



Playworks TeamUp Model Evaluation

Year 2 Report

2017-2018

Key Findings

Nine SDP schools implemented Playworks TeamUp, a program that aims to bring high-functioning recess to schools to promote activity levels, social and emotional learning, and a more positive and engaging school climate. The TeamUp model is a part-time Playworks option in which a site-coordinator is present 40 hours per month as a recess consultant.

In this report, ORE found:

- Staffing, climate, and the strength of existing school practices were identified as factors contributing to TeamUp success.
- Six out of seven principals expressed satisfaction with the Playworks program, but five out of seven reported that the TeamUp model was not the best fit for their school's level of need.
- Five out of nine schools were observed to withhold some or all of recess from students, and two schools segregated recess by gender

Based on these findings, ORE recommends the following to Playworks to improve implementation and sustainability of TeamUp:

1. Align expectations about capacity and outcomes from the beginning.
2. Build professional development into the TeamUp model as a requirement for participating schools.
3. Incorporate District policies around recess withholding and gender-segregation into training.

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Why this study?

The Playworks Mission and Models

The Playworks organization focuses on bringing high-functioning recess to schools in order to promote activity levels, social and emotional learning, and a more positive and engaging school climate (Appendix A). Important aspects of a high-functioning Playworks recess include positive interactions, conflict resolution, empowerment of students, and inclusion. Previous research on the Playworks approach has found increases in attendance,¹ and decreases in bullying and exclusionary behavior² in schools that received the Coach model.

Playworks currently offers three models of their services:

Playworks Coach: Provides elementary schools with a full-time recess coach, throughout the school day and after school.

Playworks TeamUp: Provides a part-time, on-site coordinator 40 hours per month to teach, model, and empower a sustainable recess program by working with the school-based Recess Coach and recess team.

Playworks Pro: Provides training and ongoing professional development to school staff, paraprofessionals, and after-school care providers to create and maintain a great recess and play environment throughout the school year without the on-site support of Playworks staff.

Playworks TeamUp in SDP

The Playworks TeamUp model provides participating schools with a site coordinator, or Playworks coach, shared among up to four schools. During the week when the site coordinator is present, they model best practices and provide support and consultation for the recess team members.

The coach meets and assists with recess staff, runs Class Game Times where new games are taught to students and staff, facilitates the Junior Coach program, and models Playworks practices during recess. TeamUp schools get a Playworks coach for 40 hours (one week) out of every month.

According to Playworks, an additional staff member (the FAO Schwarz Fellow) provides follow-up training and support to schools the week after their Playworks coach is present.

¹ Leos-Urbel, Jacob and Monika Sanchez. (2015). The Relationship between Playworks Participation and Student Attendance in Two School Districts. *John W. Gardner Center*.

³ Mathematica Policy Research. (2013). Impact and Implementation Findings from an Experimental Evaluation of Playworks: Effects on School Climate, Academic Learning, Student Social Skills and Behavior. *Robert Wood Johnson*.

Each participating school is supposed to identify at least one Recess Coach who works with the on-site Playworks coach (Site Coordinator) and takes leadership of implementing Playworks activities when the Playworks coach is off-site. Participating schools in SY 2017-18 staffed their recess differently, but in general each school has a recess team consisting of either paraprofessional noon-time aides, climate staff members, other staff members, or some combination of the three. Playworks provided an introductory professional development opportunity for recess team members in August, 2017, and additional PD opportunities throughout the year.

According to the program model, the Site Coordinator/Playworks coach and school recess teams are supposed to focus on three key programmatic areas:

Recess – The Playworks coach and recess team develop standard agreements for behavior and conflict resolution skills, teach kids the rules and strategies for games, and encourage disengaged students to participate.

Junior Coach Program – The Playworks coach and recess team implement a Junior Coach program to establish student leadership within the school and build student ownership of key recess responsibilities. In collaboration with teachers, students in 4th and 5th grade are selected to serve as role models on the playground. Trainings for Junior Coaches are held regularly, outside of school time.

Class Game Time (CGT) – The Playworks coach leads instructional time during the school day with individual classes throughout the year. During this time the coach teaches foundational skills and activities that will prepare students to enjoy recess and increase engagement.

2016-2017

The first year of the Playworks TeamUp evaluation looked at early implementation of the program. There were five schools using Playworks TeamUp in SY 2016-17: Hackett, Kirkbride, Meade, Sheppard, and Willard. ORE used observations and interviews to examine implementation at each school.

In the Year 1 evaluation, ORE found that four of the five participating schools reported that TeamUp met their expectations. Three of the five schools reported a change in school climate and/or student behavior after one year of implementation. All five schools reported that they would prefer the full-time Coach model of Playworks.

2017-2018

Playworks TeamUp was expanded to six new schools in SY 2017-18. Three schools continued to implement TeamUp during Year 2 of the evaluation: Kirkbride, Meade, and Sheppard. Two schools were no longer using Playworks in 2017-18: Willard and Hackett.

ORE again examined fidelity of implementation in both the new and returning schools. In Year 2, ORE also looked at successes and challenges related to training and development of the school-based recess teams. Additionally, the presence of two returning schools in their second year of TeamUp allowed ORE to look at factors contributing to or challenging the sustainability of the model.

What the Study Examined

The focus of this Year 2 report is on implementation and sustainability of the TeamUp model. This was done through observations and interviews. Observations were guided by a rubric modified from the Great Recess Framework (GRF) used by Playworks to grade the quality of recess (Appendix B). Categories assessed by the GRF include recess access, safety, variety, activity levels, and student and staff interactions. An ORE staff member visited each school, observed all or most recess periods, and took detailed field notes. All observations were of outdoor recess; in cases of inclement weather observations were rescheduled. Field notes were later analyzed for emerging themes.

Schools that were new to implementing the TeamUp model in SY 2017-18 were observed twice, once in the fall and once in the spring. One observation was conducted with Playworks staff present, one was conducted without Playworks staff. Schools that were observed in Year 1 and that continued implementing TeamUp into Year 2 were observed once in the spring. One school, Willard, did not continue implementing TeamUp in Year 2. ORE conducted one observation at Willard in the spring to investigate what aspects of TeamUp were sustained or not sustained after a school no longer had Playworks.

Table 1: Observation Schedule

School Name	Fall Observation	Spring Observation
<i>New Schools</i>		
Adaire	December 6, 2017	April 12, 2018*
Bethune	December 1, 2017*	May 10, 2018
Cayuga	November 29, 2017	May 14, 2018*
Pennypacker	December 5, 2017*	April 10, 2018
Solis-Cohen	December 4, 2017*	March 27, 2018
Spring Garden	November 27, 2017	April 17, 2018*

School Name	Fall Observation	Spring Observation
<i>Returning Schools</i>		
Kirkbride	N/A	May 1, 2018
Meade	N/A	April 19, 2018
Sheppard	N/A	April 25, 2018*
<i>Did Not Continue</i>		
Willard	N/A	April 24, 2018

*Playworks staff member was present during this observation

ORE also conducted interviews with seven school principals (Appendix C) and talked to staff members during and after recess at each school to obtain feedback on the implementation of the TeamUp model at their school.

This report discusses findings from six overarching research questions and gives recommendations based on these findings.

1. What aspects of a Playworks recess are present at each school, and does this differ depending on the presence of a Playworks coach?
2. How many students at each school have full access to and participation in all aspects of recess?
3. What role did Playworks coaches play when they were present?
4. How does recess staffing at each school affect TeamUp implementation?
5. How are recess staff trained and supported by Playworks?
6. What factors contribute to the sustainability of the TeamUp model?

What the Study Found

What aspects of a Playworks recess are present at each school?

The ideal Playworks recess has several important elements related to access, safety, engagement, and positive culture (Box 1). This part of the report addresses what was observed at each school using this framework of the ideal Playworks TeamUp recess. The first section describes what students were observed to be doing at each school, and the second section describes observations of staff members.

What are students doing at recess?

Every school used at least some designated play zones for different activities and had multiple activities available to students at any one time. Most students were active most of the time when they had recess. However, older students at every school were usually given an option to occupy an area of the yard where they could sit and talk (in Playworks terms, a “chill zone”). Autonomy varied in age appropriate ways: older students at every school were more likely to start and sustain games without adult facilitation. Whether or not Playworks was present, every school had ball games

Box 1.

An Ideal Playworks Recess

RECESS ACCESS: Recess is never withheld from students for behavior or academic reasons.

SMOOTH TRANSITIONS: Students enter and leave the play space quietly and in lines. Recess Coaches lead the Playworks Expectations and announce games and stations.

PLAY SPACE & EQUIPMENT: The play space is safe, game boundaries are clear, and extensive recess equipment is available and used safely.

ACTIVITIES & GAMES: Students are involved in physically active play, a large number of organized games/activities are available, and students initiate and sustain games.

ADULT SUPERVISION: All supervising adults arrive on time and are strategically positioned to view area.

STUDENT INTERACTIONS: Students use positive communication and demonstrate strategies for resolving conflicts.

ADULT-STUDENT INTERACTIONS: Adults model positive culture, play games and engage with students, and intervene in a constructive way after seeing negative communication.

available: kickball, basketball, variations on foursquare, dodgeball, soccer, and touch football were common options. Most schools also provided hula hoops or jump ropes, and variations on tag games were common. When a Playworks site coordinator was present, more variations on games were available. The following section describes what was observed at each school in terms of what activities were available; how students were participating in activities; and how students interacted with one another.

Adaire

Adaire students had a wide variety of activity options during recess. The Adaire play yard has a play structure, painted four-squares, and a rubbery play surface with hills built into it. Students could play tag games (e.g. freeze or statue tag) on the play surface, and various ball games were made available. Touch football was a popular option. Activities at Adaire had clearly assigned zones that were explained to students at the beginning of each recess. The majority of students were engaged in activities throughout recess, with a few exceptions who preferred to sit and talk with each other. Activities and games were largely self-sustaining and self-policing even in younger grades, with occasional adult redirection to keep activities within the designated zones.

Students at Adaire seemed to have a clear understanding of the recess routine and behavior expectations. Conflicts between students were infrequently observed. Students resolved some conflicts themselves, or sought out an adult to broker a resolution. Physical altercations were rarely observed and usually took the form of pushing or pulling on each other during play or while lining up. Recess at Adaire was consistent regardless of Playworks staff presence.

Bethune

Basketball and jump rope were by far the most popular activities across grade levels at Bethune. Bethune has a basketball court: younger students played two half court games simultaneously, while older students used the full court. Jump rope was assigned to a painted circle on the blacktop, although a staff member sometimes facilitated Double Dutch in a different area of the yard. When Playworks was present, variations on basketball and jump rope were presented to students. Kickball and dodgeball were also common activities. Kindergarteners were given large bouncy balls to play with in a designated area. Many students were involved in organized activities at Bethune, but some students were usually observed around the edges of the play yard who were not involved in any organized game. Older students generally sustained activities without adult facilitation while younger students required more adult direction to stay within play zones or to go find a game to play.

The routine at Bethune was sometimes unclear. Classes came out to recess at different times, which made it difficult for the recess lead to tell all students the expectations and available activities before they started playing. The Playworks coach encountered the same challenge during the fall observation. During both observations, conflicts between students were common and several physical altercations were observed. Some were resolved by students, some with adult help, and some conflicts went unresolved.

Cayuga

There were many activities available for Cayuga students during recess. Staff members laid out hula hoops and jump ropes in a designated area during both observations. There were always at least two or three staff members facilitating games in different areas of the yard, for example: running races on the painted track; a ball game against the wall; a game where someone rolled a ball and students had to jump over it. Students were not supposed to run around and chase each other outside of organized games, but some (particularly younger students) were observed doing so. If a staff member saw this, students were directed to go find an activity. There was also a designated “chill zone” in a corner of the yard where students could stand and talk. Some students took advantage of this during every recess period, but the majority of students were engaged in active play for at least part of recess.

Student conflicts or rough play sometimes turned into physical altercations at Cayuga. When this occurred, either other students or adult staff would intervene. Students seemed comfortable approaching adults with problems when they couldn't independently resolve them, but older students in particular also resolved some conflicts independently. Students were generally clear on the routine and knew where to go and what they were supposed to do, but groups of students during each recess resisted lining up when they were supposed to. One student climbed up on a dumpster to avoid having to go in, requiring several minutes of staff coaxing and requests before finally coming down.

Pennypacker

Recess activities at Pennypacker included jump rope, kick ball, Frisbees, foursquare, and Switch. There was generally only one staff member outside during recess, so games were self-sustaining. When Playworks staff was present, she facilitated variations on tag and basketball with the students. The recess lead handed out equipment to students based on the activity they said they wanted to do, and directed students to go join existing games if the corresponding equipment was already taken. When Playworks was not present, the recess lead also taught Double Dutch to a group of students during one recess period.

Students seemed familiar with the routine of asking for equipment for the activity they wanted to play. Games and activities during recess were usually conflict-free, apart from occasional rough play and pushing or shoving. The majority of conflicts and physical altercations arose during line-up time. Lining-up sometimes overlapped with the next group of students coming out to play or with deliveries to the cafeteria, which made the routine unclear.

Solis-Cohen

Solis-Cohen students had many play options: soccer, football, variations on tag, foursquare, Don't Drop the Egg (a Playworks game using a foursquare and a ball), and jump rope. During the second observation at Solis-Cohen (without Playworks), a staff member took a group of students around the school building to go play basketball on the basketball court. Students self-started and self-sustained games at age appropriate levels. Older students needed very little adult direction to choose and continue a game. Younger students who were hanging around the edges of the yard were sometimes told to pick an activity, and were also more likely to switch activities mid-recess. Students sometimes needed direction to stay within play zones or follow game rules, but they responded quickly to adult redirection.

The recess routine was clear and students knew where they were supposed to go. Students approached adults with problems when they couldn't independently resolve them. Conflicts were not frequently observed, with the exception of two physical altercations. In one, a yelling disagreement that turned into a physical one. Classmates started to intervene, and the recess lead and the Playworks coach quickly stepped in between the students and herded them away from each other. The recess lead and the Playworks coach talked to the students calmly and kept them from re-engaging, and then when they were able, they sent the students to the office.

Spring Garden

During the fall observation of Spring Garden (without Playworks present), students (boys only) played basketball or variations on tag. Girls in one grade independently started a game of Switch. Many students stood around the edges of the play area and either talked, danced, or fought with one another. Basketball was by far the most popular activity, and was also the only activity that self-sustained throughout recess. Students needed redirection to stay in play zones and out of out-of-

bounds areas such as stairwells and the parking lot. When Playworks was present, jump rope, hula hoops, and other tag games were available and more students participated.

At Spring Garden, the elementary grades had frequent rough play throughout their recess periods. Students “play” fought with kicking, punching, and grabbing that sometimes turned into real fighting. At some points, children were knocked to the ground. During the fall observation (without Playworks present), several areas of the play yard were unsupervised and students fought out of sight of adults. The routine was unclear and adults had to make ongoing and repeated requests to get students to line-up and transition during both observations. Ro Sham Bo was used within the context of the Playworks game Switch to resolve a dispute when Playworks was not present, but outside of the game conflicts were frequent and not always resolved. Students did not frequently approach adults for help with problems.

Kirkbride

The recess staff at Kirkbride provided several options for each recess period: soccer, dodgeball, tossing a football, variations on tag, hula hoops, and basketball (without hoops). Activities were switched around depending on the grade level, and the staff said they try to rotate things so the students don’t get bored. The observation at Kirkbride took place on a very hot day and several students sat in a shady corner out of the sun, but the majority of students were involved in activities. There was usually one game that a staff member took part in (usually soccer or football), and the other games were self-sustaining.

Conflicts were rare and mostly resolved by the students. Some pushing and pulling happened in the context of play. At one point, two students screamed at each other during line-up, but they were quickly separated and talked to about the dispute. During a soccer game, some students started wrestling and kicking one another. Staff called them by name and had them take a time out along the fence. Students were familiar with the routine and responsive to signals for quiet or line-up. Students frequently came up to staff members to talk to them or to get help with problems.

Meade

Students at Meade had multiple activity options: football, jump rope, running races on a painted track, and various ball games. There was also a playground used by younger students. Most students were actively engaged most of the time. Most games and activities were self-sustaining, with the exception of races, which had an adult present to start each race. Students generally kept to the assigned zones for their activities, with occasional staff redirection.

There was some pushing and shoving, usually in the context of a game. There were some physical altercations in the lunchroom as students ate and waited to go outside (one student tackled another; a student pushed one student, who pushed back). They were told to stop and directed to sit separately to calm down, and the conflict ended there. Students seemed to know the routine and usually lined up when and where they were supposed to, and they responded to attention getters

like “Marco” with the expected responses (“Polo”). Staff members did talk to two grades about their noise level and respect while lining up.

Sheppard

Sheppard students had many activity choices. Each recess period was given the option of jump rope, hula hoops, and basketball (without hoops). Younger grades played with a plastic bowling ball and pins against a wall. Racing on a painted track and soccer were also options, and one staff member facilitated a couple games of Dance Freeze using a Bluetooth speaker. Some students sat out along the fence or on the steps of the building, but the majority of students were involved in some activity or game during recess. Students were encouraged but not pressured to participate. Students self-sustained games at age-appropriate levels and had many other options to choose from if they lost interest in their current activity.

There were very few conflicts at Sheppard. Some pushing and shoving occurred in the context of soccer or tag, but disagreements were generally verbal and were addressed quickly by staff, who helped the involved students discuss the disagreement. Students also seemed comfortable approaching staff and explaining when they had a problem that they couldn’t solve on their own. The routine seemed clear to students, and they followed directions even when the routine changed due to an absent teacher.

What are staff members doing during and between recesses?

In a TeamUp recess, staff have several roles: monitoring, game facilitation (and participation, numbers permitting), conflict resolution, behavior interventions, and managing transitions. The following sections describes how each school staffed their recess team, what staff generally did at each school, and what staff-student interactions were like.

Adaire

At Adaire, recess is staffed by the gym teacher, paraprofessionals (noon-time aides), parent volunteers, and by the principal. During the two recesses ORE observed at Adaire, three or four adults were present during each recess period. The recess lead (the gym teacher when Playworks was not present and the Playworks site coordinator when she was present) was responsible for explaining what activity options were available and in what zones they would take place. The recess lead also helped to facilitate games. The noon-time aides and parent volunteers primarily monitored students during recess, intervening when there was a conflict or behavior issue. Interventions by staff members were usually positive and consisted of a verbal request.

Transitions from lunchroom to play yard and from play yard back to class were generally smooth and took under five minutes. The recess lead signaled transitions with attention getters and a whistle, and staff members gave some verbal reminders to transition quietly and calmly. Transitions were equally smooth with and without the presence of Playworks staff.

Bethune

Recess at Bethune is staffed primarily with paraprofessionals (noon-time aides). Parent volunteers and administrators also step in to help. One noon-time aide was the designated recess lead. Half the aides monitored students in the cafeteria during lunch, and two or three monitored recess. During observations, recess staff split their time between facilitating games (e.g. dodgeball and Double Dutch) and monitoring students. The play area at Bethune is large and it was sometimes difficult for staff to balance game facilitation with monitoring all areas of the yard. This was also the case when the Playworks coach was present during the fall observation. Interventions by school staff were sometimes positive verbal requests and discussions, and sometimes consisted of negative requests (i.e. “Don’t do that”) and yelling. There were not enough staff to address all student conflicts, especially when Playworks was not present.

Transitions to and from the play area were generally chaotic, partly due to classes coming out at inconsistent times. It usually took longer than five minutes to transition students back into the school, and classes of students sometimes came out to play so late into their play period that they only had five minutes to play. Attention-getters were not observed at Bethune when Playworks was not present: adults asked for attention by blowing whistles and yelling.

Cayuga

Cayuga’s recess is staffed by student climate staff and overseen by a climate manager. Six or seven team members monitor recess, rotating in teams of three or four. There were always enough staff to allow for some to monitor and one or two to facilitate or participate in games and activities. A staff member would usually organize races in the painted running track, and another would facilitate a game with a ball. Staff interventions were generally calm and positive at Cayuga. Students who were playing roughly were called by name, told to stop, and if they didn’t, they were called aside to talk to an adult. In one case, the adult asked the students “Are you playing nicely now?” They told her they were, and she said “Good, that’s what I like to hear.” In another case, a student tried to play with opening the large gate at the entrance to the school yard. When he was told this wasn’t allowed, he yelled and cried and continued to try to open the gate. Staff members blocked the gate but spoke to him continuously in a calm tone until he had calmed down.

Cayuga staff blew whistles to signal the end of recess and complimented students who lined up quickly and quietly. Most students did line up quickly, but there were always some students who resisted coming in when first asked. Staff used a combination of whistles and going to talk to individual students to address this issue. Transitions generally took around five minutes.

Pennypacker

During two recess observations at Pennypacker, recess was staffed either by a Playworks coach and a school climate team member, or just by the climate team member. The climate team member always distributed equipment, explained options, and oversaw transitions. During recess, she performed mostly a monitoring role. She explained that she would prefer to participate more and

teach games, but said that she could only do this with the smaller recess periods. At several points, she was observed to be the only adult monitoring at least 80 students. When there were smaller groups of students, she taught students how to play Double Dutch. She intervened in verbal and physical conflicts when able, but she was usually engaged in multiple monitoring and facilitating activities at once. When any of the recess or cafeteria staff intervened, it usually took the form of yelling. With smaller groups, the climate staff member was able to do positive interventions such as thanking a student for good behavior or asking a student to “please keep your feet to yourself”.

Transitions at Pennypacker were long and could be chaotic, both with and without a Playworks coach present. During one transition (without Playworks present), the recess lead blew a whistle and students ran to line up. There was pushing and grabbing, and one boy was knocked to the ground. There were also some students play-boxing. The next group of students came out from the cafeteria at this point and they were all supposed to line up out on the black top. Students went back and forth and ran around, and the pushing and shoving continued. At this point some teachers or other staff were out as well, yelling at the students to get in line and be quiet. One adult repeatedly yelled at students in his group to “shut your mouth” and at one point told a student “stop pretending you’re tough, you’re not”. When his line was walking in, this adult stopped every few feet to yell at the students to be quiet. It took at least fifteen minutes for all the students to get in line and start going inside. When the Playworks coach was present, she helped with transitions, but they were still generally chaotic and time-consuming.

Solis-Cohen

Recess at Solis-Cohen is staffed with a mix of staff members and climate team members. The recess lead is the physical education teacher. The recess lead oversees transitions, explains activity options, distributes equipment, and alternates between monitoring and game facilitation. Other staff and climate team members performed a monitoring role. One staff member would take a group of students to another area of the play yard to play basketball or football. Activities were well-monitored and conflicts were generally addressed quickly. Staff were clear about setting expectations and offered praise when expectations were met. Students were redirected instead of just being told not to do something.

Transitions at Solis-Cohen had a clear routine and made use of many different attention-getters both with and without Playworks present, including clapping, call and response, countdowns, and whistles. When the Playworks coach was present, she introduced new variations on attention-getters. During the second observation, without Playworks, students in the cafeteria were asked to clean-up and sit quietly, and then they were dismissed by class to go out to the play yard, where they lined up again to hear the available play options and expectations. At the end of recess, students lined up in under a minute, went through a clapping call and response with staff, and were then led back into the building. Transitions on average took two minutes, both with and without Playworks present.

Spring Garden

Spring Garden has a recess staff of four or five Supportive Service Assistants/climate staff. Two watch recess, and the others serve food and monitor students in the cafeteria. During the fall observation at Spring Garden when Playworks was not present, recess staff recited expectations and handed out jump ropes. They did not participate in or facilitate games, and they generally stayed in one spot. Several physical altercations went unnoticed or unaddressed. Interventions were generally negative and consisted of yelling at a student to stop doing something. Staff did interact positively with some students when the recess groups were smaller, and there was more positive staff-student interaction when Playworks was present. During the spring observation when Playworks was present, more activities were offered and recess staff facilitated games occasionally.

Transitions at Spring Garden did not always have a clear routine and took a long time (over five minutes on average). During the observation without Playworks, staff did not use attention-getters beyond blowing a whistle and yelling for transitions. At the end of each recess, the girls came up from the cafeteria and joined the boys in lining up by class in the play area. It usually took a few minutes to get all the boys to stop playing. Teachers did not come out to get their classes all at the same time, and several physical altercations were observed while the students waited. During the spring observation when Playworks was present, more attention-getters were used, but line-up still took at least five minutes and caused student conflicts.

Kirkbride

Recess at Kirkbride is run by two recess coaches. Both coaches managed transitions, and during recess one coach would usually participate in a game (soccer or passing a football) while the other monitored other activities and handled any conflicts. Both coaches clearly stated expectations before and during recess, and praised students for good behavior and choices. The coaches would remind students that it would take longer to go play or to go in to lunch if they didn't get in line and quiet down, and they would ask students if that was what they were supposed to be doing when they played roughly. Coaches did not raise their voices at students.

Transitions followed a clear routine and used a variety of attention-getters and signals. At the beginning and end of every recess, students lined up on in the play area and a coach would ask for quiet with an attention-getter (e.g. "1, 2, 3, eyes on me" or "if you can hear the sound of my voice, clap once"). Play options were explained, students were chosen to help recite the recess expectations, and students were quickly dismissed to play. At the end of recess, a coach would sound a siren on a megaphone and students would kneel in place. After receiving instructions for returning equipment and lining up, students lined up in less than five minutes and went inside for lunch.

Meade

Five climate staff, including one climate manager, oversee lunch and recess at Meade. Two or three stay in the lunchroom, and two or three go out to monitor recess. During the kindergarten recess, the climate manager took the kindergartners to the playground and monitored them on her own. For the rest of the recess periods, staff members rotated. One staff member would usually take on a more facilitative role in managing races on the painted running track, while other staff monitored the various other activities. Staff were attentive to rough play or conflicts and were quick to redirect students with a reminder about behavior expectations and consequences (e.g. “If you can’t keep your hands to yourself, you’ll go sit on the wall.”). Staff also made use of positive reinforcement, telling one grade that yesterday had been a “thumbs up” recess and that hopefully today would be the same.

Staff used a variety of attention getters during transitions: a staff member might say “excuse me” and then raise her hand, followed by students all raising their hands and quieting down. “Marco/Polo” and “1, 2, 3, 4, everybody on the floor” and similar call and response attention getters were common. Counting down from a number was used several times to speed-up the line-up process. Transitions varied from grade to grade but generally took around five minutes or less.

Sheppard

Recess at Sheppard is managed by a team of three Climate Staff. Because recess is split up by grade, and then sometimes again by class, staff have relatively small groups to monitor. This allowed staff to interact with a lot of the students and to be responsive whenever issues arose. Staff facilitated games and activities like Double Dutch, races, and a dance party (using a Bluetooth speaker). Staff frequently facilitated conflict resolution with quiet discussions. Behavioral interventions were a combination: reminders of expectations and consequences (“Walk!” or “Find your line, or third grade is going to lose recess tomorrow.”); and positive reinforcement (“You’re doing an awesome job [lining up], I’m proud of you.”).

Sheppard staff regularly used a variety of attention-getters and transition strategies. For example, when transitioning students from the area where they recited the recess pledge to the play area, one staff member would instruct students to pretend to be zombies in order to prevent the students from running. The students were all engaged in zombie-walking and didn’t run. Another time, staff had students pretend to be silent spies while lined-up so they could surprise their teacher. Transitions at Sheppard were generally smooth and not time-consuming. If a student wasn’t lining up right away, a staff member would call them by name and they would generally line-up without further prompting.

How many students at each school have full access to and participation in all aspects of recess?

Recess withholding was observed occurring for both behavioral and academic reasons at five current TeamUp schools. According to the Playworks TeamUp model, an ideal recess requires recess access: recess is never withheld from students for behavior or academic reasons. In addition, the SY 2018-19 District Code of Conduct will state that recess cannot be removed as a consequence to a code of conduct violation. For the purposes of this report, ORE is defining recess withholding or removal as loss of *significant* portions of recess for one or more students. Short time-outs (five minutes or less) in the play yard as a consequence for behavior are not considered to be recess withholding.

Five schools withheld some or all of recess from students.

Four schools (Afaire, Meade, Kirkbride, and Sheppard) were not observed to engage in recess-withholding. Time-outs did occur, but they were of short duration. Meade's principal reported that recess suspensions do occur at her school, but only in serious cases where student safety is a concern. Staff at Sheppard told students that loss of recess could be a consequence if behaviors weren't modified, but no actual recess withholding was observed.

Pennypacker did not have explicit recess withholding during the observation where Playworks was present, but several classes ended up missing recess due to behavior issues in the cafeteria before recess and in the hall leading from the cafeteria out to the recess yard. Classes which misbehaved in the cafeteria or which were unable to stay quiet while lining up in the hall were kept inside until their behavior changed. During one grade's recess, one or two classes (or individual students within classes) were dismissed to go play, but the other two or three classes spent their entire play period standing in the hall. Bethune had similar unplanned recess-time reduction: due to classes being sent out late and difficult transitions, some students had very little time to play, regardless of Playworks present.

At Pennypacker during the spring observation, one group of students was told to stay seated on the steps for part of recess. There had apparently been some sort of behavior issue reported by the cafeteria staff, so they were not supposed to play right away. The recess lead dismissed some boys by name to go get equipment. The remainder played around on the steps and tried to get up without permission and were told to sit back down multiple times. Some of the boys still on the steps made up a song making fun of the recess lead, which she ignored. When the end-of-recess whistle was blown, the boys ran off the steps as a group. There was pushing and grabbing, and one boy was knocked to the ground. Adults did not notice this interaction and the student eventually got up on his own.

One class at Solis-Cohen was kept inside during the fall observation of recess in order to finish a test. Otherwise, recess was only observed to be withheld in response to a physical altercation. The students involved were taken to the office.

During the observation of Cayuga without Playworks staff present, fifth grade students were asked to line up with their classes at the beginning of recess. They were told that due to poor behavior during the previous day's recess (roughhousing, not paying attention to climate team staff, being disrespectful), they would not get to play during this recess. Staff pointed out one class that had been behaving well the previous day, and then they discussed what this class did correctly. This class was told to go play, and a staff member started an organized game of Switch with them. The other three classes stayed standing where they were, and were later told to sit along the wall for the rest of recess. During the spring observation of Cayuga, four or five students were told they didn't have recess due to some previous behavior. They were asked to stand along the wall for the beginning part of recess.

During the fall observation of Spring Garden (with no Playworks presence), the last recess (upper grade boys) was directed into the auditorium as they came out of the cafeteria. They were told they weren't having recess outside due to poor recess behavior the week before. The entirety of the recess period was spent in the auditorium with the staff trying to maintain quiet with whistles and yelling. Students were told to sit down whenever they got up and moved around. They were told that behavior like this was why they weren't having recess. Recess ended with their teachers coming in and talking to them about their disrespectful behavior toward the recess staff.

Two 2017-18 TeamUp schools used a gender-segregated recess policy.

Playworks assesses recess on whether or not the games are inclusive of all races, ages, genders, and abilities. In addition, District Policy 252 (Transgender and Gender Non-Conforming Students) states that "to the extent possible, schools should reduce or eliminate the practice of segregating students by gender." Two TeamUp schools, Spring Garden and Pennypacker, have a policy of separating some or all of their students by gender at recess. At Pennypacker, only the older grades are separated. The recess lead said that she would actually prefer that younger grades be separated by gender as well because young boys can be "rambunctious." At Spring Garden, all grades are separated by gender: girls play first while the boys eat, and then they switch. The principal indicated that the primary reason for separating boys and girls during recess at Spring Garden was to reduce the number of students in the cafeteria during lunch. Girls play first because according to Spring Garden staff, they're more likely to stop playing when asked and come in to eat. Willard, which is no longer a Playworks school, had stopped separating recess by gender while participating in TeamUp, but has resumed the practice this year.

At Bethune, students are not separated through a policy, but students self-segregate by activity: boys play basketball, girls jump-rope. Football, when it's an available activity, was played only by boys at every school with the exception of Adaire, where both boys and some girls participated. For

all other activities, students at Cayuga, Adaire, Meade, Sheppard, and Kirkbride all play together regardless of gender.

What role did Playworks coaches play when they were present?

What were Playworks coaches doing during recess?

During observations, Playworks coaches consistently modeled positive interactions with students and introduced and facilitated new games or versions of attention-getters. Students responded positively to Playworks coaches and were actively engaged in the new games. At Solis-Cohen, the Recess Coach introduced new forms of tag and also the game Steal the Bacon. The Coach also facilitated students in leading clapping attention-getters at line-up time: she directed the students and taught them some new clapping variations. The Recess Coach at Bethune was able to introduce several new games, including Jump the River and King Ball, in addition to monitoring students and addressing conflicts. At Pennypacker, the Coach facilitated several variations on tag and involved a group of students in a form of basketball using a marker on a wall instead of a hoop.

In some circumstances, Playworks coaches performed more of a monitoring role. At Adaire, the Playworks coach took the place of the gym teacher as the recess lead during her week. In this case, she did more monitoring and facilitating of transitions and had less time to introduce new games. However, she still facilitated games of Switch and modeled positive interventions with the students. At Spring Garden, the Playworks coach took on more leadership in terms of leading transitions and monitoring activities, and wasn't able to introduce a great deal of new material. This is consistent with what the Spring Garden principal reported in terms of staff capacity to take ownership of a Playworks recess.

Cayuga was observed while Playworks was present, but the observation occurred shortly after Cayuga's designated coach resigned from the program. A Playworks staff member was present, but she was there to perform a needs assessment. On this basis, ORE cannot make a comparison between recess with and without Playworks staff at Cayuga. The Cayuga principal reported that there was not a great difference.

Principals and school staff had positive feedback about Playworks coaches.

Principals and school staff reported that their Playworks coach (site-coordinator) was dedicated, enthusiastic, and got along well with the students when they were on site. The principal at Meade said "I've never had a bad Playworks person, never...everyone has their own twist on it, but they've done an excellent job of picking people." She also said that the Playworks coach performs a useful role as a neutral party who can provide an outside perspective and "keep it moving" when staff get stuck in community issues. Adaire's principal reported some initial communication issues around scheduling with her site-coordinator, but said that the coach then made a clear effort to accommodate her scheduling concerns. She also said that the coach was enthusiastic and that the students fed off of that positive energy. Spring Garden's principal said that her coach was a good

communicator who provided good notes on staff “glows and grows”. At Kirkbride, the principal credited her Playworks coach with helping them transition through a staffing change mid-year: the coach was able to train the new staff and then step back into a support role as their capacity grew. Willard’s recess lead said that one of the aspects of Playworks they miss the most is their coach, because “she built us up.” Recess staff also reported making changes on the advice of their Playworks coach: At Solis Cohen, the recess team stopped making fifth graders line up on the blacktop at the beginning of recess because it was becoming a time-consuming struggle and the coach recommended a more flexible approach.

How does recess staffing at each school affect TeamUp implementation?

Principals reported that staff selection and organization was one of the most important factors in Playworks implementation. Participating schools staffed their recess with either climate team members, paraprofessionals/noon-time aides, other staff members (e.g. a gym teacher), or some combination thereof. Every principal interviewed reported that they would prefer more “eyes”, or staff members, and that this was one of the most common reasons they offered as to why they wanted Playworks at their school.

Principals who felt that their staff were successful talked about how crucial their recess staff was to their school’s success. Kirkbride’s principal explained that to implement Playworks, staff members have to be skilled and enthusiastic about the high level of participation required: they can’t just be recess monitors. When hiring, she lays out clear expectations about the required activity levels for staff. She has recruited recess staff through her network, relationships with local colleges, and through community relationships. Meade’s principal cited “open, honest communication” with the recess and lunch room staff as a key to success, and describes her climate manager as skilled and invested in making sure that all students get a chance to play. Meade’s principal also explained that her school benefits from a strong onboarding process for new climate staff members. The climate manager, in communication with the principal and with support of the Playworks Site Coordinator, has been able to effectively train new staff in expectations, strategies, games and routines.

Other principals discussed recess staffing as a significant barrier to successful Playworks implementation. Bethune used noon-time aides, with one designated as the Playworks point person. The principal says this staff arrangement made successful implementation difficult: the noon-time aide didn’t have the training or the power to effectively take on the necessary level of leadership. Spring Garden’s principal also discussed staffing as an obstacle to successful implementation: her support staff was brand new and did not have the skill sets necessary to take advantage of more limited training. She liked Playworks as a program, but said that she’d only recommend it to schools with a strong climate support team that has the capacity to meet high expectations with less direct support and scaffolding. Spring Garden’s recess staff were climate staff assigned to the school. Cayuga’s recess was similarly staffed with some assigned staff members, and

the principal felt that the staff members he had been able to select specifically with socialized recess in mind were more effective than climate staff assigned to Cayuga.

How are recess staff trained and supported by Playworks?

The TeamUp model offers training and support to recess staff members, and schools used this Playworks training in different ways. Professional development (PD) is available in August before school starts for recess team members, and other PD sessions are held throughout the year. During the week that the Playworks site coordinator is present at a school, they model best practices, teach staff members new games and strategies, and provide feedback for staff members. In SY 2017-18, in response to feedback from the previous year, Playworks also assigned an FAO Schwarz Fellow to provide follow-up and additional support in the week after the on-site coordinator's week at each school.

Staff training was not the same at every TeamUp school. Different schools utilized different aspects of Playworks support depending on their context and goals. The recess staff situation was often a deciding factor in what support was used. Adaire, for example, did not make use of professional development opportunities. Adaire's principal said that because they initially tried to get the Coach model, they never put a dedicated recess leadership team in place that could benefit from training and PD. Similarly, Bethune's principal reported that because they didn't have a strong recess leadership team in place, they did not participate in professional development beyond the embedded training during the on-site week.

Solis Cohen's principal reports that the kickoff training and strategies were useful to her staff at the beginning of the year. The recess lead and a few other staff members attended PD sessions a few times. As the year progressed, the principal and the staff felt that they were no longer getting any useful new strategies, particularly for their school, which is very large. The principal felt that Playworks was used to working with smaller schools and that their training was not always developed with a larger school in mind.

Spring Garden's principal said that the job-embedded training met her expectations but that her staff needed more training than they received, particularly in areas of conflict resolution and group management. She did not report whether or not her staff attended any additional PD. The principal at Cayuga said that he wasn't aware of his staff receiving any training other than the job-embedded training.

At Meade there was a climate team which explicitly had responsibility for implementing Playworks and integrating it with other ongoing climate programs. The Meade climate team sent any new members to Playworks PD in August. As new team members started throughout the year, they were on-boarded by the climate manager (with support from the Playworks Coach). The principal felt that this process helped to keep implementation consistent throughout the year despite staffing

changes. Kirkbride experienced a complete recess staffing change when both of its recess coaches resigned mid-year. In this case, Kirkbride was able to work with their Playworks Coach through the transition. The principal says the coach was able to provide more hands-on leadership and training while the new staff members adjusted to the routine, and then he stepped back into an advisory role. Kirkbride also sends recess staff members to Playworks PD once a quarter. The principal said that she appreciated that Playworks gave her recess staff had the opportunity for professional development and networking that she otherwise wouldn't have been able to provide.

What factors contribute to the sustainability of the TeamUp model?

Two out of nine schools say they will continue with TeamUp next year. Two want to continue with Playworks, but are trying to switch to the Coach model. Three schools are discontinuing Playworks altogether. [ORE reached out to the remaining two schools to determine their plans for next year]. The schools that feel most positively about the sustainability of Playworks at their schools report strong staff, describe their school climate as "good", or have a school-wide, integrated climate initiative.

One school that no longer has Playworks continues to implement certain aspects of the program.

For funding reasons, Willard was not able to continue with Playworks during SY 2017-18. ORE visited Willard once during the spring of 2018 to follow-up on what lasting impact Playworks TeamUp had on Willard's recess.

In the Year 1 evaluation, ORE found that Willard successfully incorporated Playworks activities and games when Playworks was off-site. Recess Coaches facilitated games and attempted to engage all students in structured activities. Transitions were generally smooth and recess staff intervened in student conflicts using a mix of constructive communication and disciplinary measures, such as short periods of sitting out of recess. Recess staff members generally reported increased positivity in both the school atmosphere and in their own interactions with students, and also reported decreased violence at recess. During SY 2016-17, Willard followed the suggestion by Playworks to create an inclusive recess where both boys and girls played together, whereas they had previously been separated at recess.

During an observation at Willard in the spring of 2018, ORE found that Willard is still using Playworks-designated zones for structured activities. Transitions are still generally smooth and use some Playworks attention-getters, and staff members still use a combination of constructive communication and disciplinary measures. However, one student was observed sitting out the entire recess based on misbehavior in the classroom before recess. There were some minor physical altercations, with staff usually intervening by reminding students that play-fighting is not allowed. Recess at Willard has been re-separated by gender. Boys play on one side of the playground, girls play on the other, and staff members will reinforce the boundaries if a student is

playing on the wrong side. Staff members reported that they miss Playworks. The recess lead said that they missed their Playworks Coach because “she built us up”, and said that they also missed the extra eyes because they felt like they were able to do more game participation and less monitoring when Playworks was present. [The Willard principal was contacted for a second year follow-up interview but was unavailable.]

School feedback about Playworks TeamUp was generally positive, but consistency was reported as a challenge to implementation and sustainability.

Staff perceived a positive impact from implementing Playworks at their school. A recess coach at Kirkbride said that he appreciated the structure of a Playworks recess because it give students something to do other than fight with one another. The recess lead at Bethune also said that the structure of Playworks was beneficial and cut down on fights. The climate manager at Meade appreciated that Playworks had helped them to zone and paint the play area, which helps remind students of where they are supposed to be for different activities. She also reported that engaging students in structured activities cuts down on fights and other incidents.

Eight out of nine schools had either a principal or a staff member give positive feedback about Playworks staff, but five out of seven interviewed principals felt that the TeamUp model was not a good fit for their school. Despite the additional FAO Schwarz fellow support reported by Playworks, four out of seven interviewed principals still reported that consistency was a challenge of the TeamUp model at their school. The principal at Bethune said that part-time coaching wasn’t enough and that they probably needed full-time support “at least for a year or two until it becomes part of the routine and the culture of the building...Until then, we’re trying things and not sticking to them, it’s not sufficient enough on its own.”

Solis Cohen’s principal didn’t report consistency as an issue, but said that Playworks wasn’t a good fit for a school of Solis Cohen’s size (each recess consisted of over 200 students and was split across two play yards). Bethune’s principal thought that TeamUp wasn’t a good fit for her school’s climate challenges and high level of need, saying “It’s not that I don’t believe in the program, I believe it can work. I just think that most schools, especially high needs schools, need more to start with.”

Staffing, climate, and the strength of existing practices were identified as factors contributing to TeamUp success.

Kirkbride and Meade are the two schools who were the most satisfied with TeamUp and plan to continue implementation. The principal at Kirkbride felt that her school’s strong climate and a careful selection of recess staff contributed to the success of TeamUp. The principal at Meade tied the success of TeamUp to open communication and a staff onboarding procedure, and also identified integration with existing climate initiatives as a factor in successfully implementing TeamUp: “Part of Playworks is enforcing the school wide system.” Playworks cheers, Ro Sham Bo, positive behavior modification strategies, and attention-getters from Playworks have all meshed well with the School-wide Positive Behavioral Interventions and Support (SWPBIS) framework

used at Meade. Playworks games and extra game time are also used as rewards for good behavior within this framework. Next year, she would like to try to integrate Playworks techniques (such as Ro Sham Bo for conflict resolution) across the school and get more teachers involved in TeamUp efforts. She said that she would like more materials and support from Playworks to help with extending Playworks beyond recess time and recess staff.

Conclusions and Recommendations

ORE found that principals and staff generally had positive feedback about the Playworks program, but many also reported consistency issues in implementation. In several cases, schools appreciated aspects of the program but reported that the part-time TeamUp model was not a good match for their level of need or for their school's context. ORE also observed that contrary to District policies and Playworks principles of a great recess, some schools are withholding recess from students. ORE developed three recommendations for Playworks based on the findings of the Year 2 evaluation.

- 1. Align expectations with capacity from the beginning.**

Several principals reported that the TeamUp model had high expectations for staff members who didn't always have the skills, training, or capacity to meet them. Schools that self-identified as "high needs" reported that one week of coaching was insufficient, and five schools reported that lack of consistency was a significant barrier to successful implementation. Based on the satisfaction at Meade and Kirkbride, TeamUp has been best suited to schools with strong staff, a self-reported positive climate, and a great deal of staff buy-in. Meade also reported being more successful in their implementation because Playworks meshed well with ongoing school-wide systems and programs around school climate and SWPBIS. ORE recommends that schools and Playworks carefully consider expectations, capacity, staffing, and school culture before selecting TeamUp as the appropriate model to implement, particularly when the Coach model was originally requested. Additionally, taking into account whether a school has complementary programs or initiatives could be useful in aligning school implementation capacity with Playworks support capacity. ORE also recommends offering support to schools in seeking out and selecting qualified staff for recess to increase school implementation capacity.

- 2. Build professional development into the TeamUp model as a requirement.**

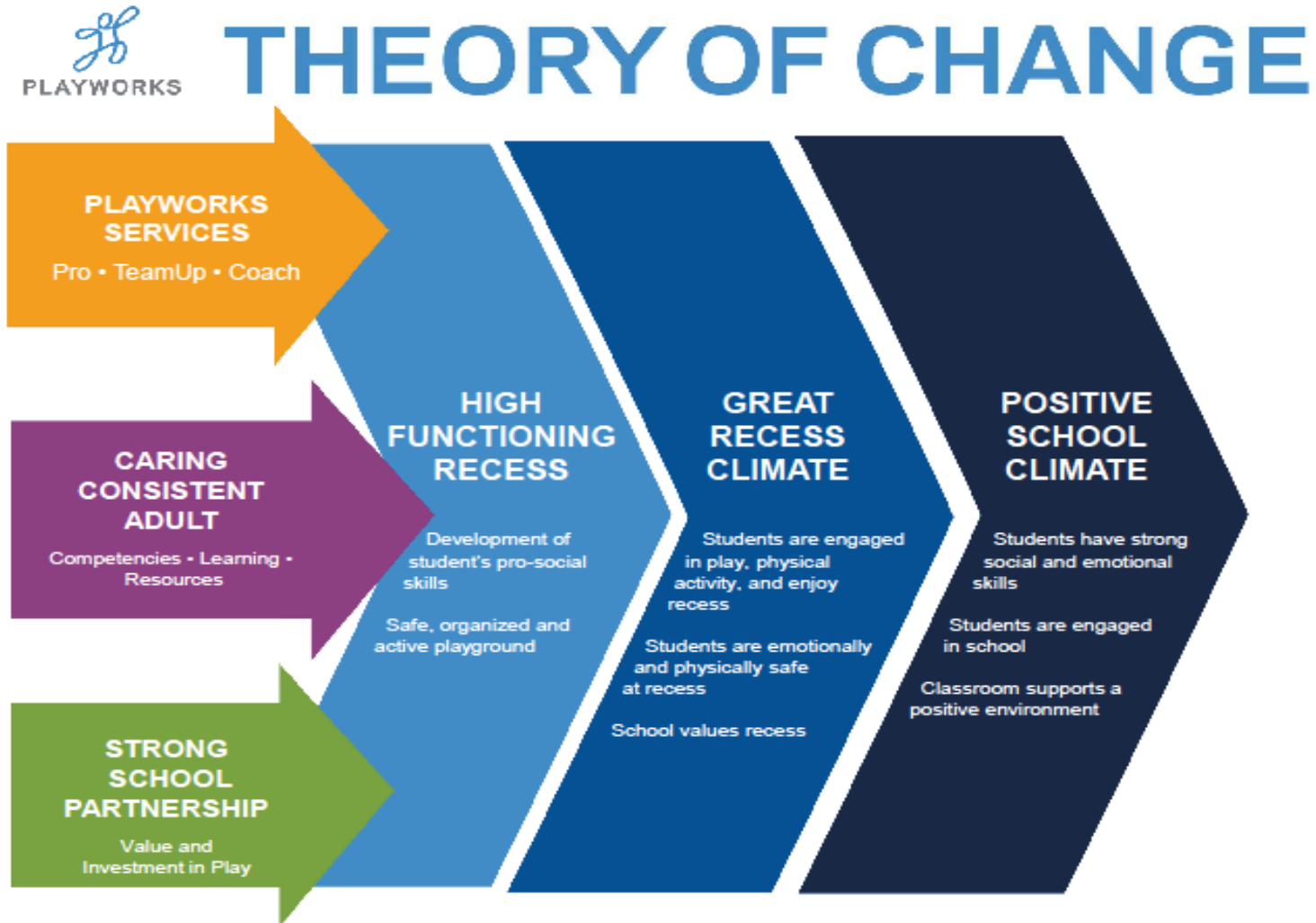
Not every TeamUp school utilized the opportunities for staff professional development. In two cases, schools that did not report sending staff to multiple PD's also said that they felt like their staff didn't receive enough training and support to be successful. In general, the schools who will not continue with TeamUp reported that inconsistency and insufficient staff support were contributing factors in that decision. Additional training which recess staff consistently attend may address some of these concerns. Conflict resolution and group management were reported as areas where additional training would be particularly helpful. ORE recommends that consistent staff attendance at PD's be made a requirement of

participating in the program, and that this expectation should be made clear from the beginning of the partnership.

3. Incorporate District policies around recess withholding and gender-segregation into training.

According to the District Office of Student Rights and Responsibilities, the SY 2018-19 District Code of Conduct will state that recess cannot be removed as a consequence to a code of conduct violation. District Policy 252 (Transgender and Gender Non-Conforming Students) states that “to the extent possible, schools should reduce or eliminate the practice of segregating students by gender.” Recess withholding as a consequence to behavior and/or academics was observed at five out of nine schools, and gender-segregated recess was observed at two (plus one former TeamUp school). ORE recommends that District policies be incorporated into Playworks training, and that the TeamUp model should be clearly explained to potential schools as a non-withholding, non-segregating model.

Appendix A: Playworks Theory of Change



Appendix B: Modified Great Recess Framework Rubric

Play Environment				
	1	2	3	4
1	There are significant hazards or safety concerns in or near the play space	There are some hazards or safety concerns in or near the play space	There are a few hazards or safety concerns NEAR the play space but they are off limits	There are no hazards or safety concerns in or near the play space
2	There are no clearly marked game spaces	There are play space markings but they are unclear	There are some clear play space markings	All play spaces are clearly marked
3	There is no play equipment provided	There is some play equipment provided but the quality and variety is poor and there is not enough to go around	There is some play equipment provided of decent quality and variety and there is mostly enough to go around	There is a wide variety of high quality play equipment provided and there is enough to go around
Safety: Students				
	1	2	3	4
4	Hardly any communication between students is positive and encouraging toward one another	Very little communication between students is positive and encouraging toward one another	Most of the communication between students is positive and encouraging toward one another	Almost all of the communication between students is positive and encouraging toward one another
5	There are several and frequent physical altercations between students	There are some physical altercations between students	There are one or two physical altercations between students	There are no physical altercations between students
6	Hardly any provided equipment (less than 10%) is being used safely and as intended/instructed	Some provided equipment (11-50%) is being used safely and appropriately but there is a lot of inappropriate equipment use	Most provided equipment (51-89%) is used safely and as intended/instructed	Almost all provided equipment (>90%) is used safely and as intended/instructed
Safety: Adults				
6	The adult to student ratio is more than 75:1	The adult to student ratio is approximately 50-75 :1	The adult to student ratio is approximately 35-49 :1	The adult to student ratio is less than 35:1
7	Hardly any supervising adults arrive on time and there are periods of time with no adult supervision	A few supervising adults arrive on time, but there are generally not enough adults on the playground	Most supervising adults are on time, but a few arrive late	All supervising adults are on time and there are no unsupervised periods of time
8	Hardly any adults are positioned where they can supervise students	Some adults are positioned where they can supervise but some students are unsupervised	Many of the adults are positioned to supervise but a few students are unsupervised	All adults are positioned such that all students are supervised
9	Adults do not intervene when they see negative communication between students	Some adults intervene when they see negative communication between	Adults often intervene when they see negative communication between	Adults almost always intervene after seeing negative communication

		students but they do not do so in a positive way	students and it is usually in a positive way	and do so in a positive, constructive way
10	Adults do not intervene when they see physical altercations	Some adults intervene when they see physical altercations but they do not do so in a positive way	Adults often intervene when they see physical altercations and it is usually in a positive way	Adults almost always intervene after seeing physical altercations and do so in a positive, constructive way
Engagement: Recess Access				
	1	2	3	4
11	Many students lose part (less than half) of recess based on their behavior	Some students lose part (less than half) of recess based on their behavior	Only one or two students lose a small part (less than a quarter) of recess based on their behavior	No students lose any part of recess based on their behavior
12	Many students lose part (less than half) of recess for academic reasons	Some students lose part (less than half) of recess for academic reasons	Only one or two students lose a small part (less than a quarter) of recess for academic reasons	No students lose any part of recess for academic reasons
13	Many students lose all of recess based on their behavior	Some students (2 or more) lose their entire recess based on their behavior	One student loses their entire recess based on a serious behavioral incident	No student loses their entire recess based on behavior
14	Many students lose all of recess for academic reasons	Some students (2 or more) lose their entire recess for academic reasons	One student loses their entire recess for academic reasons	No student loses their entire recess for academic reasons
15	Does this school have a written policy about withholding recess? (circle one): YES NO CAN'T DETERMINE			
Engagement: Games and Activity Levels				
16	Hardly any structured games and/or activities are made available by adults during recess	A limited number and variety of structured games and/or activities are made available by adults during recess	A limited number of structured games and/or activities are made available by adults but there is variety	A variety of structured games and/or activities are made available by adults during recess
17	Hardly any games are inclusive of genders, abilities, races, and/or age	A few games (less than half) are inclusive of genders, abilities, races, and/or age	Some of the games (more than half) are inclusive of genders, abilities, races, and/or age	Almost all games are inclusive of genders, abilities, races, and/or age
18	Hardly any students are engaged in any kind of physically active play	A few students (less than half) are engaged in any kind of physically active play	Some students (more than half) are engaged in any kind of physically active play	Almost all students are engaged in any kind of physically active play
19	Hardly any adults are engaged in either games or communications with students	A few adults (less than half) are engaged in either games or communications with students	Some adults (more than half) are engaged in either games or communications with students	Almost all adults are engaged in either games or communications with students
Engagement: Transitions				

20	The transition to recess from classrooms is disorganized and takes up a significant portion of recess	The transition to recess from classrooms is somewhat disorganized and takes up some time	The transition to recess from classrooms is somewhat organized and takes up a little time	The transition to recess from classrooms is mostly organized and takes up very little time
21	The transition from recess to classrooms is disorganized and takes up a significant portion of recess	The transition from recess to classrooms is somewhat disorganized and takes up some time	The transition from recess to classrooms is somewhat organized and takes up a little time	The transition from recess to classrooms is mostly organized and takes up very little time
Engagement: Rules				
22	Rules are unclear and rarely enforced, causing conflict	Rules are somewhat unclear and are inconsistently enforced	Rules are generally clear and there is some consistency in enforcement	Rules are clear and enforcement is almost always consistent
23	Students frequently disagree on the rules and it is detrimental to play	Students sometimes disagree on the rules and it is sometimes detrimental to play	Students occasionally disagree on the rules but it is not detrimental to play	Students don't disagree on the rules
Empowerment: Play & Games				
	1	2	3	4
24	Students have no free choice of activities during recess	Students have limited free choice of activities to play during recess	Students have some free choice of activities during recess	Students are free to choose activities during recess
25	Hardly any games or activities are initiated by students	A few games or activities are initiated by students	Many games or activities are initiated by students	All games or activities are student initiated
26	After adults withdraw from leading a game, students do not sustain the game	Students only sustain a game briefly after an adult withdraws	Students sustain games without adult guidance for some portion of recess (less than half)	Students sustain games without adult guidance for a large portion of recess (over half)
Empowerment: Climate				
27	Students demonstrate few to no conflict resolution strategies and are unable to resolve any conflicts on their own	Students demonstrate a few conflict resolution strategies but a lot of adult support is needed	Students demonstrate some conflict resolution strategies with some adult support	Students demonstrate conflict resolution strategies without adult intervention
28	Hardly any adults use positive or constructive strategies in their behavior interventions and most interventions are negative	Few adults make their behavior interventions positive and constructive and there are many negative interventions	Many adults make their behavior interventions positive and constructive but there are one or two exceptions	Almost all adults make their behavior interventions positive and constructive
29	Hardly any adults model positive communication with each other and with students	A few adults model positive communication with each other and with students	Many adults model positive communication with each other and with students	Almost all adults model positive communication with each other and with students

Appendix C: Principal Interview Protocol

Spring Principal Interview Protocol

Hello, Principal X. Thank you again for sitting down with us today. As I mentioned in the email, I'm just going to ask you some questions about your experience with the Playworks TeamUp model this year to help inform the program going forward. The interview should take about 45 minutes and anything you say will be kept confidential.

Is it OK with you if I record this conversation? Great.

To start off, I just want to ask some general questions about how you got started with the Playworks program and how it was implemented in your school.

Playworks Implementation

1. How long have you been principal at this school?
2. Have you had any prior experiences with Playworks previous to this year?
3. Why did your school decide to implement Playworks TeamUp this year?
Prompt: Were you interested in either of the other two models (Pro or Coach)?
4. What were your expectations of the Playworks TeamUp program this year (on recess, the classroom)? What was your understanding of how the program should work?
5. Have these expectations been met regarding implementation?
Prompts: Were there any challenges in implementing Playworks at your school? How did you handle those?
6. What feedback have you received from students, teachers, staff, and/or parents about the program? Positive/negative?
7. What feedback have you received from students, teachers, staff, and/or parents community about the coach? Positive/negative?
8. How were staff member(s) chosen to participate in or lead Playworks? Do they have other responsibilities within the school?
Prompt: How was your recess team formed?
9. Were the selected school staff trained by Playworks this year? Did they have paid time to receive training?
10. What do you see as the coaches' role in Playworks? How is that role supported?

Prompt: Do they get any prep time for planning? Did they receive any training or PD outside of Playworks?

11. Has your Playworks site coordinator been sick or absent on days when he/she was supposed to be on-site? If so...
 - a. How were the absences handled?
 - b. Were you satisfied with how the absence was handled?

12. Do you notice any differences in your school's recess quality when your Playworks site coordinator is on or off campus?

Prompt: If so, why do you think those differences exist? Have any steps been taken to close the gaps in quality?

The next set of questions is about the school's general recess policies and how they might relate to Playworks activities.

Recess and Recess Policies

13. Are all students scheduled to have recess every day?
14. Before Playworks, was there any other structure to recess activities?
15. Do you have any policies that allow students to be removed from recess for behavior or academic reasons? Do teachers and staff utilize this policy?
16. Do you have a school-wide plan for indoor recess? What happens during indoor recess?
17. Do you have a school-wide conflict resolution system? What is it?
Prompt: How is Playworks integrated into the conflict resolution system?
18. How many students per day (or per week) are sent to the office during recess or lunch time? Has this changed since last year, before Playworks was implemented?

We have a few questions about the Junior Coach program, in this school the Junior Coaches are chosen from X grades, correct?

Junior Coaches

19. What is your opinion of the junior coach program (challenges/successes)? Has that changed over the course of the year?
20. Have you received feedback from teachers about the junior coaches program? Has this changed over time?
21. Can you think of any ways the junior coach program might be improved?

This last set of questions is just about your overall experience with Playworks and your opinion about the program.

School Perspective

22. Do you have any recommendations for how to improve Playworks or Playworks implementation at your school?
23. What supports would need to be in place for this to be a sustainable program at your school?
24. Is this a program that your school needs again next year?
25. Would you recommend Playworks to other schools? Under what conditions?
26. MEADE ONLY: How does Playworks relate to other PBIS activities in the school?
Prompt: Is it complementary? Does Playworks help fill any gaps that PBIS doesn't cover?