

Program Activity Implementation Review

This observation instrument, adapted from the Out of School (OST) Instrument¹, provides 21st CCLC Program Directors/Site Coordinators with a framework to assess their 'program as delivered' with regard to out-of-school time best practices that promote positive youth development. This tool is not to be used as a staff performance evaluation, but rather to identify program areas where technical assistance or professional development may be needed to support on-going program improvement. As part of best practices, NYSED requires that the program director or site coordinator conduct a formal review for each program activity offered at least twice a year. Observation should last at least 20 minutes. Use of this particular form, while not required, is highly recommended, as it is based on out-of-school time research.

Cover Sheet: Description of Activity

Program Location:		Observer:		Staff:	
Date (MM/DD/YR):		Start Time:	End Time:	Grade Level(s):	
ACTIVITY NAME & OVERVIEW (1-2 sentence description):					
Learning Objective(s):		Students will be able to...			
ACTIVITY TYPE (check all that apply)					
Academic Enrichment		Youth Development		Community Service	
Tutoring/mentoring		Structured Physical Activity		College/Career Preparation	
Drug and Violence Prevention		Skill Practice or Reinforcement		Cultural Awareness Clubs/Projects	
Story Reading/Listening		Skill Building		STEM/STEAM	
Visual and/or Performing Arts		Conflict Resolution		Other:	
Financial/Environmental Literacy		Nutritional Education			
TYPE OF SPACE (check one)			TOTAL STAFF (insert totals)		
Classroom		Gym		Certified Teacher	
Computer Lab		Library		Teaching Assistant	
Cafeteria		Auditorium		College Student	
Art Room		Music Room		Specialist or Other Professional	
Hallway		Outside Playground		Other (e.g. volunteer):	
Other:					
Additional Observations (<i>optional</i>):					

¹ <http://www.pointk.org/resources/files/psaost.pdf>

Youth Participation and Engagement	Exemplar is highly evident and consistent	Exemplar is moderately evident, or implicit ²	Exemplar is not evident
Are friendly and relaxed with one another.			
Respect one another.			
Show positive affect to staff.			
Are collaborative.			
Are on task.			
Listen actively and attentively to peers and staff.			
Contribute opinions, ideas, and/or concerns to discussions.			
Make meaningful choices when given the opportunity.			
Take leadership responsibility/roles.			
Are able to articulate the goal/objective of the activity.			
Strengths and/or areas in need of improvement:			
Activity Leader/Instructional Program Staff	Exemplar is highly evident and consistent	Exemplar is moderately evident, or implicit	Exemplar is not evident
Uses positive behavior management techniques that allow youth to accomplish the activity's objectives.			
Is equitable and inclusive.			
Attentively listens to and/or observes youth.			
Encourages youth to share ideas, opinions, and concerns.			
Facilitates positive peer interactions.			
Communicates goals, purpose, and expectations.			
Verbally recognizes youth's efforts and accomplishments.			
Assists youth without taking control.			
Asks youth to expand upon their answers and ideas.			
Challenges youth to move beyond their current level of competency.			
Engages participants with a variety of strategies.			
Plans for/asks youth to work together (if applicable to activity).			
Is flexible and responsive to participants' interests and talents.			

² Reviewer can imply that the behavior is evident though not plainly expressed during the time of observation

Activity Leader/Instructional Program Staff	Exemplar is highly evident and consistent	Exemplar is moderately evident, or implicit	Exemplar is not evident
Allows participants to have a choice and voice in activities affording them opportunities for personal responsibility, self-direction, and leadership.			
Strengths and/or areas in need of improvement:			
Content and Structure of Activity	Exemplar is highly evident and consistent	Exemplar is moderately evident, or implicit	Exemplar is not evident
Lesson plan has clear and specific learning objective(s)			
Lesson plan is aligned with NYS Learning Standards			
Lesson plan reflects SEL benchmark(s)			
Activity is aligned with lesson plan			
If special materials are needed, they are prepared and available.			
Appropriately challenges students intellectually, creatively, developmentally, and/or physically.			
Involves the practice/a progression of skills.			
Requires analytic thinking.			
Strengths and/or areas in need of improvement:			

Post-observation: Site coordinator and observed staff mutually agree to one goal and action step(s) to implement before next program activity implementation review.		
Goal:	Action Step(s):	Date of next review:

Program Director/Site Coordinator's Name

Program Director/Site Coordinator's signature

Date

Instructional Staff/Activity Leader's Name

Instructional Staff/Activity Leader's signature

Date