

DSP Training Classroom Observation Report

July 2007

Evaluation summary

Direct Support Professional Training (DSPT) Classroom Observation results submitted for the training year commencing July 2006 and ending June 2007 indicate overall high satisfaction with curriculum delivery as implemented by instructors, with training ratings of 2.6 to 3 on a 3-point scale. The Observation Report is organized to reflect the format in which the observation data is collected. This summary highlights

- Observer input on instructors' attention to adult learning principles
- Other strengths and challenges in content delivery
- Regional implementation of training sessions
- Attendance data for training sessions

Instructional Processes

In terms of implementing instructional strategies that utilize **adult learning principles**, instructors received uniformly high ratings (collected in the Instructional Processes portion of the observation). Comments indicate that instructors

- Have good rapport with students
- Utilize hands-on demonstration and practice activities
- Utilize videos and PowerPoint (PPT) presentations provided
- Vary delivery strategies to include a variety of learning preferences
- Actively guide students to engage with each other and the content

Challenges to implementing adult learning principles within Instructional Processes include

- Language differences among students
- Varying levels of education and experience among students

Other Strengths and Challenges in Content Delivery

Observers generally remarked that classrooms were well-equipped and arranged to facilitate interaction. All students were reported to have the necessary materials for instruction. Goals for sessions were adequately communicated, learning was guided, and quizzes and skill checks were used appropriately.

Some observers reported the following challenges:

- Difficulty in judging the level of challenge presented to students as the level of education and experience within a session group may have varied markedly
- Adequate amount of instructional time for some sessions; too much important information to present within the timeframe (especially the session on Risk Management)
- Difficulty linking instruction to previously delivered content

Recommendations Concerning Instruction and Content

- Discuss process for on-going review and update of materials, including video clips and PPT presentations
- Add to the Teacher Guides a timed agenda or an estimate of time to spend per slide
- Provide some review tools and activities to assist in linking to previous training

Implementation of Classroom Observation Process by ROCP Region

Between March 2, 2006 and January 24, 2007, a total of 36 training sessions were delivered and observed at the following ROCPs (number of trainings conducted in parentheses):

- Baldy View (2)
- Colton-Redlands-Yucaipa (2)
- East San Gabriel Valley(3)
- Forty-Niner (1)
- Fresno (3)
- Kern High School District(2)
- LACOE (3)
- LAUSD (11)
- Marin County (1)
- Mission Valley (1)
- North Santa Clara County (2)
- Riverside COE (1)
- Santa Barbara County (1)
- Santa Lucia (3)

The following ROCPs did not submit Classroom Observations and are not represented in this report:

- Butte County
- Contra Costa County
- Eden Area
- Humboldt County
- La Puente Valley
- Mendocino County
- Mission Trails
- North Orange County
- Sacramento County
- San Antonio
- San Diego
- San Joaquin County
- San Mateo County
- Santa Cruz County
- Solano County
- Southern California
- Tri-Cities
- Tri-County
- Tulare County Organization for Vocational Education

Implementation of Observed Training by Topic Area

Attendance for specific trainings:

Session number/name	Total # of training sessions observed	Total # of trainees
Year 1		
#3- Risk Management I	2	28
#4- Medication Management I	7	92
#5- Medication Management II	1	15
#6- Wellness	5	35
#7- Dental and Oral Health	1	11
#8- Illness and Injury	3	58
#9- Risk Management II	4	57
Year 2		
#4- Preventive Health Care	4	66
#5- Nutrition and Exercise	4	52
#6- Teaching Strategies I	2	48
#7- Teaching Strategies II	3	59
Total sessions/attendees	36	521

Recommendations Concerning Program Implementation

- Follow-up with ROCPs that have not reported Classroom Observations

Observation Reporting Recommendations

- Develop a rubric for scoring the observation items
- Provide checklists for noting equipment and materials used or present
- Provide guidance on commentary focusing input on strengths, suggestions for edits, etc.
- Collect input in format that translates to an electronic database for analysis

Analysis of Observer Comments

Observer comments and ratings for individual sessions are available as an Appendix to this report. Generally,

- Observers gave uniformly high ratings
- Sessions on Nutrition, Risk Management, and Medication Management seem to be especially well-received
- Scope, style, and length of commentary varied significantly among observers, making analysis challenging

Most of the comments submitted were descriptive, listing materials, equipment, content, strategies, and activities. For qualitative analysis, comments that were not merely descriptive were identified and divided into three broad types: Positive Comments, Negative Comments/Concerns and Suggestions. Further examination identified five significant topic areas addressed by observer comments:

- Physical Setting and Equipment
- Student Behaviors
- Instructor Strategies and Behaviors
- Curriculum and Materials
- Training Activities

Following is a summary of the commentary within each topic area; representative comments are included in italics.

Student Behaviors

Positive Comments- Students were generally observed to be engaged and participating in the training.

- *Students involved, head nodding, following in book, examples of healthy lifestyle.*
- *Class seems comfortable with sharing*
- *Students were attentive, asked questions, shared personal experiences; great discussions occurred*

Negative Comments/Concerns- Observers expressed concern about the effectiveness of instruction for students with varying levels of understanding, due primarily to language proficiency of students.

- *Six out of 22 [students] have serious language difficulties*
- *Activities provided can sometimes be too challenging for student population*
- *Not all students are reading at the same level*

Recommendations Concerning Student Behaviors-

- During current revision process, review curriculum for reading level. Identify an upper limit, typically 8th grade for publications for the general public, and revise curriculum accordingly

Curriculum and Materials

Positive Comments- Observers commented on the overall organization, ease-of-use and flexibility of the curriculum and materials.

- *PowerPoint slide layout is structured and easy to follow.*
- *The information in the student handbook is clear, concise & easy to follow.*
- *Materials/strategies were appropriate for a variety of learning styles: slides, group activities, practice test, provision and use of highlighters.*

Negative Comments/Concerns- Observers identified four areas of concern with the curriculum and materials. They indicated the following:

- 1) The Trainer Guide does not do an adequate job of linking to previously presented content
 - 2) Curriculum content does not always reflect recommended practices
 - 3) The Student Guide and the PowerPoint presentation lack visual interest
 - 4) Some sessions contain too much high-level information, overwhelming both instructors and students
- *Instructor did a good job at linking to previously learned information, which was not done in the manual*
 - *Gloving in this session is different from that learned in American Red Cross First Aid training, making it confusing for the student*
 - *Overall, the information presented to the students appears to be lacking visual aids in the student's manual*
 - *At times it seemed that it was an overwhelming amount of information being presented to the students - a 'must know' section for each topic would be great*
 - *The vocabulary in this session is at a very high level. Students had a difficult time understanding words such as 'mitigate', 'assessment', and 'mandate'*

Suggestions- Comments included specific suggestions for reordering sessions, adding visuals to increase interest and understanding, updating content, and providing additional interactive activities to accommodate a variety of learner levels and learning styles.

- *Curriculum could be re-ordered to do both Risk Management sessions together. Maybe the 2 sessions could be even combined into one*
- *Choking First Aid procedures could use a visual illustration*
- *Some of the information in the session is out-dated (use of tourniquet to control bleeding), suggest an entire review of safety session (both years)*
- *Learners are highly motivated and need challenging lessons with higher-level activities*
- *Support different learning styles through more class interaction and less lecture*

Recommendations Concerning Curriculum and Materials

- Address the above Concerns and Suggestions within the current curriculum revision process

Instructor Strategies and Behaviors

Positive Comments- Observers cited specific effective strategies used by instructors, including the use of practice tests as an instructional tool, the use of everyday items and equipment for demonstration and practice, facilitation of student interaction, and linking new content to previously learned material and to real-life situations. Some instructors took the initiative to enhance the provided PowerPoint

- *Review with actual testing materials helps*
- *Trainer used real food items for students to check food labels and to do an activity*
- *There was a lot of discussion about the topic and students asked many questions*
- *Trainer did not always jump to answer questions but instead let other students jump in and respond*
- *Instructor often related content to workplace situations, which increased student interest*
- *Appropriate PPT slides were added to the session to supplement and stimulate additional interest. An example of one of the slides added was the DSP Toolbox. The trainer asked the students what items were in the toolbox and then asked what specific items related to this particular session*

Additionally, observers consistently commented on the respectful and positive relationships apparent among instructors and students

- *This was a great session -- lots of interaction between instructor & the students and also within the student groups*
- *Instructor brought a face and soul to the client in the example*
- *Instructor did a great job asking students questions, ensuring students understood topic being addressed. Instructor appeared to have great interaction with his students and professional relationship between teacher and student was evident*

Negative Comments/Concerns- There were very few comments expressing concern about specific instructor strategies or behaviors. Two observers identified issues with organization of instruction and classroom management.

- *It was difficult to know what the students should have understood or learned from each page - often as the instructor lectured from a particular page I did not know where he was referring his instruction from*
- *The attention of all groups need to be brought back to participate in classroom discussion... groups are continuing to discuss material even after the instructor has called for everyone's attention*

Suggestions- Observers suggested that instructors might improve the flow of instruction by practicing and reviewing material prior to presentation and following the Trainer Guide and PPT in a more mindful manner.

- *Review potential activities prior to the course*
- *Instructor could have stressed areas of importance in a clearer fashion, referred students back to their manuals, and utilized teacher's side of manual to have a better flow of instruction*
- *Click slides to more closely follow book/discussion*

Recommendations Concerning Instructor Strategies and Behaviors

- Establish a process for acknowledging Instructor successes
- In upcoming training of trainer activities, include strategies for preparing for a presentation or training

Physical Setting and Equipment

Positive Comments- Training sites were generally observed to be supportive to learning.

- *Environment supports positive interaction for students*
- *Classroom arranged to facilitate student interaction and learning*

Negative Comments/Concerns- Access to a sink for hand-washing demonstration and practice was cited as a necessity. Additionally, observers identified environmental characteristics that might impact student experience.

- *Correct hand-washing procedure demonstrated but because of limited time and use of public bathroom not all students practiced*
- *Noise of classroom heaters needs to be addressed*
- *Obstacles in the classroom need to be removed for safety reasons. For example, chairs left in the walkway*

Training Activities

Positive Comments- Observers noted that students were especially responsive to interactive and hands-on activities.

- *Reading a food label was really enjoyed by the groups*
- *Students enjoyed working in pairs to role-play assisting w/ self-medication to practice before doing exercise on individual basis w/ instructor*

Negative Comments/Concerns- When training sessions were primarily didactic, observers indicated that the session was not effective in reaching all learners.

- *The activities are mundane and do not address alternate learning styles ,such as motoric or kinesthetic*
- *First half of class primarily lecture (lots of information left little time for activities)*
- *Too much lecture, need more application of the basic information*

Suggestions- Observers' suggestions for improving training activities focused on more active learning and engagement strategies.

- *Session is guided but a couple other hands-on activities might help*
- *More hands-on learning, having the students take one another's pulse, check for respirations or role-play with students using various scenarios should be done at the end of each topic*
- *Suggest more breaks and physical activity to cut down on seat time*

Recommendations Concerning Training Activities

- In upcoming training of trainer activities, include additional information on effective strategies for teaching adult learners