

SEL PQA observation guide

INFORMATION TO GATHER BEFORE YOUR OBSERVATION:

Network Lead Name:		
Network Lead Phone Number:		
Site Lead Name:		
Site Lead Phone Number:		
Date of Observation:		
Address of Site:		
Name of Offering(s) to be Observed:		
Time of Observation:	From:	To:

Additional Notes:

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PROGRAM INFORMATION (self and external)

Organization Name :

Site/ Program Name:

Name(s) of program offering(s) observed:

Name of staff member(s) observed:

Brief description of program offering:

Length of observation:

Total number of staff in room:

Total number of youth in room

Grade levels(s) of youth observed:

Age(s) of youth in observed offering(s):

Type of program/activities observed (Circle all that apply):

<input type="checkbox"/> Mentoring	<input type="checkbox"/> Tutoring	<input type="checkbox"/> Homework Help	<input type="checkbox"/> Drop-in	<input type="checkbox"/> Faith-based
<input type="checkbox"/> Camp	<input type="checkbox"/> Visual Art	<input type="checkbox"/> Dance	<input type="checkbox"/> Drama	<input type="checkbox"/> Math
<input type="checkbox"/> Life skills development	<input type="checkbox"/> Outreach	<input type="checkbox"/> Prevention	<input type="checkbox"/> Sports	<input type="checkbox"/> Science
<input type="checkbox"/> Leadership development	<input type="checkbox"/> Service learning	<input type="checkbox"/> SEL Skills	<input type="checkbox"/> Other	

STAFF INFORMATION (ASK PRIMARY STAFF PERSON OBSERVED--external only)

How many years have you worked in programs like this one?

How many years have you worked in this program?

Are you a certified school-day teacher?

Are you a certified social worker?

Have you taken any of the Weikart Center's Youth Work Methods?

What is the highest level of education that you have completed? (Check only one)

- | | | |
|--|---|--|
| <input type="checkbox"/> GED | <input type="checkbox"/> High school diploma | <input type="checkbox"/> Some College but no degree yet/
Associate's Degree |
| <input type="checkbox"/> Bachelor's Degree | <input type="checkbox"/> Graduate program but no degree yet | <input type="checkbox"/> Master's Degree |
| <input type="checkbox"/> Doctorate | <input type="checkbox"/> Other professional degree after BA | <input type="checkbox"/> None of the above |

SEL PQA-2018

SAFE SPACE	INTERACTION
Emotional Safety	Belonging
Positive emotional climate	Opportunities for youth to get to know each other
Support for safe space	Inclusive relationships
Lack of bias	Personal interest in child
Warm Welcome	Staff sets program culture (For self assessment only)**
Youth greeted	Sharing their culture (For self assessment only)**
Staff warm and respectful	Collaboration
Positive staff body language	Active collaboration
Interaction with Adults	Shared goals
Staff at eye level	Practice group process skills
Staff circulates	Responsibility
Behavioral accountability	Opportunities to take on tasks
Positive behavioral management style	Staff do not intervene intrusively
Staff actively involved	Leadership
SUPPORTIVE ENVIRONMENT	Mentoring opportunities
Emotion Coaching	All youth lead group
Staff acknowledges emotions	Empathy
Youth name emotions	Listen to others' experiences
Discusses constructive handling	Understand others' emotions
Discusses emotion causes, consequences	Kindness and affirmation
Addresses emotional upset supportively	Respect for differences
Session Flow	ENGAGEMENT
Starts and ends on time	Planning
Materials ready	Opportunities to make or revise plans
Clearly communicates schedule	Multiple planning strategies used
Skill Building	Share plans in tangible way
Staff identifies learning focus	Monitoring progress toward goal
Staff models skills	Problem Solving
Staff identifies steps ahead of time	Connect to previous knowledge
Explains activities clearly	Link examples to principles
Guided discovery	Youth extend knowledge
Monitor challenge level	Solving problems in a different way
Opportunities to write	Youth identify strategy
Encouragement	Think creatively
Supportive when mistakes made	Self-correct and improve
Staff encourages youth to try skills	Explain thinking
Staff uses non-evaluative language	Use logical reasoning
Youth connect activity to interests	Reflection
Effort-achievement beliefs	Multiple reflection strategies
Active Learning	Reflection on successes, challenge
Youth engage with materials or ideas	Mindfulness
Youth talk about activities	Structured practice of mindfulness
Balance concrete and abstract	Calming, focusing practice reminders
Literacy activities	
Choice	
Open-ended choice	
Multiple Authentic Choices	

Updated 08-14-18