

AFTERSCHOOL *news*



Afterschool Tutoring

For afterschool and expanded-learning programs that strive to boost student academic achievement during the regular school day, tutoring programs can play an important role in reaching this goal. The components of a successful tutoring program are the same regardless of the content area:

- Communicate with school-day teachers about each student's tutoring needs.
- Encourage students to discuss what they are studying and the areas in which they might need additional assistance.
- Set aside enough space and supplies for tutoring sessions.
- Provide positive feedback.

The Afterschool Training Toolkit (www.sedl.org/afterschool/toolkits), developed by the National Partnership for Quality Afterschool Learning, contains several free resources for afterschool tutoring. For an overview of tutoring in afterschool, visit the homework section of the toolkit (www.sedl.org/afterschool/toolkits/homework). The different toolkit content areas also have suggestions for how to provide tutoring in specific subject areas like literacy, math, and science.

Literacy. Encourage tutors to incorporate a wide range of literacy activities into the tutoring sessions. For example, discuss with students what they are currently reading, use drawing and writing activities, act out stories, or play literacy games. Recruit a school reading specialist, teacher, or retired teacher to provide tutors with the support they need to reflect on their work with students.

Math. Once afterschool instructors and students have identified specific math skills to work on, determine short- and long-term goals. For example, if a younger student is struggling to add two-digit numbers, a short-term goal would be to master equations using base-10 blocks or other manipulatives. A long-term goal would be for the student to be able to add without using manipulatives.

Science. Students may find it easier to break down challenging informational text found in science books if they are able to read about and discuss real-world problems related to science. In addition, try creating activities that let students measure and represent data using tables and graphs to help students develop the math skills that are critical to success in science.



The Afterschool Training Toolkit contains several free resources for afterschool tutoring in content areas like literacy, math, and science.

The SEDL National Center for Quality Afterschool helps state education agencies and local practitioners develop high-quality programs for academic enrichment as well as youth development activities.

www.sedl.org/afterschool



RECOMMENDED *resource*

AFTERSCHOOL TRAINING TOOLKIT PRINT MATERIALS

Used with the online Afterschool Training Toolkit, these books give you the resources you need to build fun, innovative, and academically enriching activities that engage students, extend their knowledge in new ways, and support academic achievement.

www.sedl.org/afterschool/resources/guides.html



Like any type of tutoring, technology-based tutoring is most effective if the activity focuses on a specific instructional goal.

Tutoring With Technology

BEYOND VIDEO GAMES

Technology can be a valuable tool for afterschool tutoring programs. Tutoring Web sites, or even games, can offer a fun way for students to improve academic skills while also giving them a break from the daily classroom routine. Web sites like www.aplusmath.com include resources like virtual flashcards, a game room, and even a homework helper. If you are focusing on literacy tutoring, consider www.starfall.com. Students who need help with a specific problem can try ask-an-expert Web sites like Ask the Grammar Lady (www.aacton.gladbrook.iowapages.org/id3.html) for language arts questions or Jiskha Homework Help (www.jiskha.com) for assistance with a variety of academic subjects.

How can you ensure that students are learning from a computer and not just playing video games? Like any type of tutoring, technology-based tutoring is most effective if the activity focuses on a specific instructional goal. Afterschool instructors might also want to limit the amount of time students spend on computer activities so that they quit before they become bored or restless. Once students have finished a computer activity, encourage them to reflect on their learning and plan a follow-up activity.

The Building Skills and Understanding practice (www.sedl.org/afterschool/toolkits/technology/pr_building_skills.html) in the technology section of the Afterschool Training Toolkit provides ideas and guidance for using technology to reinforce academic skills. Click on the resources tabs for a list of tutorial Web sites for different content areas and English language learners.

IN YOUR *words*

What type of tutoring does your afterschool program offer?
(Select all that apply.)

- Math
- Literacy
- Science
- Social studies
- Whatever students need help with
- None

To participate in this survey and view the results, submit your vote at www.sedl.org/afterschool/afterwords/survey200910.html.

Produced by

NATIONAL CENTER FOR QUALITY AFTERSCHOOL

Advancing Research, Improving Education



Editor: Laura Shankland
Contributor: Joe Parker
Designer: Shaila Abdullah

Copyright © 2009 by SEDL.

You are welcome to reproduce issues of AfterWords and distribute copies at no cost to recipients. Please credit SEDL as publisher. If you want to link to PDF versions of AfterWords from your Web site, please use the URL www.sedl.org/afterschool/afterwords/archive.html. For additional uses, please fill out and submit a copyright request form at www.sedl.org/about/copyright_request.html.

TRAINING *tip*

Get It in Writing

If you want to find ways to engage students in a tutoring or homework activity in your afterschool program, you might want to consider having the student, afterschool instructor, and parent or guardian sign a tutoring or homework help agreement. This agreement can outline the expectations for each person involved and can also provide an opportunity for students, parents, and instructors to express any questions or concerns. The homework section of the Afterschool Training Toolkit has a sample agreement that afterschool instructors can download (see http://www.sedl.org/afterschool/toolkits/homework/pdf/ast_hw_agreement.pdf). For additional information on communicating about homework and student progress, see the homework section of the Afterschool Training Toolkit.

EVENTS *calendar*

Apr. 19–21,
2010

National Afterschool Association &
Afterschool Alliance National Convention
www.naaconvention.org
WASHINGTON, DC

April 28–May 1,
2010

Boost Conference
www.boostconference.org
PALM SPRINGS, CA

Newsletter available online at www.sedl.org/afterschool/afterwords