



Youth Program Quality Assessment (YPQA) tied to California Standards for the Teaching Profession

This crosswalk was created by Larry Bryant of the Black Oak Mine Unified School District in 2009 to show alignment between the Youth Program Quality Assessment (YPQA) Form A and the California Standards for the Teaching Profession.

The Youth PQA Form A is focused on the quality of staff performances at the point of service in out-of-school time settings and is completed using an observational methodology. When used during identifiable program offerings by reliable observers the Youth PQA Form A produces data of known precision and the Form A total score has been associated with positive child outcomes in several samples. Form A can also be used as a team-based self-assessment where the observational methodology has high learning value for participants even if the data is imprecise.

In this crosswalk, several standards within the California Standards for the Teaching Profession are listed, with well-aligned YPQA items listed underneath.

1. Engaging and supporting all youth in learning.

1.2 Using a variety of instructional strategies and resources to respond to youth' diverse needs.

IV-P2 Page 22

- (1) No specific planning strategies are used for planning for projects or activities activities.
- (5) Two or more planning strategies are used during planning for projects or activities.

IV-R3 Page

- (1) Youth have no opportunities to make presentations to the class.
- (3) Some youth have structured opportunities to make presentations to the class.
- (5) All youth have the opportunity to make presentations to the class.

III-M1 Page 19

- (1) Session involves only one grouping (full, individual, or small group)
- (3) Session involves two groupings (full, individual, or small group)
- (5) Session involves at least three groupings (full, individual, or small group)

III-M3 Page 19

- (1) Small groups are not used.
- (3) Small groups lack purpose or some group members do not cooperate in accomplishing the purpose.
- (5) Small groups have a purpose and all group members cooperate to accomplish the purpose.

1.3 Facilitating learning experiences that promote autonomy, interaction, and choice. (When evaluating, youth involvement and leadership in prior sessions regarding content and activities should be considered.)

III-O1 Page 21

- (1) Youth rarely share control of activities
- (3) Attempt to share control with youth, but end up controlling activity themselves.
- (5) Youth have some control over activities, with teacher providing guidance and facilitation and retaining responsibility.

IV-Q1 Page 23

- (1) Youth have no opportunities to make content choices regarding projects or activities.
- (3) Youth can choose between a finite list of specific content choices.
- (5) Youth have the opportunity to make at least one open-ended content choice where youth may decide the topic within the classes subject area.

IV-Q2 Page 23

- (1) Activities do not provide youth with process choices.
- (3) Youth may choose from a finite list of process choices for the activity.
- (5) Youth have the opportunity to make at least one open-ended process choice for an activity.

III-N1 Page 20

- (1) Some youth have the opportunity to practice group-process skills.
- (3) All youth have at least one opportunity to practice group-process skills.
- (5) All youth have multiple opportunities to practice group-process skills.

III-N2 Page 20

- (1) During activities no youth have the opportunity to mentor other youth or lead a group.
- (3) During activities, some youth have the opportunity to mentor other youth or lead a group.
- (5) During activities, all youth have on or more opportunities to mentor other youth or lead a group.

1.4 Engaging youth in problem solving, critical thinking, and other activities that make subject matter meaningful.

II-H1 Page 14

- (1) Activities provide no opportunities for youth to use materials or ideas to improve a skill through guided practice; activities mostly involve listening or watching.
- (3) Activities provide limited opportunities to use materials or ideas to improve a skill through guided practice.
- (5) The bulk of activities involve engaging youth using materials or ideas to improve a skill through guided practice.

II-H2 Page 14

- (1) Activities do not lead to tangible products or performances.
- (3) Activities lead to tangible products or performances, but do not reflect the ideas/designs of the youth.
- (5) Activities lead to tangible products or performances using youth's ideas or designs.

II-J3 Page 16

- (1) Questions asked of the youth are rarely or never open-ended.
- (3) Limited use of open-ended questions are used in class.
- (5) Frequent use of open-ended questions are used in class.

1.5 Promoting self-directed, reflective learning for all youth.

II-H3 Page 14

- (1) Activities provide no opportunities for youth to talk about (or otherwise communicate) what they are doing or thinking to others.

(3) Activities provide some opportunities for youth to talk about (or otherwise communicate) what they are doing or thinking to others
(5) Activities provide all youth one or more opportunities to for youth to talk about (or otherwise communicate) what they are doing or thinking to others

IV-R1 Page 24

(1) No youth are involved in reflecting on what they are doing or have done.
(3) Some youth are engaged in an intentional process on reflecting on what they have done or are doing.
(5) All youth are engaged in intentional process of reflecting on what they are doing or have done.

IV-R4 Page 24

(1) Youth provide no feedback on activities.
(3) Staff are receptive to feedback from youth, but do not solicit it.
(5) Staff initiate structured opportunities for student feedback on activities.

2. Creating and maintaining effective environments for youth learning.

2.2 Establishing a climate that promotes fairness and respect.

IA-1 Page 7

(1) Emotional climate is predominantly negative, not mediated by staff.
(3) Emotional climate is neutral or has both positive and negative, mediated by staff.
(5) Emotional climate is predominantly positive; all negative behaviors are mediated by staff.

IA-2 Page 7

(1) Comments or slurs intended to hurt someone present explicitly indicate bias or prejudice.
(3) There is evidence of bias or prejudice, but comments are not directed at anyone present.
(5) There is no evidence of bias, but rather a mutual respect and inclusiveness.

II-F1 Page 12

(1) No youth are greeted by staff within the first 15 minutes of class.
(3) Some youth are greeted by staff within the first 15 minutes of class.
(5) All youth are greeted by staff within the first 15 minutes of class.

II-F2 Page 12

(1) During activities, staff mainly use negative tone of voices and disrespectful language.
(3) During activities, staff sometimes use negative tone of voice and disrespectful language and sometimes use a warm tone of voice and respectful language.
(5) During activities, staff mainly use a warm tone and respectful language.

II-F3 Page 12

(1) During activities, staff generally frown or scowl and use unfriendly gestures or avoid eye contact.
(3) During activities, staff sometimes exhibit unfriendly behaviors and sometimes use a friendly approach.
(5) During activities, staff generally smile and use friendly gestures, and make eye contact.

2.3 Promoting social development and group responsibility.

II-K1 Page 17

- (1) Conflict and negative behavior is ignored.
- (3) Conflict and negative behavior is handled by shaming, scolding, yelling, or threatening the student.
- (5) Conflict and negative behavior is dealt with in a nonthreatening manner.

II-K2 Page 17

- (1) Youth input is not sought regarding either the cause or the solution to conflict or negative behavior.
- (3) Input from the youth is solicited for either determining the cause OR in determining the solution to conflict or negative behavior, but not both.
- (5) Youth input and participation is solicited for both determining the cause and the solution to negative behavior and conflict.

III-L1 Page 18

- (1) Youth have no opportunities to get to know each other beyond normal class interaction.
- (3) Youth have informal opportunities to get to know each other.
- (5) Youth have structured opportunities to get to know each other.

2.5 Planning and implementing classroom procedures and routines that support student learning.

II-G4 Page 13

- (1) Activities are not clearly explained and youth are confused by the activity.
- (3) Some of the activities are clearly explained, youth need lots of clarification to understand the activity.
- (5) All activities and procedures are clearly explained and little clarification is needed.

II-J1 Page 16

- (1) During activities staff are not actively involved with the youth.
- (3) During activities staff are sometimes or intermittently actively involved with youth.
- (5) During activities staff are almost always actively involved with youth.

2.6 Using instructional time effectively.

II-G1 Page 13

- (1) Session doesn't start or end within 10 minutes of bell scheduled.
- (3) Session starts OR ends within 10 minutes of the bell, but not both.
- (5) Session starts AND ends within 10 minutes of the bell.

II-G5 Page 13

- (1) There is either too much or too little time for scheduled activities.
- (3) The appropriate amount of time is scheduled for some activities.
- (5) The appropriate amount of time is scheduled for all activities.