# � TAKE-IT-BACK AGENDA

The agenda that appears below is designed for those who have completed the SEL PQA Basics live training and wish to share the SEL PQA and self-assessment process with their staff or colleagues. Typically, this means that the person has completed the training themselves and is ready to go back to facilitate the self-assessment process with their team. We recommend adopting three learning objectives below for this introduction to the SEL PQA and self-assessment training for one's team.

After participating in this meeting, team members will:

- understand the team-based, non-punitive nature of self-assessment
- have a working understanding of the SEL PQA instrument and what it measures
- grasp the importance of objective observations to drive scoring decisions

## OVERVIEW
- Welcome (5 minutes)
- Introduction to the SEL Program Quality Assessment (PQA) (10 minutes)
- Card Sort (10-20 minutes)
- Observation & Note Taking (10-20 minutes)
- Planning for Data Collection & Scoring (10–20 minutes)
- Closing Reflection (5 minutes)

## TIME
We estimate that this agenda will take one to one and a half hours to facilitate depending on the size of the group.

## PREPARATION
Make sure all the materials listed below are ready. The Weikart Center also recommends that the person ask their staff to read the first two pages of the SEL PQA handbook before the meeting.

- Internet access and a projector
- PQA Take-it-Back Slides (download at http://cypq.org/takeitback)
- Copies of the following from the *Handbook: Introduction, Youth Program Quality Intervention*
- Self-Assessment Plan (downloaded from http://cypq.org/takeitback)
- SEL PQA Playing Cards
- Index Cards

## Take-It-Back Agenda

### Welcome (5 minutes)

Welcome participants to the workshop and introduce yourself. Lead your team through an icebreaker or energizer to start the meeting to model the Belonging scale on the SEL PQA.

### Introduction to the SEL Program Quality Assessment (PQA) (10 minutes)

Present the Introduction to the SEL Program Quality Assessment introductory slides. Notes are provided in the downloadable annotated slideshow.

## Card Sort (10–20 minutes)

Find an interesting way to use the SEL PQA cards you received at the training.

We suggest a card-sorting activity. Introduce it in this way: "For the next ten minutes, we will be assessing different aspects of our program. Each card represents one scale from the SEL PQA. We will sort the cards into three piles, 1 for low quality, 3 for medium quality, and 5 for high quality. As we rate each scale, one person should share an example or anecdote that supports the rating."

If there are more than five people in the group, they can be divided into pairs or smaller groups; otherwise everyone can work together. Cards can be chosen randomly. After groups are done, facilitate a reflection discussion. Here are some questions you might use:

- How did it feel to self-assess in this way?
- How did you know how to rate each item?
- What was surprising?
- What was challenging?
- What were some of the limitations of this process?

Present the slide with the SEL PQA sample scale.

## Observation and Note Taking (10–20 minutes)

Show the slide with the people on the train. Ask, what do you see here? Guide participants to the concept of objective observational note taking that is important to be developed for this process.

**"MAKING A SCENE"**—Divide the large group into three smaller groups (you may have people working individually or going up more than once). Assign one group a freeze-frame scene, one a silent picture (movement without words or other sounds), and one a talking picture (sound and movement). Give each group two minutes to plan their skit, then 30 seconds to present.

Instruct observers to take notes while their peers present.

Facilitate a reflection discussion after each scene. Some questions you might use include:

- What did the audience get right?
- What did they miss?
- What does this mean for how we observe?

Present slide on Note Taking. Explain the difference between effective and ineffective notes. Discuss the principles and logistics of observing and taking notes.

## Planning for Data Collection and Scoring (10–20 minutes)

Show Planning for Data Collection and Scoring slide.

As a group, determine the logistics for data collection and agree upon dates. Use the questions provided as a guide. Refer to your handbook for more information.

If you have an external assessor coming in, this is a good time to explain that person's role.

## Closing Reflection (5 minutes)

**Hopes and Fears**—Distribute index cards to each participant. Instruct everyone to write one hope that they have for the self-assessment process, and on the other side, one fear that they have. Have volunteers share.