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Should Out-of-School Staff Be Trained Like Teachers?

Expert Presenters:

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An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.

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Nancy Peter, Ed.D.

May 14, 2012

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Introduction

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)

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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)

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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

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A Continuous Improvement Approach to OST Staff Learning and Performance

David P. Weikart Center for Youth Program Quality

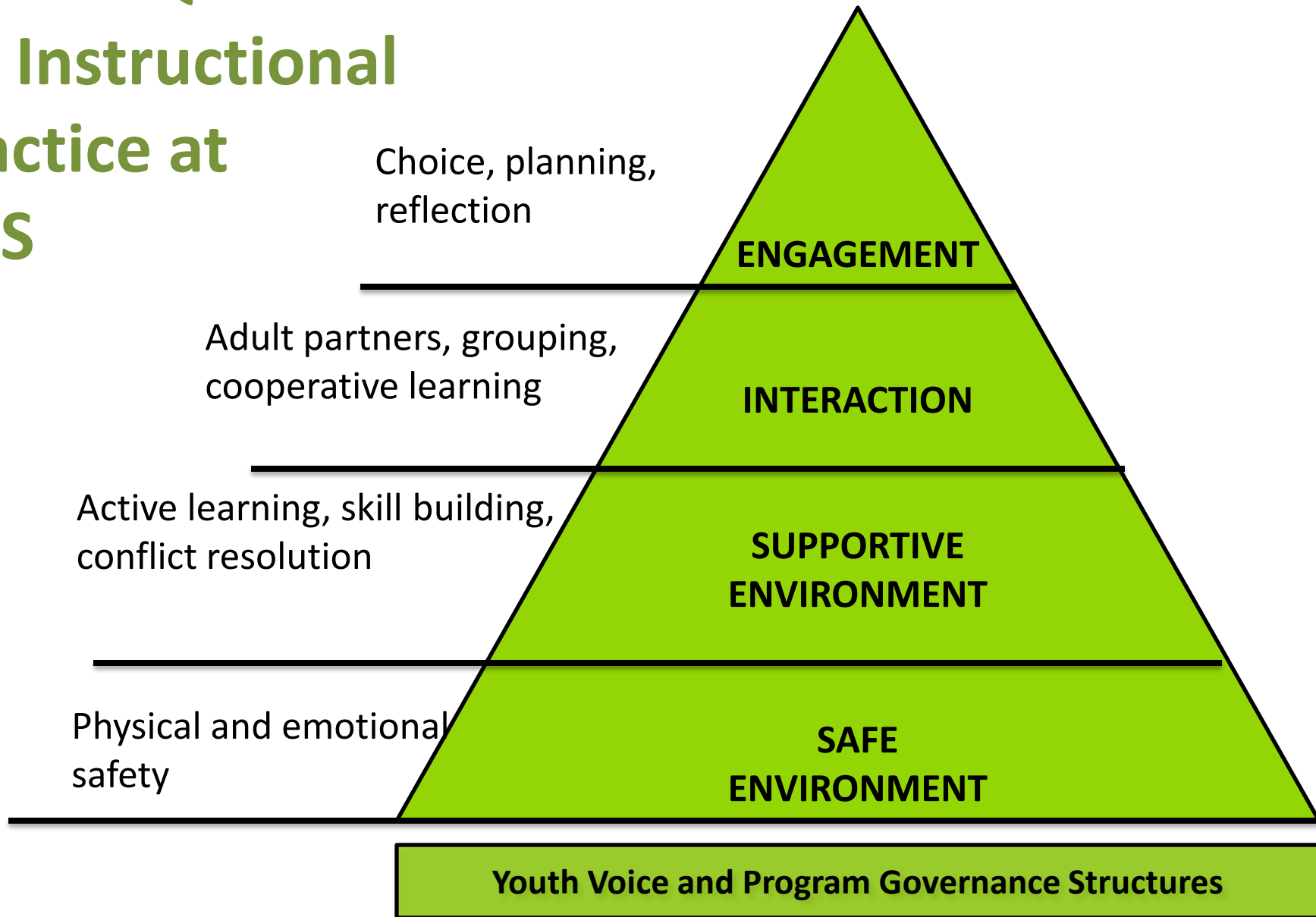at the

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

Choice, planning, reflection

ENGAGEMENT

Adult partners, grouping, cooperative learning

INTERACTION

Active learning, skill building, conflict resolution

SUPPORTIVE ENVIRONMENT

Physical and emotional safety

SAFE ENVIRONMENT

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)

Policy Setting

Manager engages accountability messages and YPQI supports

Organizational Setting

Manager enacts continuous improvement practices

Staff engages in continuous improvement practices

Point of Service Setting

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 mangers 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

- <u>Design</u>: 87 sites, five networks in four states

- <u>Primary Outcome</u>: Quality of Instruction

- <u>Findings</u>:
  - **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
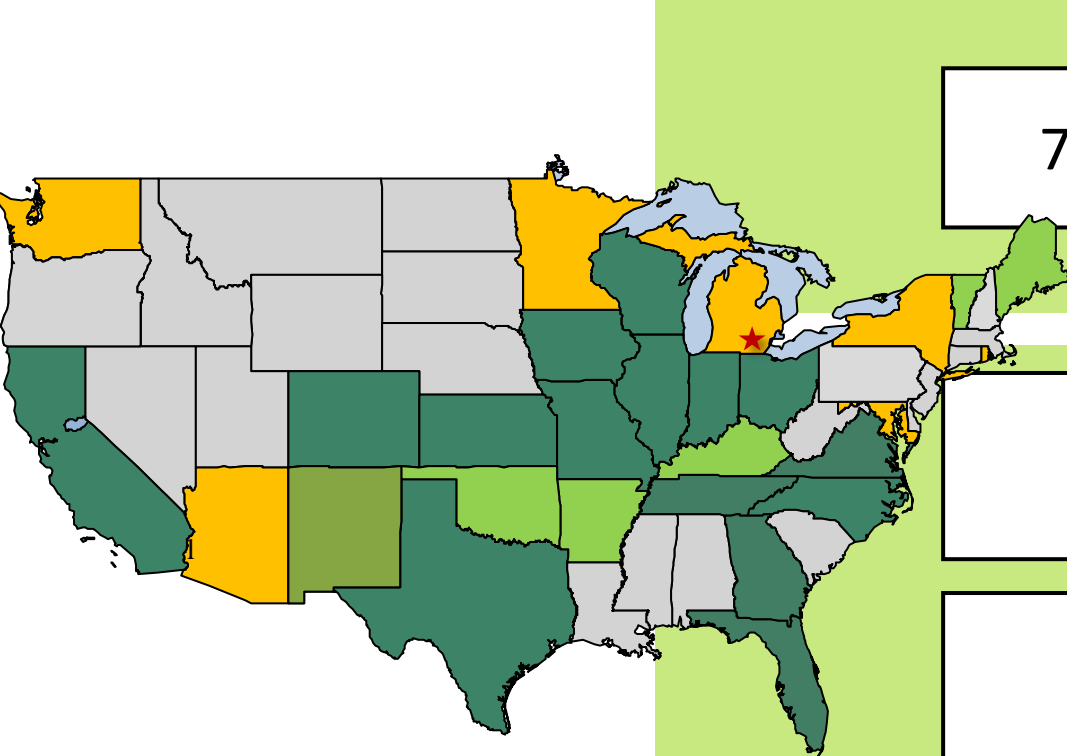
Light Green- full-state implementation

Dark Green- place-based implementation

Gold- full-state + place-based

Policy Setting

70 Networks/Systems

Organization Setting

>2620 Sites

>17,030 Staff

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

Point of Service Setting

>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

> **Lower Stakes Accountability and YPQI Supports**

Organizational
Setting

> **Continuous Improvement Practices for Site Teams**

Point of Service
Setting

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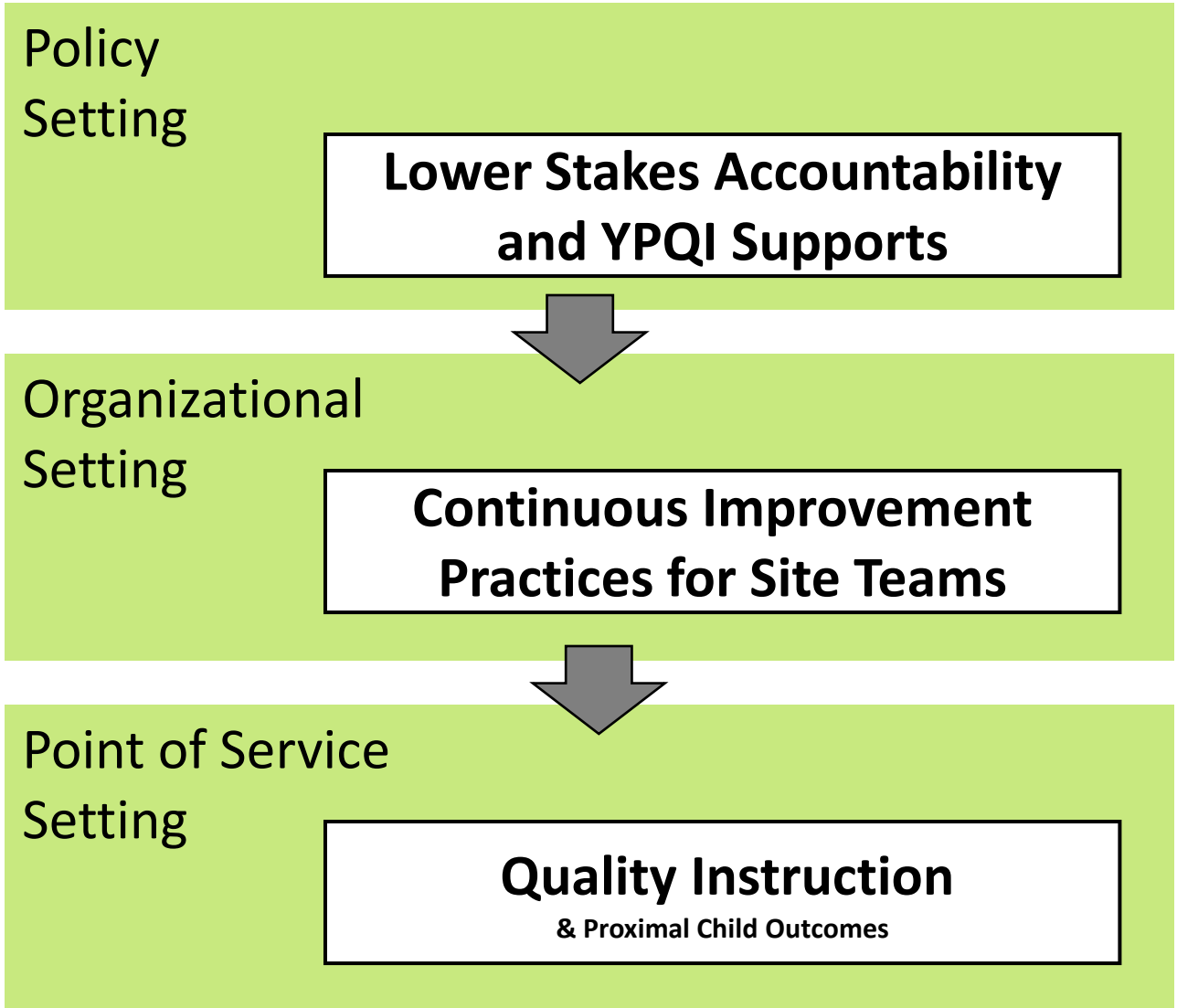
High Quality OST Instruction Parallels Instructional Practices During the School Day

CLASS (Secondary) Scale	Youth PQA Form A	Promising Practices Rating Scale
Positive Climate	High	High
Negative Climate	High	Moderate
Teacher Sensitivity	High	High
Regard for Student Perspectives	High	Moderate
Behavior Management	Low	High
Productivity	Moderate	High
Instructional Learning Formats	Moderate	High
Concept Development	High	High
Quality of Feedback	High	Moderate
Language Modeling	Moderate	Moderate

Contact & Information

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- 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.