|  |
| --- |
| **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)
 |

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

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
 |  |  |