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CENTER FOR YOUTH  
PROGRAM QUALITY



national summer  
learning association

# Summer Learning PQA OBSERVATION Notebook

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# Summer Learning PQA On-site Protocol Summary

This notebook can be used either electronically or in print form to capture your observational and interview notes on the day of your site visit.

For your reference, here is a summary of the **onsite protocol** for SLPQA data collection (excerpt from the full Summer Learning PQA External Assessors Protocol found in your SLPQI handbook).

1. **Arrive** at least 15 minutes before scheduled observation time.
2. **Check-in** at the main office, and introduce yourself to site lead and staff.
3. **Verify** that the offerings you planned to observe meet the selection guidelines.
4. Observe the morning **greeting time**, and complete the scale.
5. Observe 90 minutes of **morning programming**, including 20-30 minutes of informal or transition time.
6. Conduct the site manager **interview**. \*
7. Observe 90 minutes of **afternoon programming**, including 30-40 minutes of informal or transition time.
8. Observe the **departure time**, and complete the scale
9. Before you leave for the day, check back in with the site lead and staff if possible. Offer one or two pieces of **specific, positive feedback** based on your observation.

*\*The interview could happen at any point throughout the day.*

# Summer Learning PQA Item Summary

<b>Safe Environment</b>	
<b>Emotional Safety</b>	
1. Positive emotional climate	YPQA
2. Lack of bias	YPQA
3. Inclusive relationships	YPQA
<b>Healthy Environment</b>	
1. Free of health and safety hazards	YPQA
2. Clean and sanitary	YPQA
3. Suitable program space	YPQA
<b>Emergency Preparedness</b>	
1. Posted emergency procedures	YPQA
2. Accessible fire extinguisher	YPQA
3. Visible first-aid kit	YPQA
4. Appropriate safety equipment	YPQA
5. Supervised indoor entrances	YPQA
6. Supervised access to outdoors	YPQA
<b>Health and Nutrition</b>	
1. Available drinking water	YPQA
2. Plentiful food and drinks	YPQA
3. Nutritious food and drink	YPQA
4. Dedicated time for physical activity	SAPQA + walk through
<b>Supportive Environment</b>	
<b>Warm Welcome</b>	
1. Youth greeted	YPQA
2. Staff warm and respectful	YPQA
3. Positive staff body language	YPQA
<b>Program Flow</b>	
1. Sufficient materials ready	ASBPQA
2. Explains activities clearly	ASBPQA
3. Appropriate time for activities	YPQA
4. Multiple types of activities	SAPQA + walk through
5. Consistent routines and guidelines	SLPQA
<b>Active Learning</b>	
1. Youth engage with materials/or ideas	YPQA
2. Youth talk about activities	YPQA
3. Balance concrete and abstract	YPQA
4. Tangible products or performances	YPQA
<b>Skill-Building/Encouragement</b>	
1. Learning focus linked to activity	ASBPQA
2. Staff encourages to try skills	YPQA
3. Staff models skills	YPQA
4. Staff breaks down tasks	YPQA
5. Staff monitors the level of challenge	ASBPQA
6. Staff guide initiative in learning	ASBPQA
<b>Reframing Conflict</b>	
1. Staff approaches calmly	YPQA
2. Staff seeks youth input	YPQA
3. Youth examine actions and consequences	YPQA

4. Staff acknowledges and follows up	YPQA
<b>Managing Feelings</b>	
1. Staff acknowledges feelings	SAPQA
2. Staff asks children to explain situation	SAPQA
3. Helps children respond appropriately	SAPQA
4. Children suggest solutions	SAPQA
<b>Interaction</b>	
<b>Belonging</b>	
1. Opportunities for youth to get to know each other	YPQA
2. Values communicated and integrated	SLPQA
<b>Collaboration &amp; Leadership</b>	
1. Interdependent roles	YPQA
2. Practice group process skills	YPQA
3. Opportunities to help another child	SAPQA
4. All youth lead group	YPQA
<b>Adult Partners</b>	
1. Staff shares control with youth	YPQA
2. Staff actively involved with youth	YPQA
3. Staff and youth accountable to expectations	SLPQA
4. Positive behavior management style	SAPQA
<b>Engagement</b>	
<b>Planning, Choice, Reflection</b>	
1. Opportunities to make plans	YPQA
2. Content alternatives	YPQA
3. Process alternatives	YPQA
4. Intentional reflection	YPQA
5. Structured opportunities to present to a group	YPQA
<b>Learning Strategies</b>	
1. Staff guides youth in correcting errors	ASBPQA
2. Staff has youth identify learning strategies	ASBPQA
3. Staff attributes success to effort	ASBPQA
<b>Higher Order Thinking</b>	
1. Staff encourages youth to deepen or extend knowledge	ASBPQA
2. Staff has youth make connections	ASBPQA
3. Staff encourages youth in using creativity	ASBPQA
<b>Supplemental Scale- Math</b>	
1. Participate in problem-solving	SLPQA
2. Opportunities to apply knowledge and skills	SLPQA
3. Use reasoning to evaluate	SLPQA
4. Linking concrete examples	SLPQA
5. Support the conveying on concepts	SLPQA
<b>Supplemental Scale- Literacy</b>	
1. Participate in literacy activities	SLPQA
2. Opportunities to read in multiple settings	SLPQA
3. Staff encourage expression in writing	SLPQA
4. Vocabulary discussed	SLPQA
5. Available materials and reading environment	SLPQA
6. Multiple reading and writing activities	SLPQA
<b>Greeting Time</b>	
1. Youth greeted by staff	SAPQA + walk through
2. Staff provide routines	SAPQA + walk through

3. Welcoming activity	SAPQA + walk through
Transitions	
1. Transition times organized	SAPQA + walk through
2. Staff communicate procedures	SAPQA + walk through
Departure	
1. Departure procedure	SAPQA + walk through
2. Constructive activities while waiting	SAPQA + walk through
3. Staff greet or acknowledge parent/guardians	SAPQA + walk through

## Sample Observational Notes

**Room or Location:** Room A

**Time:** 10:00

### OBSERVATIONAL NOTES

Staff says "hello, Everybody! Today we are going to work in groups."

[Notes continue.]

Staff is moving around among the small groups. [to child]

"Stop poking your neighbor! Remember, I've reminded you about this several times already. Child pokes another time and giggles.

Other children in that small group stop what they are doing to pay watch interaction between staff and poking child. Children in other small groups are focused on planning their project.

# Observational Notes (AM)

**Room or Location:**

**Time:**

## OBSERVATIONAL NOTES

*(Add more note pages as needed if printing the notebook.)*



# Observational Notes (AM)

**Room or Location:**

**Time:**

## OBSERVATIONAL NOTES

(Add more note pages as needed if printing the notebook.)

# Observational Notes (PM)

***Room or Location:***

***Time:***

**OBSERVATIONAL NOTES**

# Observational Notes (PM)

***Room or Location:***

***Time:***

**OBSERVATIONAL NOTES**

# Schedule Planning

For the morning and afternoon sessions you'll want to observe a representative sample of the sessions or activities taking place at that time. You want to spend at least 15-20 minutes in any session you observe. In the example chart below two acceptable approaches for apportioning observation time are recorded. Obtain the program schedule ahead of time and plan your observation schedule. In some cases, room location may influence the order of observation as well.

Schedule Planning Sheet					
Program Name:		Sample			
Official Start Time:		9:00 am	Official End Time:		4:00 pm
Time	Notes & Comments	Activities (time observed) *Use if there is more than one group or class is occurring simultaneously			
		Group A	Group B*	Group C*	Group D*
9-9:15		Check in and free play			
9:15-9:25	Score Greeting Time scale based on "Welcome Time"	Welcome Time—full group			
9:25-9:30		Transition*			
9:30-11:30		Academic Enrichment (9:30-10:10)	Academic Enrichment (10:15-10:50)	Academic Enrichment (10:55-11:30)	
		Transition*			
11:30-12:15		Lunch and outdoor play (assessor break 11:30-11:45; obsv 11:50-12:15)			
[SCORE SL PQA including Math and Literacy ONCE BASED ON OBSERVATIONS 9:00-12:15] *Score Transitions scale based on all transitions observed in the AM					
12:15-1:00	[interview site coordinator]				
12:30-1:30		Art Club (1:00-1:30)	Drama Group	Young Scientists	
		Transition**			
1:35-2:30		Art Club	Drama Group (1:35-2:00)	Young Scientists (2:00-2:30)	Rap and Dance
		Transition**			
2:35-3:30		Outdoor free recreation (3:05-3:30)	Drama Group	Young Scientists	Rap and Dance (2:35-3:00)
		Transition**			
3:30-3:45	Score Departure scale based on Departure time	Departure time			
[SCORE SL PQA including Math and Literacy ONCE BASED ON OBSERVATIONS 12:30-3:45] **Score Transitions scale based on all transitions observed in the PM					

**Schedule Planning Sheet**

Program Name: \_\_\_\_\_

Official Start Time: \_\_\_\_\_ Official End Time: \_\_\_\_\_

Time	Notes & Comments	Activities (time observed) *Use if there is more than one group or class is occurring simultaneously			

**[SCORE SL PQA including Math and Literacy ONCE BASED ON OBSERVATIONS 9:00-12:15]  
\*Score Transitions scale based on all transitions observed in the AM**


**[SCORE SL PQA including Math and Literacy ONCE BASED ON OBSERVATIONS 12:30-3:45]  
\*\*Score Transitions scale based on all transitions observed in the PM**