

Youth YPQA Training Outline

Objectives

- a. Youth assessors will learn how to use the simplified YPQA tool.
- b. Youth assessors will understand the importance of using the tool.

Materials

- a. Copies of the revised YPQA tool for each participant
- b. 11 pieces of paper
- c. 1 Group Observational Photo (attached)
- d. 4 Individual observation photos pictures (attached)
- e. 5 simple calculators
- f. Assorted markers
- g. Tape
- h. Copies of effective and ineffective observational note taking strategies for each participant.
- I. 1 Pyramid of Program Quality poster

Welcome: Energizers (15 minutes)

1. Name introductions
2. Quickly go over the agenda

Opening: Voting (15 minutes) Materials: stickers, paper, markers, tape

3. Tape sheets of paper to walls with each of the titles of the subsections of the YPQA:
 - a. Mental and emotional safety is promoted
 - b. There is enough space and furniture for all the activities offered
 - c. Staff helps youth learn new skills
 - d. Staff makes youth feel welcome.
 - e. Staff focuses on youth to solve conflict.
 - f. Staff encourages youth.
 - g. Youth feel like they belong
 - h. Youth have opportunities to work with adults
 - i. Youth have opportunities to make choices based on their interests.
 - j. Youth can set goals and make plans.
 - k. Youth can think back on the day's activities.
4. On each piece of paper, have assessors use the markers to initial five pieces of paper to vote for the five axioms they think are most important in a youth program.
5. Have the group reconvene and look at which concept got the most votes. Briefly discuss the popularity or unpopularity of each concept in turn. Note where the concepts fall on the pyramid.

O.C. Youth Bureau www.orangecountygov.com/youthbureau

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Central Ideas and Practice: How do we observe? (15 minutes)

Materials: List of Effective & Ineffective Observations, Group observation photo

6. Briefly explain how the tool complements the Pyramid of Program Quality.
7. Show the group observation photo to the whole group and ask for participants to give feedback on what they observe
8. Record observations on a piece of butcher paper posted at the front of the room
9. Define *effective observations* and *ineffective observations* and pass out *Note Taking Guidelines* handout to each participant
10. Ask the group to identify some effective observations and ineffective observations mentioned on the butcher paper.
11. Circle effective observations in green marker and ineffective observations in red markers

Central Ideas and Practice: How does this tool work? (35 minutes)

Materials: Youth YPQA tools, Individual Observation photos, Calculators, Pencils, Red & Green marker

12. Pass out the youth YPQA and have entire group take a few minutes to familiarize themselves with the instrument.
13. Have group divide into four groups and assign each group one of the individual photographs and scenarios provided below.
 - a. Ask each group to discuss the photo together
 - b. then ask each person to individually:
 1. Write one effective observation
 2. Write one ineffective observation
 3. Score their image with the indicators listed on their scenario sheet.
14. Have the group reconvene with their scores. First, discuss the effective and ineffective notes. Then, go through each item, record the score on the summary sheet and ask for an explanation as to why their “program” got the score that it did.
15. Total the scores and complete the summary sheet together.
16. Discuss what the final scores on the score sheets indicate.

Closing (20 minutes)

17. Have everyone talk about what they like and dislike about the assessment tool.
 - a. Address and concerns and provide informative feedback.
18. Wish everyone good luck with their assessments!

Note Taking Guidelines

Effective Note Taking

- **Objective as possible**
- **Rich detail in snapshot form**
- **Focus on interactions between**
 - **Staff and youth**
 - **Youth and youth**
 - **Youth and environment**
- **Allow time for interactions to reach Completion**
- **State the outcome of interactions**
- **Who, what, when, where**
- **Quotes: what youth and staff say**
- **Lists of materials**
- **What you see in the room**
- **Anecdote can stand alone**

Ineffective Note Taking

- **Subjective terms such as 'good' or 'bad'**
- **Rater's opinion**
- **Assumptions about internal states: *she felt angry or he did not get it.***
- **Anecdotes are too vague; lack detail**
- **Lacking facts: what you see and hear**
- **Summary in stead of quotes**
- **Rater repeats what the indicator says**
- **For a score of a 3; if the rater involved one good or bad statement but not the other in their notes**
- **Anecdote does not fit the indicator**
- **Anecdote could support more than one score**



Program A:

These children are being read to. When the teacher isn't looking, they tease the boy in the blue shirt by calling him a "teacher's pet."

1. Write one effective observation:

2. Write one ineffective observation:

3. Practice by rating indicators I-A, I-D and II-I using your picture:



Program B:

These children are playing soccer for gym class. Assume that the two children in the green were just arguing loudly over losing the ball. The gym teacher yells at them to stop. After the game is over all the children sit in a circle with the staff to reflect about their soccer game.

1. Write one **effective** observation:

2. Write one **ineffective** observation:

3. Practice by rating indicators II-F, II-K and IV-R using your picture:



Program C:

These children are doing a science experiment in an educational after school program. They can volunteer for different jobs in the activity, but the leader made up the experiment herself. They all are interested in what they are doing.

1. Write one **effective** observation:

2. Write one **ineffective** observation:

3. Practice by rating indicators III-O, IV-P and IV-Q using your picture:



Program D:

These teenagers are playing ping-pong outside their youth center. They have become good friends through the program. All the adults are inside.

1. Write one **effective** observation:

2. Write one **ineffective** observation:

3. Practice by rating indicators II-J and II-L using your picture: