

**Implementation Study Report**

*WINGS Program Evaluation*

*College of Charleston*

*Summer 2015*

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### ***Executive Summary and Conclusions***

The WINGS for Kids Program Evaluation addresses the quality of the implementation of the WINGS program at the Nest level between WINGSLeaders and their students, in terms of (1) emotional and relationship quality, (2) instructional quality, and (3) organizational quality. In the following *technical report*, we cover these sections in more detail within corresponding sections: (1) emotional climate, (2) instructional strategies, and (3) learning environment organization. Multiple raters and measures converged to create an overall picture of the quality of interactions in Nests.

The findings presented in this report provide evidence that quality varies greatly among Nests. Across multiple measures, scores ranged from the minimum to the maximum. High scores indicate that Nests are capable of being friendly, supportive, and nurturing places that are conducive to learning and growth. On the other hand, low scores reflect a presence of negativity and hostility where management is lacking and the potential for student growth and learning is weakened. The range of experiences across Nests suggests that implementation fidelity is inconsistent. Opportunities to improve consistency may include attention to initial and sustained training and mentoring. Below, we discuss findings in more detail.

**Emotional and Relationship Quality.** Children thrive in emotionally-supportive learning environments that encourage student participation and positive relationships; this is particularly true for children at risk for school failure (Hamre & Pianta, 2005; Ladd, Birch, & Buhs, 1999). However, at-risk children who are in less-supportive environments often have more conflicts with teachers and do not fare as well academically (Hamre & Pianta, 2005). Observational data collected by the Classroom Assessment Scoring System (CLASS) and the Out-of-School-Time (OST) measures provide information regarding the emotional and relationship quality within Nests. On the CLASS, WINGS Nests received a mid-range average (4.46 on a 1 to 7 scale) for the *positive climate* dimension, which is comparable to elementary school classrooms in other studies (4.44 (4Rs<sup>1</sup>); 4.91 (Responsive Classroom<sup>2</sup>)). The frequency of codes indicate that a majority of observations (69.3%) were coded in the mid-range, with 24.8% within the high-range, and a small percentage (5.8%) in the low-range. High-range codes illustrate the presence of consistently warm, supportive relationships, positive communication, and respect; low codes indicate the absence of these positive environmental indicators.

Furthermore, the CLASS *negative climate* dimension measures the presence of negativity in the WINGS Nests. By looking at code frequencies, we can see that WINGS Nests were coded the vast majority of times (82.4%) in the low-range, which is preferable for this dimension and indicates the absence of or very rare instances of negativity within the environment. However, it should be noted that some (16%) observations were coded in the mid-range, indicating mild displays of irritability, occasional yelling, sarcasm, and disrespect; and two observations were coded as having instances of severe negativity (score of 6) within the high-range, indicating physical aggression among children.

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<sup>1</sup> Study of third grade classrooms (n=82) in New York city with 45.6% Hispanic/Latino and 41.1% African American children; 61.8% of children were living at or below 100% of the poverty line at the time of the study (Jones, Brown, & Aber, 2011).

<sup>2</sup> Study of first through fifth grade classrooms (n=88) in an urban district in the northeast. 53.63% were ethnic minorities and 35.32% were eligible for free or reduced lunch (Rimm-Kaufman, as cited in Pianta, La Paro, & Hamre, 2011).

The OST averages of *youth relationships* (3.27 on a scale of 1 to 7) and *staff-youth relationships* (3.46 on a scale of 1 to 7) fall within the mid-range; when comparing WINGS relationship averages to other afterschool programs, *staff-youth relationship* averages as measured by the OST were more than 1-point lower (3.46 (WINGS); 4.5 (New Jersey After 3<sup>3</sup>)) and the *youth relationship* average was more than 2-points lower (3.27 (WINGS); 5.86 (New Jersey After 3)).

**Instructional Quality.** Instructional quality can have a profound influence on student engagement and learning. Relatedly, students who are attending to academic tasks are less likely to be disruptive and/or off-task. Instructional quality focuses on the processes that effectively support cognitive and language development. WINGS delivers its social-emotional curriculum through instruction which is guided by thirty weekly social and emotional learning objectives and lessons. Thus, the quality of instruction is important, if not key, to effectively supporting the social and emotional development of WINGS kids.

On observational measures (OST and CLASS), Nest averages fall in the low-range for instructional quality. On the OST dimension of *instructional strategies* the WINGS average was 2.57 (in the low-range), while averages of two comparison studies were within the mid-range (3.6 (New Jersey After 3); 3.77 (The After School Corporation (TASC<sup>4</sup>)); the same is true when comparing WINGS averages on the CLASS dimensions of *concept development* (1.46 (WINGS); 3.82 (Responsive Classroom); 3.84 (4Rs)) and *quality of feedback* (2.13 (WINGS); 4.77 (Responsive Classroom); 3.54 (4Rs)). Within the low range of quality, learning environments are characterized by drill-oriented activities, teacher or WINGSLeader-controlled conversations, and close-ended questions that focus on rote information and recall. This stands in comparison to what is possible with a high-level of instruction; for example, an environment that incorporates problem solving, creativity, brainstorming, teachable moments (a key provision of the WINGS curriculum), back-and-forth exchanges, and the use of advanced language and open-ended questions.

Improving the quality of instructional processes is particularly important for schools and out-of-school-time programs, like WINGS, that serve students who are at risk for school failure. In one study, students from families with low-parental education who were placed in first-grade classrooms offering mid- to-high instructional quality displayed academic achievement at similar levels as peers from families with higher parental education; whereas those students in low instructional quality classrooms fell further behind (Hamre & Pianta, 2005). Moreover, we must remember that differences in just over 1 point on the CLASS 7-point scale translate into improved achievement and social skill development for students (CASTL, n.d.). In essence, this suggests that if WINGS demonstrated even small changes in effective interactions, it would have practical implications for the success of its students.

**Organizational Quality.** According to the WINGS training manual, “WINGS works with the toughest kids in the toughest schools,” and the program goal is to transform each child through improved behavior and self-regulation. Common sense tells us that learning environments with well-behaved students function best; however, the relationship is two-fold. The development and expression of self-control and self-regulatory skills is highly dependent on the nature of the learning environment (Anderson, Evertson, & Emmer, 1980; Emmer & Stough, 2001; Kounin, 1970; Pintrich, 2000; Sanford & Evertson, 1981; Soar &

<sup>3</sup> Study of programs (n=10) for children in grades kindergarten through eight in New Jersey; 87% of children were African American or Hispanic and 57% were eligible for free or reduced lunch.

<sup>4</sup> Study of programs (n=10) for children in grades four through eight in New York City (Birmingham, et al., 2005).

Soar, 1979). In other words, students exhibit better self-regulation in organized, structured, and engaging learning environments.

Observational data collected by the CLASS shows that WINGS Nests received a *behavior management* average in the mid-range (4.16 on a 1 to 7 scale). Classrooms in the 4Rs and Responsive Classroom studies had averages in the mid- to mid-high range (4.98 (4Rs); 5.14 (Responsive Classroom)). Beyond averages, a look at the frequency of scores reveals variability in *behavior management* quality: 19% of Nest observations received a code of 6 (high level), indicating clearly stated rules and expectations, consistent use of proactive techniques, individualized praise, and well-behaved students. Conversely, 28% of observations received a score of 3 (at the base of mid-level codes), indicating inconsistently enforced expectations, periodic episodes of misbehavior with time taken away from learning to manage behavior, and more reactive than proactive responses. Thus, observations during the school year reveal variability in practice among Nests. Notably, learning behavior management skills is one of the most frequently identified problems by pre-service teachers (Briton & Holten, 1989; Greenlee & Ogletree, 1993; Meister & Melnick, 2003; Avalos & Aylwin, 2007; Ozturk, 2008; Ulvik et al. 2009). Consequently, behavior management skills are difficult to teach except through experience, when teachers have the opportunity to work with a diverse classroom of students (Debreli, 2013; Johnson, 1996).

Given that classrooms run the smoothest when children have interesting things to do, the organization of the learning environment also takes into consideration student engagement and the ways in which the teacher/WINGSLeader facilitates that engagement. WINGS describes itself as “an instruction-based learning curriculum weaved into an *active* and *engaging* after-school program,” thus student engagement is one of its key provisions. *Instructional learning formats*, a CLASS dimension, focuses on the teacher and the extent to which he/she facilitates student engagement. The WINGS average for this dimension falls in the mid-range (3.5 on a 1 to 7 scale), within the same range but slightly lower than the Responsive Classroom and 4Rs studies (4.23 and 4.21 respectively). Here we see that the difference between WINGS and these other studies is slight (0.73 and 0.71), however it is important to know that differences in just over 1 point on the CLASS 7-point scale translate into improved achievement and social skill development for students (CASTL, n.d.). A look at the frequency of scores reveals variability in quality that is not evident when considering the overall average. While most of the observations (63.5%) were coded in the mid-range, 27.7% of observations were coded in the low-range, indicating that the teacher/WINGSLeader made few attempts at guiding students to learning objectives, did not provide or was inconsistent in providing interesting, creative materials and hands-on opportunities, and did little to expand students’ involvement or ask questions. A small percentage of observations were coded in the high-range (8.75%).

The OST assesses student engagement in its *youth participation* component. The WINGS average within this component falls at the upper end of the low-range (2.76 on a 1 to 7 scale). This average indicates that youth were not at all or rarely on task, actively listening, contributing to discussions, or taking leadership roles. The lack of participation captured on OST is meaningful for WINGS because the cornerstone of its social and emotional learning curriculum is *Discussion*, a twenty-minute lesson in which WINGSLeaders introduce and discuss with students the weekly learning objective. The WINGS average for *youth participation* as assessed during this specific component (2.40 on a 1 to 7 scale) indicates that students are not effectively or actively participating in one of the most important instructional components of the program.

Additionally, poorly managed routines contribute to less instructional time, student disengagement, and often lead to student misbehavior (Gettinger & Seibert, 2002; Sprick, Garrison, & Howard, 1998). Observational time sampling data that was collected on 6 Nests during WINGS program hours revealed that students spent 20-46% of their time in transition.

**Stakeholder Perceptions.** Observations, while perhaps the most important type of information, provide only one lens with which to view WINGS. Stakeholders, such as principals, teachers, and program staff, lend a unique and valuable perspective. Principals and program staff were interviewed and teachers were surveyed in order to capture a fuller and more nuanced description of the significance of WINGS as well as how it functions. When given a list of adjectives, teachers described WINGS as *loud* (59%), but also *engaging* (52%) and *positive* (52%). They described WINGS staff as *caring* (55%), *friendly* (46%), and *well-intentioned* (41%). Additionally, WINGSLeaders often described their work environment as having “a family vibe” and discussed relationships with their students as the best part of their day.

Nevertheless, the qualitative interviews captured a broad range of experiences that also reflect the variability in scores on the observational measures. Many WINGSLeaders reported behavior management as their biggest challenge, while only a few reported it as one of their strengths. Again, this finding is common among pre-service teachers. Most striking was the variability within individual WINGSLeader reports. Specifically, many WINGSLeaders affirmed that they had a positive relationship with students and were “most of the time” able to meet instructional goals, but would then go on to further explain that they felt overwhelmed when they encountered behavior management challenges and when struggling to keep kids engaged with lessons that were “too easy,” “over their heads,” or “boring.” This is to say that implementation quality appears to be variable not only depending on the WINGSLeader, but on the day and the activity. Accordingly, in interviews, principals mentioned that program implementation was less than ideal. One principal provided, “I think that the program has good intentions, [but] it is not being implemented well.”

**Conclusions.** Taken together, all data collection efforts uncovered areas of growth for the program that can have a great impact on program functioning and, consequently, student learning and growth. Here, we offer conclusions and suggestions to guide improvement efforts.

- (1) *Emotional and relationship quality is moderate.* While WINGS averages are roughly similar to other elementary school classrooms and out-of-school-time programs, this should be a strength of a social-emotional intervention program targeting at-risk youth. WINGSLeaders would benefit from constant, ready support on the job; this can be accomplished by having extra support staff ready when challenges occur. Additionally, Nest sizes could be smaller to aid the bond between WINGSLeader and children, and in turn help with behavior management. Finally, staff selection should be a priority; understanding characteristics of successful WINGSLeaders is an area for further study.
- (2) *Instructional quality is poor.* Enhancing the instruction of the WINGS curriculum will increase student learning and growth. This can be ameliorated through training and ongoing support for WINGSLeaders to focus on tailoring instruction for varying age

groups so that instruction allows for higher-order thinking and real-world application of social-emotional concepts.

- (3) *Organizational quality is moderate.* Structured, organized, and engaging learning environments allow for student learning and growth. Ongoing training and support can be provided for WINGSLeaders to develop behavior management skills and focus on increasing student engagement during routines and instruction. Additionally, fine-tuning the program schedule to eliminate unnecessary lag-time (i.e. time spent on transitions and managerial tasks) can increase quality instructional and skill development time.

## ***Technical Report***

### **Introduction**

This report synthesizes data collected from Fall 2013 to Spring 2015 for an implementation study chiefly carried out by the College of Charleston WINGS for Kids program evaluation team members in Charleston, SC. This implementation study has been carried out in conjunction with an impact study conducted on the WINGS for Kids program led by the University of Virginia and Portland State University. Therefore, this study complements efforts related to the impact study by seeking to contextualize and illustrate program-level characteristics at play within the program, as well as within the larger school context.

#### **Structure of Report**

This report is organized into three sections: (1) emotional climate, (2) instructional strategies, and (3) learning environment organization. Hence, data from each of the methods employed (observations, interviews, surveys) is presented within these overarching sections. The first two sections include information that was briefly covered at the 2015 WEAC meeting within the fidelity two-pager. The third section (Learning Environment Organization) includes new information that was not within the scope of the two-pager.

### **Method**

This report draws from four data sources: (1) video-recorded observations, (2) live observations, (3) surveys, and (4) qualitative interviews.

#### ***Observations***

Observations were conducted during program hours at the four study schools (Chicora Elementary School, Memminger Elementary School, and North Charleston Elementary School, and James Simons Elementary School) during the 2013–2014 school year using three observational tools: the (1) Classroom Assessment Scoring System (CLASS; Pianta, La Paro, & Hamre, 2008), the (2) Out of School Time observation instrument (OST; Pechman, Mielke, Russell, White, & Cooc, 2008) and the (3) Hunter–Bailin WINGS Checklist.

Observers video-recorded program activities at all four sites. Those recorded segments were later observed and coded using the CLASS. CLASS coding only focused on Discussion, Choice Time, and WINGS Works; Community Unity was excluded due to the inability of video cameras to accurately capture the nature of interactions within specific Nests while all staff and students were in one room. Recorded segments ( $n=137$ ) were approximately 15 minutes long and were coded by evaluation team members at the College of Charleston and Portland State University; approximately 15% were double-coded with an inter-rater reliability of 88.57%.

Live observations were conducted during Community Unity, Discussion, Choice Time, and WINGS Works activities by College of Charleston team members using the OST and the Hunter–Bailin Checklist. These activities were selected for observation because of their importance in delivering and facilitating the WINGS curriculum and objectives and also because of their representativeness of the week's activities. OST observations consisted of approximately 6 cycles per day, with 10 minutes of activity observed per

cycle. 20% of the observations were dual-coded with an inter-rater reliability of 92.4% at the item-level and at least 89.7% at the indicator-level. The Hunter-Bailin observations consisted of approximately 3 cycles per day, 1 cycle per activity, lasting the length of the activity. Within Community Unity, Choice Time, and Academic Center, two segments per activity were dual-coded in each observation time period (fall, spring); overall inter-rater reliability was 88.46%.

Time sampling data was collected at the three study schools during the 2014–2015 school year and consisted of observations on two Nests per school (n=6 Nests). Students were in the first, third, and fifth grades; one girl Nest and one boy Nest per grade. Nests were selected by random sampling. Time sampling observations spanned 2.5 hours per day (program day minus meal time); coded observational time was approximately 2 hours per day. Observers coded students' activities in 1-minute intervals across the entire observation and tracked time spent in transitions.

### *Interviews*

In-depth audio-recorded interviews were conducted with WINGS staff representing the four programs in Charleston. Participants included WINGS Leaders (WLs), Peace Managers (PMs), Program Assistants (PAs), and Program Directors (PDs). In total, 26 interviews were conducted with program staff (14 WLs, 4 PMs, 4 PAs, and 4 PDs). WLs were sampled through a combination of random and purposeful sampling to ensure a fair representation of those that work with younger grades, middle grades, and older grades, as well as a variety of levels of experience and demographics.

Interviews were also conducted with school principals in order to get an understanding of the school-program partnership. At the time of these interviews (Spring 2015), one WINGS program was discontinued due to changing school demographics, leaving three study schools. Therefore, the three remaining study school principals in the Charleston area were interviewed (Chicora Elementary School, Memminger Elementary School, and North Charleston Elementary School).

### *Surveys*

All teachers in each of the three remaining study schools in Charleston were surveyed using paper surveys (n=54; 37% overall response rate). The paper survey consisted of 13 items which gauged the teachers' opinions regarding the program.

## **Emotional Climate**

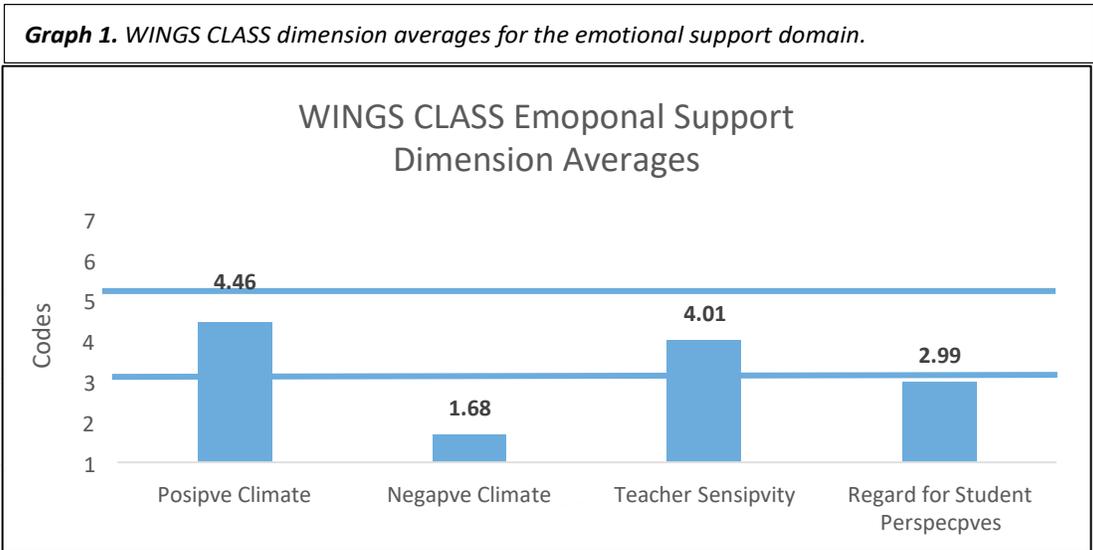
Positive, emotionally-supportive environments help children feel connected with their peers and teachers; these types of environments encourage student participation in the learning environment, which is necessary for achievement in the early years of schooling (Ladd, Birch, & Buhs, 1999). Research provides that children who may be at risk for school failure benefit the most from emotionally-supportive environments (Hamre & Pianta, 2005). Additionally, at-risk children who are in less-supportive environments do not fare as well academically and also tend to have more conflicts with teachers (2005).

**CLASS domain: Emotional support**

The CLASS domain that focuses on aspects of emotional climate is called Emotional Support. Within this domain, there are four dimensions that provide observational direction: (1) positive climate, (2) negative climate, (3) teacher sensitivity, and (4) regard for student perspectives (see appendix, table A).

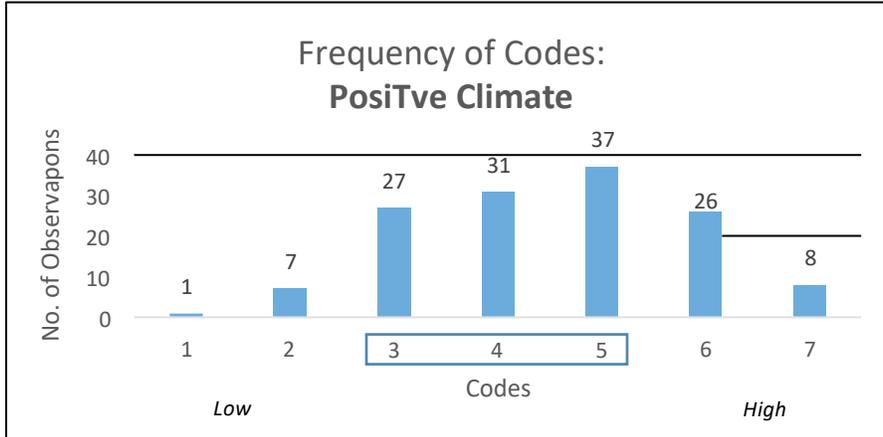
*Positive climate* captures the relationships between teachers and students as well as among students; the authors of the observational tool define this dimension as “[a reflection of] the emotional connection between the teacher and students and among students and the warmth, respect, and enjoyment communicated by verbal and nonverbal interactions” (Pianta, La Paro, & Hamre, 2008, p.22). Observable indicators that show positive climate include: relationships (peer-peer assistance, matched affect), positive affect (smiling, laughter), positive communication (positive expectations, verbal affection), and respect (eye contact, warm voice, respectful language) (2008).

Graph 1 shows WINGS CLASS dimension averages for the domain emotional support. The data shows the *positive climate* dimension average was 4.46, within the mid-range of codes. This average indicates that in observed WINGS segments, the indicators of *positive climate* (for instance, matched emotion, smiling, laughter, positive expectations, respectful language) were *sometimes* observed across all segments. This should be compared to a high-range code, which indicates these behavioral markers are *consistently* observed. Graph 2 shows WINGS positive climate frequencies; these frequencies show that 69.3% of observations were coded in the mid-range. The graph also shows that only 24.8% of observations were coded in the high-range for *positive climate*; as noted earlier, a code in the high-range indicates an emotional connection between teacher and students as well as among students is *consistently* observed throughout the segment.



\*A low code for the negative climate dimension is preferable (indicating low instances of negative climate indicators).

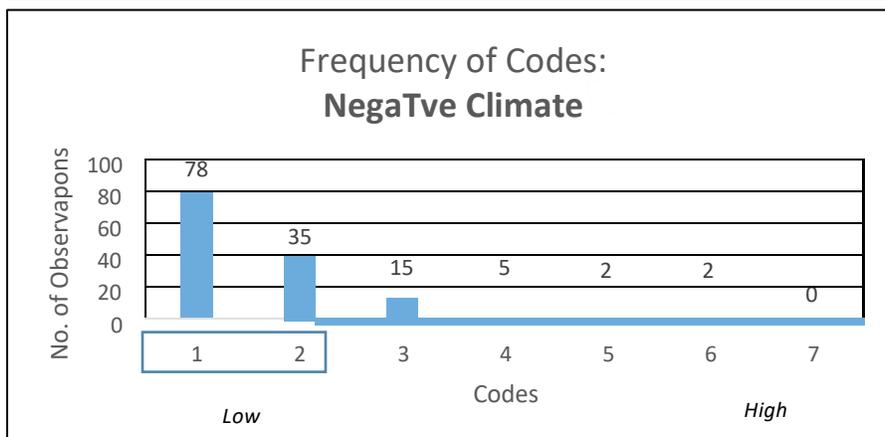
**Graph 2.** CLASS: Frequency of codes for the positive climate dimension.



The *negative climate* dimension takes into consideration the harshness of the environment. This dimension is defined as, “[reflecting] the overall level of expressed negativity in the classroom; the frequency, quality, and intensity of teacher and peer negativity are key to this scale” (2008, p. 22). This dimension is unique from all of the other dimensions within CLASS in that it is preferable to have a *low* code, indicating the absence of a negative climate. Observable indicators of *negative climate* include (all take into consideration interactions between teacher–student as well as student–student): negative affect (anger, harsh voice, irritability), punitive control (yelling, threats), sarcasm/disrespect (teasing, humiliation), and severe negativity (bullying, physical punishment) (2008).

The *negative climate* dimension average was 1.68, within the low-range of codes (see graph 1). As noted earlier, a code of 1 is the lowest that can be given and indicates the absence of negative indicators. The WINGS average indicates that at times, the program environment was coded as having instances of negativity. Graph 3 shows the *negative climate* frequencies. While 56.9% of observations were coded with a 1 (indicating the absence of negative climate), it is concerning that 43% of observations were coded higher than 1. While codes in the low-range (1,2) indicate no instances or very rare instances of negativity, codes within the mid-range (3,4,5) indicate *occasional* negativity (sarcasm, disrespect), and any code within the high-range (6,7) indicates the presence of consistent negativity and instances of physical altercations.

**Graph 3.** CLASS: Frequency of codes for the negative climate dimension.

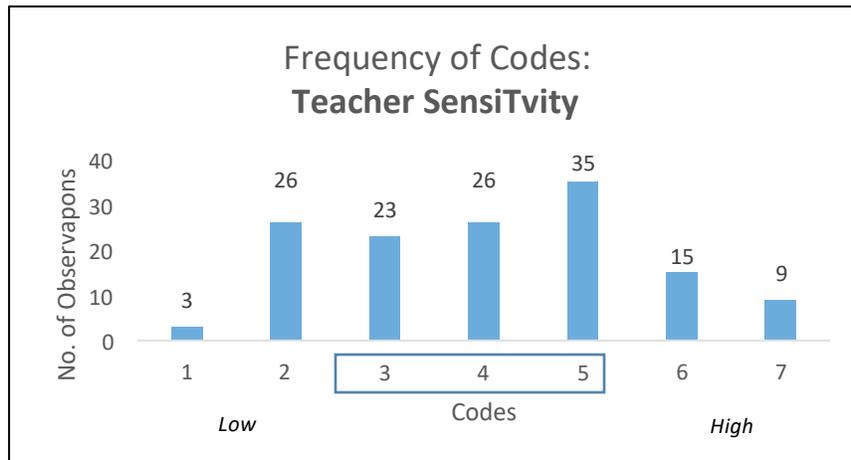


\*A low code for the negative climate dimension is preferable (indicating low instances of negative climate indicators).

The *teacher sensitivity* dimension incorporates the teacher’s awareness of his or her students’ needs. Here, the dimension is defined as, “[encompassing] the teacher’s awareness of and responsivity to students’ academic and emotional needs; high levels of sensitivity facilitate students’ ability to actively explore and learn because the teacher consistently provides comfort, reassurance, and encouragement” (2008, p.22). Observable indicators include: awareness (of students who need extra support, assistance, or attention), responsiveness (acknowledges emotions, provides comfort and assistance), addresses problems (is effective and timely at resolving problems), and student comfort (seeks support and guidance from teacher) (2008).

The *teacher sensitivity* dimension average was 4.01; this average falls within the mid-range of codes (see Graph 1). This mid-range average shows that the teacher/WINGSLeader was *sometimes* aware of student needs and was both responsive and unresponsive to students throughout an observation. An average in the *high-range* would indicate teachers/WINGSLeaders who were consistently aware of students’ needs, who were responsive at all times to students, and consistently effective at helping students. Graph 4 shows that 61.3% of teacher sensitivity observations were coded in the mid-range, indicating the teachers/WINGS Leaders across segments were *sometimes* responsive and aware of students’ needs. The remaining frequencies show the variability in observational segments: 21.1% were coded in the low-range and 17.5% were coded in the high-range.

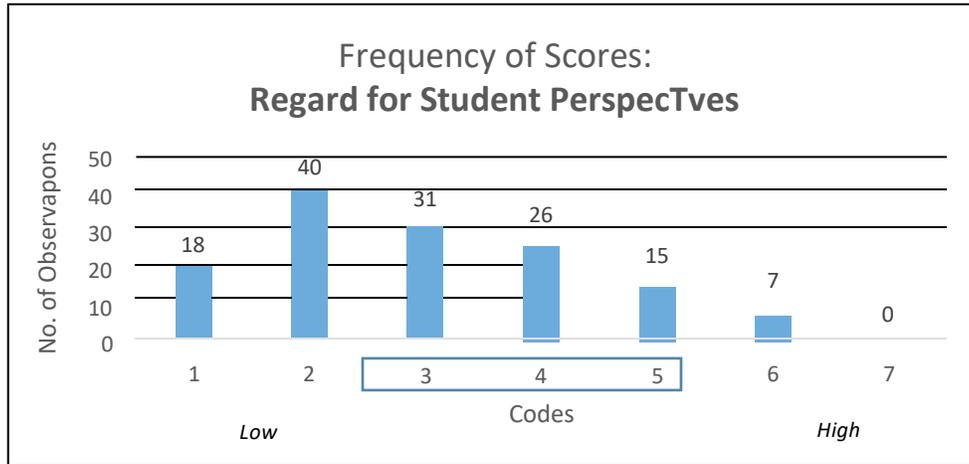
**Graph 4. CLASS: Frequency of codes for the teacher sensitivity dimension.**



The *regard for student perspectives* dimension takes into account the support and encouragement the teacher provides in understanding and valuing student perspectives. In addition, this dimension takes into consideration the extent to which students are independent in thoughts and actions. Here, the dimension is defined as: “[capturing] the degree to which the teacher’s interactions with students and classroom activities place an emphasis on students’ interests, motivations, and points of view and encourage student responsibility and autonomy” (2008, p. 22). Observable indicators include: flexibility and student focus (incorporates students’ ideas and follows students’ lead), support for autonomy and leadership (gives students choices, gives students responsibility), student expression (encourages student talk, elicits ideas and/or perspectives), and restriction of movement (allows independence of movement, is not rigid with student placement) (2008).

The *regard for student perspectives* dimension average for WINGS was 2.99, in the low-range of codes (see Graph 1). In the low-range, teachers/WINGSLeaders are rigid with their lesson plans, often do not incorporate students’ ideas in the activities, fail to support student independence and leadership, and offer little opportunity for student talk and expression. When looking at the frequencies for *the regard for student perspectives* dimension (see graph 5), we can see that 52.5% of observations were coded in the mid-range, indicating that WINGSLeaders periodically supported students’ autonomy and only *sometimes* allowed for student talk and expression. The graph additionally shows that 42.3% of observations were coded in the low-range, showing that WINGSLeaders did not support student autonomy and provided few opportunities for student talk and expression.

**Graph 5. CLASS: Frequency of codes for the regard for student perspectives dimension.**

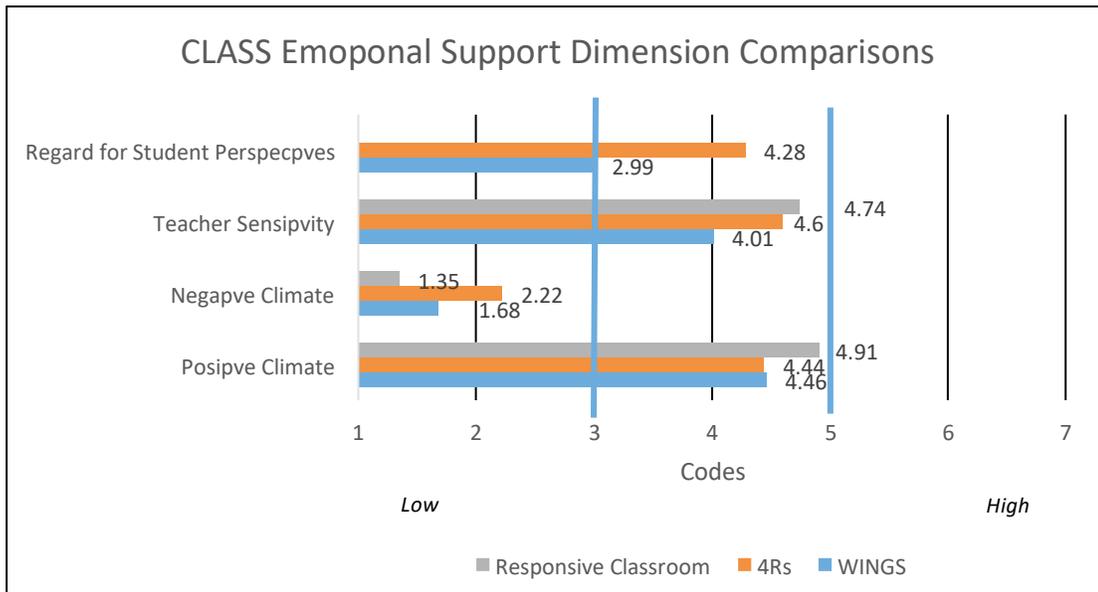


When compared to other studies (see table 1), WINGS dimension averages of *positive climate* and *negative climate* are similar (see Graph 6). The WINGS *teacher sensitivity* average, however, is slightly lower than the other studies, but still within the same mid-range. The biggest difference in averages is seen in the *regard for student perspectives* dimension; here, the 4Rs average was 1.27 points higher.

**Table 1. 4Rs and Responsive Classroom study background information.**

4Rs (Jones, Brown, & Aber, 2011)	Responsive Classroom (Rimm-Kaufman, as cited in Pianta, La Paro, & Hamre, 2011)
Grade 3 (n=82)	Grades 1-5 (n=88)
45.6% Hispanic/Latino 41.1% Black/African American 61.8% living at or below 100% of the poverty line	53.63% ethnic minorities 35.32% eligible for free or reduced lunch
New York city	Urban district in the Northeast

**Graph 6.** Study comparison of CLASS emotional support dimension averages.



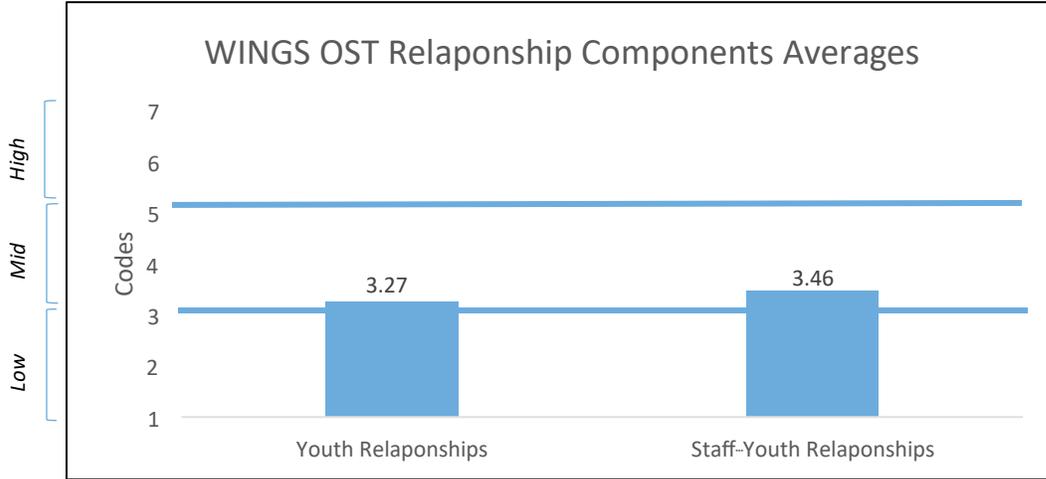
**OST: Youth and staff relationships**

Two components within the OST measure also provide information on the emotional climate of the program environment: (1) youth relationship building and (2) staff relationship building. The *youth relationship* component focuses on the students and their relationships. Observable indicators include: [students are] friendly and relaxed with one another, respect one another, show positive affect to staff, assist one another, and are collaborative (Pechman, Meilke, Russell, White, & Cooc, 2008). *Staff relationship building* focuses on staff and their relationships with the students. Here, observable markers are: [staff] use positive behavior management, encourage participation of all, show positive affect toward all, attentively listen to and/or observe youth, encourage sharing of ideas, opinions, concerns, engage personally with youth, and guide positive peer interactions (2008; see appendix, table D).

**WINGS OST relationship data**

Graph 7 shows WINGS *youth relationship* and *staff relationship* averages. The WINGS *youth relationship* component average was 3.27; this falls at the low end of the mid-range of codes. A code of 3 indicates that the exemplar is rarely evident and a code of 5 indicates that the exemplar is evident or implicit. The WINGS *staff-youth relationship* component average was 3.46. Here again, this average falls in the lower end of the mid-range.

**Graph 7.** WINGS OST youth and staff-youth relationship averages.

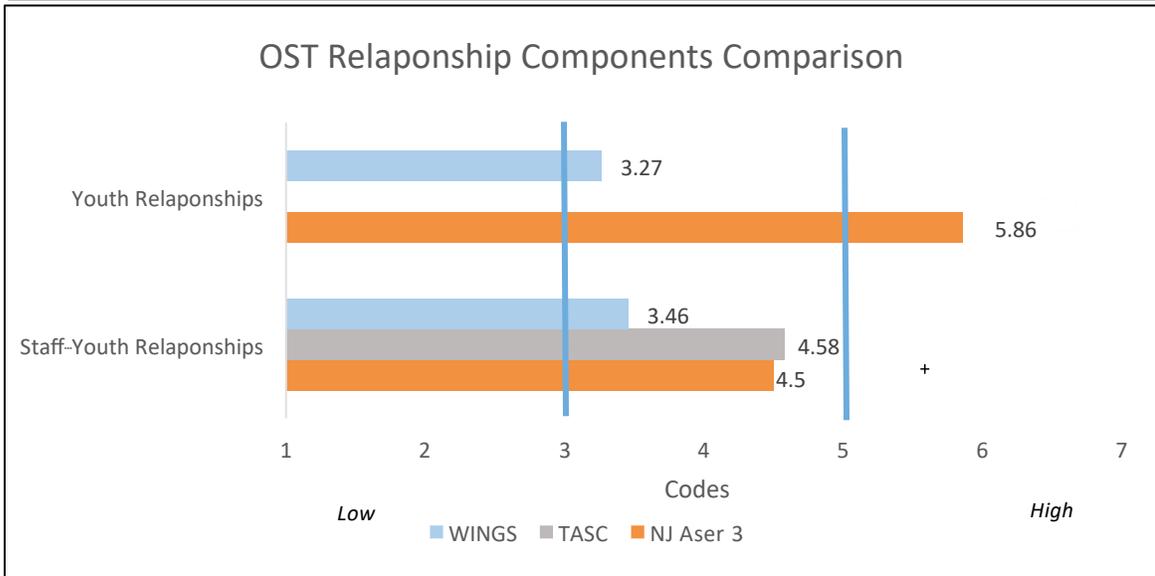


When comparing WINGS relationship averages to other afterschool programs (see table 2), both WINGS *youth relationship* and *staff relationship* averages were lower (see Graph 8). In the *staff relationships* component, all three studies had averages in the mid-range, but the WINGS average was slightly lower (roughly 1 point) than the comparison studies. The *youth relationships* component comparison shows a much greater difference; the WINGS average was at the lower end of the mid-range, while the New Jersey After 3 average was well within the high-range of codes, indicating observable evidence of consistent positive youth relationships.

**Table 2.** New Jersey After 3 and TASC study background information.

New Jersey After 3 (Walking Eagle, et al., 2009)	The After School Corporation (TASC) Follow-Up Study (Birmingham, et al., 2005)
Grades K-8 (n=78 afterschool classes at 10 programs)	Grades 4-8 (n=31 activities at 10 afterschool programs)
87% African American or Hispanic 57% eligible for free or reduced lunch	No demographic data available
New Jersey	New York City

**Graph 8. Study comparison of OST relationship averages.**



\*Youth relationships average included the following indicators: (1) are friendly and relaxed with one another, (2) respect one another, and (3) show positive affect with staff.

+Staff-youth relationships average included the same indicators as WINGS observations except: (1) guide positive peer interactions.

**Perspectives of program staff and school personnel**

*WINGS Leaders and Peace Managers*

In interviews, WLs and PMs mention the importance of relationships in the WINGS program. A majority of WLs discussed their relationships with children as the best part of their job. Here, two reiterate this:

*“[The best part is] growing bonds with the kids on an individual basis. The kids are a lot of fun.”*

*“[The best part is] the kids coming in and swarming you with love.”*

However, the inconsistency of emotional support within the program is highlighted as a PM provides that when WLs are “too hard on the kids,” children’s support to learn and grow is impaired. Here, he/she provides:

*“We have WLs even here that are too hard on the kids. When that happens the kids aren't getting what they need so there is no change. They are not really learning.”*

*Teachers*

From surveys, teachers’ perceptions regarding the program atmosphere and staff were positive. When given a list of adjectives to describe the atmosphere, most teachers felt it was (1) loud (59%), but also (2) engaging (52%), and (3) positive (52%). When asked about their perceptions of the program staff, most teachers felt they were (1) caring (55%), (2) friendly (46%), and (3) well-intentioned (41%).

## Instructional Strategies

Instructional practices that afford students the opportunity to learn content in usable and meaningful ways has been shown to affect cognitive development (National Research Council, 1999). This is observed when teachers interact with students in a way that delivers instruction, yet places priority on students' comprehensive understanding, instead of on rote memorization of isolated facts. Interactions in the learning environment act as a mechanism to forward students' thinking; through classroom discussions, students' explanations of their thinking, and back-and-forth exchanges.

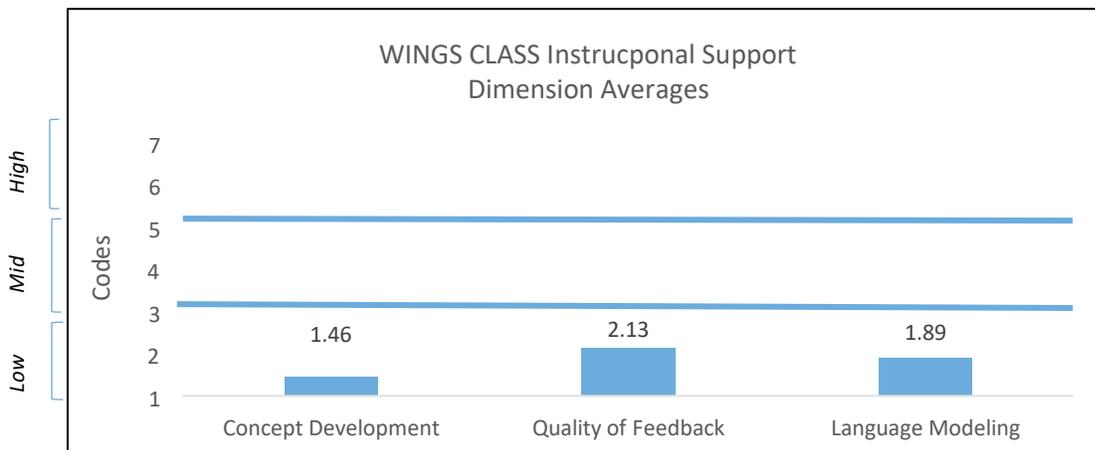
### CLASS domain: Instructional support

The CLASS domain that targets these aspects of the learning environment is termed Instructional Support. This domain is divided into three dimensions: (1) concept development, (2) quality of feedback, and (3) language modeling (see appendix, table B).

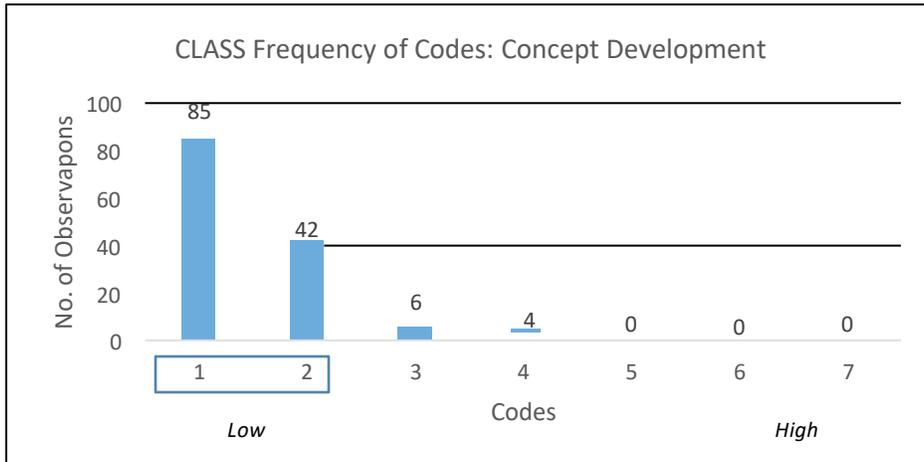
*Concept development* focuses on the ways the teacher allows his/her students to interact with the content of the lesson/activity in meaningful ways. The authors define this dimension as, "[measuring] the teacher's use of instructional discussions and activities to promote students' higher-order thinking skills and cognition and the teacher's focus on understanding rather than on rote instruction" (Pianta, La Paro, & Hamre, 2008, p. 64). Within this dimension, there are four observable indicators that guide observations: analysis and reasoning (the teacher asks *why* and *how* questions, students take part in problem solving, prediction/experimentation), creating (students brainstorm, plan, and produce their own ideas and products), integration (the teacher helps connect concepts and integrates the new content with previous knowledge), and connections to the real world (new concepts are related to students' lives).

Graph 9 shows the WINGS *concept development* average was 1.46, in the low-range of codes. This average indicates that the teacher/WINGSLeader *rarely* encouraged analysis and reasoning in discussions, *rarely* provided opportunities for the students to create their own products or ideas, concepts were not tied to previous knowledge, and concepts were not related to students' lives. The frequencies for this dimension (see graph 10) show that 92.7% of the observations were coded in the low-range; 62% of observations were coded as 1, the lowest possible code.

**Graph 9.** WINGS CLASS dimension averages for the instructional support domain.



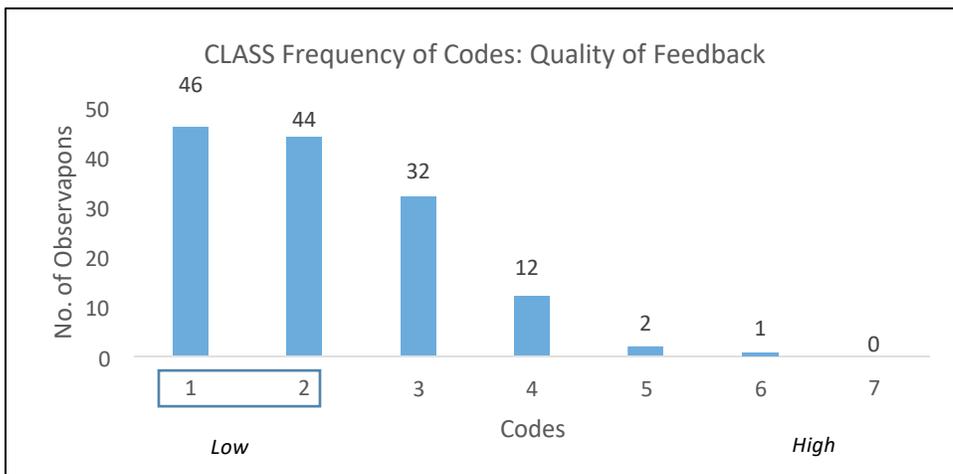
**Graph 10.** CLASS: Frequency of codes for the concept development dimension.



The *quality of feedback* dimension targets the way the teacher facilitates learning through the feedback he/she gives. This dimension is defined as, “[assessing] the degree to which the teacher provides feedback that expands learning and understanding and encourages continued participation” (2008, p. 72). This dimension includes the following observable indicators: scaffolding (the teacher’s use of hints and assistance to develop student thought), feedback loops (follow-up questions to expand student thinking), prompting thought processes (students explain their thinking), providing information (teachers expand on student thinking with additional information), and encouragement and affirmation (the teacher encourages and supports student persistence).

The *quality of feedback* dimension average was 2.13, also within the low-range of codes (see Graph 9). This indicates that the teacher/WINGSLeader *rarely* provided scaffolding to students, often times did not provide meaningful feedback to students (only perfunctory), *rarely* asked students to explain their thinking, *rarely* offered additional information to students to expand understanding, and *rarely* offered encouragement of students’ efforts. Frequencies show that 65.6% of observations were coded in the low-range, with 33.5% coded in the mid-range (see graph 11). This indicates that while most of the observations showed low-levels of quality feedback, there were some instances of mid-level quality feedback present.

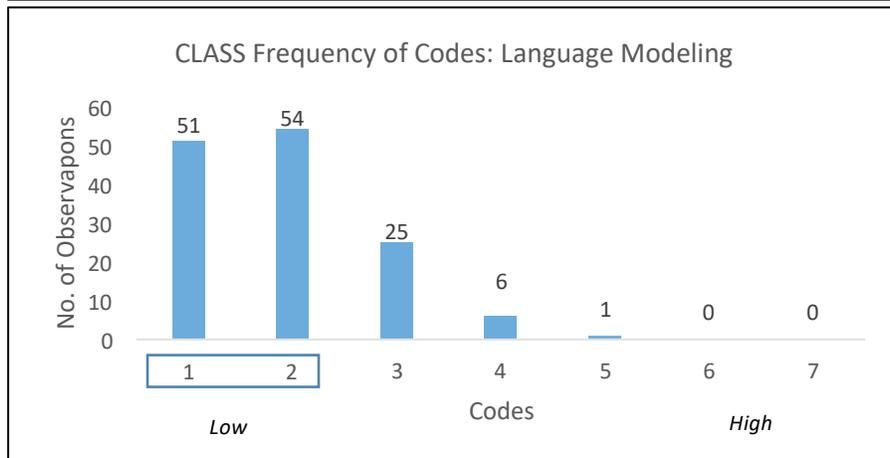
**Graph 11.** CLASS: Frequency of codes for the quality of feedback dimension.



Finally, the *language modeling* dimension focuses on how well the teacher and the learning environment supports students' language development. Here, the dimension is defined as, "[capturing] the quality and amount of the teacher's use of language-stimulation and language-facilitation techniques" (2008, p. 79). This dimension is assessed through the following indicators: frequent conversation (prevalence of teacher-student and student-student discussions), open-ended questions (questions illicit more than one-word responses), repetition and extensions (the teacher repeats and extends student responses), self- and parallel talk (the teacher describes his/her actions or student actions), and advanced language (a variety of words are used in the learning environment).

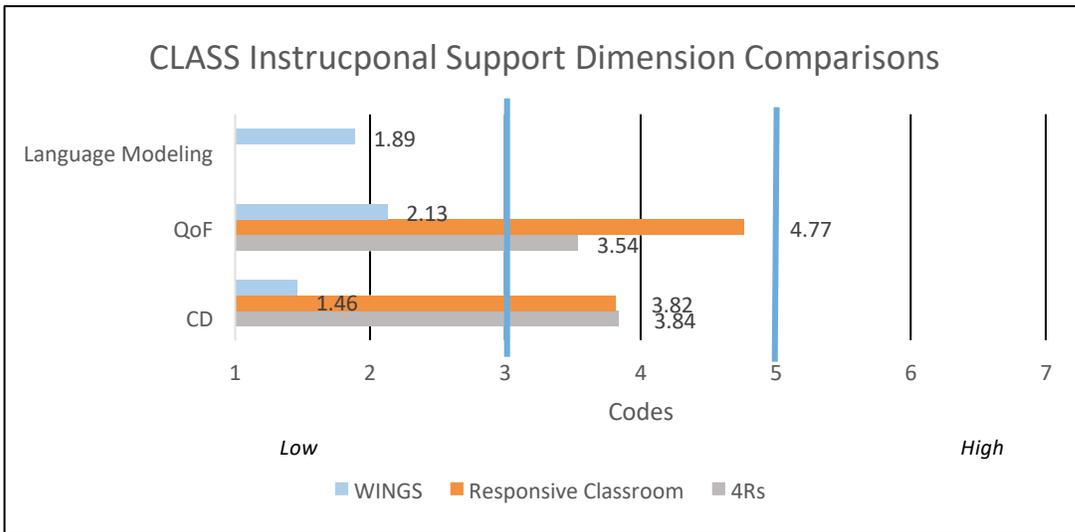
The language modeling average of 1.89 is also in the low-range of codes (see graph 9). In this range, there are *few* or *no* conversations in the learning environment, the majority of the teacher's/WINGSLeader's questions are close-ended, the teacher/WINGSLeader *rarely* incorporates techniques to develop students' language skills (repetition and extension, self- and parallel talk), and *does not* use advanced language with students. The frequencies provide that 76.6% of observations were coded in the low-range, with 23.3% of observations coded in the mid-range (see graph 12). These frequencies illustrate that while most of the observations had poor language stimulation, some observations had occasional instances of mid-level language modeling.

**Graph 12.** CLASS: Frequency of codes for the language modeling dimension.



When comparing WINGS instructional support averages with others (4Rs and Responsive Classroom; table 1), we see that while WINGS averages are in the low-range for all dimensions, both the Responsive Classroom and 4Rs studies have *quality of feedback* and *concept development* averages in the mid-range; with the Responsive Classroom quality of feedback dimension average at the high-end of the mid-range (see Graph 13). It should be noted that at the time of the 4Rs and Responsive Classroom studies, the CLASS measure did not contain a language modeling dimension; hence, there was no data collected for that specific dimension.

**Graph 13.** Study comparison of CLASS instructional support dimension averages.

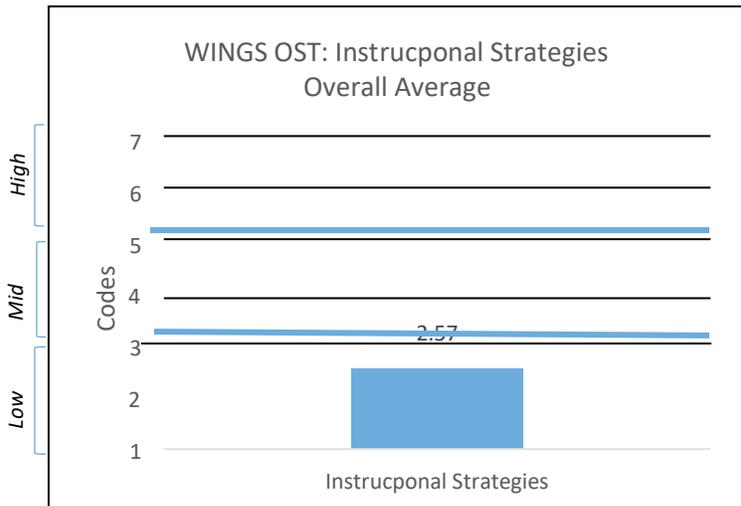


**OST: Staff instructional strategies**

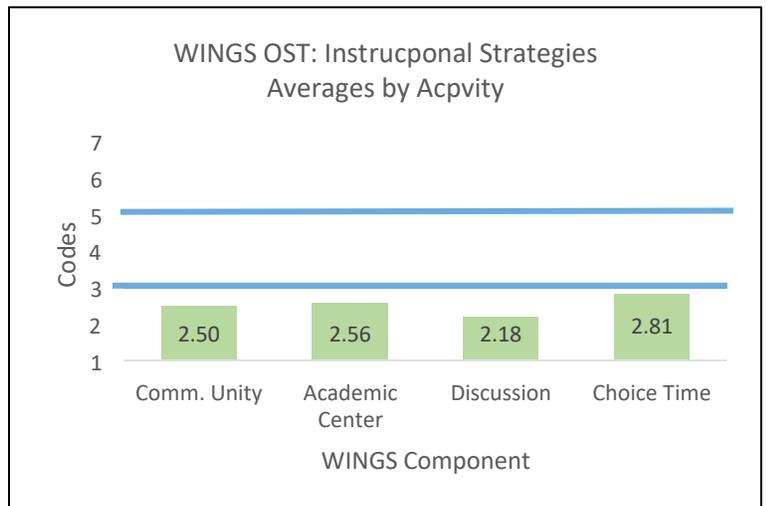
The OST component that targets similar indicators to the CLASS Instructional Support dimensions is called *instructional strategies*. Here, the staff are assessed on the presence and quality of how they: communicate goals, the purpose, and expectations, verbally recognize efforts and accomplishments, assist youth without taking control, ask youth to expand upon their answers and ideas, challenge youth to move beyond current levels, employ a variety of teaching strategies, and plan for/ask youth to work together (Pechman, Mielke, Russell, White, & Cooc; see appendix, table E).

Graph 14 shows the WINGS OST overall average of *instructional strategies* was 2.57, in the low-range of codes. As mentioned previously a code of 3 indicates the exemplar is rarely evident and a code of 1 indicates the exemplar is not evident. When looking at the OST *instructional strategies* average per activity (see graph 15), we see that the lowest instructional strategies codes were observed in the Discussion activity, a component when WINGS deliberately delivers its social-emotional content.

**Graph 14.** OST: WINGS instructional strategies average.

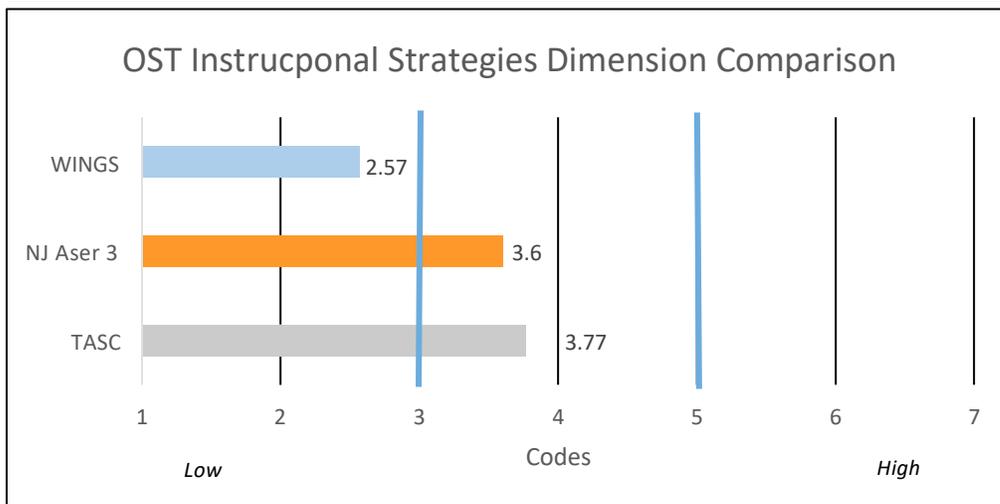


**Graph 15.** OST: WINGS instructional strategies averages by activity.



When comparing the WINGS OST *instructional strategies* dimension average to two other studies (TASC & New Jersey After 3; table 2), we see that while both comparison studies had averages in the mid-range of codes (3.6 & 3.77), the averages were within the lower-end of this mid-range (see Graph 16). As stated previously, the WINGS average indicates that the behavioral markers (indicators) of *instructional strategies* (i.e. staff assist youth without taking control, ask youth to expand on their ideas, verbally recognize youth efforts) were *rarely* evident; a mid-range average, however, indicates the exemplars are more consistently evident.

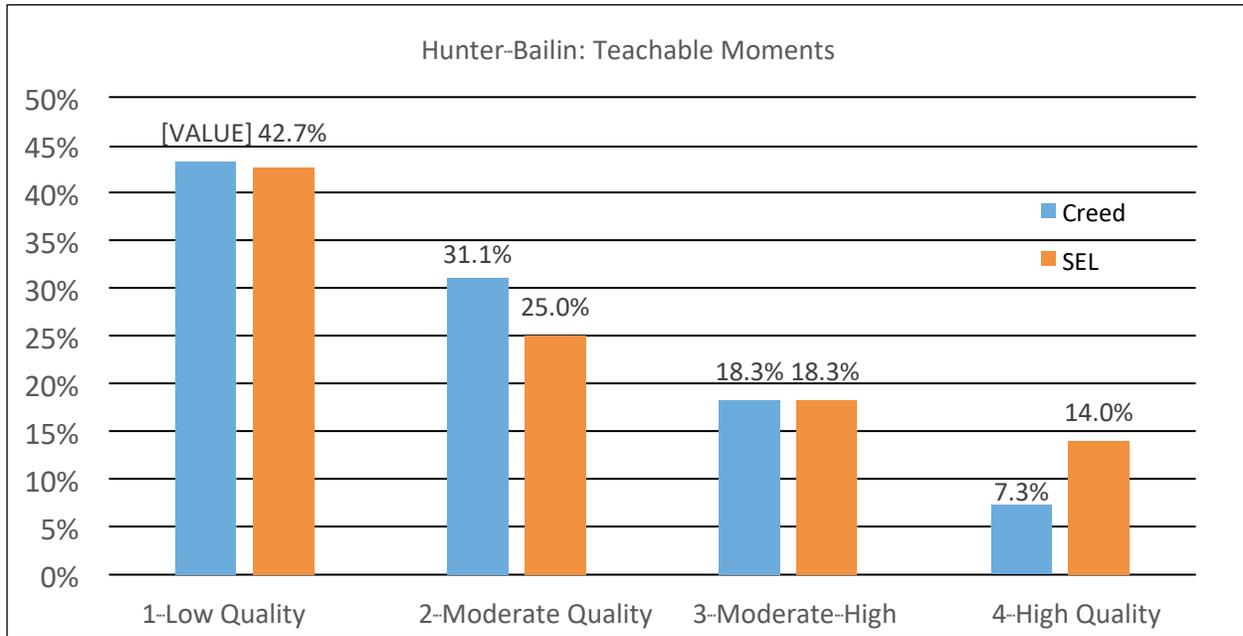
**Graph 16.** Comparison of OST instructional strategies dimension averages.



### Hunter-Bailin: Teachable moments

An additional mechanism that WINGS uses to deliver content, *teachable moments*, is assessed on the Hunter-Bailin measure. *Teachable moments* are thought of as an informal teaching method that provides the SEL curriculum to students throughout the day; for instance, a WL discussing delayed gratification with his/her Nest as the students complete homework before an ice cream party. Teachable moments will either include references to a specific SEL objective (for instance, “Give me your 3Es—eyes, ears, and energy”) or the WINGS creed (“I listen to you, and you listen to me”).

Graph 17 shows that the majority of *teachable moments* present within observations were of low to moderate quality. There were many instances of low quality teachable moments involving both SEL objectives (42.7%) and the creed (43.3%). This indicates that WLs either did not use teachable moments or used them in a counterproductive way (for example *yelling* “I listen to you, you listen to me” while disregarding the student’s needs).

**Graph 17.** Hunter-Bailin: Frequency and quality of teachable moments.

### Perceptions of program staff

#### WINGS Leaders and Program Directors

When interviewed, WLs felt they could accomplish the goals of the activities during the program, but they also mentioned feelings of frustration when planning and facilitating a discussion or brainstorming ideas with children. One PD speaks to this and also discussed the value in offering support to WLs when she said:

*“Discussion is very hard... WINGS just gives [the WLs] text, so it’s up to the WLs to make it fun and engaging. Sometimes with the Discussion, the WLs don’t understand the objective. The PDs who go over it on Monday and what the Discussion will look like for the week definitely have more successful WLs, because they can deliver it more confidently.”*

### Learning Environment Organization

Research has provided that learning environments are most effective when they are well-managed; this includes the behavior of the students, the organization of activities and routines, and the use of interesting materials and activities coupled with teacher facilitation (Emmer & Stough, 2001). Specifically, learning environments that incorporate positive behavior management practices and are productive are inclined to have the most engaged students (Emmer & Stough, 2001; Evertson, Emmer, Sanford, & Clements, 1983; Evertson & Harris, 1999; Brophy & Evertson, 1976; Coker, Medley, & Soar, 1980; Good & Grouws, 1977; Stallings, 1975; Stallings, Cory, Fairweather, & Needels, 1978). Research also provides that in order for learning to occur, students must be interested in the activities, supporting the need for engaging activities and materials for active student participation (Yair, 2000). However, poorly managed routines, including transitions, often result in student misbehavior and ultimately take

away instructional time needed for engaged learning (Gettinger & Seibert, 2002; Sprick, Garrison, & Howard, 1998).

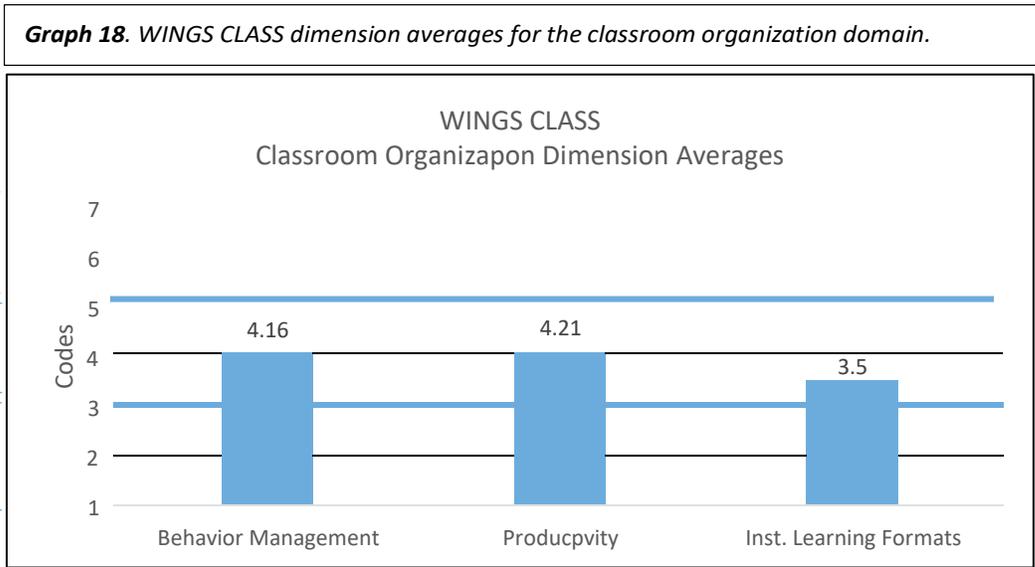
CLASS domain: Classroom organization

The CLASS domain that focuses on these aspects is called Classroom Organization. Within this domain, there are three dimensions that provide observational direction: (1) behavior management, (2) productivity, and (3) instructional learning formats (see appendix, table C).

**CLASS: Behavior Management**

*Behavior management* captures the teacher/WINGSLeader’s ability to set behavior expectations and deal with misbehavior; the authors of the CLASS define this dimension as “[encompassing] the teacher’s ability to provide clear behavioral expectations and use effective methods to prevent and redirect misbehavior” (Pianta, La Paro, & Hamre, 2008, p.44). Observable indicators include: clear behavior expectations, proactive (low escalation and reactivity), redirection of misbehavior, and student behavior (compliance with rules and the presence of defiance) (2008).

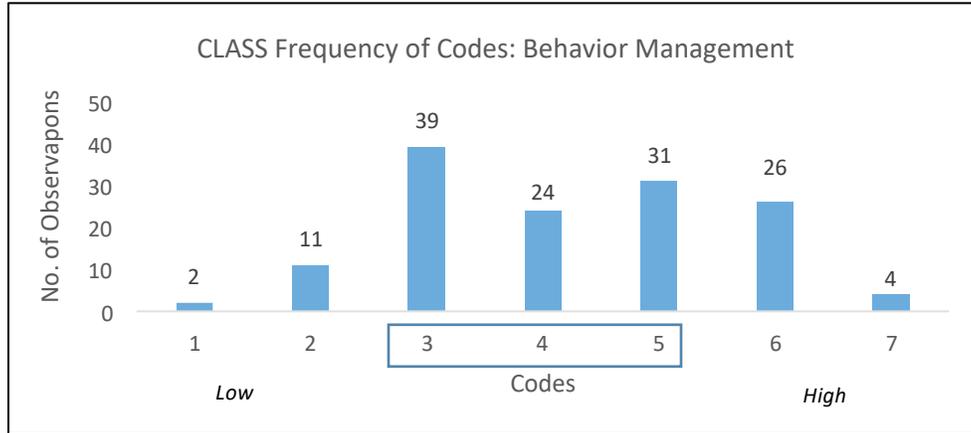
Graph 18 shows the CLASS *behavior management* dimension average falls within the mid-range of codes. This mid-range average indicates that during observations, rules and expectations were unclear at times, the teacher/WINGSLeader used a mix of proactive and reactive behavior management techniques, the teacher/WINGSLeader was *somewhat* effective at redirecting behavior, and there were *occasional* episodes of misbehavior in the learning environment.



When looking at the code frequencies for the CLASS *behavior management* dimension (see graph 19), we see that 68.6% of codes were within the mid-range, followed by 21.8% of codes in the high-range. These frequencies indicate that high-quality behavior management did occur in the WINGS program within 21.8% of the observations; where rules and expectations were clear and consistently enforced, the teacher/WINGSLeader used proactive techniques throughout the observation, the teacher/WINGSLeader was effective at redirecting misbehavior, and there was little student

misbehavior in the learning environment. However, this high-level of quality was not observed for the majority of observations.

**Graph 19.** CLASS: Frequency of codes for the behavior management dimension.

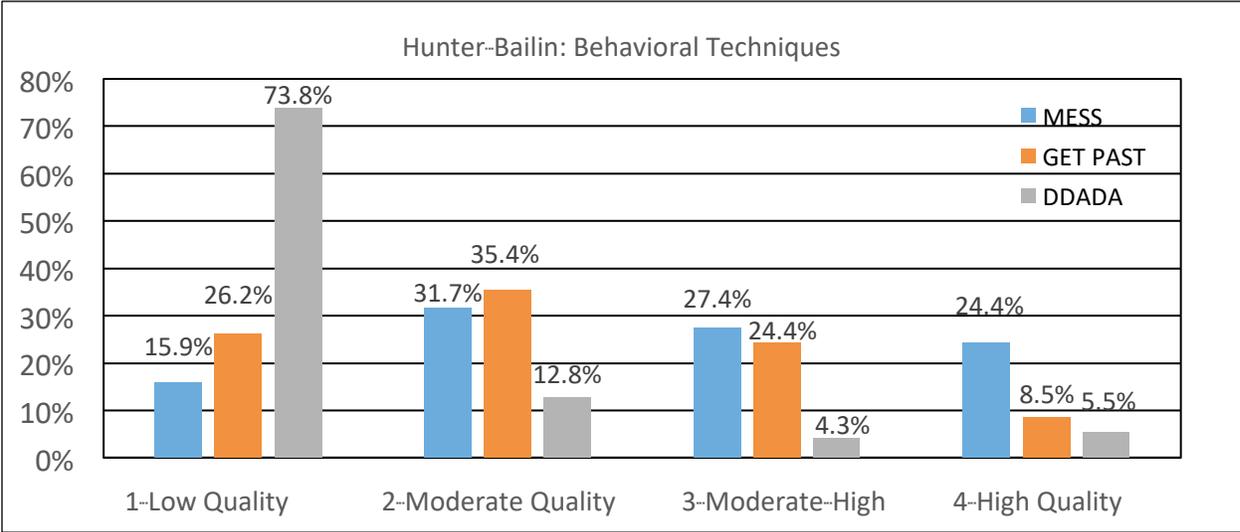


#### Hunter-Bailin: Behavior management techniques

The Hunter-Bailin captures the quality of behavior techniques specific to the WINGS program in regards to frequency and effectiveness of implementation. These are proactive (MESS), corrective (GET PAST), and instructional (DDADA) techniques WINGS trains and encourages WINGS Leaders to employ in order to shape the behavior of their students.

The Hunter-Bailin data reveals that the quality of both proactive and corrective techniques was wide-ranging (see graph 20). The majority of observations for both proactive (MESS; 59.1%) and corrective (GET PAST; 59.8%) techniques are scored as moderate and moderate-high. More instances of high-quality implementation are observed for proactive (MESS; 24.4%) in comparison to corrective (GET PAST; 8.5%) techniques. In contrast, the overwhelming majority of time instructional techniques (DDADA) are scored at a low level of quality, indicating that the technique was never used or was used in a counterproductive way. The range in scores indicates that students' exposure to the program's trademark techniques varied greatly in regards to frequency and effectiveness.

**Graph 20. Hunter-Bailin: Frequency and quality of behavioral techniques.**



**Perceptions among staff and school partners**

*WINGSLeaders*

Some WLs discussed behavior management as their biggest strength. One WL provides:

*“I’m good at proactive prevention of potential incidents.”*

However, other WLs explicitly mentioned student behavior or behavior management techniques as a challenge. One WL adds:

*“Most difficult days, a lot of things are going wrong at once, I get a little bit overwhelmed. I can deal with one kid misbehaving, but when the majority are misbehaving, I usually have to call someone and just be like, ‘I need a reset.’ Once one is quiet, another one is talking; managing the big group is really my biggest difficulty.”*

Still others discussed the difficulty in staying positive and managing their own behavior when faced with negative and difficult behavior from students. Two WLs provided:

*“You can be happy all day, then kids do things that are frustrating, then you become upset and want to quit sometimes.”*

*“Lately I’ve noticed that I’m very quick to lose my cool.”*

*School Principals*

Principals are uneasy that school rules and expectations for the children during the school day are not upheld afterschool. To this end, two principals described it as ‘loud.’ Here, they added:

“... it’s just always loud. And the one thing that I said is if the kids are loud, then the WINGSLeader can’t be louder, cause now you’re all loud, and [it looks like] you can’t manage discipline. And that’s the part that I’m not in love with with WINGS, to be honest with you. I’m just not in love with it.”

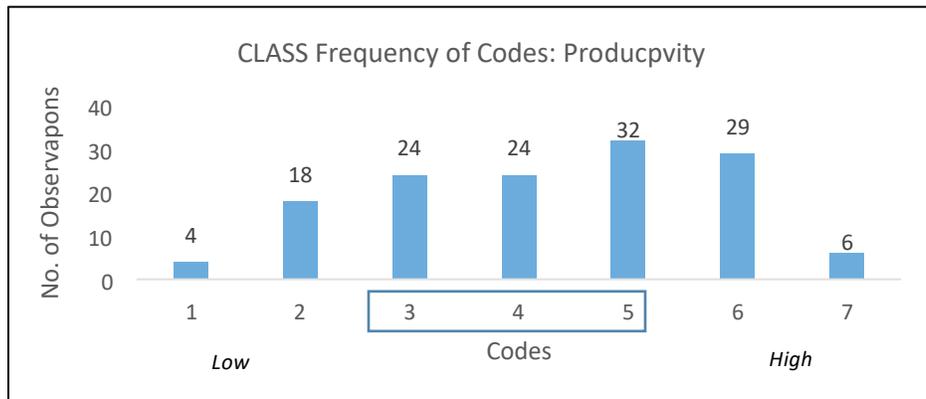
“The biggest concern is that when the bell rings at [X], the kids ... are running and shouting and yelling and so one of the concerns was, we need them to have a cleaner, quieter dismissal cause that’s not what the expectation is here. No one runs here, yells here.”

**CLASS: Productivity**

*Productivity* encompasses the teacher’s/WINGSLeader’s ability to manage the flow of the learning environment; its activities and routines. This dimension is defined as, “[considering] how well the teacher manages instructional time and routines and provides activities for students so that they have the opportunity to be involved in learning activities” (2008, p. 44). Observable indicators include: maximizing learning time (there is something for the students to do, steady pacing), routines (students have a clear understanding of what to do), transitions (are brief and efficient), and preparation (the teacher is prepared and knows the lessons) (2008).

The WINGS CLASS data in graph 18 also shows the *productivity* average (4.21) was in the mid-range. Mid-range codes indicate that students had an activity to take part in *most* of the time, there was *some* evidence of an understanding of classroom routines, the teacher/WINGSLeader was mostly prepared to conduct the activity/lesson, and transitions were sometimes too frequent and too inefficient. The CLASS frequencies for the *productivity* dimension (see graph 21) show that 58% of observations were coded in the mid-range, with 25.5% in the high-range, and 16% in the low-range. This, again, shows that there were instances of high productivity within observations of WINGS settings, but the majority of observations showed mid-level productivity.

**Graph 21.** CLASS: Frequency of codes for the productivity dimension.



**Time Sampling**

By looking at the time sampling data (see table 3), we see that students within Nests at the three study schools spent between 20-46% of their time transitioning in and out of activities. Table 4 is an example of an observation detailing the time spent in transition for the third grade girls’ Nest in WINGS. This shows the Nest was in transition a total of 67 minutes during the observation period, accounting for 46.5% of the time (out of 144 minutes).

**Table 3. Percentages of time spent in transition.**

Grade	Gender	Time in Transition
1	M	19.61%
1	F	21.57%
3	M	30.77%
3	F	46.53%
5	M	35.86%
5	F	31.16%

**Table 4. Example time sampling observation for the third grade girls’ Nest.**

Amount of Time	Activity
1	Countdown
1	From watching demo to starting SEL
1	From starting SEL game to snack
5	Cleaning up snack, countdown, starting creed
6	Waiting to be dismissed from community unity to academic center
10	Lining up in community unity, walking in the hall to academic center
5	Coming into academic center room, finding a seat, waiting for pencils, worksheets passed out
4	Cleaning up and packing after academic center
13	Lining up in academic center, walking to cafeteria, waiting to be dismissed to choice time
9	Lining up, getting hula hoops for choice time, walking down hallway to choice time
2	Getting kids to find their line-up position for rehearsing their hoop routine
2	Getting kids to listen
8	Lining up, walking down the hallway from choice time to dinner
67 minutes	Total Time in Transition

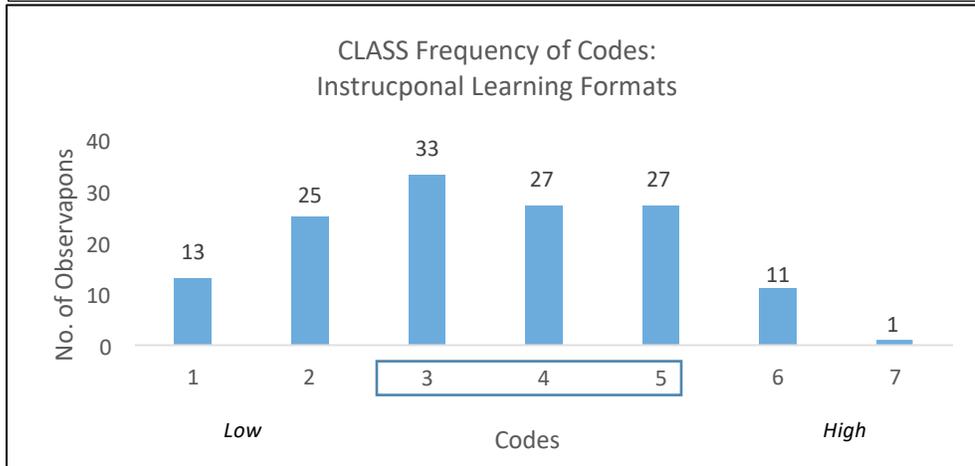
**CLASS: Instructional Learning Formats**

*Instructional learning formats* brings into consideration the teacher’s/WINGSLeader’s ability to facilitate lessons and activities in a way that engages students. This dimension is defined as, “[focusing] on the ways in which the teacher maximizes students’ interest, engagement, and ability to learn from lessons and activities” (2008, p. 57). Observable indicators of this dimension include: effective facilitation (the teacher is involved in the activity and uses questions to engage), variety of modalities and materials (considers the types of activities and materials used in engaging students), student interest (how

focused and active the students are), and clarity of learning objectives (considers the teacher’s attempts at focusing the students towards the objective) (2008).

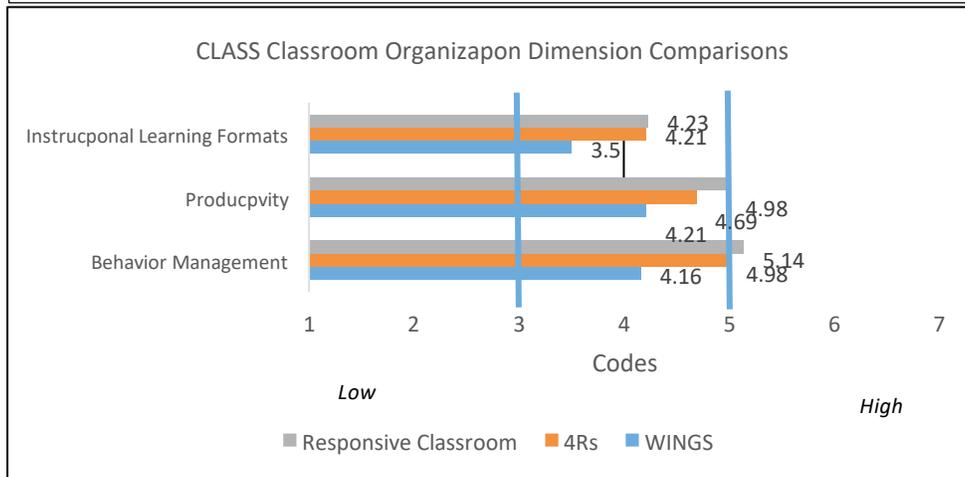
Graph 18 shows the *instructional learning format* average was 3.5. While this average is within the mid-range of codes, it is on the lower-end of the mid-range. A mid-range average indicates the teacher/WINGSLeader was *sometimes* active in facilitating student engagement within the activity, the students were *sometimes* engaged with the lesson/activity, and the teacher/WINGSLeader *sometimes* oriented students to the learning objectives. Frequencies support the prevalence of mid-range codes across observations; 63.5% of codes are within the mid-range, while 27.7% are in the low-range (see graph 22). A code in the low-range indicates *no* teacher/WINGSLeader facilitation towards sparking student interest, *rare* instances of student engagement, and the teacher/WINGSLeader is unsuccessful or makes no attempt at orienting the students towards the lesson objective during WINGS observations.

**Graph 22. CLASS: Frequency of codes for the instructional learning formats dimension.**



When compared to two other studies (Responsive Classroom and 4Rs; table 1), the mid-range WINGS CLASS averages were similar to the other studies, although WINGS averages were slightly lower (see graph 23). This graph also shows that the Responsive Classroom average of behavior management was within the high-range of codes.

**Graph 23. Study comparison of classroom organizapon dimension averages.**



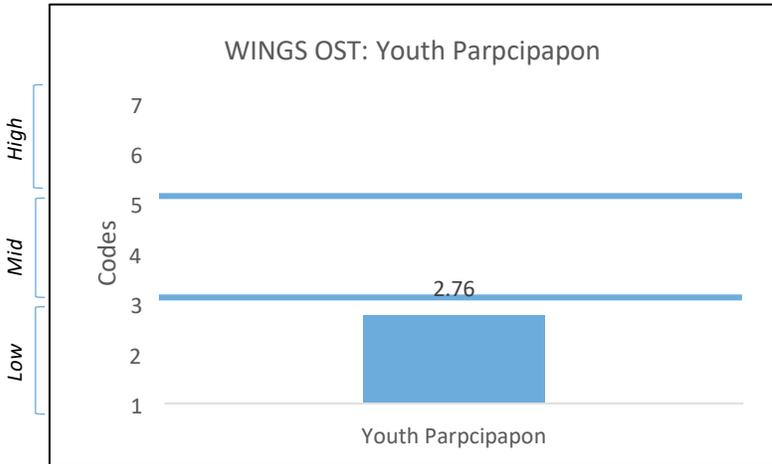
**OST: Youth participation**

The *youth participation* component of the OST measure allows the observer to focus on the students and the extent of their participation in the activities. This component addresses the following observable indicators: [students are] on task, listen actively and attentively to peers and staff, contribute opinions, ideas, and/or concerns to discussions, have opportunities to make meaningful choices, and take leadership responsibility/roles (Pechman, Mielke, Russell, White, & Cooc; see appendix, table F).

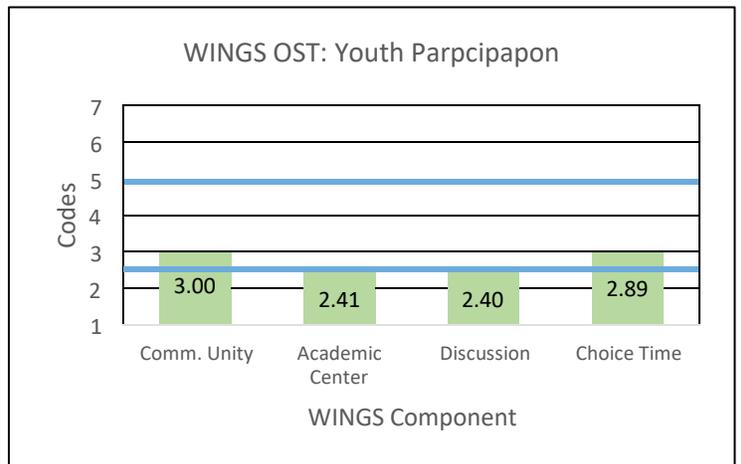
Graph 24 shows the WINGS *youth participation* average. The WINGS overall average of 2.76 falls within the low-range of codes, indicating the observable indicators were not evident or were rarely evident.

When we look at the *youth participation* within each activity (see graph 25), averages show that most student participation occurred during Community Unity, with an average code of 3 (at the base of the mid-level of codes). However, for all other activities observed, youth participation was in the low-range.

**Graph 24.** WINGS OST youth participation average.

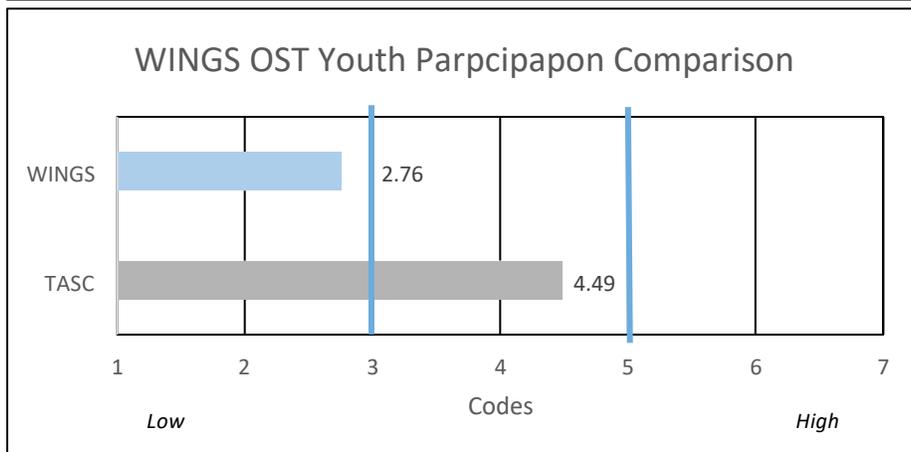


**Graph 25.** WINGS OST youth participation averages by activity.



When comparing the WINGS *youth participation* average to another study (TASC, table 2), we see that the TASC study had an average of 4.49; at the higher-end of the mid-range (see Graph 26). The TASC average, however, combines the two dimensions of youth participation and youth relationships to result in this composite score.

**Graph 26.** Study comparison of OST youth participation averages.



\*TASC youth participation average included youth relationship component indicators as well.

**Program Staff Perception***WINGSLeaders*

During interviews, some WLs discussed the difficulty in preparing and facilitating activities to engage students. Here, two WLs illustrate this:

*“I can interact with a couple of kids, but managing a group of twelve or ten is my, kind of...that’s what I’ve had to struggle with. And I think I’ve gotten better, you know. But definitely it’s like very teacher-oriented. Keeping kids engaged, you know.”*

*“And especially with things that aren’t fun, like WINGS Works: it’s difficult, it feels like we’re forcing it. None of the WINGSLeaders really like it, it’s hard. Every Wednesday is the most difficult day.”*

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**Table A.** CLASS emotional support domain, dimensions, indicators, and behavioral markers.

Dimension	Observable Indicators	Behavioral Markers
Positive Climate	Relationships	Physical proximity Shared activities Peer assistance Matched affect Social conversation
	Positive affect	Smiling Laughter Enthusiasm
	Positive communication	Verbal affection Physical affection Positive expectations
	Respect	Eye contact Warm, calm voice Respectful language Cooperation and/or sharing
Negative Climate	Negative affect	Irritability Anger Harsh voice Peer aggression Disconnected or escalating negativity
	Punitive control	Yelling Threats Physical control Harsh punishment
	Sarcasm/disrespect	Sarcastic voice/statement Teasing Humiliation
	Severe negativity	Victimization Bullying Physical punishment
Teacher Sensitivity	Awareness	Anticipates problems and plans appropriately Notices lack of understanding and/or difficulties
	Responsiveness	Acknowledges emotions Provides comfort and assistance Provides individualized support
	Addresses problems	Helps in an effective and timely manner Helps resolve problems
	Student comfort	Seeks support and guidance Freely participates Takes risks
Regard for Student Perspectives	Flexibility and student focus	Shows flexibility Incorporates students' ideas Follows students' lead
	Support for autonomy and leadership	Allows choice Allows students to lead lessons Gives students responsibility
	Student expression	Encourages student talk Elicits ideas and/or perspectives
	Restriction of movement	Allows movement Is not rigid

**Table B.** CLASS instructional support domain, dimensions, indicators, and behavioral markers.

Dimension	Observable Indicators	Behavioral Markers
Concept Development	Analysis and reasoning	Why and/or how questions Problem solving Prediction/experimentation Classification/comparison Evaluation
	Creating	Brainstorming Planning Producing
	Integration	Connects concepts Integrates with previous knowledge
	Connections to the real world	Real-world applications Related to students' lives
Quality of Feedback	Scaffolding	Hints Assistance
	Feedback loops	Back and forth exchanges Persistence by teacher Follow-up questions
	Prompting thought processes	Asks students to explain thinking Queries responses and actions
	Providing information	Expansion Clarification Specific feedback
	Encouragement and affirmation	Recognition Reinforcement Student persistence
Language Modeling	Frequent conversation	Back and forth exchanges Contingent responding Peer conversations
	Open-ended questions	Questions require more than a one-word response Students respond
	Repetition and extension	Repeats Extends/elaborates
	Self- and parallel talk	Maps own actions with language Maps student action with language
	Advanced language	Variety of words Connected to familiar words and/or ideas

**Table C.** CLASS program organization domain, dimensions, indicators, and behavioral markers.

Dimension	Observable Indicators	Behavioral Markers
Behavior Management	Clear behavior expectations	Clear expectations Consistency Clarity of rules
	Proactive	Anticipates problem behavior or escalation Low reactivity Monitors
	Redirection of misbehavior	Effective reduction of misbehavior Attention to the positive Uses subtle cues to redirect Efficient redirection
	Student behavior	Frequent compliance Little aggression and defiance
Productivity	Maximizing learning time	Provision of activities Choice when finished Few disruptions Effective completion of managerial tasks Pacing
	Routines	Students know what to do Clear instructions Little wandering
	Transitions	Brief Explicit follow-through Learning opportunities within
	Preparation	Materials ready and accessible Knows lessons
Instructional Learning Formats	Effective facilitations	Teacher involvement Effective questioning Expanding children's involvement
	Variety of modalities and materials	Range of auditory, visual, and movement opportunities Interesting and creative materials Hands-on opportunities
	Student interest	Active participation Listening Focused attention
	Clarity of learning objectives	Advanced organizers Summaries Reorientation statements

**Table D.** *OST relationship components and indicators.*

Youth Relationship Building	Youth are friendly and relaxed with one another Youth respect each other Youth show positive affect with staff Youth assist one another Youth are collaborative
Staff Relationship Building	Staff use positive behavior management Staff encourage participation of all Staff show positive affect toward all Staff attentively listen to and/or observe youth Staff encourage sharing of ideas, opinions, concerns Staff engage personally with youth Staff guide positive peer interactions

**Table E.** *OST instructional strategies component and indicators.*

Instructional Strategies	Staff communicate goals, purpose, expectations Staff verbally recognize efforts and accomplishments Staff assist youth without taking control Staff ask youth to expand upon their answers and ideas Staff challenge youth to move beyond current levels Staff employ a variety of teaching strategies Staff plan for/ask youth to work together
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**Table F.** *OST youth participation component and indicators.*

Youth Participation	Youth are on task Youth listen actively and attentively to peers and staff Youth contribute opinions, ideas, and/or concerns to discussions Youth have opportunities to make meaningful choices Youth take leadership responsibility/roles
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