



Program Guide

Closing the Gap Between Knowing and Doing!

***FIRST EDITION**

programs **people** communication **teaching**
connecting youth agency **planning** leadership

**This is a living document, designed to be refreshed and updated with more frequency than traditional reference materials*



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"This is a place with profoundly different expectations."

-ASAS Staff Member

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Welcome and Introduction

The responsibility of being a member of the After-School All-Stars (ASAS) team is a pledge to serve our city's youth and impact their lives individually and collectively.

You have the opportunity during your time with After School All-Stars (ASAS) to do more than simply show up to work. The opportunity before you is to impact the lives of the youth we serve in a manner that is both positive and enduring. All children deserve an opportunity to grow and thrive beyond the regular school day – a vision driven by the leaders of the ASAS network across the country. It's during the critical after-school hours that together, we will set a standard of excellence in the arts, health and fitness, recreational and cultural enrichment, and academic support. Added to this, you can leverage your talent and passion to teach what is near and dear to you! You have that opportunity with After School All-Stars!

School is a tough growing phase for today's youth. The reality is that it is also tough for us, as youth leaders and teachers, to plan and organize activities that students find exciting, fun, and interesting. At ASAS, our designed activities must also assist in preparing our students for all phases of their academic careers, including college prep and life skills! ASAS believes that each staff member and volunteer is ready to meet this challenge head-on.

This Program Guide is designed as a reference guide to outline and support the program design, policies, and procedures that are fundamental to our program mission and vision. This resource will serve as a tool to assist individual ASAS sites in planning, organizing, and implementing high quality after school programs. We expect for staff and supervisors to also call upon their own creativity and innovation to expand on the ASAS vision calling us to keep our youth safe and healthy; help them transition to high school successfully and graduate; find a career they love; and give back to their communities. Besides, after-school programming is a team sport. To provide an excellent program to our students, we must work as an All-Star team!

Thank you for your dedication and service to our youth and welcome to the After-School All-Stars family!

OUR CORE VALUES

PROACTIVE | ENTREPRENEURIAL | TRANSPARENT | ACCOUNTABLE | COLLABORATIVE

OUR MISSION

AFTER-SCHOOL ALL-STARS PROVIDES COMPREHENSIVE AFTER-SCHOOL PROGRAMS THAT KEEP CHILDREN SAFE AND HELP THEM SUCCEED IN SCHOOL AND LIFE.

OUR VISION

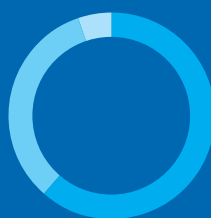
IS FOR OUR ALL-STARS TO BE SAFE AND HEALTHY, TO GRADUATE HIGH SCHOOL AND GO TO COLLEGE, TO FIND CAREERS THEY LOVE, AND THEN GIVE BACK TO THEIR COMMUNITIES.

OUR STUDENTS



51% Female
49% Male

SCHOOL LEVEL



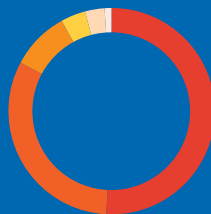
62% Middle Schools
33% Elementary Schools
5% High Schools

SOCIOECONOMICS



86% of our students meet the income requirement to **qualify for Free or Reduced Price Lunch**

DIVERSITY



51% Latino/a
32% African-American/Black
9% White
4% Asian/Pacific Islander
3% Native American
1% Other

BY THE NUMBERS

73,706
students

19
chapters

50
cities

351
schools

13
states
(incl. District of Columbia)



Headquarters

Chapters



Our Story

1991:

Our organization's history begins in Los Angeles, where, in 1991, ASAS founder Arnold Schwarzenegger was invited to serve as Executive Commissioner of the Inner City Games (ICG).

1992 to 2000:

Between 1992 and 2000, ICGF expanded to 15 additional cities across the country. Based on research, experience and dialogue with law-enforcement, it was clear that the after-school hours were when our children needed us most.

2003:

In 2003, ICGF was renamed After-School All-Stars to reflect the significant enhancement of our programming and holistic approach to extended-day learning.





The Why

Every child should have the chance to grow up safe and healthy, to graduate high school and go to college, to find a career they love, and give back to the community.

Our Approach

At ASAS, we seek people who are **committed to the mission** of helping kids succeed in school and in life. We view **leadership as service**, and keep in mind that our work is on behalf of our chapters, staff, and ultimately for our students and their communities. We **commit to excellence** individually and as a group by setting high standards and planning to meet them.

Our Values

1. **Proactive:** We don't wait to be asked, for ideas or feedback.
 - Being proactive can prevent mistakes and keeps us relevant in a highly changeable climate—both operationally and programmatically. **If you see something that can be changed or improved, speak up.** Share your observation and, whenever possible, an action plan.
- Questions to ask yourself:
 - Am I working to improve?
 - Most of the time, do I react to issues and work assignments that others bring to my attention, or do I tackle them head on?
2. **Entrepreneurial:** Our jobs are what we make them. We are a team, but we're looking for stars.
 - **In a lean organization, staff can apply their talents and interests in areas outside their job descriptions. Push yourself. Chase new ideas. Take risks. Learn all you can.**
- Questions to ask:
 - Have I taken ownership of projects outside of my job description?
 - When was the last time I took a risk?
3. **Transparent:** We are honest with each other. We ask for help. We give credit where it's due.
 - Transparency enables the team to support each other in doing their best work. It's every employee's responsibility to share ideas, challenges, and needs openly.
- Questions to ask:
 - Would others be surprised to hear my views?
 - Do I make a conscious effort to make sure my colleagues know what I know, especially in areas where our work intersects?
 - Do I ask questions when I don't have all the information I need?
4. **Accountable:** We aim to do work we can be proud of, so we take ownership of it.
 - We are responsible for understanding our roles and responsibilities and for living up to them fully. If something crosses your desk, it's for a reason. Be responsive and thoughtful in your next action.
- Questions to ask:
 - Do I acknowledge and address mistakes quickly?
 - Am I conscious of my role in my colleagues' and the network's success?
 - When I work with others, is there a clear and reasonable division of labor?
5. **collaborative:** Our impact as individuals and a team is amplified through collaboration.
 - We aim to constantly add depth and value to our work through the incorporation of varied perspectives, experiences, and skills. Embrace opportunities to work with others—inside and outside of our organization.
- Questions to ask:
 - Am I approachable and understanding when people ask for my help?
 - Do I offer feedback in a respectful way?
 - Do I make an effort to gather information and perspectives from people outside of the National office, and outside of ASAS?
 - Do I consider how to leverage colleagues' expertise when I approach assignments?

THE ASAS NATIONAL PROGRAM INITIATIVES

After-School All-Stars developed a set of key program initiatives to address the issues that are most adversely affecting the lives of our students and their communities. Our program's ability to leverage a national program model, combined with locally designed classes, events and activities, is unique to ASAS. With a national footprint, these initiatives continue to receive attention from supporters of after school looking to support youth development programs that help youth succeed inside and outside the classroom.

OUR FOUR NATIONAL INITIATIVES

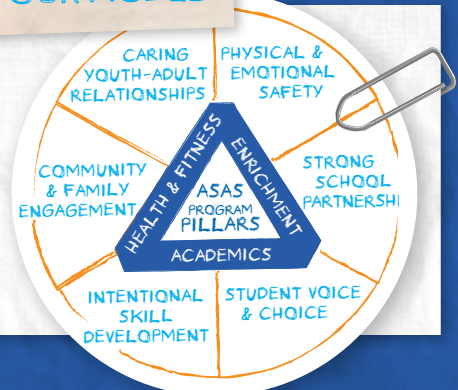
Preparing kids for success:



OUR VISION

Our vision is for our All-Stars to be **safe** and **healthy**, **graduate** high school and go to **college**, find **careers** they **love**, and give back to their **communities**.

OUR MODEL



NATIONAL PROGRAM INITIATIVES SUMMARY

We Are Ready takes place throughout the school year and teaches middle school students how to succeed in high school. We Are Ready informs the students of high school resources such as: how to take notes, study, time management, and staying organized. The program also introduces them to the college application process and informs students of their local and national colleges. The program also teaches important skills that include: how to build a resume, explore career options and education requirements needed to achieve those careers.

In response to America's youth obesity crisis, **Sports as a Hook** was designed to be a unique sports-based youth development program that connects health and well-being to sports activities and leadership, nutrition education, service learning, outdoor experiential education, while also providing girls with opportunities to play competitive sports.



With more and more youth feeling disconnected from their communities and helpless to improve them, we launched **Life Service Action** (LSA)—a service-learning program. LSA takes many forms in schools across the country, as youth sound off and play an active role in determining what their schools and neighborhoods need in order to become safe and healthy environments for them to live and learn. The service year culminates in a national conference of ASAS youth leaders at the National Youth Advisory Board Retreat in Washington DC.

As our world becomes more competitive and innovative, we created **CEO** — a **Career Exploration Opportunities** program. Here, students take a front row seat in experimenting with real-world scenarios and hands-on learning opportunities in a range of careers and entrepreneurial pursuits. CEO connects youth with community leaders and role models from government, business, and the nonprofit sectors to learn 21st century workplace skills.

ASAS **DAILY** PROGRAM OBJECTIVES

THE most important function of the After-School All-Stars, and the heartbeat of the work, is in how our teaching staff approach the daily mission of connecting with youth. Whether you are a site coordinator, a program leader, or teacher. You should always **START** with these goals and objectives as you teach, connect, and work with our young people throughout the school year.

- 1** For your students to learn in an environment that is both physically and emotionally safe.
- 2** For young people to experience positive and caring youth-adult relationships while participating in your programs.
- 3** For learning to include the involvement and participation of the local community and family unit.
- 4** Plan for intentional skill-building in the design of your program classes and activities. Allow students to master projects and activities you are offering.
- 5** Your students must have the opportunity to define and give voice to what a successful after school program looks like. Take into account their interests in designing the classes you will offer.
- 6** For each ASAS program site to build strong school, community, and business partnerships that benefit youth and their families.

DAILY PROGRAM FLOW

Each afternoon of ASAS programming begins with **an hour of academic support**. During this 60-minute timeframe, students are provided one-on-one tutoring, assistance with homework, all complimented by activities like journal writing, reading, and blended learning. The objective is not simply to ensure that the students complete their homework – which is significant enough, but also to teach students self-discipline and good work habits that will benefit them for years to come. In addition, students receive a **daily nutritious snack** either before or after their academic hour. After their **academic hour**, students transition to their selected **enrichment activities** for the next 90 minutes (up to two classes per day). Participants are able to choose from a wide range of activities such as: music, dance, arts programs, sports, fitness, cooking, various technology classes. These classes usually last 8-10 weeks, or sometimes a full semester.

"WHY-HOW-WHAT" a.k.a, The Golden Circle

One thing is for sure, your kids are watching you at every turn! They can sense inauthenticity a mile away. As adults working in the field of education and youth development, we know there's no better way to turn students off than by not practicing what we preach. Because of this, we need you to be in touch with **WHY** you are doing this work. Below is a simple diagram of concentric circles known as "The Golden Circle".

Created by author and thought leader **Simon Sinek**, the process is to start us with "the why" in order to better understand and carry out "the how" and "the what" of our work.

Under each of the descriptors on the left side of the page, reflect on what these mean for you personally. Do this before you set foot on your campus.

Why=The Purpose

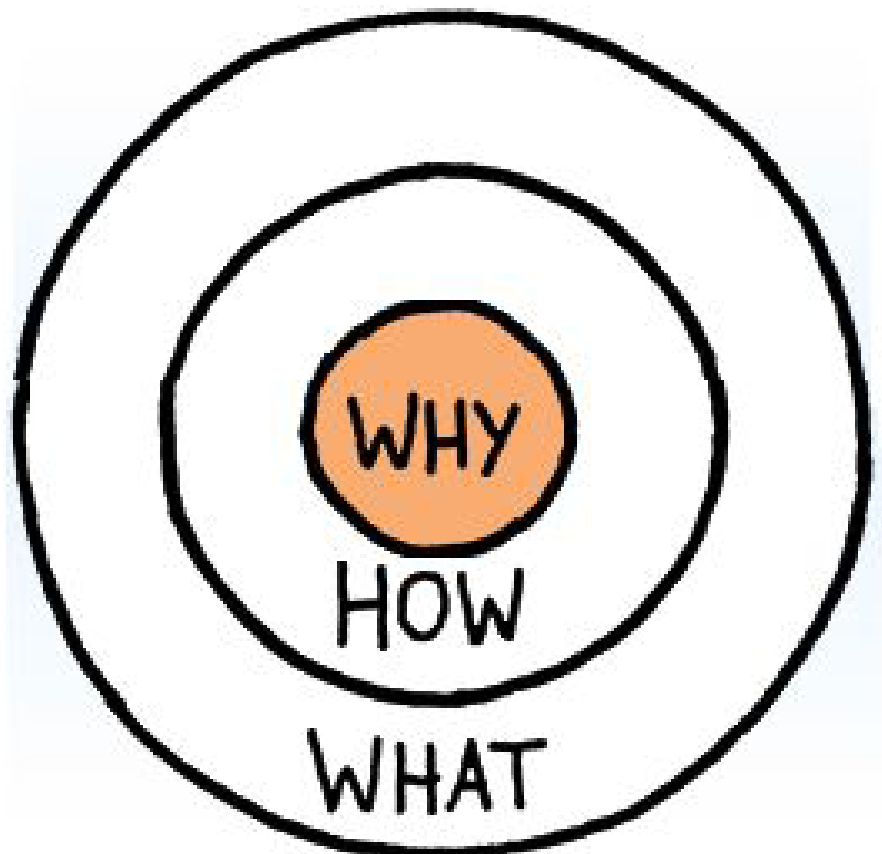
What is your cause? What do you believe in?

How=The Process

Actions you will take to realize the Why.

What=The Result

What outcome you will expect from your Why.



THE STAFF: THE HEARTBEAT OF THE PROGRAM

PROGRAM LEADERS: *n.* an individual that is the doorway to the program; front line staff dealing directly with the students.

TOP 15 CHARACTERISTICS WANTED IN PROGRAM LEADERS:

1. Report to work every day, on time, and ready to work.
2. Show initiative. Do what needs to be done without waiting to be told. Do what it takes to run a great program.
3. Be presentable and professional in your appearance. Keep work areas clean and neat.
4. Treat participants with respect and keep them happy...for the most part.
5. When working, concentrate on what you are doing.
6. Be honest.
7. Develop good communication skills– ask questions, have an outgoing, friendly personality, smile.
8. Have an eagerness to learn new things about the job and new ways to do the job.
9. Have a good attitude towards others and towards the work itself.
10. Develop the ability to get along with co-workers.
11. Work hard.
12. Do quality work by doing each job the very best you can.
13. Follow the rules of the school and program.
14. Know the safety rules and follow them.
15. Know the program well so that you are able to answer questions to the best of your ability.

STUDENTS COME FOR THE PROGRAM, BUT
THEY STAY FOR THE PEOPLE!

THE PROUD. THE FEW.

How action verbs describe your program's positions:

- Instructors/Teachers: **Delivering** and **Connecting** the program experience
- Site Coordinators: **Inspiring** and **Leading** the program experience
- Program Managers: **Managing** and **Guiding** the program experience

INSTRUCTORS & TEACHERS

#1 Job is to connect with youth and to serve as a conduit to develop and support their personal and academic growth!

Be organized and communicative in planning and providing a dynamic and exciting program for our young people.

Provide an emotionally, physically, and socially safe environment for young people to thrive in.

With your peers and supervisors, create an engaging program atmosphere that keeps young people coming! In other words, RECRUIT!

BE PASSIONATE ABOUT SOMETHING!

KNOW YOUR ROLE AND SET SOME GOALS!

Program Leader Job Description and Goal Setting Tools

Position: Program Leader

Reports to: Site Coordinator

Location: Nationwide

Work Hours: Part time position. Typical hours are Monday – Friday, 3:00pm – 6:00pm

Do you love working with kids? Are you interested in teaching your passion to students? Are you a kid at heart? AFTER-SCHOOL ALL-STARs IS THE PLACE FOR YOU! Now seeking Program Leaders to teach art, dance, drama, cooking, step, jewelry making, fitness, spoken word, music and more!

After-School All-Stars (ASAS) is one of the leading national after-school program providers in the country. Our comprehensive school-based programs combine activities and learning. Our program goal is to help students build the knowledge and skills needed to succeed, both in school and life.

ASAS is seeking part-time program leaders to work directly with middle school students in an engaging after-school program. Program leaders must be energetic, youth-focused, and passionate about providing high quality programming to youth. The successful candidate will be a self-starter with a great personality, passionate about serving youth in an educational setting, with the ability to mentor middle school students. The program leader's mission is to ensure that youth have a positive and fun after-school experience.

Curriculum Development:

- Prepare and plan activities that reflect the interests of students, showcase your talents and hobbies, and that are in alignment with our school's academic enrichment requirements.
- Plan and create daily classes, weekly lesson plans, which are delivered over an 8-10 week session.
- Participate in professional development experiences designed to support your growth as a leader of young people, a mentor, and instructor in the classroom.
- Assist in planning end-of-session culminating/celebratory events designed to showcase student work and achievement.
- Responsible for planning the use and ordering of teaching materials, supplies, and resources.

Youth Supervision:

- Provide safe and supervised activities for student participants.
- Teaching responsibilities require your presence on campus from M-F from 3:00-6:00pm.
- Using the ASAS approach of positive youth discipline, help students take ownership of their actions and grow from consequences of such actions.

Facilitation:

- Work in conjunction with the Program Manager and fellow Program Leaders to ensure that program activities are exciting and relevant to youth, as well as organized and well-thought out.
- Support ongoing student recruitment and promotion of the program.
- Maintain a strong connection with students to better understand their interests so as to plan and offer activities that keep them engaged throughout your session.
- Create and maintain a safe, inviting, and respectful environment. Maintaining cleanliness in the: classroom, auditorium, and other areas where programs are held.
- Maintain professional and positive relationships with school staff, partners, students and parents.

S.M.A.R.T Goals

1. _____

2. _____

GOAL TO BE ACHIEVED BY (DATE): _____

What will you use to measure progress?

What will your cycle be to check on progress and/or challenges?

☐ monthly ☐ end of session ☐ end of quarter ☐ mid / year-end

Who is involved in your goal's success? Identify resources.

CHECK IN DATE: _____

GOAL 1

☐ ON-TRACK
☐ OFF-TRACK
☐ RE-ASSESS

GOAL 2

☐ ON-TRACK
☐ OFF-TRACK
☐ RE-ASSESS

ADDITIONAL GOAL SETTING RESOURCES

WRITING ASSESSABLE GOALS & OBJECTIVES

Avoid Weasel Words:

| | |
|-----------------------------------|------------------------------------|
| be aware of | have a (firm) grasp of |
| have an awareness of | have a (an in-depth) knowledge of |
| be conversant with | be prepared for a variety of |
| be familiar with | have a (good) sense of |
| display a broad and full grasp of | understand |
| develop awareness (understanding) | have an (a broad) understanding of |

Use Action Verbs:

| | | | |
|-------------|---------------|------------|------------------|
| Add | Design | List | Restate |
| Advance | Determine | Locate | Reveal |
| Alter | Differentiate | Make | Revise |
| Analyze | Discriminate | Manipulate | Section |
| Annotate | Dissect | Match | Select |
| Apply | Distinguish | Mobilize | Separate |
| Appraise | Divide | Modify | Show |
| Arrange | Draw | Multiply | Sift |
| Assign | Earn | Name | Sketch |
| Assay | Employ | Negotiate | Solve |
| Assess | Estimate | Offer | Sort |
| Calculate | Evaluate | Omit | Speak |
| Canvass | Exercise | Operate | Specify |
| Change | Exert | Perform | Spell |
| Check | Expand | Pick | State |
| Choose | Extrapolate | Plan | Strike |
| Classify | Find | Point | Subtract |
| Collect | Form | Predict | Summarize |
| Combine | Generate | Produce | Support |
| Compare | Give | Project | Synthesize |
| Compose | Hold | Propose | Take care, teach |
| Contrast | Identify | Quality | Tell |
| Convert | Illustrate | Quantity | Test |
| Create | Include | Quote | Touch |
| Criticize | Integrate | Rate | Transfer |
| Dance | Interpolate | Read | Transform |
| Deduce | Interpret | Recite | Translate |
| Define | Judge | Referee | Use |
| Demonstrate | Justify | Repeat | Weigh |
| Derive | Label | Reproduce | write |

Gardiner, Lion F. (1989). *Planning for assessment: Mission statement, goals, and objectives*. Trenton, NJ: Distributed by New Jersey Department of Higher Education, 256. pp.

Aligning Goals and Objectives with Identified Needs

This rubric is designed to catalog your goals and objectives based on a SPECIFIC NEEDS or areas in need of improvement.

For example, if you've identified a need for a clear onboarding process for line staff, i.e. completion and accuracy of clearances, then you would start with right side of the sheet, and work backwards towards your goals, followed by specific objectives, and so on.

START HERE!



| Goal Overall Program Goal(s) (broad and sweeping vision of what areas of weaknesses can become) | Objectives Program/Project Specific Objectives (these are specific steps to accomplish goals) | Measurable What will be used to measure progress? (instrument, tool, meeting cycle,etc) | Strategies/Activities What strategies and/or activities will you use to meet your goals and objectives? | Connection to Need or Area in need of improvement What specific needs will the program goal/ objectives aim to address? |
|---|--|---|--|--|
| Ex: To establish clear guidelines and protocols for determining staff as fully screened and hired | Ex: Create an up-to-date checklist of documentation needed specific to each position | Personnel/New Hire checklist tool | Monthly auditing of school personnel files and "new staff" status | Staff start their employment with ASAS without a clear determination as to the status of clearances and paperwork completion |
| | | | | |
| | | | | |
| | | | | |

SMART KEY:

specific - begin w/action verbs, i.e. create, develop, organize, expand

measurable - how, when, and what will you use to measure progress?

attainable - who will you collaborate with to achieve success? Resources?

realistic - is the goal in line with your core work? Does it motivate or scare?

timely - what is your goal's due date? end of session, end of year, date?

Success isn't a result of
spontaneous combustion.
You must set yourself on fire.

Arnold H. Glasow
American Humorist

LEADERSHIP: THE ALL-STAR WAY!

Many consider "leadership" to be strongly driven by one's interpersonal skills. Many scholars agree that, "Leaders have to be relationship oriented" and that "Leadership is the interpersonal influence an individual exercises in a situation, directed through the communication process, toward the attainment of a specified goal or set of goals."

If interpersonal skills are the key to leadership, is one born with these skills, or are these skills the result of one's environment? Many would indeed agree that interpersonal skills cannot be acquired by reading a book or listening to a lecture. Other scholars have indicated that leadership skills are gained as the result of a practical, experiential educational program. Thought leaders have often discounted traditional classroom teaching methods as sufficient tools for acquiring leadership skills.

John Kotter, a world renowned expert on leadership at the Harvard Business School, has written that, ". . . Some people may have personality traits that make it more likely they will be leaders . . . Many people have the potential for leadership, they just haven't developed it." Hence we return to the question, "Are leaders created through genetics or are they a result of environment and education?"

TAKE A MOMENT TO ANSWER THAT QUESTION BEFORE CONTINUING.

Our organization was founded on very practical examples of leadership. By nature, the art of "leading" has employed many different adjectives to describe its very function. It has been no different for us.

OUR DESCRIPTIONS

Real Models

Stages of
Leadership

Transformational
Leadership

Renewed
Leadership

REAL MODELS

“Real models” are staff who live each and every day authentically committed to transforming lives by “walking the walk”. They collaborate with others to create an identity and achieve program goals and objectives.

The most effective method of transforming our young people’s attitude towards the learning process has been their relationship with “real models” – that’s you!

STAGES OF LEADERSHIP

We consider leadership stages to be critical in assisting staff to make positive decisions and to assume responsibility for their actions. These stages are represented as follows:

STAGE 1

SELF-LEADERSHIP

When a person makes decisions for self, independently of others.

Outcome = Perspective
(Taking initiative when you don’t have power)

STAGE 2

SMALL GROUP LEADERSHIP

When a person influences the decision making process of another or a small group, such as peers, family etc.

Outcome = Trust
(Partnering for performance)

STAGE 3

LARGE GROUP LEADERSHIP

When a person acquires the additional ability to influence the decision making of a large group, such as their class, their entire school or community.

Outcome = Empowerment
(None of us is as smart as all of us)

STAGE 4

MENTORING LEADER

When a person is capable of mentoring leadership in others. A leader at this level realizes that in order to truly lead, you must develop other leaders as they are ready.

Outcome = Effectiveness
(Valuing both people and results)

Leaders and followers raise one another to higher levels of morality and motivation. Leadership is a process of mutual influence.

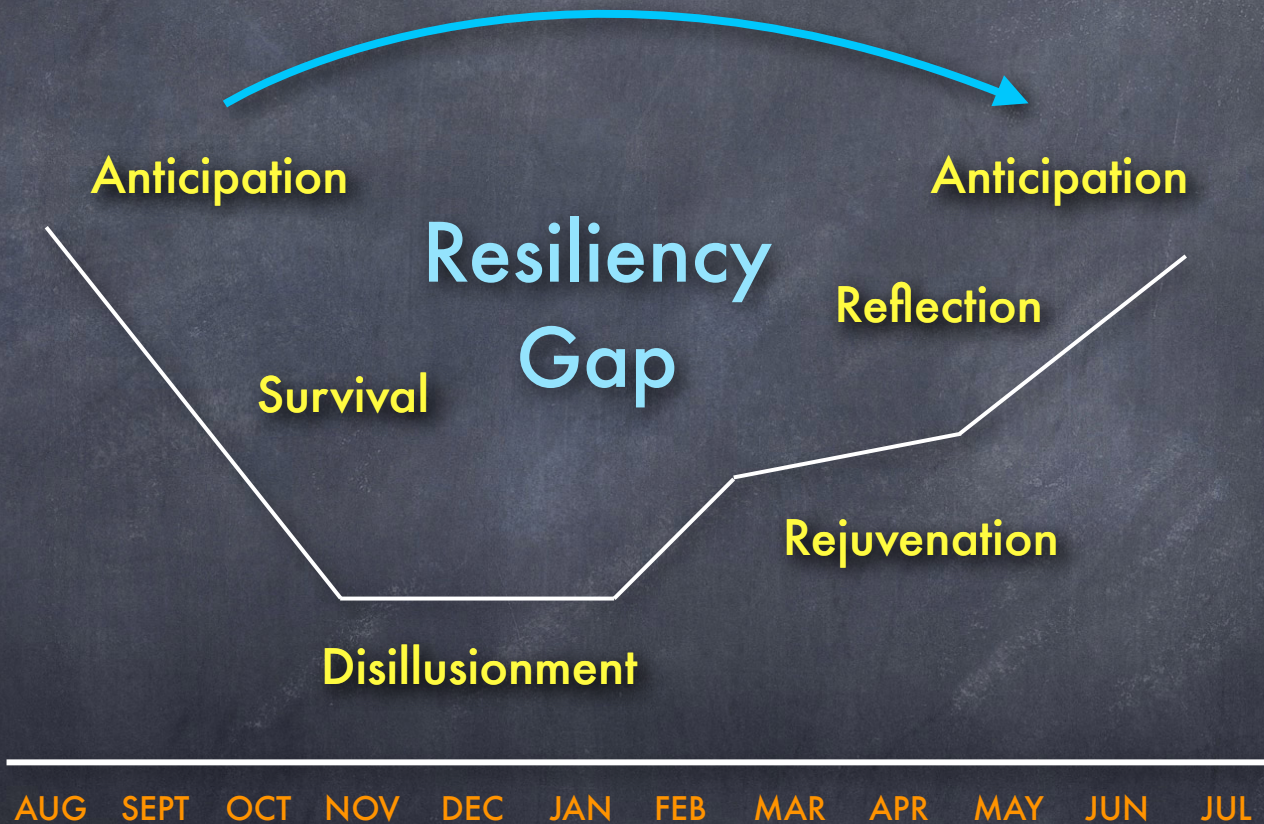
TRANSFORMATIONAL

In order to transform the lives of today's youth, we invested time and energy in first transforming the adults leading our youth. Skipping this vital step in adult staff development hinders change in young people.

The idea of power in transformational leadership is consensual and facilitative in nature. "Power" is manifested **through other people, not over other people**. It arises when followers are helped to find greater meaning in their work, to meet higher-level needs through their work, and to develop enhanced capabilities to perform their work.



Phases of First-Year Teaching



Effective leaders move their people from dependence to independence. To quote an old Chinese proverb, "When the job is done the people say, 'We have done it ourselves.'"

The "Phases" graphic you see above was developed by a well known trainer and coach in education, Dr. Laura Lipton. It describes the ups and downs that teachers go through in their first year of teaching in the classroom. Look familiar?

A by-product of transformational leadership provides you with the opportunity to experience these phases in ways that are constructive, thus allowing you to grow and reflect from the roller coaster ride that is working with young people rather than just getting frustrated and upset!

| TRANSACTIONAL | TRANSFORMATIONAL |
|--|---|
| Group members think they are (and usually are) grouped together for administrative purposes only. Individuals generally work independently and often unknowingly duplicate efforts. | Team members recognize the importance of mutual support and interdependence. They understand both the team and personal goals at hand. Wasted struggling over "turf" issues, nor attempting personal gain at the expense of others exist. |
| Group members tend to focus on themselves because they are not sufficiently involved in planning the unit's objectives. They approach their job simply as a hired hand. | Team members feel a sense of ownership and pride for their jobs and their unit because they are committed to the goals they helped to establish. |
| Group members are told what to do rather than being asked what the best approach is. Suggestions from group members are neither solicited nor encouraged. | Team members are expected to contribute to the organization's success by applying their unique talent and knowledge to team objectives. |
| Group members often distrust the motives of colleagues because they don't understand the role of other members. Expressions of opinion or disagreement can be considered divisive or non-supportive. | Team members work in a climate of trust and are encouraged to openly express ideas, opinions, disagreements and feelings. Questions are welcomed and solicited in a variety of ways. |
| Group members are more cautious about what they say and to whom they say it. Often the result is a lack of "real understanding". Game playing (back stabbing) may occur with communication traps set to catch the unwary. | Team members practice open and honest communication based on a unit of core values. There are formal and informal policies for disagreement. Members make an honest effort to understand each other's point of view - and if nothing else, agree to disagree. |
| Group members may receive excellent training, but are limited to applying their training on their job. Group members nor their supervisor are open to the application of new skills. | Team members are encouraged (pushed) to develop skills and are expected to apply what they learn to/on their job. With the support of the team, and using the concepts of "failing forward" they are expected to constantly improve. |
| Group members find themselves in conflict situations that they don't know how to resolve. Often, the supervisor, not knowing what to do, may choose to ignore the situation. Intervention usually happens after serious damage has occurred. | Team members recognize that conflict is a normal aspect of human interaction. They view such situations as an opportunity for new ideas and increased creativity. Their attitudes help them to resolve the conflict quickly and constructively. |
| Group members may or may not participate in discussions or the decisions making affecting the group. Conformity seems to be the most important outcome, rather than positive results. | Team members are expected to participate in decisions affecting the team and are not allowed to be absent from staff meetings. Positive results, not conformity is the goal. |

HOW DOES YOUR TEAM OPERATE? Circle below & describe.

transactional

transformational

transactional

transformational

transactional

transformational

transactional

transformational

transactional

transformational

transactional

transformational

transactional

transformational

transactional

transformational



As an after-school practitioner, whether you're working directly with children or running a program, the self you bring to work will determine the type of day your going to have. There are significant school-based hot topics that are driving the need to be aware of the "self" we bring to work:

School Culture: Refers to the quality and character of school life. School climate is based on patterns of students', parents' and school personnels' experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

School Climate: Generally refers to the beliefs, perceptions, relationships, attitudes, as well as written and unwritten rules that shape and influence every aspect of how a school functions, but the term also encompasses more concrete issues such as the physical and emotional safety of students, the orderliness of classrooms and public spaces, or the degree to which a school embraces and celebrates racial, ethnic, linguistic, or cultural diversity.

SELF-AWARENESS INVENTORY

Take a moment to reflect on how your "self" showed up to work this week. Stay Self-Aware!

| SKILL | Did this show up at work this week? | | | Comment or Note |
|-------------------------------------|-------------------------------------|----|----|-----------------|
| Meeting deadlines | YES | NO | NA | |
| Expressing yourself verbally | YES | NO | NA | |
| Being dependable | YES | NO | NA | |
| Staying focused/Attention to detail | YES | NO | NA | |
| Expressing yourself in writing | YES | NO | NA | |
| Listening | YES | NO | NA | |
| Staying Accountable | YES | NO | NA | |
| Mentally prepared before class | YES | NO | NA | |
| Demonstrating patience/empathy | YES | NO | NA | |
| Remaining Organized | YES | NO | NA | |
| Making decisions | YES | NO | NA | |
| Solving problems | YES | NO | NA | |
| Working as part of a team | YES | NO | NA | |
| Responding Constructively to Stress | YES | NO | NA | |
| Being motivated | YES | NO | NA | |
| Leading others | YES | NO | NA | |
| Arriving on time | YES | NO | NA | |

PERFECT PRACTICE MAKES PERFECT: TRAINING PLAN

Now, you may think you've entered the education business when you joined After-School All-Stars. We have news for you! It's SO much more than that!

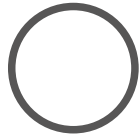
In our experience, we have discovered that "after school" is not a time, but a **THING!** The very origins of our organization are much more dynamic than a time in the day. We have been about providing opportunities and creating connections that change the attitude of youth towards the learning experience. We want your attitude to be the same. Beyond the ABC's, this is what our training plan will give you:

- **The perspective and knowledge critical to understanding young people.**
- **The self-awareness to appreciate the impact your words and actions have on your students and colleagues.**
- **The tools needed to create the right culture and community among your group of students.**
- **The urgency to prepare! The difference between a great class and a mediocre one is anticipating what things you will need, what behaviors may happen, and how to be flexible within the framework of lesson plans.**
- **That setting goals for your class and having the right energy to inspire your group of 20 students is 90% of the battle!**

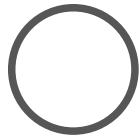
Trainings occur during the following cycles and include various topics which will be provided by your local Site Coordinator and/or Program Manager.

■summer ■during prep time ■with school day staff ■pupil free days ■breaks/intersession

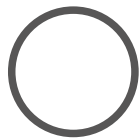
On the next page is a list of the trainings you can expect from our organization. Please check off each one as you go through the school year. The goal is to attend all of them. It's the honor system, so stay honest!



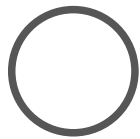
Creating Safe & Supportive Environments



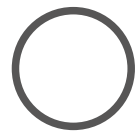
**Adopting Active and Engaged
Learning Methods**



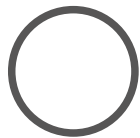
**Guiding Youth in Building
of their Skills**



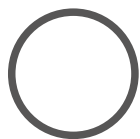
**Providing Opportunities for Youth
Participation, Voice, and Leadership**



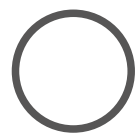
Promoting Healthy Choices & Behaviors



**Communicating and Collaborating
with Host Teacher**



Lesson Planning & Student Engagement



**Establishing Culture, Community, and
Expectations with your Students**

YOUTH DEVELOPMENT BEGINS WITH **YOU!**

what is



Youth development refers to the process through which all young people seek ways to meet their basic physical and social needs and to build knowledge and skills necessary to succeed in adolescence and young adulthood.

“I DO IT FOR THE KIDS!”

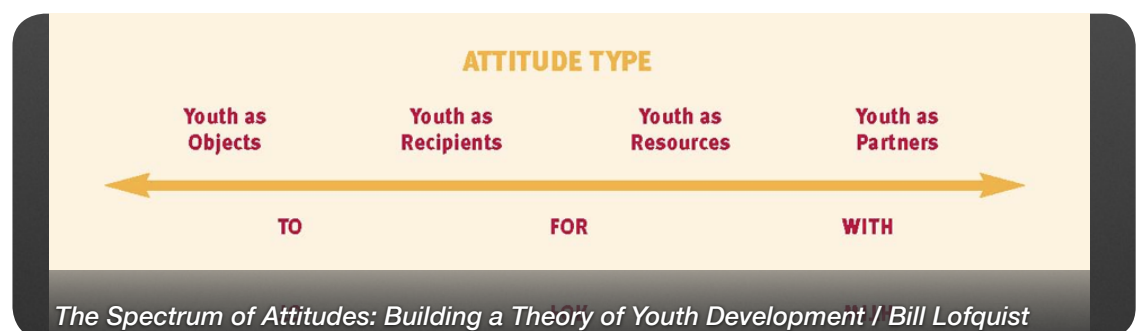
VS.

“I DO IT WITH THE KIDS!”

**The goal is to
shift our mindset to
match this attitude...**



**It's critical to
the outcome of
your work
to know the
difference!**



BUILDING UP OUR YOUTH!



For each of the categories, describe what each of these would look like in your class.

PHYSICAL AND EMOTIONAL SAFETY: My students feel secure and are able to take risks that help them grow.

IT WOULD LOOK LIKE: _____

MULTIPLE SUPPORTIVE RELATIONSHIPS: My students receive guidance from me and emotional and practical support from both adults and peers on our campus, so that they learn to connect.

IT WOULD LOOK LIKE: _____

MEANINGFUL PARTICIPATION: My students experience real involvement and decision-making so that they are able to take on leadership roles and gain a sense of belonging.

IT WOULD LOOK LIKE: _____

COMMUNITY INVOLVEMENT: My students gain an understanding of the greater community so that they feel able to make an impact in and be a productive part of where they live.

IT WOULD LOOK LIKE: _____

CHALLENGING AND ENGAGING LEARNING EXPERIENCES: My students build a wide array of skills and competencies and experience a sense of growth and progress.

IT WOULD LOOK LIKE: _____

YOUTH DEVELOPMENT OUTCOMES

Young People Must Learn:

- TO BE PRODUCTIVE:**

to engage positively and do well in school,
to use their spare time well and take care of their basic needs

- TO BE CONNECTED:**

to form attachments and have supportive
relationships with adults and peers, to identify with a
larger community

As the picture below illustrates, your students will be at various emotional stages throughout the day, nevermind weeks and months of the year. Be prepared to keep students connected to you, their peers, the program, and their overall school community! The more that students push you away and rebel against you, the more they need your effort in keeping them connected!



YOUTH DEVELOPMENT OUTCOMES (CONT.)

TO NAVIGATE: through different settings, situations and challenges; this task encompasses learning how to move...

- **Among their multiple worlds**—peer groups, families, schools, neighborhoods—each of which may require different behavior and even language; behaving in ways that are appropriate to the setting
- **Around the pressure** to engage in unhealthy and risky behaviors
- **Through their own transitions**—for example, the transition from being taken care of to taking care of others



It is not too late! You may think that young people want nothing to do with adults! This could not be further from the truth. You can still become a hero to students on your campus!

List three things you can do during the year to be a genuine role model for kids!

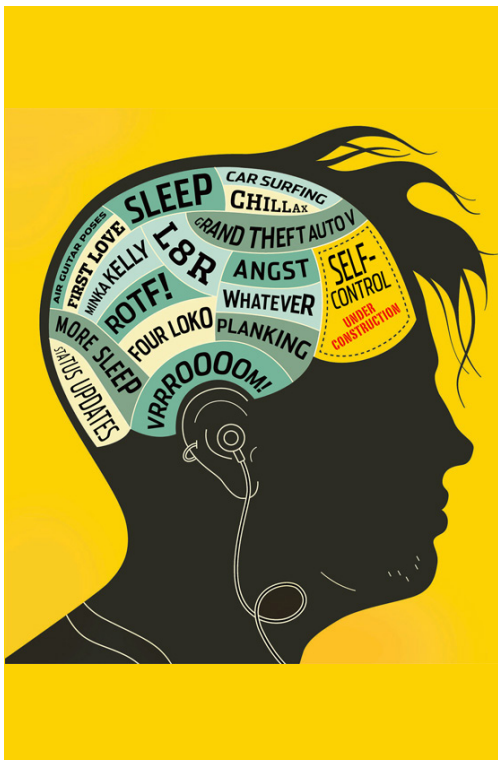
#1: _____

#2: _____

#3: _____

UNDERSTANDING YOUR CLIENT:

The Adolescent Brain



They are dramatic, irrational and scream for seemingly no reason. They have a deep need for both greater independence and tender loving care. There is a reason this description could be used for either teens or toddlers: After infancy, the brain's most dramatic growth spurt occurs in adolescence.

The brain continues to change throughout life, but there are huge leaps in development during adolescence according to Sara Johnson, an assistant professor at the Johns Hopkins Bloomberg School of Public Health who reviewed the neuroscience in "The Teen Years Explained: A Guide to Healthy Adolescent Development" (Johns Hopkins University, 2009) by Clea McNeely and Jayne Blanchard.

Though it may seem impossible to get inside the head of an adolescent, scientists have probed this teen tangle of neurons. Here are five things they've learned about the mysterious teen brain.

New Thinking Skills

Due to the increase in brain matter, the teen brain becomes more interconnected and gains processing power. Adolescents start to have the computational and decision-making skills of an adult – if given time and access to information. But in the heat of the moment, their decision-making can be overly influenced by emotions, because their brains rely more on the limbic system (the emotional seat of the brain) than the more rational prefrontal cortex. "This duality of adolescent competence can be very confusing for caretakers. Sometimes teens do things, like punch a wall or drive too fast, when, if asked, they clearly know better.

Intense Emotions

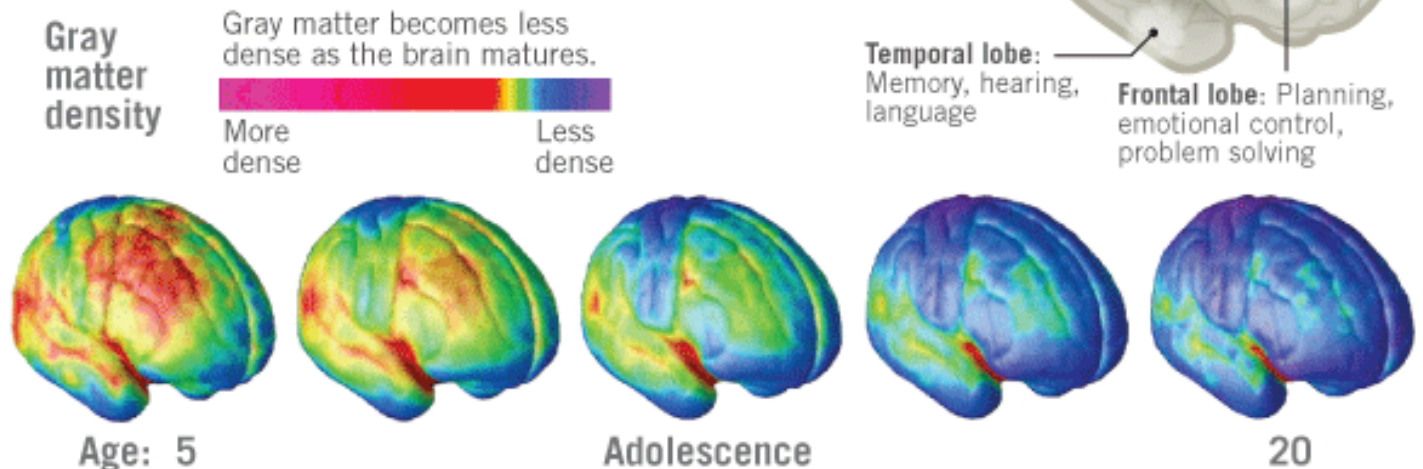
Puberty is the beginning of major changes in the limbic system, the part of the brain that not only helps regulate heart rate and blood sugar levels, but also is critical to the formation of memories and emotions. Part of the limbic system, the amygdala is thought to connect sensory information to emotional responses. Its development, along with hormonal changes, may give rise to newly intense experiences of rage, fear, aggression (including toward oneself), excitement and sexual attraction. Over the course of adolescence, the limbic system comes under greater control of the prefrontal cortex, the area just behind the forehead, which is associated with planning, impulse control and higher order thought.

Peer Pleasure

As teens become better at thinking abstractly, their social anxiety increases. Abstract reasoning makes it possible to consider yourself from the eyes of another. Teens may use this new skill to ruminate about what others are thinking of them. In particular, peer approval has been shown to be highly rewarding to the teen brain, which may be why teens are more likely to take risks when other teens are around. Kids are really concerned with looking cool – but you don't need brain research to tell you that. Friends also provide teens with opportunities to learn skills such as negotiating, compromise and group planning. They are practicing adult social skills in a safe setting and they are really not good at it at first. So even if all they do is sit around with their friends, teens are hard at work acquiring important life skills.

Growing a Grown-up Brain

Scientists have long thought that the human brain was formed in early childhood. But by scanning children's brains with an MRI year after year, they discovered that the brain undergoes radical changes in adolescence. Excess gray matter is pruned out, making brain connections more specialized and efficient. The parts of the brain that control physical movement, vision, and the senses mature first, while the regions in the front that control higher thinking don't finish the pruning process until the early 20s.



Source: "Dynamic mapping of human cortical development during childhood through early adulthood," Nitin Gogtay et al., *Proceedings of the National Academy of Sciences*, May 25, 2004; California Institute of Technology

Measuring Risk

The brakes come online somewhat later than the accelerator of the brain. This is in reference to the development of the prefrontal cortex and the limbic system respectively. At the same time, teens need higher doses of risk to feel the same amount of rush adults do. Taken together, these changes may make teens vulnerable to engaging in risky behaviors, such as trying drugs, getting into fights or jumping into unsafe water. By late adolescence, say 17 years old and after, the part of the brain responsible for impulse control and long-term perspective taking is thought to help them reign in some of the behavior they were tempted by in middle adolescence. What are you to do in the meantime? Continue to guide and counsel youth. Like all children, teens have specific developmental vulnerabilities and they need positive adult relationships to limit their behavior.

'I am the center of the universe'

The hormone changes at puberty have huge affects on the brain, one of which is to spur the production of more receptors for oxytocin, according to research detailed in a 2008 issue of the journal *Developmental Review*. While oxytocin is often described as the "bonding hormone," increased sensitivity to its effects in the limbic system has also been linked to feeling self-consciousness, making an adolescent truly feel like everyone is watching him or her. According to McNeely and Blanchard, these feelings peak around 15 years old.

While this may make a teen seem self-centered (and in their defense, they do have a lot going on), the changes in the teen brain may also spur some of the more idealistic efforts tackled by young people throughout history.

It is the first time they are seeing themselves in the world, meaning their greater autonomy has opened their eyes to what lies beyond their families and schools. They are asking themselves for perhaps the first time: What kind of person do I want to be and what type of place do I want the world to be?

Until their brains develop enough to handle shades of gray, their answers to these questions can be quite one-sided, but the job of adult influences is to help them explore the questions, rather than give them answers.

UNDERSTANDING YOUR CLIENT:

Teaching to Gender Differences

What do we know about differences in how girls and boys learn? That they most definitely exist! These differences are more substantial than age differences in many ways. Educational psychologists have found fundamental contrasts in the factors motivating girls vs. factors motivating boys.

Researchers have consistently found that girls are more concerned than boys are with pleasing adults, such as parents and teachers. Most boys, on the other hand, will be less motivated to study unless the material itself interests them. On the following page, you will see a list of tendencies by boys and girls in how they learn. This is not meant to support gender stereotypes, but to provide some context when you observe certain behaviors and interactions in your students throughout the school year. **Just remember, at the end of the day, our approach to supporting our youth either reinforces gender stereotypes or BREAK them. We can help create new possibilities!**

THE **BRAIN** BEHIND **BOYS**

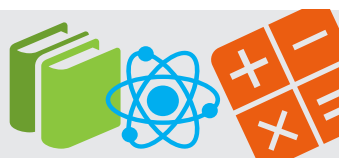
BIG PICTURE & SPATIAL PERCEPTION

THE **BRAIN** BEHIND **GIRLS**

SPECIFIC DETAIL & VERBAL REASONING

THE ABC OF GENDER EQUALITY IN EDUCATION

At age 15, **60%** of the lowest achievers in mathematics, reading and science are boys, **40%** are girls.



Around **75%** of girls report reading for enjoyment vs **50%** of boys



GIRLS OUTPERFORM BOYS IN READING IN ALL COUNTRIES



20% of boys play on collaborative online games every day vs **2%** of girls

IN 6 OUT OF 10 COUNTRIES BOYS CONTINUE TO PERFORM BETTER IN MATHEMATICS THAN THEIR FEMALE PEERS



GIRLS – EVEN HIGH ACHIEVERS – LACK CONFIDENCE IN MATHEMATICS



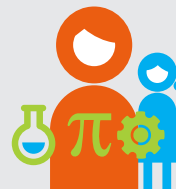
2 IN 3 GIRLS VS 1 IN 2 BOYS report often worrying that it will be difficult for them in mathematics classes



Four times the number of boys as girls consider a career in engineering and computing

Girls' attitudes vary hugely between countries though.

In science, girls in **Finland** outperform girls in **Estonia**, and yet only **1 in 50 girls** in **Finland** considers a career in engineering and computing compared to **1 in 9 girls** in **Estonia**



















PARENTS EXPECT BOYS RATHER THAN GIRLS TO WORK IN A SCIENCE, TECHNOLOGY, ENGINEERING OR MATHEMATICS (STEM) FIELD.

50% of parents in Chile, Hungary and Portugal expect their sons to have a career in a STEM field, whereas only **20%** expect the same for their daughters
















FIND OUT MORE >
The ABC of Gender Equality in Education

www.oecd.org/pisa OECD

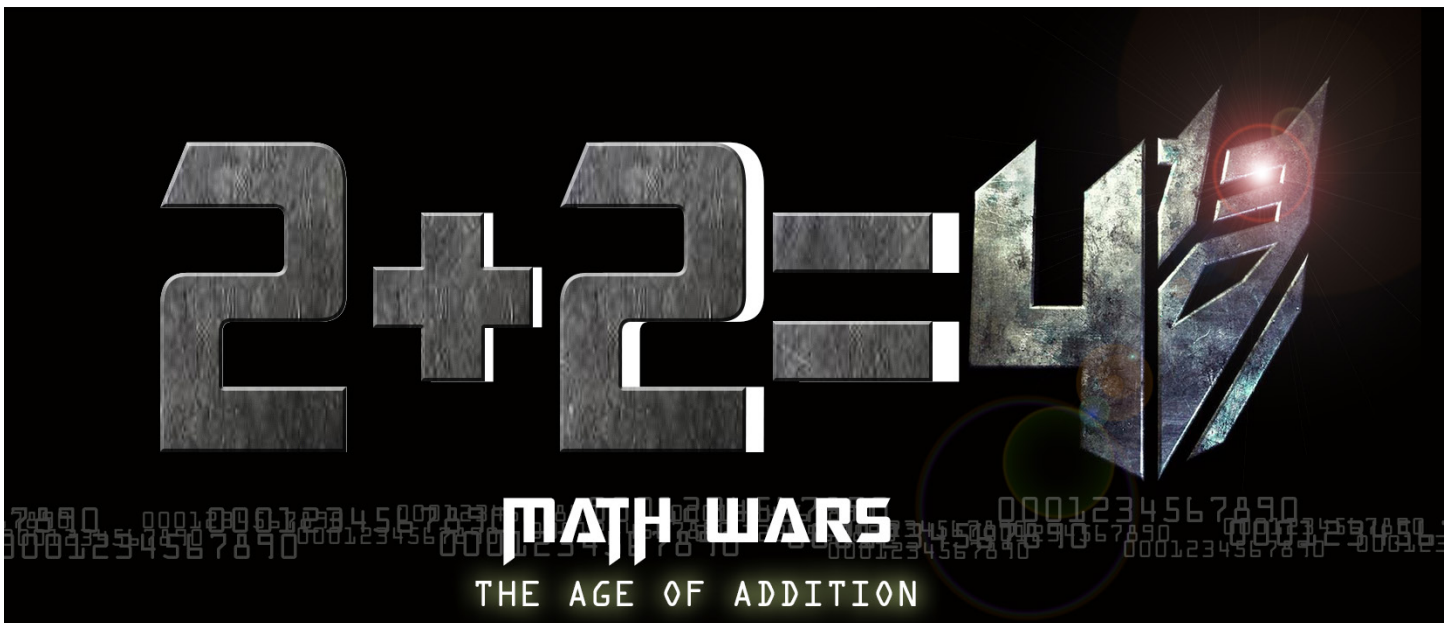
Enhancing Teaching 4 Girls!

-  Use puzzles to foster perceptual and symbolic learning.
-  Promote leadership by creating working groups and teams.
-  Verbally encourage girls who exhibit low self-esteem or who underestimate their abilities.
-  Promote physical activities that foster gross motor skills.
-  Use manipulatives, especially in Science and Math.
-  Provide role models of girls succeeding at activities or school subjects normally associated with male success.
-  Provide opportunities for girls to study together.
-  Expect girls to ask for help and want to affiliate with a teacher.
-  If a girl is the “odd one out” of her social group, don’t dismiss it. Ask about her problems and her possible enemies.
-  Don’t shield girls from “skinning their knees”, which might foster a learned helplessness.
-  Promote girls to actively explore their world even at the risk of failure or minor injury.
-  Let girls create their own challenges in which they can take safe risks.
-  Be aware that loud or repetitive noises may distract girls since their hearing is more acute than most boys.
-  Provide role playing activities for girls.
-  Provide an abundance of fiction at a variety of reading levels so that girls have materials they enjoy reading rather than just school content to study.
-  Connect Science and Math to the real world so that girls can understand the relationships between and impact upon people.

Enhancing Teaching 4 Boys!

-  Use manipulatives that require boys to employ fine motor skills.
-  Provide a larger learning space when possible.
-  Make lessons kinesthetic and experiential. Structure activities for movement.
-  Use technology as a learning and teaching tool. Balance study and screen time.
-  Use graphic organizers that compartmentalize concepts into small sections.
-  Keep verbal instructions short. Don’t layer instructions. Write layered instructions as numbered steps on the board or worksheet.
-  Surround boys with reading material they will enjoy, such as real life nonfiction, adventure, sports, or how-to books. Provide a variety of reading levels.
-  Expose boys to a variety of male mentors from many walks of life that illustrate different ways to be successful.
-  Many boys may not hear as well as girls and need to be moved closer to the front of a room.
-  Provide differentiated writing assignments in which girls can write about description, sensory details, feelings and boys can describe events or action.
-  Be aware that boys will continually test their manhood by doing risky actions and that they overestimate their abilities.
-  Boys in groups do stupid things. Begin any new physical activity with lessons from a trained teacher.
-  Boys learn the “rules of the game” through competitive play as this builds camaraderie and organizes their peer relationships. If you don’t, this aggressive drive will show up elsewhere inappropriately.
-  Ask boys about their lives when they want to be alone. Stress tends to cause boys to choose isolation.
-  Provide a moderate level of stress through timing or some sort of challenge to engage a boy’s interest.

BUILD IT AND MAKE SURE THEY COME: Principles of Marketing Your Program



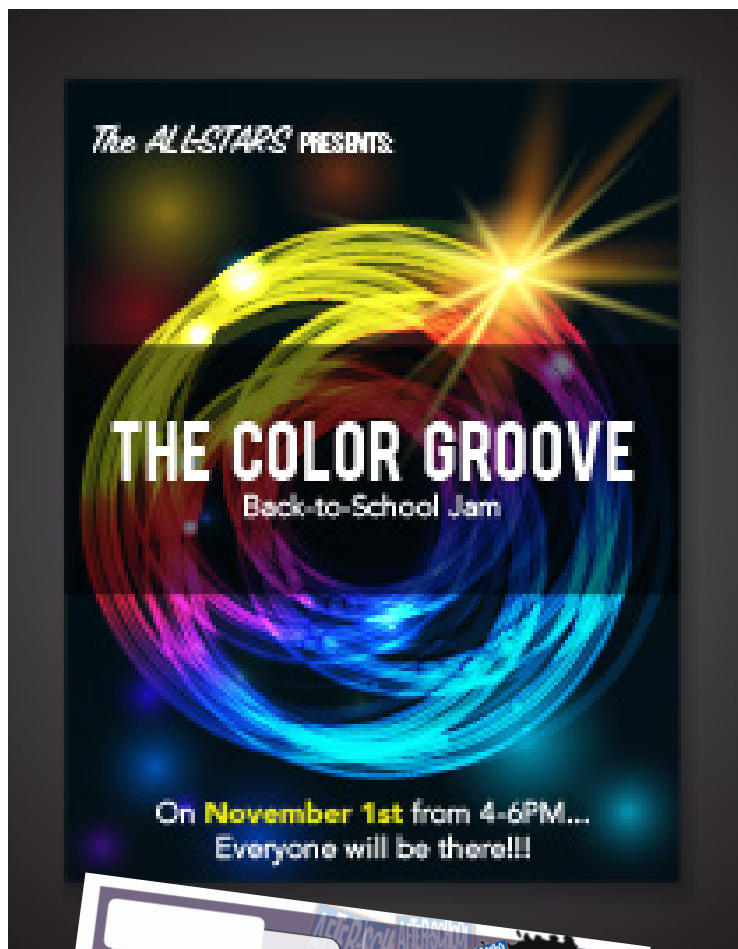
There's intense competition for the hearts and minds of your students. The average American child is exposed to 40,000 advertising messages each year, according to recent estimates, and corporations are currently spending **\$15 billion** annually advertising and marketing to kids up to age 12.

THE QUESTION BECOMES... "WHAT ARE YOU DOING?"

Better yet, what are we doing as a group of highly energetic and creative people to turn our program on its head in order to reach our youth. More often than not, we feel that work is not a place to be creative. That our places of employment are not a place to take chances, or risks, or do something remotely "cool". We desperately need to change this mindset. If anyone in education has the platform and opportunity to reverse this trend, it's US. More specifically, it is YOU!

QUICK, list the three hottest songs right now by name, with the artist right next to it. If you can't do this, then you are already behind and in trouble!

SONG: _____ ARTIST'S NAME: _____
SONG: _____ ARTIST'S NAME: _____
SONG: _____ ARTIST'S NAME: _____



One of the best things you can do for your site is to identify one or two people that can crank out some graphics and marketing pieces for your local program. Only you know what will attract the attention of your students. This will require time, investment, and resources. Here are a few things you can do to start. Find websites that give you FREE stuff!

www.dafont.com - A great graphic starts with great fonts.

www.gimp.org - The best free alternative to Photoshop.

www.pinterest.com - A great collection of ideas. If you don't have an account, get one.

Image Tracing: There's plenty of art work to trace online. Simply research your theme, project content onto your wall that you wish to trace, and you've got your large butcher paper banner or poster.

Once you've honed your skills, invest in software like Adobe Creative Cloud. We can get you a great deal!

OUR APPROACH: Student Recruitment

Staffing: It's not about having the perfect staff, but rather the right staff. Diversity is a plus and attitude is everything! Remember youth come to programs but stay for the people...

Enrichment: These classes/clubs are about experiences not just events or activities. Because of this, youth will come to your program initially, but they should leave with an amazing experience. Increase their buy-in by letting them design their own experience!

Events: Events can make you or break you. The aim is to exceed expectations. Take a stand and be courageous to create a big and bold vision that celebrates your students and community's achievements.

Marketing: You could have the most AMAZING program in the nation but if no one knows about it then what's the point. Also, let's face it, many of us didn't go to school for marketing, yet we are in position that requires daily marketing.

Resources: Success is about being resourceful. Assess what you have and make it work for you.

With decades of experience in working with youth and in after school programs, if there's one thing we've learned it's that "recruiting and retaining" youth is about two primary principles;

1. If you want to recruit and retain them, you must successfully engage them.
2. If you want to engage them, you must effectively understand them.

It is behind these two principles that we should approach our work with youth, but it is also behind these two mindsets that we should look to maximize our potential to impact their lives. A popular saying goes, "they must first know that we care, before they care what we know." Now, It does not take a rocket scientist to convince us this is true. It only takes a short walk back down memory lane to our grade school and middle school years.

One question that we like to ask potential candidates is to "Describe their middle school experience." Do that in the section below.

How did you make friends?

Describe your favorite teacher.

Describe your least favorite teacher.

ENGAGEMENT

So let's talk "engagement." While there are several different definitions for engagement, in the after school field we generally refer to the following: *the state of being emotionally involved or committed to something*. Let's take a look at several actions associated with what we call "engagement."

- Regular and genuine interaction
- Personable conversation
- Having an inspired vision
- Commit to making a right impression
- Appropriate, playful joking
- Physical play (not necessarily touching) and interaction
- Active listening
- Question and answer conversation
- Telling of (appropriate) stories
- Sharing of (appropriate) experiences
- Showing of genuine care and concern
- Paying attention
- Raise expectation
- Ownership of program
- And the list goes on...

You have to think
BIG
when it comes to
recognizing the work
of your students!
Roll out the Red Carpet!
Literally!

Ways to Award & Recognize...

1. Establish your awards and recognition strategies; don't do it randomly but rather create a structured calendar that all staff and students can rely on to award and recognize your students.
2. Do it during program!
3. Do it during lunch or at assemblies in front of entire school/staff crowd
4. Do it on field trips or at special program events
5. Put on a ceremony (make it special like a red carpet affair)
6. Use award ceremonies from television to help with ideas
7. Place names and pictures on school/program billboards
8. Recognize students over bulletin announcements or in the school newspaper
9. Make banners to put up around the program or school campus
10. *Come up with some more ideas...*



STUDENT RECRUITMENT:

The Life Cycle of Reaching Out to Youth

The following represents some common steps in the Student Recruitment cycle. Obviously, these could vary from city to city, but it has proven to be a pretty good representation of the efforts in reaching out to students--MONOPOLY STYLE!



Below is a checklist version of the recruitment strategies represented on the monopoly board. Reconcile the life cycle of year-round recruitment with what's happening in your local programs!

- ☐ *The work is much more than just \$!*
- ☐ *The Right Staff - Starts at the Interviews!*
- ☐ *Energy and Creativity - Where does it come from throughout the year?*
- ☐ *Marketing Techniques - Guerilla Marketing Strategies!*
- ☐ *The Message - Won't Cost You A Dime!*
- ☐ *Be Everywhere and Everything - Make the Rounds!*
- ☐ *Student Feedback - Check for Demand.*
- ☐ *Take A Chance - Trust Your Clients!*
- ☐ *Address Student Subgroups - Your Product Represents your Demos.*
- ☐ *The More Relevant, The Less NO's" - You Want It, We've Got It.*
- ☐ *The More ASAS - The Less Trouble.*
- ☐ *School Day Promo Events - Piggy Back with Other Events (and takeover).*
- ☐ *The Start of Something - Annual ASAS Events that Become Big Traditions.*
- ☐ *Incentives - Can Your Stuff Be Rocked?!*
- ☐ *The Student Megaphone - Are Kids Talking About Us?*
- ☐ *The ASAS Bandwagon - Partners Give You Cred.*
- ☐ *Ongoing Interactions - Walk, Stop and Give Some Props!*
- ☐ *Community Represented - Are You Involving the Neighborhood.*
- ☐ *Walking Down the Avenue - Present and Showcase at Local Feeders.*
- ☐ *The Walking ASAS Display - Create and Wear Products and Ideas.*
- ☐ *Park and Sell - Follow the Crowds and Pass Stuff Out.*
- ☐ *Promise Less. Deliver More. - Make the Hype Real*
- ☐ *Take a Chance - Rush Week.*
- ☐ *Bring-A-Friend Events - Kids Like To Participate in Bunches.*
- ☐ *Finger on the Pulse - Stay on Top of What Youth Want!*
- ☐ *Vacations - Trips That Scream, "You're Missing Out!"*
- ☐ *Cool Kids -- One Cool Kid Turns Heads.*
- ☐ *Take On A School Event - People will have to come. Take Advantage of it!*
- ☐ *Water Works - The Pool After School Once a Year! Could become a Hawaiian Vacation!*
- ☐ *Find the Gardens - Experiential Learning/Nature Brings People Together.*
- ☐ *Tell the Family The Kids Are Doing Great! - Good News Connects. Bad News Repels.*
- ☐ *Kids See It's About Them - All About Customer Service.*
- ☐ *Community Event - Celebrate and Show the Neighbors What's Going On!*
- ☐ *Forecast the Next Big Thing!*
- ☐ *Kids Conduct the Train - Youth Owned and Operated.*
- ☐ *Find Evidence of You Having Taken Chances.*
- ☐ *The Place to Be - Kids Find Excuses to Come Back Even After They left Middle School*
- ☐ *They Need Us - We have Become Indispensable.*
- ☐ *Multi-Generations Coming to Program - You've had long term impact on the family unit!*

To keep perspective, if and when you experience recruitment challenges during the school year, think about the statistic listed below! Create an experience that communicates the value of after-school. In order to do that, your classes and activities will require thoughtful planning and execution!

YOU BETTER ASK SOMEBODY! - Take a moment to ask students how they see your program benefiting them. Jot down the top three most common responses.

#1: _____

#2: _____

#3: _____

More youth than ever before—

10.2 million

—are in afterschool programs.

For every child
in a program,



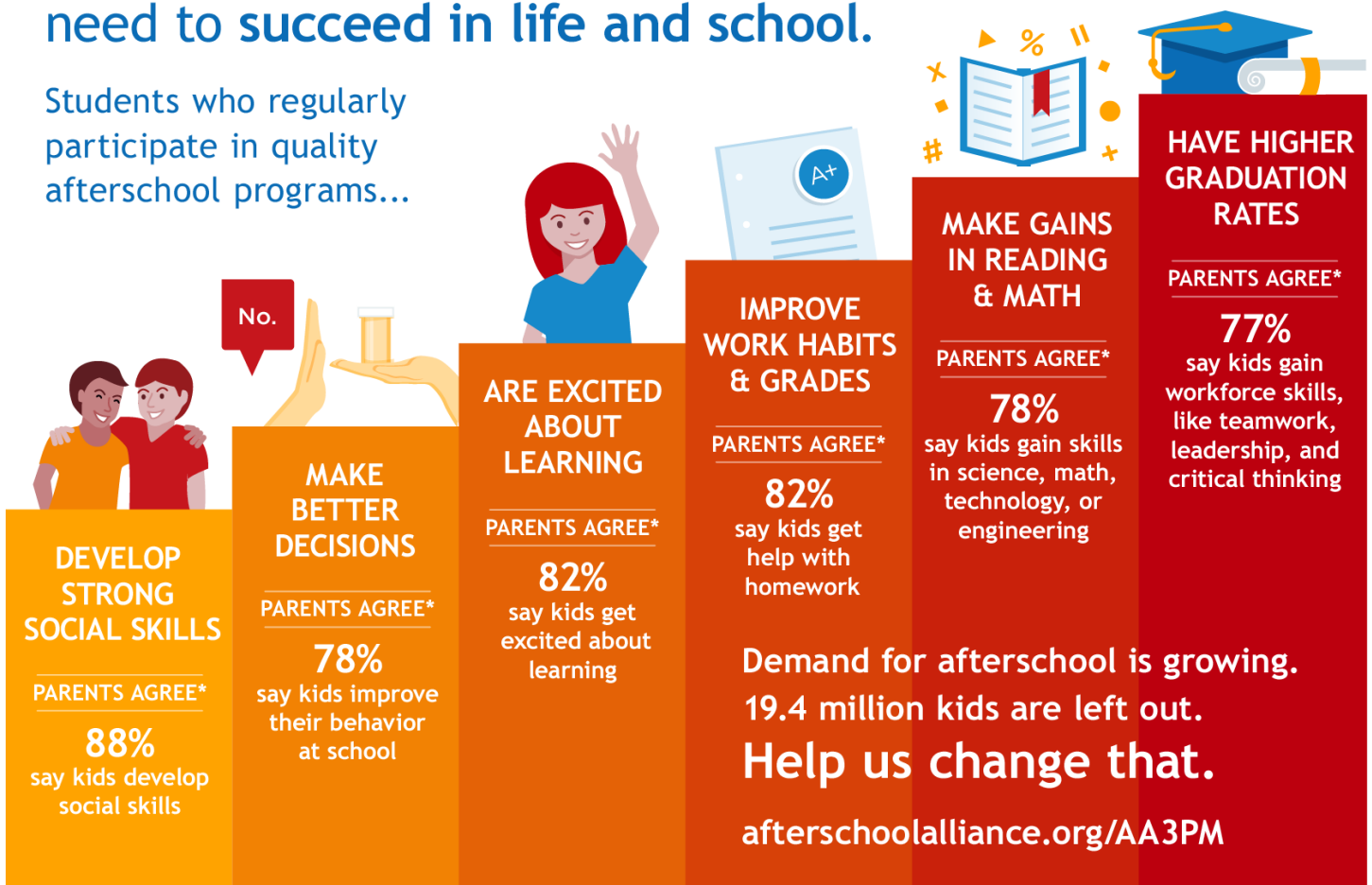
2 are waiting to get in.



Once youth make the decision to join programs like After-School All-stars, the benefits point to the impact we can have on kids!

Afterschool provides the building blocks kids need to succeed in life and school.

Students who regularly participate in quality afterschool programs...



*Among parents with kids in afterschool programs

Sources:

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STUDENT RECRUITMENT: WHERE, WHEN, AND HOW

We have a couple of sayings in our organization...

"Kids COME for the program, but STAY for the staff!"

AND...

"Kids vote with their feet."

Both of these are connected. When we have the right people on the team, that in itself is a great recruitment strategy. If our claim that the "right staff" is critical to great programming, and great programming is critical to effective student recruitment, then YOU are the first step in a successful recruitment campaign.

The following pages contain practical information that can serve to support your work in getting kids to come, AND stay, in your program.

PRE-PROGRAM RECRUITMENT PREP WORK STAFFING

The spring and summer months are somewhat of a paradox in regards to program but more specifically, staffing. One of the critiques of after school is the lack of reflection. We grind out the whole year, and next thing you know, the school year is almost over and you are anxiously waiting for the year-end finish line.

It is towards the end of the school year when the most critical of staffing decisions are made. Decisions such as:

- Which staff are coming back next year?
- Will the current team continue to be a great fit for the program we are trying to build?
- What does the summer look like for our staff? What will we be doing?
- If we are running a summer program, which staff are the best fit for it (**summer programming has a completely different look and feel when comparing to the regular school year**)
- What's our ratio of reliable and seasoned staff to green yet excited ones?
- What are the working styles of my team?

The worse thing you can do is go into denial and not have authentic conversations with staff throughout the school year about their contribution to the success of the program, or lack thereof! As a Program Manager or Site Coordinator, once you feel confident about your team going into next year, the real student recruitment plan can begin. With that being said, match yourself and your team with the qualities listed below. Whether you lead a site or lead a class, these are the character traits that **a)** builds great chemistry as a team, **b)** creates a buzz on the school campus, **c)** draws kids to your class or activity.

Qualities of Great Leaders in the Field

(Do you see yourself here? Does your team exhibit these attributes?)

| The Ability to maneuver in any situation | Builds and Nurtures a high performance Team | Fostering Innovation and Creativity | Bring on The Laughs | Living the Vision | Lives 'N Learns | Leading with Patience and Compassion | Authentic & Charismatic Ambassador | Responsive and Consistent Management |
|--|---|---|---|---|--|---|---|---|
| Adaptability, Flexibility | Builds relationships and Nurtures growth | Youthful Exuberance And Creativity | Projecting Energy & Humor | Passion (Giving 110% Energetic) | Able to give & receive constructive criticism | Maintains calm during the storm | Communication (Knows their audience) | Able to create systems to provide quality program |
| Multi-Disciplinary | Ability to Build Team | Be able to focus and direct staff's creativity and edginess | Sense of humor... Especially at yourself | Believer (believes and lives the mission of ASAS) | Fail Forwards (Willing to always better themselves and others) | Has Compassion for Staff | Passionate & Effective Communication Skills | Willing and able to balance multiple priorities |
| Versatility Ability to wear many hats | A great motivator and coach | Exceeding expectations | Can bring levity to a difficult situation | | | Fosters a Culture of Giving | Excellent interpersonal Skills | Organized (Reliable responsible) |
| | | Able to accomplish goals of the collective vision | | | | Cultivating humility and putting others first | | Effective delegation of responsibilities |
| | | | | | | Reliable (Honest & truthful) | | Consistent "Say what you mean, mean what you say" |
| | | | | | | Empathetic Compassionate & Passionate | | Credible. Ability to lead and delegate |
| | | | | | | | | |

Within the blank spaces, add characteristics that are special to you as a team. Get together as a staff and talk about how these qualities show up in your group. Conversely, what are some traits that are missing that could make a big difference in your work?



PRE-PROGRAM RECRUITMENT PREP WORK

ENRICHMENT CLASSES

During the summer months, your students are not around to help you determine what their first session or semester of classes and activities could look like. With students out, you and your team need to figure out the schedule on your own!

Once you have your team in place, the work of putting together your list of classes and activities will be much easier. This is because you know what you have on hand in terms of the attitude and skill represented in your staff. When putting together your first session line up of classes, consider and/or do the following:

1). First, make sure you have the staff necessary to do the work. There are two types of people you hire for your enrichment programs--a **specialist** or a **generalist**.

- It is recommended for highly skilled program pieces like music, dance, the dramatic arts, graphic arts, that you hire someone who is very good at it, and is at least going to school to perfect their craft. You can consider this person a **specialist**. Be clear in communicating that whatever expertise an individual might possess, they must be able to teach it to a group of 20 students simultaneously. This can often be a challenge to an expert.
- Just as valuable is a **generalist**. This individual is a jack-of-all trades. He or she is multifaceted and can take on any class and deliver the instruction with great energy, and an infectious positive attitude. Along the way, they start mastering the content/material in short order.

2). Next, reflect on the enrichment classes from the previous year. Look at your attendance data to determine how consistently students attended any one class throughout the school year. Numbers don't lie, and they surely will tell you whether kids "voted with their feet" or not. A sure fine way to determine what classes offer in session one, or first semester are the classes that had little to no dip in attendance.

3). Before the school year ends, conduct a site wide survey that asks students what classes they would like to see offered when they return from summer break.

You can also look at:

- Which classes did you get the most bang for your buck?
- Which classes were expensive but produced awesome results?
- What was the shelf life for each class? Was it able to be offered all year?
- What top 3 classes would characterize your site? Be the best representation of the varied interests of your students?
- How many total classes did you offer last year? Do you want to increase that amount?

CLASSES AND ACTIVITIES PROFILE

Prior sessions/semesters

| Classes that were offered all year (<i>students kept requesting the class. A great sign that this selection worked for kids</i>) | Classes with the highest participation (<i>at least 15 students came every week</i>) | Classes or Activities that featured the best end products (<i>the type you liked to show off for your school events</i>) | Classes that were great at building mastery (<i>kids had clear and direct ways to demonstrate improved skills</i>) |
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Or you can break down your class inventory by the categories below. This will also help see how well-rounded your program is in terms of what students are choosing most/least.

| Health & Nutrition Classes | Team Sports Classes | Performing Arts Classes | Visual Arts Classes | S.T.E.M Classes |
|----------------------------|---------------------|-------------------------|---------------------|-----------------|
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PRE-PROGRAM RECRUITMENT PREP WORK

FEEDER SCHOOL PERFORMANCES

Having the opportunity to provide a performance or event at a feeder-school campus is an amazing stage to promote and highlight your program to future students of your program. In many ways, this is much like an audition where you will make your first impression. Therefore, whatever you do make sure you place your best foot-forward. It could make or break you! First step, package your proposal in a way that said feeder-school (principal) will benefit in some way. Time is very hard to come by on school campuses and the principal will need to feel like it is worth his/her while to bring you on for such a special event. Sometimes facilitating a fun event around or just after standardized testing is attractive to principals as a way to reward their students for working so hard. Hint! Hint!

Suggestions:

- Research what types of events/activities/etc. the school principal has offered to his/her students in the past and perhaps propose something similar.
- Have a few ideas ready as options but also give the principal the opportunity to suggest some as well. Some principals will feel better if the idea comes from them and some principals won't care at all (get to know your feeder-school principals).

Be sure to research the "lunch-time routine" for your feeder school. Each school does it differently and you'll want to make sure your performance/event does not cause any major changes in the day.

Examples...

- Dance Group Performance (could be local group or your program students) – Connecting with a high school afterschool dance teams is the perfect way to "up-sell" after school programs
- Juggler/Special Skill Entertainer
- Games/Contests/etc. (having prizes goes a long way!).
- Mini-sporting events/demonstrations (free throw contest, soccer shootout).
- Program activity demonstration/performance (i.e; dance crew performance).

Reminders:

- Finding a balance between what a principal thinks is appropriate and what will capture the attention (hearts) of future 6th graders will be key. Be open and flexible
- You're a guest on the said school site, coordinate and plan well, do everything possible not to disrupt the school day.
- The ultimate goal is to have the principal and other school-site staff wanting you to come back next year, with students eagerly waiting to see you in the fall!

FEEDER SCHOOL LIST

Appointment and Meeting Checklist

| School Name | School Principal | Total Student Population | Activities to be Presented | First Meeting Date | Actual Showcase Date |
|-------------|------------------|--------------------------|----------------------------|--------------------|----------------------|
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You can use the list below to organize programs or activities you want to consider for upcoming presentations, showcases, or exhibitions.

| Health & Nutrition Classes | Team Sports Classes | Performing Arts Classes | Visual Arts Classes | S.T.E.M Classes |
|----------------------------|---------------------|-------------------------|---------------------|-----------------|
| | | | | |
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PRE-PROGRAM RECRUITMENT PREP WORK

FEEDER SCHOOL PRESENTATIONS

This particular strategy alone could single-handedly be the answer to your recruitment woes. Let us illustrate why; let's say your middle school has an enrollment of 1,000 students. You then set up presentations at all the elementary schools that feed into your middle school. That's roughly 500 sixth graders. Upon delivering powerful and dynamic presentations, let's say you enroll 50% of those 6th graders over the next few months. That's roughly 250 students enrolled in your after school program before the school year has even started. And that does not include your returning 8th graders. See the potential?! Here are some suggestions and the steps to get you started.

Suggestions:

- Shoot for mid to late Spring presentations, but identify testing dates so you don't interfere.
- Contact school personnel to set up presentation months in advance (school administrators appreciate early notice)
- Request a presentation that will allow you to present to all the students at once rather than class by class. If possible, this is much more efficient and a better use of time.
- Make sure to negotiate at least 30 minutes time for your presentation.
- Explain in detail what you need for the presentation to school personnel (screen, flip chart, electrical outlets, etc.). When possible, acquire these resources on your own and give the administrator less reason to turn you down or be inconvenienced.

This presentation must be dynamic! See list of possible presentation elements below:

- Video
- Music
- Power Point (lots of pictures)
- Fun (games/give-aways)
- Prizes (program t-shirts, backpacks, etc.)
- Special Guest/s to co-present (local singer/rapper, dancer, athlete, radio DJ, etc.)

This strategy can earn your program "cool-points" w/ the students.

JOIN US!

**ARE YOU
READY?**

**HAVE YOU
WANTED TO TRY
SOMETHING
NEW?**

WE NEED YOU!

DONT MISS OUT!

**SEE THE
WORLD!**

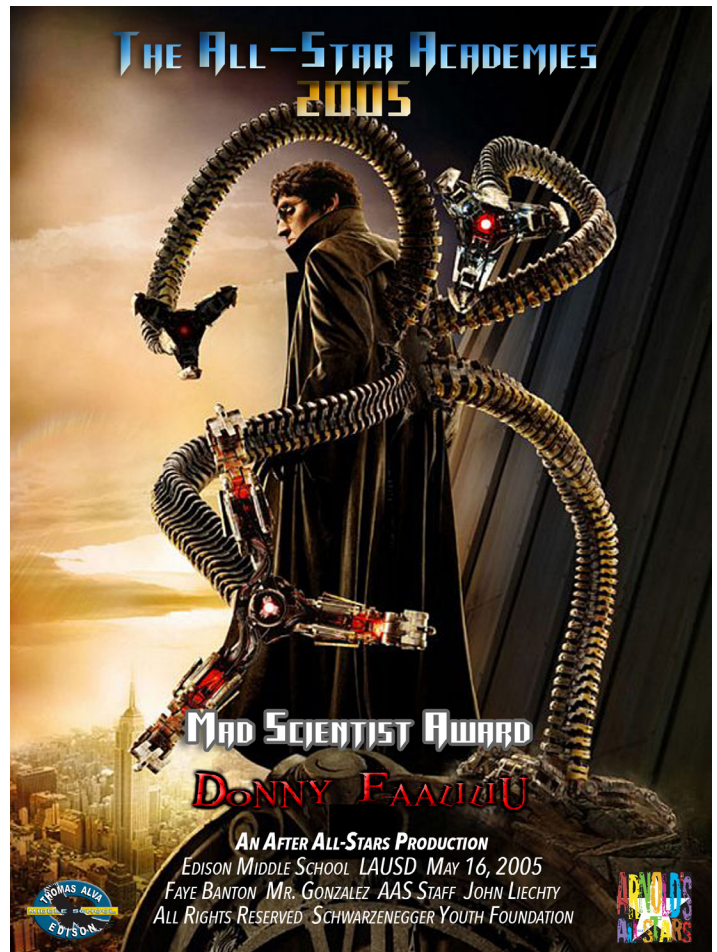
**ONCE
YOU'RE IN,
YOU WIN!**


**KEEP
CALM
AND
LOVE
ALL STARS**



OUR APPROACH:

Inspiration Is Everywhere. Carpe Diem On Them Ideas!



When it comes to ideas on how to present any aspect of your program, all you need to do is **STOP** and look around. Inspiration is everywhere.

Here, we took the concept of movie posters to design an award piece.

We knew then that kids loved to put up movie posters in their rooms. So, we ran with that and created an award that served to do that very thing--something they could take home and hang up proudly!

Here's is an image. Think of ways that this could be used to serve a marketing need for your program. What does it communicate to your students? How can it serve to inspire them!

ANSWER HERE:



1 WOM

WORDOFMOUTH

STUDENTS

PARENTS

SCHOOL: TEACHERS/ADMIN/STAFF

COMMUNITY

NOTES:

2 ADVERTISING BRANDING YOURSELF

FLYERS/ POSTERS/DISPLAYS/NEWSLETTERS/BROCHURES

TELEPARENT

INCENTIVES

EFFECTIVE VISUAL

FREE PLAY FREE REGISTRATION
JOIN AUGUST 19TH BEGINNERS & ADVANCED PLAYERS WELCOMED

ANYBODYS SCHOOL PRESENTS

NBA ASB 2K14
ALL-STAR BASKETBALL TEAM

REGISTRATION DAY & FIRST PRACTICE
MONDAY, AUGUST 19, 2013

MEET IN ROOM 506 AFTER-SCHOOL

@ 3:00PM
REGISTRATION 3:00-3:30PM
PRACTICE 3:30-6:00PM
BRING YOUR P.E. CLOTHES

AFTER-SCHOOL ALL-STAR

TITLE

THEME

DATE

TIME

WHERE

NOTES:

GUERRILLA MARKETING: YOU'RE ON CAMPUS! NOW WHAT?

ASAS recommends applying the following strategies to allow for youth to interact and provide feedback on the design and delivery of programs, events, and activities.

As with all aspects of the program, **students** are the key ingredient in determining the classes, activities, and experiences that will keep them engaged throughout the school year. When thinking about reaching youth, there is no better approach than an unconventional one. Ever heard of guerrilla marketing? Get to know it because it is a very effective process of promoting your programs to youth!

Guerilla Marketing: *achieving conventional goals, such as youth coming to your program, with unconventional methods, such as investing energy instead of money.*

It all starts with **YOU!**



#1

Everything starts with the right staff. Your teams should be comprised of a “street team” style group. Think of a radio station street team that passes out small giveaways and engages people with high energy, a call to action, a win-win presentation (what happens if you join), and what people are going to miss out on if they don’t come on a certain day or event.

What matters more than having the “right” staff, is having an unconventional one. You need adults that draw young people in. We’ve always referred to these individuals as “Kid Magnets”, and they are always ready to roll up their sleeves when the chips are down!

STOP for a moment as a TEAM of inspirational and energetic adults. Look around and understand who you are trying to connect with before going on the perilous journey of marketing and promoting you after school programs. Answering the next few sentences will be critical to your ability to provide the experiences and opportunities your clients are looking for!

The purpose of marketing my class or program is to:

I will accomplish this purpose by:

My target audience is:

My specialty or niche being on this campus is (what you’re good at):

My identity within the All-Star team is:

I plan to market my program during:



It takes time to build relationships with youth that connect them to your program. When you do that, youth keep coming back because you’re there! **There’s a relationship science to marketing your program. Check off what matters most to you!**

- ☐ **Mutual Respect and Trust**
- ☐ **Deep Knowledge of Client’s Likes/Dislikes**
- ☐ **Straight Talk and Honesty**
- ☐ **Multiple Interactions Throughout the Day**
- ☐ **Personal Connection**
- ☐ **Understanding the Value of Your Client**

#2

Create cycles of classes that reflect popular culture. What's hot right now should be the question. This will create fresh marketing opportunities of new programs and classes throughout the year. This model will enable your staff to continuously survey students as to the effectiveness of activities offered and how to teach the class. This level of valuable feedback will allow your staff to adjust program offerings to reflect student needs and suggestions.

#3

Establish a "rush week" by where students are able to sign up independently for the classes that are of most interest to them. Staff set up recruiting booths designed to "sell" activities to groups of students. Participants can also visit these in real-time, allowing them to make informed decisions. These booths can be set up during the lunchtime hour.

#4

Ensure that classes you feature or showcase have **an interactive element** by where students can participate during the demonstration of the activity. Give your students a "little taste" of what it would be like to be in the program.

#5

Don't wait around for the school to notice or remember you! Ask to be included in school-wide celebrations, field days, assemblies, etc., and play a role in delivering some type of program experience to the school community at large.

#6

Explore the opportunity to do **classroom-to-classroom presentations** that highlight your classes for the current or upcoming session. This ideally should be done two weeks prior to the start of a new session.

#7

Allow for students to help create marketing materials such as banners and flyers promoting ASAS events and activities. Create a youth leadership culture that allows for staff to collaborate with youth to plan activities that engage their peers. These activities can include dances, picnics, field trips, lunch-time activities, and more.

Below are the names to some popular or well known activities.
Get creative and BRAND the class with a new name that conveys
something new about the activity--something different.

| Class Name | A.K.A | The "X" Factor |
|----------------------------|--------------|-----------------------|
| Basketball | | |
| Football | | |
| Cooking | | |
| Dance | | |
| Homework | | |
| Drama | | |
| Cheer | | |
| Arts&Crafts | | |
| Computer Coding | | |
| Robotics | | |

ENTERING THE CONTAINER: CO-CREATING CULTURE IN THE LEARNING SPACE

OK, so now we are going to transition to providing you support for the next phase in your relationship with students. You have hustled in an effort to make After-School All-Stars known on your campus. You have promoted your specific class and recruited kids to take part in it. Congratulations! You now have an awesome group of 20 or so youth ready to take it all in! **The second half of the program guide** is all about what takes place in what some of our colleagues in education refer to as “The Container”.

A container can be described as a controlled, specific, and well sealed space. Once sealed, the environment within the container is only affected by what’s inside. The outside world is closed off, and all that is within the container is 100% responsible for what grows and develops. Your class is such a space. You and your students have complete control over the culture and flow of the teaching and learning environment, and it all starts at the entrance to this “container”.

It starts with “HELLO”.



“The ‘meet and greet’ that teachers do before class begins is a critical benchmark for many students.”

It says a lot about you and your willingness to connect with youth when you hang out by the door saying “Hello” and calling students by name. Furthermore, kids say that teachers who “meet and greet” are the ones who also care about them personally, and this personal interest motivates them to do better in class.

It’s easy to assume that this is a common practice, yet, informal polling with students indicates that this is the exception and not the rule. “Meet and greet” doesn’t need to happen every day – two or three times a week is fine. And varying what you do keeps students guessing about what’s going to happen in class on any given day.



WAYS TO MEET-AND-GREET

- # 1** In the beginning of the year when you’re trying to match names to faces, ask each student to say her or his name as she or he walks in so that you can hear it and repeat it.
- # 2** Shake hands and say students’ names as they walk in the door. Make sure you connect and that you make eye contact with each student.
- # 3** As students arrive, make comments to individuals that let them know that you notice who they are and what may be different about them:
 - Say something about their appearance - a new hairdo, a cool T-shirt, unusual earrings, a different color finger nail polish, a jacket you like, etc.
 - Ask or comment about things that kids are doing outside of your classroom – sports events, extra curricular activities, other events and projects that students participate in inside and outside of school.
 - Give students positive feedback - about something they’ve done well in class recently.
- # 4** Cut up a bunch of 2” x 2” inch squares and write the numbers from 1 to 10 on different squares. As students come in say hello, and ask them to pick a number from one to ten in your basket that indicates how they’re feeling right now - ten (I’m ready, focused, feeling good) to one (I’m tired, grumpy, and would rather be any place else). When everyone’s seated ask students to hold up their numbers to get a read where people are. You might want to do a quiet energizer that helps everyone to focus.
- # 5** Once a quarter give each student a personal written greeting that mentions something you appreciate about their presence in your class. Alternate weeks for different classes so you create a cycle that you can repeat every quarter. One way to make this less daunting is to put a list of 30 or 40 appreciation responses on your computer. You can write in the students’ names, print out your messages, and cut them into strips.

ENTERING THE CONTAINER: CO-CREATING CULTURE IN THE LEARNING SPACE

By choosing to use your talents and energies in the after school space, you made a decision to enter one of the most unique, and sometimes frustrating, learning environments out there. Why do we say that? **Because of three main reasons:**



Kids don't have to come to after school. They choose to. Now you might argue that parents sign them up to participate in programs like ours because they have to go to work. So by default, they have to come. You won't get an argument from us there. The reality is that, yes, they have to come, but believe you me, they will not be PRESENT even if they do make it out.

Drop in programs merely provide supervision with very little structured programming. Sure, kids come, but they are not invested, and at the same time, the program does not concern itself about whether or not "Johnnie" is gaining mastery in any given discipline, improving his social-emotional skills, preparing for transitioning from one school to another, or thinking about whether or not he's giving back to his community. All of that takes an incredible amount of effort, focus, and patience. These actions are the trademarks of a comprehensive program that is creating a space where kids want to be and want to belong! It's not a given. Your kids do not owe you anything when it comes to attending the program. You have to build a democracy with youth in order to pique their interest and curiosity.

REALITY CHECK: After-School has an element of choice instantly making it a market economy. With that said, below is an overview of the decision making process consumers go through when choosing consumer brands. Check off the ones you should implement in your outreach strategy.

- ☐ *The Cost / Price - What's the exchange for being in the program. The cost of time / reputation.*
- ☐ *Discounts, Sales, and Giveaways - People like FREE stuff. So do kids!*
- ☐ *Visual Appeal / Packaging - What effort are you putting towards the "look" of your program?*
- ☐ *Bundling - What else comes with being in the All-Stars (cool classes and you get to travel!)*
- ☐ *Just Noticeable Difference - Something different about All-Stars when compared to school*
- ☐ *Benefits AND Features / Attributes - All-Stars is about what's good for you AND what's cool!*
- ☐ *Jingles / Logo - Does our music, our tone, our logo speak to kids?*
- ☐ *Umbrella Brands - This would be partners. If you get with ASAS, you get the Chicago Bulls!*
- ☐ *Instant and Easy to Use / Ready Made - Don't make it difficult. Make point-of-entry accessible.*
- ☐ *Brand Ambassadors - Who's speaking about us? Not just adults, but also kids that have influence.*
- ☐ *Whether its students that love dance, sports, tech. Our brand is talked about in high places!*

We also know that after school does not always take place in a classroom. So therefore, learning looks different. More specifically, kids want to learn differently in a different setting. Think about when you go to Starbucks or your favorite coffee shop or restaurant. It feels different than home, school, or work. It's neither here nor there. It's the third place, and that does something different to you. Same with kids. Read the article below from Edutopia to see how kids prefer to learn, and be prepared to create that in your learning spaces.



Kids want to learn differently in after school. A while back, I was asked, "What engages students?" Sure, I could respond, sharing anecdotes about what I believed to be engaging, but I thought it would be so much better to lob that question to my own eighth graders. The responses I received from all 220 of them seemed to fall under 10 categories, representing reoccurring themes that appeared again and again. **So, from the mouths of babes, here are my students' answers to the question: "What engages students?"**

Working with their peers

- "Middle-school students are growing learners who require and want interaction with other people to fully attain their potential."
- "Teens find it most interesting and exciting when there is a little bit of talking involved. Discussions help clear the tense atmosphere in a classroom and allow students to participate in their own learning."

Working with technology

- "I believe that when students participate in "learning by doing" it helps them focus more. Technology helps them to do that. Students will always be extremely excited when using technology."
- "We have entered a digital age of video, Facebook, Twitter, etc., and they [have] become more of a daily thing for teens and students. When we use tech, it engages me more and lets me understand the concept more clearly."

Connecting the real world to the work we do/project-based learning

- "I believe that it all boils down to relationships. Not relationships from teacher to student or relationships from student to student, but rather relations between the text and the outside world. For example, I was in a history class last year and my teacher would always explain what happens in the Medieval World and the Renaissance. And after every lesson, every essay, every assignment, he asked us, "How does this event relate to current times?" It brought me to a greater thinking, a kind of thinking where I can relate the past to the present and how closely they are bonded together."
- "If you relate the topic to the students' lives, then it makes the concept easier to grasp."
- "Students are most interested when the curriculum applies to more than just the textbook. The book is there -- we can read a book. If we're given projects that expand into other subjects and make us think, it'll help us understand the information."

Clearly love what you do

- "Engaging students can be a challenge, and if you're stuck in a monotone, rambling on and on, that doesn't help...instead of talking like a robot, teachers should speak to us like they're really passionate about teaching. Make sure to give yourself an attitude check. If a teacher acts like this is the last thing they want to be doing, the kids will respond with the same negative energy. If you act like you want to be there, then we will too."

Get me out of my seat

- "When a student is active they learn in a deeper way than sitting. For example, in my history class, we had a debate on whether SOPA and PIPA were good ideas. My teacher had us stand on either ends of the room to state whether we agree or disagree with the proposition. By doing this, I was able to listen to what all my classmates had to say."

Bring in visuals

- "I like to see pictures because it makes my understanding on a topic clearer. It gives me an image in my head to visualize."
- "I am interested when there are lots of visuals to go with the lesson. Power Points are often nice, but they get boring if there are too many bullet points. Pictures and cartoons are the best way to get attention."

Student Choice

- "I think having freedom in assignments, project directions, and more choices would engage students... More variety = more space for creativity."
- "Giving students choices helps us use our strengths and gives us freedom to make a project the way we want it to. When we do something we like, we're more focused and enjoy school more."
- "Another way is to make the curriculum flexible for students who are more/less advanced. There could be a list of project choices and student can pick from that according to their level."

Understand your clients - the kids

- "Encourage students to voice their opinions as you may never know what you can learn from your students."
- "If the teacher shows us that they are confident in our abilities and has a welcoming and well-spirited personality towards us, we feel more capable of doing the things we couldn't do...What I'm trying to say is students are more engaged when they feel they are in a "partnership" with their teacher."
- "Personally, I think that students don't really like to be treated as 'students.' Teachers can learn from us students. They need to ask for our input on how the students feel about a project, a test, etc. Most importantly, teachers need to ask themselves, 'How would I feel if I were this student?' See from our point of view and embrace it."
- "Students are engaged in learning when they are taught by teachers who really connect with their students and make the whole class feel like one big family. Teachers should understand how the mind of a child or teenager works and should be able to connect with their students because everyone should feel comfortable so that they are encouraged to raise their hands to ask questions or ask for help."
- "Teachers should know that within every class they teach, the students are all different."

Mix it up

- "I don't like doing only one constant activity...a variety will keep me engaged in the topic. It's not just for work, but also for other things such as food. Eating the same foods constantly makes you not want to eat!"
- "Fun experiments in science class...acting out little skits in history...if students are going to remember something, they need visuals, some auditory lessons, and some emotions."
- "Also, you can't go wrong with some comedy. Everyone loves a laugh...another thing that engages me would be class or group games. In Language Arts I've played a game of "dodge ball. We throw words at each other, one at a time. If they could get the definition, the person who threw the word would be out... Students remember the ones they got wrong, and of course, the ones they already knew."

Be Human

- "Don't forget to have a little fun yourself."

After school has always been referred to as a non-traditional learning space. When you think of open or closed systems, after school is completely open and can take place just about anywhere. The experience is not relegated to a classroom or an auditorium. It happens in a gym, on a field, in the cafeteria, or just about any place with a table top. It is fluid and can adapt to the situation at hand. With all of this, after school can be seen as informal and undisciplined. It is our job to change that perception and create a culture by where the learning experience is one of mutual respect and shared curiosity.



Students and teachers alike are mutually accountable in after school. There's a great educator and youth advocate by the name of Christopher Emdin. He is a tenured professor in the Department of Mathematics, Science, and Technology at Teachers College, Columbia University. His brand of teaching and learning comes from what he calls "Reality Pedagogy". In it, he references the Five C's that teachers need to pay attention to in their classrooms:

1. *Co-generative dialogues:* Where teachers and students discuss the classroom and both suggest ways to improve it.
2. *Co-teaching:* Where students get opportunities to learn content and then teach the class.
3. *Cosmopolitanism:* Where students are able to bring in popular culture and ways of being into the classroom. Norms and expressions that are reserved for outside the class, can be brought into it.
4. *Context:* Where the neighborhood and community of the school is seen as part of the classroom.
5. *Content:* Saved for last surprisingly. Where the teacher has to acknowledge the limitations of his/her content knowledge and work to build his/her content expertise with students.

REALITY CHECK: In the spaces below, check off elements that matter to you as facilitator of building a culture that activates a positive learning environment.

- ☐ Self-awareness (aware of our thinking and reactions to student behavior).
- ☐ Proactive thinking — Indiscipline will happen at some stage. Be ready for it!
- ☐ Caring and welcoming classroom/teaching and learning space.
- ☐ Classroom/Learning Space layout and resources.
- ☐ High and specific expectations!
- ☐ Rules, routines and procedures!
- ☐ Connecting!
- ☐ Creating a "cue" habit - students responding to your cues (Cue 2 Start).
- ☐ Managing student movement.
- ☐ "With-It-Ness" (awareness of what is going on in all parts of the classroom at all times).
- ☐ Acknowledgment of appropriate behaviour.
- ☐ Opportunities for autonomy and responsibility.

WE ARE IN THIS TOGETHER

Gauging the Temperature in the Room

Now that you have welcomed students to your class or program, with additional insight into what the teaching and learning environment should look like, sound like, and feel like, you are ready to set the tone and co-create expectations for yourself and your students. There is one more thing however!

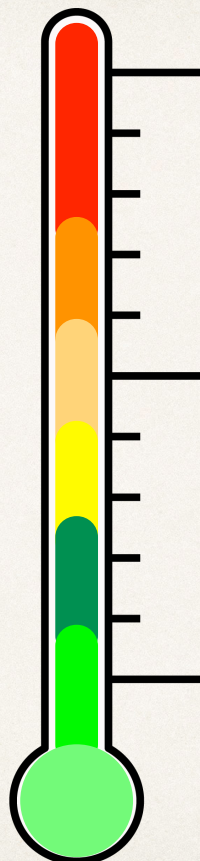
Do not forget that kids are people too!

They walk into your program with life happening to them prior to 3:00 PM. It is critical for you as an educator, coach, mentor, and facilitator to gauge the "mood" of the room or space prior to teaching. As you check in with them upon arrival, develop a process by where they tell you how "they're doing". A simple temperature gauge will give you enough information to guide your approach to the start of the program day.

Below is a thermometer graphic with varying degrees of stress and overall good feelings youth may be experiencing. These are represented by varying degrees. By simply adding a thermometer poster to your classroom, asking kids to take a post-it note and stick it next to where they think their personal temperature is at the point of entry, can tell you lots! A room full of orange and red post-its will require a much different start when compared to post-its in the green-to-yellow range!

Highs & Lows

- ❖ Our internal thermometers are a way of measuring our stress levels
- ❖ They also help us identify how stress feels physically and help us think about what interactions might alter it (either decreasing or increasing in temperature).
- ❖ Ultimately, you will develop strategies for how you can intervene when stress levels are rising.



LOST OUR CONTROL

EMERGENCY

VERY STRESSED

LITTLE FRUSTRATED

UNCOMFORTABLE

CALM

**What's your
status?**

A screenshot of a social media status update interface. At the top, there are three buttons: 'Update Status' with a speech bubble icon, 'Add Photo' with a camera icon, and 'Ask Question' with a question mark icon. Below these is a text input field with the placeholder text 'What's on your mind?'. At the bottom of the input field, there are icons for a person and a location pin. To the right of the input field, there is a dropdown menu set to 'Public' and a blue 'Post' button.

If you want to get a little more “social media” with your pre-instruction check-in, you can always do things like “status updates”, allowing your students to do some self-reflection prior to the start of class.

Up top you will see varying degrees of emotional states. You can make a poster out of this and keep up in your classroom. This allows students to match the graphic of the thermometer with a description of how they are doing.

For students who are coming in at the “stressed” level and beyond, allow for some decompression time before they start dealing with things like homework or group projects.

WE ARE IN THIS TOGETHER

Where do you stand? What do you believe?

Alright, both you and the students are in the “container” that is your teaching and learning space (and what we mean by “your” is in reference to both the teacher AND the student. Both own the learning space). You said your hello’s and you’ve gotten a sense of where your students are at mentally and emotionally. You are one step away from establishing the NORMS of the space. These norms will be representative of what you want the learning space to “look like, feel like, and sound like”. These agreements will set the tone for any given program session throughout the school year.

But before you do that, there is one more person you need to deal with -- YOURSELF! It is critical that you deal with your own philosophy about learning. It is damaging to set expectations and agreements without connecting with what matters to you.



Identify your own beliefs about learning!

Here are some tips to get you started on defining your educational philosophy and goals. Complete the following sentence. “A young person’s education should...”

You may find that you have many different types of answers. Although people around you will have their own unique views, the following answers may jump-start your thinking. Many people believe that education should be inclusive of the list below. Check off the topics you identify with:

- ☐ Open doors for young people now and in the future.
- ☐ Develop a young person’s personality and character.
- ☐ Be responsive to a student’s questions, interests, and individual needs.
- ☐ Spark curiosity rather than be a source of anxiety.
- ☐ Be developmentally appropriate.
- ☐ Prepare youth for the 21st-century workforce.

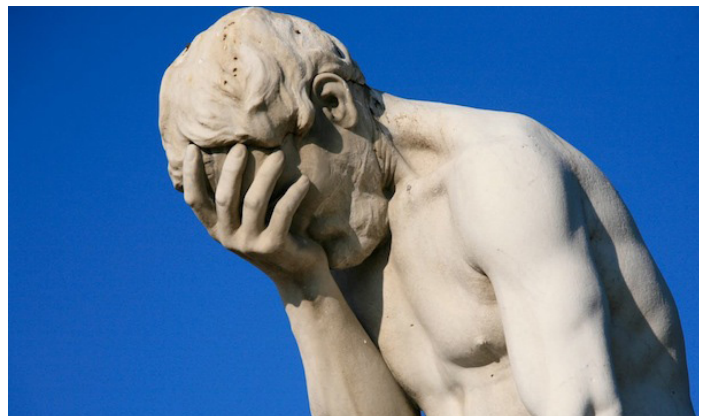
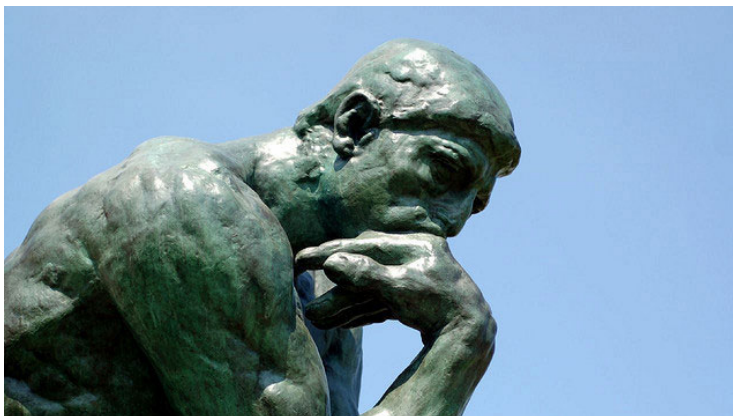
Conduct a personal inventory on learning based on the following questions.

Brainstorm the Past: Try reflecting on your own education. Were there good experiences you'd like to duplicate for your students? Were there unpleasant experiences you hope your students can avoid?

Picture the Future: We often speak about children and young people in our society as "the future." Depending on your viewpoint, this could mean preservation—or change. What do you think? Do you believe education should equip students to preserve and live in the world as it is? Or do you favor giving children the skills and knowledge they'll need to change the world and construct new possibilities?

Envision the Adult: Another approach involves looking forward. Can you picture the adult you want your students to become? What do you see as being a desirable end or outcome of your students' education?

Boil It Down: To make your philosophy easy to remember, try to prioritize your answers and pare your ideas down to the most important three to five points. Now, why not turn your philosophy into a high-impact poster for the learning space—make it a project for your students! Can they create their own mantras for learning?



One thing we know for sure, our approach and beliefs about education should produce curiosity and deep thinking in our youth, not frustration and hopelessness!

WE ARE IN THIS TOGETHER

Co-Creating Agreements and Student Contracts

With a clearer understanding of our own values, you can now proceed to co-creating principles and agreements that document and communicate the culture and climate of the learning space. The trick here is to be genuine in asking your students to contribute to future agreements. What we mean by “genuine” is to be careful in not letting your agenda as the teacher/facilitator dictate what these should be. When that happens, agreements become rules by which you want to govern your students with. Before you start with your agreements, ask yourself this question...

DO YOU AS A TEACHER/FACILITATOR VALUE COMPLIANCE OVER LEARNING?

With that being said, these are amongst the most common examples that attempt to make “learning” the outcome of said rules:

- Work quietly.
- Raise your hand to speak.
- Listen carefully.
- Follow instructions.
- Do your best work.
- Don't speak until called on.
- Be punctual.

Some are even more extreme and less related to learning...

- Sit correctly on chairs.
- We sit still on the carpet. (little kids)
- Keep your hands to yourself.
- Don't throw things.
- Talk to your classmates only when the activity requires you to.
- Stay in your seat unless you have permission to leave.

Does this propel youth to engage in the learning process?

Here are some of the more appealing results of creating agreements and expectations, which are more likely to support an environment conducive to learning.

- Be prepared to make mistakes and learn from them.
- Try new things even if they scare us.
- Think before you act.
- Respect yourself and others.
- Make wise choices to support your learning.
- Include people if they look excluded.
- Be open-minded – Listen to, consider and value other perspectives.
- Take ownership of our learning.
- Dream big.

Establishing Meaningful Essential Agreements

Essential agreements should be positive instructions, few in number, owned by the students and applicable in a number of contexts. By including the students in the process of deciding upon essential agreements to govern and guide behavior, you are able to do the following:

- Ensure **engagement** as a result of the direct relevance to students daily lives.
- Build **agency** in youth by giving them ownership of the agreements they are committing to.
- Provide the **experience** of being involved in a collective decision-making process.
- Generate **evidence** in the form of signed agreements, photographs and reflections.

Part One – Focus on the negative (I know, it sounds crazy. You’ll see what we mean)

Students love to talk about negative things that have happened to them in their past experiences at school. There is nothing wrong with letting them do this. As long as you make it clear that no names are to be mentioned, no harm will be done.

1. Have a whole class discussion about things that have caused them to have an unhappy or unsuccessful time at school. Make sure you always bring them back to talk about what has caused them to be unsuccessful in their work, or stopped them from learning. Record what they say on a white board or large chart paper.
2. Send them away to write about their experiences. Make sure you really enable them to express themselves by allowing them to write in their own words, or by allowing them to draw.
3. Use their work as stimulus for a more in-depth discussion, and add new information to the whiteboard or chart paper.

Part Two – Making it positive

1. Explain to the students that you are all going to create a set of essential agreements that will tell people how to behave in your learning community.
2. Briefly go through the information that you have put together on the whiteboard or chart paper.
3. Demonstrate how you can take a negative experience and write a positive instruction that will tell people how to behave. For example:
 - a. “People made fun of my name because it sounds like something else”
 - b. This can be turned into the positive instruction:**
 - c. “Respect people’s names”
4. Do several of the examples listed above, taking suggestions from the students, until you feel that they understand it.

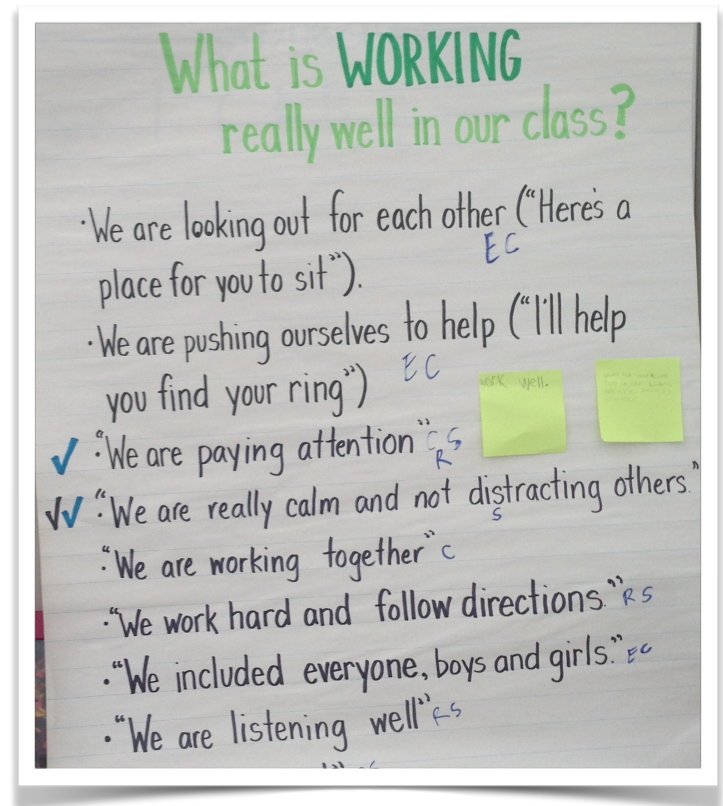


AGREEMENTS - CONTINUED

"OUR" HOUSE!

What do you want life to be
like in your classroom?
How will you communicate?
How will you connect?

YOU MUST BE WILLING
TO PUT IN **THOUGHTFUL**
WORK!

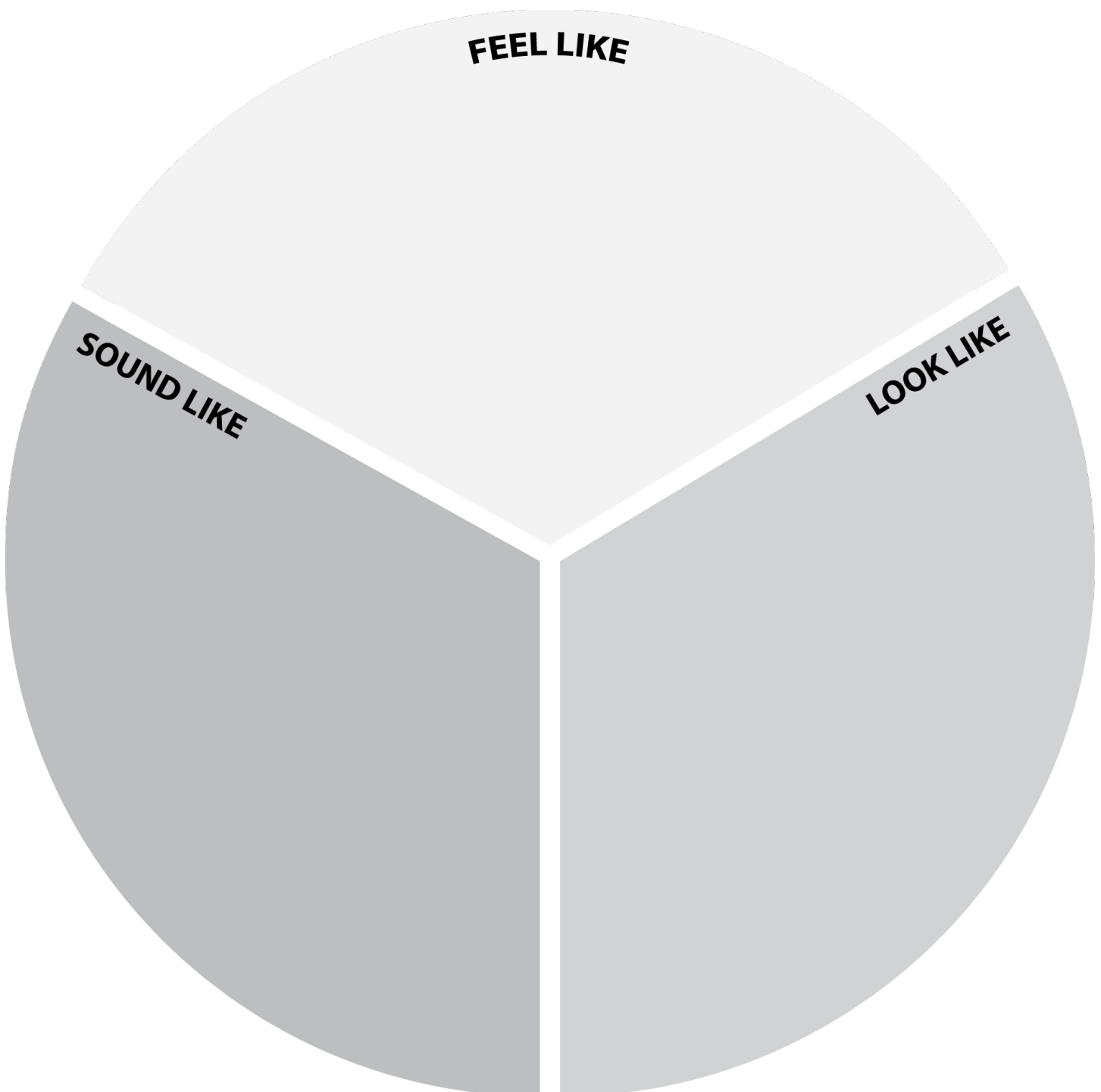


Before we progress further into what the ultimate outcome is to setting up your agreements, let us explore what you think makes up an ideal classroom setting. Like we saw earlier in the guide, it takes you having CO-GENERATIONAL DIALOGUE with students about the classroom ambiance you want to develop. Using the Y-chart on the next page, write down what your ideal class would **"look like, sound like, and feel like."** If you are stuck, think of a class that you have experienced or observed that has been creative and had engaging content and teaching that you loved being a part of as a student yourself.

You can include your students in this experience. See what the common denominators are. You might be surprised at what students are wanting or looking for in their classroom and learning experience!

CRITICAL REFLECTION

Use this space to breakdown your ideal classroom into three simple elements. During the FIRST WEEK of every new cycle (semester or session), both teacher/program leader and students should fill out this form. You can either recreate this figure on a whiteboard and complete it as a classroom, or have individual students reflect the environment they want to be in!



ENGAGEMENT BEFORE MANAGEMENT

Ask any teacher on your campus and they will tell you that the best strategy for management issues is engaging curriculum and instruction. What you chose to teach and how you teach it drives the type of behaviors that show up in your class!

When you experience frequent management issues in your classroom, first ask yourself: "What is my role in creating this situation? Why are my students not engaged?"

Listed adjacent is an infographic that paints a picture of how engagement shows up in student behavior. We often say that behavior comes from somewhere. It doesn't just show up. This guide will also reconcile with our Class Observation tool. **The goal is for your classroom to be representative of a Highly Engaged Classroom, where the majority of students' behavior reflects High Attention - High Commitment!**

This might sound counterintuitive, but...

Don't focus on discipline!
Don't focus on classroom management.
Focus on creating and facilitating
LEARNING EXPERIENCES!

This means having a PRODUCT-BASED CLASSROOM. What does that mean? It means that whatever you decide to teach, whatever your students begin to build, create, or explore equate to having something to show for at the end of a session.

Below, list THREE things you can do, that are tangible and visible, to inspire youth to learn and discover new things during their time with you.

#1: _____

#2: _____

#3: _____

LEVELS OF ENGAGEMENT

According to Phillip Schlechty, there are five ways that students respond or adapt to school-related tasks and activities.



ENGAGEMENT

HIGH ATTENTION - HIGH COMMITMENT

The student associates the task with a result or product that has meaning and value for the student. The student will persist in the face of difficulty and will learn at high and profound levels.



STRATEGIC COMPLIANCE

HIGH ATTENTION - LOW COMMITMENT

The task has little inherent or direct value to the student, but the student associates it with outcomes or results that do have value to the student (such as grades). Student will abandon work if extrinsic goals are not realized and will not retain what is learned.



RITUAL COMPLIANCE

LOW ATTENTION - LOW COMMITMENT

The student is willing to expend whatever effort is needed to avoid negative consequences. The emphasis is on meeting the minimum requirements. The student will learn at low and superficial levels.



RETREATISM

NO ATTENTION - NO COMMITMENT

The student is disengaged from the task and does not attempt to comply with its demands, but does not try to disrupt the work or substitute other activities for it. The student does not participate and learns little or nothing from the task.

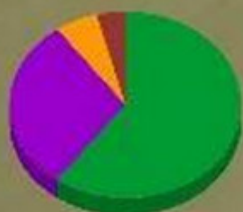


REBELLION

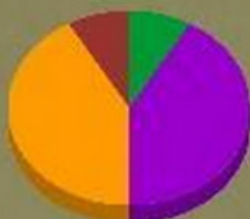
DIVERTED ATTENTION - NO COMMITMENT

The student refuses to do the work, acts in ways to disrupt others, or substitutes tasks and activities to which he or she is committed. Student develops poor work sometimes negative attitudes towards formal education and intellectual tasks.

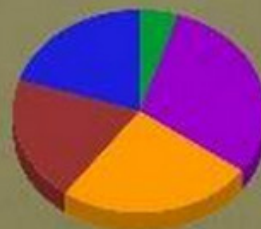
The Highly Engaged Classroom



The Well Managed Classroom



The Pathological Classroom



IDENTIFYING AND MANAGING BEHAVIOR

BEHAVIORAL ISSUES IN THE CLASSROOM

The bulleted items are suggestions for dealing with each type of issue. Please consider these options and any other good practices you know of:

Inappropriate Chatter

- Casually move toward the talkers.
- Ask (without sarcasm) for their input.
- Call on others near them.
- Make a general statement that you need everyone's attention.
- Ask the student(s) to stay after class to discuss problems.

Domination of Discussions

- Ask others to "add to Bill's response."
- Call on individual students.
- Ask for an answer from another section of the room.
- Talk with student outside of class, pointing out the importance of letting quieter students answer.

Shyness/Nonparticipation

- Ask a variety of questions (factual, open-ended, exploratory, etc.).
- Create small groups.
- Draw on students' individual experiences.
- Provide a writing prompt first, and then ask people to share ideas.

Sleeping

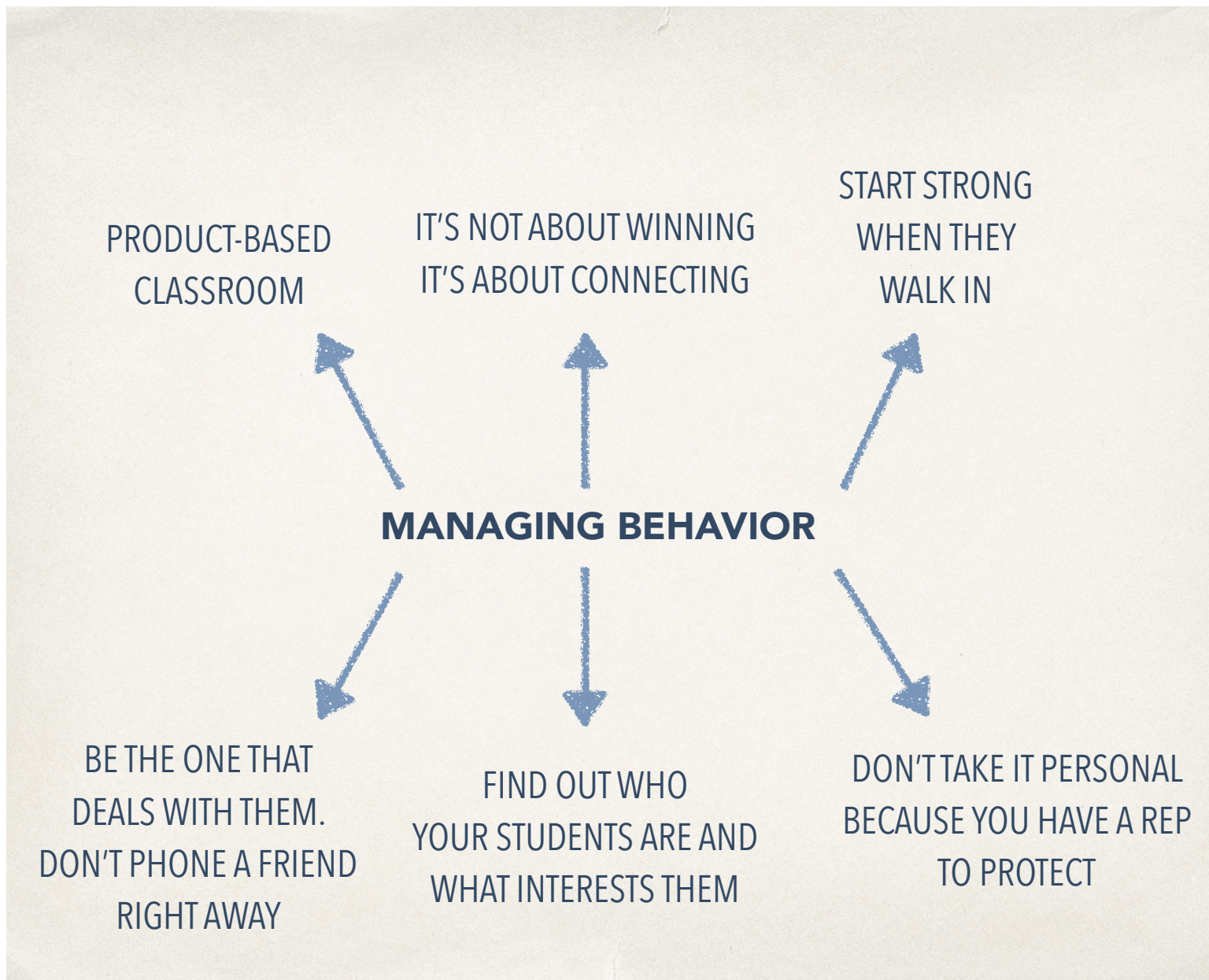
- Stand near the student.
- Talk with the student outside of class to determine what's causing the problem.

Arguing/Whining/Being Negative

- Remain calm and professional.
- Acknowledge the student's feelings.
- Ask the student to explain, support his/her argument.
- Point out that the work is required.
- Mention that you'll think about, look into complaints.
- Speak to the student outside of class.

Disrespect

- Stay calm; keep in mind that the student may have other issues.
- Talk very quietly to the student.
- Tell the student you will be happy to talk after class.
- Give the student a way to back down without losing face.



Remember, behavior comes from some place. Think back to the thermometer activity. Your students are coming in with “life” having had happened to them. In much the same way you come to campus with “life” happening to you, so it goes with students. The only real difference is that you are hopefully much more in touch with your own situation, and that you have developed a set of skills or tactics to cope with such issues and take care of the business at hand.

This graphic presents some general tactics you can employ to quell behavior issues, or at least keep disruptive behavior from getting out of hand. Talk to your peers or site coordinator if you need support in implementing any of these approaches. Write down two or three tactics you want to see yourself grow in throughout the school year.

1. _____ 2. _____ 3. _____

AMAZING WHAT A LITTLE CONVO CAN DO!

OK, when the wheels start coming off in the classroom because of certain behaviors, it's easy to fight fire with fire -- "When you act up, I step up to take control". Resist that urge by instead having a conversation once in a while. You'd be surprised what a little talking can do. Read the conversation below to see what we mean.

"Tell me about something that's going well for you Kyle?"

"Football"

"How come it's going well?"

"Because I practice every day."

We continued this problem-free talk for a while, with me giving Kyle feedback on his strengths and qualities, "it seems like you keep practicing even when you're tired. Is that right?"

I then used this platform of success-talk to widen the conversation to include school.

"What's your best hope for school Kyle?"

"To be friends with the others in class so I can play football with them."

"On a scale, where 10 is you playing football with the others and 1 is you not playing with them at all, where are you right now?"

"3"

"Where would you like to be?"

"10"

"Suppose you were at 10, what would people notice about you that was different?"

"Me and the other kids would be smiling and enjoying ourselves."

"And how might that happen?"

"I'd notice if I was getting angry and stop myself blowing up by walking away."

"What would you do if you were in class – where would you go?"

"Under the table."

"Mmm, that might distract your classmates, do you think?"

"Yeah. What about if the table was just outside the classroom?"

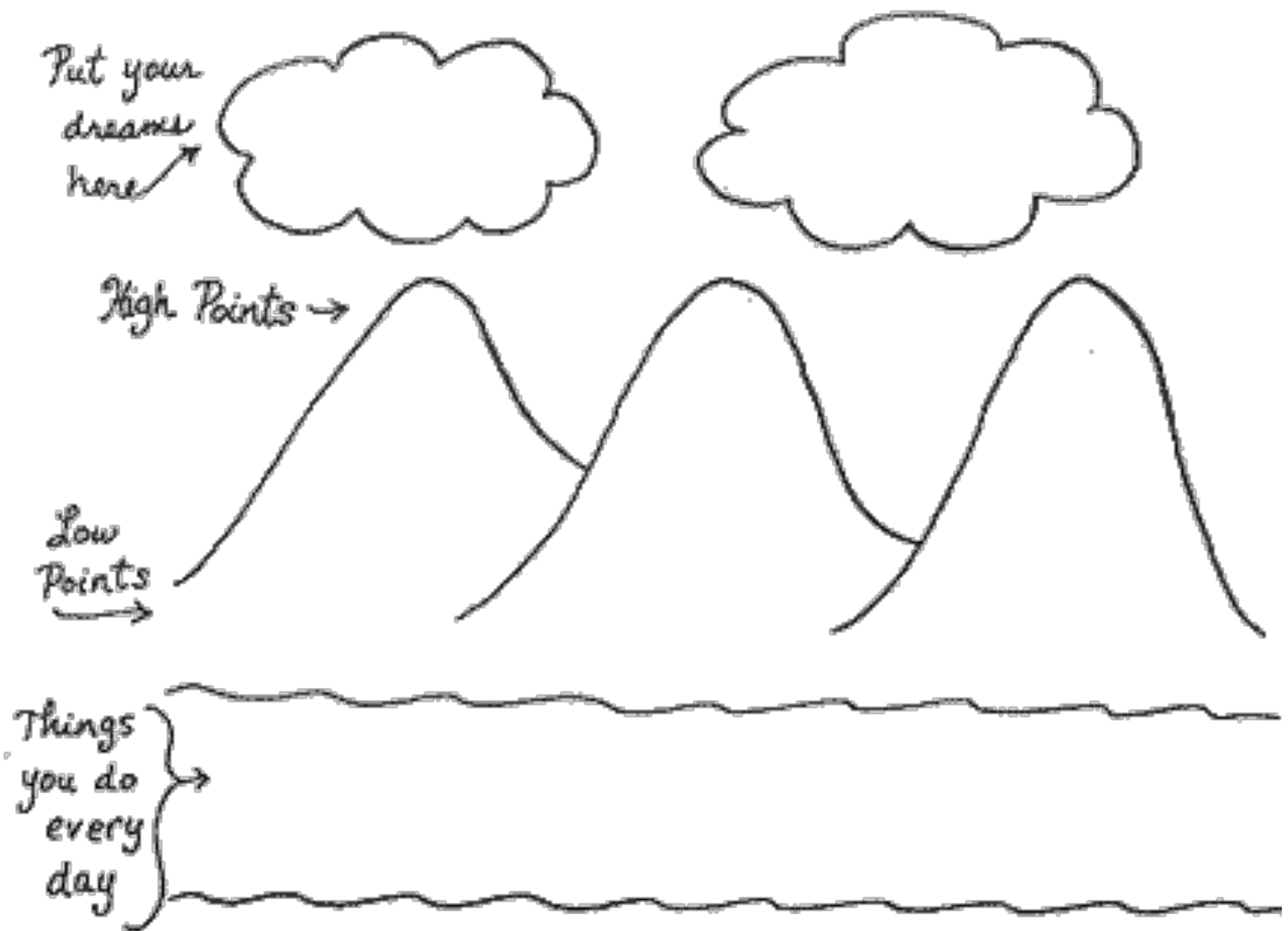
I said it would be alright if I knew he was safe there. "When would you come back into class?"

"When I stop being angry."

"How long would that take?"

"About five minutes."

Kyle was as good as his word. Over the next few weeks whenever he started to get angry he would leave the classroom and sit under the table. I let everyone know this was agreed and they left him alone. In often less than five minutes, he would come back into class to work. We continued to meet fairly regularly and when things went wrong - which they did occasionally - I'd ask him what he might do to make them better. Working in this way with Kyle transformed our relationship. We learned to work together and to trust each other. Kyle began to relax in class and became more focused on his learning. The other children relaxed too and Kyle's violent outbursts disappeared. He started going out to play and eat his lunch and play football with the other children. A big change. In 2 months he didn't stand out from his classmates at all.



If you were to make a visual representation of the conversation with Kyle, it would look somewhat like the “touchy feely” sketch you see here.

Our young people need you to guide them past the frustrations of what’s happening in the moment, and into a conversation about:

- ☐ The daily actions and decisions they make
- ☐ To verbalize the low points that are bogging them down
- ☐ To celebrate the things they do that are working well
- ☐ And to be in touch, or articulate, their goals and dreams

COACHING STAFF: BEHAVIOR DISCUSSION

As a Program Manager or Site Coordinator, it is important that you help guide your staff on dealing with behavior constructively.

For example, when one or two students are constantly the instigators of disruptive behaviors, teaching staff can begin generalizing the behavior. This means that it's not just one or two students acting out, it becomes ALL students in the class are acting out. This is known as a Universal Quantifier

Definition of Universal Quantifier: *a formal expression used in asserting that a stated general proposition is true of all the members of the delineated universe or class.*

The following guide allows you as the coach to walk your staff through a conversation about understanding behavior in the classroom:

Identifying and Managing Student Behavior

ORID - Focused Conversation

This conversation is about assisting staff in coming up with strategies and best practices to help in "Identifying and Managing student behavior" as a team.

1). Observational Questions – Start with what you see, hear, and feel

- ☐ What student behaviors stand out from each individual class you teach? List out both constructive and disruptive behaviors.
- ☐ What are some things that you see and hear from students in the classroom that you can recall? That you can predict?

2). Reflective Questions – Get in touch with how the subject makes you feel and respond to it.

- ☐ What excites you about the behaviors from students you observe in the classroom? Which behaviors concern you?
- ☐ Describe some memorable moments with your students. Describe humorous, difficult, sad, and unifying events you've experienced with them.
- ☐ (Think about sharing some of these experiences with students in a natural conversation setting. Talk about behaviors that encouraged you or behaviors that were difficult to deal with. Have them reflect on the same question and have them give a response).

3). Interpretive Questions – How does this topic connect to bigger themes?

- ☐ What is the importance of identifying and managing student behavior?
- ☐ How do you feel you influence students and their behavior in the classroom?
- ☐ What are some areas you feel need more focused attention when dealing with student behavior?
- ☐ How beneficial is it to know how to respond to different types of behaviors?

4). Decisional Questions – What specific next steps will you take in changing what's not working?

- ☐ What will you do differently when dealing with students and their behaviors in the class?
- ☐ What will you do to prepare yourself to handle student behavior positively?
- ☐ What is your commitment to your students and staff to better handle student behavior issues?

Student Behavior Reflection Sheet

Name _____ Class/Period _____ Date _____

Describe the situation that happened:

How did your involvement help or hurt the situation?

If you had the chance to do it all over again, what would you have done differently?

What consequences should be given?

What ideas do you have to make sure this situation does not happen again?

Teacher/Team Notes

Consequences given:

Additional comments:

Team Member _____ Student _____

RESOLVING CONFLICT: HAVING A TALK

Solving a Conflict between Students

The Situation: The teacher has just broken up an escalating argument in her classroom. She wants to solve not just the current argument, but also the pattern of conflict.

Short Term Learning Goal: To resolve the conflict between the two students.

Long-Term Learning Goal: To develop the ability to talk through conflict.

Hints: When trying to make connections, the answers may lead to other specific questions that cannot be anticipated. Follow the conversation, adding questions that probe a little deeper into the underlying issues, until it is time to move to the decision-making section of the conversation. Language will need to be made specific for each situation and age level.

The Conversation

Opening

We are going to work out this problem together, so that we all feel comfortable. If we can't, I'll make the decision as to the consequences of your behavior.

Objective Questions

(Addressing each person, one at a time)

Tell me, what is it you did?

What did you say? Just use "I" statements.

Reflective Questions

(To each person)

What were you feeling when this happened?

Did you have any other reactions?

Interpretive Questions

Let's get to the bottom of this

(To each person)

What do you think she meant by that?

Why do you think that?

What are you discovering about why this happened?

Decisional Questions

What can each of you do to clear this up (or resolve it)?

What do we need to make sure this doesn't happen again?

Closing

All right. Let's get back to work.

Conflict Resolution Worksheet

Participant Names: _____

Adult(s) Supervising: _____

☺ Meet and talk about your problem. Take turns talking and listening. List your problem here:

☺ Think of a solution together. What will help you solve your problem? Write your plan below:

☺ Put your plan into action.

☺ Meet at a later time and check in. Is your plan working and why? If your plan isn't working, do you need to make another plan? What is your new plan? Write your answer below:



AGREEING TO DISAGREE: CONSEQUENCES

You've tried the transformational route of having your students own their mistakes or behaviors. You've had conversations, yet the behavior or actions persist. DO NOT WAIT TOO LONG to get into "consequences mode". This is one of the biggest enigmas as staff don't want to pull the trigger, but at the same time, are held hostage by a lack of response or willingness to change on the student's part. We turn to some of the experts in Teach for America to understand how the "BIG C" word plays out in the class.

The following table highlights the characteristics of effective consequences.

| Characteristics | Rationale | Examples to Follow | Examples to Avoid |
|--|--|--|--|
| Consequences should be gradual , progressing from less severe to more severe as misbehavior is repeated.* | This sends the message that students have the potential to behave and simply need to understand and choose to follow the expectation. When they repeat the misbehavior, they choose the more severe consequences. | <ol style="list-style-type: none"> 1. Warning 2. Short detention after class or school 3. Written plan for improvement 4. Guardian contact 5. Severe clause: Sent to principal | <ol style="list-style-type: none"> 1. Warning 2. Sent to office <p>or</p> <ol style="list-style-type: none"> 1. Phone call home 2. Parent conference 3. In school detention |
| Consequences should be natural and/or logical . | <p>Natural consequences follow from the event or situation, as students are allowed to experience the outcome of their poor choices or behavior, highlighting the rationale of the rule.</p> <p>Logical consequences are structured learning opportunities arranged to teach appropriate behavior.</p> | <p>If a student runs to be the first in line, he receives a warning and is asked to walk instead at the end of the line. (natural)</p> <p>When a student misbehaves during rehearsal for a play, she receives a warning and is told that if the poor behavior continues, she will have to sit out of the rehearsal until the next day. (logical)</p> | When a student is disrespectful to a group member during group work, they are allowed to remain in the group but are held in from recess. (neither logical nor natural) |
| Consequences should maintain the dignity of the student. | Consequences should be consistent from student to student, and delivery of consequences should always address the particular behavior in question, not the student and his or her behavioral history. | If three students interrupt the teacher during a class period, they all receive a warning. | If three students interrupt the teacher during a class period, the first gets ignored, the second gets a harsh warning, and the third student, who has a history of not raising his hand, gets detention after school because the teacher is so "fed up" by that time. |

* In the case of severe behavior that stops the entire class from functioning (e.g., fighting between students) students forfeit the right to move through the hierarchy of consequences. Such behavior calls for immediate removal from the classroom. However, save administrative intervention for extremely serious offenses such as fighting. Involving administration takes the situation out of your control and students may no longer see you as the ultimate authority.

Potential Consequences

| Consequence | Description |
|-------------------------------------|--|
| Call or write home | You might have a student fill out a form that encourages him to reflect on his behavior. A family member should be required to read over and sign the reflection form before the student returns it to you the next day. Have the student call home with you or you could call a family member in the evening or send a note home with the student. When communicating with the family member about the misbehavior, always begin with a sincere positive comment about the student, explain the specific misbehavior that occurred that day, and state your confidence that the student will make positive choices in the future. |
| Send student to another room | You could make arrangements with a colleague or with your supervisor where the staff can bring their student to another classroom or the All-Stars office to work independently on an assignment. This strategy serves to provide the student with a chance to calm down and regroup. Be sure to avoid communicating an attitude of "good riddance" and do not use this strategy regularly as students may "act out" just to get out of your class. |
| Revoke privileges | Chronic misbehavior can result in a loss of time doing the things students love to do in your program like being held back on a field trip, a dance performance, a sports tournament, etc. Many teachers or mentors report success with revoking the privilege of opportunities such as these. Asking a student to remain in your classroom for 3 of the 5 minutes after class (obviously, you can't make them late to their next class), while their friends are able to chat and laugh in the hallway, can be a strong deterrent to misbehavior. |
| Move student to another seat | When a student is distracting – or seems distracted by – a nearby student, you should move him or her to another seat. Doing this in the middle of class is often quite effective with younger students (K-6). This immediate seat move can also be effective with older students. Some teachers suggest going a step further and creating a new, well-considered seating chart to implement the very next day if you discover there are several pairs or groups of students that need to be separated. |
| Taking Time-out | Most appropriate in younger grades, the time-out chair is a physical space where students can go to cool off and think about their behavior. You might also have a student write a note of apology or a reflection on how to make better choices in the future. You can use the sample reflection sheet provided to you in this program guide. |
| Conference with the coach | Middle school program leaders should make an effort to develop strong relationships with the your program's sports coaches. Coaches often have great influence on students, especially if children are jeopardizing their ability to compete or play. Having a conference with the coach is a consequence that applies to individual students and probably wouldn't be part of your overall consequence system. |
| Study Hall | Though you should check with your site coordinator on how this works for your site, you may have the ability to assign additional homework time to students instead of them participating in the enrichment classes. |

THE TONE IS SET: GUIDING THE LEARNING

Effective teaching and managing behavior are key ingredients to successful student engagement in learning. We want to introduce you to an approach to help you lead your homework hour, classes, or activities. *The three phases of this plan begins with preparing to teach, then moves to actual classroom teaching and finally to correcting student discipline in order to encourage learning.*

The first phase begins with preparation before your class or activity begins. One crucial ingredient in this prevention and preparation phase is how you not only prepare the learning environment, but also how you prepare yourself for the type of learning and classroom you are looking to develop at your school site.

Alongside your personal and professional preparation before class, you need to plan HOW you will teach. The lesson design phase of this model is deliberately simple and distills the main elements of a lesson. In a lesson, you need to:

- **Get the students settled and get their attention.**
- **Identify the lesson outcome/objective.**
- **Engage them in meaningful and important learning.**
- **Provide appropriate feedback.**
- **And identify what they've learned and link to future learning.**

The third phase identifies the skills and strategies that you can use to maintain students' attention in learning, as well as re-engaging those who have gone off task. The majority of disruptive behavior in students is low level (Scottish Executive, 2006), but some students will increase the intensity or frequency of their misbehavior and need different levels of intervention or correction to bring them back to learning. These moderate-level strategies are included here, as well as teacher skills and strategies to manage power struggles with students or behavior that is escalating to 'peak' or explosive levels.

One of the most important components of effective teaching is your start. Here's an example of one of the strategies you will see on the next page--**Cue To Start (C2S)**.

- You stand in the center of the room (proximity).
- Say a short verbal statement such as, "What's going on class".
- Or "Everyone, can I have your attention please".
- During the lesson it may be, "Good work people, can I have you stop on what you're working on and look up". You pause, make eye contact with the entire class.
- You can say the name of any student not ready, pause, and thank them when they give their attention.

positive learning framework

THREE-PHASE MODEL

| PREVENTION: SELF-AWARENESS AND MANAGEMENT PLAN | PREVENTION: LESSON DESIGN | CORRECTIVE ACTIONS |
|--|---|--|
| At the start of the year and before each class <ul style="list-style-type: none"> self-awareness proactive thinking—indiscipline will happen at some stage caring and welcoming environment layout and resources for your class or activity high and specific expectations rules, routines and procedures | Beginning <ul style="list-style-type: none"> whole-class attention (Cue to Start) clear outcomes conveyed to students motivation ‘hook for learning’—set induction recall prior learning level of student engagement | Low-level responses (minimal/no disruption to lesson flow) <ul style="list-style-type: none"> use of dignity (privacy/politeness/tone of voice) minimal language (use succinct messages, an assertive tone with eye contact, avoid ‘why’ questions, redirect to lesson) proximity name and thanks look/eye contact non-verbal communication/gestures/signals redirection defer to private catch-up later tactical ignoring |
| During lessons <ul style="list-style-type: none"> connecting Cue to start managing student movement ‘with-it-ness’ acknowledgment of appropriate behavior opportunities for autonomy and responsibility | Middle <ul style="list-style-type: none"> teaching/learning strategy—active student involvement collaborative learning strategies group work student movement for distribution of resources questioning and responding to student answers and effort promoting student success | Moderate-level responses <ul style="list-style-type: none"> circle-time, conferencing identifying motivation identifying the ‘game’ empathetic statements offering escape routes offering choices giving student responsibility for actions |
| | Ending/closure <ul style="list-style-type: none"> check for understanding against outcome evaluation expectations lesson summary link learning to outside of classroom next lesson—what we will be doing next lesson is ... teacher reflection on ‘impact’ on all student learning | Escalating/crisis response <ul style="list-style-type: none"> awareness of escalation phase de-escalation/defusing strategies crisis-response strategies |

When I Learn....

Please check all that apply.



Name: _____

I like to work:

- _____ alone
- _____ with a partner
- _____ with a small group
- _____ whole class

I work well when I:

- _____ read about things
- _____ use hands-on materials
- _____ talk to other people and get their ideas
- _____ use the computer
- _____ listen and watch

When I'm learning I need:

- _____ quiet
- _____ music or quiet noise
- _____ to be able to move around
- _____ to be able to talk with others

When I need help:

- _____ I will ask the teacher or a classmate for help
- _____ I don't like to ask for help
- _____ I'm afraid people will laugh or judge me when I ask for help

Things that keep me from learning are:

- _____ music
- _____ people moving around me
- _____ noise
- _____ quiet
- _____ bright light
- _____ not enough light

I know my _____ math facts by heart:

- _____ addition
- _____ subtraction
- _____ multiplication
- _____ division
- _____ none of the above

When you do a project, would you rather:

- _____ make up a song
- _____ write a report
- _____ act out a skit
- _____ create a game
- _____ make a presentation on the computer
- _____ make a poster

My favorite subject in school is:

- _____ reading
- _____ writing
- _____ math
- _____ science
- _____ social studies or history

What kind of books do you like to read:

- _____ non-fiction (real stories and characters)
- _____ mystery
- _____ sad
- _____ funny
- _____ historical fiction
- _____ action
- _____ fiction (made up stories and characters)

Name: _____

Learning Styles Inventory

Directions: Because most people learn through a mixture of all three styles, read all of the learning suggestions given and select those you feel will work best for you.

1. If I have to learn how to do something, I learn best when I:

- (V) Watch someone show me how.
- (A) Hear someone tell me how.
- (K) Try to do it myself.

2. When I read, I often find that I:

- (V) Visualize what I am reading in my head.
- (A) Read out loud or hear the words inside my head.
- (K) I move around while I'm reading and try to "feel" the words.

3. If I am unsure how to spell a word, I:

- (V) Write it in order to decide if it looks right.
- (A) Spell it out loud in order to decide if it sounds right.
- (K) Write it in order to decide if it feels right.

4. When I write, I:

- (V) Am concerned how neat and well-spaced my letters and words appear.
- (A) Often say the letters and words to myself.
- (K) Push hard on my pen or pencil and can feel the flow of the words or letters as I form them.

5. If I had to remember a list of items, I would remember it best if I:

- (V) Wrote them down.
- (A) Said them over and over to myself.
- (K) Moved around and used my fingers to name each item.

6. I prefer teachers who:

- (V) Use the board or overhead projector while they teach.
- (A) Talk with a lot of expression.
- (K) Use hands-on activities.

7. When trying to concentrate, I have a difficult time when:

- (V) There is a lot of clutter or movement in the room.
- (A) There is a lot of noise in the room.
- (K) I have to sit still for any length of time.

8. When solving a problem, I:

- (V) Write or draw diagrams to see it.
- (A) Talk myself through it.
- (K) Use my entire body or move objects to help me think.

9. When given written instructions on how to build something, I:
(V) Read them silently and try to visualize how the parts will fit together.
(A) Read them out loud and talk to myself as I put the parts together.
(K) Try to put the parts together first and read later.
10. To keep occupied while waiting, I:
(V) Look around, stare, or read.
(A) Talk or listen to others.
(K) Walk around, manipulate things with my hands, or move/shake my feet as I sit.
11. If I had to verbally describe something to another person, I would:
(V) Be brief because I do not like to talk at length.
(A) Go into great detail because I like to talk.
(K) Gesture and move around while talking.
12. If someone were verbally describing something to me, I would:
(V) Try to visualize what she was saying.
(A) Enjoy listening but want to interrupt and talk myself.
(K) Become bored if her description got too long and detailed.
13. When trying to recall names, I remember:
(V) Faces but forget names.
(A) Names, but forget faces.
(K) The situation that I met the person other than the person's name or face.

Scoring Instructions: Add the number of responses for each letter and enter the total below. The area with the highest number of responses is probably your primary mode of learning.

Visual Auditory Kinesthetic V = _____ A = _____ K = _____

GET TO KNOW YOUR STUDENTS: AS AN EFFECTIVE TEACHING STRATEGY

As a facilitator of the learning experience, it's important that you understand your students' learning styles. Preferences come in all shapes and colors, and it's important that you hear directly from youth how they learn best. The preceding are learning inventories that work to compliment your homework hour (or power hour as it is referred to in some of your school sites). This guide can also serve to support and guide your students' learning in the core day. It's ALWAYS beneficial for them to be self-aware as to how they learn. Often times they are not in touch with this part of themselves.

As you consider your first hour of program, think about it as **the bridge from the regular school day, to after school, and back**. When they come to you, do you know what they need? When they leave, do your students feel more self-aware of their strengths and their ability to succeed in school? Our colleagues in California have come up with a set of 12 Quality Standards in after school, one of which is in the area of ACTIVE and ENGAGED LEARNING, what we consider a result of knowing your students' learning styles!

Active and engaged learning in action

Programmatic Level

- The program provides a variety of activities that are hands-on, project-based, and result in a culminating product.
- The program uses participant feedback, assessments, and evaluations to guide the development of training, curricula, and projects that fully meet participants' needs and interests.

Staff Level

- Staff give participants the experience of learning through multiple senses.
- Staff give participants the opportunity to work in groups that have a clear purpose.
- Staff provide activities that raise awareness, promote thought-provoking discussion and support collaborative interaction with others in the larger community, other cultures, and even globally.
- Staff provide opportunities for participants to think critically, as well as act on issues and opportunities that are important but also of high interest and relevance to them.



Participant Level

- Participants gather evidence to support their ideas and understand other perspectives.
- Participants use modern technology to support their learning.
- All participants in group work are engaged, cooperate in the group's accomplishments, and are accountable to one another.

WEEK 1 LEARNING PLAN

*Planning – Youth Voice
Asking – Listening – Encouraging
Active Learning – Reflection*

Planning overview

Take on a curious attitude during your first week in program. Research the history, origins, and connections of your subject. As All-Star teachers, we teach context and meaning in week 1!

Examples: Where and when did the Hip Hop movement begin? Who invented the sport of basketball? What does the Nike brand mean and why is it more popular than Adidas for some?

Goal: By the end of the first week, your students should know facts and history about the subject you're teaching. Students will consider their own ideas/opinions about the value of what they will learn in your class. As a community of learners, inclusive of staff and students, you will also answer the following essential questions...

- "Why are we here together participating in this class?"
- "Why am I here as a teacher? What's my role?"
- "Why are you here as students? What's your role as students?"

Planning-Wk 1

TO Dos

- ☐ Come prepared with history about my class/subject (this creates context)
- ☐ Come prepared with info on how this is relevant to my students (this creates connection to current culture)
- ☐ Create an essential question/statement that engages my students in discussion about the class subject (this allows students to articulate their opinions/ideas about what will be taught)
 - Ex: What would society be like without art? / Ex: Team sports are better than individual sports (use the Human Barometer approach to capture responses to the question)
- ☐ Find and prepare a video/audio clip connected to my class (use the ORID method to engage students in a focused conversation after media is viewed/heard – included at end of doc)
- ☐ My students will pose the same essential question(s) to a family member or friend. They will record their responses and bring these to day 2 to compare/contrast with one another.

My Notes/Questions about Planning for Week 1 (this is for your personal use as you design and deliver your class. Meant to be shared with your colleagues or your site coordinator)

WEEK 2 LEARNING PLAN

*Planning – Youth Voice
Asking – Listening – Encouraging
Active Learning – Reflection*

Planning overview

Now that you have set context, relevance, and meaning for what you and your students will be learning over the next 8-10 weeks, set learning goals as a community that include a combination of your own goals and goals voiced by students on the knowledge and skills that will be learned in your class. As an All-Star teacher, we identify knowledge and skill goals for the session in week 2!

Example: Knowledge is what you want to KNOW as a community of learners. For example, students will know the state capitals and general statistics for each city with a pro basketball team. The SKILL you want to develop can be individual and communal such as master full-court press defense (communal) / dribble without looking down at the ball (individual). Also set culminating goals such as play in a tourney, coach ES students as a service project, etc.

Goal: By the end of the second week, your students would've established, and written down, group and individual learning goals for the class. Make these goals visible for all to see!

Planning-Wk 2

TO Dos

- ☐ Come prepared with my own **knowledge objectives** for the group leading with one or more of the following: *to remember; to understand; to apply; to analyze; to evaluate; to create; etc.*
- ☐ Come prepared with my own **skill goals** for the group leading with one or more of the following: *to perform; to combine; to make; to negotiate; to produce; to plan; to show; etc.*
- ☐ Engage in co-generative dialogue with students by having them consider their own goals and aspirations for the class as a whole and for themselves.
 - Ex: "I want our class to create the school's first ever art gallery to share our work." / "We should all help prepare a main dish back home for Thanksgiving this year."
 - Ex: "We should invite our school's music teacher to present we've learned about music, and to show how technology has helped us create music in new ways"
- ☐ Create a checklist of steps that can help my students move their intentions into actions.
 - Ex: By the end of week 2, we will; By the end of week 3, we will; etc.
 - Use the YPQI Backwards Planning resource (P&R pg. 35) to guide the process

My Notes/Questions about Planning for Week 2 (this is for your personal use as you design and deliver your class. Meant to be shared with your colleagues or your site coordinator)

WEEK 3 LEARNING PLAN

*Planning – Youth Voice
Asking – Listening – Encouraging
Active Learning – Reflection*

Planning overview

Your class should be in full “knowledge and skill mode.” This means that you’re following your Workshop Model flow of growing knowledge objectives through the prepared mini-lessons, while building skill mastery during the active/hands-on portion of the class. As an All-Star teacher, the learning space is set for active learning for the session in week 3! Students should also be ready to experience a sense of control of the ongoing planning/reflection process by sharing what they’ve learned/continue to learn in the class thus far, and make necessary recommendations for change.

Example: In your nutrition education class (Common Threads for most), you ask students to form groups of 2 or more to prepare a visual of what they have learned so far (you’ll be tempted to frontload what they should present! Leave it open). They also would have had time to wrap their heads around learning goals. This is their time to make any adjustments to these goals/objectives.

Goal: By the end of the third week, buy-in is COMPLETE. The community knows where they’re going, how they will get there, and what it will look like once the class/project is over.

Planning-Wk 3

TO Dos

- ☐ Completed list, with timeline, of knowledge and skills objectives for the remainder of the session to share with my class.
- ☐ Create “check-for-learning” or exit cards to capture student learning throughout the session.
- ☐ Identify students that could serve as co-teachers during the active learning portion of the class. These same students can be your student reps and serve as a sounding board.
- ☐ Capture student recommendations as they pertain to class learning goals/objectives
- ☐ Create checklist of what you will need to create and maintain an active and engaged learning space.
 - Ex: I have enough adequate supplies for individual/group work activities
 - Ex: I have created sets of probing questions to use during the active learning session
 - Ex: We have learning communities that help one another get “unstuck” if needed
 - Ex: I have back-pocket info/trivia that I can use for quick teachable moments

My Notes/Questions about Planning for Week 3 (this is for your personal use as you design and deliver your class. Meant to be shared with your colleagues or your site coordinator)

ORID Conversation Sample / Nutrition Education

Promoting Students Healthy Decision Making During Winter Break

What is the outcome and vision for this conversation?

We want to engage students in constructive discussion that will raise awareness and preparedness for them to make healthy decisions over winter break both on the nutrition front as well as physical fitness. It's helpful to inform kids of healthy decision especially during the holiday season, encouraging them to make healthy decisions in personal nutrition and fitness.

Please feel free to tailor this guide to your individual target audience. Flexibility and creativity are encouraged in order to facilitate more meaningful conversation and generate the largest impact that it has on your students.

- **Objective Level Questions (Engage all students in class / *This question is meant to prime the pump and get the group ready for discussion*)**

These questions aim to identify the student's current knowledge about personal nutrition and fitness, facts and trends, access and barriers to making healthy decisions, community access to certain foods (food deserts vs. grocery stores) and opportunities to engage in regular physical activity (public parks, playgrounds).

- What has been your favorite food to learn about and prepare so far (at home or at school)?
- Which fitness activity did you think was the most fun AND that you would want to do outside of the program?

We also want to know what healthy decision making skills students have learned from the SAAH program.

- When buying fast food, dinner at a restaurant, or cooking at home, did you think about making healthy choices? Tell us why or why not?
- Can you share about a time when you could've stayed home but you chose to be more physically active and go outside?
- What can you do indoors to stay active when it's too cold or wet to go outside?

Reflective Level Questions

We want the students to identify aspects of their community environment that make it difficult to make healthy decisions in their everyday lives.

- How do you feel when you eat too much of the wrong food?
- How do you feel when you don't exercise enough?

- How do you notice when you're feeling less healthy? How do you notice it in you friends and family?
- Can you give me examples of things in your neighborhood that makes it difficult to make healthy choices?
- How does having less healthy food and less exercise affect your health?
- What things in your neighborhood or home get in the way of you being physically active?

Interpretive Level Questions

We want students to be aware and articulate the implications of participating/not participating in actions that will help promote making healthy decisions.

- If these issues remain unsolved what is the potential impact on you, your family and the community?
- What are other problems that you can think of that is a result of making unhealthy choices?
- What are some of the causes of this problem?

Decisional Level Questions

These questions are meant to stir action and follow through for your students over the winter break.

- What are some things that can be done to help you and your communities make healthy choices when it comes to nutrition and fitness?
- What are some of the things that you are going to do in order to make healthy choices over the winter break?

ASAS Planning/Reflection Lesson Plan and Course Mapping Framework

(complete 2 weeks prior to start of class)

Today's Date: _____

Session Date Range: _____ to _____

About the Instructor

Staff Name: _____

Site Name: _____

Chapter: _____

| | | | | | |
|-------------------------|------------|----------------------|----------------------|----------------------|----------------------|
| Years teaching at ASAS: | First Year | 2 nd Year | 3 rd Year | 4 th Year | 5+ Years |
| Onboarding Completed: | Season 1 | Season 2 | Season 3 | Season 4 | Onboarding Completed |

Class/Activity Logistics:

Class Title: _____

Category

Enrichment: _____ Academic Enrichment/Support: _____

Health & Fitness: _____ Other: _____

Frequency (days per week): 1 day 2 days 3 days 4 days 5 days

Duration: 30 min 45 min 60 min 90 min

Students in class (projected): > 10 10-14 15-19 20-24 25+

Integrating Initiatives throughout. To include Volunteer and Family Engagement events and activities

| Career Exploration – 1.0 | HS/College Prep – 2.0 | Sports/Active Play/Wellness – 3.0 | Leadership/Service – 4.0 |
|---|---|---|---|
| <input type="checkbox"/> 1.1 Career Exploration | <input type="checkbox"/> 2.1 HS Readiness | <input type="checkbox"/> 3.1 Skill-building | <input type="checkbox"/> 4.1 Community Building |
| <input type="checkbox"/> 1.2 Workplace Skills | <input type="checkbox"/> 2.2 Study Skills | <input type="checkbox"/> 3.2 Nutrition Education | <input type="checkbox"/> 4.2 Annual Service Day |
| <input type="checkbox"/> 1.3 Entrepreneurship | <input type="checkbox"/> 2.3 HS Visits | <input type="checkbox"/> 3.3 Leadership/Life Skills | <input type="checkbox"/> 4.3 Active Yabbie |
| <input type="checkbox"/> 1.4 Financial Literacy | <input type="checkbox"/> 2.4 College Visits | <input type="checkbox"/> 3.4 Outdoor Education | <input type="checkbox"/> 4.4 Youth Adv. Board |

Learning Outcomes: Students will demonstrate the following academic and developmental outcomes. Choose those that apply to your class' learning outcomes.

Youth to develop the following academic habits and behaviors:

Academic Self-Efficacy

Goal Orientation

Improved School Attendance

Youth to acquire new knowledge and attitudes:

Improve **attitude** about: _____ Improve **knowledge** about: _____

Youth to grow the following skills: _____

Students will be able to grow/develop the following ASAS Youth Core Competencies:

Positive Decision-Making

Pro-Social Behaviors

Confidence/Self-Motivation

Thinking Skills

Social-Emotional Fitness

Leading, Serving, and/or Advocating

Students will participate in in the following career-exploration experiences:

General Career Interest/Understanding

STEM Career Interest

Other: _____

The Workshop Model (DRAFT)

This framework outlines the components of a workshop model that can be used in any content. Although the times may vary slightly, the instructional components establish the rituals and routines for seamless classroom instruction. The warm-up (not technically part of a workshop model) has been added to facilitate transitions from bell to bell and set the tone for learning.

| | |
|--|---|
| Warm Up (5 minutes) | YPQI Tie-Back |
| The program leader/teacher posts a brief assignment or activity that may be done independently. This may be a brief reading, an opening question written on the whiteboard, an icebreaker, teambuilding or problem solving activity, to ready them for learning. | PLAN: Your students think through the meaning of the upcoming activity or class through discussion, writing it down, reading material with follow up discussion, and/or watching media connected to the subject being taught. |
| Mini-Lesson | |
| <p>The teacher provides whole class direct and explicit instruction in one of the following ways:</p> <ul style="list-style-type: none"> • Model what learning goal is for the day • <i>Ex: completed dance steps; completed design; completed piece of DJ music; completed dish</i> • Staff reads listed steps to achieve class objective(s) out loud/takes questions • <i>Ex: PL reviews time management tactics students need to address when planning a school dance</i> • Teach a key concept • <i>Ex: Remember that Photoshop is about the effective use of layers in your design</i> • Direct students in a hands-on activity • <i>Ex: model learning with one/several students to give examples on “how to” approach the project</i> • Outline the work to be done including the expectations as to how to apply the content learned in the mini lesson to the work. Communication expectation of what completed work will look like | <p>PLAN PART 2: Your students think through the meaning of the upcoming activity or class by talking through or writing it down. This can happen with individual youth, with a small group, or the whole class!</p> <p>In the planning phase with youth, visit page 6 of the Planning and Reflection Method guidebook determine the goal(s) of youth when they PLAN.</p> <p>ACTIVE LEARNING: Reference Guided Discovery practice on Active Learning Methods book page 10 Reference page 4 on Active Learning guidebook to use Guided Discovery tactics</p> |
| Independent Work Time | |
| <ul style="list-style-type: none"> • Youth work independently, in pairs, small groups • Teacher/PL circulates for 2 or 3 minutes to ensure all students are on task • Confer with individuals for a few minutes, taking anecdotal notes • Work with a small group in direct instruction | <p>DO: Students carry out plans. Through this process they make choices, test different approaches, and modify their original plan</p> <p>ACTIVE LEARNING: Review “Participate Alongside Youth” strategies on Method book page 4. Visit Methods book page 24 for additional examples</p> |
| Share Session | |
| <ul style="list-style-type: none"> • The teacher reconvenes class to focus on the work of one or two students, or small group, that used what was taught in the mini-lesson • Recap key learning of the day (1 minute) • Check for understanding (with short reflective writing or exit slips) | <ul style="list-style-type: none"> • REFLECT: Through a group debrief conversation or other structured/unstructured activity, students review their experience. They consider and determine revisions to former ideas/plans • VISIT page 13 of PLAN/DO/REFLECT Methods guidebook for reflection resource |

CLASS/ACTIVITY: INTENT AND GOALS

When you get sidetracked, or start looking to blame circumstances or external factors that may be out of your control, go through this refresher to find your bearings again as a teacher/program leader!

Class Design and Planning as a Student Retention Strategy

What's the goal of your class? What do you want students to walk away with when the class is over?

What is the long term impact you want your class to have?

What new knowledge will your students gain from your class (What will they know)?

What new skills will they pick up because of your class (What will they be able to do)?

How do you make sure that your class is on target to hit your goals?

What have you done outside the classroom to make your class interesting (the Real-Life Experience)?

In what ways did the students help you plan and develop your projects or activities?

When will be the next time your students will showcase all their hard work?

Are there any opportunities for the guests to come back and see what your students accomplished at the end of the session?

Lesson Plan Check-off List

Warm-up/Review

- ☐ Did you relate the lesson objective to previous learning?
- ☐ Did you have the students practice previously studied material?
- ☐ Did you provide a warm-up activity?

Introduction

- ☐ Did you focus student attention on the lesson?
- ☐ Did you use visuals and/or real-life examples?
- ☐ Did you ask questions of the students about the lesson?
- ☐ Did you describe a situation or tell a story related to the lesson?
- ☐ Did you establish the purpose of the lesson?
- ☐ How are you going to state the lesson objective to the students?
- ☐ Did you relate the lesson objective to the students' own lives?

Presentation

- ☐ Did you provide information that is new to the students?
- ☐ Did you use visuals and/or props to better describe the new information?
- ☐ Did you explain or describe the new information?
- ☐ Did you assess their comprehension by asking questions?
- ☐ Did you model tasks to practice the new information?
- ☐ Did you provide examples?
- ☐ What resources did you use?
- ☐ Did you check the level of student understanding before moving to the practice section of the lesson?
- ☐ Did you ask questions?
- ☐ Did you elicit answers from individual students or groups?
- ☐ Did you move around the room to monitor their responses and abilities?

Practice

- ☐ Did you provide opportunities for students to practice their new knowledge?
- ☐ Did you provide materials to guide students? (e.g., visuals, worksheets)
- ☐ Did you use a variety of grouping strategies while the students are practicing?
- ☐ Did you provide for more than one learning modality (kinesthetic, aural, oral, or written)
- ☐ Did you decide how you would monitor the students' practice?
- ☐ Did you observe the students as a whole?
- ☐ Did you work with individuals/groups?
- ☐ Did you move around the room and observe students individually or in groups?
- ☐ Did you provide feedback to students on the accuracy of their responses?
- ☐ How did you provide correct responses?
- ☐ How did you elicit the correct responses from individual students?
- ☐ How did you elicit responses from all students in order to identify items not agreed on?

Evaluation

- ☐ Did you assess individuals on the attainment of the objective?
- ☐ Did you have students complete a written assignment?
- ☐ Did the students take a test?
- ☐ Did the students demonstrate what they have learned?

Application

- ☐ Did you provide an opportunity for the students to apply the material in a new situation relevant to their own life?
- ☐ How did students provide responses based on their own experiences?
- ☐ Did you have the students interact or work with each other to complete their assignments?
- ☐ Did the students complete an out-of-class assignment?
- ☐ Did you make a list of all of the resources you will need for the entire lesson?

Connections

- ☐ Did you list other subjects this lesson may be integrated with?
- ☐ Did you provide examples on how this Lesson relates to other "real-life" instances?

Design Thinking: Useful for Program Design and Lesson Planing

Can you think of a more fluid environment than a classroom? It's one of those things that just when you think you've solved one problem, along comes another. People want to fix the problems behind behavior, instruction, curriculum, teaching methods, leadership processes, etc. The real problem is that we call all these things "problems".

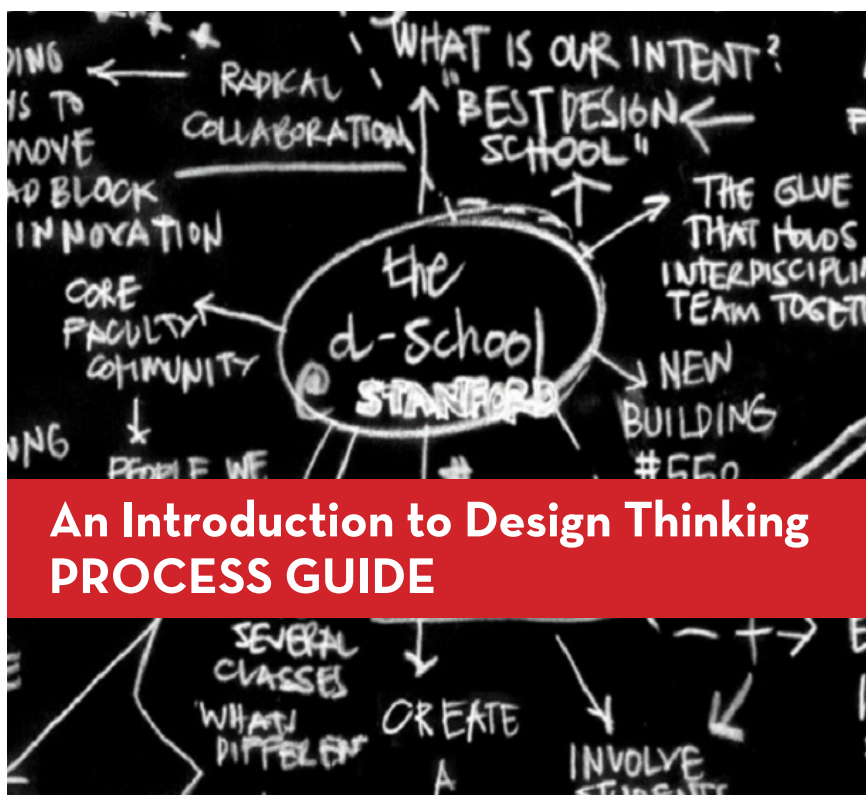
Traditional problem solving functions something like this:

Pinpoint a problem, define the steps to take and tools to use to reach a solution, then stick to the plan and hope for the desired result.

It's straightforward, but not always flexible, innovative or effective. What if the issue identified isn't the real source of the problem? What if the steps don't lead to the right solution?

Instead of starting with a problem, **design thinking starts with observation.** It's informed by an understanding of the culture and the context of a problem (**what people need**), rather than the problem.

The proceeding section of the guide looks at how Design Thinking can help us break new ground in how we approach the design and delivery of our programs!



An Introduction to Design Thinking PROCESS GUIDE

DESIGN THINKING STAGES

A.K.A
rename them to
increase ownership

EMPATHIZE

DEFINE

IDEATE

PROTOTYPE

TEST

EMPATHIZE

“To create meaningful innovations,
you need to know your users
and care about their lives.”

WHAT is the Empathize mode

Empathy is the centerpiece of a human-centered design process. The Empathize mode is the work you do to understand people, within the context of your design challenge. It is your effort to understand the way they do things and why, their physical and emotional needs, how they think about world, and what is meaningful to them.

WHY empathize

As a design thinker, the problems you are trying to solve are rarely your own—they are those of a particular group of people; in order to design for them, you must gain empathy for who they are and what is important to them.

Observing what people do and how they interact with their environment gives you clues about what they think and feel. It also helps you learn about what they need. By watching people, you can capture physical manifestations of their experiences – what they do and say. This will allow you to infer the intangible meaning of those experiences in order to uncover insights. These insights give you direction to create innovative solutions. The best solutions come out of the best insights into human behavior. But learning to recognize those insights is harder than you might think. Why? Because our minds automatically filter out a lot of information without our even realizing it. We need to learn to see things “with a fresh set of eyes,” and empathizing is what gives us those new eyes.

Engaging with people directly reveals a tremendous amount about the way they think and the values they hold. Sometimes these thoughts and values are not obvious to the people who hold them, and a good conversation can surprise both the designer and the subject by the unanticipated insights that are revealed. The stories that people tell and the things that people say they do—even if they are different from what they actually do—are strong indicators of their deeply held beliefs about the way the world is. Good designs are built on a solid understanding of these beliefs and values.

HOW to empathize

- **Observe.** View users and their behavior in the context of their lives. As much as possible do observations in relevant contexts in addition to interviews. Some of the most powerful realizations come from noticing a disconnect between what someone says and what he does. Others come from a work-around someone has created which may be very surprising to you as the designer, but she may not even think to mention in conversation.

- **Engage.** Sometimes we call this technique ‘interviewing’ but it should really feel more like a conversation. Prepare some questions you’d like to ask, but expect to let the conversation deviate from them. Keep the conversation only loosely bounded. Elicit stories from the people you talk to, and always ask “Why?” to uncover deeper meaning. Engagement can come through both short ‘intercept’ encounters and longer scheduled conversations.

- **Watch and Listen.** Certainly you can, and should, combine observation and engagement. Ask someone to show you how they complete a task. Have them physically go through the steps, and talk you through why they are doing what they do. Ask them to vocalize what’s going through their mind as they perform a task or interact with an object. Have a conversation in the context of someone’s home or workplace – so many stories are embodied in artifacts. Use the environment to prompt deeper questions.

In what ways, will I...

OBSERVE

ENGAGE

WATCH&LISTEN

DEFINE

“Framing the right problem is the only way to create the right solution.”

WHAT is the Define mode

The Define mode of the design process is all about bringing clarity and focus to the design space. It is your chance, and responsibility, as a design thinker to define the challenge you are taking on, based on what you have learned about your user and about the context. After becoming an instant-expert on the subject and gaining invaluable empathy for the person you are designing for, this stage is about making sense of the widespread information you have gathered.

The goal of the Define mode is to craft a meaningful and actionable problem statement – this is what we call a point-of-view. This should be a guiding statement that focuses on insights and needs of a particular user, or composite character. Insights don't often just jump in your lap; rather they emerge from a process of synthesizing information to discover connections and patterns. In a word, the Define mode is sensemaking.

WHY define

The Define mode is critical to the design process because it results in your point-of-view (POV): the explicit expression of the problem you are striving to address. More importantly, your POV defines the RIGHT challenge to address, based on your new understanding of people and the problem space. It may seem counterintuitive but crafting a more narrowly focused problem statement tends to yield both greater quantity and higher quality solutions when you are generating ideas.

The Define mode is also an endeavor to synthesize your scattered findings into powerful insights. It is this synthesis of your empathy work that gives you the advantage that no one else has: discoveries that you can leverage to tackle the design challenge; that is, INSIGHT.

HOW to define

Consider what stood out to you when talking and observing people. What patterns emerge when you look at the set? If you noticed something interesting ask yourself (and your team) why that might be. In asking why someone had a certain behavior or feeling you are making connections from that person to the larger context. Develop an understanding of the type of person you are designing for – your USER.

Synthesize and select a limited set of NEEDS that you think are important to fulfill; you may in fact express a just one single salient need to address. Work to express INSIGHTS you developed through the synthesis of information you have gathered through empathy and research work. Then articulate a point-of-view by combining these three elements – user, need, and insight – as an actionable problem statement that will drive the rest of your design work.

What has stood out about your observations?

What are the top one or two needs you want to fulfill?

A good point-of-view is one that:

- Provides focus and frames the problem
- Inspires your team
- Informs criteria for evaluating competing ideas
- Empowers your team to make decisions independently in parallel
- Captures the hearts and minds of people you meet
- Saves you from the impossible task of developing concepts that are all things to all people (i.e. your problem statement should be discrete, not broad.)

IDEATE

“It’s not about coming up with the ‘right’ idea, it’s about generating the broadest range of possibilities.”

WHAT is the Ideate mode

Ideate is the mode of the design process in which you concentrate on idea generation. Mentally it represents a process of “going wide” in terms of concepts and outcomes. Ideation provides both the fuel and also the source material for building prototypes and getting innovative solutions into the hands of your users.

WHY ideate

You ideate in order to transition from identifying problems to creating solutions for your users. Ideation is your chance to combine the understanding you have of the problem space and people you are designing for with your imagination to generate solution concepts. Particularly early in a design project, ideation is about pushing for a widest possible range of ideas from which you can select, not simply finding a single, best solution. The determination of the best solution will be discovered later, through user testing and feedback.

Various forms of ideation are leveraged to:

- Step beyond obvious solutions and thus increase the innovation potential of your solution set
- Harness the collective perspectives and strengths of your teams
- Uncover unexpected areas of exploration
- Create fluency (volume) and flexibility (variety) in your innovation options
- Get obvious solutions out of your heads, and drive your team beyond them

HOW to ideate

You ideate by combining your conscious and unconscious mind, and rational thoughts with imagination. For example, in a brainstorm you leverage the synergy of the group to reach new ideas by building on others’ ideas. Adding constraints, surrounding yourself with inspiring related materials, and embracing misunderstanding all allow you to reach further than you could by simply thinking about a problem.

Another ideation technique is building – that is, prototyping itself can be an ideation technique. In physically making something you come to points where decisions need to be made; this encourages new ideas to come forward.

There are other ideation techniques such as bodystorming, mindmapping, and sketching. But one theme throughout all of them is deferring judgment – that is, separating the generation of ideas from the evaluation of ideas. In doing so, you give your imagination and creativity a voice, while placating your rational side in knowing that you will get to the examination of merits later.

THIS SECTION IS FOR YOU TO DO ONE THING, AND ONE THING ONLY...

GENERATE IDEAS!

WHAT IF...

HOW ABOUT...

SOME PROBLEMS I HAVE

POTENTIAL SOLUTIONS

PROTOTYPE

WHAT is the Prototype mode

The Prototype mode is the iterative generation of artifacts intended to answer questions that get you closer to your final solution. In the early stages of a project that question may be broad – such as “do my users enjoy cooking in a competitive manner?” In these early stages, you should create low-resolution prototypes that are quick and cheap to make (think minutes and cents) but can elicit useful feedback from users and colleagues. In later stages both your prototype and question may get a little more refined. For example, you may create a later stage prototype for the cooking project that aims to find out: “do my users enjoy cooking with voice commands or visual commands”.

A prototype can be anything that a user can interact with – be it a wall of post-it notes, a gadget you put together, a role-playing activity, or even a storyboard. Ideally you bias toward something a user can experience. Walking someone through a scenario with a storyboard is good, but having them role-play through a physical environment that you have created will likely bring out more emotions and responses from that person.

WHY prototype

To ideate and problem-solve. Build to think.

To communicate. If a picture is worth a thousand words, a prototype is worth a thousand pictures.

To start a conversation. Your interactions with users are often richer when centered around a conversation piece. A prototype is an opportunity to have another, directed conversation with a user.

To fail quickly and cheaply. Committing as few resources as possible to each idea means less time and money invested up front.

To test possibilities. Staying low-res allows you to pursue many different ideas without committing to a direction too early on.

To manage the solution-building process. Identifying a variable also encourages you to break a large problem down into smaller, testable chunks.

HOW to prototype

Start building: Even if you aren’t sure what you’re doing, the act of picking up some materials (post-its, tape, and found objects are a good way to start!) will be enough to get you going.

Don’t spend too long on one prototype: Let go before you find yourself getting too emotionally attached to any one prototype.

ID a variable: Identify what’s being tested with each prototype. A prototype should answer a particular question when tested. That said, don’t be blind to the other tangential understanding you can gain as someone responds to a prototype.

Build with the user in mind. What do you hope to test with the user? What sorts of behavior do you expect? Answering these questions will help focus your prototyping and help you receive meaningful feedback in the testing phase.

Start Tinkering...

What are classes or topics you want to try out or talk about w/ your students?

Write out a list of events you want to try out as a site. Do them and talk about it!

Ask questions about what students are looking for after school. Meet the need!

TEST

“Testing is an opportunity to learn about your solution and your user.”

WHAT is the Test mode

The Test mode is when you solicit feedback, about the prototypes you have created, from your users and have another opportunity to gain empathy for the people you are designing for. Testing is another opportunity to understand your user, but unlike your initial empathy mode, you have now likely done more framing of the problem and created prototypes to test. Both these things tend to focus the interaction with users, but don't reduce your “testing” work to asking whether or not people like your solution. Instead, continue to ask “Why?”, and focus on what you can learn about the person and the problem as well as your potential solutions.

Ideally you can test within a real context of the user's life. For a physical object, ask people to take it with them and use it within their normal routines. For an experience, try to create a scenario in a location that would capture the real situation. If testing a prototype in situ is not possible, frame a more realistic situation by having users take on a role or task when approaching your prototype. **A rule of thumb: always prototype as if you know you're right, but test as if you know you're wrong—testing is the chance to refine your solutions and make them better.**

WHY test

To refine prototypes and solutions. Testing informs the next iterations of prototypes. Sometimes this means going back to the drawing board.

To learn more about your user. Testing is another opportunity to build empathy through observation and engagement—it often yields unexpected insights.

To refine your POV. Sometimes testing reveals that not only did you not get the solution right, but also that you failed to frame the problem correctly.

WRITE DOWN YOUR OWN THOUGHTS & IDEAS!

Show don' tell: It's time to show students what your program is designed to do. What are the features that you're dying to show them?

Create experiences: Get kids to do something outside the norm. This will create lasting memories of the All-Stars!

Ask students how we match up: Get them talking about how we compare to some of the other things they would do after school.



The key to user testing is listening.

HOW to test

Show don't tell. Put your prototype in the user's hands – or your user within an experience. And don't explain everything (yet). Let your tester interpret the prototype. Watch how they use (and misuse!) what you have given them, and how they handle and interact with it; then listen to what they say about it, and the questions they have.

Create Experiences. Create your prototypes and test them in a way that feels like an experience that your user is reacting to, rather than an explanation that your user is evaluating.

Ask users to compare. Bringing multiple prototypes to the field to test gives users a basis for comparison, and comparisons often reveal latent needs.



You are being given this survey as a way of helping your after school program continue to improve. You will be sharing how your program leader is doing in your classroom. This survey is anonymous so you DO NOT need to give us your name. All we ask is that you answer the questions with integrity and honesty. Remember, your participation will help us give you and your friends a better experience with After-School All-Stars. Thank you!

Date: _____

Class/Activity Name: _____

Program Leader (PL) Name: _____

1. Please select how often you agree with each statement.

| | Almost Always | Often | Sometimes | Rarely | Never |
|--|---------------|-------|-----------|--------|-------|
| <i>a. My PL offers activities that keep us interested. We also learn new things in their class.</i> | | | | | |
| <i>b. My PL understands the goal of the lesson they're teaching and have the right materials for the class.</i> | | | | | |
| <i>c. My PL maintains a caring, safe and supportive environment inside the classroom.</i> | | | | | |
| <i>d. My PL makes sure that our classroom works, with more teaching and learning happening and less behavior problems.</i> | | | | | |
| <i>e. My PL is ok with me giving him/her my opinion about how they teach or lead the class.</i> | | | | | |
| <i>f. My PL provides opportunities for us to lead, work with other students and have presentations put on by us.</i> | | | | | |

2. Please say how much you agree or disagree with the following statements:

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|----------------|-------|----------|-------------------|
| <i>My PL loves his/her job</i> | | | | |
| <i>My PL is a positive role model</i> | | | | |
| <i>I learn new skills and information in this course</i> | | | | |

3. Please describe in 1 – 2 sentences what you believe are your Program Leader's greatest strengths. In other words, what do you believe he/she does really well.

4. Please describe in 1 – 2 sentences how your PL can improve the class and how he/she can improve as a teacher.

Skill Building

The program maintains high expectations for all students, intentionally links program goals and curricula with 21st-century skills and provides activities to help students achieve mastery.

Skill building in action

Programmatic Level

- The program supports projects and activities in which participants demonstrate mastery by working toward a final product or presentation.
- The program supports activities in which participants develop and demonstrate 21st century skills.

Staff Level

- Staff select or create projects that relate to young people's lives.
- Staff develop learning goals for each activity and communicate these goals to youth.
- Staff facilitate activities and conversations that increase participants' 21st century skills, sense of personal and social responsibility, and understanding of life and career options.
- Staff use practices that support mastery such as:
 - Providing youth with opportunities to practice skills
 - Sequencing activities to allow participants to build on previously learned skills.
 - Facilitating youth reflections and offering constructive feedback to help youth learn from their experiences of successes, mistakes, and failures
 - Helping youth make links between the activity and their lives outside of the program

Participant Level

- Participants work in groups where they practice skills such as team-building, collaboration, and use of effective communication.
- Participants are involved in projects, activities, and events that increase their understanding and use of 21st century skills (e.g., creativity, critical-thinking, and information and communications technology).



The Common Core is a frequent topic of conversation among educators, educational experts and policy makers. However, much more needs to be done to familiarize students and parents with the standards, and teachers and schools require additional supports to ensure that their students are able to meet the standards that are aimed at preparing them for college and career. Afterschool programs are a valuable space to foster academic and socio-emotional support for children and have much to offer students, teachers and families as the Common Core enters classrooms around the U.S.

2014 marks the 12th anniversary of No Child Left Behind—legislation aimed at making certain that resources for children, teachers and schools are allocated in an attempt to level the playing field and help close the achievement gap and raise educational attainment nationwide—yet the recently released Program of International Student Assessment (PISA) scores for the U.S.’s 15-year-old students raises the question: **are students any more prepared to be successful college students, workers and citizens than they were 12 year ago?**

How Do U.S. Students Measure Up Globally?

The latest release of PISA scores found that U.S. students are performing below average in math and on par with the OECD average in reading and science, however, U.S. scores have remained static:

- Among the 34 OECD countries, the U.S. ranked 26th in math, 21st in science and 17th in reading.
- The U.S. has a higher percentage of students performing at the lower levels of PISA’s proficiency scale in math than the OECD average.
- There was no significant change in the reading, math and science scores for 15-year-old students in the U.S.

A Call for a Greater Focus on 21st Century Skills

A key finding from the 2012 PISA results stated: “An implication of the findings is that much more focus is needed on 21st century skills—or higher-order activities...understanding real-world situations, transferring them into mathematical models, and interpreting mathematical results...” This echoes a call from parents and business leaders for a greater emphasis on critical thinking and communication skills that can be applied both in school and later in their career:

- A public attitude poll toward public schools found that 80% of Americans strongly agree that schools should teach students critical thinking skills and 78% strongly agree that they should teach students communication skills. (PDK/Gallup, 2013)
- A survey of close to 800 managers and executives found that 75% said that they believe the skills and competencies (critical thinking, communication skills, collaboration/team building, and creativity and innovation) will become more important to their organizations in the next 3 to 5 years. (American Management Association, 2012)

What is the Common Core?

Currently adopted by 45 states, the primary goal of the Common Core State Standards is to ensure that students have the skills and knowledge they will need for their future success in college and career. To accomplish this goal, the Common Core has been designed as a set of uniform and consistent high standards in English language arts and math to be adopted by participating states. The Common Core focuses on developing and deepening students’ knowledge and skills—also referred to as “habits of mind”—that will provide the necessary foundation for students to succeed academically, in work and in life.

Common Core’s Habits of Mind

English Language Arts Standards:

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose and discipline
- Comprehend and critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

Mathematics Standards:

- Make sense of problems, persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make sure of structure
- Look for and express regularity in repeated reasoning

The aforementioned findings illustrate that more needs to be done to prepare the U.S.'s students for college and the workplace, as well as compete with their peers globally. The Council of Chief State School Officers and the National Governors Association Center for Best Practices worked together with a wide variety of stakeholders—such as teachers, parents, education experts and policy makers—to develop standards in ELA and math that would build and bolster the skills and knowledge that students need to succeed in school, in work and in life.

Supporters of the Common Core state that it creates a clear set of expectations for students, parents and teachers across the country, and also creates a standardized set of *high and rigorous* expectations for the skills and knowledge that students must learn. It focuses on developing and deepening specific “habits of mind”—that will help ensure that U.S. stu-

dents are equipped with the skills and knowledge they will need in college and career.

Concerns raised about the Common Core primarily revolve around implementation and cost—specifically, the lack of pilot testing before their introduction into classrooms across the country, the ambitious timeline to introduce the standards and associated assessments into schools, and the costs associated with the new assessments. A 2013 American Federation of Teachers survey found:

- More than 75% of teachers did not believe their district had done enough in regard to planning time for understanding the standards or putting the standards into practice.
- More than half shared that they either had not received training on the Common Core or the training they received was inadequate.

HOW AFTERSCHOOL CAN HELP

The afterschool field has long embraced an approach to learning focused on creating a highly engaging environment for students, and includes encouraging students to be active learners, to collaborate and communicate clearly with peers, and to work in a low-stakes environment where mistakes and failures are used as learning opportunities to grow from and persevere through. Afterschool programs are an ideal partner to support teachers and schools in their work with the Common Core State Standards, and many across the country have already found ways to incorporate the standards into their curriculum in an intentional and explicit manner:

- **Bridge the Gap College Prep’s Afterschool Extended Learning Day Program (BTGCP)** in Marin City, California, *focuses on supporting students’ socio-emotional development and tying lessons to their personal interests.* They tie academic lessons to students’ personal narratives, community service opportunities and career exploration; focuses on group dynamics; promotes peer-to-peer teaching; and exposes students to new and different environments, such as college campuses and cultural events. Since the program began tracking their students in 2010, 100% of their students have graduated high school.
- **The Baltimore Urban Debate League Middle School Competitive Debate Program (BUDL)** in Baltimore, Maryland, *uses the challenge of competition and debate to build the habits of mind promoted by the Common Core.* Serving more than 300 students in 17 low-income, urban public schools, BUDL works with students to research evidence to support their positions, develop deep content knowledge of subject matter, and evaluate and critique the merit of stances on subject matter. BUDL’s middle school students performed better on Maryland School Assessment tests than their peers who did not participate in the program.
- **Raising Expectations** in Atlanta, Georgia, *offers customized lessons and individual attention to students during the out-of-school hours* using student report cards, teacher input, test scores and the program’s own student assessments to provide individualized academic support to students. More than 9 in 10 student participants met and/or exceeded expectations in reading and English language arts and during the 2012-2013 school year, 100% of the program’s seniors graduated from high school and 93% enrolled in college.

Read the full *Afterschool and the Common Core State Standards* issue brief at:

http://www.afterschoolalliance.org/issue_63_common_core.cfm

HOMEWORK HOUR: APPROACH/PHILOSOPHY

Many students try to avoid it, but teaching and learning research indicates that children who spend more time on regularly assigned, meaningful homework, on average, do better in school, and that the academic benefits of homework increase as children move into the upper grades. Unfortunately, homework can often be inconsequential and/or challenging for your students. Therefore, it is important to have planned opportunities to help change the attitude in youth about homework, as well as have lessons during the homework hour that can bring meaning to homework.

After-school can play an important role in helping children develop good study habits and attitudes to become lifelong learners. Insuring that you have engaging activities, experiences, manipulatives, varied reading literature, and art supplies is a key to making the most out of your Homework Time.

On this page you'll find answers to questions many people have about homework, as well as specific advice for helping your students.

What are the goals of your Homework time? Completion or Understanding?

It is important that all parties involved, students, teachers, our staff, and parents, have a common goal of expected outcomes for your homework time.

- Completion might mean that it is all done with getting the right answers as a second priority.
- Understanding takes longer for some students and cannot be rushed.

Communication between all parties is key for a successful homework hour.

How can I help with homework?

There are several ways in which you can help:

- Positive outlook. Take an active interest in your student's school experiences.
- Ask specific questions about what happens at school each day and how your students feel about it.
- Try not to let any of your own negative experiences keep you from supporting and encouraging your student's learning. Let them know how much you care about education by continuing your own learning both informally and formally, to impress its importance upon them.
- Set a "quiet time" where you and your students can work together on homework, reading, letter writing and playing games.
- Allow your students to study in the way each of them learns best. For example, some children work best when they're lying on the floor with background music playing while others have to be moving.
- Make homework a fun experience while helping your students develop good homework habits.

HOMEWORK HOUR: CONTINUED

How much help should I give?

This depends on each child's grade level and study habits. Younger students often need extra homework help. First, make sure the student understands the directions. Do a few problems together, then watch the child do a few. When the child is finished, check the work. Praise effort as much as getting the answers correct, and show how to correct mistakes.

Avoid doing your student's homework for them. Program Leaders need to see where the students are having trouble. Learning is often a struggle and hard to watch. Giving students answers only puts them further behind.

One of the most helpful things you can do is to show your students that you think homework is important. Ask to see their homework even if they say they are done with it. Ask questions and be supportive.

What if I don't understand the assignment?

Today's students may have subjects that you never had or that you didn't like when you were in school. You can still help your students by praising their progress, getting help from a homework resource through their teacher or school resource, using peer mentors who understood the assignment and when possible, talk with their teachers.

You don't have to be an expert in a subject to help with homework. There are many places to go for help. **Never make it up or give an answer you are not sure of.** Be honest that you don't know but will do what you can to find out.

Do teachers really want me to ask them questions about homework?

Teachers want children to learn and want their methods reinforced. When you stay in touch with your students' teachers, they can ease your worries and offer their own homework tips and ideas on how you can help your students learn. Meet each of your student's teachers and ask what kind of homework will be given.

Early in the school year and on occasion, ask teachers about your student's subjects and about homework policies. For example, ask what books your students will be using, what kinds of assignments will be given, what are the major projects, and topics for the grading period. Find out ahead when the teacher is available to answer questions instead of waiting for an emergency on your part to first approach them.

When I ask my students if they have homework, they say that it's finished or that they don't have any. How do I make sure they're really doing the work?

You should make studying, not just homework, a daily habit for all of your students. Students can always review lessons, read a book, or work on practice exercises during quiet time, even if they don't have homework. Ask younger children to show you their

HOMEWORK HOUR: CONTINUED

homework so that you can check it, sign it, and date it. Teachers like to see that adults have checked children's homework. Get a completion stamp. If your student's school has a homework hotline, call it to check for the day's assignments.

If your students often have no homework to do, you should let their teachers know. *Don't ask your students if they have homework each night, why set them up to lie to you, assume that they always have homework or studying to do.* Be sure to have challenging activities, high interest reading materials and interactive games teenage the faster learners who when finished can become discipline problems.

What if one of my students still isn't turning homework in?

Often your program will be judged by homework. You will quickly lose support if homework is not turned in. Many students will do homework but not turn it in. State clearly and assertively to your students that you expect homework to be done and turned in to the teacher. Don't wait until grades come out to find out if the problem has been solved. You may need weekly contact with the teacher until there's improvement.

Should I reward my children for doing homework or for getting good grades?

Children like to know when they've done a good job. Your approval means a lot. Praise your student's work often. Show pride when your students do their best, no matter what grades they get. Be careful about giving money or gifts as rewards, instead plan a special class activity, earn free-time or other student choice projects.

What do I do when a student constantly reports they have NO HOMEWORK?

If you suspect that a student really has homework, but constantly reports they have no homework it is important that you inform their regular day school teachers and their parents. An easy way is to use a quick memo that you can leave in the teacher's mailbox in the office and also leave one for the parent at pick-up time.

Give the memo to the student and have them fill it out not only to save time but to create ownership. Often when faced with filling out the memo all of a sudden the student will remember having homework. If the student really doesn't have homework it is important to ask for help in what skills the student should be learning. The memo form on the following page is a sample of an easy way to inform parents and teachers of the situation.

Homework Affects Achievement in School

Research tells us that time spent doing homework directly affects a student's achievement. Students who consistently do homework perform academically better than those who do not. By doing homework, students can improve academic achievement in all subjects. This occurs across all grade levels for both high and low achievers. Homework for students is an opportunity to learn the valuable organizational skills for strong study habits.

The purpose of homework is to practice and strengthen academic skills.

Values of Homework:

- 1. Responsibility:** Homework is the student's responsibility. When parents and staff get too involved, they intently affect the learning process. The lessons are done, but the real lessons are not learned.
- 2. Independence:** Because this is the first time someone other than a parent assigns frequent tasks to the student, homework breaks new ground. How this golden opportunity is handled will enhance or obstruct the student's progress toward self-direction.
- 3. Perseverance:** There is no point to a student doing homework, if every time the student gets frustrated, parents/staff step right in and make it better. It is OK to let the student struggle a little with a problem. Don't give answers.
- 4. Time management:** Students need to be told when to finish homework, not when to start it. Instead of learning to waste time, the student learns to manage time. Verbally give or post the time allotted for the homework period.
- 5. Initiative:** Like a muscle, the ability to be a self-starter strengthens with exercise. That is why it is essential that the student decide when its time to begin each homework assignment.
- 6. Self-reliance:** Homework can affirm a student's feeling of competency. Mismanaged, deflates that feeling. Unfortunately, there is no in-between.
- 7. Resourcefulness:** The ability to be inventive in the face of a difficult solution. Homework provides a wonderful setting for students to practice such cleverness.

Create an environment where students are given the support they need to complete their homework, but without giving too much help

What does homework time look like?

The following suggestions have been found to be helpful in making homework time more effective, more efficient, and more likely to help students learn.

As a program leader you should:

Be prepared

It's important to have the materials necessary for your students to be able to complete their homework. Items needed such as: pencils, dictionaries, paper, scratch paper, erasers, color pencils, makers, scissors, glue, reading materials, pencil sharpener, All-star illustrator, extra work sheets, planned activities.

Observe Learning styles

Try to understand how the student works best by either using visual aids or by reading some material aloud. (Multiple Intelligences)

Continuous Interaction

Constant classroom rotation will ensure adequate homework help and proper supervision, as you circulate the classroom as students are completing their homework, stop and ask questions such as:

- ❖ Do you understand your homework?
- ❖ Do you have any questions?
- ❖ Can I help you with anything?

Take the time to properly answer any question or concern the student may have. Teach the student the steps necessary to solve the problems, answer the questions, spell a word, etc.

Scan for Correctness

As homework is completed and time allows, scan to ensure that homework is complete and accurate to the best of their abilities. Have students review their work for any corrections or revisions.

Note any homework assignment you and the student could not resolve.

Positive reinforcement: Congratulate students on a job well done.

HOMEWORK COMPLETION LOG

Week of: _____ Program Leader/Teacher _____

| Status Codes | | Reason Codes | |
|----------------|-----------------------------|-----------------------|--------------------------------|
| C – Complete | N – No Homework | D – Diligent Effort | Q – Quantity |
| I – Incomplete | A – Absent (no reason code) | B – Behavior/Off Task | S – Extensive Support Required |

Fill in the date at the top of each column. Draw a diagonal line through each box a student is present. Provide a status code above and reason code below the line. Mark "A" in the box to indicate an absence.

[illegible]

Program Leader Signature _____

Date _____

Program Operations

Select excerpts from the ASAS Operations Manual

THIS SECTION CONTAINS SELECT INFORMATION FROM THE LARGER ASAS OPERATIONS MANUAL DOCUMENT THAT IS GIVEN TO YOU SEPERATELY.

The intent here is to include content that is relevant to the goal of running day-to-day programming at your school site, with policies and procedures designed to assist you in providing not only a dynamic program environment, but a professional and safe experience for families, students, teachers, and school administrators.

- FIELD TRIP POLICIES
- INTERACTION WITH STUDENTS
- POSITIVE DISCIPLINE
- SITE PLANNING TIPS
- SUCCESSUL SITE VISITS
- ACCIDENT/INCIDENT REPORT FORMS
- STAFF CODE OF CONDUCT - STUDENT INTERACTIONS
- STAFF, STUDENT, AND PARENT ASAS PLEDGE
- PROGRAM OPERATIONS HEADLINES

SITE LOGISTICS AND CONTACTS

Site:

CHAPTER: _____

| | |
|-----------------|--|
| Principal | |
| Asst. Principal | |
| Asst. Principal | |
| Asst. Principal | |
| Asst. Principal | |

| | |
|-------------------------|--|
| Main Office Secretaries | |
| | |
| | |
| | |

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|------------------------|--|
| Attendance Secretaries | |
| | |
| | |

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|---------------------|--|
| Title 1 Coordinator | |
|---------------------|--|

| | |
|---------------------|--|
| Information & Tech. | |
|---------------------|--|

| | |
|-----------------------|--|
| Bilingual Coordinator | |
|-----------------------|--|

| | |
|-----------------|--|
| Plant Manager | |
| Custodial Staff | |
| Night Crew | |
| | |
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|------------|--|
| Counselors | |
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| | |
|------|--|
| Dean | |
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|--------------------------|--|
| Deputy Probation Officer | |
|--------------------------|--|

| | |
|-----------------------|--|
| School Police Officer | |
|-----------------------|--|

| | |
|-------------------------------|--|
| Leadership Council (Teachers) | |
|-------------------------------|--|

| | |
|--------------------|--|
| Parent Coordinator | |
|--------------------|--|

| |
|---|
| Key School Staff to notify for a Special Event: |
| |

| |
|--------|
| School |
| Office |
| Fax |

| |
|--------|
| Site |
| Office |
| Fax |

| |
|----------------------|
| School Police Number |
| |

| |
|-------------|
| ASAS Office |
| Office: |
| Fax: |

| | | |
|----------------------|--------|-------|
| Regular School Times | | |
| Begins: | Lunch: | Ends: |
| | | |

| | | |
|--------------|--------|-------|
| Minimum Days | | |
| Begins: | Lunch: | Ends: |
| | | |

| |
|---------------|
| Homework Hour |
| Begins |
| Ends |

| |
|--------|
| Snack |
| Begins |
| Ends |

| |
|--------------|
| Enrichment 1 |
| Begins |
| Ends |

| |
|--------------|
| Enrichment 2 |
| Begins |
| Ends |

| |
|----------|
| Sign Out |
| Begins |
| Ends |

ASAS Student Incident/Accident Investigation Report



This is a CONFIDENTIAL REPORT for use by ASAS Program Staff. No copies of this report shall be furnished to anyone including employees, students, or parents without permission from senior ASAS staff.

This report must be completed on the same business day of an accident or incident involving students. E-mail completed reports to your immediate supervisor. Keep a copy of this investigation at your location in a confidential file separate from personnel files. Attach additional pages if necessary.

School, Office or location reporting this Incident/Injury: _____ Chapter Name: _____
Name of reporting Coordinator/Manager: _____ E-mail address: _____ Phone: _____ Date: _____

1. WHO SUFFERED THE INCIDENT/ACCIDENT? *A separate Incident/Accident Investigation Report must be completed for each injured person.*

PLEASE CHECK ONE: ☐ **AC - ACCIDENT** ☐ **IC - INCIDENT**

Name of Individual: _____ Home Address: _____
City: _____ Zip: _____ Home Telephone: _____ Sex: ☐ M ☐ F
Date of Birth: _____ Student Grade: _____ Claim No. (if applicable): _____
School Site Name: _____ Insurance Agency Name: _____

2. WHEN AND WHERE DID THIS HAPPEN?

Date of IC/AC: _____ Time IC/AC occurred: _____ Date reported: _____ Time reported: _____
Name of Parent/Guardian/Other Notified: _____

Who made the notification and when? _____

Did this occur on an ASAS Site? Yes ☐ No ☐

(If this occurred off-site indicate location, address, city and zip code): _____

Describe the exact location where the injury occurred (building#, room #): _____

3. HOW DID THIS HAPPEN? What was the person doing at the time of the incident/accident? Describe the events immediately preceding the event.

4. WHAT INJURIES or CONSEQUENCES RESULTED? *Type of injuries and body part(s) injured. Example: "sprained arm" or repercussions like a verbal or physical altercation, something was thrown at someone, etc.*

5. DID ANYONE SEE THE INJURY or INCIDENT HAPPEN? Name(s) and phone numbers of witness(es) if any. Attach statement of each witness.

6. WHO ELSE WAS INVOLVED? WHAT ARE THE NEXT STEPS? *Other person(s) that caused or contributed to the situation. Corrective action for both parties.*

Name(s): _____ Home Address: _____
City: _____ Zip: _____ Home Telephone: _____
Date of Birth: _____ Grade: _____ was a follow up meeting scheduled?: Yes ☐ No ☐ Meeting Date: _____
Describe the corrective action taken with either party, if any: _____

7. WAS MEDICAL TREATMENT NEEDED?

Was first aid administered? ☐ Yes ☐ No If so, who? _____ Were law enforcement or school police contacted? ☐ YES ☐ NO
Did injured party go to a hospital/clinic? Did ☐ Yes ☐ No Describe medical treatment received: _____
a supervisor accompany injured person? ☐ Yes ☐ No If yes, who was it? _____
Doctor's Name: _____ Name of Medical Facility: _____ Telephone No.: _____

8. CERTIFICATIONS By signing below, the Supervisor and/or Site Administrator agree that the information stated in this form is accurate to best extent possible.

Program Manager Name _____ Signature _____ Date _____ Site Coordinator Name _____ Signature _____ Date _____

After School All-Stars ATTENDANCE INCREASE PLAN OF ACTION (SAMPLE)

School Name: _____

This document is designed to help increase our program's ADA, and reach established attendance targets, by running a quality program and collaborating with other entities afterschool where possible (i.e. tutoring/academic intervention programs). We have met with administrators and key stakeholders to support our efforts to increase attendance. They are in full support of ASAS. Our team is working diligently to:

- ☐ improve program quality
- ☐ recruit/retain student participation through various events
- ☐ create activities that will increase our numbers
- ☐ monitor and discuss attendance performance on a weekly basis

Currently, our school is averaging _____ students per day. To increase attendance and reach the target goal, the following plan will be implemented for the remainder of the school year **(sample activities):**

- Passing out flyers after-school and during lunch
- Posting Posters and Flyers around campus
- Usage of the School's auto-dialer
- Participation in weekly announcements
- Advertisement in the school's monthly newsletter
- After-School All-Stars tab will be on our school's website
- Participation in Coffee with the Principal, which is a monthly parent meeting the school has to keep parents aware of all activities the school offers.
- Personal phone calls to students that no longer attend the program.
- Students that bring a friend to program will receive an incentive.
- We will work to partner with other after school entities or activities taking place.

- **Cyclical recruitment activities featuring student performances, class finished products, etc. on select dates:**
 - Date #1:
 - Date #2:
 - Date #3:
 - Date #4:
 - Date #5:
- **Collaborations with:**
 - Org #1:
 - Org #2:
 - Org #3:
 - Org #4
- **Incentive Field-Trips**
 - Field Trip #1:
 - Field Trip #2:
 - Field Trip #3:
 - Field Trip #4:
 - Field Trip #5:

- **Additional Activities Include:**

- Activity #1:
- Activity #2:
- Activity #3:
- Activity #4:
- Activity #5:

- **Support:** List any support needed to accomplish the objectives listed above:

- 1.
- 2.
- 3.
- 4.
- 5.



After-School All-Stars / Site Visit Checklist

- ☐ Meeting with PL Staff to review game plan
- ☐ Identify classroom or office to host a sit down orientation and/or Q&A with guest(s) prior to walking the campus.
- ☐ Meet with students to discuss expectations (visit homerooms/academic hour classrooms)
- ☐ Each enrichment class designed to demonstrate end-products and articulate project/activity objective
 - Class #1 Demonstration:
 - Class #2 Demonstration:
 - Class #3 Demonstration:
 - Class #4 Demonstration:
- ☐ Program Leader able to articulate learning goals as stated in lesson plans
 - Have Lesson Plan/Daily/UbD ready to share with guests
 - Able to share long-term impact of class (essential questions of UbD)
- ☐ Selection of student guides for visit
 - Number of student guides:
 - Number of guests attending:
- ☐ Display room for guests to view All-Stars work/end-products
- ☐ Possible video looping (optional)
- ☐ Welcome packet put together
- ☐ Welcome signage and program banners up

- ☐ Road map of classrooms/areas to be visited
- ☐ Determine amount of time spent in each classroom
 - Confirm class sizes at the beginning of day (remind students leading up to day of visit that their attendance will be really important).
- ☐ Each classroom to have a student rep to articulate classroom experience
- ☐ Select enrichment classes that will participate in photo op with guests
- ☐ School admin introduced to guests (speak with school principal in advance about best time to make introductions)

Program Logistics

- ☐ All Staff in common ASAS uniform
- ☐ Walkies operable and in the hands of everyone
- ☐ Tight transitions between classes (transition from core day into academic hour)
- ☐ Class schedule available
- ☐ Refreshments for guests
- ☐ Ensure lockdown plans are well known (just in case)
- ☐ Provide parking inside school parking lot



Best Practices for High Quality Program Site Visits

Site visits are one of the best ways we have for marketing our programs and bringing new learning and mentoring opportunities to our students. It is critical we make the experience as meaningful and impactful as possible for our staff, school, guests and students. The following suggests best practices recommended by ASAS staff on how to turn an ordinary guest site visit into a life inspiring experience for all.

Step 1: Collect, share and review with students the bios and/or resumes of the guests a few days before they arrive at the school.

Step 2: Assign at least two students to greet and chaperone the guest for the duration of their site visit.

Step 3: Guests should be told to arrive 15 minutes before the end of the first academic hour – so as not to make them simply watch the non-entertaining function of students quietly doing their homework for an hour.

Step 4: Students should greet and welcome the guests at the front door of the school accompanied by staff. Some form of welcome signage or banner should be used at this point. Next, students and staff should gather for a quick meeting in the principal's office to give the guest an overview of the program. Invite the principal to join, if possible.

Step 5: Next, students and staff should gather for a quick meeting in the principal's office to give the guest an overview of the program. Invite the principal to join, if possible.

Step 6: Staff should prepare students to confidently welcome and introduce themselves to their guest, to give guests an overview of the whole program and to walk them around the homework centers.

Step 7: Students should will walk visitors into designated enrichment activities they are enrolled in and 1) show guests what they are working on 2) teach and have the guest actually partake in the activity for up to 10 minutes.

Step 8: After exposing guests to the various enrichment activities, each visitor should be accompanied by additional students to a small office or meeting room for a group interview. Sites can determine the number of students needed.

Step 9: Students should then take 15-20 minutes to interview the guest about their career and life. Students should have copies of the guest's resume and rotate asking prepared questions such as:

- Where did they grow up?
- What was their neighborhood and family like?
- What did they do after school in middle school and high school?
- Where did they go to college and why?
- What did they study? Who was their favorite teacher? What was their best memory of college?
- What do they do for a living? Who was their mentor at work? How did they arrive in the job they have?
- What do they like and not like about their job?
- When did they once fail in life at something and what did they learn from the experience?
- Knowing what they know now, what life advice would they give to the students of today?

Step 10: Students should then wrap up by thanking guests for their time and taking a group photo. The two chaperones should then walk the guests to the door.

Step 11: All students who interviewed visitors should take a few minutes to discuss and reflect upon their interview and write a short personal handwritten thank you note thanking guests for their time and what they shared. The ED or PD should mail all the thank you notes and include the group photo in the package.



Site Visit Scheduler

| DATE | SCHOOL | TIME ON CAMPUS | NATURE OF VISIT Legend + note(s) |
|------|--------|----------------|-------------------------------------|
| | | | |
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Reminder: Site Visits are to be intentional and focused. When scheduling a visit, ALWAYS state your expectations as to what you want to observe. Don't get caught up in general walkthroughs.

Two things can happen when performing a general walk through, you will either be more focused on issues of compliance vs. program quality, and you will not have the ability to provide focused feedback once your visit has concluded. And believe me, your staff will want to hear from you as to what you observed!

Site Visit Legend

AV – Assessment Visit
 IV – Initiatives Visit
 TD – Teaching Dynamics Visit
 LD – Leadership Dynamics Visit
 PV – Partnership Progress Visit
 SV – Showcase Visit
 PD – Professional Development Visit
 OV – Operational Visit
 PP – Program Planning

PROGRAM LEADER REFLECTION

This document is designed to give YOU the opportunity to self-evaluate your work of delivering instruction over an 8-10 week period. The exercise allows you to either reflect individually with your immediate supervisor, or as a group of teachers/instructors. This reflection will allow your immediate supervisor to use relevant information to make coaching and mentoring conversations that much more meaningful.

- ❖ **What stood out in your classroom this past session? Explain Why.**

- ❖ **What did you struggle with this past session? What was the cause?**

- ❖ **What was your greatest success this past session? Why did you feel it a success?**

- ❖ **What were some of the best opportunities/missed opportunities?**

- ❖ **How has this past session shaped you as a leader in the classroom?**

- ❖ **What changes will you make to become a more confident teacher in the classroom?**

- ❖ **What are some things you can do moving forward to give your students more opportunities to experience success in your class?**

- ❖ **List some ways you can collaborate with your peers to discover new ways of teaching in the upcoming session:**

Classroom Observation Tool – Snapshot

This document is designed to help you measure brief snapshots of “Enrichment” or “Academic Hour” activities. Use Part 1 to observe specific curriculum such as We Are Ready, Common Threads, or Google CS First, or any of the Initiative-specific curriculum or other specific Lesson Plans.

| Date | Observer Name | Program Leader Name / Class | Class Objective (for Enrichment) Supplementing Academic Activity (Academic Hour) | # of students |
|------|---------------|-----------------------------|---|---------------|
| | | | | |

Part 1: Observation Tool - Use this box to capture a snapshot of any curriculum-based activity or other lesson plan during your in-classroom visit.

| | <i>Lesson or Activity Name</i> | <i>Materials or Curriculum Used</i> | <i>Student Level of Engagement?</i> | <i>Feedback/Observations</i> |
|----------------------------|--------------------------------|-------------------------------------|--|------------------------------|
| <i>Academic Activity 1</i> | | | <input type="checkbox"/> High Attention/High Commitment <input type="checkbox"/> High Attention/Low Commitment <input type="checkbox"/> Low Attention/Low Commitment <input type="checkbox"/> No Attention/No Commitment <input type="checkbox"/> Diverted Attention/No Commitment | |
| <i>Academic Activity 2</i> | | | <input type="checkbox"/> High Attention/High Commitment <input type="checkbox"/> High Attention/Low Commitment <input type="checkbox"/> Low Attention/Low Commitment <input type="checkbox"/> No Attention/No Commitment <input type="checkbox"/> Diverted Attention/No Commitment | |

| | | | | |
|------------------------------|--|--|--|--|
| <i>Enrichment Activity 1</i> | | | <input type="checkbox"/> High Attention/High Commitment <input type="checkbox"/> High Attention/Low Commitment <input type="checkbox"/> Low Attention/Low Commitment <input type="checkbox"/> No Attention/No Commitment <input type="checkbox"/> Diverted Attention/No Commitment | |
| <i>Enrichment Activity 2</i> | | | <input type="checkbox"/> High Attention/High Commitment <input type="checkbox"/> High Attention/Low Commitment <input type="checkbox"/> Low Attention/Low Commitment <input type="checkbox"/> No Attention/No Commitment <input type="checkbox"/> Diverted Attention/No Commitment | |
| General Notes: | | | | |

Part 2: Overall Program Implementation. For each of the following five categories, work with program leaders to rate the quality of program implementation on a 0-5 scale (5 being exemplary; 0 being no evidence of this component). Then use this to set target areas for improvement.

| This class: | 0-1 Early | 2-3 Emerging | 4-5 Exemplary |
|--|----------------------|-------------------------|--------------------------|
| Materials/Preparation – Prepared in advance. Are up-to-date. There are enough for all participants. | | | |
| Time-Management: Lessons begin/end on time. | | | |
| Offers dynamic programming, making lessons fun and engaging for kids. | | | |
| Assesses quality of program by measuring student knowledge of topics (check for learning). | | | |
| Students have the opportunity to practice skills learned during the class or activity. | | | |
| Student input (when applicable) is implemented and curriculum is adapted to fit the needs of the students. | | | |
| Top Successes 1 2 | | | |
| Areas for Improvement 1 2 | | | |
| Next steps | | | |



FIELD TRIP CHECKLIST

| | STATUS | PERSON RESPONSIBLE/NOTES |
|-----------------------------|---|--------------------------|
| FIELD TRIP BINDER | <input type="radio"/> Y <input type="radio"/> N <input type="radio"/> | |
| FIELD TRIP ROSTER | <input type="radio"/> Y <input type="radio"/> N <input type="radio"/> | |
| COPIES OF ROSTER | <input type="radio"/> Y <input type="radio"/> N <input type="radio"/> | |
| ROSTER COPIES DISSEMINATED | <input type="radio"/> Y <input type="radio"/> N <input type="radio"/> | |
| SIGN IN & OUT SHEET | <input type="radio"/> Y <input type="radio"/> N <input type="radio"/> | |
| TRANSPORTATION REQUEST FORM | <input type="radio"/> Y <input type="radio"/> N <input type="radio"/> | |
| FIELD TRIP SLIPS | <input type="radio"/> Y <input type="radio"/> N <input type="radio"/> | |
| FIRST AID BACKPACK/KIT | <input type="radio"/> Y <input type="radio"/> N <input type="radio"/> | |
| SNACK RECEIVED BY STUDENTS | <input type="radio"/> Y <input type="radio"/> N <input type="radio"/> | |
| | <input type="radio"/> Y <input type="radio"/> N <input type="radio"/> | |

| | | |
|------------------------------|--|--|
| NUMBER OF STUDENTS | | |
| NUMBER OF ADULTS (non-staff) | | |
| NUMBER OF STAFF | | |
| TOTAL NUMBER OF PARTICIPANTS | | |

| | | |
|-------------------------------|---|--|
| NAME OF BUS DRIVER | | |
| BUS DRIVERS CELL PHONE NUMBER | | |
| BUS NUMBER | | |
| MAP OF DESTINATION | <input type="radio"/> Y <input type="radio"/> N <input type="radio"/> | |
| | | |



AFTER-SCHOOL ALL-STARS STAFF CODE OF CONDUCT

Staff/Student Interactions **(PLEASE READ CAREFULLY)**

- Staff must never be alone with a single student. Refer to the ASAS "Never Alone" policy.
- Participants are not to sit on the lap of a staff member, nor are they to be given rides on backs or shoulders. Participants should not be tickled or touched on any areas of the body.
- Physical contact should be at shoulder level or above.
- Staff members are not allowed to interact with participants in a non All-Star activities after program hours.
- Staff and volunteers are not to discipline participants with the use of physical punishment, verbal aggression, or withholding physical needs.
- Verbal and emotional discipline that is considered abusive (use of expletives or demeaning words) by staff member will not be tolerated.
- In the event of a reported child abuse incident involving a staff person or volunteer, the supervisor will suspend the person from all activities involving the supervision of participants. Suspension of staff will be without pay until he/she is cleared or allegations are proven otherwise.
- Staff is not to solicit or ask for physical affection from participants.
- Staff is to remain alert (not sitting back), vigilant and in close proximity when interacting with participants, maintaining cordial spacing between themselves and students.
- In no case, is staff to lie on the floor with participants on top of them, nor is staff to sit on participants' laps.
- Staff is not to "roughhouse", box, and/or jostle with participants.

Staff associated with any of the above actions and behaviors are subject to disciplinary action or immediate termination.

After-School All-Stars Commitment To Excellence Pledge



After-School All-Stars PROGRAM LEADER COMMITMENT

We will fully commit to After-School All-Stars by doing the following:

- ✓ We will arrive at ASAS on our assigned days on time
- ✓ We will remain at ASAS until our assigned hours are completed
- ✓ We will teach in a way that engages youth, allowing our students to learn and have fun during the process
- ✓ We will strive to make ourselves available to students and parents, addressing any concerns they may have
- ✓ We will always protect the safety, interests and rights of students in the program
- ✓ We will always show respect for ASAS participants, parents and fellow staff
- ✓ We will reach out to the parents/guardians of our students to communicate both challenges and successes their children are experiencing in the ASAS program
- ✓ We will always strive to be great examples for our students

After-School All-Stars PARENT/GUARDIAN COMMITMENT

We will commit to ASAS by doing the following:

- ✓ We will do our best to make sure our child arrives everyday after school and attends the ASAS program for the entire time the program is in session
 - (Note: A child must attend at least 3 days a week to be in a program).
- ✓ We will make sure that we (parent, guardian or authorized adult) will pick up our child by 6:00 pm.
- ✓ We understand that our child must follow program rules so as to protect the safety, interests and rights of all individuals in the program.
- ✓ In partnership with ASAS, we will strive to get involved in helping our children own up to their behavior and actions.

After-School All-Stars PARTICIPANT COMMITMENT

I fully commit to ASAS by doing the following:

- ✓ I will strive to attend ASAS everyday right after school, Monday through Friday. (Note: to be in the program you must attend at least 3 days a week)
- ✓ I will remain until 6:00p.m.
- ✓ I will be an active participant in the program by completing my homework during the academic hour, and helping make this a great program for myself and others by sharing my ideas and concerns
- ✓ I know that if I don't come to school during the day, I can't come to the ASAS program afterwards
- ✓ I will always respect other students in the ASAS program, and will respect my teachers and myself!

After-School All-Stars follows the rules and policies of the regular school day. We are partners with our school day leaders and teachers to ensure that students are the best they can be during the school day and after school!

SAFE WORK ENVIRONMENT

- ASAS has worker's compensation insurance to provide adequate support for employees in case of a work-related injury
- Our goal is to keep the number of work-related injuries to a minimum. WE NEED YOUR HELP TO DO THIS!
- Please inform your supervisor immediately if you have been injured outside of work. This makes them aware to not have you perform certain job functions that may further hurt you
- Avoid lifting heavy items above your head and ALWAYS lift with your legs and not your back
- Do not wear jewelry, clothing, shoes, hair attire, or anything that can get caught or hung on something during program hours

SAFE WORK ENVIRONMENT

- If you are injured on the job, please report this immediately to your supervisor
- Inform your supervisor of any type of unsafe work conditions. This only helps us prevent potential injuries to staff or students
- When a student is injured, please make sure this is reported immediately via an accident report (included in this Program Guide).

SCHOOL FACILITIES

- There's an old saying in after-school when using classrooms, auditoriums, gyms, or any other school space...
- **LEAVE IT BETTER THAN YOU FOUND IT!**
- It is important to establish the amount and location of facility space needed to operate the program with the school administration.
- For Site Coordinators, NEVER GIVE YOUR SCHOOL KEYS TO A STUDENT! NEVER!

SCHOOL FACILITIES **PT. 2**

- At the outset, staff must establish a **sense of trust** with the school administration and staff when using the facilities, rooms, supplies and resources from the school. **When** a teacher complains about leaving his/her room untidy or reports that items have been damaged or are missing, staff must make sure to meet with the teacher to resolve the situation. Any untidiness should be cleaned up before leaving the room, and damaged or missing materials should be replaced immediately.

SUPPLIES & EQUIPMENT

- Keeping the appropriate supplies and equipment available and in good condition is a minimum standard for a quality after-school program. **Proper planning** is an absolute necessity in ensuring that the supplies and equipment are available when needed
- At times, supplies will need to be ordered well in advance of their use
- The ordering process has been set by your Site Coordinator. Check in to understand the order schedule/time-line
- Every purchased item must have a receipt!

STUDENT **PARTICIPATION**

- Only students of the schools where we operate are allowed to participate in the program (there are some exceptions with schools receiving federal funding).
- Students are expected to attend 5 days per week / minimum 3 days/week.
- The custodial parent(s)/legal guardian(s) are the only persons who can authorize the site to release the child to another individual. **This must be in written form.**
- **Parent/guardians must pick up their children on time.**
- State law considers participants left at the site after closing time, without notification, to be abandoned. If this occurs, the Program Manager will notify the local police/ sheriff department to arrange the pick up and transferred temporary custody of the student. **This action is left as a last resort!**

THE PLEDGE

- It is a requirement of the After-School All-Stars program that the participants and the parents/guardians demonstrate their commitment to the rules of the program by signing the ASAS pledge.
- The objective of After-School All-Stars is to provide a positive and safe environment during the after-school hours. Negative behaviors such as fighting, disruption, defiance, or excessive tardiness will not be permitted. Any participant exhibiting continuous disruptive behavior will be separated from the program.
- Though participants will play hard, they will definitely work hard! Our program requires special obligations from the participant, their families, and the staff. All these stakeholders will be required to sign the ASAS Pledge.
- **Participants and families who fail to meet any of the requirements run the risk of being separated from the program.**

FIELD TRIPS / SPECIAL EVENTS

For staff, field trips are fun. But they are also a huge responsibility. When taking groups of children and families off-site to unfamiliar surroundings all After-School All-Stars staff must be very conscientious of required roles and responsibilities. **All trip slips must be signed and approved by the school principal.**

All trips require a **1:10 staff to participant ratio.**

All staff must be wearing their staff t-shirts and ID badges.

TRANSPORTATION OF STUDENTS

Participants must be transported to/from After-School All-Stars trips and events by school bus or other approved transportation.

No private vehicles should be used to transport participants. Under no circumstances are After-School All-Stars employees, staff or their designee permitted or allowed to transport participants in their private vehicles.

INTERACTING WITH STUDENTS

When working with participants in our programs, it is important for staff to remember that we know very little about the participants' life.

We do not know the situations they have survived, nor do we know their capacity for relationships. **It is important for staff members to maintain boundaries with students** and to practice safe operating procedures which are listed in this guide. They are designed to protect both ASAS staff and participants.

COMMUNICATING WITH PARENTS

- Always be professional, enthusiastic and positive. You are not in the position of passing judgment on the parent.
- Listen carefully to the parent's requests or statements.
- Do not compare children or situations.
- Maintain confidentiality.
- Part of our professional responsibility in assisting our students is to develop positive relationships with the parents. It is important to provide regular communication with our parents, keeping in mind that praise should occur twice as much as constructive criticism/negative reports.

COMMUNICATING WITH PARENTS PART TWO

- In the event the parent/guardian is unhappy with the program, an authorized representative of the program (**Program Manager**) should inform the parent of the provisions of law regarding complaints. These provisions include, but are not limited to, providing the address and telephone number of After-School All-Stars main office, and ensuring that the parents case remain confidential.
- In most cases, just listening to their concerns solves 90% of the problem. Be sure to listen first, take action second.

STUDENT DISCIPLINE

- Discipline in After-School All-Stars is used as a **learning opportunity**, rather than a **punitive experience**. The approach is preventative and is based upon respect for the participant's personal rights. **The goal is to teach self-discipline, respect for self, respect for the personal rights of others, and the development of positive social skills.** Any disciplinary action taken is to be age-appropriate, clear, have reasonable expectations, and positively reinforce appropriate behavior, while having logical consequences for inappropriate behavior.
- In other words, discipline should be rooted in youth development

BUILD LOYALTY

- Look for opportunities for participants to succeed and use rewards whenever possible (**short term wins**).
- Praise liberally. Catch participants “doing something right” and tell them right away. A few kind words from a significant adult role model will truly go a long way for building self-esteem.
- Provide a wide range of activities in The Program. Not every participant will be a superstar athlete or a world-class artist. Each child has their own special contributions to make and it's up to the staff to help create ways for them to succeed.
- Never discuss programmatic concerns in front of students unless in a situation where safety is in jeopardy and action must be made at that particular time.
- Step up to the plate! Don't wait for someone else to take responsibility.

In closing, please remember that the contents of this guide are not intended to be consumed in a short period of time. Refer to it throughout the year. Better yet, pay close attention to how it aligns with the real work you do. As the first guide of its kind, we know it is not perfect, nor is it ready to suit your every situation. This guide is meant to give you a foundation to accomplish three objectives:

- 1. To improve on your practice**
- 2. To increase your self-awareness and to be in tune with the ongoing needs of your students**
- 3. To apply common practices and use common language in an effort to create a true peer-to-peer support network**

OH YEAH, AND REMEMBER...

**Success isn't a result of
spontaneous combustion.
You must set yourself on fire.**

Arnold H. Glasow

American Humorist

Frequently Asked Questions

Frequently Asked Questions

"Program Things That Make You Go, Hmmm"

2015-2016 Edition

We know from experience that you can have a really fancy, and thorough reference guide or manual to look through and work on, and still find yourself trying to find the answers to day-to-day stuff that you run into. The following section contains sets of questions from the very basics of running a class or a program site altogether. The goal is for you to accomplish two things:

1). Stay ahead of what might happen and be ready for the situation when it arrives. In other words, you know the answer before the crisis or problem ever hits.

- **OUTCOME:** You are prepared mentally and emotionally. You also have a strategy that has REALLY worked somewhere else.

2). The format also forces you to "phone a friend." We want to promote a peer-to-peer support network for you to tap into. In other words, pick up the phone, send an email or text, and ask one of your colleagues for the answer they came up with.

- **OUTCOME:** We mitigate the sense of being alone in the fight, or feeling like you're the only one that is dealing with whatever it is you're confronted with!

The series of questions that follow are broken up into three categories:

Pre-Program: Everything that happens leading up to the start of program. It usually involves prep work, planning, meetings, personnel matters, talking with the core day, securing program supplies, etc.

During Program: This is "Show-time". Students are present, Learning and Doing is taking place, and the program is very fluid, with many challenges and opportunities present in real-time that affect the safety and well-being of both staff and students.

Post-Program: As program winds down, you are dealing with pick-up, students that are left behind, securing the school site, checking classrooms, storing equipment and supplies, and reflecting on the work of the day.

Frequently Asked Questions

2015-2016 Edition

Pre-Program

- How do I create a schedule of classes for the semester?
- How do I find new partner groups to reach out to for the semester?
- How do I make a student schedule?
- When do I hand out student schedules?
- How do I get all the information about behavior, expectations, etc. to families?
Should we host a parent orientation before programming begins?
- What are some ways to start off the school year on good terms with the administration, security, custodians, etc.?
- How do I maintain a good relationship with my principal throughout the school year? What should be our check-in system? When should my ED be included, etc.?
- When should I begin hiring line staff for the school year? Where are the best places to post the JD?
- How do I ensure that the onboarding process/paperwork are completed in a timely fashion?
- How do I ensure that we have the classroom space that we need for our classes?
- What are the best practices around collecting lesson plans from program leaders and making sure that they are prepared?

Frequently Asked Questions

2015-2016 Edition

During Program

- What is the best way for staff to communicate to each other during programming?
- What do I do when staff calls out last minutes? Where do the students go?
- What do we do if classroom space suddenly becomes unavailable?
- What do we do if we don't have access to a gym or a safe space for students to be active?
- How do we ensure that students don't skip certain classes?
- What are the best practices around making sure that staff are taking attendance in their classes? What is the best way to collect and input attendance?
- What do we do if there is a fight between our students?
- What do I do if my staff struggles in classroom management and loses control of a classroom?
- What do we do if students are consistently wandering the hallways?
- How do we ensure that transitions are as quick and smooth as possible?
- When is the best time during the 3:00-6:00pm hours to do snack? Should everyone do snack together?
- How should we handle students who are disengaged from their classes?
- How do I establish a Youth Advisory Board?

Frequently Asked Questions

2015-2016 Edition

Post-Program

- When should staff be writing up incident reports and calling home to parents for any behavioral problems?
- What is the best dismissal process? Should students ALL meet in our spot for dismissal? Should students be dismissed from their last period class?
- How do we keep dismissal consistent if we don't have access to the loud speaker for announcements or the bells?
- What are the best practices for keeping students safe at dismissal?
- How do we encourage parents to come in and sign their kids out daily?
- How long after programs have ended should ASAS staff stay at the site waiting on parents/guardians?
- What should ASAS staff do if parents/guardians are consistently late picking up their student?
- Should my staff meet every day after programming? Before?
- What are some best practices around parent engagement?

THANK YOU!

After a few years of experiencing the work and the people behind after school programs, I came to one realization--that our field should not be monopolized by any one person or organization. There are too many opportunities and challenges, needs and wants, in neighborhoods and cities across the country, for it to be in the hands of a few. We conclude this First Edition of the After-School All-Stars National Program Guide by thanking and acknowledging some amazing people and organizations that have contributed their insight and expertise to benefit the dedicated teachers, coaches, instructors, mentors and leaders of the expanded learning community.

- A Positive Learning Framework - Research by Tim McDonald
- ASAPConnect
- After-School All-Stars, National
- After-School All-Stars, Newark-New York
- After-School All-Stars, Los Angeles
- California Department of Education - After School Division
- Dr. Laura Lipton
- Jack Berckmeyer
- Institute of Design at Stanford - Design Thinking
- Philip Schlechty - Levels of Engagement
- Simon Sinek - The Golden Circle
- Teach for America - Classroom Management and Culture
- Temescal and Associates - Sam Piha
- The After-School Alliance
- The Youth Development Network

Special thanks to the following individuals who provided guidance and counsel in the making of this guide.

- Aaron Dworkin / President, After-School All-Stars National Network
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- Jeff Davis / Executive Director, California After-School Network

Special thanks to my ASAS colleague and friend, Ms. Alyssa Plotkin, for lending us her “eagle eyes” for the final edits and for creating the FAQ Section of the guide!

In closing, I would like to honor a great field and thought leader in the after school movement in Diego Arancibia. His wisdom and foresight live in several of the sections found in this guide. Thank you for being a great friend and mentor!



Program Guide

2015-2016