**Observation Feedback Form for Youth-Serving Agencies**

Agency\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Program \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Staff \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Setting: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observation Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*See Observations Protocol:* [*http://www.actforyouth.net/resources/supervisors/observation-protocol.pdf*](http://www.actforyouth.net/resources/supervisors/observation-protocol.pdf)

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| **Description of Environment** | **YES/NO**  | **Comment** |
| Space is safe and welcoming (not cluttered, no hazards, good light, colorful, comfortable furniture, wall decorations) |  |  |
| Interruptions at minimum (inside and outside noise level, unexpected visitors, etc.) |  |
| Were additional program/agency staff in the room? Were they disruptive? |  |  |
| **Educator Actions** | **Rating** |
| Creates an engaging and respectful environment  | **Exceeds expectations:** Norms for behavior are made explicit**;** reassures youth that their ideas are valued (e.g., accepts all comments; may redirect to topic and attend to pacing); interactions result in connections with youth as individuals (e.g., makes eye contact, smiles, walks around the room and gets close to youth; knows all students by name); remembers and refers to past sessions/makes connections to build relationships with youth; sets effective limits; humor is youth-appropriate; problem-solves with youth; appears authentic and genuine **Meets expectations:** Norms for behavior are clear; facilitator-youth interactions are friendly and respectful (e.g., asks questions, actively elicits ideas, engages quiet youth, gives positive and corrective feedback; acknowledges young people’s ideas and efforts; gives all participants opportunities to comment); limits set are accepted by youth; uses humor**Needs Improvement:** Unclear norms for behavior (e.g., facilitator responds to youth with uneven results); patterns of interactions between teacher and youth are at times negative, inappropriate, or insensitive to youth’s age, level of development, cultural background. (e.g., shows favoritism, does not acknowledge young person’s effort, ignores some youth or those not actively participating, uses sarcasm); no or uneven limit setting.**Comments:**   |
| Instructional learning formats | **Exceeds expectations:** Uses scaffolding regularly for youth needing extra support; frequent feedback loops (back and forth) between facilitator and youth; inquires often and prompts young people to explain their thinking and rationale; often provides additional information to expand on young people’s understanding; often offers encouragement to young people’s efforts, increasing youth participation**Meets expectations:** Occasionally provides scaffolding, but other times simply dismisses responses as incorrect or ignores problems; occasional feedback loops; other times feedback is perfunctory; occasionally inquires and prompts young people to explain their thinking and rationale; occasionally provides additional information; occasionally offers encouragement**Needs improvement:** Rarely provides scaffolding; dismisses youth responses or ignores problems; provides only perfunctory feedback; rarely inquires or prompts youth to explain their thinking; rarely provides additional information to expand young people’s understanding; rarely offers encouragement**Comments:** |
| Effective facilitation | **Exceeds expectations:** Actively facilitates young people’s engagement in activities; uses a variety of modalities including auditory, visual, and movement; uses a variety of materials to effectively interest youth and gain their participation **Meets expectations**: At times actively facilitates young people’s engagement in activities; other times just provides activities for youth; inconsistent use of a variety of modalities and materials to gain young people’s interest**Needs improvement:** does not actively facilitate activities; does not use a variety of modalities and materials to gain young people’s interest; program delivery appears routine; facilitator appears not engaged**Comments:** |
| Handles disruptive behavior | **Exceeds expectations:** Facilitator’s response to difficult behavior respects youth dignity (e.g., engages disruptive youth as a helper, interrupts conflicts in a non-threatening way and redirects to activity, engages other youth in giving corrective feedback and reinforcing group norms)**Meets expectations:** Facilitator responds successfully to disrespectful behavior among youth (e.g., uses group agreements to control behavior, removes youth from group, uses appropriate consequences; gives corrective feedback)**Needs Improvement:** Facilitator is ineffective in response to disrespectful behavior (e.g., uses threats to handle behavior, gets frustrated, corrects youth in an embarrassing manner, does not intervene at all)**Comments:**  |

*Note that the purpose of observing youth participants is solely to gain clarity about what the educator does well and where improvements are needed -- youth themselves are not being rated.*

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| **Youth Participants’ Actions** | **Rating** |
| Work together in group activities; assist and support each other | **Educator exceeds expectations:** Youth support others without being asked, handle disagreements constructively; correct one another in their conduct toward peers**Meets expectations:** Share material, work together as instructed, listen to each other**Needs improvement:** Argue over material; exclude others from activities; belittle, intimidate, disrupt; appear uncomfortable presenting materials and/or answering questions.**Comments:**  |
| Interact with the educator  | **Educator exceeds expectations**: Youth ask questions, volunteer for tasks, pay close attention to staff**Meets expectations**: Follow instructions, laugh and smile, make eye contact with staff**Needs Improvement:** Ignore facilitator, do not follow instructions, frequent side conversation**Comments:**  |
| Understand and follow instructions | **Educator exceeds expectations:** Youth engage in and complete activity quickly, reflect on activity/express insight**Meets expectations:** Ask questions for clarification, appear engaged in activity, able to execute tasks **Needs Improvement:** Look confused, look around to see what others are doing, express confusion**Comments:**  |