

Program/Session Observation Protocol (EXAMPLE)

Program Name:

Observer's Name:

Date: _____ Time Observation Began: _____ Time Ended:

Before the observation begins, briefly describe in #1 below, what you expect to be observing and why you have selected it.

1. Subject of the Observation.

At the very beginning of the observation, describe the setting. Be sure to note any changes in setting as the observation proceeds. Also note how the session begins.

2. Describe the **program setting** (color, size, shape, number of desks/tables, number of windows, furniture or equipment in the space room, temperature, noise level)

3. Describe **how the session begins**. (who is present, what exactly was said at the beginning)

4. Describe the **chronology of events** in 15 minute intervals.

15 Min.	
30 Min.	
45 Min.	
60+	

5. By answering the following questions, describe the **interactions that take place during the observation**.

5A. Who is interacting?

- Youth with Adults Youth with Youth Adults with Adults
- Girls with Girls Boys with Girls Boys with Boys
- Youth of different racial/ethnic backgrounds

5B. How do they interact? Describe 1 or 2 examples.

5C. Are there any changes in interaction during the observations.

6. Describe how decisions are made during the observation period (by answering the following questions)

6A. Who makes decisions?

Only Adults
Youth and Adults

Mostly Adults
Mostly Youth

Only Youth

6B. How are decisions communicated? (e.g., written, verbal,).

6C. Document examples of decisions that are made during the observation. (*Be sure to record who is making the decision.*)

7. Describe **Nonverbal communication** (How do participants get attention? How much do they fidget, move around? How do participants: dress, express affection, physically place themselves in the setting?)

8. Describe program activities and participant behaviors (i.e., what's happening during the session and how participants respond).

9. How did participants respond or react to what was happening with the program during the observation? **Roughly** what proportion (some, most, all) are actively engaged?

10. **How does the program end?** (What are the signals that the activity is ending? Who is present, what is said, how do participants react, how is the completion of this activity related to other activities?)

AFTERSCHOOL LITERACY DEVELOPMENT PROJECT: OBSERVATION SUMMARY (CHECKLIST PROTOCOL EXAMPLE)

Site _____	Location _____	Date: _____
Observer _____	Purpose for Visit: _____	
Activity Description: _____		

PROGRAM FACILITIES/EQUIPMENT

In the space below, provide a brief description of the site including size of the space (sq. footage, # of rooms), arrangement of furniture, distinguishing features.

- Is the program site accessible to all potential participants?..... No Yes
- Does the site have an area where participants can casually interact (hang out)? No Yes
- Is participant work displayed at the site? No Yes
- Are there any unmet maintenance needs? No Yes

Please rate the following features of the physical environment at the site.

1 = Poor 3 = Good	2 = Fair 4 = Excellent	1	2	3	4
					NA
Attractiveness of physical facility (freshly painted, good lighting etc.)..		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Condition, appropriateness, and quantity of furniture.....		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to accommodate both large and small group activities at same time ...		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of independent study areas.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of reading areas with comfortable seating.....		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of computers for participant use		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participant access to the internet.....		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of books or other reading materials.....		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of art supplies for participant projects		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attractiveness to children		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall facility rating		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Engagement in Effective Practice

Practice	# of Participants (circle one)				Description/Examples
<i>Independent Reading</i>	None	Some	Most	NA	
<i>Paired Reading/Discussion Groups</i>	None	Some	Most	NA	
<i>Dramatic Interpretation</i>	None	Some	Most	NA	
<i>Independent Writing</i>	None	Some	Most	NA	
<i>Reading Instruction</i>	None	Some	Most	NA	
<i>Theme-Based Project</i>	None	Some	Most	NA	
Other: _____	None	Some	Most	NA	

Overall session rating (circle one): Poor Fair Good Excellent