

Promote A Continuum Of Learning And Opportunity

Expanding a Vision for Learning Beyond Schools Ideas for Principals

To succeed in school and beyond, youth need a wide range of learning opportunities and supports. As community leaders, principals can promote a broad and wide vision for learning for youth both in- and out-of-school and develop strategies for supports.

IDEAS

Principals who expand the vision of learning to include high-quality experiences in after-school:

- Demonstrate the belief that the school's mission, vision and plan encompass learning that occurs during and beyond the traditional school day
- Articulate to all stakeholders the value of learning opportunities that occur after school, whether they are school-based, school-linked or community-based
- Consider after-school opportunities as added learning time and a complement to, not an extension of, the school day
- Extend the school's culture of adult learning to after-school staff

Principals who support linkages, connections and relationships between the school day and after-school learning that ensure program content meets community, school and students needs:

- Ensure that the school's learning and core academic standards are connected to activities in after-school programs
- Offer learning opportunities in after-school that are different from, but connected to, those in the school day
- Provide a continuum of services and supports for students (including homework assistance, enrichment, tutoring, extra-curricular clubs, service and civic development opportunities, mentoring, arts, technology, foreign language and healthy snacks)
- Connect professional development opportunities for after-school and school day staff members to ensure consistency in standards of teaching and learning and to encourage relationship building among staff members

QUESTIONS FOR FURTHER REFLECTION**Demonstrate the belief that the school's mission, vision and plan encompass learning that occurs during and beyond the traditional school day.**

- ▷ Is the importance of after-school learning reflected in our school's mission statement?
- ▷ Is the importance reflected in my vision and plan for the school?
- ▷ How do I demonstrate my commitment to learning both during and after school?
- ▷ Do I share school resources with the after-school program?
- ▷ Do I include school and after-school staff on curriculum planning committees?
- ▷ Is there an after-school representative on our site-based management team?

Articulate to all stakeholders the value of learning opportunities that occur after school, whether they are school-based, school-linked or community-based.

- ▷ Am I familiar with the research on after-school learning?
- ▷ How do I articulate the value of after-school learning opportunities?
- ▷ Do I underscore the importance of after-school learning in meetings I have with parents? Administrators? Students?
- ▷ Do I include references to after-school learning in the school newsletter and Web site?

Consider after-school opportunities as added learning time and a complement to, not an extension of, the school day.

- ▷ What type of activities does our after-school program include?
- ▷ How do those activities complement, yet differ from, activities students participate in during school?
- ▷ Are there a variety of offerings?
- ▷ Do students see after-school as fun?
- ▷ Do they have a voice in helping determine which activities will be offered and how they will be structured?

Offer learning opportunities in after-school that are different from, but connected to, those in the school day.

- ▷ Are after-school and school day programs complementary?
- ▷ How are they different?
- ▷ Do students perceive the after-school program as "more school"?
- ▷ What are some of the ways in which after-school activities are connected to school-day activities?

QUESTIONS FOR FURTHER REFLECTION**Extend the school's culture of adult learning to after-school staff members.**

- ▷ Do school and after-school staff members work cooperatively together?
- ▷ Do I include after-school staff members in school-based professional development?
- ▷ Do I look for ways to include school staff members in staff development opportunities for after-school staff members?

Ensure that the school's learning and core academic standards are connected to activities in after-school programs.

- ▷ Does school staff share our learning and academic standards with the program director and after-school staff members?
- ▷ Are those standards reflected in after-school program activities?
- ▷ Are after-school program goals shared with school staff members?
- ▷ Do after-school and school staff members have the opportunity to work alongside each other as committee members, for example, or as tutors or teachers?

Provide a continuum of services and supports for students.

- ▷ What range of services and supports does the after-school program offer—homework assistance, enrichment activities, tutoring, extra-curricular clubs, service and civic development opportunities, mentoring, arts, technology and foreign language lessons?
- ▷ Do students receive healthy snacks?
- ▷ Do students have access to services and supports they need most?
- ▷ Do students have access to activities that are fun and challenging?
- ▷ Are after-school staff members appropriately qualified?

Connect professional development opportunities for after-school and school-day staff members to ensure consistency in standards of teaching and learning and to encourage relationship-building among staff members.

- ▷ Are after-school staff members embraced as equal partners in students' learning and development?
- ▷ Do I look for professional development opportunities that will serve both staffs?
- ▷ Do I look for professional development opportunities that will help students academically, socially and emotionally?
- ▷ Do I look for professional development opportunities that involve lessons and activities teachers and after-school staff members can develop and implement cooperatively?
- ▷ Do I look for professional development opportunities that address problems and challenges in integrating school and after-school learning?
- ▷ Do we have informal ways to build collegiality between staffs?

This assessment is designed to help you and your leadership team periodically reflect on your school practice. Look back at your answers to the Questions for Further Reflection as you complete this assessment. Take the assessment at the beginning, middle and end of the year to track your progress. Note things you are doing well or want to change.

Once you have mastered an item, shift your focus to other items. You may add to the assessment if you discover additional indicators you would like to track. If a question is not applicable, leave it blank. Rate each question from 1 to 4: 1 Not at all, 2 Sometimes, 3 Most of the time, 4 Always

Rate each question from 1 to 4. 1 Not at all 2 Sometimes 3 Most of the time 4 Always			
	Beginning Rating	Middle Rating	End Rating
Demonstrate the belief that the school's mission, vision and plan encompass learning that occurs during and beyond the traditional school day.			
The importance of after-school learning is reflected in my vision and plan for the school.			
School and after-school programs share resources.			
School and after-school staff members are included on curriculum planning committees.			
There is an after-school representative on my school's site-based management team.			
Articulate to all stakeholders the value of learning opportunities that occur after-school, whether they are school-based, school-linked or community-based.			
I emphasize the importance of after-school learning in:			
meetings with parents			
meetings with administrators			
meetings with students			
meetings with community members			
References to after-school learning are included in the school newsletter the school Web site.			
Consider after-school opportunities as added learning time and a complement to, not an extension of, the school day.			
Our after-school program offers a variety of activities.			
Activities are different from school-day activities.			
After-school activities complement in-school activities.			
Students have input into which after-school activities will be offered and how they will be structured.			

Rate each question from 1 to 4.

1 Not at all | 2 Sometimes | 3 Most of the time | 4 Always

	Beginning Rating	Middle Rating	End Rating
Extend the school's culture of adult learning to after-school staff members.			
There are ample opportunities for school and after-school staff members to learn from each other.			
School and after-school staff members work cooperatively together.			
After-school staff members are viewed as respected educators by our school community.			
After-school staff members are included in school-based professional development activities.			
School staff members are included in staff development opportunities for after-school staff.			
Ensure that the school's learning and core academic standards are connected to activities in after-school programs.			
School learning and academic standards are shared with after-school program staff.			
School standards are reflected in after-school activities.			
School staff members are aware of after-school program goals.			
School and after-school staffs work with each other as committee members, tutors or teachers.			
Offer learning opportunities in after-school that are different from, but connected to, those in the school day.			
School and after-school programs are complementary.			
School and after-school programs are different.			
Students do not perceive the after-school program as more school.			
After-school learning opportunities are clearly connected to school-day learning.			