

School-Age Program Observation Tool

Site Visited: _____

Program (s) Observed: _____

Location: _____ **Date Of Visit:** _____

Program Standards:

Human Relationships	Yes	No	To some extent/explain
<p>1. Staff relate to all children in positive ways.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Staff (through their tone of voice, words and actions) makes children feel welcome and comfortable. • Staff includes all interested children in activities. • Staff is engaged with children, showing interest in what children say and do. 			
<p>2. Staff responds appropriately to the individual needs of children.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Staff recognizes that each child has special interests and talents. • Staff varies their responses to match children’s ages and abilities. • Staff provides resources that show different cultural perspectives and provides opportunities for all children to share their home language and culture. • Staff responds appropriately to the range of children’s feelings and temperaments (e.g. remaining calm and patient with an angry child or comforting a child who is in 			

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distress).			
Human Relationships (continued)	Yes	No	To some extent/explain
<p>3. Staff encourages children to make choices and to become responsible.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Staff helps children find ways to pursue their own interests. • Staff gives clear directions so that children can proceed independently. • Staff gives children many opportunities to make choices, such as what activity to do or whom to work with. • Staff asks questions that guide children to make good decisions and understand the impact of their actions on others. 			
<p>4. Staff interactions help children learn.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Staff asks questions that encourage children to think for themselves. • Staff shows children how and where to find the answers to questions. • Staff varies the approaches they use to help children learn (e.g. paying attention to culture and gender; variations in learning styles; using pictures and visual aids to engage non-readers and non-English speakers. • Staff finds effective ways of communication such as: <ul style="list-style-type: none"> *listens patiently as children try to express themselves *frequent conversations with children to build their language skills *using non-verbal signals to help children understand (or sign language) 			



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*considerate of home language, the individual, age-appropriate level and cultural differences.			
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Human Relationships (continued)	Yes	No	To some extent/explain
<p>5. Staff uses positive techniques to guide the behavior of children.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Staff encourage and praise children when they cooperate, share, care for materials or join in activities. • Staff set age-appropriate limits for children and avoid unrealistic limits (being quiet for too long a period of time). • Staff use no harsh discipline methods such as shaming or yelling; correcting them publicly; punishing all for the actions of one; and no forced explanations or apologies. • Staff helps children to identify and express feelings and skills to work through conflicts (e.g. a space to go to, using words to express feelings). 			
<p>6. Children generally interact with one another in positive ways.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Children appear happy and relaxed most of the time. • When problems arise, children are not aggressive towards others. Teasing, belittling, or picking on particular children is uncommon. • Children often help each other and are inclusive in their interactions with peers. • Children can show care and concern 			

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for others, are empathetic to others' feelings.			
Human Relationships	Yes	No	To some extent/explain
<p>7. Staff and families interact with each other in positive ways.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Staff makes families feel welcome and comfortable. • Respect is shown to all without bias. • Staff shares the languages and cultures of the families they serve and the communities they live in. • Displays and signs reflect the diversity in the community. 			
<p>8. Staff works well together to meet the needs of children.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Staff communicates with each other to ensure program runs smoothly. • Conversations about personal matters are brief and do not interfere with activities and supervision of children. • Staff is flexible about their roles and pitch in to help each other with the children as needed. • Staff is respectful of each other in their tone, demeanor and the way they manage tense situations. • Staff provide role models of positive adult relationships through cooperation, caring and effective communication. 			

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Notes:			
Physical Environment	Yes	No	To some extent/explain
<p>1. The program environment meets the developmental needs of children.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • There is enough room for all program activities. • The space is arranged well for a range of activities:(physical games, creative arts, quiet games, enrichment, etc.). • Materials are sorted and well organized and children have access to the materials they use most often. • Active play does not disrupt quiet play. • Pathways allow children to move from one place to another without disturbing ongoing activities. • Children can use a variety of outdoor equipment and games for both active and quiet play. 			
<p>2. The environment allows children and youth to take initiative and explore their interests.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Children can get materials out and put them away by themselves with ease. • Children can choose tables and desks that are at the right height for their size and activity. • Displays feature children’s work (e.g. 			

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<p>art, pictures and other items of interest to them).</p> <ul style="list-style-type: none"> • There are some spaces that suit children who want to rest or be alone. • The outdoor space is suitable for a wide variety of activities. 			
Physical Environment (continued)	Yes	No	To some extent/explain
3. The program provides access for children with different levels of ability.			
Notes:			

Activities	Yes	No	To some extent/explain
<p>1. The daily schedule is flexible. It offers enough stimulation, independence and security to meet the needs of all children.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Children seem to know the daily routine and to follow it without many reminders. • Staff and children work together to define rules that make sense to all. • Children need not wait a long time for an activity to start and are not rushed to finish an activity. • When children move as a group, the transition is smooth. 			
<p>2. Children can choose from a wide variety of activities.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • There are regular opportunities for 			

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<p>active, physical play.</p> <ul style="list-style-type: none"> • There are regular opportunities for creative arts and dramatic play. • There are regular opportunities for quiet activities and socializing. • Children have a chance to join enrichment activities that promote basic skills and age-appropriate higher-level thinking. 			
<p>Activities (continued)</p>	<p>Yes</p>	<p>No</p>	<p>To some extent/explain</p>
<p>3. Activities reflect the mission of the program and promote the development of all children in the program.</p> <ul style="list-style-type: none"> • Children can work at their own pace and can work alone, in pairs or in groups. • Special tools are available to children who need help with fine motor skills. • Activities are well suited to the age range of children in the program (i.e. projects for younger children can be completed within a week whereas projects for older children may take longer). • Activities reflect the languages and cultures of the families served. 			
<p>4. There are sufficient materials to support program activities</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Materials are complete and in good repair. • There are enough materials for the number of children in the program. 			

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<ul style="list-style-type: none"> Materials are developmentally appropriate for the age range of the children in the program (i.e. books for every reading ability, simple and more complex puzzles and board games). 			
<p>Notes:</p>			

Safety, Health and Nutrition	Yes	No	To some extent/explain
<p>1. Safety and security measures are in place to protect children, including adequate staff supervision at all times.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> There are no safety hazards in the program space. Devices such as intercoms, two-way radios and cordless phones are used to make communication possible among different areas within the program. Access is monitored and staff responds when strangers enter the program area(s) A system is in place to keep unauthorized people from taking children from the program and to respond appropriately. Staff knows where the children are and what they are doing. Staff has established verbal and non-verbal signals to set clear limits for 			

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<p>safety and behavior.</p> <ul style="list-style-type: none"> • Staff closely supervises activities that are potentially harmful. 			
<p>2. The program and staff provide an environment that protects and enhances the health of children including:</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Snacks or meal (healthy food and drink) are available for children and children have enough time to eat without rushing. 			

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Safety, Health and Nutrition	Yes	No	To some extent/explain
<p><i>Examples: (continued)</i></p> <ul style="list-style-type: none"> • There are adequate supplies and facilities for hand washing. • Options are provided for children with dietary restrictions. • The program has in place and follows policies regarding ill children, allergies and medication • Heat, ventilation, noise level and light in the indoor space are comfortable. 			
Notes:			

Administration	Yes	No	To some extent/explain
1. Staff-to-children ratio and group sizes permit the staff to meet the needs of children at various ages and developmental stages.			
2. Staff (paid, volunteer and substitute) is given an orientation to the job before working with children, including specific training on the stages of child development and corresponding expectations and activities for each age group.			

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Notes:

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Parent Involvement Standards:

Parenting	Yes	No	To some extent/explain
Program staff assists families in understanding the stages of child development and identifying the parenting practices that support each stage of development (e.g. through providing workshops, newsletters, parent networks, etc.)			
Notes:			

Communicating	Yes	No	To some extent/explain
The program communicates with families about children's progress through effective agency-to-home and home-to-agency communications.			
Notes:			

Volunteering	Yes	No	To some extent/explain
The program encourages parent volunteerism and participation in shows and events through recruitment, training and scheduling that meets parents' needs.			

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Notes:

Parent Involvement Standards: (continued)

Learning At Home	Yes	No	To some extent/explain
Program provides resources that assist parents with supporting their children's learning at home (e.g. tip sheets and brochures).			
Notes:			

Decision Making	Yes	No	To some extent/explain
Program includes families as participants in agency decisions, governance, and advocacy through boards, advisory councils, committees and other parent organizations.			
Notes:			

Collaborating With the Community	Yes	No	To some extent/explain
Program helps coordinate resources and services for families, children and the agency with businesses, schools, and other groups, and provides services to the community.			

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Notes:

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SUMMARY

Program strengths:

Program challenges:

Recommended next steps:

Signed: _____ Date: _____



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Title: _____