**Enrichment Class Observation** Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Assistant: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please check the appropriate box **Yes No Unsure/N/A**

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| **Health & Safety** |  |
| 1. Children are checked in on the attendance sheet before the class begins and checked out of the class by an authorized person. |  |
| 2. Children are led by an adult when they transition from one place to another. |  |
| 3. Children are visually supervised at all times except when **in** the restroom. |  |
| 4. Equipment is used the way it was intended to be used, unless there is an intentional and stated reason. |  |
| 5. Extra precautions are taken to prevent injury during high-risk activities. |  |
| 6. Sunscreen is applied to children before outside activities. |  |
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| **Programming** |  |
| 7. The curriculum reflects the subject of the class. |  |
| 8. Instructions are clear, concise, and age-appropriate. |  |
| 9.Curriculum is novel and different from school-day learning. |  |
| 10. Together, children and staff take care to return the program space and equipment in as good as or better condition than they started with.  |  |
| 11. Children appear excited, involved, and/or to be having fun. |  |

Please circle the appropriate level.

**Student Engagement**

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| -Less than half of the children are participating.-Instructor makes little to no effort to encourage participation.-Children express disinterest and/or boredom throughout the class time. | -More than half of the children are participating. -Instructor has little success encouraging participation.-Children are reluctant participants. | -A majority of the children are participating.-Instructor is successful in refocusing students when necessary.-Children are encouraged to practice new skills independently; discuss related topics amongst each other; contribute ideas and interests to the curriculum; and/or ask questions throughout the class. | -All of the children are participating.-The group rarely needs to be refocused.- Children express interest in the topic and a curiosity to learn more about it.-Children are given much time to practice new skills, discuss related topics, and/or contribute ideas and suggestions.  |

**Experiential Curriculum**

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| -Participation is limited to receiving information through lecture. |  -Participation is lecture with limited discussion and/or student involvement.-Activities are largely prescriptive: allow for little creativity, independent decision-making, and/or independent application of new ideas or skills.-Activities are guided with strict rules, guidelines, and assistance from the instructor and/or follow a specific example. |  -Instruction methods are varied to accommodate different learning styles.-Activities allow for creativity, independent decision-making, and/or independent application of new ideas or skills.-Activities are loosely guided and require little assistance from the instructor. |  -The majority of class instruction involves group discussion, Q & A, and/or experimentation and is hands-on.-Activities require creativity, independent decision-making, and/or independent application of new ideas or skills.-Activities encourage students to create their own work, solve problems without adult assistance, experiment with new ideas, and/or discover new skills or ideas than are presented by the instructor. |

**Positive Relationships**

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| - Students routinely do not follow instructions given by staff and/or are otherwise disrespectful.-Transitions from one activity or space to another are chaotic and time-consuming.-Students are disrespectful to one another.-Students are reluctant to participate.-Instructors dismiss ideas, questions, and/or input from students.-Disrespectful and/or dangerous behaviors are not addressed.-Discipline is harsh, unreasonable, and/or degrading. | - Some students follow instructions given by staff, while others do not and/or are otherwise disrespectful.-Transitions from one activity or space to another are somewhat chaotic and time-consuming.-Students struggle to work peacefully or productively with one another.-Participation is inconsistent and students are reluctant to try new things.-Instructors listen to ideas, questions, and/or input from students.-Disrespectful and/or dangerous behaviors are addressed, but ineffectively.-Discipline is not appropriate for the age of the students and/or the offenses committed. |  - Students routinely follow instructions given by staff and/or are otherwise respectful.-Transitions from one activity or space to another are smooth.-Students are respectful to one another.-Students participate regularly and are willing to try new things.-Instructors incorporate ideas, questions, and/or input from students into the curriculum.-Disrespectful and/or dangerous behaviors are addressed effectively.-Discipline is age-appropriate and reasonable, related, and respectful.-Rules and consequences are developed by the staff and students together. |  - Students eagerly listen to and follow instructions given by staff and are otherwise respectful.-Transitions from one activity or space to another are seamless.-Students help one another and are able to resolve conflicts with little or no adult intervention.-Students participate eagerly.-Instructors solicit ideas, questions, and/or input from students.-Students display an ownership and responsibility in keeping the class a safe and positive place.-Team-building activities and group work are built into the curriculum.. |