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| --- | --- | --- | --- |
| **Subgrantee Name/Center Name:** |  | | |
| **Observer Name:** |  | | |
| **Date and Time:** |  | | |
| **Activity Name:** |  | | |
| **Activity Overview**  **(1-2 sentence description, including activity type, space, and student grade levels):** |  | | |
| **TOTAL STAFF MEMBERS #:** |  | **TOTAL STUDENT PARTICIPANTS #:** |  |
|  | | | |

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## OST OBSERVATION INSTRUMENT DOMAIN ITEM RATINGS

After at least 30 minutes of observation, assign a rating of 1 (not evident) to 4 (highly evident) for each item below. Note that each item/indicator may not be present/applicable in each observation; therefore, give a rating of “N/A”.

### RATINGS

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| --- | --- | --- | --- | --- |
| **N/A** | **1** | **2** | **3** | **4** |
| Did Not Observe | Not Evident | Rarely Evident | Moderately Evident | Highly Evident |

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| --- | --- | --- | --- |
| ***Youth Relationship Building and Participation:*** *Youth are supportive and respectful of one another and staff. Youth exhibit engagement in the activity; there are opportunities for their input and leadership. They appear to enjoy the activity content.* | | | |
| all or most YOUTH… | | | |
|  | **Are collaborative.** Youth work together/share materials to accomplish tasks. This item is different from items above, as in collaboration, youth are equal partners in the work (rather than one student assisting/mentoring/tutoring another). This item can include working together on assigned teams, if youth are working together to get a better result |  | **Contribute opinions, ideas, and/or concerns to discussions.** Youth discuss/express their ideas and respond to staff questions and/or spontaneously share connections they’ve made. This item goes beyond basic Q&A and refers to sharing that is part of the activity and within the class norms. Calling out – or disruptively talking out of turn – is not part of this item. |
|  | **Take leadership responsibility/roles.** Youth have meaningful responsibility for directing, mentoring, or assisting one another to achieve an outcome; they lead some part of the activity by organizing a task or a whole activity, or by leading a group of youth within the activity |  | **Have opportunities to make meaningful choices.** Within this activity, youth choose what they do, how they do it, and/or with whom they collaborate, and they experience the consequences of their choices. This item refers to genuine options, not simple choices such as choosing between two types of games, or two sets of homework pages. |
| **OBSERVER’S DESCRIPTION/NOTES:** | | | |

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| --- | --- | --- | --- |
| ***Staff Relationship Building:*** *Adults provide guidance and emotional support; they take interest in the youth and their ideas.* | | | |
| all or mostSTAFF… | | | |
|  | **Use positive behavior management techniques** that allow for youth to accomplish the activity’s objectives. They set consistent limits and communicate clear expectations for behavioral standards, and these are appropriate to the age of the youth and the activity type. When disciplining youth, they do so in a firm manner, without unnecessary accusations, threats, or anger. |  | **Encourage youth to share their ideas, opinions, and concerns.** Staff actively elicit youth ideas, opinions, and concerns through discussion and/or writing. This item goes beyond basic Q&A. |
|  | **Are equitable and inclusive.** Youth are provided equal opportunity to participate in an activity and are rewarded/disciplined similarly for like actions. Staff encourage the participation of all youth, regardless of gender, race, language ability, or other evident differences among students. They try to engage students who appear isolated; they do not appear to favor a particular student or small cluster of students. |  | **Engage personally with youth**. Staff show interest in youth as individuals, learn and use names, ask about youth’s interests, and engage about events in their lives. |
|  | **Show positive affect toward youth.** Staff interact with youth, and these interactions are generally friendly. For example, their tone is caring, and/or they use positive language, smile, laugh, or share good-natured jokes. |  | **Guide for positive peer interactions.** Staff intentionally encourage positive interactions and/or directly teach interpersonal skills. They teach these skills through planned activity content or through intervening constructively and calmly to address bullying or teasing behavior, redirecting youth and/or explaining or discussing why negative behavior is unacceptable. This item does not refer to behavior management, as described above. |
|  | **Attentively listen to and/or observe youth.** Staff look at youth when they speak and acknowledge what youth have said by responding and/or reacting. They pay attention to youth as they complete a task and appear interested in what they are saying/doing. |
| **OBSERVER’S DESCRIPTION/NOTES:** | | | |

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| ***Instructional Strategies:*** *Staff strategies are geared towards encouraging youth to push beyond their present level of competency.* | | | |
| all or mostSTAFF… | | | |
|  | **Communicate goals, purpose, expectations.** Staff make clear the value and purpose of what youth are doing and/or what they expect them to accomplish. This item goes beyond how youth are expected to behave. |  | **Challenge youth to move beyond their current level of competency**. Staff give constructive feedback that is meant to help youth to gauge their progress. Staff help youth determine ways to push themselves intellectually, creatively, and/or physically. |
|  | **Verbally recognize youth’s efforts and accomplishments.** Staff acknowledge participation and progress in order to encourage youth. |  | **Employ varied teaching strategies.** In order to engage students and/or reach those with different learning styles, staff diversify instructional strategies, which may include the use of two or more of the following: direct instruction, coaching, modeling, demonstrating, or others. Varied instructional strategies can occur simultaneously and/or sequentially within the observation period. This item does not include coupling a staff-directed instruction with youth working together, as described above. |

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|  | **Assist youth without taking control.** Staff may coach, demonstrate, or employ scaffolding techniques that help youth to gain a better understanding of a concept or complete an action on their own. Staff refrain from taking over a task or doing something on behalf of the youth. This assistance goes beyond checking that work is completed. |  | **Plan for/ask youth to work together.** Staff plan for and/or ask youth to work together, solve problems, and/or accomplish tasks. The focus of the activity is youth to youth, rather than youth to staff. This item goes beyond staff assigned teams for competitive games and sports. In the case of staff assigned teams, staff would also need to be directing youth to collaborate, plan, devise, etc., in order for this item to be rated as staff asking youth to work together. |
|  | **Ask youth to expand upon their answers and ideas.** Staff encourage youth to explain their answers, evidence, or conclusions. They may ask youth ‘why’, ‘how’ and ‘if’ questions to get them to expand, explore, better clarify, articulate, or concretize their thoughts/ideas. This item goes beyond staff-elicited Q&A. |
| **OBSERVER’S DESCRIPTION/NOTES:** | | | |

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| ***Activity Content and Structure:*** *Activities are planned and well organized; challenge level is appropriate to age; there are opportunities for problem solving.* | | | |
| The ACTIVITY… | | | |
|  | **Is well organized.** Activity has clear goals/objectives which is shared with the students; there is evidence of a clear lesson plan and process(es), and tasks can be conducted in the timeframe available. If special materials are needed, they are prepared and available. |  | **Involves the practice/a progression of skills.** Activity involves the progressive development, learning OR practicing of skills needed to complete tasks or to participate. |
|  | **Challenges students intellectually, creatively, developmentally, and/or physically.** Activity’s level of challenge is not so difficult that youth have trouble participating successfully and not so easy that youth master skills quickly and become bored. |  | **Requires analytic thinking.** Activity calls on students to think about and solve meaningful problems and/or juggle multiple activities or dimensions to accomplish a task. For example, the activity requires youth to hold two or more ideas constant at the same idea, and/or understand and apply sequencing or patterns. |
| **OBSERVER’S DESCRIPTION/NOTES:** | | | |

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| **ENVIRONMENTAL CONTEXT** | | |
| **Is the level of adult supervision appropriate to activity and age group?** | **Yes** | **No** |
| If no, why not? | | |
| **Is the work space conducive to the activity type?** | **Yes** | **No** |
| If no, why not? | | |
| **Are necessary materials available and in sufficient supply?** | **Yes** | **No** |
| If no, why not? | | |