

DREAM Program Quality Observation Tool

Observer:	Facilitator(s):	Date:	Start Time:	Boys:	Total	Grade(s):
			End Time:	Girls:		
Program <input type="checkbox"/> RK <input type="checkbox"/> TB <input type="checkbox"/> TW <input type="checkbox"/> DW <input type="checkbox"/> SONYC	1 = Exemplar is not evident 2 = Exemplar may occur once or twice but is rarely evident throughout the observation 3 = Exemplar is evident 4 = Exemplar is highly and consistently evident. WOW		NOTES:			
Site <input type="checkbox"/> PS 155 <input type="checkbox"/> 1960 <input type="checkbox"/> PS 171 <input type="checkbox"/> DREAM <input type="checkbox"/> MOSAIC <input type="checkbox"/> PS 18 <input type="checkbox"/> FOD/FieldHouse <input type="checkbox"/> Newark <input type="checkbox"/> Other:	Youth Relationships Youth comfortable and friendly	Rating 1 2 3 4 NA				
	Youth respect one another	1 2 3 4 NA				
	Youth respect staff	1 2 3 4 NA				
	Work together/Assist one another	1 2 3 4 NA				
Activity Name:	Youth Participation Youth are on task	Rating 1 2 3 4 NA				
	Youth pay attention	1 2 3 4 NA				
	Youth contribute	1 2 3 4 NA				
	Staff-Directed Relationships Staff set expectations	Rating 1 2 3 4 NA				
Type of Space (Classroom, Gym, Cafeteria, etc.)	Staff treat youth equally	1 2 3 4 NA				
	Manage/Model behavior	1 2 3 4 NA				
	Staff friendly & approachable	1 2 3 4 NA				
	Facilitation & Delivery Aligned to goals & youth needs	Rating 1 2 3 4 NA				
Staff Present Youth Worker Program Coordinator Teacher Social Worker Specialist Volunteer Other	Coach youth, not take control	1 2 3 4 NA				
	Staff challenge youth	1 2 3 4 NA				
	Staff collaboration and support	1 2 3 4 NA				
	Content and Structure Activities planned/Well organized	Rating 1 2 3 4 NA				
	Challenge level age appropriate	1 2 3 4 NA				
	Opportunities for problem solving	1 2 3 4 NA				
	Environmental Factors Activity workspace appropriate	Rating 1 2 3 4 NA				
	Necessary materials available	1 2 3 4 NA				
Work space is safe and clean		1 2 3 4 NA				
KEY RECOMMENDATION: SUCCESS:						

PROGRAM QUALITY OBSERVATION RATING EXEMPLARS

These exemplars represent program quality. A score of 4 means exemplar is highly and consistently evident – WOW factor. A 3 means exemplar is evident. A 2 means exemplar may occur once or twice but is rarely evident throughout the observation. A rating of 1 means exemplar is not evident.

<p>YOUTH RELATIONSHIPS (focus on youth interactions and behaviors with others)</p> <p><i>Youth Appear Comfortable and Friendly</i></p> <p>✓ Youth are friendly and relaxed with one another, socializing informally.</p> <p>✓ Youth appear to enjoy one another’s company.</p> <p><i>Youth respect one another</i></p> <p>✓ Youth do not cause disruptions that interfere with others accomplishing their own tasks.</p> <p>✓ When working together, youth consider one another’s viewpoints.</p> <p>✓ Youth refrain from derogatory comments or actions about another youth.</p> <p>✓ During competition, youth are good sports whether winning or losing.</p> <p><i>Youth Respect Staff</i></p> <p>✓ Youth refrain from causing general disruptions.</p> <p>✓ Youth interactions with the staff are generally friendly. For example, they may smile at staff, laugh with them, and/or share good-natured jokes.</p> <p><i>Youth Work Together & Assist One Another</i></p> <p>✓ One or more youth formally or informally reach out to help peers think about and figure out how to complete a task.</p> <p>✓ Youth are collaborative, working together/sharing materials to accomplish tasks.</p> <p>✓ Youth are equal partners in the work</p>	<p>YOUTH PARTICIPATION (focus on how youth behave during the activity)</p> <p><i>Youth are On Task</i></p> <p>✓ Youth are focused, attentive, and not easily distracted from the task/project.</p> <p>✓ Youth follow directions to carry on an individual or group task.</p> <p>✓ Noise level is appropriate for activity.</p> <p><i>Youth Pay Attention</i></p> <p>✓ Youth listen actively and attentively and respond to peers and staff.</p> <p>✓ Youth appear interested in what others have to say, looking at peers and/or staff when they speak, and provide appropriate feedback about ideas or actions.</p> <p><i>Youth Contribute</i></p> <p>✓ Youth are actively engaged in activities, with opportunities to direct, mentor, or assist in achieving the activity outcome(s).</p> <p>✓ Youth express their opinions, ideas, and/or concerns to discussions.</p> <p>✓ This item goes beyond basic Q&A and refers to sharing as part of the class norms</p>	<p>STAFF-DIRECTED RELATIONSHIPS (focus on staff interactions and behaviors)</p> <p><i>Staff Set Expectations</i></p> <p>✓ Staff set clear behavioral standards appropriate to the age of the youth and the activity.</p> <p>✓ If necessary, discipline is firm, without unnecessary accusations, threats, or anger.</p> <p><i>Staff Treat Youth Equally</i></p> <p>✓ Staff encourage participation regardless of gender, race, language ability, or other evident differences.</p> <p>✓ Staff try to engage students who appear isolated; they do not favor (or ignore) a particular student or small cluster of students.</p> <p>✓ Staff pay attention to and are interested in what youth are saying/doing</p> <p><i>Staff Manage and Model Appropriate Behavior</i></p> <p>✓ Staff explicitly acknowledge youth’s participation and progress to motivate them using praise, encouragement, and/or constructive guidance/modeling.</p> <p>✓ Staff guide positive peer interactions.</p> <p>✓ Staff demonstrate appropriate professionalism.</p> <p><i>Staff are Friendly and Approachable</i></p> <p>✓ Show positive affect toward youth. Staff tone is caring and friendly; they use positive language, smile, laugh, or share good-natured jokes.</p> <p>✓ Staff refrain from threats, cutting sarcasm, or harsh criticism. If no verbal interaction is necessary, staff demonstrate a positive and caring affect toward youth.</p> <p>✓ Engage personally with youth, showing a personal interest in youth as individuals.</p>	<p>FACILITATION & DELIVERY (focus on the way in which staff implement activity)</p> <p><i>Staff Facilitation is Aligned to Activity Goals and Needs of Youth</i></p> <p>✓ Staff communicate goals, purpose and expectations.</p> <p>✓ Staff employ varied teaching strategies in order to engage students and/or reach those with different learning styles, which may include: direct instruction, coaching, modeling, demonstrating, or others.</p> <p>✓ Staff infuse activities with energy and enthusiasm.</p> <p><i>Staff Coach Youth Rather than Take Control</i></p> <p>✓ Assist youth without taking control by refraining from doing the work for the youth.</p> <p>✓ Staff coach, demonstrate, or employ scaffolding techniques that help youth to gain a better understanding of a concept or complete an action on their own.</p> <p>✓ Youth have opportunities to make meaningful choices, not simple choices such as choosing between two types of games, or two sets of homework pages.</p> <p><i>Staff Challenge Youth</i></p> <p>✓ Staff ask youth to expand upon their answers and ideas, encouraging youth to explain their answers, to give evidence, or suggest conclusions. They ask youth “why,” “how,” and “if” questions. This item goes beyond basic Q&A.</p> <p>✓ Staff challenge youth to move beyond their current level of competency, providing constructive feedback that is designed to motivate youth.</p> <p><i>Staff Collaboration and Support</i></p> <p>✓ All staff present are engaged in implementing the activity.</p> <p>✓ While one staff member is leading, others are monitoring and providing individualized support to youth.</p> <p>✓ Staff communicate with each other.</p>	<p>CONTENT & STRUCTURE (focus ONLY on the activity as it was observed)</p> <p><i>Activities are Planned and Well Organized</i></p> <p>✓ Activity has clear goals/objectives, with evidence of a clear lesson plan and process(es).</p> <p>✓ Tasks can be conducted in the timeframe available.</p> <p>✓ Staff structure activities so that youth work cooperatively to solve problems, and/or accomplish tasks. The focus of the activity is youth-to-youth, rather than youth-to-staff.</p> <p>✓ There is evidence that the activities are aligned to SAFE (Sequenced, Active, Focused, Explicit) planning.</p> <p><i>Challenge Level is Age Appropriate</i></p> <p>✓ Level of challenge is not so difficult that youth have trouble participating successfully and not so easy that youth complete tasks routinely, without thought, and become restless/disengaged.</p> <p>✓ If a long-term project, youth’s activity on the project provides the opportunity to apply or expand skills or techniques previously learned.</p> <p><i>Opportunities for Problem Solving</i></p> <p>✓ Requires analytic thinking. Activity calls on students to think about and solve meaningful problems and/or juggle multiple activities or strategies/dimensions to accomplish a task.</p> <p>✓ Opportunities are embedded in activities that aim to push growth in problem-solving, critical thinking and reflection.</p>	<p>ENVIRONMENTAL FACTORS (focus on space in which the observation occurs)</p> <p><i>Work Space Appropriate for Activity Type</i></p> <p>✓ Space makes sense for the activity – does not feel crowded or too large to monitor/manage.</p> <p>✓ Space is well-lit with adequate ventilation.</p> <p>✓ Temperature is comfortable.</p> <p><i>Necessary Materials Available</i></p> <p>✓ If special materials are needed, they are available</p> <p>✓ Adequate supply of furniture (youth are not sharing chairs, forced to sit on floor)..</p> <p>✓ Materials are prepared (pencils are sharpened, necessary collating/organizing of documents is complete, etc.).</p> <p><i>Work Space is Safe and Clean</i></p> <p>✓ Activity space is clear from potentially hazardous or dangerous items.</p> <p>✓ Floors and workspaces are clean.</p> <p>✓ Fire/Emergency plans are clearly posted and emergency equipment is readily available (First Aid, fire extinguisher).</p> <p>✓ Appropriate ratio of adults to youth present.</p>
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