Should OUT-OF-SCHOOL STAFF Be Trained Like Teachers?

FREE WEBINAR:
Monday, May 14, 2012
3 to 4 p.m. ET
Should Out-of-School Staff Be Trained Like Teachers?

Expert Presenters:

Nancy Peter, Ed., director, Out-of-School Time Resource Center, Philadelphia

Charles Smith, Ph.D., executive director, David P. Weikart Center for Youth Program Quality, and vice president for research, Forum for Youth Investment, Ypsilanti, Mich.
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
Should Out-of-School Time Staff Be Trained Like Teachers?

Nancy Peter, Ed.D.
May 14, 2012
Out-of-School Time Resource Center (OSTRC)

Supports staff who support children and youth

- Housed in the School of Social Policy and Practice, University of Pennsylvania.
- Offers newsletter, website, Online Training Calendar, Document Library, Peer Networking Meetings, Regional Directories, individual consultations, and more.
- Conducts research on and evaluates OST professional development (PD).
- Advocates for PD access, quality, diversity, and accountability.
Defining Our Terms

Are we speaking the same language?

The National Institute on Out-of-School Time (2000) defines OST programs as "encompassing a wide range of program offerings for young people that take place before school, after school, on weekends, and during the summer and other school breaks."

The National Staff Development Council (2009) defines professional development as “a comprehensive, sustained, and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement.”
Research & Rational

High-quality OST staff are just as important as high-quality classroom teachers

1. Professional development enhances OST staff quality.
2. Staff quality contributes to OST program quality.
3. OST program quality positively impacts youth achievement.
Considerations

OST staff are different from classroom teachers

- Diverse academic/experiential backgrounds
- Few formal criteria or certifications
- No standardized competencies
- No standardized ongoing PD requirements
- Diverse/fluid roles and responsibilities
- Diverse funders/administrators/stakeholders
- Minimal compensation (wages and benefits)
- Minimal perceived or recognized professional identity
- Frequent turnover
- Minimal formalized assessment
Design

What makes OST PD effective?

Research and learning theory
  • Adult learning theory
  • Multiple intelligences
  • Theory of change

National/regional/local competencies
  • National Afterschool Association: Core Competencies
  • School’s Out Washington: Core Competencies
  • Philadelphia: OST Staff Competencies
Formats

How can OST PD be delivered?

Degree and Certification Programs

• Credential or associates degree
• Bachelors degree
• Masters or doctoral degree

Multiple Formats

• Workshops and conferences
• Coaching, mentoring, and peer networking
• Webinars, listservs, and online bulletin boards
Evaluation

How is OST PD assessed?

- Satisfaction
- Acquisition of knowledge and skills
- Institutional integration
- Application
- Extension
- Youth impact
- (Increase in professional identity)
- (Change in belief system)
Example

*The OSTRC’s monthly Peer Networking Meetings:*

- Are based on and sorted by staff competencies
- Integrate adult learning theory
- Address multiple learning styles
- Combine several formats/activities
- Employ short-term evaluation (i.e., satisfaction)
- Employ long-term evaluation (i.e., application)
Lingering Issues

What are remaining OST PD challenges?

- How to finance OST PD
- How to address multiple topics and skills
- Why to invest in staff who do not remain on the job
- How to reconcile experience with credentials
- How to “standardize” the profession
- Other?
Contact Information

Nancy Peter, Ed.D.
Director, Out-of-School Time Resource Center
University of Pennsylvania
School of Social Policy and Practice
3815 Walnut Street
Philadelphia, PA 19104-6179
Phone: 215-898-0640
Fax: 215-573-2791
Email: npeter@sp2.upenn.edu
Web: www.sp2.upenn.edu/ostrc
A Continuous Improvement Approach to OST Staff Learning and Performance

David P. Weikart Center for Youth Program Quality
at the Forum for Youth Investment
Challenges for OST Staff Training & Professional Development

• Defining improved performance is difficult

• High turnover

• “Kitchen sink” standards/competencies

• Changing behavior is harder than ideas, perhaps especially for adult-child interaction

• Evaluation, Accountability and PD are siloed
Youth PQA & YPQI

• Youth Program Quality Assessment (Youth PQA)
  – Observation-based standard/measure for instructional quality during OST offerings.

• Youth Program Quality Intervention (YPQI)
  – An intervention/standard for continuous improvement of instructional quality during OST offerings.
Youth PQA – Standard for Instructional Practice at POS

ENGAGEMENT

Choice, planning, reflection

INTERACTION

Adult partners, grouping, cooperative learning

SUPPORTIVE ENVIRONMENT

Active learning, skill building, conflict resolution

SAFE ENVIRONMENT

Physical and emotional safety

Youth Voice and Program Governance Structures
YPQI – Standard for Continuous Improvement in OST Organizations

**YPQI Supports** for Site Managers: Standards, Training, Coaching, External Raters

**Continuous Improvement Practice:**

- **Assess** quality of instruction (team)
- **Plan** with quality data (team)
- Improve with **coaching** (individual)
- Improve with **training** on instructional skills (individual)

Manager engages accountability messages and YPQI supports

Manager enacts continuous improvement practices

Staff engages in continuous improvement practices

Staff enacts instructional practices

Youth engage with instruction & build skills
Rethinking Accountability: “Lower Stakes”

• Higher stakes = holding an organization accountable for the performance of multiple individuals through publicity of performance data

• **Lower stakes** = holding site managers accountable for a continuous improvement process through submission of completed quality assessments and improvement plans
One Teacher/Youth Worker

• Late October – Join **self assessment** team using Youth PQA to observe peers and produce a single site rating

• Mid November – Attend Planning with Data session with team (using external and self-assessment data)

• December-June – Discuss **improvement plan** progress monthly at staff meetings

• February & March – Attend live & on-line **training modules in specific instructional methods** aligned with Youth PQA

• February & April – Receive **instructional coaching** from supervisor using self-selected items on Youth PQA

• August – Build quality practices into curriculum and activities during program planning for next year

• Repeat cycle
YPQI Randomized Trial

- **Design**: 87 sites, five networks in four states
- **Primary Outcome**: Quality of Instruction
- **Findings**:
  - YPQI improves instruction and higher implementation leads to higher quality instruction
  - Works across challenging staffing conditions, and increases staff retention
  - Works across different systems
  - Is sustainable and cost-effective
Youth PQA / YPQI Reach in 2011-2012

- **Light Green**: full-state implementation
- **Dark Green**: place-based implementation
- **Gold**: full-state + place-based

**70 Networks/Systems**

**>2620 Sites**

**>17,030 Staff**

- Estimate based on mean of 6.5 staff per site in YPQI Study Sample

**>222,700 Child & Youth**

- Estimate based on mean daily attendance of 85 youth per day in YPQI Study Sample
Is this an OST teacher training model?
[Can accountability policies become adult learning policies?]

Policy Setting

Organizational Setting

Point of Service Setting

Lower Stakes Accountability and YPQI Supports

Continuous Improvement Practices for Site Teams

Quality Instruction & Proximal Child Outcomes
## High Quality OST Instruction Parallels Instructional Practices During the School Day

<table>
<thead>
<tr>
<th>CLASS (Secondary) Scale</th>
<th>Youth PQA Form A</th>
<th>Promising Practices Rating Scale</th>
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<tbody>
<tr>
<td>Positive Climate</td>
<td>High</td>
<td>High</td>
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<tr>
<td>Negative Climate</td>
<td>High</td>
<td>Moderate</td>
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<tr>
<td>Teacher Sensitivity</td>
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<td>High</td>
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<tr>
<td>Regard for Student Perspectives</td>
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<td>Behavior Management</td>
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<tr>
<td>Productivity</td>
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<td>High</td>
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<td>Instructional Learning Formats</td>
<td>Moderate</td>
<td>High</td>
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<tr>
<td>Concept Development</td>
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<td>High</td>
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<td>Quality of Feedback</td>
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<td>Moderate</td>
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<tr>
<td>Language Modeling</td>
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Contact & Information

• Charles Smith, Ph.D.
  VP Research, Forum for Youth Investment and Director, Weikart Center for Youth Program Quality
  Email: charles@cypq.org

• Web: www.cypq.org;
  www.forumforyouthinvestment.org

• YPQI Study Reports: www.cypq.org/ypqi
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Should Out-of-School Staff Be Trained Like Teachers?

Required Reading from *Education Week*:

**Training of Out-of-School Staff Debated**
A variety of efforts have sprung up across the country to define and improve the quality of after-school staff, some of which bear resemblance to the quest to improve the effectiveness of classroom teachers. But given that many out-of-school programs face limited funding and their staffs tend to be young, part-time workers who rarely commit to the job for long, questions remain over how to provide professional development in a cost-effective way.