

Setting the Standard: Integrating Learning & Skill Development Beyond the Bell



Session Overview

- **Introductions and Ice Breaker**
- **Quality Programming**
- **Academic Enrichment**
- **Integrating Standards**
- **Supporting Youth Outcomes**
- **Integrating Learning**
- **Reflection**

Introduction: Who are we?

Learning Supports Network

at American Institutes for Research ■

The Learning Supports Network represents the system of supports for education agencies, schools and districts, foundations, and other stakeholders to ensure that young people's educational experience fosters positive growth and development. The network comprises multiple initiatives including **Afterschool and Expanded Learning.**

Introduction: Who are we?

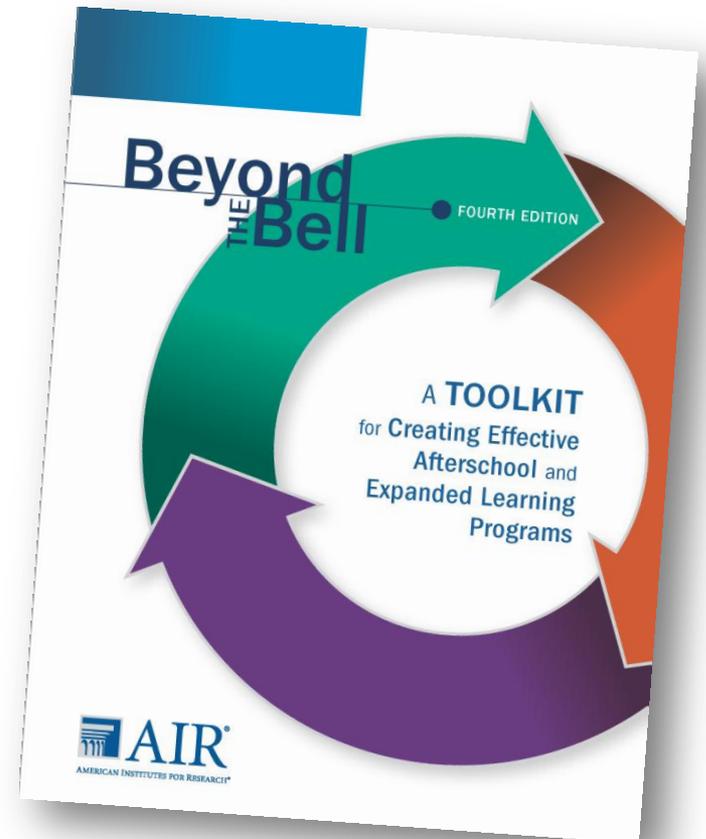
AFTERSCHOOL & EXPANDED LEARNING

at American Institutes for Research ■

The AIR team has more than a decade of experience in supporting the implementation of **high-quality opportunities for young people, evaluating afterschool, and supporting informed policy decisions. The members of the team are experts in continuous improvement system building and they strive to provide practitioners meaningful linkages between research and practice in afterschool programs.**

Quality Programming Beyond the Bell®

- **Suite of professional development services, products, and practical tools**
- **Designed to help afterschool program leaders and staff create and sustain high-quality, effective afterschool and expanded learning programs**
- **Practical, easy-to-use, and contains great information about program management, design, partnerships, delivery, evaluation, and improvement.**
- **96 ready-to-use tools**



Ice Breaker Activity

Get to know the person sitting near you!

- **Use Tool 14: Portfolio Guide from *Beyond the Bell***

- **Basic information**
- **Interest information**
- **Asset inventory**
- **Participation**
- **Work**
- **Community Context**



- **5 minutes per person then sharing**

Ice Breaker Activity

Creating a portfolio is a **collaborative process** that can be a great way for program staff members and youth to **document** their experience in the program. The primary purpose of a portfolio is to allow a young person to **showcase** his or her program experiences and successes and to enable program staff members to monitor and **support** youth by understanding their work, their interests, and their lives outside of the program. **Young people should be the primary drivers of constructing their portfolios**, and the process should help to develop bonds between youth and staff.

Quality Programming

High-quality programs are **physically and emotionally safe**, allowing relationships among youth and between youth and staff members to thrive. In such environments, youth have the space and freedom to fully *engage* in programming and ultimately focus on developing and improving their **personal, social, and academic skills**.

Quality Programming



**Youth engagement
can happen through
strategic
opportunities for
choice, reflection, and
leadership.**

Promoting Quality Programming

- A **clear programmatic mission**, focused and challenging goals, and frequent evaluation that supports **continuous improvement**.
- An array of content-rich programming that engages participants and builds their **academic and nonacademic skills**.
- **Positive relationships** between staff and participants.
- Strong **partnerships** with schools, families, and communities.
- Qualified, supported, and stable program **staff**.
- A **low participant-to-staff ratio** and an appropriate total enrollment.
- Sufficient program **resources**
- Ability to make data-driven decisions that help **continuous improvement and sustain funding**.



Academic Enrichment

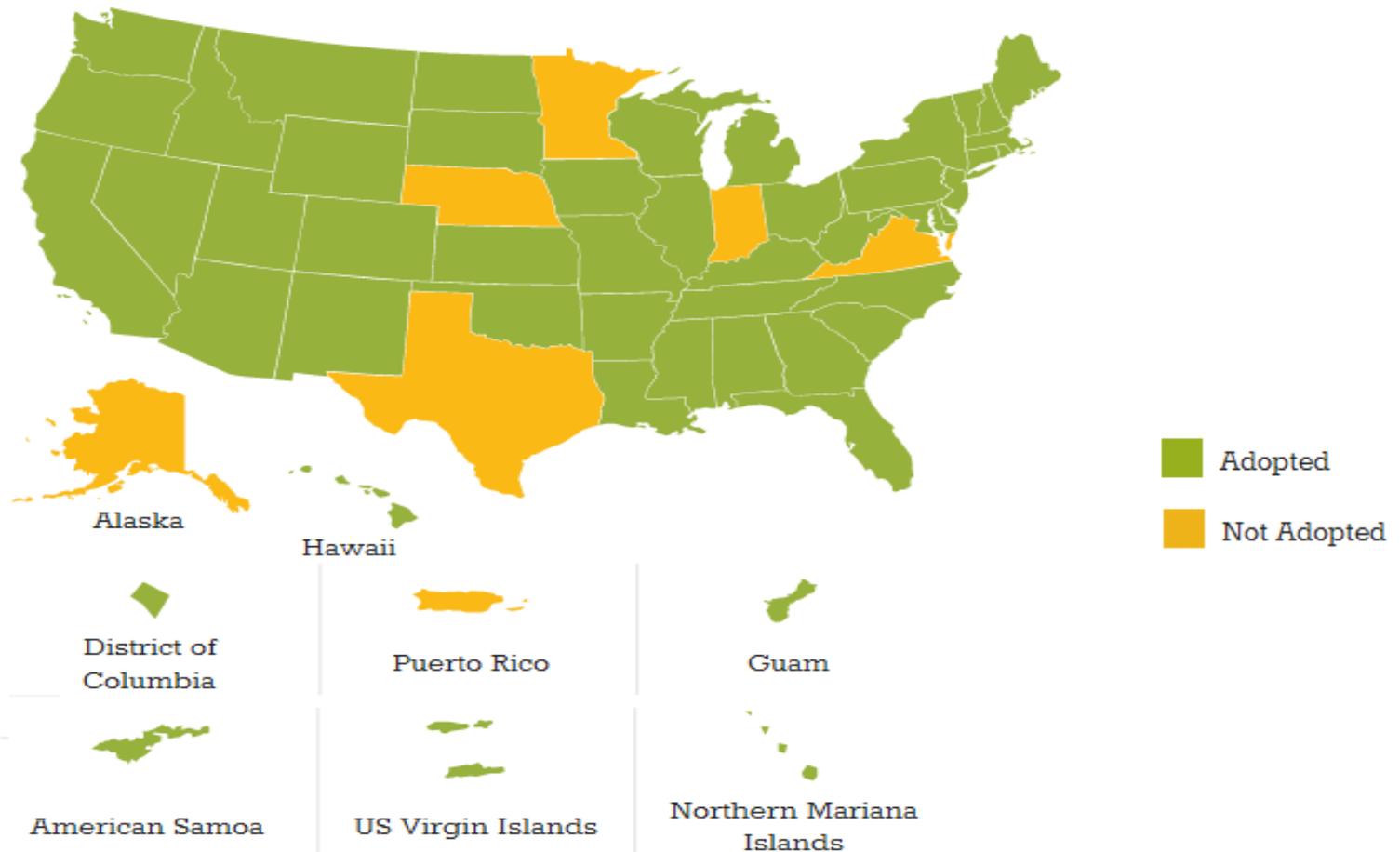
- **Expands learning** by bringing **new** concepts to light or by using **old** concepts in new ways
- Activities are often highly **interactive** and engaging, emphasizing **skill acquisition**, problem solving, **experiential** (“learning by doing”)
- Encourages young people to **apply** knowledge and skills studied in school to real-life experiences
- Develops **trust** with caring **adults**, builds healthy relationships with peers

Integrating Learning Standards

What can **your program** do?

- Become the link to the school-day
- Get up to speed on **Common Core** State Standards (CCSS)
- Align activities with habits of mind (learning skills) and youth interests
- Model engaging instruction and support youth development
- Communicate with school staff about alignment
- Help school with communication
- Joint training and planning

Common Core State Standards



Achieve, "Closing the Expectations Gap 2013 Annual Report on the Alignment of State K-12 Policies and Practice with the Demands of College and Careers."

Common Core State Standards

“The **Common Core** is a set of high-quality academic standards in **mathematics** and **English language arts/literacy** (ELA). These learning goals outline what a student should know and be able to do at the end of each grade. The standards were created to ensure that all students graduate from high school with the **skills** and **knowledge** necessary to **succeed** in college, career, and life, regardless of where they live.”

Common Core State Standards

- **Consistency** across all states
- **Clarity** for effective use in the classroom
- **Research-based**
- **Alignment** with expectations for **college and career** success
- **Content** and **application** of knowledge through high-order **skills**
- **Improvement** to current **state** and **global** standards

Common Core State Standards

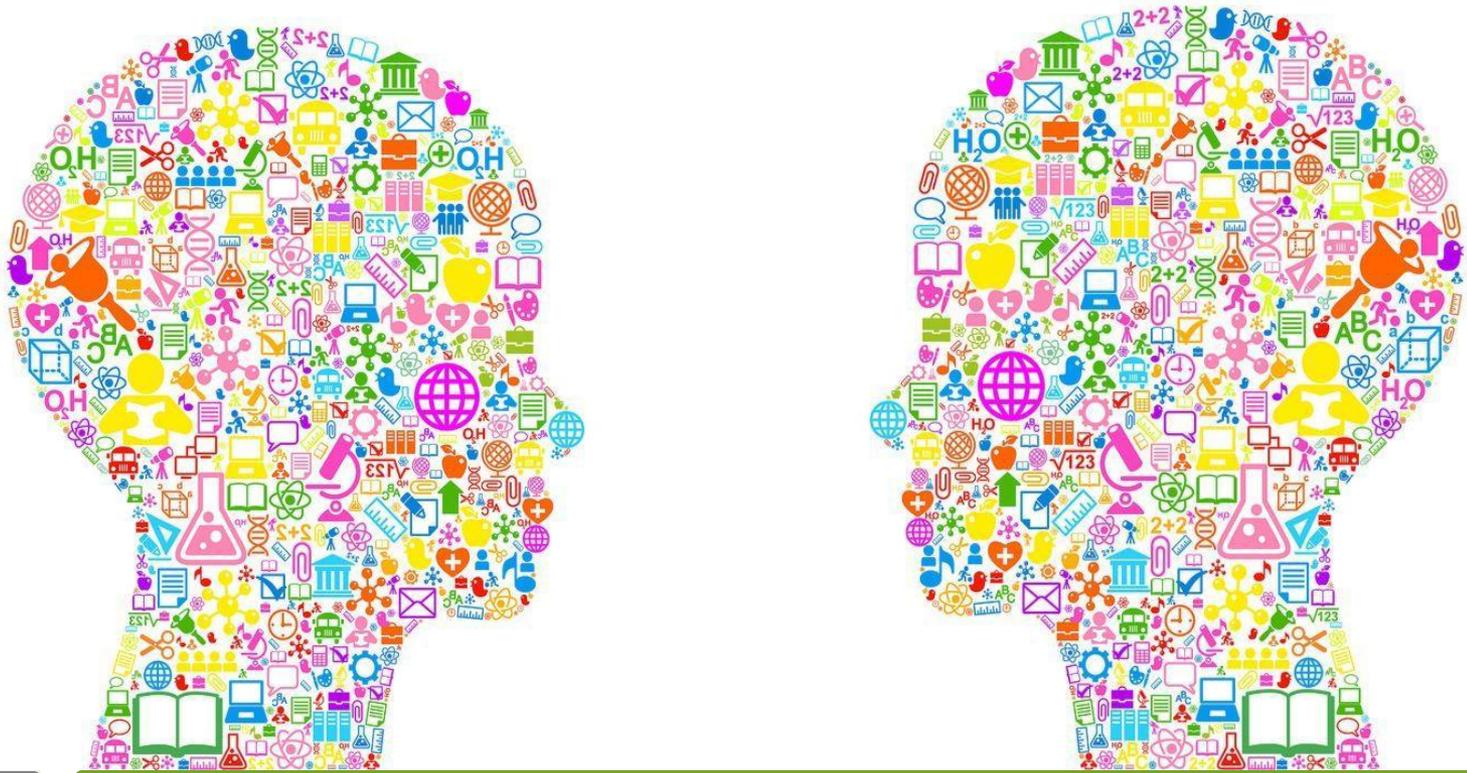
- **English Language Arts***
- **Mathematics***
- **Science**
- **Agriculture Food and Natural Resources**
- **Art & Design Education**
- **Business and Information Technology**
- **Dance**
- **Disciplinary Literacy**
- **Early Learning Standards**
- **Environmental Education**
- **Family and Consumer Sciences**
- **Health Education**
- **Health Science**
- **Information and Technology Literacy**
- **Marketing, Management and Entrepreneurship**
- **Music Education**
- **Nutrition Education**
- **Personal Financial Literacy**
- **Physical Education**
- **School Counseling**
- **Social Studies**
- **Technology and Engineering**
- **Theatre Education**
- **World Languages**

Common Core: Benefits

- **For youth:** Helps young people and their families understand the skills and knowledge students are expected to attain in each year of academic study.
- **For teachers:** Prepares teachers to teach and reach clear learning goals for students.
- **For school administrators:** Allows school officials to design systems to meet these expectations
- **For afterschool and expanded learning:** Encourages activities and projects that intentionally complement school-day goals and helps youth develop hands on skills that assist in academic enrichment and achievement.

“Habits of Mind”

The **learning skills** necessary for meeting the
Common Core State Standards



Standards of Mathematical Practice

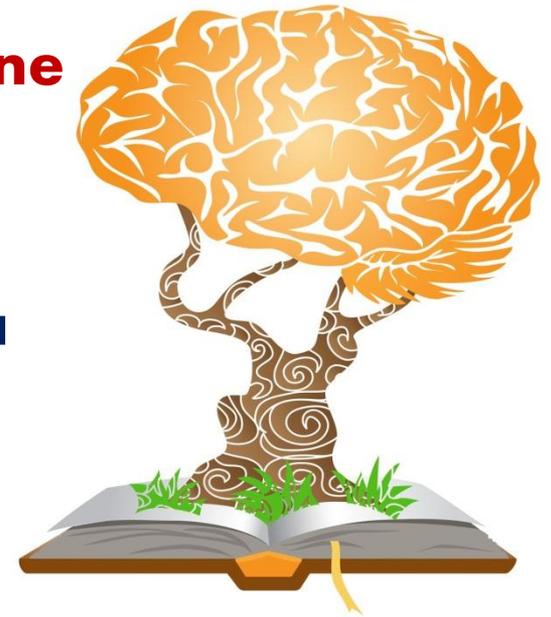
- **Make sense of problems and persevere in solving them**
- **Reason abstractly and quantitatively**
- **Construct viable arguments and critique the reasoning of others**
- **Model with mathematics**
- **Use appropriate tools strategically**
- **Attend to precision**
- **Look for and make use of structure**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



Devaney, E. and Yohalem, N. (2012, July). *Out-of-School Time Policy Commentary #17: The Common Core Standards: What do they Mean for Out-of-School Time?* Washington, DC: The Forum for Youth Investment.

Capacities of a Literate Individual

- **They demonstrate independence**
- **They build strong content knowledge**
- **They respond to the varying demands of audience, task, purpose and discipline**
- **They comprehend as well as critique**
- **They value evidence**
- **They use technology and digital media strategically and capably**
- **They come to understand other perspectives and cultures**



Devaney, E. and Yohalem, N. (2012, July). *Out-of-School Time Policy Commentary #17: The Common Core Standards: What do they Mean for Out-of-School Time?* Washington, DC: The Forum for Youth Investment.

Common Core Shifts



Common Core Shifts in Mathematics

- **Focus:** Narrow and deepen the scope of how time and energy is spent in the math classroom in order to focus deeply on the major work prioritized in the standards.
- **Coherence:** Connect the learning within and across grades
- **Fluency:** Youth are expected to have speed and accuracy with simple calculations
- **Deep Understanding:** Youth deeply understand and can operate easily within a math concept before moving on.
- **Application:** Youth are expected to use math and choose the appropriate concept for application.
- **Dual Intensity:** Youth are practicing and understanding. There is a balance between these two things in the learning environment– both are occurring with intensity.

Common Core Shifts in Mathematics

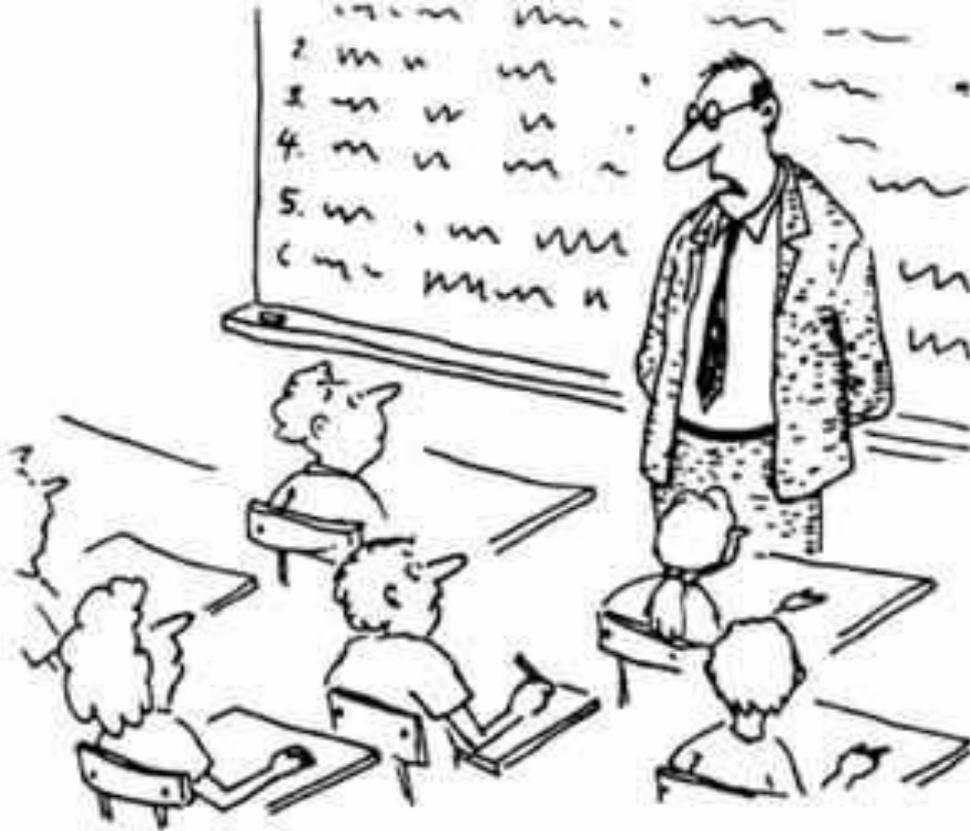
- **Grades K–2:** Addition and subtraction—concepts, skills, and problem solving; place value
- **Grades 3–5:** Multiplication and division of whole numbers and fractions—concepts, skills, and problem solving
- **Grade 6:** Ratios and proportional relationships; early expressions and equations
- **Grade 7:** Ratios and proportional relationships; arithmetic of rational numbers
- **Grade 8:** Linear algebra and linear functions

Student Achievement Partners (2013). Common Core State Standards Shifts. Achieve the Score, January 2014. Found: www.achievethecore.org/content/upload/122113_Shifts.pdf

Common Core Shifts in ELA/Literacy

- **Balancing Informational & Literary Text:** Youth read a true balance of informational and literary texts.
- **Knowledge in the Disciplines:** Youth build knowledge about the world (domains/ content areas) through text.
- **Staircase of Complexity:** Youth read the grade-appropriate text around which instruction is centered. Adults are patient, create more time and space and support in the curriculum for close reading.
- **Text-based Answers:** Youth engage in rich and rigorous evidence based conversations about text.
- **Writing from Sources:** Writing emphasizes use of evidence from sources to inform or make an argument.
- **Academic Vocabulary:** Youth constantly build the transferable vocabulary they need to access grade level complex texts.

Common Core and Afterschool and Expanded Learning



“I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!”

Common Core and Afterschool and Expanded Learning

“While education policy and legislation primarily promotes the academic/ tutoring aspect of the afterschool picture, others have taken a more expansive view of the possibilities for applied learning where afterschool programs not only bolster the academic agenda but also provide – within a structure that differs from the school day – time for social, emotional and physical outcomes and skill building opportunities that students must have to achieve life success.”

American Association of School Administrators (2011). The Importance of After-School Programs. February 25, 2011. Found: www.education.com/reference/article/Ref_Why_Afterschool/

Positive Youth Development and Outcomes



Youth Outcomes

What are Positive Youth Outcome?

Life Skills -

(Work Ethic, Positive Attitude, Communication Skills)

21st Century Skills -

(Critical Thinking, Global Awareness, Accountability)

Social Emotional Competencies -

(Self-awareness, management, relationship skills)

Connect skills to academics-

(Intentional planning, Hands-on projects, Cooperative learning that integrate learning standards)

Supporting Youth Outcomes

- Focus on **respect** and **strengths** (asset-based approach)
- Set **clear** expectations and values
- Meet emotional, social, cognitive, and physical **needs** and **interests**
- Provide **opportunities** to make important **decisions** (individually and collectively)
- Respect **individuality** (culture, language, gender)
- Provide time to **practice** and develop relevant **skills**
- Help expand **interests** and connect to future **aspirations**

Integrating Learning



Integrating Learning

- Understanding **school needs** (Common Core State Standards, School report cards)
- Understanding **individual student needs** (portfolio or Individualized Learning Plan)
- **Linking** current activities and **developing** new ones
- **Embedding** learning standards in activities, lessons and curricula
- **Using data** to drive decision-making



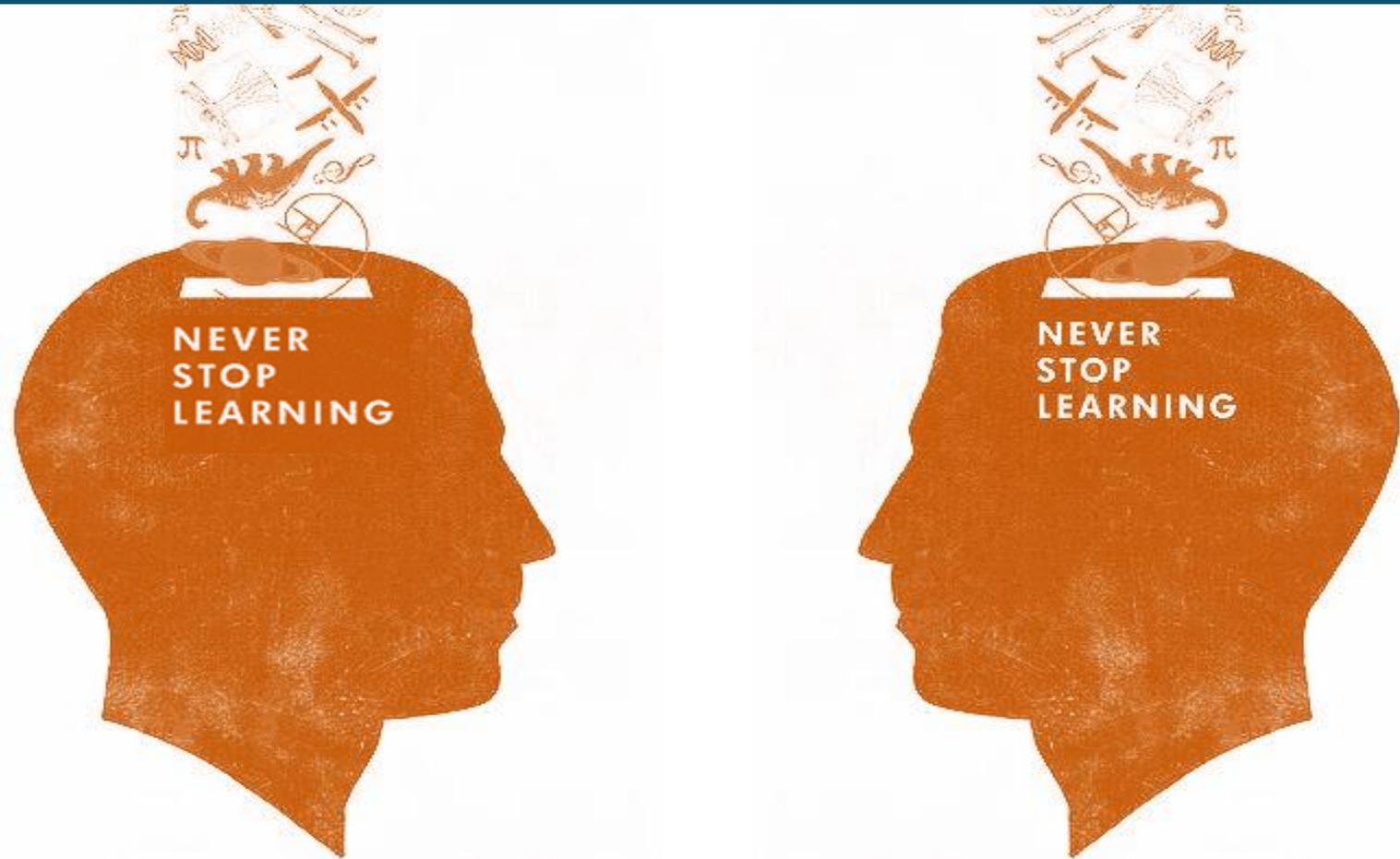
Integrating Learning

- **Youth Centered Practices:** Track youth academic needs, interests, and goals (e.g., portfolio)
- Be sure all staff understand the essential learning **skills** and **habits** (*SEL, YD, 21st century skills*), and why they are important for participants **success**.
- **Intentional activities:** specify learning objectives for activities and projects.
- **Integrate learning** standards and skills into program activities and projects.

Integrating Learning

- Embed **specific developmental** and **21st century skills** in objectives for **all** activities and projects.
- Discuss **expectations**, schedule, and goals with school day staff, youth, and families.
- **Ask youth** to set their own **goals** and targets, then support, acknowledge, and note their **achievement**.
- Provide appropriate **resources** (textbooks, technology, etc.).
- **Recruit** partners and experts when needed.

Integrating Learning



OST Resources

- Beyond the Bell: www.beyondthebell.org
- Collaborative for Academic, Social and Emotional Learning: www.casel.org
- Partnership for 21st Century Skills: www.p21.org
- Forum for Youth Investment : www.forumfyi.org
- Education World: www.educationworld.com
- National Center for Quality After school: www.sedl.org/afterschool
- The Search Institute: www.search-institute.org
- Harvard Family Research Project: www.hfrp.org
- American Association of School Administrators: www.aasa.org
- You For Youth: <http://y4y.ed.gov>
- SEDL: www.sedl.org
- Center for Youth Program Quality: www.cypq.org
- Buck Institute for Education : www.bie.org
- Project Based Learning Online: www.pbl-online.org
- Edutopia: www.edutopia.org/project-based-learning

Questions?



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A Note on Common Core State Standards

The Common Core State Standards were developed through a collaboration of the National Governors Association Center for Best Practices and the Council of Chief State School Officers to build on individual states' work on standards. The Common Core State Standards are for grades K–12 in English language arts and mathematics, and they clearly articulate what is expected of youth at each grade level. At the time of printing, 45 states, the District of Columbia, four territories, and the Department of Defense Education Activity have adopted the Common Core State Standards. You can learn more by visiting <http://www.corestandards.org>.

Check to see if your state has adopted Common Core. You should be able to find your state's implementation plan on your state education agency's website. Through the strategies you are learning in this *Toolkit* for aligning your program with the regular school day, you will implicitly be connecting to the Common Core. However, a more explicit connection can be made through intentional planning. Use **Tool 53: Aligning With Learning Standards** as you develop your activities.

Ways for your program to intentionally connect to and support the Common Core State Standards:

- Identify similarities and differences between the Common Core and afterschool and expanded learning standards in your state (if applicable), and align the two sets.
 - Help educate family members about the Common Core and how to apply learning in the subject areas with their children at home.
 - Provide orientation and planning time for staff members to integrate learning standards into activities and projects.
 - Organize and coordinate staff members to provide support to participants in staff members' areas of strength.
- Send staff members to professional development sessions on the Common Core. (Look for district-based or state-led professional development.)
 - Establish a professional learning community by offering joint professional development for program and school-day staff members.
 - Have program staff members attend school-day planning sessions with teachers.
 - Communicate with the school administration, emphasizing the additional space, time, and flexibility that afterschool and expanded learning programs offer when implementing the Common Core.

Common Core State Standards *Habits of Mind*

In addition to the content standards for mathematics and English language arts, each set of standards is accompanied by a set of *Habits of Mind*, or skills and dispositions young people will need to succeed and be prepared for graduation and what comes after it. These Habits of Mind are referred to as the *Capacities of a Literate Individual* and *Standards of Mathematical Practice* for the English language arts and mathematics standards, respectively. We outline each below.

English Language Arts Capacities

As young people advance through the grades and master the standards in reading, writing, listening, and language, they should be able to exhibit with increasing fullness and regularity these capacities of the literate individual:

1. They demonstrate independence (e.g., form judgments and opinions, make predictions about what will happen next).
2. They build strong content knowledge (e.g., read non-fiction, read more challenging material).

3. They respond to the varying demands of audience, task, purpose, and discipline (e.g., compare texts, learn to write well).
4. They comprehend as well as critique (e.g., explain what author is thinking).
5. They value evidence (e.g., support oral and written arguments by using evidence).
6. They use technology and digital media strategically and capably (e.g., investigate, research, use citations).
7. They come to understand other perspectives and cultures (e.g., expand vocabulary, expand perspective).

Mathematical Practices

For young people to succeed, they must increasingly develop varied expertise at all levels. Through activities, projects, and games, afterschool and expanded learning programs can help participants:

1. Make sense of problems and persevere in solving them (e.g., define the problem, plan solutions, monitor progress, and change course if necessary).
2. Reason abstractly and quantitatively (e.g., create a coherent representation of the problem).

3. Construct viable arguments and critique the reasoning of others (e.g., can justify their conclusions and respond to the arguments of others).
4. Model with mathematics (e.g., apply math content and skills in the real world).
5. Use appropriate tools strategically (e.g., know tools and be able to choose appropriate ones to use).
6. Attend to precision (e.g., communicate clearly and precisely).
7. Look for and make use of structure (e.g., discern patterns and structure).
8. Look for and express regularity in repeated reasoning (e.g., prove they know why and how the math works).

From the Common Core State Standards: Standards for English Language Arts and Mathematical Practice, <http://www.corestandards.org> (parenthetical examples added by *Beyond the Bell*). Copyright 2012. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved by author.



Setting the Standard - High Order Thinking Skills

Context

The level of thinking depends upon the context, with a real-world situation offering multiple variables to challenge thinking processes. Going through a cafeteria line and making decisions about types and amounts of food one should eat requires a much more sophisticated thinking process than counting carbohydrates and fats in a classroom (Crowl et al., 1997). Successful higher order thinking depends upon an individual's ability to apply, reorganize, and embellish knowledge in the context of the thinking situation.

Comprehension

Comprehension, a part of lower order thinking skills, is integral to higher order thinking skills development. In fact, some research and teaching strategies focus on comprehension as if it were within the higher order domain. While it is an important prerequisite, it is not a higher order thinking skill. Comprehension remains the process by which individuals construct meaning from information and form new "schemata" through specific activities (Crowl et al., 1997), including, but not limited to,

- generating and answering questions that demand higher order thinking about old and new ideas;
- confronting conflicting ideas and information, problems, or dilemmas;
- exploring and making discoveries;
- conducting systematic inquiries;
- summarizing, reciting, and discussing new ideas and their relationships;
- relating new understandings to other concepts;
- applying new ideas and information in basic problem-solving activities; or

Insight

- Insight involves many of the same features as creativity, including examining all factors that could be causing a problem, searching for a new way to state the problem, finding alternative approaches, persevering, taking risks, applying broad knowledge, and recognizing analogies (Schooler et al., 1995).



Creativity

- Creativity involves discovering and solving problems. Innovative approaches are used to accurately evaluate shortcomings, and actions are taken to remedy those weaknesses (Crowl et al., 1997).
- Creativity involves selecting the relevant aspects of a problem and putting pieces together into a coherent system that integrates the new information with what a person already knows (Sternberg & Davidson, 1995; Crowl et al., 1997). In a basic sense, it involves a series of decision-making choices between “two or more competing alternatives of action,” each having “several pros and cons associated with it” (Crowl et al., 1997, p. 169).

Intelligence

In the past decade, intelligence has been defined more broadly (Crowl et al., 1997; Kauchak & Eggen, 1998; Kirby & Kuykendall, 1991). Intelligence is

- no longer limited to the idea of a single ability or global capacity to learn, adapt, and think rationally;
- inclusive in its general and specific abilities to embrace general knowledge, comprehension, thinking, and problem solving;

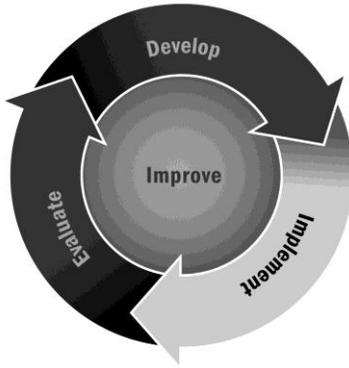
Problem Solving

A problem is “a situation in which the individual wants to do something but does not know the course of action needed to get what he or she wants” (Crowl et al., 1997, p. 160). The process of problem solving requires “a series of successive decisions, each of which depends on the outcomes of those that precede it” (p. 189).

Critical Thinking

- analysis, inference, interpretation, explanation, and self-regulation; requires inquisitive, systematic, analytical, judicious, truth-seeking, open-minded, and confident dispositions toward critical-thinking processes (Facione, 1998)
- the disposition to provide evidence or reasoning in support of conclusions, request evidence or reasoning from others, and perceive the total situation and change one’s views based on the evidence (Cotton, 1997).

Academic Enrichment Activity Planning Tool



Academic enrichment activities and projects (sometimes referred to as embedded learning) present academic concepts in ways that differ greatly from traditional school day instruction.

Directions: Use this tool to plan your academic enrichment activities or projects to make sure they meet academic learning goals and also to present information in a way that draws on recommended youth development practices. Staff members can reference **Tool 53: Aligning With Learning Standards** to help strengthen the connections between the activity or project and explicit learning outcomes.

Activity Name

Give the activity or project a name.

Description of the Activity

Provide a general overview of the activity.

Desired Outcomes for This Activity

List the desired learning outcomes from the activity. Be sure to address which academic standards will be strengthened by the activity or project. Also list the various skills and competencies that will be explicitly targeted. Plan your academic enrichment activities based on participants' academic needs, social needs, and interests. For example, two possible goals for a business development activity might be:

- *Example: Improve arithmetic skills (budgeting, making change)*
- *Example: Encourage youth to use creativity in advertising (research marketing strategies)*

Is This an Enrichment Activity?

Check the appropriate boxes below for the activity you have chosen:

- The activity integrates academic content.
- The activity links to subjects youth are currently studying.
- The activity teaches academic concepts through methods that differ from typical school day instruction.
- The academic learning happens as an intrinsic part of a fun, engaging activity.
- The activity encourages youth to apply the learning they are doing to their own experience or to witness how academic concepts are used in real-life situations.
- The activity encourages youth to take on leadership roles.
- The activity promotes positive relationships among youth (across different ages) and between youth and caring adults.

The more boxes you have checked, the more likely it is that the activity can be characterized as an academic enrichment activity. If you believe that this activity does not promote academic enrichment, use the space below to describe how it could be modified to do so.

What Is the Academic Content of This Activity?

In the space below, describe how this activity encourages youth to apply and deepen understanding of academic concepts. The following prompts may help you get started.

- Is the academic content intrinsic to the activity, or could it be removed without affecting the activity?
- Is the learning explicitly aligned to the Common Core State Standards and local learning standards by grade level?
- How does the activity make the academic content relevant, interesting, or fun for youth?
- Is the content appropriate for the age and abilities of youth?

What Opportunities Does This Activity Present for Authentic Decision-Making?

In the space below, describe how this activity presents youth with authentic decision-making opportunities. The following prompts may help you get started.

- How are youth encouraged to take ownership of the activity?
- Do youth make real decisions with real outcomes?
- How do these decisions have a demonstrable impact on youth experience?
- Are the decision-making aspects of the activity age appropriate?
- How do you provide insight or feedback to help drive the activity?
- What are some ways in which the opportunities for authentic decision-making in this activity could be strengthened?

What Opportunities for Youth Leadership Does This Activity Present?

In the space below, describe how this activity provides the potential for youth leadership. The following prompts may help you get started.

- Are there particular roles available for youth? What are they?
- Are youth given the opportunity to take responsibility for their part of the activity?
- Does the activity encourage the opportunity for rotating leadership roles equitably with all participants?
- Has any part of the activity been influenced by youth input?
- What are some ways in which the potential for youth leadership in this activity could be strengthened?

How Does This Activity Create Strong Relationships?

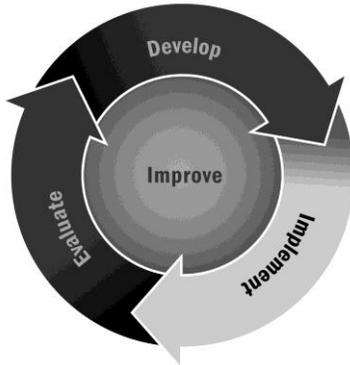
In the space below, describe how this activity helps to develop strong relationships between youth and staff members and among youth. The following prompts may help you get started.

- How does the activity encourage cooperation and teamwork?
- What grouping strategies are used to establish a culture of inclusion?
- How does the activity encourage the development of strong relationships?
- Are youth exposed to positive role models other than staff members?
- Are the relationships created during the program ongoing and long term?
- Do adults in the program show that they are invested in the growth of specific youth? How?
- Are both strong youth-adult and peer relationships developed by the activity?
- What are some ways in which the development of relationships in this activity could be strengthened?

Additional Notes

Use this space to reflect on how the activity has gone in the past and list suggestions and strategies for improvement.

Aligning With Learning Standards



It is important to align activities with local and state learning standards and the Common Core State Standards. Intentionally integrating learning standards into activities supports learning and youth development.

Directions: Use or adapt this worksheet to ensure your activities and lessons align with learning standards. Staff should also reference the Common Core State Standards for Mathematics and English Language Arts in addition to other state learning standards by visiting their local department of education website.

Standards Alignment Worksheet – Example

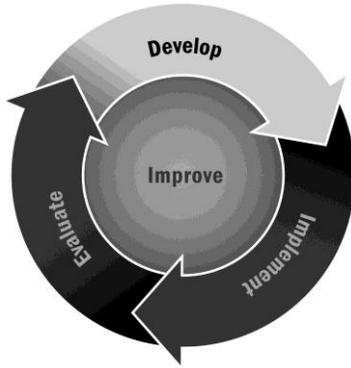
Component	Instructions	Example
Name of activity		<i>Cooking Club – “Being a Vegetarian” activity</i>
Grade level		<i>Fifth and sixth grades</i>
Description of activity	Identify the purpose and goals of the activity as well as how youth will meet those goals. What will youth learn as a result of this activity? What skills will they develop? How will they do that?	<ul style="list-style-type: none"> <i>This club focuses on reinforcing and improving the math and science skills of participants in the program through cooking. The club aims not only to develop the learning of participants but also to develop a deep appreciation of a healthy diet and lifestyle.</i> <i>In this activity, youth will first learn what it means to be a vegetarian by reading a magazine article. They will discuss what vegetarians do and do not eat in small groups and will brainstorm possible breakfast, lunch, and dinner options. Next, youth will work in small groups to prepare a vegetarian meal. Finally, youth will enjoy the meal they have made together.</i>

Component	Instructions	Example
List the learning standards that are integrated into this activity/project	A helpful first step is to identify the subject that this activity most likely aligns with. Next, locate the standards for the grade level of youth served in the content area you have identified. Think about the description and what you think youth will learn from this activity, and find standards that match or align.	<ul style="list-style-type: none"> • <i>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings (CCLS for Informational Text 6–12).</i> • <i>Read and interpret a variety of math-related concepts (CCLS Math 5–6).</i> • <i>Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher led) with diverse partners (CCLS for Informational Text K–5).</i>
Are there opportunities to integrate skills or competencies (e.g., leadership, group work, critical thinking) or other “embedded” learning (e.g., applied learning, exposure to new topics, themes, or vocabulary) into this activity?	Are there other skills that youth will have the opportunity to develop as a result of participating in this activity? Think about how the activity will flow—how youth will interact with their peers or with the materials. Are there other related topics that you can integrate into this activity that will enrich the learning experience?	<ul style="list-style-type: none"> • <i>Budgeting and managing money</i> • <i>Applied chemistry (e.g., cooking temperature, pesticides, herbicides)</i> • <i>Applied biology (e.g., plant and pest classification)</i> • <i>Planning and making healthy choices</i> • <i>Team building via community dinners</i>

Standards Alignment Worksheet – Template

Component	Instructions	Example
Name of activity		
Grade level		
Description of activity	<p>Identify the purpose and goals of the activity as well as how youth will meet those goals. What will youth learn as a result of this activity? What skills will they develop? How will they do that?</p>	
List the learning standards that are integrated into this activity/project	<p>A helpful first step is to identify the subject that this activity most likely aligns with. Next, locate the standards for the grade level of youth served in the content area you have identified. Think about the description and what you think youth will learn from this activity, and find standards that match or align.</p>	
Are there opportunities to integrate skills or competencies (e.g., leadership, group work, critical thinking) or other “embedded” learning (e.g., applied learning, exposure to new topics, themes, or vocabulary) into this activity?	<p>Are there other skills that youth will have the opportunity to develop as a result of participating in this activity? Think about how the activity will flow—how youth will interact with their peers or with the materials. Are there other related topics that you can integrate into this activity that will enrich the learning experience?</p>	

Portfolio Guide



Creating a portfolio is a collaborative process that can be a great way for program staff members and youth to document their experience in the program. The primary purpose of a portfolio is to allow a young person to showcase his or her program experiences and successes and to enable program staff members to monitor and support youth by understanding their work, their interests, and their lives outside of the program. Young people should be the primary drivers of constructing their portfolios, and the process should help to develop bonds between youth and staff.

Directions: *This tool suggests a variety of information that you might want to include in youth portfolios. You can easily start with basic demographic information gathered at enrollment and then add more over time. Youth and program staff members should update portfolios with notes regarding participant accomplishments, areas of interest, participant and family surveys, interest inventories, and other work products described below. You may not want or be able to collect all the information right away; youth and staff members should actively gather information for different sections of the portfolio over time.*

Creating a portfolio should be a joint effort between the young person and staff members. There is no “correct” format for a portfolio. You may just have manila folders or binders that you add to over the course of the year with photos, printouts, report cards, reflections, surveys, and other materials. Alternatively, you may have something more extensive and organized that includes different sections and that formally captures data; it could even be electronic. The format you choose will depend on how much time you have to dedicate to this and how you anticipate using the portfolio throughout the year. Whatever your format, remember that your portfolios contain a great deal of confidential information and that they should be kept in a safe place, preferably in a locked drawer or a password-protected file on a computer.

Basic Information

You should capture basic demographic information at enrollment. You can include your enrollment form in the folder or transfer it onto a separate form. If you use an online participant tracking system, you may be able to print out a demographic information sheet to include in the portfolio. Include, at a minimum, the following information:

- Participant name
- Date of birth
- Gender
- Languages spoken, including primary home language
- School name
- Year/grade level
- Years in the program
- Reasons for attending the program (*Interest? Family members? How did you hear about the program? Do you have friends in the program?*)

Youth Interest Information

You likely use youth surveys to capture information about youth in your program. Surveys may ask questions about their interests as well as their social and emotional, academic, and physical well-being. Keep survey results in your youth portfolios. It is best to transfer the answers to key survey questions onto a separate page or form rather than just including the survey itself in the portfolio. In addition to (or instead of) surveys, you may have your staff members interview or talk with youth one on one or in small groups to get the information you need. Participants can also do a project that reflects their interests (such as self-portraits with magazine clippings that represent their interests). Collecting participants' reflections is also a great way to capture youth assets and interests. Staff members should reference this section during planning time to develop specific strategies and support youth interests. Some topics to include in your portfolios include:

- Favorite school class/subject (*Why?*)
- Least favorite school class/subject (*Why?*)
- What you look for in adult leaders (*Why?*)
- Sports or extracurricular activities (*e.g., school, park district, club team*)
- Career aspirations (*What type of job/career would you like to have in the future? What are you interested in? Do you know what it takes to get that type of job/career?*)
- Postsecondary aspirations (*What college would you like to attend? Do you know where that is located/what its entry requirements are?*)
- Favorite afterschool activities (*at this program*) and suggestions for or interest in new programs
- Reasons you like the program
- Reasons you do not like the program

Youth Asset Inventory

Each participant brings his or her own contribution to the afterschool and expanded learning setting through his or her unique and individual characteristics. This information is more difficult to capture and collect. Decide with your group and with each participant how to best capture this information. We have outlined some ideas here, but it is best to be creative and let young people drive the process. Information recorded here should extend beyond the basic data collected during enrollment. You can collect it through project work throughout the year, conferences with family members, talking with youth directly, conversations with school faculty and administrators, and observation and note-taking. Below are examples of information that could be gathered and that should be updated regularly.

- Learning style (*e.g., school grades/courses, learning ability, visual learner*) – This can be gathered through school-related data, talking with school day teachers, observation by instructors in the afterschool and expanded learning program, and conversations with family members.
- Social observations (*e.g., introvert, popular, social group, cliques*) – This can be gathered through circle time conversations with youth, reflections on social situations and role play, observations, talking with school day teachers, talking with youth one on one, talking with family members, and through surveys with relevant questions.

- Emotional competencies (*e.g., assertive, empathetic*) – This can be gathered through conversations with youth and conversations with their school day teachers and other adults in the young person’s life, as well through observations.
- Character observations (*e.g., leadership, confidence, problem solving*) – This can be gathered through conversations with youth and with their school day teachers and other adults in the young person’s life, as well through observations.
- Skills and interests (*e.g., sports, art, theater, independent learning*) – This can be gathered through an inventory of programs in which the young person has participated, as well as youth surveys.
- Other relevant information (*e.g., behavior*) – This can be gathered through observation, youth surveys, and talking with teachers and other adults in the young person’s life.
- Reflections from youth on all of the above.

Program Participation

Youth are more likely to experience the benefits of the afterschool and expanded learning program if they participate consistently in a variety of activities. Program staff members should incorporate participants’ interests to ensure that they actively engage in program activities and projects. The following list suggests information that could be included in this section:

- School attendance and grades (*self-reported, report card, test scores*)
- Program participation data (*average days of program attendance per week, per month, per year; types of activities youth are participating in*)
- Challenges to participation or attendance (*e.g., babysitting younger siblings, jobs, sports*)
- Results from satisfaction surveys (*e.g., satisfaction with activities and topics*)
- Notes from conversations, observations, and discussions about attendance
- Notes from formal meetings or discussions with a school teacher, tutor, or counselor related to the participant’s attendance
- Notes from formal meetings or discussions with family related to the participant’s attendance
- Reflections from youth on all of the above

Youth Work

It is important to capture a snapshot of a young person’s passion in school and in other aspects of his or her life and the growth of his or her work over time. In this portion of the portfolio, you can capture young people’s favorite work products and the type of work they are doing at the beginning and end of the program. You can use work products as a way to inform family members about growth, celebrate success, and plan for additional supports. Types of work to capture in this section include:

- Academic work (*e.g., homework sheets, handwriting work, math problems*)
- Art work (*e.g., drawings, photographs of sculptures or stage performances, musical recordings, etc.*)
- Project work (*e.g., artifacts from service learning projects, pages from a youth-designed newspaper, posters from a public service campaign, etc.*)
- Reflections from youth on all of the above

Community Context

Staff members should pay close attention to the resources and characteristics of the local and school community where youth live and develop. Young people and staff members should gather information for this section from various sources to discuss everyday issues that may affect the life of a participant. Staff members can also gather information for this section from the asset mapping activity (Tool 34). Examples of information that could be gathered include the following:

- Local assets frequented by participants (e.g., park, recreation center)
- Critical information about the participants' community (e.g., local news)
- Local neighborhood issues/areas of concern (e.g., violence, poverty, unemployment)
- Youth comments (notes from conversations, products from service learning projects, observations, and discussions with the program participant about his or her friends, school, neighborhood, program, or household issues)
- Classroom teachers' comments (notes from formal meetings or discussions related to the program participants' neighborhood or household circumstances)
- Family comments (notes from formal meetings or discussions related to the program participants' school, neighborhood, or household circumstances)
- Reflections from youth on all of the above

Social and Emotional Core Competencies

CASEL has identified five inter-related sets of cognitive, affective, and behavioral competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL, 2012).



1. **Self-awareness** includes accurately recognizing one's emotions and thoughts, and their influence on behaviors, assessing one's strengths and limitations, and possessing a well-grounded sense of confidence and optimism.
2. **Self-management** involves regulating one's emotions, thoughts, and behaviors effectively in different situations (e.g., managing stress, controlling impulses, motivating oneself, and setting and working towards achieving personal and academic goals).
3. **Social awareness** is demonstrating the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
4. **Relationship skills** include establishing and maintaining healthy relationships with diverse individuals and groups, communicating clearly, listening actively, cooperating with others, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
5. **Responsible decision-making** includes making constructive and respectful choices about personal behavior, social interactions, and school based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Learn more: <http://www.casel.org>

21st Century Skills (Partnership for 21st Century Skills, 2011)

Core Subjects and 21st Century Themes

Global Awareness
Financial, Economic, Business and Entrepreneurial Literacy
Civic Literacy
Health Literacy
Environmental Literacy
STEM (Science, Technology, Engineering and Math)*

Learning and Innovation Skills

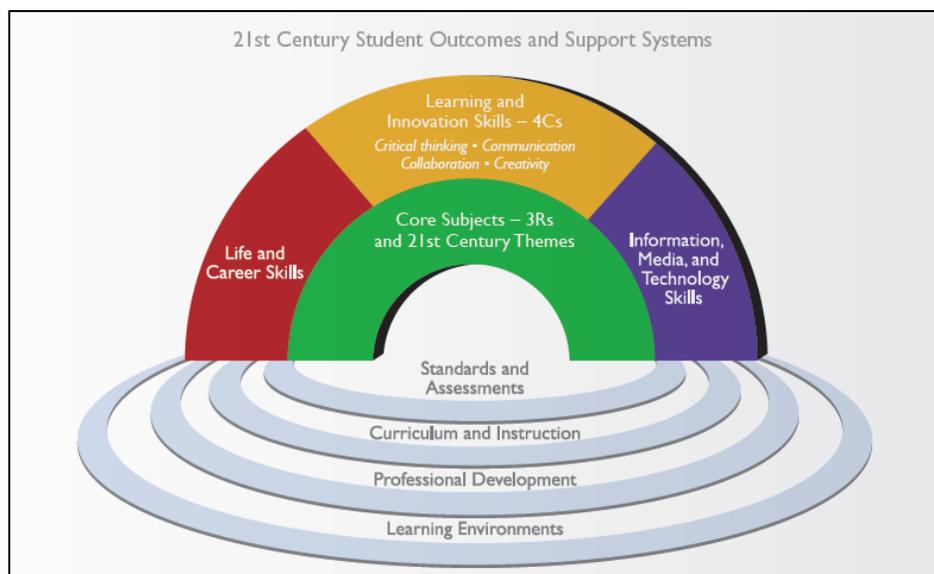
Creativity and Innovation
Critical Thinking and Problem Solving
Communication and Collaboration

Information, Media and Technology Skills

Information Literacy
Media Literacy
ICT (Information, Communications and Technology) Literacy

Life and Career Skills

Flexibility and Adaptability
Initiative and Self-Direction
Social and Cross-Cultural Skills
Productivity and Accountability
Leadership and Responsibility



Learn more: <http://www.p21.org>

Habits of Mind

Persistence

Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.

Managing Impulsivity

Take your Time! Thinking before acting; remaining calm, thoughtful and deliberative.

Listening with Empathy and Understanding

Understand Others! Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions.

Thinking Flexibly

Look at it Another Way! Being able to change perspectives, generate alternatives, consider options.

Thinking about your Thinking:Metacognition

Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.

Striving for Accuracy

Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.

Applying Past Knowledge

Use what you Learn! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.

Questioning and Posing Problems

How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.

Thinking and Communicating with Clarity and Precision

Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.

Gathering Data Through All Senses

Use your natural pathways! Pay attention to the world around you Gather data through all the senses. taste, touch, smell, hearing and sight

Creating, Imagining & Innovating

Try a different way! Generating new and novel ideas, fluency, originality

Responding With Wonderment and Awe

Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty. Being passionate.

Taking Responsible Risks

Venture out! Being adventuresome; living on the edge of one's competence. Try new things constantly.

Finding Humor

Laugh a little! Finding the whimsical, incongruous and unexpected. Being able to laugh at oneself.

Thinking Interdependently

Work together! Being able to work in

Remaining Open to Continuous Learning

Learn from experiences! Having humility and pride when admitting we don't know; resisting complacency.

Soft Skills

“Soft skills” refers to a sociological term relating to a person's "EQ" (Emotional Intelligence Quotient), the cluster of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterize relationships with other people. Soft skills complement hard skills (part of a person's IQ), which are the occupational requirements of a job and many other activities.

- Strong Work Ethic
- Positive Attitude/Social Norms/Diversity
- Good Communication Skills
- Time Management Abilities
- Problem-Solving Skills
- Acting as a Team Player
- Self-Confidence
- Ability to Accept and Learn From Criticism
- Flexibility/Adaptability
- Working Well Under Pressure

Common Core Learning Standards Shifts: How can afterschool/expanded learning programs support the shifts

This tool explains some of the ways that your participant’s classroom and educational experience is changing. You and your team can use this tool to intentionally plan how your program can help support the changes.

12 CCLS Shifts

English Language Arts/Literacy	Mathematics
Read as much non-fiction as fiction	Build skills across grade levels
Learn about the world by reading	Learn more about less
Read more challenging material	Use math facts easily
Talk about reading using "evidence"	Think fast and solve problems
Write about texts using "evidence"	Really know it, really do it
Know more vocab words	Use math in the real world

ENGLISH LANGUAGE ARTS/LITERACY: EXPECTATIONS FOR STUDENTS& IDEAS FOR PROGRAMS

Shift	What do participants have to do?	What can parents do to help?	What can staff do to help?
Read as much fiction as non-fiction	Read more non-fiction	Supply more non-fiction texts	
	Read more non-fiction	Read non-fiction books aloud or with participants	
	Enjoy and discuss the details of non-fiction	Have fun with non-fiction in front of your child	
Learn about the world by reading	Learn more about science and social studies through reading	Supply texts on topics that interest your child	
	Use "primary source" documents	Find books that explain how things work and why	
	Get smarter through the use of texts	Discuss non-fiction text and their ideas	
Read more challenging material	Read until they understand	Know what is grade-level appropriate	
	Read books both at and above their comfort level	Provide challenging texts as well as book they can read easily	

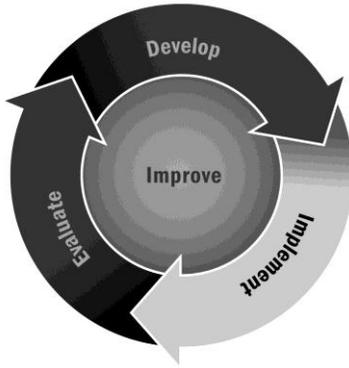
	Handle frustration	Read challenging books with the participant	
	Keep pushing to improve	Show that challenging books are worth reading	
Talk about reading using evidence	Find evidence to support arguments	Talk about texts	
	Form judgments and opinions	Demand evidence in everyday discussions and disagreements	
	Discuss what the authors is thinking	Read aloud or read the same book and discuss	
	Make predictions about what twill happen next	Discuss predictions and ideas	
Write about text using evidence	Make arguments in writing using evidence	Encourage writing	
	Compare multiple texts in writing	Write "books" together using evidence and detail	
	Learn to write well	Review examples of exemplary writing	
Know more vocabulary words	Learn the word they will need to use	Read often and consistently with your child	
	Get smarter at using the "language of power"	Read multiple books on the same topic	
		Talk to your children, read to them, listen to them, sing with them, make up rhymes and word games	

MATHEMATICS: EXPECTATIONS FOR STUDENTS & IDEAS FOR PROGRAMS

Shift	What do participants have to do?	What can parents do to help?	What can staff do to help?
Build skills across grade levels	Keep building on learning year after year	Be aware of what your child struggle with and how it effects learning	
		Advocate for your child	
		Ensure that support is given for "gap" skills, such as negative numbers, fractions, etc.	
Learn more with less	Spend more time on fewer concepts	Know what the priority is for participants at their grade level	
Use math facts easily	Go more in-depth on concepts	Spend time with your child on priority work	
		Ask your child's teacher for reports on participants progress on priority work	
Think fast and solve problems	Spend time practicing by doing lots of problems on the same idea	Encourage your child to know, understand, and memorize basic math facts	
		Know all of the fluencies your child should have at age level	
		Prioritize learning the fluencies your child finds most difficult	
Really know it, really do it	Make the math work, and understand why it does	Ask questions and review homework to see if your child understands why, as well as what the answer is	
	Talk about why the math works	Advocate for the time your child needs to learn key math skills	
	Prove that they know why and how the math works	Provide time for your child to work on math skills at home	

Use math in the real world	Apply math in real world situations	Ask your child to do the math that comes up in daily life	
	Know which math skills to use for which situation		

Structuring Activities for Skill-Building



In Chapter 4, you learned that a critical component of youth development involves structuring activities so that youth are building and reinforcing new skills. Durlak, Weissberg, Dymnicki, Taylor, and Schellinger (2011) have identified four common elements in afterschool and expanded learning programs that are most effective in developing skills. These elements or characteristics, dubbed the **SAFE** features, are:

S = Activities are sequenced

A = Learning is active

F = Activities are focused on developing personal and social skills

E = Activities explicitly target specific skills and outcomes

Directions: Use the worksheet below to develop or review program activity plans to ensure that they are SAFE. An example is provided below, followed by a template for your use.

Skill-Building Activity Worksheet – Example

Anger Management: Just Breathe	
Description: As part of working with youth to self-regulate individual and collective behavior, this activity will be used to introduce a culture of calm and weave it into the program.	
What skills will you develop by conducting this activity?	Youth will learn how to calm down when they are angry to reduce anxiety, stress, and conflicts. They will learn self-regulation strategies such as deep breathing, counting to 10, and self-talk. Youth will also learn to identify emotions and their causes.
What ages are appropriate for this activity?	All ages; can be modified as necessary for younger or older youth
How long will it take to complete this activity?	Introduction: 10 minutes Discussion: 10 minutes Planning: 10 minutes
What materials are required for this activity?	Bell or chime Tranquil music Space to role-play
Have the young people in your program had experience with this topic before? (This will help you know how best to conduct the activity!)	Many youth (but not all) attended a three-week anger management course by ABC Community Services during school time earlier in the year.

Anger Management: Just Breathe

SAFE Principles

<p>Is the activity Sequenced?</p> <p>Is there a step-by-step approach for teaching the skill? Outline the process.</p>	<p>First, youth will discuss different situations that might make them angry or sad and the different reactions they might have to those feelings. Next, youth will engage in small group discussion about the cause and effect of different responses to anger and other negative emotions.</p> <p>Youth will then be introduced to different regulation strategies. They will begin with learning a deep breathing technique. In a large group everyone practices the breathing technique. Youth reflect or write down their experience. They will also discuss times when deep breathing is necessary, and they will share any tricks they use to calm down in their lives (and will record the results). Next they will learn a counting strategy, followed by self-talk strategies, and then engage in reflection and discussion.</p> <p>Next, youth will engage in role-play scenarios that could potentially evoke a negative response in the real world. Youth will role-play the scenario and practice using one of the regulation techniques they have just learned. Staff members will observe and provide feedback to all youth. Youth will discuss how it felt to engage with those strategies.</p> <p>Finally, youth and staff members will brainstorm ways to incorporate the various techniques into the program (e.g., every time the bell rings, stop and take a deep breath).</p>
<p>Is the activity Active?</p> <p>What opportunities will youth have to interact with and practice new skills? Describe those opportunities.</p>	<p>Youth learn an individual skill and come together to share feelings and coping strategies. All youth will engage in the practice of deep breathing, counting to 10, and self-talk. Youth will role-play situations in small groups where these strategies would be needed and discuss what it felt like to engage in self-regulation.</p>
<p>Is the activity Focused?</p> <p>Have you allotted specific time and attention for skill development? Describe when and how you will devote time to skill development.</p>	<p>This activity will take 30 minutes, and time has been allotted for this activity during the weekly program schedule.</p>
<p>Is the activity Explicit?</p> <p>Do youth know which skills they will be developing as a result of the activity? Identify the specific skills and describe a plan for sharing with youth.</p>	<p>Social and emotional competencies developed through this activity include self-management, emotion regulation, emotion identification, and understanding cause and effect.</p> <p>The instructor will first identify the goals of the activity and will then describe the skills that youth will work to develop. Youth will engage in small group discussion about the skills and goals of the activity.</p>

Anger Management: Just Breathe

Integrating Skills Into Other Activities

Youth need opportunities to connect newly developed skills to other areas and real-world experiences.

Highlight other areas of programming where these new skills can be embedded and further developed.

This activity will result in strategies to reinforce self-regulation techniques throughout programming. Use these strategies when youth are feeling stress, if a conflict arises, or after playing an energizing game in the gym.

This activity can be tied to science lessons on anatomy and bodily responses (e.g., how the heart works, why deep breathing calms us down).

Youth can read about different figures in history who have practiced self-restraint and peace.

Skill-Building Activity Worksheet – Template

[Name of Activity Here]

Description

What skills will you develop by conducting this activity?

What ages are appropriate for this activity?

How long will it take to complete this activity?

What materials are required for this activity?

Have the young people in your program had experience with this topic before? (This will help you know how best to conduct the activity!)

[Name of Activity Here]

SAFE Principles

Is the activity Sequenced?

Is there a step-by-step approach for teaching the skill? Outline the process.

Is the activity Active?

What opportunities will youth have to interact with and practice new skills? Describe those opportunities.

Is the activity Focused?

Have you allotted specific time and attention for skill development? Describe when and how you will devote time to skill development.

Is the activity Explicit?

Do youth know which skills they will be developing as a result of the activity? Identify the specific skills and describe a plan for sharing with youth.

Integrating Skills Into Other Activities

Youth need opportunities to connect newly developed skills to other areas and real-world experiences.

Highlight other areas of programming where these new skills can be embedded and further developed.

Habits of Mind: Standards for Mathematical Practice

Habit of Mind	What do participants have to do?	What can staff do to help?
Make Sense of Problems	Explain problems and restate in their own words	
	Think about past problems to help determine how to solve a problem in different ways	
	Use concrete objects or pictures to help conceptualize and solve the problem	
Persevere in Solving Problems	Analyze, make conjectures, and consider analogous problems to gain insight into a variety of possible solution strategies	
	Monitor and evaluate progress and change course if necessary	
	Check answers, explain correspondences between math representations, and ask "does this make sense?"	
Reason abstractly and quantitatively	Make sense of quantities and their relationships in problem situations	
	Translate given information to create a math representation for a concept, bring two complementary abilities to bear on problems	

	Involvement quantitative relationships	
	Represent math thinking symbolically	
	Demonstrate understanding of the meaning of the symbols involved	
	Create a coherent representation of the problem at hand	
Construct viable arguments	Understand and use stated assumptions, definitions, and previously established results in constructing my arguments	
	Make conjectures and build a logical progression of statements to explore the truth of conjectures	
Critique the reasoning of others	Analyze situations by breaking them into cases, and can recognize and use counter examples	
	Justify conclusions, communicate clearly to other, and respond to the arguments of others	
Model with mathematics	Apply math to solve problems arising in everyday life	

	Make assumptions and approximations to simplify a complicated situation	
	Identify important quantities in a practical situation and use tools to map relationships	
	Analyze math relationships to draw conclusions	
	Interpret results in the context of the situation and reflect on whether the results make sense, and improve the model if it has not served its purpose	
Use appropriate tools strategically	Consider the available tools when solving a math problem	
	Make sound decisions about which tools might be helpful and when, recognizing both the insight to be gained and their limitations	
	Use technological tools to explore and deepen understanding, and visualize and compare.	
	Identify relevant online math resources and use them to research and solve problems	

Attend to Precision	Communicate precisely to others using clear definitions	
	State the meaning of the symbols and carefully specify and label units of measurement	
	Calculate accurately and efficiently	
Look for and make use of structure	Look closely to discern a pattern or structure	
	Step back from an overview of math equations or expressions and shift perspective	
	Simplify complicated topics	
Look for and express regularity in repeated reasoning	Notice if calculations are repeated, and look for both general methods and shortcuts	
	Maintain oversight of may solution process, while attending to the details	
	Continually evaluate results	

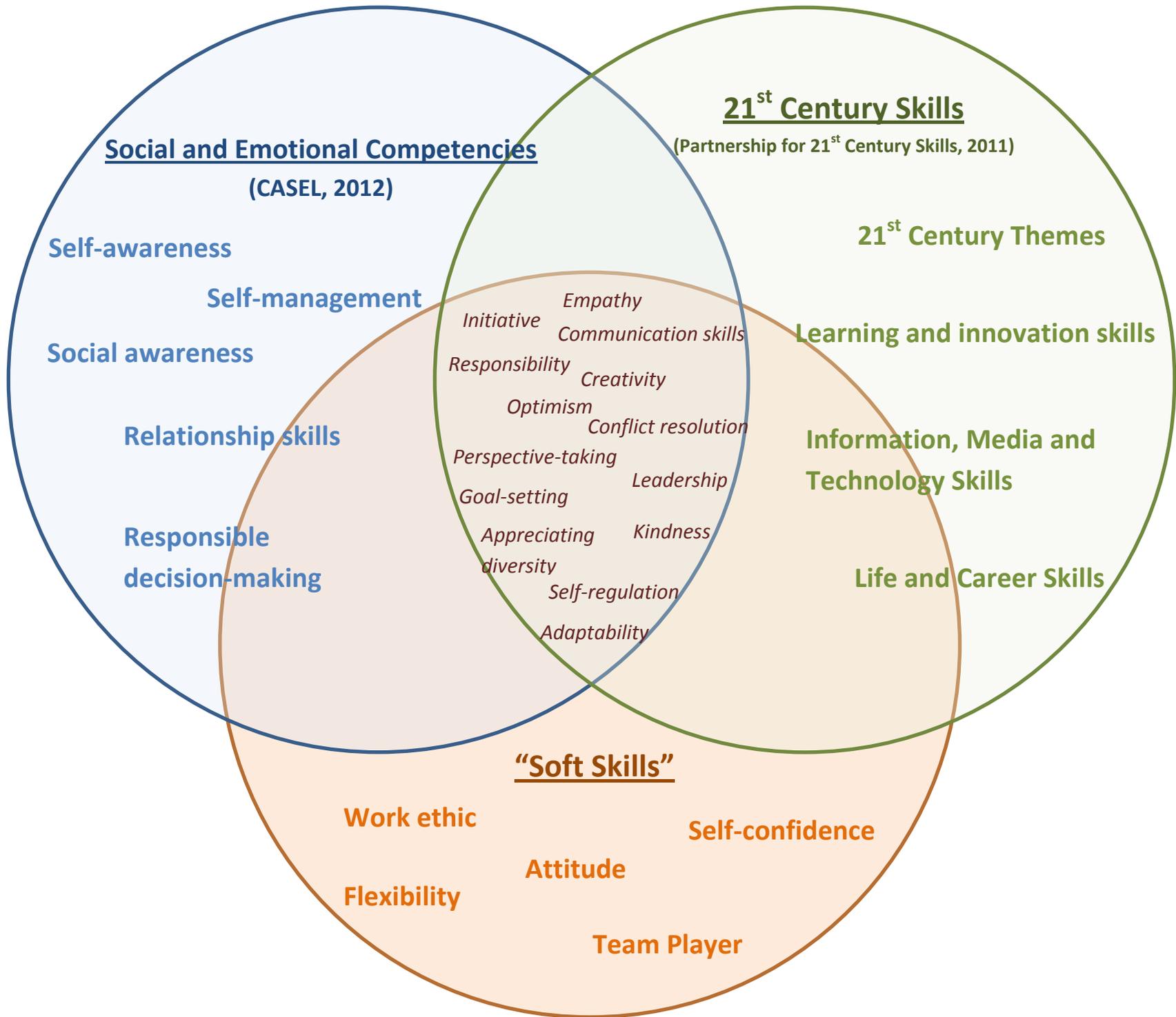
Habits of Mind: Capacities of a Literate Individual

Habit of Mind	What do participants have to do?	What can staff do to help?
Demonstrate independence	Be a self-directed learner	
	Construct effective arguments and convey multifaceted information	
	Independently discern key points, request clarification, and ask relevant questions	
	Build on other's ideas, articulate ideas, and confirm understanding	
	Demonstrate command of standard English and acquire and use wide-ranging vocabulary	
Build strong content knowledge	Engage wide range of works of quality and substance	
	Become proficient in new areas through research and study	
	Purposefully read and listen attentively to gain general knowledge and discipline-specific expertise	
	Refine and share knowledge through writing and speaking	
Respond to the varying demands of audience, task, purpose, and discipline	Adapt communication in relation to audience, task, purpose, and discipline	

	Set and adjust purpose for reading, writing, speaking, listening, and language needed to accomplish task	
	Adapt tone, nuances, and connotations of words to affect meaning	
	Know that different disciplines call for different types of evidence	
Comprehend as well as critique	Engage as a discerning and open minded reader and listener	
	Work diligently to understand precisely what an author or speaker is saying	
	Question and assess the certainty of claims and soundness of reason of an author's or speaker's assumptions and premises	
Value evidence	Cite specific evidence	
	Use relevant evidence when supporting points in writing and speaking; articulate clear reasoning to reader or listener	
	Constructively evaluate other's use of evidence	
Use technology and digital media strategically and capably	Use technology truthfully	
	Acquire and integrate useful information efficiently	

	Learn online with what is learned offline	
	Understand strengths and limitations of various technological tools and mediums	
	Select and use tools best suited to communication goals	
Come to understand other perspectives and cultures	Appreciate learning and working with people from widely divergent cultures with diverse experience and perspectives	
	Actively seek to understand and communicate clearly with people of varied backgrounds.	
	Have experiences through reading world, classic, and contemporary literature that are different than my own	

Adapted from: Orange County Department of Education (2011). Habits of Mind Resources found at www.ocde.us/CommonCoreCA/Pages/Habits-of-Mind.aspx



Session Feedback Form

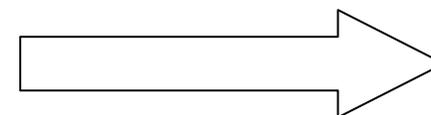
Session Name: Setting the Standard: Integrating Learning & Skill Development Beyond the Bell

Date: 04/30/2014

Please take a few moments and respond to the following questions that relate to the session you recently attended.

How Satisfied Are You:	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
1. With the quality of the training session?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. With the scope of information presented?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. With the usefulness of the information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. With the quality of the presentation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. With the overall format of the training session?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. With the amount of time you had to network and share ideas with your peers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. With the amount of time dedicated to training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. With the session's overall value in helping you improve your professional effectiveness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. That the session was a motivational experience for you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. That the training you received relates to your specific job duties?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please include additional comments or suggestions for future staff development sessions on the opposite side of this page.



Building Quality in Afterschool



Links

- Beyond the Bell: www.beyondthebell.org
- Forum for Youth Investment : www.forumfyi.org
- You for Youth: <http://y4y.ed.gov>
- National Center for Quality After school: www.sedl.org/afterschool
- Center for Youth Program Quality: www.cypq.org

- Harvard Family Research Project: www.hfrp.org
- Collaborative for Academic, Social and Emotional Learning: www.casel.org
- Partnership for 21st Century Skills: www.p21.org
- From Soft Skills to Hard Data: www.forumfyi.org/files/Soft_Skills_Hard_Data.pdf
- Child Trends (Research to Results):
www.childtrends.org/listAllPubs.cfm?LID=2D42D11D-FDB1-4B57-AFAA5067EB659CAC

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