|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **INFORMATION TO GATHER BEFORE YOUR OBSERVATION:** | | | | |
| **Network Lead Name:** |  | | | |
| **Network Lead Phone Number:** |  | | | |
| **Site Lead Name:** |  | | | |
| **Site Lead Phone Number:** |  | | | |
| **Name(s) of Program Offering(s) Observed:** |  | | | |
| **Address of Site:** |  | | | |
| **Date of Observation:** |  | | | |
| **Time of Observation:** | From: |  | To: |  |
|  |  | | | |
| **Additional Notes:**   * **For example, link and password for observation of virtual program, parking directions, other information needed.)** * **Are any items designated ahead of time as NS, or not scored? Mark any items omitted on page 2 or 3.** |  | | | |

|  |  |  |
| --- | --- | --- |
| **PROGRAM INFORMATION (self and external)** |  |  |
| **Organization Name:** | | |
| **Site/ Program Name:** | | |
| **Date of observation.** | | |
| **How was this observation conducted? Check ALL that apply.**   * **In person observation** * **Live virtual observation** * **Observed a recorded session** | | |
| **Name(s) of program offering(s) observed:** | | |
| **Brief description of program offering:** | | |
| **Total number of staff observed: \_\_\_\_\_\_\_\_ Total number of youth observed: \_\_\_\_\_\_\_** | | |
| **Grade(s) of young people observed:** | | |
| **Type of program/activities observed (Check all that apply):**   |  |  | | --- | --- | | * Career Readiness (e.g., Entrepreneurship) | | | * Community Service and/or Civic Engagement | | | * Youth Leadership | | | * Mentoring | | * Literacy | | * STEM | | * Other Academic Enrichment (e.g., Tutoring, Homework Help, College Prep |  | | | * Visual and Performing Arts (e.g., Drama, Painting, Music) |  | | | * Sports, Fitness, Physical Health (e.g., Basketball, Dance, Cooking) |  | | | * Mental and Emotional Health (e.g. healthy decision making about risky behaviors, positive body image) | | | | |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The following table is intended as a guide to support the use of the School Age PQA in virtual program observations and self-assessment. Each item from the School Age PQA, below, is color-coded according to its potential for application or adaptation to virtual program observation and assessment. The accompanying document, *Virtual Program Preparation & Safety Checklist*, outlines additional considerations for quality practices in a virtual space.

|  |
| --- |
| **KEY** |
| To be scored unmodified for virtual observation. |
| Could be scored unmodified for virtual observation (relevant examples may differ from items in PQA). |
| |  | | --- | | These items either are not likely be observed during the virtual observation or pose challenge due to modality limitations. Some of these items have been incorporated into a checklist. See *Virtual Program Preparation & Safety Checklist* for alternate considerations). | |
| Could be omitted for virtual observation. |

**School Age PQA Adaptations for Virtual Program Observation**

|  |  |  |  |
| --- | --- | --- | --- |
| **PQA Item** | | **Virtual Observation Scoring Notes** | **Checklist item?** |
| **I. SAFE ENVIRONMENT** | |  |  |
| **Emotional Safety** | |  |  |
| 1. Positive emotional climate | |  |  |
| 2. Lack of bias | |  |  |
| **Healthy Environment** | |  |  |
| 1. Free of health and safety hazards | |  |  |
| 2. Clean and sanitary | |  |  |
| 3. Adequate ventilation and lighting | | Lighting should ensure staff’s image is clear. Ignore ventilation. | x |
| 4. Comfortable temperature | |  |  |
| **Emergency Preparedness** | |  |  |
| 1. Posted emergency procedures | | Posted guidelines for online safety? How can young people refer to them? | x |
| 2. Accessible fire extinguisher | |  |  |
| 3. Visible first-aid kit | |  |  |
| 4. Appropriate safety equipment | |  |  |
| 5. Supervised indoor entrances | | Don’t post zoom links publicly. Use waiting rooms and passwords. | x |
| 6. Supervised access to outdoors | |  |  |
| **Accommodating Environment** | |  |  |
| 1. Sufficient Space | | Space to move around, stand up | x |
| 2. Suitable Space | | Minimal background noise and interruptions in staff’s space | x |
| 3. Enough comfortable furniture | |  |  |
| 4. Flexible physical environment | |  |  |
| 5. (SA) Appropriately sized furniture | |  |  |
| **Nourishment** | |  |  |
| 1. Available drinking water | |  |  |
| 2. Plentiful food and drinks | |  |  |
| 3. Nutritious food and drink | |  |  |
| **II. SUPPORTIVE ENVIRONMENT** | |  |  |
| **Warm Welcome** | |  |  |
| 1.Children greeted | |  |  |
| 2. Staff warm and respectful | |  |  |
| 3. Positive staff body language | | Staff faces camera. Uses gestures like thumbs up, finger snaps, smiles. Includes platform reactions. |  |
| **Session Flow** | |  |  |
| 1. Starts and ends on time | |  |  |
| 2. Materials ready | | Any needed materials delivered to youth. Staff has polls, slides, jam boards etc. ready. | x |
| 3. Sufficient materials | | Any needed materials delivered to youth. | x |
| 4. Explains activities clearly | |  |  |
| 5. Appropriate time for activities | |  |  |
| **Active Engagement** | |  |  |
| 1. Children engage with materials or ideas | |  |  |
| 2. Children talk about activities | | Supervised break-out rooms, monitored chat, opportunity for all youth to contribute to talk about activities in main group |  |
| 3. (SA) Children make connections | |  |  |
| **Skill-Building** | |  |  |
| 1. Learning Focus linked to activity | |  |  |
| 2. Staff encourages children to try skills | |  |  |
| 3. Staff models skills | |  |  |
| 4. Staff breaks down tasks | |  |  |
| 5. Support for struggling children | | Support may require another staff person to respond outside of main group. Staff’s responses to mistakes or errors should always be supportive. |  |
| **Encouragement** |  | |  |
| 1. Staff uses non-evaluative language |  | |  |
| 2. Staff asks open-ended questions |  | |  |
| **Child-Centered Space** |  | |  |
| 1. (SA) Well defined interest area |  | |  |
| 1. (SA) Sufficient materials in interest areas |  | |  |
| 1. (SA) Children’s work displayed |  | |  |
| 4. (SA) Children select displays |  | |  |
| 5. (SA) Open-ended materials |  | |  |
| 6. (SA) Easily accessible materials |  | |  |
| 7. (SA) Thirty minutes interest-based activities |  | |  |
| **III. INTERACTION** |  | |  |
| **Managing Feelings** |  | |  |
| 1. (SA) Staff acknowledge feelings | May require another staff person to create private breakout space to deal with conflict. | |  |
| 1. (SA) Staff asks children to explain situation | May require another staff person to create private breakout space to deal with conflict. | |  |
| 1. (SA) Helps children respond appropriately | May require another staff person to create private breakout space to deal with conflict. | |  |
| 1. (SA) Children suggest solutions | May require another staff person to create private breakout space to deal with conflict. | |  |
| **Belonging** |  | |  |
| 1. Opportunities for children to get to know each other |  | |  |
| 2. Inclusive relationships | Look for exclusion in chats or complaining about who one is grouped with. | |  |
| 3. Children identify with program |  | |  |
| 4. (SA) Structured small group activities |  | |  |
| **School-Age Leadership** |  | |  |
| 1. (SA) Practice group process skills |  | |  |
| 2. (SA) Opportunities to help another child | Possible if breakout rooms with two young people are utilized. | |  |
| 3. (SA) Structured opportunities to lead group |  | |  |
| **Interaction with Adults** |  | |  |
| 1. (SA) Staff at eye level |  | |  |
| 2. (SA) Staff works side by side |  | |  |
| 3. (SA) Staff circulates |  | |  |
| 1. (SA) Staff interacts positively |  | |  |
| **IV. ENGAGEMENT** |  | |  |
| **School-Age Planning** |  | |  |
| 1.(SA) All children plan |  | |  |
| 2. Multiple planning strategies used |  | |  |
| 3. (SA) Share plans in tangible ways |  | |  |
| **Choice** |  | |  |
| 1. (SA) Authentic choice | Choices will likely be virtual, although choices of materials may also be possible. | |  |
| 2. (SA) Open-ended choices | Choices will likely be virtual, although choices of materials may also be possible. | |  |
| **Reflection** |  | |  |
| 1. Intentional reflection |  | |  |
| 2. Multiple reflection strategies |  | |  |
| 3. Structured opportunities to provide feedback |  | |  |
| **Responsibility** |  | |  |
| 1. (SA) Opportunities for routine tasks |  | |  |
| 1. (SA) Staff do not intervene intrusively |  | |  |