

# DOINGWHATWORKS



## Slideshow

FULL DETAILS AND TRANSCRIPT

### Supporting After-School Staff

Marshall Elementary School, California • January 2010

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

#### Highlights

- After-school program staff at Marshall Elementary are supported by the instructional reform facilitator of the school, the ExCEL district program, and a local nongovernmental organization called Mission Graduates.
- Program staff receive professional development to improve instructional strategies so they can meet the needs of the Marshall population, most of whom are English language learners.

#### About the Site

**Marshall Elementary School**  
San Francisco, CA

#### Demographics

78% Hispanic  
7% White  
3% Black  
2% Asian

90% Free or Reduced-Price Lunch

65% English Language Learners

Marshall Elementary School's after-school program aims to promote students' academic skills and enrichment experiences by using the following strategies:

- A full-time lead teacher aligns planned program activities with the regular school day.
- After-school staff and a parent coordinator maintain regular communication with parents.
- The after-school program uses reading curricula aimed at helping English language learners.
- The after-school program director monitors students' progress and works to tailor the program to their needs.
- After-school teachers receive ongoing coaching and professional development.

## Full Transcript

Title Slide: Supporting After-School Program Staff

Marshall Elementary School

San Francisco, CA

The after-school director and instructors at Marshall Elementary receive ongoing professional development and support from three main resources: the instructional reform facilitator at Marshall, the San Francisco Unified School District ExCEL program, and Mission Graduates, a community-based organization. This support enables the program to build capacity for high-quality academic instruction that is tailored to students' needs.

Slide 1: Supporting after-school program staff

Text: The instructional reform facilitator (IRF), administers assessments during the after-school hours to track the progress of students. She informs the principal and the program director about the assessment results. Then, the IRF provides professional development about instructional strategies relevant to the needs identified.

Audio [Julie Norris]: As the ExCEL lead teacher this year, I was asked to do an evaluation of the program, and Rebecca and I worked together on that and we observed classrooms and looked at the program as a whole—what was the academic portion, what was the enrichment portion, what was the recreational portion. And so through the assessment, we identified certain areas of need together, she and I. She had some goals that they had been working on previously, but through my lens as a credentialed teacher and the ExCEL lead teacher, we identified helping the coordinators, developed their ELD [English language development]

strategies.

#### Slide 2: Technical assistance and ongoing support

Text: The ExCEL program at the San Francisco Unified School District (SFUSD) provides after-school academic support, enrichment, and recreation through coordinated efforts of city and community agencies. An ExCEL coordinator works with the after-school program director at Marshall to provide technical assistance and support. Additional district support includes site visits, workshops, and tools for staffing, teaching, and program management.

Audio [Aurelio Cisneros]: One of the things that we do receive from Region 4 technical assistance from the Alameda County Office of Education is professional development. We actually do some site visits that help to gather information in regards to how our programs are running. And with that we are able to provide the County Office of Education with information on what best practices are happening in our sites and also to gather information in regards to any issues that are occurring and how we can provide that support and technical assistance that we do need to do with every site.

#### Slide 3: Supporting after-school program staff

Text: An example of a skill included in the ExCEL program resource guide is “Staff Recruitment, Development, and Retention.” After-school program directors develop their own skills and—just as important—learn how to train, coach, and mentor their staff successfully. Coaching strategies may include tailoring communications to different learning styles, knowing when to let staff experiment with new instructional ideas, and providing consistent guidance.

Audio [Aurelio Cisneros]: At the beginning of the year, we provide a districtwide workshop, professional development, and training for all of our sites at all levels so that we can share best practices so that we can provide the latest information that the school district would like for us to share with our sites. What ExCEL provides is really providing opportunities for our sites to share districtwide their best practices and what they do on-site. We really try to focus and be very intentional with our professional development, in particular at the beginning of the year when we have our institute, we really try to share all the information that’s needed to start the school year on the right foot and really make sure that all of our sites are given the information and resources they need to begin the school year and continue it throughout the school year.

#### Slide 4: Coordinating program responsibilities

Text: Mission Graduates, a community-based organization, was selected by the ExCEL program to deliver the

after-school program at Marshall. The program, called the Tutoring Center, employs after-school instructors and builds on the support of community volunteers to provide one-on-one and small-group tutoring sessions.

Audio [Aurelio Cisneros]: I think that the reason Marshall Elementary is very successful is the fact that they have partnered with a great community-based organization, Mission Graduates. They have really provided their staff with tons of opportunities for professional development.

#### Slide 5: Full-time after-school teachers

Text: After-school teachers at Marshall have access to professional development offered through SFUSD, the ExCEL program, private organizations, and city-funded entities such as the Department of Children, Youth and Their Families. The director of the Tutoring Center actively seeks out training opportunities that support the goals she has set for teachers, based on what skills they need to build. Teachers take advantage of the available workshops, which range in topic from behavior management to aligning academics with the school day.

Audio [Jeff Feinman]: I think one of the things that make our organization unique and the Tutoring Center unique is we get each employee an allowance, a \$250 training allowance, which, you would be surprised, goes a long way. And so they will set some personal goals, professional development goals, and then they will find workshops within that budget to meet those goals.

#### Slide 6: Supporting English language learners

Text: Many of the after-school students are English language learners (ELLs). The program hired bilingual teachers who can easily communicate with students and their families and adapt their instruction to students' level of knowledge and skills. Marshall Elementary staff have collaborated with after-school staff to identify strategies for ELLs, such as delivery of instruction in Spanish, literacy focus groups for ELLs, and emphasis on vocabulary building.

Audio [Aurelio Cisneros]: I think it's very important to have on staff bilingual/bicultural staff members, and I think that Mission Graduates has done a great job of providing those staff members to Marshall Elementary. The fact that Marshall is predominantly Spanish speaking, it's very important that their program leaders in the after-school program have that same connection with the students so they are able to scaffold their homework or they are able to offer support that the students actually need in their home language.

Audio [Jeff Feinman]: In terms of speaking to the English language learner population and addressing their needs, I think that's where we really rely on the expertise of the school day staff. These are trained credentialed teachers. Not everyone in our program has a teaching credential. That's just how it is; it is very typical of the after-school. We try to empower them through the training where possible, but we really

need those teachers to come in and teach us on how to best do our job and how to best stage the academic interventions. So for example, with a large English language learner population, there are just some very simple key strategies that the teaching staff wants the after-school staff to use regularly. So the strategies align with what they are doing during the school day, and then those interventions have the deepest impact.

#### Slide 7: Collaborative efforts for staff development

**Text:** The after-school staff at Marshall Elementary benefit from group professional development, individual coaching, instructional resources, technical assistance, and time and space for adequate preparation and planning. The collaborative efforts of Mission Graduates, the district office, and administrators and educators at Marshall Elementary have resulted in high staff commitment that in turn has led to observable academic progress of students.

**Audio [Jeff Feinman]:** We have been really lucky in that our staff has had access to various training and professional development opportunities offered through the San Francisco Unified School District and the ExCEL programs. I believe monthly there are up to five different training opportunities for all of our program staff to take advantage of. They range from things like behavioral management in the classroom to aligning academics with the school day. So there is a really broad range of training opportunities that are made available through the district for the Tutoring Center staff and our staff take advantage of them.

The director of the Tutoring Center, at the beginning of each school year, sets different professional development goals in collaboration with their team. And once she learns exactly where they need to improve or the kind of skills they need build, she will actively seek those kind of training opportunities. Some of them are free, provided by the district, and other training opportunities come from city sources—the Department of Children, Youth and [Their] Families, for example, is the city-funded entity that also provides professional development opportunities. And then, of course, there are more private-sector classes and workshops that we will send our staff to.