

**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**

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| **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 (*optional*): | | | | | | | | | | | | | |

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

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| **Youth Participation and Engagement** | **Exemplar is highly**  **evident and consistent** | **Exemplar is moderately evident, or implicit2** | **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

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| **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: | | | |

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| **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:** |

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