

# Implementation Strategies

**Benjamin F. Beswick Elementary School, Tustin Unified School District**  
Tustin, CA

**Grade(s):** K – 5

**Scenario:** Computer Lab, Computers in Classroom

**Purpose:** Intervention, After-School, Improve State Test Scores, At-Risk Students

**ALEKS Portion of Curriculum:** 10%

**Time Spent in ALEKS:** 4 hours per week, 30–35 hours per term

**ALEKS Course:** Mathematics – LV 3 (with QuickTables), Mathematics – LV 4 (with QuickTables), Mathematics – LV 5 (with QuickTables)

## **Heather Greer, Teacher**

Students using ALEKS QuickTables or the full program improve in math knowledge and performance on classroom and standardized tests. ALEKS is easy for the students to use once accounts are opened for them. Most students using the full ALEKS program show increased confidence and ability, while students using QuickTables alone show improved math fact accuracy and increased enthusiasm. Overall, most students feel positive about the program and believe it helps them understand math concepts better.

## **Scenario**

### **What challenges did the class or school face in math prior to using ALEKS?**

One challenge was finding the time to support individual needs within the regular classroom.

### **How many days per week is class time dedicated to ALEKS?**

4 days per week.

### **What is the average length of a class period when ALEKS is used?**

50 minutes.

## **Implementation**

### **How do you implement ALEKS?**

Students attend afterschool sessions four days per week. They are chosen based on assessed academic needs, generally from the group performing at the level which would parallel the basic level on the California Standards Test (CST).

### **Do you cover ALEKS concepts in a particular order?**

Students are encouraged to delve into topics that are introduced in the classroom.

### **How do you structure your class period with ALEKS?**

ALEKS is used for select students as an afterschool program and does not impact class time.

### **How did you modify your regular teaching approach as a result of ALEKS?**

The regular classroom period is not modified as a result of ALEKS use.

### **How often are students required or encouraged to work on ALEKS at home?**

Students are instructed on how to access ALEKS at home, but few of my students participating in the program have Internet access at home.

### **How do you cultivate parental involvement and support for ALEKS?**

Parent permission is necessary for participation in the afterschool program.

## **Grading**

### **Is ALEKS assigned to your students as all or part of their homework responsibilities? If so, what part of the total homework load is it?**

ALEKS is not assigned as homework.

**How do you incorporate ALEKS into your grading system?**

ALEKS is not part of the grading system since so few in the classroom are included in the program.

**Do you require students to make regular amounts of progress in ALEKS?**

Students in the afterschool program are rewarded for covering a certain number of areas successfully during the week. Area expectations are set individually.

**Learning Outcomes****Since using ALEKS, please describe the learning outcomes or progress you have seen.**

Most students using the full ALEKS program show increased confidence and ability. Students using QuickTables alone show improved math fact accuracy and increased enthusiasm. Overall, most students feel positive about the program and believe it helps them understand math concepts better.

**Best Practices****Are there any best practices you would like to share with other teachers implementing ALEKS?**

I am not one of the afterschool program teachers, but I did notice that the students seemed to be more serious about using the program (and therefore making progress) when rewards are instituted for reaching coverage goals weekly.