**SRAE Agency\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ EBP \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Educator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Observer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Setting\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observation Date\_\_\_\_\_\_\_\_\_\_**

**ON-SITE FEEDBACK FORM**

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| **Description of Environment** | **YES/NO**  | **Comment** |
| Space is safe (no open space/confined, adequate furniture, good light, quiet, etc.) |  |  |
| Room is adequate size for the size of the group |  |
| Interruptions at minimum (fire drill, announcements, outside noise level, unexpected visitors, etc.) |  |
| Room set up is comfortable; encourages youth participation (e.g., chairs in circle) |  |
| Was program staff in the room? Did they interrupt? |  |  |
| **Educator Actions** | **Rating** |
| Set up and debrief activities | **Exceeds expectations:** Instructions are given clearly and enthusiastically; gives examples for participation/ checks in with youth for understanding; debrief is extensive (e.g., affirms all ideas, adds to some but stays focused on topic); facilitator appears authentic; pacing and flow are smooth**Meets expectations:** Follows the manual instructions; sets up and debriefs activity (e.g., listens to youth, monitors pacing and moves to next activity); good pacing (stays within time frames given in the curriculum) **Needs Improvement:** Skips steps, did not stay on topic, activities are not clear, repeats instructions several times, did not debrief activity; uneven flow from lesson to activity **Comments:**  |
| Presentation of content and materials  | **Exceeds expectations:** Displays wide knowledge of content (e.g., gives daily life/current media examples); makes adjustments to match students’ learning styles (e.g., reads aloud, draws diagram, has youth manipulate materials); uses youth ideas to clarify content; can anticipate youth misconceptions; presents messages enthusiastically; solid sense of overall pacing/direction of lesson**Meets expectations:** Covers all content in right sequence, displays solid knowledge of content and direction of session**Needs Improvement:** Gives judgmental comments; skips content, appears uncomfortable, provides incorrect information**Comments:**  |

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| --- | --- |
| **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 youth’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 youth’s effort, ignores some youth or those not actively participating, uses sarcasm); no or uneven limit setting.**Comments:**   |
| Handles difficult 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:**  |

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| **Educator Actions** | **Rating** |
| Use of technology | **Exceeds expectations:** Well prepared, no equipment issues; uses video clips in sequence without loss of time; has a plan B if technology fails**Meets expectations:** Operates equipment well, able to run all video clips in given sequence **Needs Improvement:** Unable to make equipment work, skips video clips, spends more than 5 minutes trouble shooting with equipment**Comments:**  |
| (If co-facilitating) work well as a team | **Exceeds expectations:** They complement each other; contribute fairly evenly, building on their individual strengths; switch up tasks fluidly**Meets expectations:** Facilitators are clear about assignments and roles, manage disagreement, model role plays efficiently; do not contradict each other**Needs Improvement:** Facilitators interrupt each other, give conflicting information, confused about who does what**Not applicable\_\_\_\_****Comments:** |
| **Youth Participants’ Actions** | **Rating** |
| Contribute opinions and ideas | **Exceeds expectations:** Youth actively engage with content; make topic-relevant comments and support each other, share confidential/personal questions or ideas; trust that the space is safe**Meets expectations:** Respond to facilitator questions, provide questions and ideas on topic**Needs Improvement:** Talk out of turn, interrupt each other, roll eyes; disruptive comments, put others down for their opinions/ideas**Comments:**  |

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| --- | --- |
| **Youth Participants’ Actions** | **Rating** |
| Work together in group activities; assist and support each other | **Exceeds expectations:** 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 instructor | **Exceeds expectations**: Ask questions, volunteer for tasks, pays 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 | **Exceeds expectations:** Engage in and complete activity quickly, reflect on activity/express insight**Meets expectations:** Ask question 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:**  |

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| **Summary of Educator Actions** | **Rating** |
| Was prepared for the session | **Exceeds expectations:** Everything is well organized and ready to go for session and clearly knows and understands the curriculum and topic, has videos cued up to the correct spots, has handouts of key information**Meets expectations:** Has all material for session organized and ready to go, equipment set up, gives clear overview of session and continues to first activity, handles time limits well (has a plan B if equipment fails)**Needs Improvement:** Forgot material, equipment not working, appears frazzled and unclear about curriculum, interrupts himself/herself looking through the manual to find information**Comments:**  |
| Utilized all the session materials | **Exceeds expectations:** Uses all materials in curriculum in correct sequence, manages time really well so everything is covered without seeming rushed, uses discussions constructively to acknowledge participant contributions and ties new ideas back into the curriculum**Meets expectations:** Refers to and uses posters, visuals; writes on newsprint; uses worksheets, uses video clips**Needs Improvement:** Does not use all material, does not refer to posters or newsprint; skips worksheets, videos**Comments:** |