PLANNING & MANAGEMENT
ACADEMICS & ENRICHMENT
STAFFING & PROFESSIONAL DEVELOPMENT
SITE CLIMATE
STUDENT RECRUITMENT & ATTENDANCE

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Evidence-based tools and guidance for delivering effective programs

SAMPLE: PITTSBURGH ENRICHMENT ACTIVITY OBSERVATION FORM

For information on the importance of formal observations and ideas for implementing them effectively, review Pittsburgh Enrichment Activity Observation Guidance.

This sample was developed by Pittsburgh Public Schools and used by activity specialists to conduct observations of enrichment activities during the summer program. The form prompts observers to collect data on nine indicators related to Activity Content and Structure and Classroom Culture and Management, using a three-point scale.

2015 Summer Dreamers Academy Activity Observation Tool

Observer Name: _____

Activity Name: _____

N/A: Not applicable for observed activity.

1: Not evident or minimally evident, area for growth.

2: Evident or implicit, some strong practices & some areas for improvement.

3: Highly & consistently evident, exemplary area of strength.

	CATEGORY	N/A	1	2	3
ACTIVITY CONTENT & STRUCTURE	**A: The activity is well organized.** It has clear (implicitly or explicitly stated) 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.				
	B: Learning time is maximized for all campers. Activities directly and clearly relate to and support goals/objectives. Transitions are quick, seamless, and conducted without disruption. Campers are working productively with no down time.				
	C: Classroom practices foster camper engagement. The activity provides ample opportunities for camper engagement, and engagement is high throughout the class time. All campers take responsibility for their work without teacher direction. Camper behavior indicates strong and sustained interest in the activity (posture, eye contact, persistence, level of participation).				
	D: Classroom climate is characterized by clear routines, respectful relationships, and appropriate behaviors, tone and discourse. Staff use positive behavior management techniques that allow campers to accomplish the activity's objectives. Staff set consistent limits and clear behavioral standards, and these are appropriate to the age of the youth and the activity type. If it is necessary to discipline, staff do so in a firm manner, without unnecessary accusations, threats, or anger and there is no evidence of disciplinary problems.				
	CATEGORY	N/A	1	2	3
CLASSROOM CULTURE & ENGAGEMENT	**E: Campers respect one another.** They 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 an individual person and the work he/she is doing; if disagreements occur, they are handled constructively.				
	F: Campers are collaborative. They work together and share materials to accomplish tasks. Campers are equal partners in the work. This includes strategizing how to complete a product and includes planning a cohesive project or performance, or sports techniques/moves.				
	G: Staff encourage the participation of all. Regardless of gender, race, language ability, or other evident differences among students, staff try to engage students who appear isolated; they do not favor (or ignore) a particular camper or small cluster of campers.				
CLASSROOM CULTURE & MANAGEMENT	**H: Staff attentively listen to and/or observe campers.** Staff look at campers when they speak and acknowledge what they have said by responding and/or reacting verbally or nonverbally. They pay attention to campers as they complete tasks and are interested in what campers are saying/doing.				
	I: Staff guide positive peer interactions. The activity structure/content explicitly encourages positive relationships/interactions and/or teaches interpersonal skills. This may involve staff explaining or through planned activity content. This item does not refer to behavior management.				

Additional Comments/Questions/Next Steps: