|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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.** |  | | | |

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| --- | --- | --- |
| **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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| **OBSERVATION GUIDE** | | |
| **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 |  |  |
| **Nourishment** |  |  |
| 1. Available drinking water |  |  |
| 2. Plentiful food and drinks |  |  |
| 3. Nutritious food and drink |  |  |
| II. SUPPORTIVE ENVIRONMENT |  |  |
| **Warm Welcome** |  |  |
| 1. Youth 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. Youth engage with materials or ideas |  |  |
| 2. Youth talk about activities | Supervised break-out rooms, monitored chat, opportunity for all youth to contribute to talk about activities in main group |  |
| 3. (Y) Balance concrete and abstract |  |  |
| 4. (Y) Tangible products or performances |  |  |
| **Skill-Building** |  |  |
| 1. Learning Focus linked to activity |  |  |
| 2. Staff encourages to try skills |  |  |
| 3. Staff models skills |  |  |
| 4. Staff breaks down tasks |  |  |
| 5. Support for struggling youth | Support may require anther 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 |  |  |
| 3. (Y) Staff actively involved | Answers questions, leads activities. Monitors chat if used. If available, additional staff monitor breakout rooms. |  |
| **Reframing Conflict** |  |  |
| 1 (Y).Staff approaches calmly | May require another staff person to create private breakout space to deal with conflict. |  |
| 2. (Y).Staff seeks youth input | May require another staff person to create private breakout space to deal with conflict. |  |
| 3. (Y).Youth examine actions and consequences | May require another staff person to create private breakout space to deal with conflict. |  |
| 4. (Y).Staff acknowledges and follows up | May require another staff person to create private breakout space to deal with conflict. |  |
| **Belonging** |  |  |
| 1. Opportunities for youth to get to know each other |  |  |
| 2. Inclusive relationships | Look for exclusion in chats or complaining about who one is grouped with. |  |
| 3. Youth identify with program |  |  |
| 4. (Y) Public acknowledgement of achievements |  |  |
| **Collaboration** |  |  |
| 1. (Y) Opportunities to work cooperatively |  |  |
| 2. (Y) Interdependent roles |  |  |
| 3. (Y) Shared goals |  |  |
| **Leadership** |  |  |
| 1. Practice group process skills |  |  |
| 2. (Y) Mentoring opportunities | Possible if breakout rooms with two young people are utilized. |  |
| 3. (Y) All youth lead group |  |  |
| **Adult Partners** |  |  |
| 1. (Y)Staff shares control with youth |  |  |
| 2. (Y)Expectations explained |  |  |
| **ENGAGEMENT** |  |  |
| **Planning** |  |  |
| 1. Opportunities to make plans |  |  |
| 2. Multiple planning strategies used |  |  |
| **Choice** |  |  |
| 1. (Y) Content alternatives |  |  |
| 2. (Y) Process alternatives |  |  |
| **Reflection** |  |  |
| 1. Intentional reflection |  |  |
| 2. Multiple reflection strategies |  |  |
| 3. Structured opportunities to provide feedback |  |  |
| 4. (Y) Structured opportunities to present to a group |  |  |