

Out-of-school Time Observation Instrument (2nd Edition)

OVERVIEW

This tool provides site visitors at the out of school time program sites with a framework to capture observable indicators of positive youth development. This tool rates project activities on five key domains related to youth development: youth-directed relationship building, youth participation, staff-directed relationship building, staff strategies for skill building and mastery, and activity content and structure.

SUBSCALES

- Youth-directed relationship building (5 items)
 - All or most youth are friendly and relaxed with one another.
- Participation (5 items)
 - All or most youth are on-task.
- Staff-directed relationship building (7 items)
 - Staff use positive behaviour management techniques.
- Instructional strategies (7 items)
 - Staff communicate goals, purpose, expectations.
- Content and structure (2 items)
 - Activity is well organized.

STEPPING UP THEME(S) & OUTCOME(S)

- Program Planning and Evaluation
- Social Support

TARGET POPULATION

- Site visitors of out-of-school youth programs

LENGTH & HOW IT IS MEASURED

- 26 items
- Done in a 15-minute observation
- Response scale ranges from 1 (exemplar is not evident) to 7 (exemplar is highly evident and consistent)
- Self-report, paper-pencil version
- Available in: English

DEVELOPER

- Birmingham, J., Pechman, E. M., Russell, C. A., & Mielke, M., 2005

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PSYCHOMETRICS

RELIABILITY

- Inter-rater reliability (0.83-0.88)
- High internal consistency ($\alpha = 0.73-0.91$)

VALIDITY

- Concurrent validity
- Construct validity

Learn more:

- Birmingham, J., Pechman, E. M., Russell, C. A., & Mielke, M. (2005). Shared features of high-performing after-school programs: A follow-up to the TASC evaluation. Washington, DC: Policy Studies Associates.
- Pechman, E.M., Mielke, M. B., Russel, C. A., White, R. N., Cooc, N. (2008). Out-of-school time (OST) observation instrument: report of the validation study. Washington, DC: Policy Studies Associations.

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OUT OF SCHOOL TIME (OST) OBSERVATION INSTRUMENT

**2nd Edition
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OUT OF SCHOOL TIME (OST) OBSERVATION INSTRUMENT Observer Procedures

The Observation Instrument: An Overview

The observation instrument provides site visitors at the out of school time program sites with a framework to capture and rate essential and observable indicators of positive youth development.

The observation instrument includes the following:

Cover Sheet: a checklist for capturing basic facts about the observed activity, such as activity type, staff roles, number of participants, and grouping patterns.

Observation Notes: for recording observation notes within five youth-development domains, such as youth-directed relationships and participation and staff-directed relationships.

Domain Item Ratings: a list of items under the five different domains. Observers rate each item on a scale of 1-7.

Environmental Ratings: three questions regarding the context of each activity, such as the activity space and materials used.

Observer's Synthesis: for each domain, observers write 1-2 sentences describing the overall quality observed.

Completing the Observation Instrument

STEP 1: Each activity should be observed for 15 minutes. Site visitors begin their observations by orienting themselves to the activity setting, scanning the activity space against the items on the coversheet. However, only the introductory items (e.g., location, observer, date, time) should be completed at the onset of the observation.

STEP 2: After sufficient orientation, the site visitor begins to take notes on what he or she observes within five broad quality domains. On the 'Observation Notes' page, site visitors describe the types of interactions, strategies, etc., that are observed for each domain. These descriptions should include SPECIFIC EXAMPLES of activities, QUOTES of youth and staff comments, and descriptions of the general affect in the setting. Comments should be brief, but in sufficient detail that they support the item ratings. Observers may use the back of the note sheet, if more recording space is needed.

While taking notes, observers should periodically scan each of the five domains and their indicators to verify that examples of all observable events are captured. In some observations, not all items within the domains will occur.

After 15 minutes of observation, while still in the activity setting, complete Steps 3-5.

STEP 3: Return to and complete the observation instrument’s coversheet. Then turn to the final page of the instrument and complete the three Environmental Context questions.

STEP 4: Complete the “Observer’s Synthesis” section on the final page of the instrument. Write one or two sentences that describes or synthesizes the overall quality of each domain.

STEP 5: Finish the observation by giving each domain item a rating of 1-7. The ratings are:

- 1 = Exemplar is not evident
- 3 = Exemplar is rarely evident
- 5 = Exemplar is moderately evident, or implicit
- 7 = Exemplar is highly evident and consistent

To select a rating, first move to the ODD NUMBER that most closely reflects how evident and pervasive an item is. If that number does not precisely reflect the level of evidence observed, then move down or up to the adjacent even number that more accurately reflects the item’s level of presence within an activity.

Neutral Items: The “5” rating is also used in cases where the exemplar is implicit in the activity. For instance, if youth are generally friendly to each other throughout the observation, but most do not go beyond the casual, friendly interaction, the rating would be a “5”.

What if I am observing more than one staff in an activity? If there is more than one staff working in the room, ratings involving staff should be balanced across staff interactions. For instance, if one staff member uses effective behavior management techniques while the other resorts to threats and put-downs, then the rating would reflect an average of the two approaches (e.g., a rating of ‘3’ or ‘4’).

HELPFUL HINT: When you are rating an item, first read its definition and underline those things that you were able to observe. This will help highlight how much of an item’s full definition was captured. Then determine the prevalence of the definition (or portion thereof).

Sampling

How to organize your observations on site. Site visitors should review the program’s activity schedule during prior to the program start on the day of their visit. Site visitors should select activities to be observed from the project schedule, being mindful of the following:

1. Ensure that the broadest scope of activities is observed by selecting activities across five activity types: (1) Homework Help/Tutoring/Test Prep, (2) Academic Enrichment, (3) Arts Activities, (4) Fitness, and (5) Other Enrichment (e.g., Girls Group). A sample observation matrix is below. *Please note that while snack can be an important part of an after-school project, observations should be geared toward more substantive activities.*
2. Observe across grade levels as well as activities.
3. Verify with the program coordinator that each scheduled activity will be occurring in the location stated.
4. Verify the staff who will be present in each activity, noting level of education or special skills (e.g., high school student, certified teacher, arts specialist).

How many observations should site visitors conduct? If you are testing for inter-rater reliability, for each visit, three observations should be co-conducted. The two site visitors should observe these three activities and complete the observation instrument as described above. Be sure to check “Yes” in the co-observed checkbox and enter both observers’ initials.

If you are co-observing with another site visitor, once you are out of the activity space, take 5-10 minutes to compare your ratings. The purpose of this comparison exercise is to get to a more mutual understanding of the definitions, ratings and quality of activities and interactions observed. **DO NOT CHANGE YOUR RATINGS**, even if you ultimately agree with how your co-observer has rated an item. Also, you do not need to reconcile your ratings on another copy of the form.

In addition to the three co-conducted observations, each site visitor should observe eight to ten after-school activities over two afternoons (or approximately 5-6 hours). This is a total of 11 to 13 observations per site visitor, which is the equivalent to six or seven observations each per day, or just under two hours of observing per 2.5 - 3 hour after-school session.

Following the above plan, each site visit team should return 22 to 26 completed observation instruments at the end of each two-day visit.

Activity Observation Matrix

If a two-person site visit team is conducting a two-day visit, this is an example of how visitors can organize their observations. The matrix below serves as a guide for selecting activities.

During the two-day site visit, each visitor should conduct a total of 11 to 13 observations, including 3 co-observations and 8-10 individual observations. Each visitor should aim to visit one activity in each of the 13 cells in order to observe a range of activities and of grade levels.

Activity Type	Younger Group (grades K-2 or 6/7)	Older Group (grades 3-5 or 7/8)	Co-Observation
Homework help, tutoring, test preparation			1.
Content-based academic enrichment (e.g. literacy, science, newspaper)			
Arts: Visual; Performing (including dance)			2.
Fitness: Open Sports/Movement; Structured Athletics (including Karate)			
Other Enrichment: (e.g. Outing Club, Girls' Group, Venture Club, Investment Club, College Club)			3.

Additional Instructions:

- If no content-based academic enrichment activities are offered, visit additional homework help/test preparation activities. If no “other enrichment” activities are offered, visit a mix of additional fitness and arts activities.
- Visitors should co-observe **either** a homework help or content-based academic enrichment activity and **either** an arts or fitness activity, as well as an “other enrichment” activity, and should plan to see activities that include both the older and younger students in the program.
- If activities are limited, site visitors should still observe the required 6-7 activity segments per day, observing an activity more than once, if necessary.
- Observe all scheduled activities planned for that day, regardless of the quality. If a planned activity has been replaced or is not occurring, note this on the observation recording form and move on to the next selected activity. You will need to replace this activity with another one from the day’s schedule.

**OUT OF SCHOOL TIME (OST) OBSERVATION INSTRUMENT
DEFINITIONS FOR OBSERVATION CATEGORIES**

OST OBSERVATION DEFINITIONS

ACTIVITY NAME	The title of the activity, as given by the project
ACTIVITY OVERVIEW	1-2 sentence description of activity
ACTIVITY TYPE (check all that apply)	
Homework help and/or test preparation	Check this category when youth work on homework or specially assigned skill drill. If youth participate in academic activities that are not homework, mark “Academic activities.” If youth are working on an in-depth, expanded academic assignment, but it IS homework, MARK THIS category.
Tutoring	Tutoring refers to skill-focused academic assistance to individuals or small groups with common learning needs. It is distinguished from homework or other activities in that it aims to strengthen or remediate specific academic skills.
Academic activities (not homework)	This item refers to an activity that develops broad-based conceptual/cognitive learning; it may or may not be directly related to school content, but it includes enriched supplementary instructional content that goes beyond homework, tutoring, and rote skill practice. Examples could include purchased literacy or numeracy curriculum, research, science, social studies, newspaper club, poetry club, or school store. If supplementary activities are offered but are not in-depth, or cognitively rich, do not mark this activity type.
Story reading/listening	Reading or listening to a story.
Visual and Textile Arts	Specialized visual arts-based activities such as painting, drawing, clay/sculpture, photography, knitting, sewing, etc. that include structured lessons in appropriate use of techniques, materials, and design elements to create products. Often the activity involves creating projects in multiple stages that may take several days, weeks or months to complete.
Dance	Dance lessons, practices, or performances. This area does NOT include athletic types of movement such as cheerleading or martial arts, which are marked in one of the “Sports” categories.
Music	Instrumental or vocal lessons, practices, or performances.
Drama	Drama lessons, practices, or performances.
Crafts	Non-specialized arts activities, using crayons, paints, yarn, etc. Involves creating a product for fun, but does not involve basic instruction in design or technique. Often is a short-term project, involving a product but requiring only the activity period or a few days to complete.
Sports—practicing or learning a skill	Preparation and training in a sport or athletic skill of any kind, including basketball or baseball skill clinics, martial arts, gymnastics, weight lifting, yoga, cheerleading practice.
Sports—competitive or non-competitive physical game	Supervised or non-supervised games using athletic skill, indoors or outdoors, such as basketball or baseball games.
Open, unstructured time (e.g., table games, internet, free play)	This category refers to focused activity, freely chosen by youth and not structured (but may be supervised) by adults; typically, youth have invented, selected, or identified a task and are implementing it without adult direction.
Community service	Planning or assisting with projects that support the quality of community life or foster program-school or community-school linkages.
College/career planning/preparation	Activities directly involved in career or college planning or preparation.
Cultural awareness clubs/projects	Activities/projects that develop cultural, religious, or ethnic awareness, understanding, or identity.
Conflict resolution	Activity specifically designed to impart conflict resolution skills, such as positive communication, tolerance (e.g. ethnic, religious), peer mediation, diffusing anger, etc.
Other	Describe here activities observed that cannot be categorized or grouped above, e.g. chess club or student government.

TYPE OF SPACE (Check only one)	Classroom	Check the <u>one</u> location in this category that <u>best</u> applies to the setting in which the activity takes place. If “other” is marked, specify the type of space used.
	Gym	
	Computer lab	
	Library Outside	
	Cafeteria	
	Auditorium	
	Music room	
	Outside playground	
	Hallway	
	Art room	
Other		
TOTAL STAFF Count and record in the space on the right the NUMBER of staff in each activity. The number should correspond to staff levels/skills. Do not count middle school students.	High School Student	“High school students” are in grades 9-12.
	College Student or Young Adult	“College students or young adult” refers to staff who have finished or left high school and are approximately 18-24 years of age.
	Certified Teacher	“Certified teachers” are classroom teachers from the host school OR another school.
	Specialist/Other Professional	A “Specialist” has skills or talents which are the focus of the activity, such as a musician, artist or chess instructor. “Other professional” include social workers, guidance counselors, or other staff with professional degrees.
	Other Adult	“Other adult” refers to staff approximately 25 years of age or older; these staff are school aides, paraprofessionals, parents, community members, etc. who may or may not have an undergraduate degree.
TOTAL PARTICIPANTS Count and record the number of girls and the number of boys in the activity.	Total Number of Girls	If in doubt about gender, make an educated guess rather than disrupting the class.
	Total Number of Boys	
GRADE LEVELS (Circle all that apply)	Grade Level Observed	Circle the all grades that are represented in the classroom or activity space. More than one category can be circled, if appropriate.
PARTICIPATION TYPE (Check one)	By age or grade	Indicate the predominant way that youth are selected to participate in this activity.
	By interest (child’s choice)	
	All attendees (in the project)	

SKILLS SECTION (Check one)	Skill building	Check “Skill-building”, if youth are engaged in an activity that builds upon a previously learned skill and <u>is intended</u> to help youth reach the next level of mastery, or if a new skill is learned and built upon. An example may be a new piece of dance choreography, rehearsing the next scene in a play, revising a piece of writing, or continuous practice and improvement of a recital piece.
	Skill practice or reinforcement	Check “Skill Practice”, if youth are using or reinforcing a skill already learned but the activity <u>is not intended</u> to help youth reach the next level of mastery. An example might include completing a math skills sheet.
	Neither	Check “Neither”, if activities do not build or reinforce skills already learned.
	This is a homework activity.	Check “This is a homework activity”, if youth are working on homework.
PRIMARY SKILL TARGETED Only complete this area if SKILL BUILDING or SKILL PRACTICE were checked in the Skills Section above.	Physical/athletic	Athletics, games, skills of physical sport (including martial arts, yoga, step, cheerleading, gymnastics, etc.).
	Artistic	Artistic skills, working in any medium (visual, musical, dance, dramatic, photographic, video, etc.).
	Math/numeracy	Mathematics learning, skill development, practice.
	Reading/literacy/ writing	Reading/language arts learning, skill development, practice.
	Decision making/ problem solving	Developing skills in making practical or conceptual decisions or solving practical or conceptual problems.
	Interpersonal communication	Developing skills that involve self or group reflection, negotiating, interaction, and/or improvement of connections/relationships among people.
	Other	Check this category AND DESCRIBE here specific other content areas (e.g., science, social studies, foreign language) or skills developed that are not listed above.

ENVIRONMENTAL CONTEXT QUESTIONS

<p>1. Is the level of adult supervision appropriate to activity and age group?</p>	<p>Mark “Yes”, if the number of adults in the room allows for safety, activity implementation, and individualized attention to youth.</p> <p>Mark “No”, if there are too few adults to ensure participant safety, to implement the activity, or to provide adequate support to individual participants; also mark “No” if there are too many adults, which is deterring youth interactions and/or leadership. Provide an explanation of the “no” response in the space provided.</p>
<p>2. Is the workspace conducive to the activity?</p>	<p>Mark “Yes”, if the physical work space is conducive to the group size and activity type.</p> <p>Mark “No”, if the physical work space has evident hazards, is not conducive to the group size, or is inappropriate for the activity type. Provide an explanation of the “no” response in the space provided.</p>
<p>3. Are necessary materials available and in sufficient supply?</p>	<p>Mark “Yes”, if participants have an adequate supply of the materials/tools they need to make progress on tasks or activities, and if the quality or condition of the materials is adequate (materials/equipment are in working order, i.e., they are not piecemeal or broken) and activities/tasks can be completed with what is available.</p> <p>Mark “No”, if materials are in poor working condition, or if there is an inadequate supply, to the extent that the activity is not effective for youth. Provide an explanation of the “no” response in the space provided, such as “Not enough instruments for all youth.”</p>

OUT OF SCHOOL TIME (OST) OBSERVATION INSTRUMENT

COVERSHEET

CO-OBSERVED?	
<input type="checkbox"/> Yes	<input type="checkbox"/> No
CO-OBSERVERS' INITIALS:	
1. _____	2. _____

Program ID/Location:	Observer Initials:	Observation Number:	Room Number:	Date (MM/DD/YR):	Start Time:	End Time:					
ACTIVITY NAME:											
ACTIVITY OVERVIEW (1-2 sentence description):											
ACTIVITY TYPE	<input checked="" type="checkbox"/> ata*	TYPE OF SPACE	<input checked="" type="checkbox"/> one	TOTAL PARTICIPANTS			#				
Homework Help/Test Prep		Classroom		Total Number of Girls							
Tutoring		Gym		Total Number of Boys							
Academic activities (not homework)		Computer Lab		GRADE LEVELS (circle all that apply)							
Story reading/listening		Library		K	1	2	3	4	5	6	
Visual arts		Cafeteria		7	8	9	10	11	12	other	
Dance		Auditorium		PARTICIPATION TYPE							<input checked="" type="checkbox"/> one
Music		Art Room		By age or grade							
Drama		Music Room		By interest (child's choice)							
Crafts		Hallway		All attendees (in the project)							
Sports—practicing/learning a skill		Outside Playground									
Sports—playing competitive or non-competitive physical games		Other:		*ata = all that apply							
Open, unstructured time (e.g., table games, internet, free play)		TOTAL STAFF	#								
Staff-assigned learning games (dominos, chess, etc.)		High School Student									
Community service		College Student or Young Adult									
College/career preparation		Certified Teacher									
Cultural awareness clubs/projects		Specialist or Other professional									
Other: _____		Other Adult									
<i>At the end of the observation, please indicate what type of skill development, if any, took, place in this activity.</i>				PRIMARY SKILL TARGETED IN SKILL-BUILDING							<input checked="" type="checkbox"/> one
SKILL DEVELOPMENT		<input checked="" type="checkbox"/> one									
Skill-building		Complete skills area	Physical/Athletic								
			Artistic								
Skill practice/reinforcement		Complete skills area	Math/Numeracy								
			Reading/Writing/Literacy								
Neither		Do not complete skills area	Decision-making/ Problem-solving								
This is a homework activity		Do not complete skills area	Interpersonal Communication								
			Other: _____								

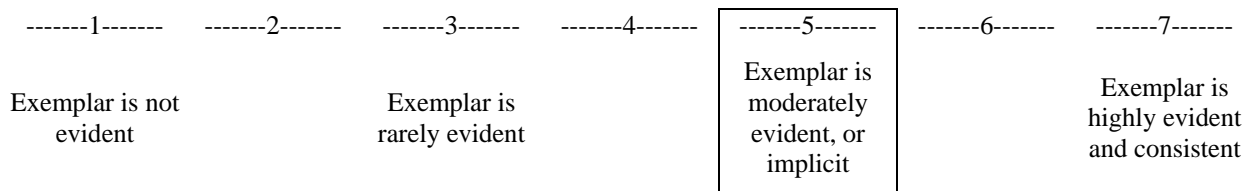
OST OBSERVATION INSTRUMENT DOMAIN ITEM RATINGS

The following are five youth development domains that include four to seven indicators of youth development practices within each. The purpose of the observation instrument is to measure the extent to which these indicators – also called “items” – may or may not be present in each 15-minute observation segment. necessarily negative.

After 15 minutes of observation, assign a rating of 1 (not evident) to 7 (highly evident and consistent) for each item below. To select a rating, first move to the ODD NUMBER that most closely reflects how evident and pervasive an item is. If that number does not precisely reflect the level of evidence observed, then move down or up to the adjacent even number that more accurately reflects the item’s level of presence within an activity. Note that each item/indicator may not be present/applicable in each observation; therefore, a rating of “1” is not necessarily negative.

The “5” rating is also used in cases where the exemplar’s presence is implicit within the activity. For instance, if youth are generally friendly to each other throughout the observation, but most do not go beyond the casual, friendly interaction, the rating would be a “5”.

RATINGS:



RELATIONSHIP BUILDING : <u>all or most YOUTH</u>		PARTICIPATION: <u>all or most YOUTH</u>	
A	Are friendly and relaxed with one another. Youth socialize informally. They are relaxed in their interactions with each other. They appear to enjoy one another’s company.	F	Are on-task. Youth are focused, attentive, and not easily distracted from the task/project. They follow along with the staff and/or follow directions to carry-on an individual or group task.
B	Respect one another. Youth refrain from causing disruptions that interfere with others accomplishing their own tasks. When working together, they consider one another’s viewpoints. They refrain from derogatory comments or actions about the individual person and the work s/he is doing; if disagreements occur, they are handled constructively.	G	Listen actively and attentively to peers and staff. Youth listen and respond to each other and staff. They appear interested in what others have to say. They look at peers and/or staff when they speak, and they provide concrete and constructive feedback about ideas or actions.
C	Show positive affect to staff. Youth interact with the staff, and these interactions are generally friendly interactions. For example, they may smile at staff, laugh with them, and/or share good-natured jokes.	H	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.
D	Assist one another. One or more youth formally or informally reach out to help/mentor peers and help them think about and figure out how to complete a task. This item refers to assistance that is intentional and prolonged, going beyond answering an incidental question.	I	Have opportunities to make <u>meaningful choices</u>. <i>Within this activity</i> , 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.
E	Are collaborative. Youth work together/share materials to accomplish tasks. This item is different from item D (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.	J	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.

RELATIONSHIP BUILDING: with all youth, <u>STAFF...</u>		INSTRUCTIONAL STRATEGIES: <u>STAFF...</u>	
K	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.	R	Communicate goals, purpose, expectations. Staff make clear the value and purpose of what youth are doing <u>and/or</u> what they expect them to accomplish. This item goes beyond how youth are expected to behave (which would be captured in item K).
L	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.	S	Verbally recognize youth's efforts and accomplishments. Staff acknowledge participation and progress in order to encourage youth.
M	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.	T	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.
N	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.	U	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.
O	Encourage youth to share their ideas, opinions and concerns. Staff <u>actively elicit</u> youth ideas, opinions and concerns through discussion and/or writing. This item goes beyond basic Q&A.	V	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.
P	Engage personally with youth. Staff show interest in youth as individuals, ask about youth's interests, and engage about events in their lives.	W	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 <u>and/or</u> sequentially within the observation period. This item does not include coupling a staff-directed instruction with youth working together, as described above.
Q	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 (see item K).	X	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.

CONTENT AND STRUCTURE: ACTIVITY

Y	Is well organized. Activity has clear goals/objectives; 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.	AA	Involves the practice/a progression of skills. Activity involves the progressive development, learning OR practicing of skills needed to complete tasks or to participate.
Z	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.	BB	Requires analytic thinking. Activity calls on students to think about and <u>solve meaningful problems</u> 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.

ENVIRONMENTAL CONTEXT

1. Is the level of adult supervision appropriate to activity and age group?	Yes	No
If no: →Why not?		
2. Is the work space conducive to the activity type?	Yes	No
If no: →Why not?		
3. Are necessary materials available and in sufficient supply?	Yes	No
If no: →Why not?		

OBSERVER'S SYNTHESIS

Before leaving the activity setting, please provide a 1-2 sentence description of the overall quality of each domain within this activity.

DOMAIN	OBSERVER'S DESCRIPTION
Youth-directed relationships: youth are supportive and respectful of one another and staff.	
Youth participation: youth exhibit engagement in the activity; there are opportunities for their input and leadership. They appear to enjoy the activity content.	
Staff-directed relationships: adults provide guidance and emotional support; they take interest in the youth and their ideas.	
Instructional strategies: staff strategies are geared towards encouraging youth to push beyond their present level of competency.	
Activity content and structure: activities are planned and well organized; challenge level is appropriate to age; there are opportunities for problem solving.	

OBSERVER'S NOTES

Observer's Initials:	Observation #:	Activity Name:
RELATIONSHIP BUILDING: all or most <u>YOUTH</u>		PARTICIPATION: all or most <u>YOUTH</u>
RELATIONSHIP BUILDING: with all youth, <u>STAFF</u>		INSTRUCTIONAL STRATEGIES: <u>STAFF</u>
ACTIVITY CONTENT AND STRUCTURE		

RELATIONSHIP BUILDING: all or most <u>YOUTH</u>	PARTICIPATION: all or most <u>YOUTH</u>
RELATIONSHIP BUILDING: with all youth, <u>STAFF</u>	INSTRUCTIONAL STRATEGIES: <u>STAFF</u>
ACTIVITY CONTENT AND STRUCTURE	