

EXPANDED LEARNING TECHNICAL ASSISTANCE UNIT

Data and Evaluation Special Interest Group

Advisory Committee Meeting Update
January 22, 2016

QUALITY OBSERVATION AND COACHING TOOL

Purpose:

This brief, user-friendly tool is grounded in the LIAS conceptual framework and is tied to the Point of Service Quality Standards for Expanded Learning Programs in California. **It is intended to be used to observe NOT evaluate site level practices.** That is, it is meant to be diagnostic and reflective, not evaluative in any way. This tool is meant to enable the user, a Site Coordinator, to answer whether or not the Quality Standards embedded in the questions (items) were evident in the program activities seen during that particular observational period. Findings are meant to be used merely to indicate whether or not something is actually happening and then to inspire reflective dialogue about why that might be the case (e.g., if only a select group of students are actively engaged- who are they?, why might this be happening?). As such, the tool consists of a series of 12 questions for the observer to answer and then 4 open-ended questions for the observer to utilize in order to engage the staff in reflective discussion.

Process:

It is recommended that this tool be used for **a minimum of 20-30 minutes/week per site.** The ideal observation period would be one hour/week per site. This **instrument is intended for use by experienced Site Coordinators** with a minimum of 2 years experience in their current position. Site Coordinators should use the tool to structure observations during the specified time period and then should share findings with their staff in a reflective discussion that addresses both the results and the guiding, open-ended questions included at the end of the tool.

Pilot Timeline

Pilot sites are needed to test the effectiveness of this tool. Volunteers will need to use the tool to observe site level practices between February 1st - February 18th. The requirements include:

- Conducting at least one site level observation
- Submitting the **completed observation form AND debrief form** to Michelle Perrenoud (Perrenoud_Michelle@lacoed.edu) by **February 19th**

INTERESTED: PLEASE CONTACT MICHELLE IMMEDIATELY
via email at Perrenoud_Michelle@lacoed.edu or by phone/text at (562) 824-2625

Quality Observation and Coaching Tool (PILOT: Observation Form)

Date: _____

Observer Name (print): _____

Observation START time: _____

Observation END time: _____

Total minutes observed: _____

Describe **the type** (e.g., Academic, Enrichment, STEM, etc.) of activity you are observing:

Identify at **which stage** you are observing the activity (e.g., beginning, middle, end):

Identify the **age group** engaged in the observed activity:

Please mark the most appropriate response given what you observe in the setting.	
1. The learning objective (for the observed activity/project) is:	<input type="checkbox"/> Clearly-displayed <input type="checkbox"/> Communicated verbally
2. How are students organized? Select all that apply.	<input type="checkbox"/> Large group <input type="checkbox"/> Pairs <input type="checkbox"/> Individual work <input type="checkbox"/> Small groups
3. The learning environment is physically safe for students.	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. The staff interact with students by:	<input type="checkbox"/> Providing constructive feedback to students (in response to questions/comments) <input type="checkbox"/> Addressing a students by name when speaking to him/her <input type="checkbox"/> Greeting students upon entry and/or upon beginning an activity <input type="checkbox"/> Making encouraging eye contact with a student when talking to him/her <input type="checkbox"/> Facilitating positive peer interactions that are based on mutual respect, inclusivity, and acceptance
5. Sufficient materials that are developmentally appropriate are in use during the learning activity.	<input type="checkbox"/> By students <input type="checkbox"/> By staff

6. The learning environment promotes:	<input type="checkbox"/> 1. Building of new or expansion of existing content knowledge <input type="checkbox"/> 2. The development of skills <input type="checkbox"/> 3. The provision of opportunities for students to apply newly acquired knowledge & skills
7. Students are actively contributing to relevant discussion and/or learning projects/activities.	<input type="checkbox"/> None <input type="checkbox"/> Few <input type="checkbox"/> Most <input type="checkbox"/> All
8. In the observed learning activity, students had the chance to:	<input type="checkbox"/> Gather information <input type="checkbox"/> Apply information to a related situation <input type="checkbox"/> Problem solve <input type="checkbox"/> Collaborate with peers <input type="checkbox"/> Make evidence-based decisions <input type="checkbox"/> Communicate conclusions <input type="checkbox"/> Reflect on the content of the lesson
9. When needed, staff members are constructively re-directing student attention and actions.	<input type="checkbox"/> Yes <input type="checkbox"/> No
10. During the observation, I heard the staff member ask students these types of questions. (Check all that apply)	<input type="checkbox"/> Inquiry probes (e.g., Why do you think that is so? How do you know that?) <input type="checkbox"/> Recall (e.g., asking a student to remember but not necessarily understand content) <input type="checkbox"/> Comprehension (e.g., checking for understanding of a concept) <input type="checkbox"/> Application (e.g., asking a student to apply knowledge/skills to another context, transfer learning to problem-solve in another context) <input type="checkbox"/> Analysis (e.g., asking students to make sense of information and synthesize it to form an evidence-based conclusion)
11. Are any students facilitating a portion of the learning activity?	<input type="checkbox"/> Yes <input type="checkbox"/> No
12. Who talks with whom?	<input type="checkbox"/> Staff to students <input type="checkbox"/> Students to Staff <input type="checkbox"/> Students to Students

Quality Observation and Coaching Tool (PILOT: Debrief Form)

Prompts for the Reflective Discussion:

These questions are to be addressed to the site staff being observed. Note their verbal responses. Please print.

1. How did you feel the program activity went?

2. What parts do you feel went well?

3. What parts do you feel could be improved?

4. Is there anything that you would have done differently?