

EXPANDED LEARNING PROGRAMMATIC REFLECTION TOOL

PURPOSE

This self-reflection tool is intended to raise the user's awareness of and sensitivity to key indicators of program quality as defined in the Quality Standards for Expanded Learning Programs in California and the Learning in After School Principles (LIAS). As such, this tool consists of a set of guiding questions based on indicators of quality for the user to consider when reflecting on program activities. In this way, the tool promotes purposeful work in the out of school setting. The tool focuses on the quality of the practices evident in the current program. It is a reflection tool to be used by the field staff to think about and consider practices they used to carry out a specific activity. This form is intended for use by site staff. The observer reflects on what was noted during an observation of an activity and responds to the following queries. S/he then meets with the observed staff to debrief and establish a common understanding of practices used and observed before establishing an action plan. The debrief agreements are to be recorded in the Consensus Notes column to document the common understanding of practices and their purpose in the activity.

BACKGROUND

Type of Activity: _____

Activity Duration: _____

Grade Level(s): __ TK __ K __ 1st __ 2nd __ 3rd __ 4th __ 5th __ 6th __ 7th __ 8th __ 9th __ 10th __ 11th __ 12th

REFLECTIVE QUESTIONS

Item	Observed Notes	Consensus Notes
1. In this activity, the staff member was intending to (check all that apply):	<input type="radio"/> Meet a program goal <input type="radio"/> Develop new cognitive skills <input type="radio"/> Develop new social-emotional skills <input type="radio"/> Develop new physical skills <input type="radio"/> Other	
2. In this activity, the staff member grouped students in (check all that apply):	<input type="radio"/> Pairs <input type="radio"/> Individually <input type="radio"/> Small groups <input type="radio"/> Whole group	

3. Student groupings were meant to accomplish:		
4. In this activity, students were provided an environment that was physically safe:	<ul style="list-style-type: none"> ○ Throughout the activity ○ Most of the time ○ Some of the time ○ Limited time or not at all 	
5. In this activity, students were provided an environment that was emotionally safe:	<ul style="list-style-type: none"> ○ Throughout the activity ○ Most of the time ○ Some of the time ○ Limited time or not at all 	
6. In this activity, the staff member interacted with students in the following ways (check all that apply):	<ul style="list-style-type: none"> ○ Providing constructive feedback ○ Addressing students by name during conversation ○ Making eye contact with students during conversation ○ Facilitating positive peer interactions that are based on mutual respect, inclusivity, and acceptance ○ Constructively re-directing student attention and actions 	
7. Site staff interacted with all students in the same ways:	<ul style="list-style-type: none"> ○ Throughout the activity ○ Most of the time ○ Some of the time ○ Limited time or not at all 	
8. If the staff member's interactions were different with some students, it was because:		

9. During this activity, site staff asked the students these kinds of questions (select all that apply):	<ul style="list-style-type: none"> ○ Inquiry probes ○ Recall ○ Comprehension ○ Application ○ Analysis 	
10. The materials used in this activity were (select all that apply):	<ul style="list-style-type: none"> ○ Used appropriately to support the purpose of the activity ○ Adequate in terms of supply ○ Age appropriate 	
11. This activity promoted (select all that apply):	<ul style="list-style-type: none"> ○ Construction of new knowledge ○ Expansion of existing knowledge ○ Development of new skills ○ Opportunity to apply new/expanded knowledge and skills 	
12. In this activity, how would you describe students' participation (e.g., how many participated; who participated; when did they participate)?		
13. In this activity, how did the staff member create opportunities for students: <ul style="list-style-type: none"> – To collaborate with each other to build knowledge and skills – To engage in reflection about what they are learning – To make evidence-based decisions – To communicate conclusions – To problem-solve 		
14. In this activity, staff encouraged students to assume a leadership role by:		

15. In this activity, I noticed that students were interacting with each other in the following ways:		
16. Now that you have a chance to think about the whole experience with this activity, please tell me what you saw as:	a. What you did well	
	b. Where you felt challenged	
17. Now that you have a chance to think about the whole experience with this activity, please tell me what you saw as Areas for Improvement:	a. Activity Setup	
	c. Grouping of Students	
	d. Facilitation	
	e. Materials and/or Supplies	
	f. Other	

DATE: _____

OBSERVER: _____

STAFF: _____