



LAUSD BTB Internal Observation Rubric

Overall Category	Quality Indicator	Indicator Description	Not Evident (1)	Somewhat Evident (2)	Evident or Implicit (3)	Highly Evident (4)
Youth Active Engagement & Involvement	Active & Engaged Learning	Students are actively engaged (e.g., concentration, enjoyment, interest)	The large majority of students (75-100%) are off-task and uninterested in the activity, demonstrating little concentration, frequent distraction from the activity purpose, and misbehavior during activity participation.	A limited number of students (less than half) are on-task and actively engaged in the activity (i.e., demonstrating interest, enjoyment, concentration). Remaining students are not engaged in the activity (e.g., distracted, misbehaving, and other off-task behaviors).	An adequate number of students (more than half) are on-task and interested in the activity, however several students are observed demonstrating distraction, misbehavior, and other off-task behaviors.	Students consistently display positive emotions (i.e., enjoyment, satisfaction) and concentration during participation in the activity. The large majority of students are on-task and demonstrating genuine interest and excitement in the activity.
	Student Leadership	Students take authentic leadership roles in activities and decision-making efforts	Students have no opportunities to lead a group, mentor an individual, and/or practice group process skills. Student leadership skills are not utilized.	Students have limited opportunities to lead a group, mentor an individual, and/or practice group process skills. Student leadership is characterized as tokenized and leadership tasks are assigned by leaders rather than student-initiated.	Students initiate and create an adequate number of opportunities to lead a group, mentor an individual, and/or practice group process skills. Students are routinely consulted by program staff for leadership and decision-making. Adequate student-staff partnerships are observed.	Students are observed leading entire activity sessions or entire components of the activity. Students take on authentic, high-quality roles in activity leadership and are consistently responsible for complete decision-making.
	Student Choice	Students make choices about what to do (activity content) and how to do it (activity process) (e.g., selection of teammates, duration of participation, use of resources)	Students have no opportunities to make choices about activity content or process. Program staff are not responsive to student input regarding activity choice.	Students have limited opportunities to make choices about activity content and/or process. Students are given rare opportunities for choice but these opportunities involve trivial choices and inauthentic efforts by staff to involve students in decision-making.	Students have adequate opportunities to make choices about activity content and/or process. The activity is adequately modified in response to student choices.	Youth have frequent and consistent opportunities to make choices about activity content and/or process. Students are observed frequently making choices based on their interests and activities are modified accordingly by staff.
	Student Voice	Students have opportunities to express their ideas, concerns, and/or opinions	Students have no opportunities to express their ideas, concerns, and/or opinions. Staff do not solicit student feedback or input during activity participation.	Students have limited opportunities to express their ideas, concerns, and/or opinions. Staff rarely solicit student feedback or input and student input is rarely acknowledged by staff.	Students have adequate opportunities to express their ideas, concerns, and/or opinions. Staff actively solicit student input, however on some occasions staff fail to appropriately acknowledge or respond to student input.	Student input is consistently provided and students appear to be comfortable expressing their ideas, concerns, and/or opinions. Staff listen attentively and respond appropriately to student input.
Welcoming & Supportive Environment	Program staff create a welcoming environment through inclusion and mutual respect	Program staff create a welcoming environment through inclusion and mutual respect	Staff create an emotional climate that is predominantly negative (i.e., disrespect, rudeness, negative interactions) and there is evidence of staff bias or lack of inclusion for students of certain backgrounds (i.e., ethnic, class, gender, ability). Staff are unaware or make no effort to create welcoming environment.	Staff appear to be aware of the need for a welcoming and inclusive environment, however limited formal, proactive strategies are implemented to promote inclusion and respect. Several negative behaviors are observed (i.e., disrespect, rudeness, negative interactions).	Staff adequately maintain a welcoming and inclusive environment by implementing several proactive strategies to promote inclusion and respect. Few negative behaviors are observed (i.e., disrespect, rudeness, negative interactions).	Staff create and maintain an emotional climate that is predominately positive (i.e., respect, support, positive interactions), and all students are consistently included in activities. Staff implement and prioritize thoughtful, high-quality strategies to maintain a positive environment.
		Program staff provides emotional support and encouragement to students	Staff are not observed providing encouragement or emotional support for students. Staff do not engage in active communication and interaction with students, other than to provide directions or discipline.	Staff are rarely observed providing encouragement and support for students. Staff engage in intermittent involvement and limited communication with students. A limited number of positive interactions between staff and students are observed.	Staff are observed providing adequate encouragement and support for students. Staff regularly seek out and engage in positive, active communication and involvement with students. Some positive interactions between staff and students are observed.	Staff is actively involved with participants, providing consistent encouragement for student effort and performance. Frequent positive interactions between staff and students are observed (i.e., care, interest, reciprocity). Students and staff seek out positive contact with each other.

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Positive Relationships & Social Norms	Positive Feedback	Program staff provides positive, constructive feedback to students or groups	Staff are observed responding to student performance with sarcasm, condescension, criticism, or punishment. No guidance, explanation, or support is provided when participants struggle with tasks.	Staff are rarely observed acknowledging student performance and behaviors in a positive manners. Limited guidance, explanation, or support is provided when participants struggle with tasks.	Staff are observed adequately acknowledging student performance and behaviors in a positive manner. Some guidance, explanation, or support is provided when requested by participants.	Staff are observed consistently and proactively providing support for learning and encouragement for problem solving. Participants are given guidance, explanation, and positive support when needed.
	High Expectations	Program staff sets high expectations for students' interpersonal behaviors and performance	Staff hold no expectations for student performance or interpersonal behaviors, as observed by the lack of behavioral management techniques to guide activity participation. Staff are observed ignoring student misbehavior and inappropriate interpersonal interactions.	Staff are observed employing limited use of behavioral management techniques to guide participation. Staff acknowledge misbehavior and inappropriate interactions, however follow-through is rare when management strategies fail and new strategies are rarely employed.	Staff are observed maintaining adequately high expectations for student behavior and supervising student performance. Adequate follow-through is observed when implementing behavioral management techniques. Staff are observed acknowledging several positive student behaviors.	Staff frequently demonstrate high expectations for student performance. These expectations are explained to students and staff demonstrate consistent follow-through with these expectations. Staff model positive behaviors and appropriate behavioral choices for students. Staff consistently acknowledge and reward positive behaviors and performance.
	Fairness	Program staff provides equitable access to activities for all students	Staff intentionally discriminates or provides differing levels of access to individuals or groups of students. When unequal access is observed, staff ignore the problem and do not implement strategies to encourage participation from all students.	Staff are observed providing differing levels of access to individuals or groups of students. When unequal access is observed, staff acknowledge the problem and implement limited strategies to encourage participation from all students with limited success.	The large majority of students have adequate access to activities. Staff are observed employing adequate strategies to encourage student participation to variable success. Staff are responsive, but not proactive about student access needs.	Staff provide equitable access to the activity to all participating students and implement high-quality strategies to maintain equitable participation for all. Staff consistently solicit and encourage equitable participation from all students.
	Positive Peer Interactions	Program staff encourages positive peer interaction skills (e.g., cooperation, teamwork, encouragement, shared goals, individual contributions, conflict resolution)	Staff do not acknowledge conflicts or negative behaviors. No strategies are implemented to resolve or mediate conflicts (i.e., no input sought). Youth are observed engaging in frequent negative interactions (i.e., exclusion, conflict, bullying).	Staff members are observed providing limited encouragement for positive peer interactions. Staff acknowledge conflicts with shaming, yelling, or scolding youth. Staff are observed engaging in several unsuccessful attempts to resolve conflict or encourage positive interactions.	Staff members provide adequate opportunities for positive peer interactions and collaboration. Positive student interactions are observed and recognized by staff in some instances. Staff are observed engaging in some successful attempts to resolve peer conflicts.	Staff members provide consistent opportunities for participants to collaborate and acknowledge and reward positive student interactions. Staff acknowledge conflicts and resolve issues in a timely and effective manner. Staff approach conflicts calmly and encourage positive interactions.
Intentional Activity Structure	Activity supports active learning through developing and practicing new skills	Activity is structured by clear learning objectives that are communicated to students	Active skill-building is not observed. Youth do not engage with materials or ideas to learn a new skill or practice a previously learned skill.	Skill-building opportunities are limited. Youth rarely have opportunities to develop or practice skills, and the large majority of the activity does not involve skill development.	Skill-building is adequately emphasized throughout the majority of the activity. Program staff provide adequate support and encouragement for skill development.	Active skill-building is the primary goal of the activity, as evidenced by consistent opportunities for participants to engage with materials or ideas to develop skills. Learning is consistently scaffolded by staff to provide a balance of support and initiative.
		Activity is structured by clear learning objectives that are communicated to students	The purpose and learning objective of the activity is unclear. Staff do not mention the focus/goal of the session or activity to the students.	The purpose and learning objective of the activity is observable, however staff do not communicate the learning goals to participants. The activity components are rarely consistent with the learning objectives or goals.	The activity implemented has a specific purpose and learning objective. Program staff mentions the learning goals to participants. The activity components are adequately consistent with the learning objectives or goals.	The activity implemented has a specific purpose and learning objective. It is clear that the activity is designed and implemented consistent with the activity purpose. Program staff clearly communicate the learning goals to participants and consistently follow-through with effective implementation.

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Activity Quality		Activity is sequenced to build upon previously learned skills and behaviors	Activity components are disjointed and presented in an unorganized manner. Staff do not break difficult tasks into smaller, simpler steps to sequence learning over time. No mention is made of how the current activity builds on previously learned skills.	Activity components are rarely sequenced and limited organization is observed. Activity tasks are rarely broken down into smaller units.	Activity components are adequately sequenced and organized into smaller units. Some tasks are broken down into smaller units and build upon previous skills.	The activity is consistently and intentionally sequenced into small, negotiable tasks to be completed over time. Activity components consistently build upon previously learned skills.
		Activity involves hands-on, project-based learning to stimulate active engagement and curiosity	This activity is not active for most participants. Students are observed spending significant time watching others participate, or engaging in poorly constructed activities that do not facilitate engagement.	The activity involves limited hands-on components, and limited opportunities to actively participate in the project. Students make rare contributions to the project and are disengaged from the activity.	The activity involves adequate hands-on components. More than half of the students have the opportunity to actively participate in meaningful projects and are engaged in the activity.	The activity allows all students to consistently participate in hands-on learning projects that stimulate engagement and curiosity. All students contribute to hands-on projects to create meaningful products.
	Developmental Opportunities	Activity content allows students to explore new academic and/or career interests in real world applications	Activity content is not relevant to student academic and/or career interests and has little to no real-world application or relevance. Youth appear to find the activity content meaningless.	The activity content limited relevance to the academic and/or career interests of several students. Efforts by the staff to connect activity content to real world applications are rare.	The activity content is adequately relevant to the majority of students' academic and/or career interests. Staff make adequate efforts to connect activity content to real world applications.	Activity content is consistently related to student academic and/or career interests. The activity appeals to youth interests and is highly relevant to real-world applications or scenarios. Youth consistently appear to find the activity content meaningful.
		Activity content encourages problem-solving, critical thinking, and inquiry	The activity does not require participants to engage in critical thinking or problem-solving. The activity process is highly structured, leaving little room for participants to work through challenges.	The activity content involves limited problem solving and critical thinking to complete. Staff rarely encourage problem-solving and inquiry during the activity.	The activity content involves an adequate amount of problem solving and critical thinking to complete. The staff takes advantage of several opportunities to encourage problem-solving and inquiry during the activity.	The activity is purposefully developed to encourage participants to engage in critical thinking, problem solving and inquiry. Staff consistently encourage students to use these methods to address challenges in the activity.
	Diverse Activities	Activity content appeals to diverse student interests and is adapted based on student interest and engagement	The activity does not appeal to the interests of most students. No effort is made to adapt the activity to accommodate student interests, abilities, and levels of engagement. No effort is made to engage disengaged students through adapting activity content.	The activity content appeals to a limited range of student interests. Minimal effort is made by staff to accommodate student interests and promote engagement. Many students remain uninterested and disengaged.	The activity content appeals to a adequate range of student interests. Adequate effort is made by staff to accommodate student interests and promote engagement. Some students remain uninterested and disengaged.	The activity content is interesting to the large majority of student participants. Staff observe student participation and consistently employ intentional adaptation strategies to maintain student interest and engagement. In some cases, small groups are used to tailor activity content.
		Activity content reflects diverse ethnic, cultural, gender, and/or geographic settings	Activity content does not reflect participants' ethnic, cultural, gender, and/or geographic setting. The activity demonstrates a disregard or intolerance for diverse peoples and locations. The activity does little to promote understanding and tolerance.	The activity content contains limited references to diversity of some form (ethnic, cultural, gender, and/or geographic), however diversity is rarely meaningfully integrated or discussed during activity participation.	The activity content contains adequate references to diversity of some form (ethnic, cultural, gender, and/or geographic). Diversity is discussed in some way, however the dialogue is does not authentically demonstrate acceptance or cultivate appreciation.	The activity content consistently reflects recognition, value, and respect for diversity. The activity fosters an appreciation for diverse peoples and locations. Participants consistently feel accepted and valued.



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			No			Yes	
Quality of Environment	Tangible Resources	Program provides adequate student access to resources and materials needed for activities	There are inadequate resources and materials to successfully implement program activities and accommodate participation from all.			The resources and materials are adequate and suitable for full participation of all students.	
	Adequate Physical Space	There is sufficient indoor and/or outdoor space for program activity	The indoor and/or outdoor physical space is crowded, insufficient and/or not suitable for the program activities.			Program space allows youth and adults to move about freely during participation in program activities. Program space accommodates all participants.	
	Campus & Classroom Safety	Campus and classroom perimeter is secure (e.g., gated perimeter)	Access to indoor and outdoor program space is unsupervised, and program space is unsecured during program hours. Staff have little regard for safety.				Access to indoor and outdoor program space are supervised, and secured during program hours. Access protocols are strictly enforced. Program supervision is adjusted for the development level of the participants.
		Campus, classroom grounds, and equipment do not pose any safety hazards to students	There are major safety and health hazards (e.g., broken equipment or supplies, toxic materials, sanitary concerns) in the program space.				The program space is free of health and safety hazards.
		Emergency procedures are posted and visible	No written emergency procedures exist.				Written emergency procedures are posted in a highly visible area where staff and students can easily locate them.