

DoS Training

DoS Trainings are available for network leaders, program administrators, and front-line staff. At a full-day training or online webinar, participants

- are introduced to the 12 dimensions with video examples and cases from the field;
- practice rating using video simulations;
- participate in consensus discussions;
- discuss how to integrate DoS ratings and feedback into their specific programs; and
- discuss ways to align curriculum choices, professional development, and assessment.

What is PEAR?

Program in Education, Afterschool and Resiliency

Dedicated to the "whole child--the whole day," PEAR continuously integrates research, theory, and practice for lasting connections between youth development, school reform, and mental health. PEAR creates and fosters evidence-based innovations so that increasingly "young people can learn, dream, and thrive."

PEAR is located at McLean Hospital and Harvard Medical School. Its programs and projects are a part of a number of Boston schools, and replicated in other parts of the country.

Getting started with DoS

To discuss how your program can get started with DoS and/or to learn more about DoS Training schedules and prices, please contact Ashima Shah (ashah@mclean.harvard.edu). We offer face-to-face trainings three times a year, and online trainings based on requests.

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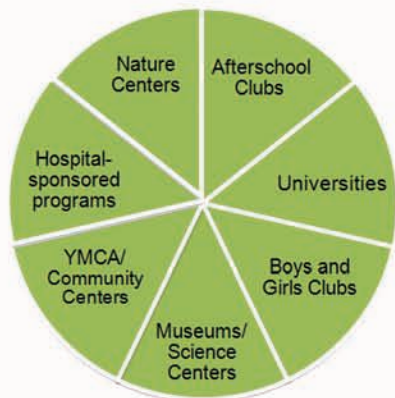
Dimensions of Success (DoS)

*An observation tool for STEM
programming in out-of-school time*

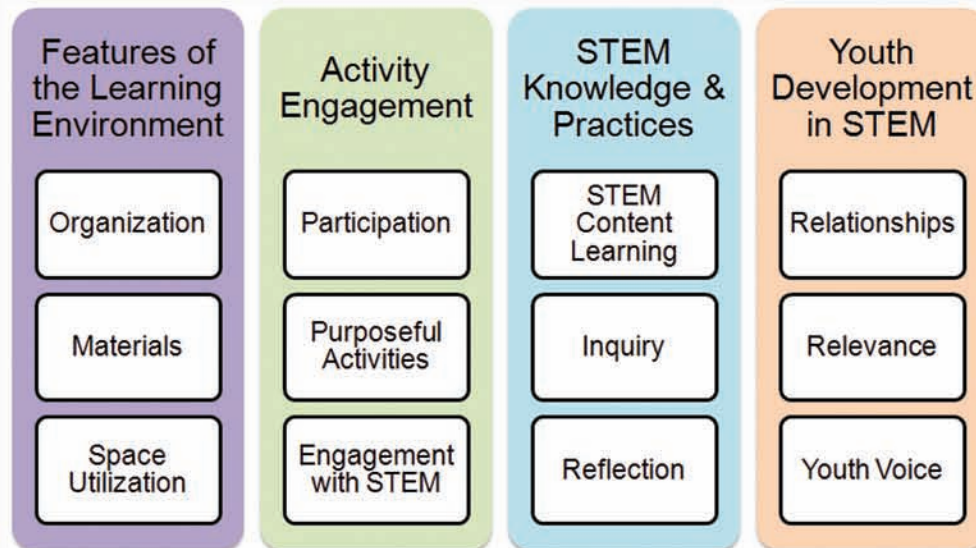


What is DoS?

With funding from the National Science Foundation, the Program in Education, Afterschool, and Resiliency and partners at the Educational Testing Service and Project Liftoff have developed the Dimensions of Success (DoS) observation tool for measuring the quality of STEM programming in out-of-school time (OST). The tool can be used in afterschool and summer programs focusing on science, technology, engineering, or math, in a range of informal learning environments (e.g., museums, community centers, afterschool clubs, etc.).



How do we measure and improve
STEM program quality?



The DoS tool consists of twelve dimensions with four levels of quality.

How does DoS measure quality?

As they use the tool, observers consider:

- Are the STEM activities delivered in an efficient manner with smooth transitions?
- Are the materials age-appropriate, appealing, and prepared ahead of time?
- Is the space used in a way that supports informal exploration of STEM ideas?
- Are all students participating equally or are some students having more opportunities than others?
- Are students engaging in hands-on activities that also prompt them to do the cognitive work?
- Do students have time to reflect on the activity and build connections among ideas?
- Are students prompted to make connections between the STEM content and their own lives/experiences?
- Are students engaging in STEM practices such as collecting data, building explanations, using models, etc.?

Identifying strengths and weaknesses

Administrators and teaching staff can use DoS as a quality improvement tool or an evaluation tool to report progress to funders and other stakeholders. The graph below illustrates that Activity 1 had a well-organized learning environment with positive relationships and participation, but was weak in content learning and connecting the activity to students' lives. These patterns can help teaching staff identify weaknesses in activities and administrators provide targeted professional development.

