# Innovation and Integration in Afterschool Programming: Boosting Your Academic Enrichment and Engagement to the Next Level



## Presenters:

**Jeff Barnett, 21st CCLC ERES, Region 1**

**Dedra Cochran, 21st CCLC ERES, Region 3**

**Simone Danielson, 21st CCLC ERES, Region 2**

# Agenda

- Introduce the Topic of the Presentation
- Cycle of Continuous Improvement
- Unpacking Innovation & Integration in Afterschool Programming
- Research
- Strategies
- Activity
- Summarize

# Cycle of Continuous Improvement



**GaDOE Unified approach to improvement**

**Framework**

**Problem solving model**

**Provides a structure to align GaDOE tools and resources**

**Creating aligned "Toolbox"**

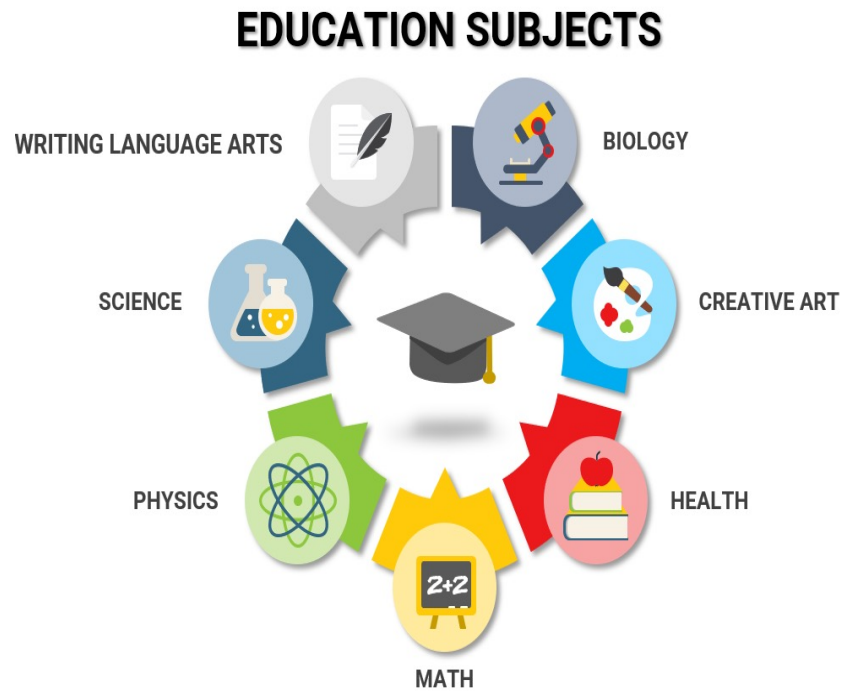**Provides framework to support flexibility of funding streams**

**Structure to match district "Needs" to improvement actions**

# Unpacking the title

## Innovation



## Integration

**EDUCATION SUBJECTS**



- WRITING LANGUAGE ARTS
- BIOLOGY
- SCIENCE
- CREATIVE ART
- PHYSICS
- HEALTH
- MATH

# Boosting Your Academic Enrichment & Engagement to the Next Level

## Research:

# Jeff Barnett

# WHAT DOES THE RESEARCH SAY?

# The Importance of Afterschool Programs

A growing body of research has found that students' participation in afterschool programs is beneficial to academic achievement and local adjustment (Pierce, Hamm, & Vandel, 1999, Posnee & Vandell, 1994)

A recent study found that students who participated in afterschool programs had significantly higher reading achievement and were rated by teachers as having a greater expectancy of success than students who did not participate in afterschool programs (Mahoney, Lord & Carryl, 2005)

Research has also discovered that higher rates of participation in afterschool programs can contribute to higher scores on academic standardized tests in mathematics, reading and language arts (Huang, Gribbons, Kim, Lee, & Baker, 2001, Huang, Leon, La Torre, & Mostafari, 2008)

Other research has found that those students who participate in quality afterschool programs the longest (both in terms of frequencies and duration) have lower criminal activity rates (Goldschmidt, Huang & Chinen, 2007, Huang et. Aal, 2006, Lamare, 1997).
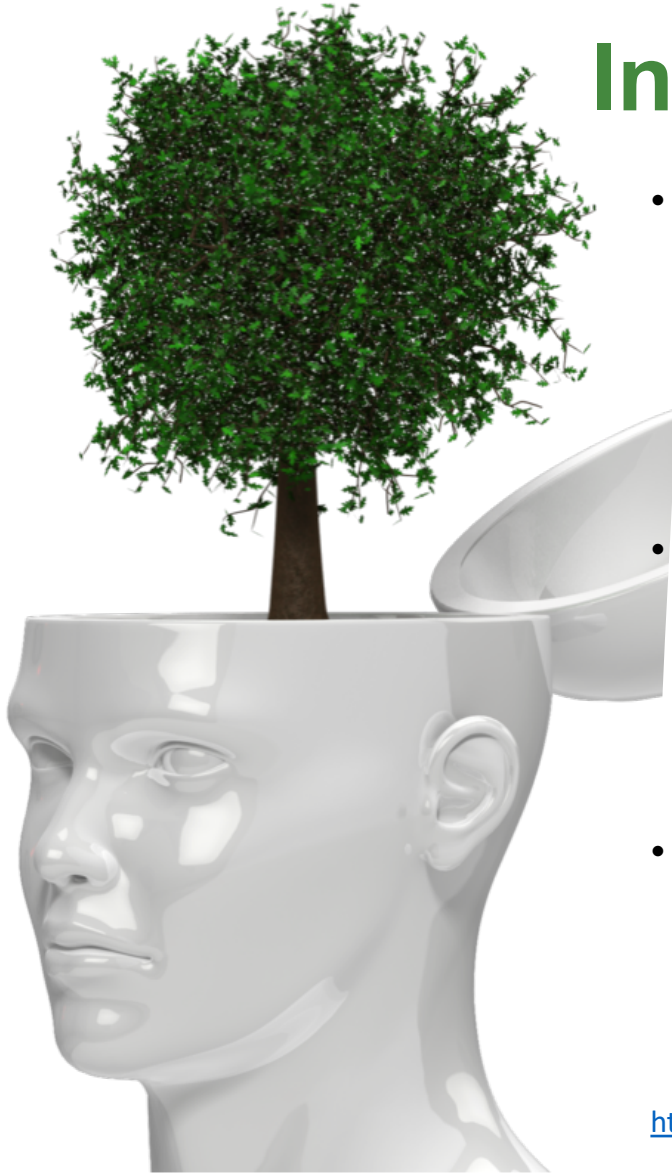
# Innovation in Education

- There is no single definition of innovation in education.

- Innovation improves education because it compels students to use a higher level of thinking to solve problems.

- Innovation includes finding better ways of doing something and new ways to look a problems.

nwmissouri.edu

# Innovation in Education

- The focus of innovative teaching is based on the trust that every student has the capacity to learn and be successful in life. Having an awareness of the process of learning is very helpful for teachers to identify the problems students are facing in some of the subjects (Westwood, 2013). Vescio, Ross, and Adams (2008)

- Literature and research suggest that technology is endowed with a potential to innovate education. Teachers need to bring changes in their teaching methods so that they can accommodate the changed interaction patterns (Blandow & Dyrenfurth, 1994)

- Innovative teaching can involve virtual labs: learning activities based on real-life problems; learning environments with equipment, furnishings, materials and audiovisual resources; and learning guides for students and the teacher (Anderson and Neri (2012)
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4833401/

# Secrets to Creating an Innovative After-School Program

1. Trust is the Bedrock of Collaboration

2. Using Diverse Learning Styles Creates Exponential Value

3. Breaking Rules Is Fun

4. Learning Together Keeps Everyone Motivated

5. Shared Purpose Trumps Physical and Social Distance

https://clalliance.org/blog/5-secrets-creating-innovative-school-program/

# Boosting Your Academic Enrichment & Engagement to the Next Level

## Engagement Strategies:

## Dedra Cochran

# Youth Voice
## Give Your Students a Say!

**If you are not sure how to engage your students, ask them! Give your students a "voice" by:**

- Provide a choice of different activities (e.g. group work or solo)
- Seek student input for assessment design (e.g. students can choose a final product, provided it meets the criteria)
- Periodic check-ins to monitor the pace of delivery (e.g. "do we need to go over this a bit more slowly or are we feeling pretty confident?").
- **Giving students a choice also fosters their sense of ownership over their learning. They'll move from passive consumers to active learners with a stake in classroom activity.**

## [Engage with Your Students' Interests](#)

**Find out what already engages your students and build it into the learning process.**

- Using mathematics as an example, you could have students chart their performance in a video game over the week. You might even get your budding social media influencers to calculate a projected number of Instagram followers.

**Learning what excites your students does more than just engage them. You'll build strong relationships and rapport, too.**

# Allow Time for Thinking

**It's gratifying to see hands shoot up as soon as you ask a question, but letting your students think it over has two benefits:**

- It leads to more considered responses that drive engaging discussions;
- It also makes the conversation accessible to those who don't have an instant answer.

**After you ask a question, insist on a twenty-second pause and give students an opportunity to extend their standard responses further.**

- For example, you might ask students, "See if you can explain how you came to your answer?". You'll receive better answers and start to notice some new hands going up.



TIME TO
THINK

# Connect Learning to the Real World

- We've all heard it before**: "When am I ever going to use this?"**

  - Answer this question and you'll engage students with content that they *know* is relevant to life beyond school.

  - Use anecdotes, case studies, and real-life examples from outside the classroom to root your teaching in "the real world".



TEXT-TO-WORLD Connections TO A connection between the book and events in the real world.

TeacherKarma.com

# Emphasize Discovery & Inquiry

**Sometimes the best thing you can do for engagement is to get out of your students' way.**

- Let them discover learning for themselves without being spoon-fed. They'll exercise critical and creative thinking and pursue the lines of inquiry that interest them.

**This doesn't mean you should retreat behind the teacher's desk. Observe your students, listen to them, and talk to them about what they're thinking. Be their guide as opposed to their instructor.**
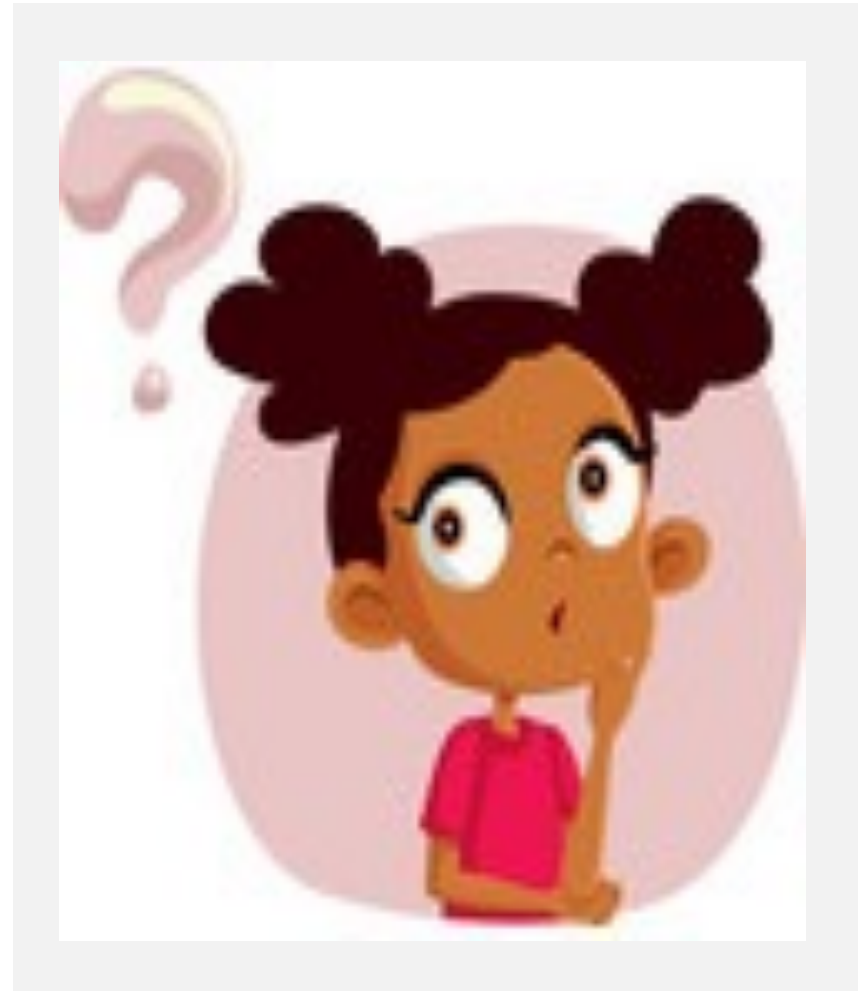
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# Ask Good Questions

**Ask good questions of your students and you'll drive rich, engaging discussions that are open to everyone.**

<u>**Good questions should be:**</u>

- **Open-ended:** to avoid "yes/no" answers

- **Equitable:** open to answers of varying depth and complexity

- **Legitimate:** asked because you want to hear students' thoughts and opinions, not because you're fishing for a correct answer.

**When students answer a question, engage with their response. Even if it's incorrect or misinformed, recognize their effort and use it to refine the question further (e.g. "you're on the right track, but could we also think about…").**



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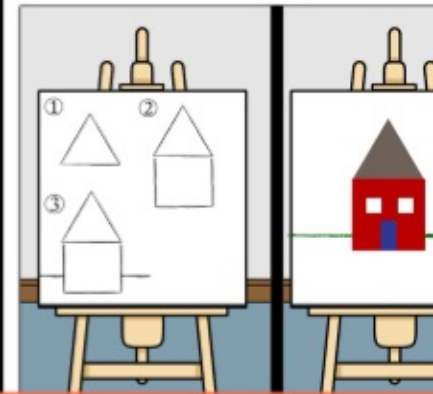
# Scaffolding Tasks

**If you dump all your instructions on students at the start of a lesson before turning them loose with an activity, confusion and disengagement will likely follow.**

- That's why it's important to scaffold larger tasks by breaking them into achievable steps. Each of these can be separated by brief "checkpoints" of instruction reorienting students and reminding them of what needs to be done next. They also serve as a periodic call to attention when students are liable to go off track.

- Allows students to work in a way that suits their learning style.

- Specific instruction is provided for the completion of each task, as well as a framework or tool for students to use as a guide.

# Encourage Student Collaboration & Competition



**Collaborating with small groups gives students a welcome break from solo bookwork.**

- They'll benefit from each other's perspectives and the ability to verbalize their ideas.

**Use your judgment and knowledge of who works well together when organizing group work.**

- Engineering the groups might avoid troublesome partnerships, while allowing students to work with friends might generate the buzz you need for more productive activity.

**Encourage friendly competition.**

- Use in-class games, quizzes, or gamified learning programs to engage students with friendly competition.
- **"Friendly"** is the keyword here. Make sure competitive activities are low stakes and put the emphasis on learning instead of winning.

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# Encourage Student's to Present Their Work

**Giving students a regular opportunity to share their thoughts and demonstrate learning in front of their peers drives engagement in two ways:**

- It makes students accountable
- It lets them hear from someone other than their teacher.

**If presenting in front of an audience makes your students nervous, consider combining presentations with group work. A few ideas:**

- Have students present in groups after a group task.
- Let students share each other's work within smaller groups before asking them to choose one piece to share with the class.
- Let students read or present their work while sitting down. It avoids the pressure of having to "stand and deliver".
- Ask for one contribution from each group after discussion, with each group nominating a "spokesperson".

**Above all else, make presenting and sharing a regular part of class activity. Your class will become an equitable and engaging space that echoes with the voice of every student, not just your own!**

# Read & Assess Engagement in the Classroom

**If you're steadily losing students to doodling, off-topic chatter, and the pervasive "need to tear and ball up little pieces of paper", it's time to shake things up.**

- Cut the activity short if it's dragging, clarify instructions if there's confusion, or switch to a more student-centered activity for greater engagement.

**Remember:** it's impossible to have every student engaged 100% of the time. The next best thing we can do is to notice disengagement and respond to it quickly.

# Fill Dead Time

**"Dead time" is any point in a lesson where students are left without something to do. You might be handing out a worksheet, getting a presentation set up, or waiting interminably for a YouTube video to load. These are brief windows that leave just enough time for students to tune out, after which time it can be very difficult to get them back.**

• Fill these blank spaces with low-order activities to hold students' attention. These should be quick, easy, and require minimal follow-up. For example:

- **Think Pair Share:** students reflect on something, discuss with a partner, and then share with the rest of the class once everyone is ready

- **Quickwrite:** write down three questions or points that have been raised by the lesson so far

- **What I know already:** if you're just about to dive into new content, ask students to identify three things they already know about the subject and jot them down as bullet points.

# Get Your Students Moving!

If your students struggle to sit still for an entire lesson, get them moving. All that pent-up energy can be channeled into a learning activity that puts them on their feet. Try the following:

- Have students come to the front and brainstorm together on the whiteboard.
- Have students rotate through different stations around the room over the course of an activity.
- Have students split into groups or arrange themselves in different areas of the room.
- Take a stand: have students move to a particular area of the room to indicate their thoughts on an issue (e.g. "everyone who thinks x, move to the right side of the room; if you think y, stand on the left").

- **Movement works equally well to engage sluggish or weary students. A quick bit of physical activity will leave them more alert for the next phase of learning.**

- **Learning what excites your students does more than just engage them. You'll build strong relationships and rapport, too.**

# Give Brain Breaks

**Periodically give students a breather with brain breaks.**

- These are short activities that allow students to stretch their legs before returning to work feeling focused.
- You can find a list of 20 brain breaks at Mind Bloom at https://minds-in-bloom.com/20-three-minute-brain-breaks/ .
- Ex: **Would You Rather** Ask a "would you rather" question and have students show their choice by moving to one end of the room or the other. Have a few kids share why.

**Relationships and rapport are pillars of lasting engagement, and you can't have either without being personable. This means getting to know your students and letting them get to know you.**

- While enthusiasm for the learning content might ebb and flow, your smile, laughter, and conversation will engage students every time they walk through your classroom door.

**Laugh together;** weaving humor throughout your lesson lightens the mood and makes for a more fun experience. Laugh with your students, and don't be afraid to let them laugh *at* you from time to time!

Be
Personable
&
Laugh Together

CIRCLE TIME

RIGHT!

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# Boosting Your Academic Enrichment & Engagement to the Next Level

## Activity Time:

## Simone Danielson

# Dr. Phillip Schlechty Identifies Five Forms of Engagement—How Students Respond to School Tasks

1) **Engagement**—students are immersed in work that has clear meaning and immediate value to them (reading a book on a topic of personal interest)

2) **Strategic Compliance**—the work has little or no immediate meaning to students, but there are extrinsic outcomes of value that keep them engaged (earning grades necessary for college acceptance)

3) **Ritual Compliance**—students see little or no meaning in the assigned work but expend effort merely to avoid negative consequences

4) **Retreatism**—students are disengaged from assigned work and make no attempt to comply, but are not disruptive to the learning of others

5) **Rebellion**—students refuse to do the assigned task, act disruptive, and attempt to substitute alternative activities

# Dr. Philip Schlechty



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# Learning Activity

Compare and contrast the architecture of the
Georgia Governor's Mansion to the Parthenon

.

SSWH3 Examine the political, philosophical, and cultural interaction of Classical

Mediterranean societies from 700 BCE/BC to 400 CE/AD.

a. Compare the origins and structure of the Greek polis, the Roman Republic, and the Roman

Empire.

b. Identify the ideas and impact of important individuals, include: Socrates, Plato, Aristotle,

Alexander the Great, Julius Caesar, and Augustus Caesar.

c. Analyze the impact of Greek and Roman culture, politics, and technology.

d. Describe polytheism in the Greek and Roman world.

e. Explain the origins and diffusion of Christianity in the Roman world.

f. Analyze the factors that led to the collapse of the Western Roman Empire

L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary, web pages).

sources, attending to such features as the date and origin of the information.

L9-10RHSS7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text

Standard:VAHSAD.CR.3.a

Use and combine a variety of techniques and processes to create applied design art products and/or designs (e.g. architectural models, product designs, fashion designs

# Learning Activity

[Viewing the Georgia Governor's Mansion](#)

[Viewing the Parthenon](#)

# Learning Activity

1. List the similarities between the two structures?

2. List the differences between the two structures?

3. Can you think of other structures that are inspired by Greek architecture?

# Learning Activity

Ways to integrate across the curriculum:

- Math
    - Compare various measurements of each structure
    - Use scale factor to create models
    - Use ratios to compare sizes of each structure or parts of the structor

- English/Language Arts/STEM
    - Creating virtual travel brochure to Greece and/or Georgia
    - Creating a website, or video

# Summary

- Innovation and Integration in Afterschool Programming is the path to enhancing engagement academic enrichment

- Encourage your teachers to think outside the box when teaching/reviewing standards in afterschool time

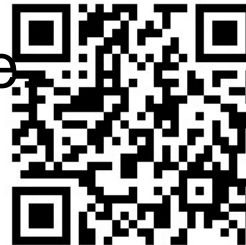- Students learn more when they are engaged in the task

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QUESTIONS?

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# Feedback

Please complete our workshop survey:

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- Or scan this QR code:

Click here and follow the *NEW* Federal Programs/ESSA IDEA Facebook page!
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