



Guidelines for Citing & Distributing Findings Provided by PEAR Data Reports

Thank you for your interest in sharing your findings from PEAR's survey and/or observational tools with your educational stakeholders or the public! If you plan to reference PEAR or would like to put your organization's evaluation findings from PEAR on your website, social media, printed materials, or in peer-review journal articles, we ask that you please adhere to the following general guidelines.

- **Evaluation findings shared with your organization by PEAR must not be altered in any way and should be reported with details concerning sample size and context.**
 - Any modification of the contents of the report (including graphs, tables, or text) should not be attributed to Partnerships in Education and Resilience (PEAR).
- **For survey-based tools, there should be a statement that your program/organization received permission from PEAR to use the survey tool, and/or that your organization participated in an evaluation with named sponsors. You may not publish or share individual items in reports, theses, or journal articles.**
 - Example 1: *Permission to use the Holistic Student Assessment (HSA) was obtained from Partnerships in Education and Resilience (PEAR).*
 - Example 2: *Permission to use the Common Instrument Suite (CIS) was obtained from Partnerships in Education and Resilience (PEAR).*
 - Example 3: *Program XYZ participated in the 2016 Afterschool & STEM Evaluation to...As part of this work, Program XYZ used the Common Instrument Suite (CIS) survey developed by Partnerships in Education and Resilience (PEAR).*
- **For observation-based tools, there should be a statement that individuals collecting data were certified by PEAR to use the tools. This is important to demonstrate the reliability of the data. You may not publish or share rubrics in reports, theses, or journal articles or share rubrics with non-certified individuals.**
 - Example 1: *Observations were performed by individuals certified by PEAR to use the Dimensions of Success (DoS) observation tool.*
 - Example 2: *All data collected using the Dimensions of Success (DoS) observation tool were collected by PEAR-certified observers.*
- **If you have any opinions about the data – or draw any conclusions or make recommendations using the data – that were not explicitly stated in your report by our team at PEAR, then the following additional disclaimer must be used:**
 - *“Any opinions, findings, and conclusions or recommendations expressed in this material are those of [the author(s) – Program Name/Organization] and do not necessarily reflect those of PEAR.”*
- **If you are thinking about publishing the data/results provided to you by PEAR in a peer-reviewed journal, please contact Bailey Triggs, Managing Director, at btriggs@pearinc.org.**
 - Note that secondary analysis and publishing of data (even if collected for educational purposes) requires Institutional Review Board (IRB) review and approval.
- **If you would like to share findings on social media, please tag PEAR so that we can “like” and promote your organization and evaluation findings!**
 - Facebook: <https://www.facebook.com/PEARimpact>
 - Twitter: <https://www.twitter.com/PEARimpact>
- **If you have any questions or concerns about these guidelines, please email PEAR at contact@pearinc.org or call us at 781-266-1586.**

Recommended References

Holistic Student Assessment

- Noam, G. G., T. Malti, and M. Guhn. “From Clinical-Developmental Theory to Assessment: The Holistic Student Assessment Tool.” *International Journal of Conflict and Violence* 6, no. 2 (2012): 201–13.
- Malti, T., A. Zuffianò, and G. G. Noam. “Knowing Every Child’s Social-Emotional Development: Toward the Use of Developmental Tools in Psychological Intervention.” *Prevention Science*, 2017, 1–12.
- Liu, C. H., T. Malti, and G. G. Noam. “Holistic Student Assessments.” *New Directions for Youth Development* 2008, no. 120 (Winter 2008): 139–49.

Common Instrument (CI) and Common Instrument Suite (CIS)

- Allen, P. J., Noam, G. G., Little, T. D., Fukuda, E., Gorrall, B. K., & Waggenspack, B. A. (2017). *Afterschool & STEM system building evaluation 2016*. Belmont, MA: The PEAR Institute: Partnerships in Education and Resilience.
- Martinez, A., Linkow, T., Velez, M., & DeLisi, J. (2014). Evaluation study of Summer of Innovation stand-alone program model FY2013: Outcomes report for National Aeronautics and Space Administration (NASA). Retrieved from http://www.nasa.gov/sites/default/files/soi_stand-alone_program_model_fy2013_outcome_report.pdf

Dimensions of Success (DoS)

- Allen, P. J., Noam, G. G., Little, T. D., Fukuda, E., Gorrall, B. K., & Waggenspack, B. A. (2017). *Afterschool & STEM system-building evaluation 2016*. Belmont, MA: The PEAR Institute: Partnerships in Education and Resilience.
- Shah, A.M., Wylie, C.E., Gitomer, D., & Noam, G.G. (in press). Improving STEM Program Quality in Out-of-School-Time: Tool Development and Validation. *Science Education*.
- Shah, A. M., Wylie, C. E., Gitomer, D., & Noam, G.G. (2016). Development of the Dimensions of Success (DoS) observation tool for the out of school time STEM field: Refinement, field-testing and establishment of psychometric properties. Belmont, MA: Program in Education, Afterschool & Resiliency, Harvard University and McLean Hospital.
- Papazian, A. E., Noam, G. G., Shah, A. M., Rufo-McCormick, C. (2013). The quest for quality in afterschool science: The development and application of a new tool. *Afterschool Matters*, 18, 17–24.