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Between the Bells

Teacher Education Workshop

The Third Annual OAH/ACYF/CDC Teen Pregnancy Prevention Grantee Conference:

Ready, Set, Sustain: Continuing Our Success

May 20th -22nd , 2013

National Harbor, MD

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Disclaimer

- Educational or instructional materials referenced during presentations at the Third Annual Teen Pregnancy Prevention Grantee Conference: *Ready, Set, Sustain: Continuing Our Success* are for informational purposes only. Presenters' references to these materials do not constitute endorsement by OAH, ACYF, CDC or the U.S. Department of Health and Human Services. Any statements expressed are those of the presenters and do not necessarily reflect the views of the Department.



GOAL: Increase knowledge of strategies for training educators to ensure high quality implementation

Objectives:

- Participants will have the knowledge of the Between the Bells workshop as a strategy and tool for training teachers.
- Participants will have increased knowledge of relevant national and local laws, policies and resources for addressing youth sexual health information and helping teachers become “askable” adults.



Between the Bells

A workshop designed to equip teachers with useful tips and resources in answering sensitive questions that may come up at arbitrary times throughout the school day.

Workshop Goal:

- To prepare teachers to answer questions regarding sex and sexual health with accurate information and resources.



Background

The Why?

Racies Y Alas (Roots and Wings) Parent
child communication workshop

Methodology and History



Target Audience and Content Overview

- The Who
- The What



Between the Bells

Activities

The details

- Throw and Catch Game
- Statistics Game
- Perceptions Brainstorming
- Answering Sensitive Questions
- Role Plays and Discussion
- I Wish Someone Had Told Me

Created by Jocelyn Martinez



Thank you!

- Questions?
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When Your Trainers Are NOT Your Employees: Strategies for Enhancing Teacher Fidelity

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Third Annual Teen Pregnancy Prevention Conference
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When Your Trainers Are NOT Your Employees: Strategies for Enhancing Teacher Fidelity

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Objectives

- ▶ To acknowledge the benefits and limitations of the “guest presenter” model of TPP lesson presentation
 - ▶ To identify the limitations of the “one shot” model of teacher training
 - ▶ To explore the additive effects of enhanced teacher training components
 - ▶ To describe a model of professional development which institutionalizes high capacity TPP
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Background

- ▶ Twenty-two comprehensive high schools in five school districts in Southeastern California
- ▶ Approximately 75 teachers assigned to intervention or control schools during 2011–2012.
- ▶ Twelve HIV/STD/TPP lessons from the *Positive Prevention PLUS Sexual Health Education* curriculum (Orange County Chapter of the American Red Cross, 2011)
- ▶ Two basic training days incl. skills practice

Challenges

- ▶ Teachers are often not prepared in health education
 - ▶ Lessons are often not taught in health courses
 - ▶ Limited number of release days for teacher training due to low interest, limited substitute teacher availability
 - ▶ Limited health-related professional development opportunities
 - ▶ Moderate district commitment
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Results:

- ▶ An introductory understanding of the curriculum
- ▶ Limited enthusiasm for the curriculum
- ▶ Training “dip” (decline in interest, familiarity, and/or ability to present the curriculum over time)
- ▶ Average 70% curriculum fidelity 😞

Solution #1: Guest Presenters?

Benefits

- ▶ Guaranteed fidelity to the curriculum
- ▶ Demonstration of high quality and interactive instruction
- ▶ May result in repeated invitations and/or higher district support
- ▶ Requires little district investment

Drawbacks

- ▶ Little or no ongoing follow-up and support in host school
- ▶ District dependency i.e., minimal longterm capacity-building, institutionalization

Solution #2:

Enhanced Teacher Training

- ▶ Conducting Teacher Pre-Surveys and Pre-Assessments Prior to Trainings
 - Analyze and share with trainees
 - Basis for training adjustments, also community-building
 - Match experienced with less experienced – for mentoring and purposeful debriefing questions
 - ▶ Identify Site Team Leaders
 - ▶ Generate team commitments with follow-up monitoring and support
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Solution #3: Creation of an Online Teacher Training Program

- ▶ Concept: Two days of (enhanced) teacher training followed by 14-module online teacher training program (PPOTT)
 - Laws, logic model, and curriculum overview
 - Review of actual teacher's slides plus video models
 - Emphasis on activity facilitation
 - Formative and summative quizzes
 - Incentivized participation prior to classroom implementation
- ▶ Expanded Concept:
Two training days + PPOTT + ***Intense skills practice day!***

Solution #4: Embedding All Aspects of Teacher Training within a “PLC”

- ▶ **Professional Learning Community (PLC)**
 - Shared Vision/Mutual Agreements
 - Team-Based at Site, District and Regional Levels
 - Personal and Collective Commitments
 - Ongoing Professional Development
- ▶ **Kickoff: Summer Wellness Conference**
 - Include Lead Teachers, Site Administrators, Community Partners
- ▶ **Ongoing Professional Development (Int & Ctrl)**
 - Workshops, conferences
 - Professional memberships or subscriptions
 - Shared website for resources, discussions
 - Cross-supports (teachers teaching teachers)

Current OAH Project Timeline

- ▶ Year One:
 - Curriculum Finalization
 - Pilot Trainings and Implementation
 - District Recruitment and Contracts
 - ▶ Year Two:
 - First Randomized Control Trial
 - Teacher Trainings and Curriculum Implementation
 - Student Surveying and Fidelity Monitoring
 - ▶ Year Three:
 - Data analysis
 - Reconsideration/reconfiguration of training model
 - ▶ Year Four:
 - Second RCT
 - Enhanced Professional Development
 - ▶ Year Five
 - Data analysis
 - Institutionalization of PLC Model
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For Further Information

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