## 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 mean 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 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 <u>a minimum of 20-30 minutes/week per site</u>. The ideal observation period would be one hour/week per site. This <u>instrument is intended for use by experienced</u> <u>Site Coordinators</u> 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 1<sup>st</sup> - February 18<sup>th</sup>. The requirements include:

- Conducting at least one site level observation
- Submitting the completed observation form AND debrief form to Michelle Perrenoud (Perrenoud\_Michelle@lacoe.edu) by February 19<sup>th</sup>

INTERESTED: PLEASE CONTACT MICHELLE IMMEDIATELY via email at Perrenoud\_Michelle@lacoe.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	ment, 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 obse	erved activity:

Please mark the most appropriate response given what you observe in the setting.	
1. The learning objective (for the observed	_Clearly-displayed _ Communicated verbally
activity/project) is:	w. Wa
William Control	V 100
2. How are students organized? Select all	Large group Pairs
that apply.	Individual work Small groups
	Ilidividual work Sinali groups
3. The learning environment is physically	Yes No
safe for students.	
4. The staff interact with students by:	Providing constructive feedback to students (in
	response to questions/comments)
	Addressing a students by name when speaking to
	him/her
<b>************************************</b>	Greeting students upon entry and/or upon beginning
	an activity
	Making encouraging eye contact with a student
	when talking to him/her
	Facilitating positive peer interactions that are based
	on mutual respect, inclusivity, and acceptance
5. Sufficient materials that are	By studentsBy staff
developmentally appropriate are in use	
during the learning activity.	
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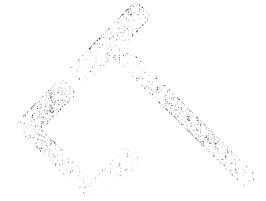
6. The learning environment promotes:	1. Building of new or expansion of existing
	content knowledge
	<ul> <li>2. The development of skills</li> <li>3. The provision of opportunities for students to</li> </ul>
	apply newly acquired knowledge & skills
_	apply hearly acquired knowledge or skills
7. Students are actively contributing to	
relevant discussion and/or learning	_None Few Most All
projects/activities.	Codlow information
8. In the observed learning activity, students had the chance to:	_ Gather information
Had the chance to.	_ Apply information to a related situation
	_ Problem solve
	_Collaborate with peers
	_ Make evidence-based decisions
	_Communicate conclusions
	_Reflect on the content of the lesson
9. When needed, staff members are	YesNo
constructively re-directing student attention	
and actions.	
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10. During the observation, I heard the staff	Inquiry probes (e.g., Why do you think that is so?
member ask students these types of questions.	How do you know that?)
(Check all that apply)	
	_ Recall (e.g., asking a student to remember but not
	necessarily understand content)
	_Comprehension (e.g., checking for understanding
	of a concept)
	1. 1
	_Application (e.g., asking a student to apply knowledge/skills to another context, transfer
	learning to problem-solve in another context)
	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	Yes No
the learning activity?	
12. Who talks with whom?	Staff to students _ Students to Staff
12. WIN WIND WINE WINDING	Students to Students
	_ 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?