

Strategies to Increase Learning Time Webinar

May 10, 2012

1:00 p.m. (ET)

YOUTH FOR YOUTH





Disclaimer

This information is being provided as part of a Fiscal Year (FY) 2013 webinar for the “You For Youth” (Y4Y) professional development website. This website supports the 21st Century Community Learning Centers (21st CCLC) grant program administered by the U.S. Department of Education. Information and materials mentioned or shown during this presentation are provided as resources and examples for the viewer’s convenience. Their inclusion is not intended as an endorsement by the U.S. Department of Education.

In addition, the instructional practices and assessments discussed or shown in these presentations are not intended to mandate, direct, or control a State’s, local educational agency’s, or school’s specific instructional content, academic achievement system and assessments, curriculum, or program of instruction. States and local programs are free to use any instructional content, achievement system and assessments, curriculum, or program instruction that they wish, insofar as they support the goals and objectives of the 21st CCLC program, as authorized.

Published Materials

The contents of this webinar were developed, in part, under a contract from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.





How to Use the Technology

The screenshot shows a web conferencing interface with several panels:

- Camera and Voice:** A panel with a grey background and a button labeled "Start My Webcam".
- Note:** A panel containing text: "-Register for Y4Y and gain access to free lesson and activity plans, tools for coaching and training staff, and best practice videos and examples -<http://y4y.ed.gov/SiteRegister.aspx>" and "-Questions, comments, ideas - contact Eric Hurly at eric@tactiledesigngroup.com".
- Q & A:** A panel with a "Show All Questions" dropdown menu.
- Strategies to Increase Learning Time ver3.pptx:** The main presentation area showing a slide titled "Next Steps".

The "Next Steps" slide contains the following text:

Next Steps

Visit The Exchange on Y4Y to:

- Download today's Powerpoint presentation
- View a recording of today's webinar
- Access resources highlighted in today's webinar

Don't forget to register!
<http://y4y.ed.gov/SiteRegister.aspx>

At the bottom of the slide, there is a "YOUTH" logo and the Department of Education seal.





Introductions

Host: **Monique S. McDowell-Russell**

Y4Y Training Specialist

Expert **Karyl Resnick**

Presenters: Massachusetts 21st CCLC Coordinator

Valorie Miller

Director of Instructional Services,
Winchendon Public Schools





Goals & Objectives

- Demonstrate approaches towards learning that are shared between schools and programs
- Utilize data to help drive instructional improvements within your programs
- Incorporate state academic standards into daily program activities and enrichment





Getting Started



Programming with a Purpose



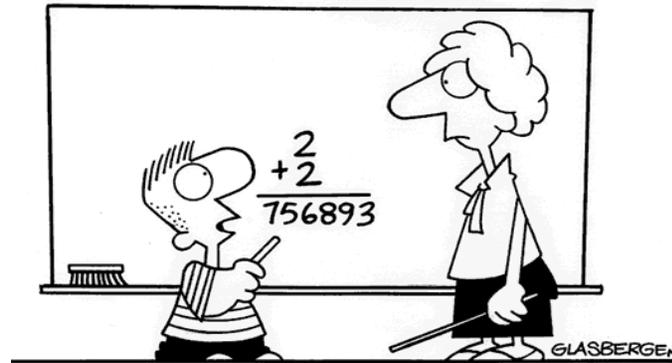
Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION
**21st Century Community
Learning Centers Program**

- What do students need to know?
- How will we know that they have learned it?

RIGOR

Setting high expectations for everyone and giving students and program staff the skills and motivation to meet them.

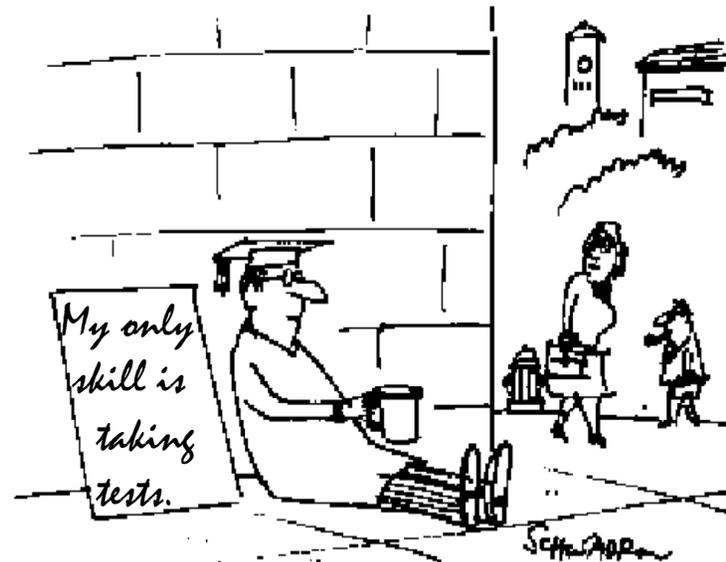
Copyright 1996 Randy Glasbergen. www.glasbergen.com



**"In an increasingly complex world,
sometimes old questions require new answers."**

RELEVANCE

The Purpose of the Learning:
How it connects back to
intended outcomes.





Intentionality

How can students reach academic goals if they don't see the relevance of learning to their lives?

Programming that enables students to internalize their learning and gain a greater understanding of content areas by embedding academics into rich and engaging activities. Understand where the gaps are for students and making the connection.

*“At a time when learning is focused on standards based curriculum and ensuring that all students are provided with multiple approaches to learn content, the 21st CCLC program has become a way to extend the day and engage students and teachers in creative approaches.”**

**Quoted by 21st CCLC staff that are school day teachers*





Goals of the Massachusetts 21st Century Community Learning Center Programs

- Coordination between school day instruction and out-of-school time academic enrichments and supports, with shared learning goals, teaching, and support strategies
- A school and community-based infrastructure with established procedures that improve student outcomes
- Development of College and Career Readiness Skills (includes analytic-reasoning, critical thinking and problem solving)
- Development of a tiered system of support
- A system that evaluates program effectiveness through data collection and analysis



Massachusetts 21st CCLC Program Features



- Establishment of a system of supports that provides high-quality expanded learning experiences in a safe and supportive learning environment.
- Teacher developed curriculum that is project based and aligned to the common core.

*“Changing the delivery of academics through projects designed and implemented by teachers and community based partners has resulted in more engagement by teachers and students.”**

**Quoted by 21st CCLC staff that are school day teachers*



Massachusetts 21st CCLC Program Features



- High quality professional development that connects to the needs identified through outcome evaluation tool.

*“I would just like to say how impressive the Professional Development was this entire year. It is some of the best PD I have received in my 20 years as an educator. The 21st Century Community Learning Centers grant is one of the best programs I have seen in public education and yesterdays PD is an example of just that.”**

- Development of leadership skills for staff and students. Many 21st CCLC site coordinators and program staff have gone on to be principals, assistant principals, specialists and teachers in the school district.



**Quoted by 21st CCLC staff that are school day teachers*



Massachusetts 21st CCLC Program Features



- Creation of a Contextual Learning Portal as a space for school districts, community organizations, non-profit educational groups, and other youth serving agencies to share projects and lessons that connect to the common core and support contextual teaching and learning.

*“The Contextual Learning Portal provides the perfect opportunity to gather new ideas as well as peruse activities taking place in districts across the state. Whether using a component of a submitted lesson or the entire submission, the information is there in a clear and concise manner.”**

Contextual Learning Projects often take an interdisciplinary approach to topics of interest:



Ecological Explorations
Webster Public Schools



Community Garden
Westfield Public Schools



“Postcards from Buster” History Project
Malden Public Schools

To access the portal go to <http://resources21.org/c>



**Quoted by 21st CCLC staff that are school day teachers*



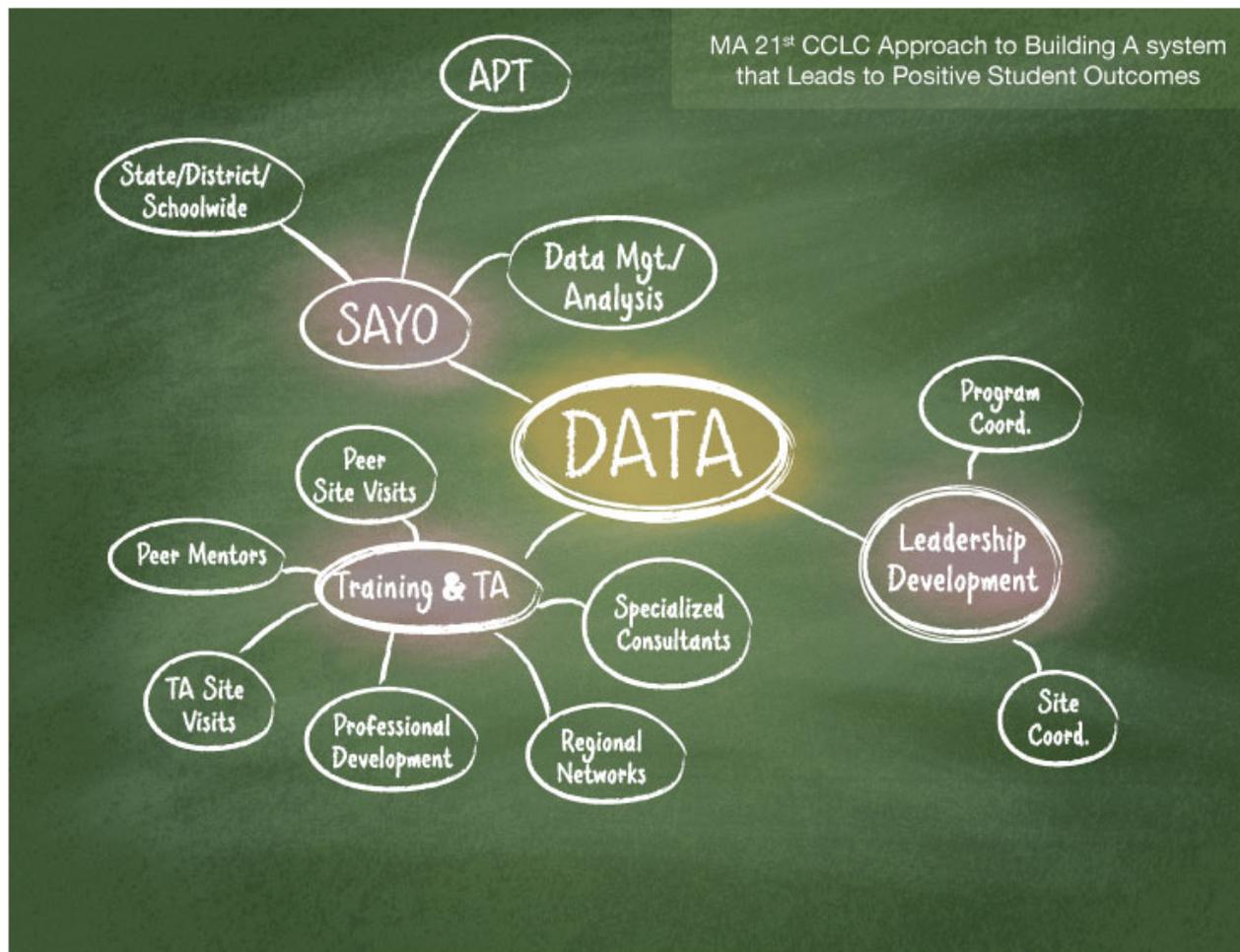
Evaluation and Data Requirements



- **The Survey of After-School Youth Outcomes (SAYO)** is a research based evaluation system that uses brief pre- and post-participation surveys to collect data from school-day teachers, 21st CCLC program staff and youth participants. The SAYO enables the 21st CCLC programs to capture information reflecting changes that are (a) associated with participation in high quality out-of-school time programs and (b) likely to occur over a one-year period.
- **Assessing After-School Program Practices Tool (APT)**. The goal of the APT is to assess the extent to which out-of-school time programs are implementing practices congruent with their desired SAYO outcomes.
- **Enrollment/Demographic Data**. Hours of service (enrolled and attended), gender, grade, race/ethnicity, ELL/LEP, low-income, and SPED status.



How it Fits Together



Building Blocks to Increase Learning Time During Out-of-School Time



- Review school/district/program data to determine what do students need to know.
(Measurement, fractions, ask and answer questions about a story or poem)
- What is the context/project that will be used to help students internalize their learning and gain a greater understanding of content?
(School newspaper; media technology, environmental programming; service learning, field studies; writing a business plan).
- What knowledge and skills will students gain?
(Along with research, writing, presentation and math skills, consider social emotional needs and life long learning skills such as development of analytic-reasoning, critical-thinking, problem-solving skills)



Building Blocks to Increase Learning Time During Out-of-School Time



- What mix of formal and informal learning will be provided?
 - Informal learning supports development of hobbies, interests and long-term career goals.
 - Formal instruction prepares students for making the most of their experiences and then builds on these experiences.
- What instructional techniques will be used to support student learning?
(Reflective writing, graphic organizers , mapping , reading, storyboarding for a video or other media project, graphing)
- What assessment techniques will be used?
(Pre- and post-program surveys, feedback from participants, observations, program evaluation tool)





Thank You



I will now turn it over to Valorie Miller who will share with you how the Winchendon P.S. 21st CCLC program determines:

- What students need to know?
- How those connections are made in their 21st CCLC Program.



Process to Align After School Programming to School Day Activities



- Examine data from multiple sources:
 - State student achievement data
 - Student growth data
 - Survey of After School Youth Outcomes (SAYO)
 - After School Practices Tool (APT) – walk throughs
- Identify gaps in students' learning based on the Common Core standards (ex. mathematics: solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit)
- Identify real life experiences where this standard is used (ex. cooking, woodworking, sewing, etc.)





Process to Align After School Programming to School Day Activities



- Design project based learning experiences based on the standards (ex. woodworking service learning project creating park benches for a local senior center)
- Provide direct standards-based instruction applied specifically to the project (ex. during the school day mathematics teacher comes to after school program to teach math lessons using woodworking measurement tools)





Q & A





Today's Webinar

- Demonstrate approaches towards learning that are shared between schools and programs
- Utilize data to help drive instructional improvements within your programs
- Incorporate state academic standards into daily program activities and enrichment





Feedback



1. Please respond to the two poll questions.

2. Please share any additional feedback in the chatbox including:

- What was the best part of today’s webinar?
- What was your least favorite part?
- What is one thing you’ll take back and use?





Next Steps



Visit The Exchange on Y4Y to:

- Download today's Powerpoint presentation
- View a recording of today's webinar
- Access resources highlighted in today's webinar

Don't forget to register!

<http://y4y.ed.gov/SiteRegister.aspx>

