An Instructor’s Guide to the AFTERSCHOOL TRAINING TOOLKIT
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Introduction

The Afterschool Training Toolkit

If you work in afterschool, you most likely know the challenge of offering afterschool academic enrichment that will boost student performance during the regular school day, while making sure activities are engaging enough to keep students coming back. Through a contract with the U.S. Department of Education, the National Partnership for Quality Afterschool Learning has developed tools to help you meet this challenge. National Partnership staff visited 53 afterschool programs nationwide that had evidence suggesting they had a positive effect on student achievement.

Based on this research, the National Partnership developed the Afterschool Training Toolkit (www.sedl.org/afterschool/toolkits), an online resource that is available to afterschool professionals to help them learn how to offer engaging educational activities that promote student learning. The toolkit is divided into sections that address six content areas: literacy, math, science, technology, the arts, and the content area for this guide, homework help. Like other content areas in the toolkit, homework help is delivered through promising practices, or teaching techniques with evidence suggesting they help students learn important academic content.

The four promising practices in afterschool for homework help identified in the Afterschool Training Toolkit are as follows:

- Involving Day Schools, Families, and Communities;
- Managing and Organizing the Homework Environment;
- Monitoring and Communicating About Student Progress; and
- Tutoring, Mentoring, and Building Study Skills.
When used with the Afterschool Training Toolkit, the information in this instructor’s guide will help you master these promising practices. Once you become proficient at these practices, you should be able to use them to develop an effective afterschool homework help program.

This instructor’s guide will help you

• understand how to use the homework section of the Afterschool Training Toolkit;
• use homework help to offer effective assistance to help students learn in afterschool;
• motivate students to participate in afterschool; and
• use the information to become a more effective afterschool instructor.

Before you begin, you should know that this instructor’s guide is not a manual for starting an afterschool homework help program. However, you do not need to be an expert in the area of homework help to use this guide. These lessons will show you how to lead homework help that supports student learning.

**How to Use This Instructor’s Guide**

This guide will help you master promising practices in homework help for afterschool through the following steps:

• Watch video clips to see real afterschool programs using the promising practices from the National Partnership’s online Afterschool Training Toolkit.
• Employ the strategies included in this instructor’s guide.
• Use the organizational tools to help meet your needs, as well as those of the students and the program.
• Reflect on the strategies.

**Video Clips**

The Afterschool Training Toolkit (www.sedl.org/afterschool/toolkits/) includes video segments taken from outstanding afterschool programs across the United States. Watching these video segments, you will observe afterschool instructors in action as they use promising practices in homework help. Take notes on what you see, and think about ways you can use these practices in your afterschool program.

**Strategies**

After watching each video clip that illustrates a practice, you will learn about strategies for implementing the practice. You can use as many of these as you think are appropriate for your students and for the needs of your program.

**Organizational Tools**

Each strategy includes organizational tools to help you use the strategy in your afterschool program. Immediately following the organizational tools are guiding questions for planning and implementing the strategies with the forms.
Reflection

After each strategy, you will find a series of questions addressing the preparation, student impact, academic enrichment, and refinement of that strategy. The purpose of the reflection is to allow you to be intentional in your instruction—to think about what aspects worked well and what changes you might want to make. Reflection is an important part of becoming a successful instructor and will help you apply what you learned from one strategy to another.¹ The following is an example of how you might answer the reflection questions after implementing the strategy of establishing communication with day-school teachers.

Reflection [Sample]

The questions below are prompts to help you record your ideas, but you can write additional observations about the strategy that the questions do not cover.

Preparation
• How well did planning help you prepare for strategy implementation?

Communication with day-school teachers can be challenging given that my schedule as an afterschool instructor and the day-school teachers’ schedules are quite full. Choosing a communication strategy (e.g., memos or e-mail messages) and working with the day-school teacher to establish a communication schedule can help.

Student Impact
• How did you assess the impact on student homework completion?

I used the homework log in conjunction with the communication schedule that the day-
school teacher and I agreed upon. We were both able to monitor homework completion rates and changes in students’ homework patterns. Assessment was based on homework completion and accuracy rates.

Academic Enrichment
• How did implementing this strategy support academic content areas?

Because homework encompasses all academic content areas, an increase in homework completion and accuracy of homework assignments positively impact all content areas.

Refinement

• How satisfied were you with the outcome?

Some students who were struggling with their assignments were not fully engaged in their homework. I suspect this was because they were lacking certain skills required for the assignment. I am going to communicate with day-school teachers about extra help for students who need to develop certain skills.

• What can you do to feel more prepared? How can you increase effectiveness?

I have had to think about the needed supplies and materials, as well as space, for the students to use. As I progress through this strategy, I will think about ways to communicate with day-school teachers about what materials, supplies, time, and space students will need to complete their homework assignments.

To increase effectiveness in the future, the students and I will discuss what kind of behavior is expected during homework time and the goal we are working toward, i.e., homework completion. I will also set time limits on how long we spend on homework. Leaving a schedule open-ended can cause students to get distracted.

• What changes could you make to strengthen this strategy?

I will communicate specific issues to day-school teachers (e.g., skills that students need extra help with, materials they may need, and appropriate time and space) that will make my time as a homework instructor and my relationships with day-school teachers more effective.
Practice 1

Involving Day Schools, Families, and Communities

What Is It?

Involving Day Schools, Families, and Communities in homework means working together to support student achievement. It entails establishing communication among day-school teachers, afterschool staff, and families to support students’ homework efforts. It also involves making the most of community resources such as mentors and tutors and donated materials and supplies.

What Do I Do?

Involving Schools

Begin by connecting with the day-school teachers. They can provide helpful insights about students and homework assignments. Let day-school teachers know that homework help is available and ask them about the types of materials and resources that are typically needed. Invite teachers to participate in afterschool homework time periodically, to help establish priorities and procedures, and to provide direct support to students who may need additional help completing complex assignments.

Involving Families and Communities

Invite families to visit and participate in the afterschool program during homework time. By doing so, you will give families examples of positive homework environments and provide an opportunity to discuss strategies parents can use at home to help with various subjects. Explain to parents that checking in with students, using homework logs, and asking students to keep track of questions they have can provide structure and accountability.
Make the most of community resources such as libraries and museums that have programming related to content covered during homework time. Also connect with businesses that reward student achievement with incentive programs. You may be able to recruit tutors and obtain materials from those organizations.

**Why Does It Work?**

Establishing and maintaining a network for parents, communities, and schools provides a continuum of support for students’ homework success. When parents, teachers, and afterschool staff understand homework objectives, challenges, and strategies to support students, the students are more likely to complete their homework and master the skills that homework reinforces. Students’ accountability increases when they know that their teachers are communicating with their families and the afterschool staff about homework assignments.
One of the videos included in the homework help section of the Afterschool Training Toolkit, “Involving Schools and Families,” shows a junior high afterschool program site coordinator discussing student assignment sheets with the day-school staff and using day-school staff in the afterschool program.

Go to the *Involving Day Schools, Families, and Communities* practice in the homework section of the Afterschool Training Toolkit (www.sedl.org/afterschool/toolkits/homework/pr_families_communities.html) and click on the “Involving Schools and Families” video.

**BEFORE YOU WATCH THE VIDEO,** write down what you already know about communicating with the day-school, families, and communities. What would you expect to see?

**DURING THE VIDEO,** consider the following:

In what ways do the instructors work with students and the day school to lay the groundwork for the activity? How do the instructors interact with the kids? What do they do to keep students engaged?

What academic skills, such as reading, math, and study, are reinforced? Give specific examples.

**AFTER YOU WATCH THE VIDEO,** list the modifications you might make to incorporate this practice into your program.
Strategy 1

Building Linkages

Comprehensive programs that are linked with the regular school program and other community support systems yield compounded positive results. Creating linkages with the day school is a developmental process. Program instructors need to go through each step on the continuum to achieve optimal results. Sometimes progress is not continual; factors such as new staff, loss of a grant, or a change in school leadership may result in some movement back to a previous state. The *Involving Day Schools, Families, and Communities* practice of the homework section in the Afterschool Training Toolkit includes several organizational tools to illustrate and guide instructors through the process.

Program characteristics for instructors to consider include tutoring, homework help, internal communications and feedback, recruitment of participants, family involvement, and logistics. As the strongest factor in creating collaboration, the school principal is instrumental in setting the tone for the day school and encouraging teachers to partner with the afterschool program staff.
**Ask Yourself**

What is your afterschool program doing to link with the day school, families, and communities and to support student achievement in key areas such as:

Tutoring?

Homework help?

Internal communications and feedback?

Recruitment of participants?

Family involvement?

Logistics?
Build It
Set goals and outcomes for students' homework progress and program effectiveness. Possible student-reported outcomes from homework help include the following:

- increasing awareness that they need to read more to be able to increase their reading comprehension;
- increasing confidence that they know what they can do and accomplish well;
- feeling secure in knowing they have enough time to complete their homework assignments;
- believing that their instructors practice patience and understand their needs; and
- seeing their grades on homework improve.

Organizational Tools
Use the tools on the following pages to help assess, establish, and strengthen linkages between your afterschool program and the day school. These tools are also available online at www.sedl.org/afterschool/toolkits/homework.

**Tool: 1: Matrix of Linkages With the Day School**
This tool illustrates various points in the process of creating linkages with the day school and can be used to determine your program's current level of linkage, followed up with Tool 2: Assessment of Linkages in Your Program.

**Tool 2: Assessment of Linkages in Your Program**
This tool is used in conjunction with Tool 1: Matrix of Linkages With the Day School. The site coordinator, program directory, and/or advisory committee can complete this tool as an aid for program planning.

**Tool 3: Responsibility Checklist for the Principal and Afterschool Program Coordinator**
The principal and afterschool program coordinator complete this tool by reviewing tasks such as securing space for homework and tutoring activities, informing day-school teachers that their classrooms will be used for homework and tutoring afterschool, handling discipline issues, and so on. They also assign responsibilities and identify which responsibilities will be shared and how.
### Tool 1: Matrix of Linkages With the Day School

**Directions**: Comprehensive programs that are linked with the regular school program and other community support systems yield compounded positive results. The process of creating linkages with the day school is a developmental one. The matrix below illustrates various points in the process. Programs need to go through each step on the continuum to achieve optimal results. Sometimes progress is not continual; factors such as new staff, loss of a grant, or a change in school leadership may result in some movement back to a previous state. Examine this chart to determine your program’s current level of linkage. Then use Tool 2: Assessment of Linkages in Your Program to plan strategies for moving to the next level.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Beginning</th>
<th>Ongoing</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tutoring Program</strong></td>
<td>Teachers work as tutors in the afterschool program.</td>
<td>Classroom teachers send assignments to the afterschool staff.</td>
<td>Teachers and tutors meet regularly to review student progress.</td>
</tr>
<tr>
<td></td>
<td>The district shares its standards and curriculum goals with the afterschool program.</td>
<td>Classroom teachers provide activities for tutors to reinforce and enrich classroom activities. Tutors provide feedback to teachers on their tutoring experiences.</td>
<td></td>
</tr>
<tr>
<td><strong>Homework Help</strong></td>
<td>The district shares its standards and curriculum goals with the afterschool program. Time and resources are provided for students to complete their homework.</td>
<td>Classroom teachers send assignments to the afterschool staff. Afterschool staff communicate with classroom teachers about difficulties that students are having with homework. Teachers and tutors develop two-way communication about homework.</td>
<td>Teachers and homework help staff meet regularly to review student progress.</td>
</tr>
<tr>
<td><strong>Recruitment of Participants</strong></td>
<td>Promotional materials for the afterschool program’s homework help and/or tutoring are distributed in classrooms.</td>
<td>Particular grades or students are targeted for the program’s homework help and/or tutoring.</td>
<td>Classroom teachers recruit students for the homework and/or tutoring activities.</td>
</tr>
</tbody>
</table>
### Tool 1, continued

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Beginning</th>
<th>Ongoing</th>
<th>Advanced</th>
</tr>
</thead>
</table>
| **Internal Communication and Feedback** | Homework and/or tutoring activities are highlighted in school newsletters and other communication vehicles.  
The homework and/ or tutoring offerings are displayed on school bulletin boards.  
Presentations about the afterschool program's homework help and/or tutoring are made at staff meetings. | Afterschool staff participate in inservice trainings about homework and/or tutoring.  
The afterschool coordinator regularly checks in with day staff about the homework and/ or tutoring activities. | There are joint staff meetings for afterschool and regular day staff regarding homework and/ or tutoring.  
Afterschool staff plan and present inservices for day staff regarding homework and/or tutoring.  
Joint planning of homework and/or tutoring activities is ongoing. |
| **Family Involvement**               | Afterschool staff independently inform families about homework and/or tutoring in the program.  
Some parents may offer their help with homework in the program. | Day staff share information about homework and/or tutoring with parents.  
Day staff work with parents to recruit students for the afterschool program’s homework and/or tutoring. | Afterschool staff attend and participate in parent conferences. |
| **Logistics**                        | The afterschool program’s homework and/or tutoring is limited to one or two areas of the school, usually the gym or library media center.  
The afterschool program is coordinated with custodial and security staff. | The afterschool program has access to several areas of the school, including classroom space.  
Space is designated for an afterschool staff office.  
The afterschool program is responsible for its own transportation. | Staff of the afterschool and day school programs together plan for use of school building.  
No space is off-limits.  
Transportation is considered as an area for cooperation. |

### Tool 2: Assessment of Linkages in Your Program

**Directions:** Use this tool in conjunction with Tool 1: Matrix of Linkages With the Day School. The site coordinator or program director can complete this tool. The advisory or steering committee also can complete this tool as an aid for program planning.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>What Your Program is Doing</th>
<th>Steps for Enhancing the Linkage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutoring Program</td>
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<tr>
<td>Homework Help</td>
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<tr>
<td>Characteristic</td>
<td>What Your Program is Doing</td>
<td>Steps for Enhancing the Linkage</td>
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<tr>
<td>Internal Communications and Feedback</td>
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<tr>
<td>Recruitment of Participants</td>
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<tr>
<td>Characteristic</td>
<td>What Your Program is Doing</td>
<td>Steps for Enhancing the Linkage</td>
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<tr>
<td>Family Involvement</td>
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<tr>
<td>Logistics</td>
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</tbody>
</table>

## Tool 3: Responsibility Checklist for the Principal and Afterschool Program Coordinator

**Directions:** The principal and afterschool program coordinator should complete this checklist together. Review the tasks in the left column. Add any additional tasks that may be needed. Then, for each task, indicate who will be responsible—the principal or program coordinator—or whether it will be a shared responsibility. If a responsibility will be shared, decide how it will be shared.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Responsibility of Principal</th>
<th>Responsibility of Afterschool Coordinator</th>
<th>Shared Responsibility (Indicate How)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secure space for homework and tutoring activities.</td>
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<tr>
<td>Inform day-school teachers that their classrooms will be used for homework and tutoring.</td>
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<tr>
<td>Provide supplies and materials for homework and tutoring after school.</td>
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<tr>
<td>Handle discipline issues that arise in homework and tutoring after school.</td>
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<tr>
<td>Communicate with parents about the content of homework and tutoring activities.</td>
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<tr>
<td>Recruit students for homework and tutoring activities.</td>
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<tr>
<td>Decide on the type of homework and tutoring activities to be offered.</td>
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<tr>
<td>Hire and supervise staff of homework and tutoring activities.</td>
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<tr>
<td>Register participants for homework and tutoring after school.</td>
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<tr>
<td>Define the afterschool staff’s homework and tutoring training needs.</td>
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<tr>
<td>Identify students in need of homework and tutoring assistance.</td>
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</table>

**Plan and Implement**

Which tools do you believe best fit your program and/or student’s needs?

Decide how you will put the tools to use.

<table>
<thead>
<tr>
<th>Tool</th>
<th>Timeline</th>
<th>Where</th>
<th>With Whom</th>
<th>Why</th>
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</tbody>
</table>
Reflection

The questions below are prompts to help you record your ideas, but you can also write additional observations about the strategy that the questions do not cover.

**Preparation**
- How well did planning help you prepare for strategy implementation?

**Student Impact**
- How did you assess the impact on student homework completion?

**Academic Enrichment**
- How did implementing this strategy support academic content areas?

**Refinement**
- How satisfied were you with the outcome?
  
  - What can you do to feel more prepared? How can you increase effectiveness?
  
  - What changes could you make to strengthen the impact of this strategy on academics?
Strategy 2
Establishing Communication With Day-School Teachers

Communication with day-school teachers helps afterschool instructors disseminate information about the availability of the afterschool homework help and determine priorities, procedures, and the types of materials and resources available.

The following strategies should be employed by the principal and afterschool instructors to promote collaboration²:

- Have regular meetings with the afterschool program coordinator.
- Include afterschool staff in school meetings.
- Use professional development time to explain the goals of the afterschool program.
- Develop ways for program staff to communicate changes they notice in students’ achievement and/or behavior.
- Ask teachers to provide information about curriculum and standards to afterschool program staff.

Ask Yourself

What are some ways instructors in your program work with day-school teachers to learn about each student’s needs?

In what ways can afterschool instructors and day-school teachers benefit from working together on identifying students’ needs and following up on their progress on homework?

How can you find out what type of homework assignments to expect?

Do day-school teachers encourage students to use an assignment sheet or homework log regularly? Do afterschool instructors?

In what ways does your program involve the day school in homework time?
Build It

Provide feedback about students’ homework progress on a regular basis to the day-school teacher. Work with afterschool staff and day-school teachers to determine a satisfactory communication schedule, e.g., daily or weekly. Get to know each student’s strengths and needs. Day-school teachers who work in the homework center add value because they are familiar with teachers and students alike. They know the students’ strengths and needs in the homework center as it relates to their day-school work and can provide guidance to other afterschool instructors working in the homework center.

Organizational Tools

Use the tools on the following pages to help assess, establish, and strengthen communication with day-school teachers. These tools are also available online at www.sedl.org/afterschool/toolkits/homework.

Tool 4: Template for Memo to Day-School Staff

This tool is used to draft information about such things as upcoming field trips, afterschool program needs, student accomplishments and presentations, and upcoming meetings.

Tool 5: Homework Log

This tool is used to teach and reinforce good study habits and organizational skills as well as facilitate communication with day-school teachers.

Tool 6: Homework Sharing Tool

This tool is used by the day-school teacher and afterschool instructor to share information about a student’s homework assignments and study habits.
Tool 4: Template for Memo to Day-School Staff

Directions: It is important to communicate information about the afterschool program with the day-school staff. Use this template memo to draft information about such things as upcoming field trips, needs of the afterschool program (for volunteers and/or supplies), accomplishments of the students, presentations by the students, upcoming meetings, etc. Print the memo on your program’s letterhead. If you do not have letterhead, use bright paper.

January 7, 2008

Dear Teachers at Anywhere Middle School,

Just want to keep you posted on the following developments in our afterschool program:

- We are pleased to announce that Mary Johnson, a retired middle school teacher, will be joining the Project SUCCEED afterschool staff as Academic Liaison. She will introduce herself at the next AMS staff meeting.
- We will continue to hold the Homework Help Hour from 2:45–3:45 p.m. Monday–Thursday. Please let us know when you are available to help with tutoring.
- Remember to complete your Homework Sharing Tool so the afterschool staff can better assist your students.

Please let me know if you would like more information or if you have a suggestion about something we can do to improve our program.

Sincerely,

Jane Smith
Project SUCCEED
555-555-1679
1430 Our Street
Anywhere, USA

Tool 5: Homework Log

The afterschool instructor should complete this form, copy it, and give it to the day-school teachers and the student's parents.

Date: ____  Name of Student: ___________________________  Grade: ______________
Parent or Guardian: ______________________________________  Phone: ______________
Parent/Guardian E-mail address: ________________________________________________
School: __________________________________________ School Phone: ______________

<table>
<thead>
<tr>
<th>Subject</th>
<th>Teacher’s name</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Assignment</th>
<th></th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Amount of time student worked</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Level of independence</th>
<th></th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Nature of help provided</th>
<th></th>
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<table>
<thead>
<tr>
<th>Degree of completion</th>
<th></th>
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<table>
<thead>
<tr>
<th>Reason for non-completion</th>
<th></th>
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<table>
<thead>
<tr>
<th>Observations and comments on mastery of concepts, areas of need, strengths, or next steps</th>
<th></th>
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<table>
<thead>
<tr>
<th>Afterschool instructor’s initials</th>
<th></th>
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</table>

Original content created by SERVE Center.
### Tool 6: Homework Sharing Tool

**Directions:** This form is to be used by the day-school teacher and afterschool instructor to share information about an individual student’s homework assignments and study habits. For each homework assignment, the day-school teacher fills out the information in the left column and gives the form to the homework instructor. After assisting the student, the instructor fills out the information in the right column and returns the form to the day-school teacher.

<table>
<thead>
<tr>
<th>Student's Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher's Name</td>
<td>Instructor's Name</td>
</tr>
</tbody>
</table>

**Completed by Day-School Teacher**

The homework for today is:

- [ ] Completed the homework easily and independently.
- [ ] Had difficulty understanding what was asked in the homework.
- [ ] Had difficulty completing the homework.
- [ ] Had difficulty focusing on the assignment.

Comments: ____________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Please pay special attention to:**

- [ ] No help with the assignment
- [ ] A little help
- [ ] Moderate help
- [ ] A great deal of help

Comments: ____________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

This homework should take ________ minutes to complete.

**Completed by Instructor**

This student:

- [ ] Completed the homework easily and independently.
- [ ] Had difficulty understanding what was asked in the homework.
- [ ] Had difficulty completing the homework.
- [ ] Had difficulty focusing on the assignment.

Comments: ____________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________

Please pay special attention to:

- [ ] No help with the assignment
- [ ] A little help
- [ ] Moderate help
- [ ] A great deal of help

Comments: ____________________________________________________________
________________________________________________________________________
________________________________________________________________________
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This homework took ________ minutes to complete.

Instructor’s Signature

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**Plan and Implement**

Which tools do you believe best fit your program and/or student’s needs?

Decide how you will put the tools to use.

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Reflection

The questions below are prompts to help you record your ideas, but you can also write additional observations about the strategy that the questions do not cover.

Preparation
• How well did planning help you prepare for strategy implementation?

Student Impact
• How did you assess the impact on student homework completion?

Academic Enrichment
• How did implementing this strategy support academic content areas?

Refinement
• How satisfied were you with the outcome?

• What can you do to feel more prepared? How can you increase effectiveness?

• What changes could you make to strengthen the impact of this strategy on academics?
Strategy 3

Establishing Communication With Families

Families are extremely valuable components of the educational process. When seeking family involvement, afterschool instructors must be sensitive to obstacles that may prevent such involvement. Obstacles, such as language differences, transportation, childcare, and scheduling, need to be addressed to ensure easy participation. Instructors can establish and strengthen communication with families by building or enhancing intentional activities to address parents and other family members.
In what ways do you assess the homework help success of students in your program?

What positive cognitive and learning behavioral changes have you observed?

In what ways do you communicate those changes to families?

What changes have families observed? How can you find out?

In what ways are families involved in your program’s homework time?
Build It

Instructors can conduct periodic conferences with parents and students to monitor homework progress. Parental support for students’ performance is key. The parent-student-instructor conference is a useful strategy for gaining parental support for students’ homework progress (see “Sample Protocol for Parent-Teacher-Student Conferences” following the Organizational Tools in this strategy). The student’s participation in the conference will hold him or her accountable for performance on homework assignments.

Before scheduling a three-way conference, work with the day-school teacher to determine the student’s grades and his or her needs for improvement in homework areas. During the conference, lead the parent and student in a discussion of the student’s grades as reported by the day-school teacher. Share leadership by including both the parent and the student in the conversation. Ask them how they feel about the grades. Ask how homework help is making an impact. Identify ways homework help could better benefit the student and parent. Set goals and outcomes for the student’s homework progress and program effectiveness.

Afterschool instructors can employ the following strategies to elicit family involvement:

• Focus on family needs.
• Build trusting relationships by communicating positively and frequently.
• Provide leadership opportunities for parents.
• Create a welcoming environment.
• Hire and develop family-focused staff.
• Help parents develop skills to advocate for themselves and their children at school.

Organizational Tools

Use the tools on the following pages to help assess, establish, and strengthen communication with families. These tools are also available online at www.sedl.org/afterschool/toolkits/homework.

Tool 7: Parent Communication Checklist for Homework

This tool is used to monitor the types of communications (face-to-face, phone, e-mail, newsletter, Web site, and others) you are using each month with parents and families regarding student homework.

Tool 8: Parent Volunteer Form

This tool is used to identify parents who want to volunteer in your program.
### Tool 7: Parent Communication Checklist for Homework

**Directions:** Use this form to monitor the types of communication you are using each month with parents and families with regard to student homework.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Forms of Communication Used in the Month of</th>
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<tbody>
<tr>
<td></td>
<td>Face-to-Face</td>
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Tool 8: Parent Volunteer Form

**Directions:** Use this form to find out about parents who want to volunteer in your homework program.

**Would you like to volunteer at our afterschool program?**
Parent volunteers are extremely valuable components of the educational process. Acting as a parent volunteer is a great way to find out what goes on in your child’s afterschool program and to help support your program and school. Because of the tremendous impact that parent volunteers can have on students, we believe that all parent volunteers should possess the following personal characteristics:

- You must like and enjoy working with children.
- You must feel that being a parent volunteer is an important position, worthy of your time and effort.
- You must be willing to work with many different students in a variety of situations.
- You must be able to accept the responsibility that goes along with your position.
- You must be of good and reliable character.

If you are interested in being a parent volunteer, please fill out the remainder of this form and return it to the afterschool program coordinator.

---

Your Name Phone E-Mail

1. **In which activities would you like to volunteer?**
   - [ ] Homework help
   - [ ] Recreation
   - [ ] Tutoring
   - [ ] Other ________________________________

2. **Which areas of knowledge or expertise would you be willing to offer to the program?**
   - [ ] Computer skills
   - [ ] My hobby ________________________________
   - [ ] Reading
   - [ ] My career ________________________________
   - [ ] Other ________________________________
   - [ ] My cultural heritage ________________________________

3. **When are you available to volunteer in the program?**

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<th>Sunday</th>
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4. **In what other ways would you be able to help?**

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### Plan and Implement

Which tools do you believe best fit your program and/or student's needs?

Decide how you will put the tools to use.

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Resource: Sample Protocol for Parent-Teacher-Student Conferences³

<table>
<thead>
<tr>
<th>Orientation (5 minutes)</th>
<th>The instructor reviews the student’s overall work with the family member and student. The family member is asked to comment on the afterschool program and its impact on the student’s academics, home life and any other areas.</th>
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</thead>
<tbody>
<tr>
<td>Examining Data (5 minutes)</td>
<td>The instructor gives in-depth information about data-gathering techniques and data pertaining to the student. The family member and student are encouraged to ask questions about the data collection process and interpretation.</td>
</tr>
<tr>
<td>Examining Student Work (10 minutes)</td>
<td>The instructor facilitates a discussion about appropriate student work such as test scores, writing assignments, reading log, math tasks, etc. The instructor and family member identify strengths and weaknesses as a group. The family member is asked to name specific areas where they have observed academic improvement and which areas are in need of improvement. They are also invited to discuss how they feel the afterschool program has impacted their student’s school work.</td>
</tr>
<tr>
<td>Setting Goals (5 minutes)</td>
<td>The instructor, family and student work as a group to identify and document a small number of goals and a method of informing family of student’s progress throughout the year.</td>
</tr>
<tr>
<td>Social Development (3 minutes)</td>
<td>The instructor asks the family member guiding questions about any of the student’s behavioral changes at school and observed at home. The family member is invited to discuss how they feel the afterschool program has impacted their student’s behavior, both at home and at school.</td>
</tr>
<tr>
<td>Debriefing (2 minutes)</td>
<td>The instructor, parent, and student discuss and comment on the conference process.</td>
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</table>

³ This protocol is adapted from Ricci, B. J. (2000). How about parent-teacher-student conferences? Principal, 79(5). In this instructor’s guide, the teacher mentioned would be the afterschool instructor, who may also be a day-school teacher.
Reflection

The questions below are prompts to help you record your ideas, but you can also write additional observations about the strategy that the questions do not cover.

**Preparation**
- How well did planning help you prepare for strategy implementation?

**Student Impact**
- How did you assess the impact on student homework completion?

**Academic Enrichment**
- How did implementing this strategy support academic content areas?

**Refinement**
- How satisfied were you with the outcome?

- What can you do to feel more prepared? How can you increase effectiveness?

- What changes could you make to strengthen the impact of this strategy on academics?
Strategy 4
Identifying Community Resources

Community resources, such as libraries, museums, universities, recreational organizations, and local businesses, can help support homework in afterschool programs. Instructors should contact and seek out partnerships with groups such as Girl Scouts, Boy Scouts, YMCA, and the American Red Cross to tap into these community resources.
Ask Yourself

What community resources does your afterschool program need to support the homework help?

What partnerships or community organizations can assist with those needs?
Build It

Use libraries and museums for content-specific resources during homework help time. Seek partnerships with businesses to attain achievement rewards, awards, and incentives for students' progress toward homework goals. Recruit community members and business partners to serve as tutors and mentors. Evaluate partnerships periodically.

Community partnerships can be formed with the following organizations:

- Businesses and corporations
- Universities and educational institutions
- Cultural and recreational organizations
- Volunteer organizations
- Faith-based organizations

Organizational Tool

Use the tool on the following page to help assess, establish, and strengthen community partnerships. This tool is also available online at www.sedl.org/afterschool/toolkits/homework.

Tool 9: Identifying Partners

This tool is used to assess program needs, evaluate methods for meeting those needs, and identify and assess potential program partners such as mentors, tutors, and donated materials and supplies.
### Tool 9: Identifying Partners

**Directions:** Use this guide to identify and assess potential program partners.

<table>
<thead>
<tr>
<th>Homework resource needed by your afterschool program</th>
<th>Contact information of potential partnership group/organization</th>
<th>Ages or population served by the program</th>
<th>Vision or mission of the program</th>
<th>Assessment of whether or not to create a partnership and initial recommendation</th>
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Original content created by SERVE Center.
**Plan and Implement**

Do you believe this tool fits your program and/or students’ needs?

Decide how you will put the tool to use.

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**Student Impact**
- How did you assess the impact on student homework completion?

**Academic Enrichment**
- How did implementing this strategy support academic content areas?

**Refinement**
- How satisfied were you with the outcome?

- What can you do to feel more prepared? How can you increase effectiveness?

- What changes could you make to strengthen the impact of this strategy on academics?
Practice 2

Managing and Organizing the Homework Environment

What Is It?
Managing and Organizing the Homework Environment involves supporting students’ homework completion by setting a predictable schedule for homework, establishing routines, and creating safe and productive spaces with easy access to materials.

What Do I Do?

Time
Begin by determining a regular time that is devoted to homework. Establishing and communicating a schedule helps parents and students know what to expect and encourages students to use time-management skills. A consistent schedule helps students develop an effective homework routine.

Be certain to communicate with school or district personnel about how much time students should devote to homework. Research recommends that students spend 10 minutes on homework for each grade level. For example, fourth graders should spend no more than 40 minutes on homework.

Space
Think about the space you have and how much space the students need to be productive and successful. If you have students from several grade levels, structure smaller spaces in which individuals or groups can work quietly. For students who finish their homework assignments more quickly than others, set aside space for quiet activities such as reading or computer activities with headphones.
• Make sure students have a quiet, well-lit place to do homework.
• Before the students arrive, arrange the room into three clearly distinct areas:
  1. An area for independent study so that students are not disrupted,
  2. An area with tables for small-group work (no more than four students to a group), and
  3. An area with comfortable space where students can relax and read silently.

Materials
If your afterschool program location does not provide permanent closets or shelves for storage, purchase or ask for donated rolling carts, rolling suitcases, or storage bins. Keep all of your materials and supplies organized and ready to roll out and use each day. Keep materials on hand that your students may routinely forget or that are specific to the content they are studying. Provide activities (books or educational games) for students to do after they complete their homework.

Why Does It Work?
Students are successful when they do their homework at a regular, established time in a structured, self-selected space. When the homework environment is organized and managed effectively, students know what to expect, they begin working promptly in their designated space, and they are less prone to distraction. Routines, clear expectations, and well-thought-out space configurations reduce behavior problems and disruptions, leading to more productive use of time and increased achievement.
The homework help section of the Afterschool Training Toolkit features a video called “Managing and Organizing the Homework Environment.” Dayschool teachers and graduate students help students in grades 4 through 6 with their homework assignments while they work individually, with partners, or in small groups in both a classroom setting and a quiet room area.

Go to the Managing and Organizing the Homework Environment practice found in the homework help section of the Afterschool Training Toolkit (www.sedl.org/afterschool/toolkits/homework/pr_homework_environment.html) and click on the “Managing and Organizing the Homework Environment” video.

**BEFORE YOU WATCH THE VIDEO**, write down what you already know about managing and organizing the homework environment. What would you expect to see?

**DURING THE VIDEO**, consider the following:

How is the room organized to create an environment conducive to study? How do program staff interact with the students? What do they do to keep the students on task?

How does the environment contribute to the acquisition of academic skills such as reading, math, and study? Give specific examples.

**AFTER YOU WATCH THE VIDEO**, list the modifications you might need to make to incorporate this practice into your program.
Strategy 1

Creating a Learning Environment

Afterschool instructors must effectively use time, space, and materials to maximize homework time to support academic achievement.

Few programs have space devoted specifically to homework activities. The goal for this strategy is for instructors to consider students’ needs and the variety of their homework assignments to create effective homework spaces that help the students focus.

Work space can be organized to focus on environment preferences, resources, and homework enrichment activities. Quiet areas can provide students places to study without being distracted. Students should have access to special materials needed to complete their work. For students who finish their homework early, instructors should provide an area with other activities that support academic learning.
Ask Yourself

In what ways do you group students for work during homework time?

What grouping strategy would make homework time most effective?

How do you plan and develop your homework center work space with regard to students’ homework needs?

Do you arrange the desks for small-group or large-group collaborative work?

Are there alternative ways that you can organize the space to better meet students’ homework needs?

Do you provide a quiet, private space for students requiring one-on-one assistance?
**Build It**

Briefly review the list of homework assignments collectively with the whole group of students, and then take attendance. Group students for work during homework time. An example of grouping in the video, “Managing and Organizing the Homework Environment,” is the use of red, green, and gold groups based on grade level. Some ways to determine your grouping strategy could be based on types of assignments, the ratio of instructors to students in a particular area, or the schedule or rotation of students through areas of the homework center.

Provide at least two separate areas where students can focus on their homework: a quiet place for students to get one-on-one help with the instructor and an area for students to talk about assignments and work collaboratively.

Help students who have difficulty reading or understanding assignments by allowing them to work in smaller, private work spaces with one-on-one attention. In the video, a student is shown working with an instructor in a Title I room. In this smaller room, with partitions that provide privacy, students find it easier to get and accept individual help. The instructor sits closely to the student as he or she works, asking the student to read the text or assignment aloud and to explain what he or she is doing or thinking about the assigned work.

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**Organizational Tool**

Use the tool on the following pages to help assess, establish, and strengthen the learning environment. This tool is also available online at www.sedl.org/afterschool/toolkits/homework.

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**Tool 10: Space Diagrams for Homework Time**

This tool suggests four ways to design homework areas: for individual study, for group study, for research and information, and for students with completed homework or with no homework.
Tool 10: Space Diagrams for Homework Time

1. Area for Individual Study

The area for individual study allows students to work independently. This space may look like a traditional study hall or it may have classroom style arrangement. The arrangement of this space is not as important as the atmosphere. When students enter this space, they should sense that it is a quiet area.

2. Area for Group Study

The area for group study is a place where students can collaborate on group projects or activities. If students have a cooperative assignment, pairs, or groups of students can work in this space. Students can talk more freely without disturbing the students engaged in individual study. The area for group study is also a place where tutoring can occur if it is a component of the homework program. Optimally, this space would have a few rounded tables, but for programs that do not have this capacity, an environment that is conducive to conversation and sharing is sufficient.
3. Area for Research and Information

This space is a reference area that contains resources for research. Computers are available to look up information on the Internet, or to complete assignments that need to be typed. There are also hard copies of reference books, such as dictionaries and almanacs. These items change as the grade level or needs of the students change. Writing guides may be available to those students needing to write book reports or term papers. It is important that the materials students need to complete their work be accessible in these areas.

4. Area for Students With Completed Homework or With no Homework

For students who complete their homework before homework time ends, or students who come to the program without homework, a space for relaxation can be created. Within the area for relaxation, an area exists for quiet reading of leisure books and magazines. Games that provide academic enrichment can also be available for students.
**Plan and Implement**

Do you believe this tool fits your program and/or students’ needs?

Decide how you will put the tool to use.

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Reflection

The questions below are prompts to help you record your ideas, but you can also write additional observations about the strategy that the questions do not cover.

Preparation
• How well did planning help you prepare for strategy implementation?

Student Impact
• How did you assess the impact on student homework completion?

Academic Enrichment
• How did implementing this strategy support academic content areas?

Refinement
• How satisfied were you with the outcome?

• What can you do to feel more prepared? How can you increase effectiveness?

• What changes could you make to strengthen the impact of this strategy on academics?
Strategy 2

Setting a Homework Schedule

Instructors should develop a consistent schedule for homework time, ensure the space is adequate for learning, and provide the materials needed for homework. Time is an important element to consider when developing an afterschool program. Scheduling the time to devote to homework in an afterschool program is very important. Having a routine plan for the program provides students with expectations for the day. Routines help create safe environments for younger students and reduce behavior problems. If students know when homework time is scheduled and the scheduling is consistent, then they will establish a routine, which helps them develop time-management and organizational skills.
Ask Yourself

Do students consistently know what to do and where they need to go (whether they have homework or not)?

Does your homework center provide a collection of appropriate educational games and activities for students who don’t have homework or who finish their work early?
Build It
Plan a schedule for homework center activities and follow it consistently. In the video, “Managing and Organizing the Homework Environment,” when students first enter the homework help portion of the afterschool program, they are provided with a snack and an engaging warm-up activity such as a group game or question of the day. If students have no homework, they sign up to play educational games or work on projects in an area separate from the homework help center.

Organizational Tool
Use the tool on the following page to help assess, establish, and strengthen the homework schedule. This tool is also available online at www.sedl.org/afterschool/toolkits/homework.

Tool 11: Intentional Homework Activities
This tool is used to help organize and plan homework time.
Tool 11: Intentional Homework Activities

**Directions:** In the left column, list the different types of homework activities (e.g., academic enrichment, tutoring, homework help) offered by your afterschool program. For each activity listed, provide the rationale or objectives for that activity in the middle column. Finally, in the right column indicate how the activity will help participants develop in a positive way.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Rationale or objectives for this activity</th>
<th>Positive outcomes for participants</th>
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<tbody>
<tr>
<td>Tutoring</td>
<td>1. Participants receive individual attention</td>
<td>1. Participants receive individual attention</td>
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<td>Homework power hour</td>
<td>1. Participants finish homework</td>
<td>1. Increased homework completion</td>
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<td>2. Participants receive help with homework when needed</td>
<td>2. Increase in homework turned in on time</td>
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**Plan and Implement**

Do you believe this tool fits your program and/or students’ needs?

Decide how you will put the tool to use.

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<tr>
<td>Where</td>
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<tr>
<td>With Whom</td>
<td></td>
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<tr>
<td>Why</td>
<td></td>
</tr>
</tbody>
</table>
Reflection

The questions below are prompts to help you record your ideas, but you can also write additional observations about the strategy that the questions do not cover.

**Preparation**
- How well did planning help you prepare for strategy implementation?

**Student Impact**
- How did you assess the impact on student homework completion?

**Academic Enrichment**
- How did implementing this strategy support academic content areas?

**Refinement**
- How satisfied were you with the outcome?

- What can you do to feel more prepared? How can you increase effectiveness?

- What changes could you make to strengthen the impact of this strategy on academics?
Practice 3

Monitoring and Communicating About Student Progress

What Is It?
Monitoring and Communicating About Student Progress means helping students set and meet homework goals and keeping parents and day-school teachers informed about students’ progress. It entails communicating about the structure and expectations of homework time and developing ways to learn about and keep up with students’ homework.

What Do I Do?
Begin by connecting with day-school teachers. Let them know that homework help is available. Stay informed about teachers’ homework expectations in different subject areas, as well as which students may need the most help.

Many students benefit from a structured approach. Consider using a written agreement, signed by students, parents, teachers, and staff, detailing each person’s commitment to homework completion. This written agreement should clearly describe each person’s role in homework and what is expected during homework time.

Use a homework log to record assignments, track progress, and communicate with teachers and parents. You can use the log also to help students manage their time, prioritize the things they need to do, and assess their own progress.

Why Does It Work?
Research reveals that when afterschool instructors, day-school teachers, students, and parents communicate openly and regularly, students are more engaged and focused on their homework, and teachers report an increase in homework completion rates.
Another video in the homework help section of the Afterschool Training Toolkit, “Monitoring Student Progress,” demonstrates how students in grades 4 through 6 use study logs to document and organize their daily homework assignments. Afterschool instructors check over and review the students’ completed work.

Go to the Managing and Communicating About Student Progress practice found in the homework help section of the Afterschool Training Toolkit (www.sedl.org/afterschool/toolkits/homework/pr_student_progress.html) and click on the “Monitoring Student Progress” video.

**BEFORE YOU WATCH THE VIDEO**, write down what you already know about monitoring and communicating student progress. What would you expect to see?

**DURING THE VIDEO**, consider the following:

How does the instructor monitor and communicate student progress? How do the teachers interact with the kids? How do the teachers interact with parents?

How does the practice address academic skills such as reading, math, and study? Give specific examples.

**AFTER YOU WATCH THE VIDEO**, list the modifications you might make to incorporate this practice into your program.
Strategy 1

Setting Goals

Student self-assessment is critical to the learning process. Afterschool instructors can encourage students to assess their own progress through questions and coaching during homework time.
Ask Yourself

How do students in your afterschool program keep track of their homework assignments?

Do students have trouble organizing their assignments and prioritizing their work?

What strategies and tools do you use to help students get more organized?

Why is it important to make sure students understand the assignment sheet?

Why is it important to check in frequently on students’ progress?
Build It

In the “Monitoring Student Progress” video, afterschool instructors check students’ planners to determine their individual homework assignments. Occasionally, students may think they don’t have homework, but a careful look at their planner reveals an overlooked assignment.

Interpret the assignment sheet for each student. Many homework assignments are completed incorrectly or not at all because of a lack of student understanding. Students sometimes are overly confident that they understand, when they truly do not. Your major role is to make sure that students understand what the assignment is and what it asks them to do.

Check in with individual students (perhaps with a quick look over the shoulder as they work) every five minutes or so to make sure they are on the right track. Get to know individual strengths and needs. Day-school teachers who work in the homework center are an added value because they are familiar with both the teachers and students. They know the students’ strengths and needs in the homework center as it relates to their day-school work and can guide afterschool instructors working in the homework center.

Organizational Tools

Use the tools on the following pages to help assess, establish, and strengthen the practice of having students set goals for themselves. These tools are also available online at www.sedl.org/afterschool/toolkits/homework.

Tool 12: Student Reflection Worksheet

This tool is used to provide students with an opportunity for reflection and goal setting by answering questions and responding to prompts. Students evaluate themselves in areas such as time management and effort. They are encouraged to think about and name specific ways they can improve and to set goals in specific subject areas and in general.

Tool 13: Homework Agreement

This tool is for students, parents, and afterschool staff to read, discuss and sign, stating each stakeholder’s role and responsibilities.

Tool 14: Homework Log

This tool is used to teach and reinforce good study habits and organizational skills and to facilitate communication with day-school teachers.

Tool 15: Homework Planning Log

This tool is to enable students to be responsible for maintaining their planners (writing down daily assignments and making sure they are completed and signed). The planner helps students take ownership of their work and to show their work to their parents.
### Tool 12: Student Reflection Worksheet

**Directions:** Provide students with an opportunity for reflection by answering the following questions.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date</th>
</tr>
</thead>
</table>

**Circle the response that most closely relates to how you feel.**

1. **How was your time management today?**
   - [ ] Good
   - [ ] So-So
   - [ ] Bad

2. **How was your effort today?**
   - [ ] Good
   - [ ] So-So
   - [ ] Bad

3. **What are specific examples of how you can improve your time management tomorrow?**
   - __________________________________________________________
   - __________________________________________________________
   - __________________________________________________________

4. **List some specific goals that you would like to achieve.**
   - My goal in math is to ________________________________________
   - My goal in reading is to _____________________________________
   - My goal in science is to _____________________________________
   - My goal for doing work in afterschool is to ___________________
   - My goal in homework/tutoring is to ___________________________

Tool 13: Homework Agreement

The afterschool instructor should complete this form, copy it, and give it to the day-school teachers and the student’s parents.

Date: _____ Name of Student: ___________________________ Grade: ____________
Parent or Guardian: ___________________________ Phone: ____________
Parent/Guardian E-mail address: _________________________________________________
School: __________________________________________ School Phone: ____________

Student signs this section:

By signing this agreement, I commit to keeping track of my assignments, bringing my books and supplies, working on homework during afterschool homework time, and asking for help when I don’t understand an assignment.

________________________________________________________________________
Student’s Signature Date

Parent or Guardian signs this section:

By signing this agreement, I commit to checking my child’s homework assignments, degree of completion, and quality of work; and to communicating with my child, school teachers, and afterschool instructors about homework assignments and my child’s progress.

________________________________________________________________________
Parent or Guardian’s Signature Date

Afterschool Instructor signs this section:

By signing this agreement, I commit to helping and supporting the student during homework time, but not doing homework assignments for the student; communicating with the student, day-school teacher(s), and parents or guardians; and ensuring that students have basic resources to do homework.

________________________________________________________________________
Afterschool Instructor’s Signature Date

Original content created by SERVE Center.
### Tool 14: Homework Log

The afterschool instructor should complete this form, copy it, and give it to the day-school teachers and the student’s parents.

Date: ______ Name of Student: ___________________________ Grade: ______________
Parent or Guardian: ___________________________ Phone: ______________
Parent/Guardian E-mail address: ________________________________________________
School: __________________________________________ School Phone: ______________

<table>
<thead>
<tr>
<th>Subject</th>
<th>Teacher’s name</th>
<th>Assignment</th>
<th>Amount of time student worked</th>
<th>Level of independence</th>
<th>Nature of help provided</th>
<th>Degree of completion</th>
<th>Reason for non-completion</th>
<th>Observations and comments on mastery of concepts, areas of need, strengths, or next steps</th>
<th>Afterschool instructor’s initials</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Original content created by SERVE Center.
**Tool 15: Homework Planning Log**

**Project Due Dates and Tests for the Week**

Students may use this grid to indicate when tests or projects happen and to plan their week.

Student’s name: ___________________________ Week of: ____________________

<table>
<thead>
<tr>
<th>Subject</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Reminders for next week</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
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</tr>
</tbody>
</table>

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**Must Do’s for This Week**

Original content created by SERVE Center.
Plan and Implement
Which tools do you believe best fit your program and/or student’s needs?
Decide how you will put the tools to use.

<table>
<thead>
<tr>
<th>Tool</th>
<th>Timeline</th>
<th>Where</th>
<th>With Whom</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
**Reflection**

The questions below are prompts to help you record your ideas, but you can also write additional observations about the strategy that the questions do not cover.

**Preparation**
- How well did planning help you prepare for strategy implementation?

**Student Impact**
- How did you assess the impact on student homework completion?

**Academic Enrichment**
- How did implementing this strategy support academic content areas?

**Refinement**
- How satisfied were you with the outcome?
  
  - What can you do to feel more prepared? How can you increase effectiveness?
  
  - What changes could you make to strengthen the impact of this strategy on academics?
Strategy 2

Working With Day-School Teachers

Learning occurs both in the day-school and in the afterschool program. While there are environmental differences, bridging the two learning areas can be valuable. Monitoring student progress on assigned tasks to increase student content knowledge and skills requires communication among day-school and afterschool instructors, students, and families.
Ask Yourself

How do you currently communicate with day-school teachers about homework?

What are the desired outcomes of monitoring student homework and communicating about it with day-school teachers?

To what degree are these outcomes met by your homework help center?

How can your program more effectively monitor and communicate about homework to improve student outcomes?
Build It

Provide feedback about students’ homework progress regularly to the day-school teachers. Work with afterschool instructors to determine a satisfactory communication schedule, e.g., daily or weekly. Work with day-school teachers to explain the communication schedule and the tools, such as the homework log signed by the afterschool instructor, as a way to continually assess students’ learning and homework progress.

Check homework to make sure it has been completed correctly. In the video, “Monitoring Student Progress,” the instructor checks over the student’s work for completion and accuracy. Once the homework is determined to be correct, the instructor stamps and initials the assignments and signs and dates the student’s homework planner. The instructor explains that the stamped and signed planner tells parents that homework assignments are complete and correct and lets the day-school teacher know that the student received help on the assignment.

Organizational Tools

Use the tools on the following pages to help assess, establish, and strengthen collaboration with day-school teachers. These tools are also available online at www.sedl.org/afterschool/toolkits/homework.

Tool 16: Homework Sharing Tool

This tool is used by the day-school teacher and afterschool instructor to share information about an individual student’s homework assignments and study habits.

Tool 17: Homework Log

This tool is used to teach and reinforce good study habits and organizational skills and to facilitate communication with day-school teachers.

Tool 18: Survey of Teacher Programming Needs

This tool is used to ask day-school teachers about the subjects or topic areas in which students need additional assistance with priority level.

Tool 19: Matrix of Day-School Teacher Programming Needs

This tool has information from Tool 18: Survey of Teacher Programming Needs for the afterschool program that is collected and compiled into a table, sorted by grade level, subject/topic area, or priority level and used to aid the decision-making process.
Tool 16: Homework Sharing Tool

Directions: This form is to be used by the day-school teacher and afterschool instructor to share information about an individual student’s homework assignments and study habits. For each homework assignment, the day-school teacher fills out the information in the left column and gives the form to the homework instructor. After assisting the student, the instructor fills out the information in the right column and returns the form to the day-school teacher.

<table>
<thead>
<tr>
<th>Student's Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s Name</td>
<td>Instructor’s Name</td>
</tr>
<tr>
<td>Completed by Day-School Teacher</td>
<td>Completed by Instructor</td>
</tr>
</tbody>
</table>

The homework for today is:

- This student:
  - Completed the homework easily and independently.
  - Had difficulty understanding what was asked in the homework.
  - Had difficulty completing the homework.
  - Had difficulty focusing on the assignment.

Comments: __________________________________
_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________

Please pay special attention to:

- This student required:
  - No help with the assignment
  - A little help
  - Moderate help
  - A great deal of help

Comments: _________________________________
_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________

This homework should take __________ minutes to complete.

This homework took __________ minutes to complete.

Instructor’s Signature

Tool 17: Homework Log

The afterschool instructor should complete this form, copy it, and give it to the day-school teachers and the student’s parents.

Date: ______  Name of Student: ___________________________  Grade: ______________

Parent or Guardian: ______________________________________ Phone: ______________

Parent/Guardian E-mail address: _________________________________________________

School: __________________________________________ School Phone: ______________

<table>
<thead>
<tr>
<th>Subject</th>
<th>Teacher’s name</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Amount of time student worked</th>
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<tbody>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level of independence</th>
</tr>
</thead>
<tbody>
<tr>
<td>No help</td>
</tr>
<tr>
<td>Limited help</td>
</tr>
<tr>
<td>Much help</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nature of help provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarify assignments</td>
</tr>
<tr>
<td>Maintain focus or re-focus</td>
</tr>
<tr>
<td>Problem-solving skills</td>
</tr>
<tr>
<td>Reading skills</td>
</tr>
<tr>
<td>Writing skills</td>
</tr>
<tr>
<td>Other _______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree of completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed</td>
</tr>
<tr>
<td>Worked on, but did not complete</td>
</tr>
<tr>
<td>Did no work</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reason for non-completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Didn’t understand</td>
</tr>
<tr>
<td>Not enough time</td>
</tr>
<tr>
<td>Other things to do</td>
</tr>
<tr>
<td>Other _______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Observations and comments on mastery of concepts, areas of need, strengths, or next steps</th>
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<table>
<thead>
<tr>
<th>Afterschool instructor’s initials</th>
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</table>

Original content created by SERVE Center.
**Tool 18: Survey of Teacher Programming Needs**

**Directions:** Use the following survey to ask day-school teachers about the subjects or topic areas in which students need additional assistance. For each subject or topic area, have them list specific skills in which students need assistance. Then ask them to assign a priority level—low, medium, or high—to these skills. Teacher suggestions should be based on assessments of student achievement, observations, student preferences, or parent feedback.

<table>
<thead>
<tr>
<th>Day-School Teacher’s Name</th>
<th>Grade Level(s)</th>
<th>Subject/Topic Area</th>
<th>Specific Skills</th>
<th>Priority Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>High</td>
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<td></td>
<td></td>
<td>Medium</td>
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<td></td>
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<td>Low</td>
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<td>High</td>
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<td>Medium</td>
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<td>High</td>
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<td>Medium</td>
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<td>Low</td>
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</tbody>
</table>

**Tool 19: Matrix of Day-School Teacher Programming Needs**

**Directions:** Make copies of Tool 18: Survey of Teacher Programming Needs and distribute to day-school teachers to determine their academic programming needs for the afterschool program. After collecting the forms, compile the information in a table like the sample below. To aid in the decision-making process, you can sort the information by grade level, subject/topic area, or priority level. An example appears below. Use the blank form on the following page for your program.

**Sample**

<table>
<thead>
<tr>
<th>Day-School Teacher Name and Grade Level</th>
<th>Subject/Topic Area</th>
<th>Specific Skills</th>
<th>Priority Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Meier, Grade 4</td>
<td>Math concepts</td>
<td>• Long division</td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fractions</td>
<td></td>
</tr>
<tr>
<td>Ms. Davisson, Grade 4</td>
<td>Interacting with special-needs</td>
<td>• Understanding disabilities</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>students</td>
<td>• Communicating respectfully</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Smythe, Grade 5</td>
<td>Life-science labs and experiments</td>
<td>• Life stages of insects</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Plant structures and functions</td>
<td></td>
</tr>
</tbody>
</table>
School Name: _____________________________  Day-School Teacher Programming Needs

<table>
<thead>
<tr>
<th>Day-School Teacher Name and Grade Level</th>
<th>Subject/Topic Area</th>
<th>Specific Skills</th>
<th>Priority Level</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Plan and Implement
Which tools do you believe best fit your program and/or student’s needs?

Decide how you will put the tools to use.

<table>
<thead>
<tr>
<th>Tool</th>
<th>Timeline</th>
<th>Where</th>
<th>With Whom</th>
<th>Why</th>
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<tr>
<th>Tool</th>
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</tbody>
</table>
Reflection

The questions below are prompts to help you record your ideas, but you can also write additional observations about the strategy that the questions do not cover.

**Preparation**
- How well did planning help you prepare for strategy implementation?

**Student Impact**
- How did you assess the impact on student homework completion?

**Academic Enrichment**
- How did implementing this strategy support academic content areas?

**Refinement**
- How satisfied were you with the outcome?
  - What can you do to feel more prepared? How can you increase effectiveness?
  - What changes could you make to strengthen the impact of this strategy on academics?
Strategy 3

Working With Parents

Most parents become involved in their child’s education through homework. When parents do not have the skills or the time to assist with homework, afterschool instructors can serve as a bridge by extending professional instruction during homework time. Afterschool instructors can further involve parents and families through multiple means of communication.
Ask Yourself

How do you currently communicate with parents and families about student homework?

What are the desired outcomes of monitoring student homework and communicating about it with parents and families?

To what degree are these outcomes met by your homework help center?

How can your program more effectively monitor and communicate with parents and families about homework to improve student outcomes?
Build It
The following strategies can promote parent and family participation during homework time:

- Visiting parents at home
- Providing constant communications to parents
- Helping parents converse with teachers
- Instructing staff to be respectful
- Providing opportunities for parents to supply input
- Making resources in multiple languages

Set goals and outcomes for students' homework progress and program effectiveness. In the “Involving Schools and Families” video, the parent identifies her son's improved behavior, increased dedication, commitment to school, and overall increase in confidence associated with the homework help he receives. The parent also identifies the afterschool instructor’s communication about her son's attendance in the homework program as an added value to her son's school success.

Determine ways to assess the students’ success in your homework help program. One method shown in the video is to ask parents to identify positive changes, both cognitive and social. Meet with individual students, parents, and day-school teachers to set homework goals at the beginning of each quarter or semester.

Organizational Tools
Use the tools on the following pages to help assess, establish, and strengthen collaboration with parents and families. These tools are also available online at www.sedl.org/afterschool/toolkits/homework.

Tool 20: Homework Sharing Tool
This tool is used by the day-school teacher and afterschool instructor to share information about a student’s homework assignments and study habits.

Tool 21: Parent Communication Checklist for Homework
This tool is used to monitor the types of communications (face-to-face, phone, e-mail, newsletter, Web site, and others) you use each month to inform parents and families about student homework.

Tool 22: Parent Volunteer Form
This tool is used to identify parents who want to volunteer in your program.
**Tool 20: Homework Sharing Tool**

**Directions:** This form is to be used by the day-school teacher and afterschool instructor to share information about an individual student’s homework assignments and study habits. For each homework assignment, the day-school teacher fills out the information in the left column and gives the form to the homework instructor. After assisting the student, the instructor fills out the information in the right column and returns the form to the day-school teacher.

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s Name</td>
<td>Instructor’s Name</td>
</tr>
<tr>
<td><strong>Completed by Day-School Teacher</strong></td>
<td><strong>Completed by Afterschool Instructor</strong></td>
</tr>
<tr>
<td>The homework for today is:</td>
<td>This student:</td>
</tr>
<tr>
<td></td>
<td>☐ Completed the homework easily and independently.</td>
</tr>
<tr>
<td></td>
<td>☐ Had difficulty understanding what was asked in the homework.</td>
</tr>
<tr>
<td></td>
<td>☐ Had difficulty completing the homework.</td>
</tr>
<tr>
<td></td>
<td>☐ Had difficulty focusing on the assignment.</td>
</tr>
<tr>
<td></td>
<td>Comments: __________________________________</td>
</tr>
<tr>
<td></td>
<td>___________________________________________</td>
</tr>
<tr>
<td></td>
<td>___________________________________________</td>
</tr>
<tr>
<td></td>
<td>___________________________________________</td>
</tr>
<tr>
<td></td>
<td>___________________________________________</td>
</tr>
</tbody>
</table>

Please pay special attention to:

<table>
<thead>
<tr>
<th>This student required:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ No help with the assignment</td>
</tr>
<tr>
<td>☐ A little help</td>
</tr>
<tr>
<td>☐ Moderate help</td>
</tr>
<tr>
<td>☐ A great deal of help</td>
</tr>
<tr>
<td>Comments: __________________________</td>
</tr>
<tr>
<td>__________________________________</td>
</tr>
<tr>
<td>__________________________________</td>
</tr>
<tr>
<td>__________________________________</td>
</tr>
<tr>
<td>__________________________________</td>
</tr>
</tbody>
</table>

This homework should take ________ minutes to complete.

This homework took ________ minutes to complete.

Afterschool Instructor’s Signature

## Tool 21: Parent Communication Checklist for Homework

**Directions:** Use this form to monitor the types of communication you are using each month with parents and families with regard to student homework.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Forms of Communication Used in the Month of</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Face-to-Face</td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
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<td>5.</td>
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<td>6.</td>
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<td>7.</td>
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<td>8.</td>
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<td>9.</td>
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<td>10.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td></td>
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<td>17.</td>
<td></td>
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<tr>
<td>18.</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td></td>
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<tr>
<td>21.</td>
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<tr>
<td>22.</td>
<td></td>
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<tr>
<td>23.</td>
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<td>24.</td>
<td></td>
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<tr>
<td>25.</td>
<td></td>
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<td>26.</td>
<td></td>
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<td>27.</td>
<td></td>
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<tr>
<td>28.</td>
<td></td>
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<tr>
<td>29.</td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td></td>
</tr>
<tr>
<td>32.</td>
<td></td>
</tr>
</tbody>
</table>

Tool 22: Parent Volunteer Form

Directions: Use this form to find out about parents who want to volunteer in your homework program.

Would you like to volunteer at our afterschool program?
Parent volunteers are extremely valuable components of the educational process. Acting as a parent volunteer is a great way to find out what goes on in your child’s afterschool program and to help support your program and school. Because of the tremendous impact that parent volunteers can have on students, we believe that all parent volunteers should possess the following personal characteristics:

- You must like and enjoy working with children.
- You must feel that being a parent volunteer is an important position, worthy of your time and effort.
- You must be willing to work with many different students in a variety of situations.
- You must be able to accept the responsibility that goes along with your position.
- You must be of good and reliable character.

If you are interested in being a parent volunteer, please fill out the remainder of this form and return it to the afterschool program coordinator.

<table>
<thead>
<tr>
<th>Your Name</th>
<th>Phone</th>
<th>E-Mail</th>
</tr>
</thead>
</table>

1. In which activities would you like to volunteer?
- Homework help
- Tutoring
- Recreation
- Other ________________________________

2. Which areas of knowledge or expertise would you be willing to offer to the program?
- Computer skills
- Reading
- Other ________________________________
- My hobby ____________________________
- My career ____________________________
- My cultural heritage __________________

3. When are you available to volunteer in the program?

<table>
<thead>
<tr>
<th>From:</th>
<th>To:</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
</table>

Exceptions:

4. In what other ways would you be able to help?

**Plan and Implement**

Which tools do you believe best fit your program and/or student’s needs?

Decide how you will put the tools to use.

<table>
<thead>
<tr>
<th>Tool</th>
<th>Timeline</th>
<th>Where</th>
<th>With Whom</th>
<th>Why</th>
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<tbody>
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</tbody>
</table>
Reflection

The questions below are prompts to help you record your ideas, but you can also write additional observations about the strategy that the questions do not cover.

Preparation
• How well did planning help you prepare for strategy implementation?

Student Impact
• How did you assess the impact on student homework completion?

Academic Enrichment
• How did implementing this strategy support academic content areas?

Refinement
• How satisfied were you with the outcome?
• What can you do to feel more prepared? How can you increase effectiveness?
• What changes could you make to strengthen the impact of this strategy on academics?
Practice 4

Tutoring, Mentoring, and Building Study Skills

What Is It?

*Tutoring, Mentoring, and Building Study Skills* involves helping students build the skills they need to succeed. From note-taking to time management and test preparation, this practice uses peer and adult mentoring to help students achieve academic success.

What Do I Do?

Begin by identifying students’ needs; for example, if students have ongoing questions about homework in a particular subject area, they may need tutoring in that subject. Next, determine the best tutoring match: Is the ideal tutor an afterschool instructor, a teacher, or another student? Afterschool staff can find subject area content and tutoring tips in the other National Partnership for Quality Afterschool Learning Toolkits. Additionally, consider asking a student who has a solid understanding of the material to help.

Remember the three Ms essential to mentoring students to succeed in homework: *motivation*, *monitoring*, and *modeling*. To increase motivation, create an open and positive atmosphere, help students feel valued, and give frequent and positive feedback and praise. Monitor students by circulating around the room looking for verbal and nonverbal cues for attention. When helping students who need attention, ask open-ended questions and give students time to think before answering questions. Modeling positive behavior is also important for student success. Always be positive when helping students with homework. Show them how to obtain the information they need by connecting with teachers and librarians and by using the Internet.
To complete their homework, students may need certain skills that are not taught in the school curriculum. Students may need help developing supplemental skills such as time management, note-taking, and test preparation. You can

- help students establish goals and timelines that divide their assignments and projects into smaller parts;
- help students study nonfiction text by having them write down emphasized words (boldface, italicized, etc.) on a separate sheet of paper that can serve as a study guide;
- help students determine what information to study for quizzes or tests and ask them expected test questions; and
- provide resources (e.g., books and Web sites) on study skills for students and review these resources yourself to help identify any additional skills your students may need.

**Why Does It Work?**

Research shows that mentoring has a positive effect on academic achievement and that students acquire good or bad habits based on behaviors modeled in their environment. Research also shows that academic achievement improves when students are given lessons on supplemental skills.
Getting Started

Among the videos included in the homework help section of the Afterschool Training Toolkit is “Building Study Skills.” High staff-student engagement is demonstrated as a seventh-grade student learns valuable study skills and tips while working on his science homework. The focus of the activity is to help students develop more effective study habits. Afterschool instructors work one-on-one with students to help them identify and put into practice important study methods, including looking for headers in text, reading out loud, and making notes in their own words to better comprehend and retain the material they are studying.

Go to the Tutoring, Mentoring, and Building Study Skills practice in the homework help section of the Afterschool Training Toolkit (www.sedl.org/afterschool/toolkits/homework/pr_study_skills.html) and click on the “Building Study Skills” video.

BEFORE YOU WATCH THE VIDEO, write down what you already know about tutoring, mentoring, and building study skills. What would you expect to see?

DURING THE VIDEO, consider the following:

How does the instructor provide tutoring and mentoring while building study skills? How does the teacher interact with the student?

How does the practice address academic skills such as reading, math, and study? Give specific examples.

AFTER YOU WATCH THE VIDEO, list the modifications you might need to make to incorporate this practice into your program.
Strategy 1

Tutoring

The primary difference between homework help and tutoring is the purpose for which they are designed. The goal of homework help is for students to complete their homework assignments. The goal of tutoring activities is to help students learn. Afterschool instructors can accomplish this goal through helping students with homework assignments, providing additional instruction, and creating opportunities and resources targeted for skill development. Both types of activities involve homework completion. In homework help, the activity is the end result; in tutoring, it is the means by which the end is accomplished.
**Ask Yourself**

Do you ask students to reread text or assignments to test their understanding of what they are working on?

In what ways do you use questioning techniques to draw out student thinking and help them find their own answers to problems?

In what ways do you use questioning to test student understanding?

In your homework center, do day-school teachers or other staff provide support for students in a particular content area?

In what ways do you determine what skills your students are working on—or possibly struggling with—during their day-school instruction?
Build It

Tutors in general provide students with specialized help in specific content areas. A tutor should have knowledge and training in the content area and should be aware of strategies that have been proven effective in helping students understand their assignments.

While there are a variety of tutoring methods, those commonly used in afterschool are

- adult-to-student,
- peer-to-peer, and
- cross-age tutoring.

Work with individual students on homework. In the “Building Study Skills” video, an afterschool instructor primarily helps the student with his homework by providing one-on-one assistance and tutoring. Sometimes she asks open-ended questions to elicit student thinking about the assignment. At other times, she asks questions to assess the student’s understanding and comprehension.

Organizational Tools

Use the tools on the following pages to help assess, establish, and strengthen tutoring in your afterschool program. These tools are also available online at www.sedl.org/afterschool/toolkits/homework.

**Tool 23: Tutoring Receipt**

This tool is used to record a student’s participation in homework help or tutoring activity. The receipt shows that the student attended the tutoring session and provides information on what was accomplished.

**Tool 24: Tutoring Log**

This tool is used to record information about a student’s work over time.
Tool 23: Tutoring Receipt

Directions: This form is to be used to record a student’s participation in a homework help or tutoring activity. The receipt shows that the student attended and provides information on what was accomplished. The teacher, tutor, and student each get a copy.

Teacher Copy

The student identified below attended our tutoring program today for _____ hours and _____ minutes.

<table>
<thead>
<tr>
<th>Date</th>
<th>Student’s Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tutor’s Name</th>
<th>Teacher’s Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tutor’s Signature</th>
<th>Subject(s) Studied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes

Tutor Copy

The student identified below attended our tutoring program today for _____ hours and _____ minutes.

<table>
<thead>
<tr>
<th>Date</th>
<th>Student’s Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tutor’s Name</th>
<th>Teacher’s Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tutor’s Signature</th>
<th>Subject(s) Studied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes

Student Copy

The student identified below attended our tutoring program today for _____ hours and _____ minutes.

<table>
<thead>
<tr>
<th>Date</th>
<th>Student’s Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tutor’s Name</th>
<th>Teacher’s Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tutor’s Signature</th>
<th>Subject(s) Studied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes

Tool 24: Tutoring Log

The afterschool instructor should complete this form, copy it, and give it to the day-school teachers and the student’s parents.

Date: ______  Name of Student: ___________________________  Grade: ______________
Parent or Guardian: ______________________________________ Phone: ______________
Parent/Guardian E-mail address: _________________________________________________
School: __________________________________________ School Phone: ______________

<table>
<thead>
<tr>
<th>Subject</th>
<th>Teacher’s name</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amount of time student worked</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of independence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>❑ No help</td>
<td>❑ No help</td>
<td>❑ No help</td>
<td>❑ No help</td>
<td>❑ No help</td>
<td></td>
</tr>
<tr>
<td>❑ Limited help</td>
<td>❑ Limited help</td>
<td>❑ Limited help</td>
<td>❑ Limited help</td>
<td>❑ Limited help</td>
<td></td>
</tr>
<tr>
<td>❑ Much help</td>
<td>❑ Much help</td>
<td>❑ Much help</td>
<td>❑ Much help</td>
<td>❑ Much help</td>
<td></td>
</tr>
<tr>
<td>Nature of help provided</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>❑ Clarify assignments</td>
<td>❑ Clarify assignments</td>
<td>❑ Clarify assignments</td>
<td>❑ Clarify assignments</td>
<td>❑ Clarify assignments</td>
<td></td>
</tr>
<tr>
<td>❑ Maintain focus or re-focus</td>
<td>❑ Maintain focus or re-focus</td>
<td>❑ Maintain focus or re-focus</td>
<td>❑ Maintain focus or re-focus</td>
<td>❑ Maintain focus or re-focus</td>
<td></td>
</tr>
<tr>
<td>❑ Problem-solving skills</td>
<td>❑ Problem-solving skills</td>
<td>❑ Problem-solving skills</td>
<td>❑ Problem-solving skills</td>
<td>❑ Problem-solving skills</td>
<td></td>
</tr>
<tr>
<td>❑ Reading skills</td>
<td>❑ Reading skills</td>
<td>❑ Reading skills</td>
<td>❑ Reading skills</td>
<td>❑ Reading skills</td>
<td></td>
</tr>
<tr>
<td>❑ Writing skills</td>
<td>❑ Writing skills</td>
<td>❑ Writing skills</td>
<td>❑ Writing skills</td>
<td>❑ Writing skills</td>
<td></td>
</tr>
<tr>
<td>❑ Other ______</td>
<td>❑ Other ______</td>
<td>❑ Other ______</td>
<td>❑ Other ______</td>
<td>❑ Other ______</td>
<td></td>
</tr>
<tr>
<td>Degree of completion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>❑ Completed</td>
<td>❑ Completed</td>
<td>❑ Completed</td>
<td>❑ Completed</td>
<td>❑ Completed</td>
<td></td>
</tr>
<tr>
<td>❑ Worked on, but did not complete</td>
<td>❑ Worked on, but did not complete</td>
<td>❑ Worked on, but did not complete</td>
<td>❑ Worked on, but did not complete</td>
<td>❑ Worked on, but did not complete</td>
<td></td>
</tr>
<tr>
<td>❑ Did no work</td>
<td>❑ Did no work</td>
<td>❑ Did no work</td>
<td>❑ Did no work</td>
<td>❑ Did no work</td>
<td></td>
</tr>
<tr>
<td>Reason for non-completion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>❑ Didn’t understand</td>
<td>❑ Didn’t understand</td>
<td>❑ Didn’t understand</td>
<td>❑ Didn’t understand</td>
<td>❑ Didn’t understand</td>
<td></td>
</tr>
<tr>
<td>❑ Not enough time</td>
<td>❑ Not enough time</td>
<td>❑ Not enough time</td>
<td>❑ Not enough time</td>
<td>❑ Not enough time</td>
<td></td>
</tr>
<tr>
<td>❑ Other things to do</td>
<td>❑ Other things to do</td>
<td>❑ Other things to do</td>
<td>❑ Other things to do</td>
<td>❑ Other things to do</td>
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<tr>
<td>❑ Other ______</td>
<td>❑ Other ______</td>
<td>❑ Other ______</td>
<td>❑ Other ______</td>
<td>❑ Other ______</td>
<td></td>
</tr>
<tr>
<td>Observations and comments on mastery of concepts, areas of need, strengths, or next steps</td>
<td></td>
<td></td>
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<tr>
<td>Afterschool instructor’s initials</td>
<td></td>
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</tbody>
</table>

Original content created by SERVE Center.
**Plan and Implement**

Which tools do you believe best fit your program and/or student's needs?

Decide how you will put the tools to use.

<table>
<thead>
<tr>
<th>Tool</th>
<th>Timeline</th>
<th>Where</th>
<th>With Whom</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Tool</th>
<th>Timeline</th>
<th>Where</th>
<th>With Whom</th>
<th>Why</th>
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<tbody>
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</tr>
</tbody>
</table>
Reflection

The questions below are prompts to help you record your ideas, but you can also write additional observations about the strategy that the questions do not cover.

Preparation
- How well did planning help you prepare for strategy implementation?

Student Impact
- How did you assess the impact on student homework completion?

Academic Enrichment
- How did implementing this strategy support academic content areas?

Refinement
- How satisfied were you with the outcome?
- What can you do to feel more prepared? How can you increase effectiveness?
- What changes could you make to strengthen the impact of this strategy on academics?
Strategy 2

Mentoring

In a homework help program, instructors serve as mentors to students. Mentoring is a one-on-one relationship between a caring adult and a student who needs support to achieve academic and social goals. Afterschool instructors serve as mentors during homework time by providing guidance, answering questions, pointing out strength areas for development, and transferring knowledge in areas such as communication, critical thinking, responsibility, flexibility, and teamwork.
Ask Yourself

What is your capacity to be a high-quality mentor?

What behaviors do you model for the students in your afterschool program?

Are there opportunities for you to give personal attention and encouragement to students during homework time?
Build It

Develop a mentoring relationship with students in your afterschool program by modeling appropriate behavior for the students, motivating them to learn, and helping them build study skills. By translating mentoring into specified actions that help students complete their work, afterschool instructors can have a profound academic impact on their students. During challenging homework times, the personal attention and encouragement can motivate students to develop or practice new skills.
The questions below are prompts to help you record your ideas, but you can also write additional observations about the strategy that the questions do not cover.

**Preparation**
- How well did planning help you prepare for strategy implementation?

**Student Impact**
- How did you assess the impact on student homework completion?

**Academic Enrichment**
- How did implementing this strategy support academic content areas?

**Refinement**
- How satisfied were you with the outcome?
- What can you do to feel more prepared? How can you increase effectiveness?
- What changes could you make to strengthen the impact of this strategy on academics?
Strategy 3
Building Study Skills

Instructors can use specific methods to help students work independently during homework clinics or centers. Concentrate on how to read directions by breaking multistep directions down into components. Think about the process of how answers are derived as well as the product—the finished homework—and demonstrate how to solve problems. Avoid doing homework for students.4

Ask Yourself

How can you make homework help fun and engaging for students?

What tools, materials, or approaches do you use to present content to spark student interest in problem solving and critical thinking?
**Build It**

Find engaging ways for students to practice problem solving and critical thinking. In the “Tutoring in Homework Help: Mathematics” video found in the *Tutoring, Mentoring, and Building Study Skills* practice, the instructor mentions Shape Sudoku as a tool for use in the tutoring and homework time. She says it provides students with opportunities for critical thinking and analysis and is fun to play.

She also demonstrates the use of PEMDAS strategy for solving equations. PEMDAS (which stands for “parenthesis, exponents, multiplication, division, addition, and subtraction”) represents the order of operations to solve mathematical problems. The acronym has a kid-friendly and funny way to remember it: Please Excuse My Dear Aunt Sally.

Finally, the instructor comments that students’ increased engagement during math tutoring is based in part on their use of the tabletop whiteboard for solving problems and equations. When students use the whiteboard to solve math problems, they are also encouraged to think out loud about their process and strategies for solving the problem.

**Organizational Tools**

Use the tools on the following pages to help assess, establish, and strengthen the building study skills practice. These tools are also available online at www.sedl.org/afterschool/toolkits/homework.

**Tool 25: Homework Sharing Tool**

This tool is used by the day-school teacher and afterschool instructor to share information about a student’s homework assignments and study habits.

**Tool 26: Homework Log**

This tool is used to teach and reinforce good study habits and organizational skills and to facilitate communication with day-school teachers.
**Tool 25: Homework Sharing Tool**

**Directions:** This form is to be used by the day-school teacher and afterschool instructor to share information about an individual student’s homework assignments and study habits. For each homework assignment, the day-school teacher fills out the information in the left column and gives the form to the homework instructor. After assisting the student, the instructor fills out the information in the right column and returns the form to the day-school teacher.

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s Name</td>
<td>Instructor’s Name</td>
</tr>
</tbody>
</table>

**Completed by Day-School Teacher**

<table>
<thead>
<tr>
<th>Completed by Instructor</th>
</tr>
</thead>
</table>

The homework for today is:

- [ ] Completed the homework easily and independently.
- [ ] Had difficulty understanding what was asked in the homework.
- [ ] Had difficulty completing the homework.
- [ ] Had difficulty focusing on the assignment.

Comments:

________________________________________

________________________________________

________________________________________

________________________________________

Please pay special attention to:

This student required:

- [ ] No help with the assignment
- [ ] A little help
- [ ] Moderate help
- [ ] A great deal of help

Comments:

________________________________________

________________________________________

________________________________________

________________________________________

This homework should take _________ minutes to complete.

This homework took _________ minutes to complete.

Instructor’s Signature

Tool 26: Homework Log

The afterschool instructor should complete this form, copy it, and give it to the day-school teachers and the student’s parents.

Date: ______  Name of Student: ___________________________  Grade: ______________

Parent or Guardian: ______________________________________ Phone: ______________

Parent/Guardian E-mail address: _________________________________________________

School: __________________________________________  School Phone: ______________

<table>
<thead>
<tr>
<th>Subject</th>
<th>Teacher’s name</th>
<th>Assignment</th>
<th>Amount of time student worked</th>
<th>Level of independence</th>
<th>Nature of help provided</th>
<th>Degree of completion</th>
<th>Reason for non-completion</th>
<th>Observations and comments on mastery of concepts, areas of need, strengths, or next steps</th>
<th>Afterschool instructor’s initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>q No help</td>
<td>q No help</td>
<td>q Clarify assignments</td>
<td>q Completed</td>
<td>q Didn’t understand</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>q Limited help</td>
<td>q Limited help</td>
<td>q Maintain focus or re-focus</td>
<td>q Worked on, but did not complete</td>
<td>q Not enough time</td>
<td>[Other _______]</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>q Much help</td>
<td>q Much help</td>
<td>q Problem-solving skills</td>
<td>q Did no work</td>
<td>q Other things to do</td>
<td></td>
<td></td>
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</table>

Original content created by SERVE Center.
**Plan and Implement**

Which tools do you believe best fit your program and/or student's needs?

Decide how you will put the tools to use.

<table>
<thead>
<tr>
<th>Tool</th>
<th>Timeline</th>
<th>Where</th>
<th>With Whom</th>
<th>Why</th>
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Reflection

The questions below are prompts to help you record your ideas, but you can also write additional observations about the strategy that the questions do not cover.

Preparation
• How well did planning help you prepare for strategy implementation?

Student Impact
• How did you assess the impact on student homework completion?

Academic Enrichment
• How did implementing this strategy support academic content areas?

Refinement
• How satisfied were you with the outcome?

• What can you do to feel more prepared? How can you increase effectiveness?

• What changes could you make to strengthen the impact of this strategy on academics?
General Homework Resources

Books and Reports


Background Resources

Practice 1: Involving Day Schools, Families, and Communities

Print

Web Sites
Focus on Effectiveness Classroom Examples: Middle School Homework Policies www.netc.org/focus/examples/homewo.php

Creating a School Newsletter With Word (tutorial from Education World) www.education-world.com/a_tech/techtorial/techtorial062.pdf

A Classroom Newsletter Tutorial www.k12.hi.us/~gfujimur/trng%20module/newstitle.htm

Practice 2: Managing and Organizing the Homework Environment

Print


Web Sites
After-school Homework Help www.tascorp.org/content/document/detail/1429


Fun Brain www.funbrain.com

Gamequarium www.gamequarium.com
Practice 3: Monitoring and Communicating About Student Progress

Web Sites
Homework Sharing Tool
www.learningpt.org/beyond/linkage/resrce/homework.htm

Indicators for Homework Assessment
www.nwrel.org/learns/resources/ost/homework_assessment.pdf

Support Blogging: Links to School Bloggers
http://supportblogging.com/Links+to+School+Bloggers

Edublogs: Blogging for Teachers and Students, Made Easy
http://edublogs.org

Practice 4: Tutoring, Mentoring, and Building Study Skills

Print


Web Sites
BJ Pinchbeck’s Homework Helper
www.bjpinchbeck.com

Fact Monster
www.factmonster.com/

National Geographic Kids
www.kids.nationalgeographic.com

Homework Spot
www.homeworkspot.com

Refdesk
www.refdesk.com/homework.html

Kid Info
www.kidinfo.com/

Homework/Study Tips
http://homeworktips.about.com
Science@NASA: Ask-a-Scientist
http://spacescience.spaceref.com/faq/ask-a-scientist.htm

MadSci Network
www.madsci.org/

Aplus Math
www.aplusmath.com

http://bensguide.gpo.gov/

TekMom
www.tekmom.com/search/index.html

KidBibs Homework Help
http://kidbibs.com/homeworkhelp.htm
INTRO

RESOURCES
Acknowledgments

This resource was developed with the support of the U.S. Department of Education as part of the National Partnership for Quality Afterschool Learning project. It was designed to support 21st Century Community Learning Center instructors who wish to create quality learner-centered environments for their afterschool programs.

The content of the Afterschool Training Toolkit is based on more than 4 years of research and observations at 53 afterschool programs with evaluation data suggesting an impact on student learning. The content also draws from a review of relevant research studies and the experience and wisdom that each of the developers brought to the project. The collective experience of the developers includes afterschool programming, professional development, educational research, program development, program management, and direct instructional experience with students.

The resources in this instructor’s guide are based on the Afterschool Training Toolkit for Homework developed by the SERVE Center at the University of North Carolina and supplemental homework materials developed by Learning Point Associates. The developers believe that these practices and materials will help afterschool leaders and educators create high-quality programs that will motivate, engage, and inspire students’ learning and participation.

We extend our appreciation to our site schools and thank the parents of the children in these classrooms for allowing us to showcase their children at work in the toolkit videos.
This guide to the Afterschool Training Toolkit was created with the support of the U.S. Department of Education for the use of 21st Century Community Learning Centers. Used with the online Afterschool Training Toolkit, this guide will give you the resources you need to build fun, innovative, and academically enriching activities that not only engage students but also extend their knowledge in new ways and increase academic achievement.