

Contract # ED-CFO-10-A-0110-0001

21st Century Community Learning Centers: Lessons Learned Guides

Deliverable 5.3/6.3/7.3/8.3: Final Observation Protocol

STEM, EL, CTE, & ILT

January 16, 2012

Revised February 6, 2012

Prepared for



Prepared by



Observation Instrument (Science, Technology, Engineering, and Math – STEM)

| | | | | | | | | | |
|---|--|--|-----|--|-----|---|---------------------------|--|--|
| 21st CCLC Program: | | State: | | | | Total minutes observed: | Observer initials: | | |
| Total number of staff: | | Grade levels and numbers included (check all that apply): | | | | Type of space (check all that apply during observation): | | | |
| How many are school day teachers? | | <input type="checkbox"/> K-1 students | No: | <input type="checkbox"/> 6-8 students | No: | <input type="checkbox"/> classroom <input type="checkbox"/> specialized studio/lab <input type="checkbox"/> gym <input type="checkbox"/> cafeteria <input type="checkbox"/> field trip (please describe) <input type="checkbox"/> auditorium <input type="checkbox"/> library <input type="checkbox"/> computer/media room <input type="checkbox"/> school playground <input type="checkbox"/> other (please describe) | | | |
| | | <input type="checkbox"/> 2-5 students | No: | <input type="checkbox"/> 9-12 students | No: | | | | |
| How many only work in the afterschool program? | | | | | | | | | |
| Are high school or college-age students working during this observation? If so, how many? | | | | | | | | | |
| Are parent or community volunteers working during this observation? If so, how many? | | | | | | | | | |
| Are community partners working during this observation? If so, how many? | | | | | | | | | |

Activity Type (Check all that apply DURING observation)

| | | | |
|--|---|---|--|
| 1 H.W. time/H.W. assistance <input type="checkbox"/> | 2 Peer tutoring or peer group work <input type="checkbox"/> | 3 Adult-youth tutoring <input type="checkbox"/> | 4 Academic instruction <input type="checkbox"/> |
| 5 Recreational reading or storytelling <input type="checkbox"/> | 6 Research/inquiry <input type="checkbox"/> | 7 Computers/media <input type="checkbox"/> | 8 Games/puzzles <input type="checkbox"/> |
| 9 Visual arts/crafts activities <input type="checkbox"/> | 10 Performing arts (music, theater, dance <input type="checkbox"/> | 11 Fitness/exercise/team sports <input type="checkbox"/> | 12 Apprenticeship/job training <input type="checkbox"/> |
| 13 Leadership/community service <input type="checkbox"/> | 14 Snack/meal <input type="checkbox"/> | 15 Cooking class/youth preparing meal <input type="checkbox"/> | 16 Sign in/registration <input type="checkbox"/> |
| 17 Transition between activities <input type="checkbox"/> | 18 Dismissal, sign-out <input type="checkbox"/> | | |

OBSERVATION DESCRIPTION

Instructions: Provide a general description of what occurs during the observation period. As you observe, list key aspects of the activity(ies) in 15-minute intervals. If you observe more than one activity during the observation period, record information for EACH activity you observe. Focus on:

1. How the instructor introduces the activity (for example, reference to past lessons, in-school curriculum, review of past learning)
2. How the students are interacting with one another and the instructor
3. What the instructors are doing at key points in the activity
4. What the students are doing at key points in the activity
5. The materials that are being used during this activity
6. How the instructor differentiates between students (for example, levels of competency, levels of language fluency)
7. How the instructor ends the activity (for example, wrap-up, reference to following lesson or next activity)
8. How the instructor transitions students to the next activity.

| Time: | Description of Activity: | Activity type # (from first page): | Comments/Notes |
|--------------|---------------------------------|---|-----------------------|
| | | | |
| Time: | Description of Activity: | Activity type #: | Comments/Notes |

| | | | |
|--------------|---------------------------------|-------------------------|-----------------------|
| | | | |
| | | | |
| Time: | Description of Activity: | Activity type #: | Comments/Notes |
| | | | |
| Time: | Description of Activity: | Activity type #: | Comments/Notes |

Instructional Practices – STEM

Fill this section out immediately after your observation. Use your notes from the observation to fill in the form.

| Practice: Students are engaged in project-based activities | Yes | No | Time Occurred | Activity Type (from first page) | Description/Comments |
|--|-----|----|---------------|---------------------------------|----------------------|
| Check off any of the following that occurred during your observation: | | | | | |
| Students are engaged in hands-on, experiential activities | | | | | |
| Students are leading investigations to solve authentic problems | | | | | |
| Students are working on projects that will end with a product | | | | | |

| Practice (continued): Students are engaged in project-based activities | Yes | No | Time Occurred | Activity # | Description/Comments |
|--|-----|----|---------------|------------|----------------------|
| Students use technology to support their work in STEM-related projects (for example, using a GPS for a mapping project or cameras/PDAs to document a science project). | | | | | |
| Other example(s) observed of this practice: | | | | | |
| Practice: Alignment With the School Day | Yes | No | Time Occurred | Activity # | Description/Comments |
| <i>Check off any of the following that occurred during your observation:</i> | | | | | |
| There are indications that the program is aware of national or state standards (for example, a standard is written on the board; there is a poster of the standards in the program space, etc.) | | | | | |
| There are indications that activities are aligned with school-day instruction (for example, curricular materials are the same; activities are designed to build on or complement school-day instruction) | | | | | |

| Practice (continued): Alignment With the School Day | Yes | No | Time Occurred | Activity # | Description/Comments |
|---|-----|----|---------------|------------|----------------------|
| Academics are embedded in activities, (e.g., participants are practicing fractions and measurement units through cooking, learning about angles by folding paper airplanes, etc.) | | | | | |
| Other example(s) observed of this practice: | | | | | |

| Practice: Community Partnerships | Yes | No | Time Occurred | Activity # | Description/Comments |
|--|-----|----|---------------|------------|----------------------|
| <i>Check off any of the following that occurred during your observation:</i> | | | | | |
| The activity uses a scientist, engineer, or mathematician (e.g., statistician, accountant, actuary) to provide instruction or as a guest presenter | | | | | |

| Practice (continued): Community Partnerships | Yes | No | Time Occurred | Activity # | Description/Comments |
|--|-----|----|---------------|------------|----------------------|
| The activity uses a scientist, engineer, or mathematician (e.g., statistician, accountant, actuary) to expose students to STEM careers | | | | | |
| The activity uses resources from local institutions, such as museums, parks, and nature preserves | | | | | |
| Other example(s) observed of this practice: | | | | | |

General Activity Observation Information

Fill this section out immediately after your observation.

1. What was the configuration, or grouping, of students during the observation? Check all that apply and provide a brief description of what activity took place during this configuration and who was interacting with the students during these configurations (program staff, teachers working in the afterschool program, high school/college students, adult volunteer, etc.)

€ One-on-one instruction
Description of activity:

Time(s) occurred:

Who was interacting with students:

€ Students working in teams/small groups:
Description of activity

Time(s) occurred:

Who was interacting with students:

€ Peer-to-peer learning:
Description of activity

Time(s) occurred:

Who was interacting with students:

€ Large groups:
Description of activity

Time(s) occurred:

Who was interacting with students:

2. Did students appear to be engaged in the activity (ties) offered during the observation period? What evidence did you see to support this impression? Check all that apply and provide illustrative examples of specific evidence of student engagement.

€ Sustained work on a project

€ Linking students' learning to real-world experiences

€ Students engaged in community service or service learning opportunities

€ Students engaged in decision making

€ Students engaged in leadership activities

€ Opportunities for cultural or identity affirmation and/or exploration

€ Opportunities for teamwork/social skills development

€ Opportunities to build youth-adult relationships among program participants and staff

€ OTHER

3. If you noted that community partners were involved at any time during the activity/program, describe the organizations they were from and what they did during the observation period.
4. If formal lesson plans were used at any point during the observation describe how they were used (and collect it, if possible).
5. If your observation was of a single activity what was the curricular context of the activity (e.g., it was the second lesson in a larger unit on weights and measures)?

Reflection

Briefly reflect on your observations. Consider the following as you write your summary:

- What, if any, innovations specific to STEM did you see during your observation period?
- From your perspective, what made this a good activity/program to support STEM?
- Did anything surprise you about what you observed? If so, what?
- What, if any, new insights related to STEM did you gain through your observation?

Observation Instrument

(English Language - EL)

| | | | | | | | |
|---|--|--|-----|--|-----|---|---------------------------|
| 21st CCLC Program: | | State: | | | | Total minutes observed: | Observer initials: |
| Total number of staff: | | Grade levels and numbers included (check all that apply): | | | | Type of space (check all that apply during observation): | |
| How many are school day teachers? | | <input type="checkbox"/> K-1 students | No: | <input type="checkbox"/> 6-8 students | No: | <input type="checkbox"/> classroom <input type="checkbox"/> specialized studio/lab <input type="checkbox"/> gym <input type="checkbox"/> cafeteria <input type="checkbox"/> field trip (please describe) <input type="checkbox"/> auditorium <input type="checkbox"/> library <input type="checkbox"/> computer/media room <input type="checkbox"/> school playground <input type="checkbox"/> other (please describe) | |
| | | <input type="checkbox"/> 2-5 students | No: | <input type="checkbox"/> 9-12 students | No: | | |
| How many only work in the afterschool program? | | | | | | | |
| Are high school or college-age students working during this observation? If so, how many? | | | | | | | |
| Are parent or community volunteers working during this observation? If so, how many? | | | | | | | |
| Are community partners working during this observation? If so, how many? | | | | | | | |

Activity Type (Check all that apply DURING observation)

| | | | |
|--|---|---|--|
| 1 H.W. time/H.W. assistance <input type="checkbox"/> | 2 Peer tutoring or peer group work <input type="checkbox"/> | 3 Adult-youth tutoring <input type="checkbox"/> | 4 Academic instruction <input type="checkbox"/> |
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| 9 Visual arts/crafts activities <input type="checkbox"/> | 10 Performing arts (music, theater, dance <input type="checkbox"/> | 11 Fitness/exercise/team sports <input type="checkbox"/> | 12 Apprenticeship/job training <input type="checkbox"/> |
| 13 Leadership/community service <input type="checkbox"/> | 14 Snack/meal <input type="checkbox"/> | 15 Cooking class/youth preparing meal <input type="checkbox"/> | 16 Sign in/registration <input type="checkbox"/> |
| 17 Transition between activities <input type="checkbox"/> | 18 Dismissal, sign-out <input type="checkbox"/> | | |

OBSERVATION DESCRIPTION

Instructions: Provide a general description of what occurs during the observation period. As you observe, list key aspects of the activity(ies) in 15-minute intervals. If you observe more than one activity during the observation period, record information for EACH activity you observe. Focus on:

1. How the instructor introduces the activity (for example, reference to past lessons, in-school curriculum, review of past learning)
2. How the students are interacting with one another and the instructor
3. What the instructors are doing at key points in the activity
4. What the students are doing at key points in the activity
5. The materials that are being used during this activity
6. How the instructor differentiates between students (for example, levels of competency, levels of language fluency)
7. How the instructor ends the activity (for example, wrap-up, reference to following lesson or next activity)
8. How the instructor transitions students to the next activity.

| Time: | Description of Activity: | Activity type # (from first page): | Comments/Notes |
|-------|--------------------------|------------------------------------|----------------|
| | | | |

| Time: | Description of Activity: | Activity type #: | Comments/Notes |
|--------------|---------------------------------|-------------------------|-----------------------|
| | | | |
| Time: | Description of Activity: | Activity type #: | Comments/Notes |
| | | | |
| Time: | Description of Activity: | Activity type #: | Comments/Notes |

Instructional Practices – EL

Fill this section out immediately after your observation. Use your notes from the observation to fill in the form.

| Practice: Instructional Practices Focused on Language/Academic Support | Yes | No | Time Occurred | Activity # | Description/Comments |
|--|-----|----|---------------|------------|----------------------|
| <i>Check off any of the following that occurred during your observation:</i> | | | | | |
| Students are provided structured and focused opportunities to practice using English in a variety of settings (including project-based learning) by listening, speaking, reading, and writing in English | | | | | |
| Students are provided with opportunities to practice using English by engaging with English speakers in a variety of contexts designed to ensure EL participation | | | | | |

| Practice (continued): Instructional Practices Focused on Language/Academic Support | Yes | No | Time Occurred | Activity # | Description/Comments |
|--|------------|-----------|----------------------|-------------------|-----------------------------|
| Students are provided with explicit language development and vocabulary development support | | | | | |
| Students are provided academic support in their primary language | | | | | |
| Other examples of this practice observed: | | | | | |
| Practice: Culturally Relevant Programming | Yes | No | Time Occurred | Activity # | Description/Comments |
| The instructor speaks to and supports youth in their primary language | | | | | |

| Practice (continued): Culturally Relevant Programming | Yes | No | Time Occurred | Activity # | Description/Comments |
|---|-----|----|---------------|------------|----------------------|
| The activity builds healthy cultural identities | | | | | |
| The activity reflects the lives, experiences, and cultures of students | | | | | |
| The activity <u>materials</u> reflect the lives, experiences, and cultures of students | | | | | |
| There are opportunities for non-ELs to formally learn the language of ELs | | | | | |

| Practice (continued): Culturally Relevant Programming | Yes | No | Time Occurred | Activity # | Description/Comments |
|--|------------|-----------|----------------------|-------------------|-----------------------------|
| The activities address the socio-emotional needs specific to ELs, such as culture shock, trauma, family separation, etc. | | | | | |
| Other example(s) observed of this practice: | | | | | |
| Practice: Alignment With the School Day | Yes | No | Time Occurred | Activity # | Description/Comments |
| There are indications that activities are aligned with school-day instruction (for example, curricular materials are the same; activities are designed to build on or complement school-day instruction) | | | | | |
| There are indications that information about students' English language proficiency and academic level (including reading, writing, speaking, and listening) is shared between the 21st CCLC program and the school day teachers (for example, h.w. assignments have margin notes to program staff; during transitions teachers and staff are observed discussing specific students) | | | | | |

| Practice (continued): Alignment With the School Day | Yes | No | Time Occurred | Activity # | Description/Comments |
|--|------------|-----------|----------------------|-------------------|-----------------------------|
| There are indications that the program is aware of national or state standards (for example, a standard is written on the board; there is a poster of the standards in the program space, etc.) | | | | | |
| There are indications that activities build on school-day instruction (for example, language or computer games that reinforce language skill taught during the day) | | | | | |
| Practice: Family and Community Engagement | Yes | No | Time Occurred | Activity # | Description/Comments |
| Instructors observed to speak to family/community members in community language | | | | | |

| Practice (continued): Family and Community Engagement | Yes | No | Time Occurred | Activity # | Description/Comments |
|--|------------|-----------|----------------------|-------------------|-----------------------------|
| Family/community member(s) observed participating in the activities | | | | | |
| Family/community member(s) observed participating in literacy services | | | | | |
| Practice: Meaningful EL Inclusion and Affirming Learning Environment | Yes | No | Time Occurred | Activity # | Description/Comments |
| Staff use strategies that ensure EL comprehension and frequently monitor students for their comprehension | | | | | |
| Staff use accessible vocabulary | | | | | |

| Practice (continued): Meaningful EL Inclusion and Affirming Learning Environment | Yes | No | Time Occurred | Activity # | Description/Comments |
|---|-----|----|---------------|------------|----------------------|
| Staff intentionally elicit participation from all participants, specifically English learners | | | | | |
| Staff intentionally create emotionally safe learning environments by discouraging bullying and teasing of ELs | | | | | |

General Activity Observation Information

Fill this section out immediately after your observation.

1. What was the configuration, or grouping, of students during the observation? Check all that apply and provide a brief description of what activity took place during this configuration and who was interacting with the students during these configurations (program staff, teachers working in the afterschool program, high school/college students, adult volunteer, etc.)

€ One-on-one instruction

Description of activity:

Time(s) occurred:

Who was interacting with students:

€ Students working in teams/small groups:

Description of activity

Time(s) occurred:

Who was interacting with students:

€ Peer-to-peer learning:

Description of activity

Time(s) occurred:

Who was interacting with students:

€ Large groups:
Description of activity

Time(s) occurred:
Who was interacting with students:

2. Did students appear to be engaged in the activity? What evidence did you see to support this impression? Check all that apply and provide illustrative examples of specific evidence of student engagement.

€ Sustained work on a project

€ Linking students' learning to real-world experiences

€ Students engaged in community service or service learning opportunities

€ Students engaged in decision making

€ Students engaged in leadership activities

€ Opportunities for cultural or identity affirmation and/or exploration

€ Opportunities for teamwork/social skills development

€ Opportunities to build youth-adult relationships among program participants and staff

3. If you noted that community partners were involved at any time during the activity/program, describe the organizations they were from and what they did during the observation period.

4. If formal lesson plans were used at any point during the observation describe how they were used (and collect it, if possible).

5. If your observation was of a single activity what was the curricular context of the activity (e.g., it was the second lesson in a larger unit on weights and measures)?

Reflection

Briefly reflect on your observations. Consider the following as you write your summary:

- What, if any, innovations specific to EL did you see during your observation period?
- From your perspective, what made this a good activity/program to support EL?
- Did anything surprise you about what you observed? If so, what?
- What, if any, new insights related to EL did you gain through your observation?

Observation Tool

(Career and Technology Education - CTE)

| | | | | | | | |
|---|--|--|-----|--|-----|---|---------------------------|
| 21st CCLC Program: | | State: | | | | Total minutes observed: | Observer initials: |
| Total number of staff: | | Grade levels and numbers included (check all that apply): | | | | Type of space (check all that apply during observation): | |
| How many are school day teachers? | | <input type="checkbox"/> K-1 students | No: | <input type="checkbox"/> 6-8 students | No: | <input type="checkbox"/> classroom <input type="checkbox"/> specialized studio/lab <input type="checkbox"/> gym <input type="checkbox"/> cafeteria <input type="checkbox"/> field trip (please describe) <input type="checkbox"/> auditorium <input type="checkbox"/> library <input type="checkbox"/> computer/media room <input type="checkbox"/> school playground <input type="checkbox"/> other (please describe) | |
| | | <input type="checkbox"/> 2-5 students | No: | <input type="checkbox"/> 9-12 students | No: | | |
| How many only work in the afterschool program? | | | | | | | |
| Are high school or college-age students working during this observation? If so, how many? | | | | | | | |
| Are parent or community volunteers working during this observation? If so, how many? | | | | | | | |
| Are community partners working during this observation? If so, how many? | | | | | | | |

Activity Type (Check all that apply DURING observation)

| | | | |
|--|--|---|--|
| 1 H.W. time/H.W. assistance <input type="checkbox"/> | 2 Peer tutoring or peer group work <input type="checkbox"/> | 3 Adult-youth tutoring <input type="checkbox"/> | 4 Academic instruction <input type="checkbox"/> |
| 5 Recreational reading or storytelling <input type="checkbox"/> | 6 Research/inquiry <input type="checkbox"/> | 7 Computers/media <input type="checkbox"/> | 8 Games/puzzles <input type="checkbox"/> |
| 9 Visual arts/crafts activities <input type="checkbox"/> | 10 Performing arts (music, theater, dance) <input type="checkbox"/> | 11 Fitness/exercise/team sports <input type="checkbox"/> | 12 Apprenticeship/job training <input type="checkbox"/> |
| 13 Leadership/community service <input type="checkbox"/> | 14 Snack/meal <input type="checkbox"/> | 15 Cooking class/youth preparing meal <input type="checkbox"/> | 16 Sign in/registration <input type="checkbox"/> |
| 17 Transition between activities <input type="checkbox"/> | 18 Dismissal, sign-out <input type="checkbox"/> | | |

OBSERVATION DESCRIPTION

Instructions: Provide a general description of what occurs during the observation period. As you observe, list key aspects of the activity(ies) in 15-minute intervals. If you observe more than one activity during the observation period, record information for EACH activity you observe. Focus on:

1. How the instructor introduces the activity (for example, reference to past lessons, in-school curriculum, review of past learning)
2. How the students are interacting with one another and the instructor
3. What the instructors are doing at key points in the activity
4. What the students are doing at key points in the activity
5. The materials that are being used during this activity
6. How the instructor differentiates between students (for example, levels of competency, levels of language fluency)
7. How the instructor ends the activity (for example, wrap-up, reference to following lesson or next activity)
8. How the instructor transitions students to the next activity.

| Time: | Description of Activity: | Activity type # (from first page): | Comments/Notes |
|-------|--------------------------|------------------------------------|----------------|
| | | | |

| Time: | Description of Activity: | Activity type #: | Comments/Notes |
|--------------|---------------------------------|-------------------------|-----------------------|
| | | | |
| Time: | Description of Activity: | Activity type #: | Comments/Notes |
| | | | |
| Time: | Description of Activity: | Activity type #: | Comments/Notes |

Instructional Practices – CTE

Fill this section out immediately after your observation.

| Practice: Authentic Career-Related Learning Opportunities (e.g., apprenticeships or internships) | Yes | No | Time Occurred | Activity # | Description/Comments |
|---|-----|----|---------------|------------|----------------------|
| <i>Check off any of the following that occurred during your observation:</i> | | | | | |
| Students are engaged in hands-on, experiential opportunities to learn industry-specific and career-related skills | | | | | |
| Students are engaged in project-based learning that pertains to a specific career, industry, or technology | | | | | |
| Other example(s) observed of this practice: | | | | | |

| Practice: Alignment With the School Day | Yes | No | Time Occurred | Activity # | Description/Comment |
|--|-----|----|---------------|------------|---------------------|
| <i>Check off any of the following that occurred during your observation:</i> | | | | | |
| There are indications that activities are aligned with school-day instruction (for example, curricular materials are the same; activities are designed to build on or complement school-day instruction) | | | | | |
| There are indications that information about students is shared between the 21st CCLC program and the school day teachers (for example homework assignments could have margin notes to program staff; during transitions teachers and staff are observed discussing specific students) | | | | | |
| Other example(s) observed of this practice: | | | | | |

| Practice: Using Data to Target Skills and Outcomes | Yes | No | Time Occurred | Activity # | Description/Comments |
|---|-----|----|---------------|------------|----------------------|
| Students are being assessed for their technical skills (i.e., through a written exam, capstone project presentation, or other demonstration of skill) | | | | | |
| Students are being assessed for their employability | | | | | |
| Other example(s) observed of this practice: | | | | | |

| Practice: Community Partnerships | Yes | No | Time Occurred | Activity # | Description/Comments |
|--|-----|----|---------------|------------|----------------------|
| <i>Check off any of the following that occurred during your observation:</i> | | | | | |
| Business or other professional is providing CTE activities | | | | | |
| Business or local industry is providing site-based apprenticeships and on-the-job training | | | | | |

| Practice (continued): Community Partnerships | Yes | No | Time Occurred | Activity # | Description/Comments |
|---|-----|----|---------------|------------|----------------------|
| Business or other professional is exposing students to careers | | | | | |
| Other example(s) observed of this practice: | | | | | |

General Activity Observation Information

Fill this section out immediately after your observation.

1. What was the configuration, or grouping, of students during the observation? Check all that apply and provide a brief description of what activity took place during this configuration and who was interacting with the students during these configurations (program staff, teachers working in the afterschool program, high school/college students, adult volunteer, etc.)

€ One-on-one instruction
Description of activity:

Time(s) occurred:

Who was interacting with students:

€ Students working in teams/small groups:
Description of activity

Time(s) occurred:

Who was interacting with students:

€ Peer-to-peer learning:
Description of activity

Time(s) occurred:

Who was interacting with students:

€ Large groups:
Description of activity

Time(s) occurred:

Who was interacting with students:

2. Did students appear to be engaged in the activity? What evidence did you see to support this impression? Check all that apply and provide illustrative examples of specific evidence of student engagement.

€ Sustained work on a project

€ Linking students' learning to real-world experiences

€ Students engaged in community service or service learning opportunities

€ Students engaged in decision making

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€ Opportunities for cultural or identity affirmation and/or exploration

€ Opportunities for teamwork/social skills development

€ Opportunities to build youth-adult relationships among program participants and staff

3. If you noted that community partners were involved at any time during the activity/program, describe the organizations they were from and what they did during the observation period.

4. If formal lesson plans were used at any point during the observation describe how they were used (and collect it, if possible).

5. If your observation was of a single activity what was the curricular context of the activity (e.g., it was the second lesson in a larger unit on weights and measures)?

Reflection

Briefly reflect on your observations. Consider the following as you write your summary:

- What, if any, innovations specific to CTE did you see during your observation period?
- From your perspective, what made this a good activity/program to support CTE?
- Did anything surprise you about what you observed? If so, what?
- What, if any, new insights related to CTE did you gain through your observation?

Observation Tool

(Increased Learning Time - ILT)

| | | | | | | | |
|---|--|--|-----|--|-----|--|---------------------------|
| 21st CCLC Program: | | State: | | | | Total minutes observed: | Observer initials: |
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| | | <input type="checkbox"/> 2-5 students | No: | <input type="checkbox"/> 9-12 students | No: | | |
| How many only work in the afterschool program? | | | | | | | |
| Are high school or college-age students working during this observation? If so, how many? | | | | | | | |
| Are parent or community volunteers working during this observation? If so, how many? | | | | | | | |
| Are community partners working during this observation? If so, how many? | | | | | | | |

Activity Type (Check all that apply DURING observation)

| | | | |
|--|---|---|--|
| 1 H.W. time/H.W. assistance <input type="checkbox"/> | 2 Peer tutoring or peer group work <input type="checkbox"/> | 3 Adult-youth tutoring <input type="checkbox"/> | 4 Academic instruction <input type="checkbox"/> |
| 5 Recreational reading or storytelling <input type="checkbox"/> | 6 Research/inquiry <input type="checkbox"/> | 7 Computers/media <input type="checkbox"/> | 8 Games/puzzles <input type="checkbox"/> |
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Focus on:

1. How the instructor introduces the activity (for example, reference to past lessons, in-school curriculum, review of past learning)
2. How the students are interacting with one another and the instructor
3. What the instructors are doing at key points in the activity
4. What the students are doing at key points in the activity
5. The materials that are being used during this activity
6. How the instructor differentiates between students (for example, levels of competency, levels of language fluency)
7. How the instructor ends the activity (for example, wrap-up, reference to following lesson or next activity)
8. How the instructor transitions students to the next activity.

In addition to recording what happens in the activities provided, also record information on:

1. Transitions between the school day and the afterschool program (i.e., sign-in time, pick-up and drop-off time)
2. Interactions (e.g., informal discussions, meetings) between the school-day and afterschool staff.
3. References to school-day activities during the afterschool program

| Time: | Description of Activity: | Activity type # (from first page): | Comments/Notes |
|-------|--------------------------|------------------------------------|----------------|
| | | | |
| | | | |
| | | | |
| Time: | Description of Activity: | Activity type #: | Comments/Notes |

| | | | |
|--------------|---------------------------------|-------------------------|-----------------------|
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| | | | |
| Time: | Description of Activity: | Activity type #: | Comments/Notes |
| | | | |
| Time: | Description of Activity: | Activity type #: | Comments/Notes |

Instructional Practices – ILT

Fill this section out immediately after your observation.

| Practice: Alignment With the School Day | Yes | No | Time Occurred | Activity # | Description/Comments |
|--|-----|----|---------------|------------|----------------------|
| <i>Check off any of the following that occurred during your observation:</i> | | | | | |
| There are indications that activities are aligned with school-day instruction (for example, curricular materials are the same; activities are designed to build on or complement school-day instruction) | | | | | |
| 21 st CCLC instructor and school day teachers are observed planning instruction together (likely before the program starts but this could also happen during transitions) | | | | | |
| There are indications that 21 st CCLC activity leaders and school day teachers share curriculum and resources (for example, there is evidence that there is cross-over between curricular materials used in both the classroom and the program) | | | | | |
| Other example(s) observed of this practice: | | | | | |

| Practice: Promoting Attendance and Removing Barriers | Yes | No | Time Occurred | Activity # | Description/Comments |
|---|-----|----|---------------|------------|----------------------|
| <i>Check off any of the following that occurred during your observation:</i> | | | | | |
| There are indications that 21 st CCLC program staff (including staff who work during the school day) are supporting attendance (helping arrange transportation, talking to parents at the end of the day about making sure their students come regularly, making phone calls to absent students, etc.) | | | | | |
| Other example(s) observed of this practice: | | | | | |
| | | | | | |
| Practice: Supporting Student Engagement | Yes | No | Time Occurred | Activity # | Description/Comments |
| <i>Check off any of the following that occurred during your observation:</i> | | | | | |
| 21 st CCLC program staff are observed in intentional efforts to create positive youth-adult relationships | | | | | |
| | | | | | |

| Practice (continued): Supporting Student Engagement | Yes | No | Time Occurred | Activity # | Description/Comments |
|---|------------|-----------|----------------------|-------------------|-----------------------------|
| 21st CCLC program staff are observed considering the developmental needs of students in the program | | | | | |
| Youth are observed participating in decision making | | | | | |
| 21st CCLC program staff are observed communicating with parents about the importance of their child's participation | | | | | |
| Other example(s) observed of this practice: | | | | | |

| Practice: Promote Increased Time for Learning through Instructional Approaches | Yes | No | Time Occurred | Activity # | Description/Comments |
|--|-----|----|---------------|------------|----------------------|
| <i>Check off any of the following that occurred during your observation:</i> | | | | | |
| Project-based learning is used as an instructional approach | | | | | |
| Collaborative peer learning is used as an instructional approach | | | | | |
| Other example(s) observed of this practice: | | | | | |
| Practice: Using Information to Evaluate Program Implementation and Student Outcomes | Yes | No | Time Occurred | Activity # | Description/Comments |
| <i>Check off any of the following that occurred during your observation:</i> | | | | | |
| Data coaches observed helping staff use school day information | | | | | |
| Test scores and other data are observed being used to target specific skills in need of remediation or support | | | | | |
| There are indications that information about students is shared between the 21 st CCLC program and the school day teachers (for example homework assignments could have margin notes to program staff; during transitions teachers and staff are observed discussing specific students) | | | | | |
| Other example(s) observed of this practice: | | | | | |

| Practice: Leveraging Partners | Yes | No | Time Occurred | Activity # | Description/Comments |
|--|-----|----|---------------|------------|----------------------|
| Community partners are actively involved in the implementation of key practices | | | | | |
| Other example(s) observed of this practice: | | | | | |

General Activity/Program Observation Information

Fill this section out immediately after your observation.

1. What was the configuration, or grouping, of students during the observation? Check all that apply and provide a brief description of what activity took place during this configuration and who was interacting with the students during these configurations (program staff, teachers working in the afterschool program, high school/college students, adult volunteer, etc.)

€ One-on-one instruction
Description of activity:

Time(s) occurred:

Who was interacting with students:

€ Students working in teams/small groups:
Description of activity

Time(s) occurred:

Who was interacting with students:

€ Peer-to-peer learning:
Description of activity

Time(s) occurred:

Who was interacting with students:

€ Large groups:
Description of activity

Time(s) occurred:

Who was interacting with students:

2. Did students appear to be engaged in the activity? What evidence did you see to support this impression? Check all that apply and provide illustrative examples of specific evidence of student engagement.

€ Sustained work on a project

€ Linking students' learning to real-world experiences

€ Students engaged in community service or service learning opportunities

€ Students engaged in decision making

€ Students engaged in leadership activities

€ Opportunities for cultural or identity affirmation and/or exploration

€ Opportunities for teamwork/social skills development

€ Opportunities to build youth-adult relationships among program participants and staff

3. If you noted that community partners were involved at any time during the activity/program, describe the organizations they were from and what they did during the observation period.

4. If formal lesson plans were used at any point during the observation describe how were they used (and collect it, if possible).

5. If your observation was of a single activity what was the curricular context of the activity (e.g., it was the second lesson in a larger unit on weights and measures)?

Reflection

Briefly reflect on your observations. Consider the following as you write your summary:

- What, if any, innovations specific to ILT did you see during your observation period?
- From your perspective, what made this a good activity/program to support ILT?
- Did anything surprise you about what you observed? If so, what?
- What, if any, new insights related to ILT did you gain through your observation?