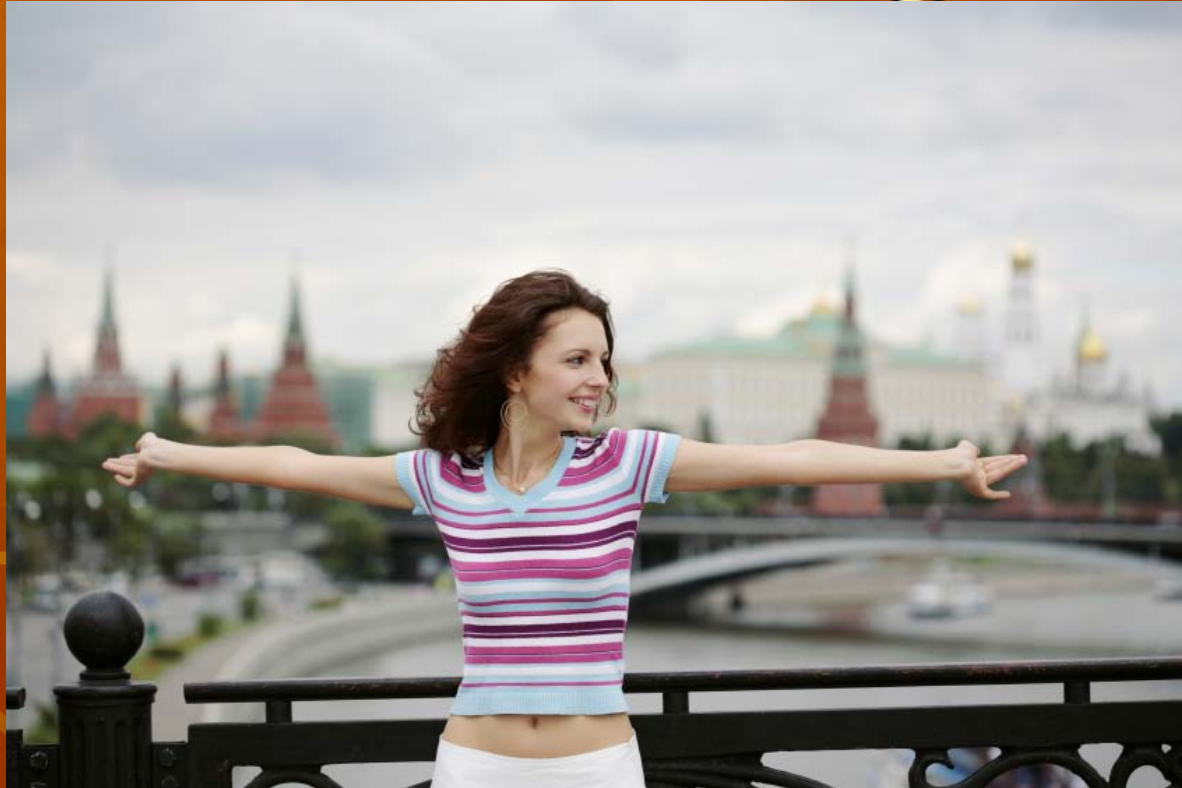


Bridging Student Learning in Afterschool Programs



Yvonne Poirier Smead

Diane Cardinalli

Agenda

- I. Overview
- II. Professional Development
- III. Modeling
- IV. Action Plan



Belief Statements – True or False

- Line staff should choose their favorite standards-based activities for use in the afterschool program.
- Homework completion is the most important task and expectation of for afterschool programs.

Belief Statements – True or False

The most important factor to consider when choosing and designing afterschool program activities is that they be fun!

The most important factor to consider when choosing and designing afterschool program activities is that they be standards-based.

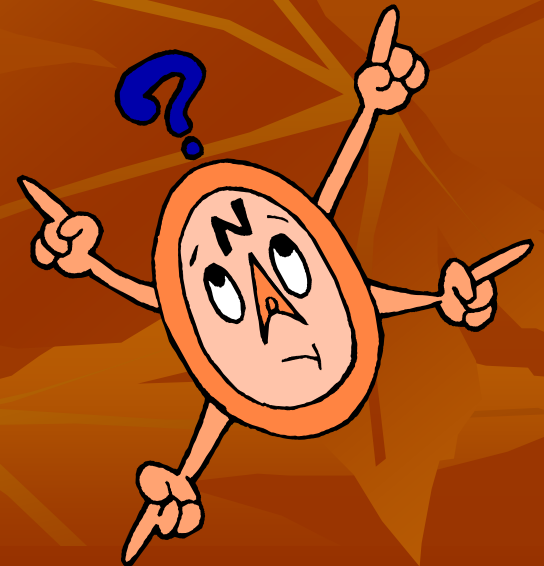
- If an afterschool program activity is standards-based, it won't be fun.
- Regular instructional day teachers are interested in working with afterschool staff to develop meaningful, standards-based, fun activities for students.

Belief Statements – True or False

- If you purchase good materials it isn't necessary to provide professional development for staff.
- Afterschool staff does not have the background to present standard-based instructional activities.
- It is too expensive to provide effective professional development for line staff.
- If you present and expect students to participate in meaningful, standards-based activities, they won't come.

Which Standards Should Your Program Address?

- Listen to the Experts
- Last Year's Test Results
- State's Essential Standards
- Teachers



Where are you on the continuum?

FBB -----

NOT HERE

BB –

Fun Activities, No Alignment,
No Measured Outcomes

Basic –

Essential Standards Incorporated with Aligned
Curriculum

Proficient –

Attend grade level meetings, Listen to teachers, Access to
Standards-based materials, Expectations for line staff,

Advanced –

On-going communication with RID Staff, Trainers of
Trainers, Expectation for material use, Use STAR and
other assessment results, Purchase materials

HOW DO YOU GET THERE?

- EXPECTATIONS
 - COMMUNICATION
- CHECKLISTS
- INTERFACE
- VOLUNTEERS



Professional Development

The background of the slide features a pattern of stylized autumn leaves in various shades of brown and orange, set against a light yellow background. The leaves are scattered across the frame, with some overlapping, creating a textured, seasonal aesthetic.

- 5% Club

- Simple to Complex

- Presentation/Practice/Feedback Loop

Group Work

- Reading Comprehension LA 2.3 Grade 5
- Students read and understand grade level material. They discern main ideas, identify and assess evidence that supports main ideas.
- Format: Quiz Show
- Writing 1.0 Grade 3
- Students write clear and coherent sentences and paragraphs that develop a central idea
- Format: Graphic Organizers

Elements of Professional Development

- Choose Standard
- Select materials
- Identify tasks / steps
- Create observation sheet for training
- Demonstrate
- Refer to Observation/Training Sheet
- Participants practice / give feedback / practice
- Follow up with on-site use of Observation Sheets by site supervisors / coordinator / line staff

ACTION PLAN

- True / False Belief Statements
- Continuum – get moving
- Ten Action Steps – 1 today – 2 next week –
3 second week, 4-third week

SUCCESS

Bridging Student Learning in Afterschool Programs

Friday, April 30th 12:45 – 2:15

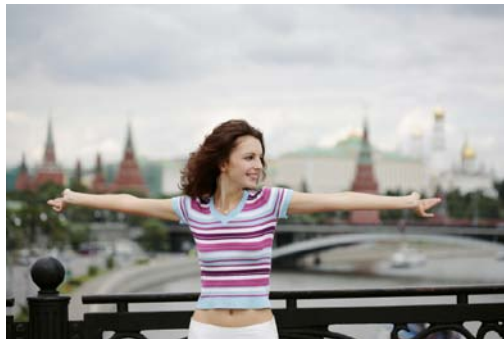
AGENDA

I. Overview

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IV. Action Plan



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SAFE After School Program Homework Information Request

Below is a list of students in your classroom who participate in the SAFE After School Program. It is important to get feedback from the regular classroom teacher and our Safe staff. Our goal is to provide academic assistance with homework completion when possible. Your help is greatly appreciated and please feel free to stop by when you can to assist with.

Please return to _____ by _____. Thank you for

Site Facilitator: _____

Classroom Teacher _____

Student Name			Degree of Homework		Information	Teacher Comments
			Completion (circle)	Accuracy (circle)		
			0-25% 25-50%	0-25% 25-50%		
			50-75% 75-100%	50-75% 75-100%		
			0-25% 25-50%	0-25% 25-50%		
			50-75% 75-100%	50-75% 75-100%		
			0-25% 25-50%	0-25% 25-50%		
			50-75% 75-100%	50-75% 75-100%		
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			50-75% 75-100%	50-75% 75-100%		
			0-25% 25-50%	0-25% 25-50%		
			50-75% 75-100%	50-75% 75-100%		

Essential Math Standards

Grade 1

By the end of grade one, students understand and use the concept of ones and tens in the place value number system. Students add and subtract small numbers with ease. They measure with simple units. They describe data and analyze and solve simple problem situations.

Number Sense

- 1.0 Students understand and use numbers up to 100.
- 1.2 Students compare and order whole numbers by using the symbols for less than, equal to, or greater than ($<$, $=$, $>$).
- 1.4 Students count and group objects in ones and tens.
- 1.5 Students identify and know the value of coins.

Addition and Subtraction

- 2.1 Students know the addition facts (sums to 20) and the corresponding subtraction facts.
- 2.4 Students count by 2s, 5s, and 10s to 100.

Measurement and Geometry

- 1.0 Students compare the length, weight, and volume of two or more objects.
- 1.2 Students tell time to the nearest half hour.

Language Arts Standards

Grade 1

LA1. Word Analysis, Fluency, and systematic vocabulary development

Concepts about print:

1.3 Identify letters, words, and sentences

Phonemic Awareness:

1.4 distinguish initial, medial, and final sounds in single-syllable words

1.5 distinguish long and short-vowel sounds in orally stated single-syllable words.

1.8 blend two or four phonemes into a recognizable word (e.g., /c/a/t= cat;)

Decoding and Word Recognition:

1.11 read common, irregular sight words (e.g., the, have, said, come, give)

1.16 read aloud with fluency in a manner that sounds like natural speech

LA2 Reading Comprehension

Comprehension and Analysis of Grade-Level-Appropriate Text:

2.2 respond to who, what, when, where, and how questions.

2.7 retell the central ideas of simple expository or narrative passages.

Writing Standards

Writing Strategies

1.0 Students write clear and coherent sentences and paragraphs that develop a central idea.

1.3 Print legibly and space letters, words, and sentences appropriately.

1.6 Students use knowledge of basic rules of punctuation and capitalization when writing.

Standard Alignment Tracking Page

Teachers, listed below are the names of your students who currently attend the afterschool program and may not be proficient in essential standards. We would like to support your efforts in helping students become proficient in mastering the standards you are presenting. We have standards-based materials, but welcome any additional materials you may have to incorporate into our program. Please indicate the standard(s) you are currently addressing and attach any materials that you would like reinforced. RETURN to the **AFTERSCHOOL BOX** located in the Staff Lounge.

Grade 1 LA 1 Word Analysis, Fluency, and systematic vocabulary development – Concepts about print:

Student	1.3 Identify letters, words, and sentences	1.4 Distinguish initial, medial, and final sounds in single-syllable words	1.5 distinguish long and short-vowel sounds in orally stated single-syllable words	1.8 blend two or four phonemes into a recognizable word

Decoding and Word Recognition:

Student	1.11 read common, irregular sight words	1.16 read aloud with fluency in a manner that sounds like natural speech		

Grade 1 LA 2 Reading Comprehension

Student	2.2 respond to who, what, when, where, and how questions	2.7 retell the central ideas of simple expository or narrative passages		

Grade 1 Writing Strategies

Student	1.0 Students write clear and coherent sentences and paragraphs that develop a central idea.	1.3 Print legibly and space letters, words, and sentences appropriately.	1.6 Use knowledge of basic rules of punctuation and capitalization when writing	

Grade 1 Math Number Sense

Student	1.0 Students understand and use numbers up to 100	1.2 Students compare and order whole numbers by using the symbols for less than, equal to, or greater than).	1.4 Students count and group objects in ones and tens.	1.5 Students identify and know the value of coins

Grade 1 Addition and Subtraction / **Measurement and Geometry**

Student	2.1 Students know the addition facts (sums to 20) and the corresponding subtraction facts.	2.4 Students count by 2s, 5s, and 10s to 100	1.0 Students compare the length, weight, and volume of two or more objects.	1.2 Students tell time to the nearest half hour.

Standard Alignment Tracking Page

Teachers, listed below are the names of your students who currently attend the afterschool program and may not be proficient in essential standards. We would like to support your efforts in helping students become proficient in mastering the standards you are presenting. We have standards-based materials, but welcome any additional materials you may have to incorporate into our program. Please indicate the standard(s) you are currently addressing and attach any materials that you would like reinforced. RETURN to the **AFTERSCHOOL BOX** located in the Staff Lounge.

Grade 5 Math Standards Number Sense

Student	1.1 Students estimate, round, and manipulate very large (millions) and very small (thousandths) numbers.	1.2 Students interpret percents as a part of a hundred: find decimal and percent equivalents for common fractions.	2.1 Students add, subtract, multiply, and divide with decimals; add with negative integers: subtract positive integers from negative integers.	2.4 Students understand the concept of multiplication and division of fractions.

Measurement and Geometry

Student	1.1 Students derive and use the formula for the area of a triangle.	1.3 Students understand the concept of volume and use appropriate units to compute the volume of rectangular solids.		

Student				

Standard Alignment Tracking Page

Teachers, listed below are the names of your students who currently attend the afterschool program and may not be proficient in essential standards. We would like to support your efforts in helping students become proficient in mastering the standards you are presenting. We have standards-based materials, but welcome any additional materials you may have to incorporate into our program. Please indicate the standard(s) you are currently addressing and attach any materials that you would like reinforced. RETURN to the **AFTERSCHOOL BOX** located in the Staff Lounge.

Grade 5 LA 1 Word Analysis, Fluency, and Systematic Vocabulary Development.
Word Recognition.

Student	1.1 Read aloud narrative and expository text fluently and accurately with appropriate pacing intonation and expression.	1.2 Use word origins to determine the meaning of unknown words.	1.3 Understand and explain frequently used synonyms, antonyms, and homographs.	

LA2 Reading Comprehension Students read and understand grade-level appropriate material.

Student	2.2 Analyze text that is organized in sequential or chronological order.	2.3 Discern main ideas and concepts presented in text, identifying and assessing evidence that supports those ideas.		

LA3 Literary Response and Analysis

Student	3.3 Identify the main problem or conflict of the plot and explain how it is solved.			

Grade 5 Writing Strategies

Student	1.0 Students write clear and focused essays. The writing exhibits the students' awareness of the audience and purpose.	1.1 Students create multiple-paragraph narrative and expository compositions.		

Grade 5 Writing Applications Students write narrative, expository, persuasive, and descriptive texts of at least 500-700 words.

Student	2.2 Students write responses to literature.			

Observation Sheet

Standard: Reading Comprehension *LA2 Grade 5 2.3* Student s read and understand grade level appropriate material. **2.3** Discern main ideas, identifying and assessing evidence that supports the main ideas.

Rating 0 this staff person did not do this part of the schedule or needs immediate assistance in this area.

Rating 1 this staff person needs assistance in this area. Examples might include the staff person does not focus on the purpose/intent of the component or leaves important parts out.

Rating 2 this staff person demonstrates most of the elements of the component.

Rating 3 this staff person can be used as a model for this component.

Format: Quiz Show

Time Spent	Steps	Rating	Comments
1 min.	1.Establish goal standard.		
1 min.	2.Divide class into small groups		
2 min.	3.Explain procedure for Quiz Show.		
10-15 min.	4.Asks a variety of questions from simple re-call to analysis (Bloom’s Taxonomy).		
	5.Teacher uses wait time and insures all students are participating.		
1 min.	6. Closure		

Observation Sheet

Standard: Writing LA2 Grade 3 1.0 Students write clear and coherent sentences and paragraphs that develop a central idea.

Rating 0 this staff person did not do this part of the schedule or needs immediate assistance in this area.

Rating 1 this staff person needs assistance in this area. Examples might include the staff person does not focus on the purpose/intent of the component or leaves important parts out.

Rating 2 this staff person demonstrates most of the elements of the component.

Rating 3 this staff person can be used as a model for this component.

Format: Graphic Organizers

Time Spent	Steps	Rating	Comments
1	1. Establish Standard/Goal		
1	2. Define Graphic Organizer		
3- 6	3. Lead Brainstorming for topic		
3- 4	4. Write web		
5-15	5. Write sentences		
	6. Circulating assisting and supporting students' efforts using praise for approximation, asking questions to clarify.		
4-10	7. Students organize sentences		
	8. Circulate assisting and supporting students' efforts using praise for approximation, asking questions to clarify.		
10-20	9. Students write paragraph		
	10. Circulate assisting and supporting students' efforts using praise for approximation, asking questions to clarify.		