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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Program ID/Location:** |  | | | | | | | | | | |
| **Observer Name:** |  | | | | | | | | | | |
| **Date:** |  | | | | | | | | | | |
| **Activity Name:** |  | | | | | | | | | | |
| **Activity Overview**  **(1-2 sentence description):** |  | | | | | | | | | | |
| **ACTIVITY TYPE** | Check All That Apply | **TYPE OF SPACE** | Check One | **TOTAL PARTICIPANTS** | | | | | | # | |
| Homework Help/Test Prep |  | Classroom |  | Total Number of Girls | | | | | |  | |
| Tutoring |  | Gym |  | Total Number of Boys | | | | | |  | |
| Academic activities (not homework) |  | Computer Lab |  | **GRADE LEVELS**  (Circle All That Apply) | | | | | | | |
| Story reading/listening |  | Library |  | K | 1 | 2 | 3 | 4 | 5 | | 6 |
| Visual arts |  | Cafeteria |  | 7 | 8 | 9 | 10 | 11 | 12 | | other |
| Dance |  | Auditorium |  | **PARTICIPATION TYPE** | | | | | | Check One | |
| Music |  | Art Room |  | By age or grade | | | | | |  | |
| Drama |  | Music Room |  | By interest (child’s choice) | | | | | |  | |
| Crafts |  | Hallway |  | All attendees (in the project) | | | | | |  | |
| Sports: practicing/learning a skill |  | Outside Playground |  | Additional information: | | | | | | | |
| Sports: playing competitive or non-competitive physical games |  | Other: |  |
| Open, unstructured time (e.g., table games, internet, free play) |  | **TOTAL STAFF** | **#** |
| Staff-assigned learning games (dominos, chess, etc.) |  | High School Student |  |
| Community service |  | College Student or Young Adult |  |
| College/career preparation |  | Certified Teacher |  |
| Cultural awareness clubs/projects |  | Specialist or Other professional |  |
| Other: |  | Other Adult |  |

## OST OBSERVATION INSTRUMENT DOMAIN ITEM RATINGS

After 15 minutes of observation, assign a rating of 1 (not evident) to 7 (highly evident and consistent) for each item below. To select a rating, first move to the ODD NUMBER that most closely reflects how evident and pervasive an item is. If that number does not precisely reflect the level of evidence observed, then move down or up to the adjacent even number that more accurately reflects the item’s level of presence within an activity. Note that each item/indicator may not be present/applicable in each observation; therefore, give a rating of “1”. The “5” rating is also used in cases where the exemplar’s presence is implicit within the activity. For instance, if youth are generally friendly to each other throughout the observation, but most do not go beyond the casual, friendly interaction, the rating would be a “5”.

### RATINGS

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| --- | --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| Exemplar is not evident |  | Exemplar is rarely evident |  | Exemplar is moderately evident, or implicit |  | Exemplar is highly evident and consistent |

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| **YOUTH RELATIONSHIP BUILDING:** all or most YOUTH | | **YOUTH PARTICIPATION:** all or most YOUTH | |
|  | **Are friendly and relaxed with one another**. Youth socialize informally. They are relaxed in their interactions with each other. They appear to enjoy one another’s company. |  | **Are on-task.** Youth are focused, attentive, and not easily distracted from the task/project. They follow along with the staff and/or follow directions to carry-on an individual or group task. |
|  | **Respect one another.** Youth refrain from causing disruptions that interfere with others accomplishing their own tasks. When working together, they consider one another’s viewpoints. They refrain from derogatory comments or actions about the individual person and the work s/he is doing; if disagreements occur, they are handled constructively. |  | **Listen actively and attentively to peers and staff.** Youth listen and respond to each other and staff. They appear interested in what others have to say. They look at peers and/or staff when they speak, and they provide concrete and constructive feedback about ideas or actions. |
|  | **Show positive affect to staff.** Youth interact with the staff, and these interactions are generally friendly interactions. For example, they may smile at staff, laugh with them, and/or share good-natured jokes. |  | **Contribute opinions, ideas, and/or concerns to discussions.** Youth discuss/express their ideas and respond to staff questions and/or spontaneously share connections they’ve made. This item goes beyond basic Q&A and refers to sharing that is part of the activity and within the class norms. Calling out – or disruptively talking out of turn – is not part of this item. |
|  | **Assist one another.** One or more youth formally or informally reach out to help/mentor peers and help them think about and figure out how to complete a task. This item refers to assistance that is intentional and prolonged, going beyond answering an incidental question. |  | **Have opportunities to make meaningful choices.** Within this activity, youth choose what they do, how they do it, and/or with whom they collaborate, and they experience the consequences of their choices. This item refers to genuine options, not simple choices such as choosing between two types of games, or two sets of homework pages. |
|  | **Are collaborative.** Youth work together/share materials to accomplish tasks. This item is different from items above, as in collaboration, youth are equal partners in the work (rather than one student assisting/mentoring/tutoring another). This item can include working together on assigned teams, if youth are working together to get a better result. |  | **Take leadership responsibility/roles.** Youth have meaningful responsibility for directing, mentoring, or assisting one another to achieve an outcome; they lead some part of the activity by organizing a task or a whole activity, or by leading a group of youth within the activity. |

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| **STAFF RELATIONSHIP BUILDING:** all or mostSTAFF | | **INSTRUCTIONAL STRATEGIES:** all or mostSTAFF | |
|  | **Use positive behavior management techniques** that allow for youth to accomplish the activity’s objectives. They set consistent limits and communicate clear expectations for behavioral standards, and these are appropriate to the age of the youth and the activity type. When disciplining youth, they do so in a firm manner, without unnecessary accusations, threats, or anger. |  | **Communicate goals, purpose, expectations.** Staff make clear the value and purpose of what youth are doing and/or what they expect them to accomplish. This item goes beyond how youth are expected to behave. |
|  | **Are equitable and inclusive.** Youth are provided equal opportunity to participate in an activity and are rewarded/disciplined similarly for like actions. Staff encourage the participation of all youth, regardless of gender, race, language ability, or other evident differences among students. They try to engage students who appear isolated; they do not appear to favor a particular student or small cluster of students. |  | **Verbally recognize youth’s efforts and accomplishments.** Staff acknowledge participation and progress in order to encourage youth. |
|  | **Show positive affect toward youth.** Staff interact with youth, and these interactions are generally friendly. For example, their tone is caring, and/or they use positive language, smile, laugh, or share good-natured jokes. |  | **Assist youth without taking control.** Staff may coach, demonstrate, or employ scaffolding techniques that help youth to gain a better understanding of a concept or complete an action on their own. Staff refrain from taking over a task or doing something on behalf of the youth. This assistance goes beyond checking that work is completed. |
|  | **Attentively listen to and/or observe youth.** Staff look at youth when they speak and acknowledge what youth have said by responding and/or reacting. They pay attention to youth as they complete a task and appear interested in what they are saying/doing. |  | **Ask youth to expand upon their answers and ideas.** Staff encourage youth to explain their answers, evidence, or conclusions. They may ask youth ‘why’, ‘how’ and ‘if’ questions to get them to expand, explore, better clarify, articulate, or concretize their thoughts/ideas. This item goes beyond staff-elicited Q&A. |
|  | **Encourage youth to share their ideas, opinions, and concerns.** Staff actively elicit youth ideas, opinions, and concerns through discussion and/or writing. This item goes beyond basic Q&A. |  | **Challenge youth to move beyond their current level of competency**. Staff give constructive feedback that is meant to help youth to gauge their progress. Staff help youth determine ways to push themselves intellectually, creatively, and/or physically. |
|  | **Engage personally with youth**. Staff show interest in youth as individuals, ask about youth’s interests, and engage about events in their lives. |  | **Employ varied teaching strategies.** In order to engage students and/or reach those with different learning styles, staff diversify instructional strategies, which may include the use of two or more of the following: direct instruction, coaching, modeling, demonstrating, or others. Varied instructional strategies can occur simultaneously and/or sequentially within the observation period. This item does not include coupling a staff-directed instruction with youth working together, as described above. |
|  | **Guide for positive peer interactions.** Staff intentionally encourage positive interactions and/or directly teach interpersonal skills. They teach these skills through planned activity content or through intervening constructively and calmly to address bullying or teasing behavior, redirecting youth and/or explaining or discussing why negative behavior is unacceptable. This item does not refer to behavior management, as described above. |  | **Plan for/ask youth to work together.** Staff plan for and/or ask youth to work together, solve problems, and/or accomplish tasks. The focus of the activity is youth to youth, rather than youth to staff. This item goes beyond staff assigned teams for competitive games and sports. In the case of staff assigned teams, staff would also need to be directing youth to collaborate, plan, devise, etc., in order for this item to be rated as staff asking youth to work together. |

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| **ACTIVITY CONTENT AND STRUCTURE:** The ACTIVITY | | | |
|  | **Is well organized.** Activity has clear goals/objectives; there is evidence of a clear lesson plan and process(es), and tasks can be conducted in the timeframe available. If special materials are needed, they are prepared and available. |  | **Involves the practice/a progression of skills.** Activity involves the progressive development, learning OR practicing of skills needed to complete tasks or to participate. |
|  | **Challenges students intellectually, creatively, developmentally, and/or physically.** Activity’s level of challenge is not so difficult that youth have trouble participating successfully and not so easy that youth master skills quickly and become bored. |  | **Requires analytic thinking.** Activity calls on students to think about and solve meaningful problems and/or juggle multiple activities or dimensions to accomplish a task. For example, the activity requires youth to hold two or more ideas constant at the same idea, and/or understand and apply sequencing or patterns. |

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| **ENVIRONMENTAL ONTEXT** | | |
| **1. Is the level of adult supervision appropriate to activity and age group?** | **Yes** | **No** |
| If no, why not? | | |
| **2. Is the workspace conducive to the activity type?** | **Yes** | **No** |
| If no, why not? | | |
| **3. Are necessary materials available and in sufficient supply?** | **Yes** | **No** |
| If no, why not? | | |

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| **OBSERVER’S SYNTHESIS**  Before leaving the activity setting, please provide a 1-2 sentence description of the overall quality of each domain within this activity. | |
| **DOMAIN** | **OBSERVER’S DESCRIPTION/NOTES** |
| **Youth Relationship Building:**  Youth are supportive and respectful of one another and staff. |  |
| **Youth Participation:**  Youth exhibit engagement in the activity; there are opportunities for their input and leadership. They appear to enjoy the activity content. |  |
| **Staff Relationship Building:**  Adults provide guidance and emotional support; they take interest in the youth and their ideas. |  |
| **Instructional Strategies:**  Staff strategies are geared towards encouraging youth to push beyond their present level of competency. |  |
| **Activity Content and Structure:** Activities are planned and well organized; challenge level is appropriate to age; there are opportunities for problem solving. |  |

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| **Please indicate what type of skill development, if any, took, place in this activity.** | | | |
| **SKILL DEVELOPMENT**  Check One | | | |
| Skill-building |  | Neither |  |
| Skill practice/reinforcement |  | This is a homework activity |  |
| **PRIMARY SKILL TARGETED IN SKILL-BUILDING**  Check One | | | |
| Physical/Athletic |  | Decision-making/Problem-solving |  |
| Artistic |  | Interpersonal Communication |  |
| Math/Numeracy |  | Other: |  |
| Reading/Writing/Literacy |  |  |  |