

**Program Activity Implementation Review**

*This observation instrument, adapted from the Out of School (OST) Instrument1, provides 21st CCLC Program Directors/Site Coordinators with a framework to assess their ‘program as delivered’ with regard to out-of-school time best practices that promote positive youth development. This tool is not to be used*

*as a staff performance evaluation, but rather to identify program areas where technical assistance or professional development may be needed to support on-going program improvement. As part of best practices, NYSED requires that the program director or site coordinator conduct a formal review for each program activity offered at least twice a year. Observation should last at least 20 minutes. Use of this particular form, while not required, is highly recommended, as it is based on out-of-school time research.*

**Cover Sheet: Description of Activity**

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| **Program Location:**  | **Observer:**  | **Staff:** |
| **Date (MM/DD/YR):**  | **Start Time:**  | **End Time:**  | **Grade Level(s):** |
| **ACTIVITY NAME &** **OVERVIEW** (1-2 sentence description)**:** |  |
| **Learning Objective(s):**  | **Students will be able to…** |
| **ACTIVITY TYPE (check all that apply)** |
| Academic Enrichment  |  | Youth Development  |  | Community Service |  |
| Tutoring/mentoring  |  | Structured Physical Activity |  | College/Career Preparation |  |
| Drug and Violence Prevention |  | Skill Practice or Reinforcement |  | Cultural Awareness Clubs/Projects |  |
| Story Reading/Listening  |  | Skill Building  |  | STEM/STEAM |  |
| Visual and/or Performing Arts |  | Conflict Resolution  |  | Other: |  |
| Financial/Environmental Literacy |  | Nutritional Education |  |  |
| **TYPE OF SPACE (check one)**  | **TOTAL STAFF (insert totals)** |
| Classroom  |  | Gym  |  | Certified Teacher |  |
| Computer Lab  |  | Library  |  | Teaching Assistant |  |
| Cafeteria  |  | Auditorium  |  | College Student  |  |
| Art Room  |  | Music Room  |  | Specialist or Other Professional |  |
| Hallway  |  | Outside Playground |  | Other (e.g. volunteer):  |  |
| Other: |  |  |
| Additional Observations (*optional*):  |

1 http://www.pointk.org/resources/files/psaost.pdf

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| **Youth Participation and Engagement**  | **Exemplar is highly** **evident and consistent** | **Exemplar is moderately evident, or implicit2** | **Exemplar is not evident** |
| Are friendly and relaxed with one another. |  |  |  |
| Respect one another. |  |  |  |
| Show positive affect to staff. |  |  |  |
| Are collaborative.  |  |  |  |
| Are on task. |  |  |  |
| Listen actively and attentively to peers and staff.  |  |  |  |
| Contribute opinions, ideas, and/or concerns to discussions.  |  |  |  |
| Make meaningful choices when given the opportunity.  |  |  |  |
| Take leadership responsibility/roles.  |  |  |  |
| Are able to articulate the goal/objective of the activity. |  |  |  |
| Strengths and/or areas in need of improvement: |
| **Activity Leader/Instructional** **Program Staff** | **Exemplar is highly** **evident and consistent** | **Exemplar is moderately evident, or implicit** | **Exemplar is not evident** |
| Uses positive behavior management techniques that allow youth to accomplish the activity’s objectives.  |  |  |  |
| Is equitable and inclusive.  |  |  |  |
| Attentively listens to and/or observes youth.  |  |  |  |
| Encourages youth to share ideas, opinions, and concerns.  |  |  |  |
| Facilitates positive peer interactions.  |  |  |  |
| Communicates goals, purpose, and expectations. |  |  |  |
| Verbally recognizes youth’s efforts and accomplishments. |  |  |  |
| Assists youth without taking control.  |  |  |  |
| Asks youth to expand upon their answers and ideas.  |  |  |  |
| Challenges youth to move beyond their current level of competency.  |  |  |  |
| Engages participants with a variety of strategies.  |  |  |  |
| Plans for/asks youth to work together (if applicable to activity). |  |  |  |
| Is flexible and responsive to participants’ interests and talents. |  |  |  |

2 Reviewer can imply that the behavior is evident though not plainly expressed during the time of observation

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| **Activity Leader/Instructional** **Program Staff** | **Exemplar is highly** **evident and consistent** | **Exemplar is moderately evident, or implicit** | **Exemplar is not evident** |
| Allows participants to have a choice and voice in activities affording them opportunities for personal responsibility, self-direction, and leadership.  |  |  |  |
| Strengths and/or areas in need of improvement: |
| **Content and Structure of Activity**  | **Exemplar is highly** **evident and consistent** | **Exemplar is moderately evident, or implicit** | **Exemplar is not evident** |
| Lesson plan has clear and specific learning objective(s) |  |  |  |
| Lesson plan is aligned with NYS Learning Standards |  |  |  |
| Lesson plan reflects SEL benchmark(s) |  |  |  |
| Activity is aligned with lesson plan |  |  |  |
| If special materials are needed, they are prepared and available. |  |  |  |
| Appropriately challenges students intellectually, creatively, developmentally, and/or physically. |  |  |  |
| Involves the practice/a progression of skills.  |  |  |  |
| Requires analytic thinking.  |  |  |  |
| Strengths and/or areas in need of improvement: |

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| **Post-observation: Site coordinator and observed staff mutually agree to one goal and action step(s) to implement before next program activity implementation review.** |
| **Goal:**  | **Action Step(s):**  | **Date of next** **review:** |

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