



**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.	
<input type="checkbox"/> In person observation <input type="checkbox"/> Live virtual observation <input type="checkbox"/> 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):	
<input type="checkbox"/> Career Readiness (e.g., Entrepreneurship) <input type="checkbox"/> Community Service and/or Civic Engagement <input type="checkbox"/> Youth Leadership <input type="checkbox"/> Mentoring <input type="checkbox"/> Literacy <input type="checkbox"/> STEM <input type="checkbox"/> Other Academic Enrichment (e.g., Tutoring, Homework Help, College Prep) <input type="checkbox"/> Visual and Performing Arts (e.g., Drama, Painting, Music) <input type="checkbox"/> Sports, Fitness, Physical Health (e.g., Basketball, Dance, Cooking) <input type="checkbox"/> 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 <i>Virtual Program Preparation &amp; Safety Checklist</i> 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?
<b>I. SAFE ENVIRONMENT</b>		
<b>Emotional Safety</b>		
1. Positive emotional climate		
2. Lack of bias		
<b>Healthy Environment</b>		
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		
<b>Emergency Preparedness</b>		
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		
<b>Accommodating Environment</b>		
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		
<b>Nourishment</b>		
1. Available drinking water		
2. Plentiful food and drinks		
3. Nutritious food and drink		
<b>II. SUPPORTIVE ENVIRONMENT</b>		
<b>Warm Welcome</b>		
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.	
<b>Session Flow</b>		
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		
<b>Active Engagement</b>		
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		
<b>Skill-Building</b>		
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.	



<b>Encouragement</b>		
1. Staff uses non-evaluative language		
2. Staff asks open-ended questions		
<b>Child-Centered Space</b>		
1. (SA) Well defined interest area		
2. (SA) Sufficient materials in interest areas		
3. (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		
<b>III. INTERACTION</b>		
<b>Managing Feelings</b>		
1. (SA) Staff acknowledge feelings	May require another staff person to create private breakout space to deal with conflict.	
2. (SA) Staff asks children to explain situation	May require another staff person to create private breakout space to deal with conflict.	
3. (SA) Helps children respond appropriately	May require another staff person to create private breakout space to deal with conflict.	
4. (SA) Children suggest solutions	May require another staff person to create private breakout space to deal with conflict.	
<b>Belonging</b>		
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		
<b>School-Age Leadership</b>		
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		
<b>Interaction with Adults</b>		
1. (SA) Staff at eye level		
2. (SA) Staff works side by side		
3. (SA) Staff circulates		
4. (SA) Staff interacts positively		
<b>IV. ENGAGEMENT</b>		
<b>School-Age Planning</b>		
1.(SA) All children plan		
2. Multiple planning strategies used		
3. (SA) Share plans in tangible ways		
<b>Choice</b>		
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.	
<b>Reflection</b>		
1. Intentional reflection		
2. Multiple reflection strategies		
3. Structured opportunities to provide feedback		
<b>Responsibility</b>		
1. (SA) Opportunities for routine tasks		
2. (SA) Staff do not intervene intrusively		