Superintendents’ Perspectives on the “New Day for Learning” Report

American Association of School Administrators
Superintendents’ Perspectives on
“New Day for Learning”

About the American Association of School Administrators
The American Association of School Administrators, founded in 1865, is the professional organization for more than 13,000 educational leaders across America and in many other countries. The mission of AASA is to support and develop effective school system leaders who are dedicated to the highest quality public education for all children.

About the Charles Stewart Mott Foundation
The Charles Stewart Mott Foundation is a charitable foundation founded in 1926 by Charles Stewart Mott of Flint Mich. The foundation administers funds through four programs: Civil Society, Environment, Flint Area and Pathways Out of Poverty. The foundation is committed to supporting projects that promote a just, equitable and sustainable society.

About the National Superintendent of the Year Program
Established in 1988, the National Superintendent of the Year program recognizes outstanding leadership among superintendents. State selection committees choose the state winners and a national blue ribbon panel selects four finalists from whom the national superintendent is chosen.

Editorial Content: Sharon Adams-Taylor, Associate Executive Director, Children’s Programs, AASA

Copyright © 2008 American Association of School Administrators
Superintendents’ Perspectives on the “New Day for Learning” Report
September 2008

Table of Contents

Greetings From the AASA Executive Director 4

Elements of “New Day for Learning” 5

Introduction 6

Superintendents’ Perspectives
Bryan A. Blavatt 8
Robert L. Copeland 10
Don W. Helmstetter 13
Krista Parent 16
Kevin Settle 19

A Call to Action 21

AASA Resources 22
September 30, 2008

Dear Colleague:

In almost every interview and speech I have given since assuming the helm of the American Association of School Administrators three months ago, I have stated that you, as school system leaders, have one of the toughest and most important jobs in the country.

You are charged with the education, advancement and well-being of this nation’s children, while operating one of the largest, most complex businesses in your communities. And I know you are expected to accomplish each of these tasks within the context of increasing political, educational and demographic challenges and, especially now, in a climate of declining resources.

You have told us you are seeking new, innovative and flexible ways to address the learning and development needs of students. We realize one of the best ways to assist you in your sojourn is to provide you with the thoughts and advice of your peers.

It is in this vein that I offer you this new AASA publication, Superintendents’ Perspectives on the “New Day for Learning” Report. This series of reflections from five superintendents addresses a framework detailed by a national task force convened by the C.S. Mott Foundation. It provides an impetus for school system leaders to work with communities as equal and committed partners to provide children with meaningful learning experiences during the school day, before and after school, and year-round.

Educating the total child requires that we work together. A strong future for our schools and communities requires that we work together. Please download copies of Superintendents’ Perspectives (available at www.aasa.org) to share with your staff and community so that a new day can truly begin.

Sincerely,

Dan Domenech
Executive Director
“New Day for Learning” presents a broad vision for re-envisioning how, when and where students learn. The report acknowledges that schools and communities must work together as equal and committed partners to provide children with meaningful learning experiences throughout the day and year-round.

The concept of a new learning system that emerged from the report identifies the five essential elements below:

- Expanding the definition of student success
- Uses research-based knowledge about how students learn best
- Integrates various learning approaches and places
- Fosters collaboration across all sectors
- Provides new opportunities for leadership and professional development.

_Superintendents’ Perspectives on the “New Day for Learning”_ Report can be downloaded from AASA’s website (www.aasa.org), or call Mlatibe Seidou at 703-875-0762 to request a hard copy. Copies of the Mott Foundation report can be downloaded as a free PDF at www.newdayforlearning.org.
Introduction

The C.S. Mott Foundation brought together leaders in education, after-school programs, research and philanthropy and the resulting report, “New Day for Learning,” re-envisions how, when and where young people learn. The report focuses on connecting complementary systems of in-school and out-of-school programs to provide youngsters with a seamless approach to learning.

The American Association of School Administrators has benefitted from the generosity and vision of the C.S. Mott Foundation in our work on after-school policies, programs and extended learning for several years. Our toolkit on administrative barriers to establishing, supporting and maintaining these programs literally flew off the shelves in 2006, though it is still available electronically.

The essence of the “New Day” report also dovetails nicely with the AASA 2008-09 legislative agenda called All Children Will Learn. This agenda outlines a robust menu of support and recognizes the need for schools and communities to join together to extend and enrich learning for all children. And AASA has four position statements that speak directly to the need for effective collaboration, an expanded definition for and responsibility for children’s learning, public/private partnerships, and extending and restructuring the school day.

In December 2007, AASA called together its state superintendents of the year — school system leaders who had been selected by peers in their respective states and honored nationally — in a forum focused on leadership for change. These superintendents, widely recognized as that year’s “best in class,” spent the bulk of a three-day forum with the C.S. Mott report in hand discussing a new learning system. AASA produced a white paper based on the forum discussions, which has been widely disseminated.

Many of the superintendents at the forum have continued the conversation in their districts. Five of them are featured in this publication. They went back home and sent AASA their best thoughts on what a new learning day means to them and what it might look like in their community. They selected one, two or sometimes all five elements outlined in the Mott report, and we are sharing their opinions with you.
AASA is committed to creating an educational experience that not only promotes academic success during the regular school day, but also provides children with meaningful learning and enriching opportunities before, during and after school and year-round. Use this publication as a resource for starting the conversation about collaboration, academic and child/youth development and whatever it takes to create a “New Day for Learning” in your own community. And let us hear from you on your efforts. ◆

Sharon Adams-Taylor
Associate Executive Director
Children’s Programs

Acknowledgments
AASA would like to thank the C.S. Mott Foundation for its leadership on extended learning and for its generous support of this publication. We are also deeply grateful to Bryan Blavatt, Robert Copeland, Don Helmstetter, Krista Parent and Kevin Settle, state superintendents of the year from the class of 2007, who gave of their time to reflect on and share what a new day for learning means for children, communities and school system leaders. Special thanks also go to those inside AASA who helped bring this publication to life, especially Mlatibe Seidou, Liz Griffin, Darlene Pierce, Joya Coffman, Rebecca Roberts, Kelly Beckwith, Calvin Jones and Evelyn Gilliam.
Bryan A. Blavatt

With the advent of a new millennium, education in our country doesn’t look much different than it did when Beaver Cleaver sat at his desk and listened to the words of Miss Canfield at Grant Avenue Grammar School. In a time of profound change in nearly every area of our lives, schools hold on to such timeworn principles as the agrarian school calendar, teachers as the sole imparter of knowledge, “egg carton” buildings, and the standard school day of about 6 1/2 hours.

Our focus in public education is predicated on the beliefs that setting high standards and holding educators accountable will lead to improved student performance. We want to foster achievement at a higher level, but we continue to try and find more horsepower using the same old engine with minimal fine-tuning. This is not to suggest that many schools and communities haven’t made progress through concerted efforts to tune up their engines. The real answer, however, lies in changing the engine to increase capacity.

“New Day for Learning,” a report funded by the C.S. Mott Foundation, offers a viable approach to increasing capacity and helping schools to reach the high levels of student performance that are at the center of our mission. This report examines the need to change the existing thinking and policies that limit when, where and how children learn. It provides a blueprint for school restructuring with essential elements for success. The central concept is that we must shift the paradigm that student learning is bound to a finite school day within the standard classroom setting.

Integrating Various Approaches to Acquiring and Reinforcing Knowledge

As an educator with over 40 years in public education, I support the elements of change outlined in “New Day for Learning.” There is little doubt that learning should not be constrained to a single time frame, location or modality. The new engine has to integrate a variety of approaches to acquiring and reinforcing learning. It has to recognize that students learn throughout the day, as the report states, “there is no final bell.” A high level of collaboration between local, state and national agencies is obviated for this change to take place. This new engine will be fueled by the knowledge that the advent of new technology ensures students are no longer bound by time and space in their acquisition and communication of information.
Over the years, a multitude of educational reforms have been directed at improving teaching/learning through the delivery system, but reforms looking at structure have been absent. “New Day for Learning” concentrates on the essential goal of improving teaching/learning through strategies to develop extended opportunities for students. The most encouraging aspect of this approach is that many pieces of the new engine already exist. In fact, the report identifies a multitude of initiatives by school districts throughout our nation that have successfully moved toward higher levels of achievement by shifting the paradigm from conventional thinking about the school day.

I consider educators’ attempts to integrate technology into nontraditional learning as a way to expand school day to be the most challenging aspect of “New Day for Learning.” A myriad of such projects from California to Massachusetts have experienced significant improvement in student performance. These initiatives vary from extended community service to enrichment academies, but all have a single element that makes them successful: They expand the time and space for the student experiential base and cognition through the use of technology.

Students of this century live with instantaneous connectivity and information retrieval. They have been identified as the “Digital Generation.” They aren’t willing to wait for an outmoded educational system to catch up. They are unwilling to simply crack the shell of the conventional school day and delivery system. They want to smash it open. It is up to us as educators to give them the engine that will drive the hammer and smash that shell.

Bryan A. Blavatt is superintendent of Boone County School District in Florence, Ky.
In reviewing the Mott report, “New Day for Learning,” clearly each of the five elements could inspire large works of written commentary, but I will offer my perspective on each element contained within the document.

**Expanding the Definition of Student Success**

At a recent meeting of fellow superintendents, No Child Left Behind reared its ugly head. Much angst and denigration of the legislation followed and I tried, I mean I really tried to keep my mouth shut. But I just couldn't help myself.

You see, I share a birthday with the *Brown v. Board* decision. We both became a matter of law within days of one another. So, I have lived my life in the wake of one of the most groundbreaking Supreme Court decisions in our nation’s history. Yet, over the last 50 or so years, *re-segregation* has emerged in many communities. In fact, my home state of New Jersey is ranked about the fourth most-segregated state in the union. That fact, along with the benign neglect of schools where Advanced Placement and Honors classes are filled with largely Caucasian and affluent students, and where remedial classes are filled with poor and minority students, we bemoan the insistence that we hold ourselves accountable not for the aggregate, but for each and every child we teach. I can't help but feel frustrated with those who say, “if we had no accountability we would do the right thing,” when the right thing eluded us for so many years.

But my outrage is tempered with the insistence of using such marginally prescribed and arbitrary measures of success that I fear the gap we face in the achievement of students is going to widen not close.

So, what's the answer? I was intrigued with the examples outlined in the treatise. While the measure, college-going rates, remained high, the road to getting there was varied and diverse. I whole-heartedly support the multiple-roads approach, as long as the end result is valuable and rich.

**Using Knowledge About How Children Learn**

*How People Learn: Brain, Mind, Experience, and School*, published by the Commission on Behavioral and Social Sciences and Education in 1999, is an excellent resource. While a rather dense volume, the authors provide scientific explanations that support learning,
transfer and carefully documented modes of application. Our district used it to support administrative staff development over the course of a year when I realized that many of our leadership team had long forgotten the rudimentary methods and theories about learning.

So much of what we consider sound pedagogy is rooted in myth, unsubstantiated practice and faulty science. The administrative staffs were pleased to refresh their minds with the material provided by the commission and began working with teaching staff to cover the same material.

As part of this work, teachers submitted intriguing examples of learning, transfer and application for my review. Examples showed that constructivist learning methods and experiential context remain a solid foundation of learning. Whenever we unearth the characteristics and artifacts of well-grounded alternative schools, at the heart of what we find is experiential and relevant learning.

Integration of Various Approaches to Acquiring and Reinforcing Knowledge
When I was young, teachers cautioned me that I needed to pay attention in school because I was being prepared for the “real world.” Now, I thought I was already living in about as real a world as I could find, but apparently the distance between learning and living had to be emphasized. The integration of learning into the “real world” helps young people to appreciate their ability to make a difference. The examples cited in How People Learn reinforce that concept.

Intentional Collaboration
Research suggests that people view their communities through the quality of their schools. Good streets, garbage collection and clean sidewalks aside, schools define a community. Yet, finding partnerships, particularly in medium-sized towns without large universities or expansive corporate headquarters is tough.

Schools and school district leaders will be called on to form developmental partnerships with community stakeholders, so that no matter the geographic location or demographics of a particular community, students can support the developmental goals for children.

New Leadership and Professional Development Opportunities
We must tackle the age-old issue that the only way to reward excellent teaching and strong teacher leadership is to remove the teachers from the classroom. Instead I propose using multiple models for engaging and capitalizing on teacher empowerment including the
Teacher Advancement Program and national board certification. In addition, teachers who direct district staff development and who are engaged in distributive leadership are provided with an arena in which to grow, without changing their venue entirely.

**Robert Copeland** is superintendent of Piscataway Township School District in Piscataway, N.J.
Recently a young man led a tour of a brand-new home. He paused to point out the special design of the tile on the wall of the bathroom. “This is what I put in. Do you see how straight the tiles are in the corner? Man, did that take time!” Another young man pointed out the walk-in closet in the master bedroom. “Jeff and I drywalled this whole area.” “Did you do the taping, too?” I asked. “Nah,” he replied. “We left that job to the professionals.”

After the tour, I shared a can of soda with another proud person. “You’re the superintendent, huh?” said the gentleman. “I gotta tell you, this program is the best thing for those kids, and it’s been great for my own men, too.” The gentleman owned an electrical contracting company, and he and his men have worked shoulder to shoulder with the teens at this house. “Sometimes,” he told me, “a college or university isn’t the best plan for a student. This hands-on, learn-and-do program is absolutely the best for many of them.”

On another day, after a concert by elementary students, I stood in line for refreshments. A 4th-grade teacher was still dabbing her eyes carefully, so as to avoid messing her mascara. “You need to know,” she explained, “that boy converses very little in the classroom. He is shy, has low self-esteem and lacks confidence. To see him in the front row of the singers, a smile on his face and singing loudly really proves that this program is working wonders.” A kindergarten teacher agreed. “It was so great seeing those kids in concert. It actually brought tears to my eyes, too, with the first lyrics being ‘on the day when I was born. . .’ because these kids are really special — even though they rarely feel that way.” Just then a mom rushed up to hug the choir director. “Gracias, gracias, gracias! You will never know the gratitude in my heart, to watch my boy smile as he sang with all of his new friends, because some of them were the boys that always teased him before this class.”

What do these stories have in common? A lot of satisfied, even happy people. A lot of successful, even enthusiastic students. Even more enthusiastic parents, teachers and adults. And classes that go beyond the normal day with teachers using non-mainstream curriculum. Teachers using non-mainstream curriculum in a classroom located far from any normal school setting, at a time when most kids are usually at home or on the streets. Oh — and, most importantly, with all students achieving, academically and socially, at significantly higher rates than before, and with no achievement gap.
Sound far-fetched? To be sure. Nevertheless, it’s true, and it is happening throughout the nation when parents, community members and school personnel come together to help students succeed.

**Expanding the Definition of Success**

As a public school leader, I am constantly faced with the challenges caused by too few resources, and my staff frequently expresses frustration that they have so little time to make a real impact on any child’s life and learning. The task force report, however, provides more than hope and a few good ideas; it provides a workable model based on research and emerging best practices.

To ensure success, the proposed new learning system should: (a) expand the definition of student success; (b) use research-based knowledge about how students learn best throughout the day, early to late and year-round; (c) integrate various learning approaches and places; (d) foster collaboration across all sectors; and (e) provide new opportunities for leadership and professional development.

These concepts are not new, but used in an aligned system, their collective results can be dramatic. One requirement for graduation from Learning Alternatives Community School, located in a Minneapolis suburb, is to demonstrate the ability to maintain a successful relationship with a peer and a responsible adult. This requirement can be fulfilled in many ways, including employment at a fast food restaurant, volunteer service for an organization or an individual, or, as described in an earlier anecdote, in a building-trades class of a nearby high school. In addition to the opportunity to explore — hands-on — many vocational options, the student learns and demonstrates skills such as promptness, ability to follow directions, ability to work alone or with others, neatness, responsibility, care and ownership.

Students in the building-trades class also practice math skills through word problems, time and labor calculations, volume and square-footage calculations, and cost-benefit analysis when making choices regarding fixtures or style.

In addition, students learn leadership skills by “leading their own crew,” providing tours of the project, and answering questions put to them by the media in attendance. By responding to tour or interview questions, the students reinforce their knowledge and learning as well.

The Mott report also cites examples of schools redefining student success. Graduation no longer is the goal; rather, the goal is a successful life and career, and graduation is but a step in the process.
While it is true that relevance, rigor and relationships are keys to the success of all 21st-century schools, until we better define student success, until we use better approaches to improve student learning, and until we more fully collaborate with other agencies and partners, our own levels of success will be spotty. Unfortunately, in the meantime, a significant percentage of another generation of children is left adrift.

The task force reports, “the pieces (for success) already exist somewhere at some level.” It is now up to us leaders to work with others in our respective communities to find these pieces and place them together for the benefit of all children ... and their future. ◆

Dan W. Helmstetter is superintendent of Spring Lake Park Schools in Spring Lake Park, Minn.
All five elements presented in “New Day for Learning” are critically important to ensuring that all students leave our school systems prepared for the complex and challenging world of the 21st century. Our public school system succeeds in what it was originally designed to do — sort and track students, and promote the best and brightest. This system works fairly well for about 50 percent of our students. For the other 50 percent, it fails miserably.

If we are going to become a system for all children, the five elements identified in “New Day for Learning” must be embraced, and steps must begin immediately to implement the core concepts. Within our district, we have focused on the element of creating new leadership roles and professional development opportunities for teaching and managing a new learning system.

**New Leadership and Professional Development Opportunities**

Our district has spent more than six years investing in quality professional development for the leadership in our district. We have sought and aligned resources to support this work and, as a result, have seen significant improvements in student achievement at all levels. It is hard to pinpoint just one initiative that was responsible for these dramatic improvements. It is likely the synergy of several initiatives embedded in a deep learning culture focused on “communities of practice” have been responsible for the improvements in student achievement that we have seen.

To create a professional development plan that would succeed in our district, we immersed ourselves in learning about numerous models, initiatives and best practices. Using this knowledge, we then crafted our own plan. We undertook three initiatives that transformed the way we engage in professional development and, as a result, have created a cadre of teachers and administrators who can teach and manage a new system of learning.

1. **Restructured Leadership Training**

   The first logical place to start in creating “New Leadership and Professional Development Opportunities” was with the traditional structure of the Administrative Council team. Instead of district-level administrators and school-level principals
meeting twice a month and working through agendas with mundane business and management agenda items, the first change we made was to include more leaders on a regular basis, including assistant principals, supervisors, school board members and teachers.

This new District Administrative Council group meets twice monthly to focus solely on leadership development, and teaching and learning. Typical Administrative Council meetings require common pre-reading, either from books or research articles such as *Whatever It Takes* by Rick DuFour, *Change Leadership* by Tony Wagner, *The Six Seasons of Change* by Michael Fullan and *A Whole New Mind* by Daniel Pink. This change has made a huge impact on the mindset of our district and given a larger number of district leaders a chance to grow professionally.

2. **Studio Classrooms**

A second critical professional development initiative has been the implementation of our Studio Classrooms for teachers, educational assistants and administrators. Rather than sending staff to conferences, we’ve focused our work in live classrooms and have fostered deep discussion and study about the student learning environment. Coaches and consultants have supported the studio classroom work, but the majority of the actual work has been from within the district. During the 2007-08 school year, our work focused on implementation of the Studio Classroom model in the content areas of mathematics and writing. The Studio Classroom model has become an important component of the district’s overall professional development plan and will continue to play an important role in future years.

The Studio Classroom experience includes a cycle of five different phases: connection to best practices; overview of lesson summary; observation phase; lesson debrief; and final reflections/transfer to practice.

3. **Book Clubs in a Professional Learning Community**

The third practice that has significantly improved our district’s professional development was the implementation of a series of book clubs. In order to expand our circle of reading to include all instructional staff — and not just those in the leadership circle — we now offer a variety of book clubs throughout the year for district staff.
These book clubs occur three times each term, after school hours. The book clubs are led by central-office administrators and organized around specific themes, such as Children’s literature, building background knowledge, and blogs, wikis and other technological tools. Each theme emphasizes literacy-based instructional strategies. Over two-thirds of the instructional staff in the district has participated in at least one book club.

After successful implementation of the voluntary book clubs described above, we brought it to the district staff to incorporate into their own professional development. Principals and assistant principals chose one of 40 books to read and report back to the Administrative Leadership Team — the presentations ensured all were on the same page. Based on discussion and reviews from district staff, the list was narrowed down to the top 20. District leadership shared these books with schools across the district and asked all within the school environment — teachers, specialists, librarians, technology staff and educational assistants — to choose one of the 20 books to read over the summer and to share their opinions and thoughts with colleagues in the fall.

These three professional development initiatives have been powerful tools for moving our district through a series of transformations that have led to significant increases in student achievement and have readied our staff to think about learning and teaching in a new way.

Since we’ve begun these initiatives, our high school students have gone from being significantly below the state average on the statewide assessments to significantly above the state average, and among the best in a high-performing county. In addition, these initiatives have provided effective strategies for sharing information and ideas with all staff members in a relatively quick (and fun) manner. All staff has the same opportunity to learn and is exposed to the same vocabulary for how we talk about teaching and learning. We have established a culture focused on our core mission — learning.

Our school board, administration and teaching corps are now unified around our work and these three initiatives have catalyzed this collaboration. The professional development messages in “New Day for Learning” are extremely relevant for our district. ♦

Krista Parent is superintendent of South School District 45J3 in Cottage Grove. Ore. She was the 2007 National Superintendent of the Year.
Kevin Settle

Mount Vernon City Schools, District 80 is located in southern Illinois, approximately 75 miles east of St. Louis, Mo., and 75 miles west of Evansville, Ind. The district’s four attendance centers serve 1,800 students in grades pre-K-8. Although the district serves a rural community, it is one of the largest districts in southern Illinois. According to the most recent District Report Card published by the Illinois State Board of Education, approximately 73 percent of the students live in low-income households, the mobility rate is 28 percent, and about 40 percent are minority (primarily African American). A 2005 study by Claritas Inc. RDG Planning & Design found a pattern of suburbanization in Jefferson County where the city’s sphere of influence grows, while the central city (District 80) declines. Many people have left the city of Mount Vernon to build nice homes in the county, leaving a larger number of people of lower socioeconomic status in the city.

These factors make meeting the academic requirements of No Child Left Behind a challenge. This is the first year that none of the schools in District 80 made Adequate Yearly Progress. The academic progress of students with disabilities, those who are economically disadvantaged and African-American subgroups was not high enough in one or more schools. To address this, the district began examining what could be done to change the current learning system.

Using Knowledge About How Students Learn
When considering changes to a learning system, knowledge about how students learn is a key element. The Mott report, “New Day for Learning,” makes this clear. Schools must figure out how to expand and create higher quality learning time.

District 80 has experimented with after-school programs in the past. This year a 21st Century Community Learning Centers program grant was awarded to provide before- and after-school opportunities, as well as summer opportunities for up to 175 students. The past programs provided valuable experiences for the implementation of the new program, and the information noted in “New Day for Learning” helped with the design.

The 21st Century STARS Academy is a community-driven after-school program that provides expanded learning opportunities for students. The academy offers a balanced program of academic support, arts and cultural enrichment, recreation and nutrition. The program
Superintendents' Perspectives on the “New Day for Learning” Report

Superintendents’ Perspectives on the “New Day for Learning” Report

provides an array of activities not always available during the traditional school day, giving students opportunities for growth and learning they may not find elsewhere. The STARS Academy after-school program creates a safe, healthy and stimulating place for school-age children, while providing opportunities for participation in the following activities:

- Academic skill building and homework help;
- Sports and recreation;
- Exploration of special interests such as art, music, theater, dance, computers and technology, crafts and games;
- Volunteer work and community service; and
- Cultural activities and career exploration.

In addition to the above activities, the STARS Academy also provides students with:

- Ongoing relationships with caring adults;
- An environment that strengthens social skills and character;
- Healthy snacks and meals to meet student’s nutritional needs; and
- Safe facilities.

A parent/community component planned for future implementation includes:

- GED/ABE classes from the local community college;
- Parenting classes;
- Involvement as a guest speaker:
- Involvement as a volunteer; and
- Parent/student time for learning together.

The new program proved a tremendous success. The maximum number of students is enrolled and attendance is high, with students from all nine grades (preK-8) represented. There are 81 percent minority children attending and 99.5 percent of them are from low-income households. Members of the community have helped by volunteering and by providing bags of nutritious food for poor families during the holiday weekends.

“New Day for Learning” challenges leaders to create a new learning system that will meet the needs of all students and expand their learning opportunities. Our district welcomes this challenge.

Kevin Settle is superintendent of Mount Vernon City School District 80 in Mount Vernon, Ill.
Call to Action on “New Day for Learning”

“We can no longer tolerate our traditional beliefs about time and learning. Our highly competitive world demands much more of us all.

We must see these challenges as opportunities for improving the lives of our children. We can build on the public sentiment for changes in learning time. We can applaud and use existing successes and take research and practice to the next level of action.

Most of all, we can, as a society, understand unequivocally that giving all of our children and youth maximum opportunities to succeed is imperative and urgent.”

The American Association of School Administrators has developed resources to help school system leaders think about new learning systems and to develop, implement, fund and sustain before- and after-school programs. The resources listed on this page also provide the advice and best thinking of several superintendents on these key issues. You may download copies of these resources at www.aasa.org or contact Mlatibe Seidou for hard copies at mseidou@aasa.org.

- The May 2005 issue of AASA’s monthly magazine, The School Administrator, After-school Hours, focuses on evaluation, sustainability and engaging students in after-school programs.

- After School Programs: Bureaucratic Barriers and Strategies for Success the fall 2005 issue of AASA’s periodical, School Governance & Leadership (PDF), is a resource guide that builds upon original research done by AASA with school districts across the country on the barriers that often get in the way of quality and sustainable after-school programming.

- A 2006 DVD features urban, suburban and rural superintendents commenting on barriers to after-school programming, sharing promising practices and providing advice to other superintendents on overcoming these barriers.

- Leadership for Change White Paper, 2007 (PDF) features the thoughts and strategies of state superintendents of the year on the topic of extended learning opportunities.

To request copies of any of these resources from AASA, please contact Mlatibe Seidou at mseidou@aasa.org.