**Classroom Observation Form**

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| **Program Facilitator(s):**  **Location:** | **Name of Program:**  **Program Level:** |
| **Observer:**  **Observation Date:** | **Session Number/Name:**  **Duration of Observed Session (in minutes):**  **# of Students:** |

**Introduction:** The purpose of the observation form is to measure the fidelity and quality of implementation of the program delivery. Please use the guidelines below when completing the observation form and *do not* change the scoring provided; for example, do not circle multiple answers or score a 1.5 rather than a 1 or a 2.

**You should complete the observation form *after viewing the entire session*, but you should read through the questions prior to the observation.** It is also helpful to take notes during your viewing; for example, for Question 1, each time a facilitator gives explanations, place a checkmark next to the appropriate rating.

**Instructions:** The following questions assess the overall quality of the program session and delivery of the information. Use your best judgment and do not circle more than one response.

**1. In general, how clear were the facilitator’s explanations of activities?**

**1 2 3 4 5**

**Not clear Somewhat clear Very clear**

1 - Most students do not understand instructions and cannot proceed; many questions asked.

3 - About half of the group understands, while the other half ask questions for clarification.

5 - 90-100% of the students begin and complete the activity/discussion with no hesitation and no questions.

**2. To what extent did the facilitator keep track of time during the session and activities?**

**1 2 3 4 5**

**Not on time Some loss of time Well on time**

1- Facilitator does not have time to complete the material (particularly at the end of the session); regularly allows discussions to drag on (e.g., students seem bored or begin discussing non-related issues in small groups).

3 - Misses a few points; sometimes allows discussions to drag on.

5 - Completes all content of the session; completes activities and discussions in a timely manner (using the suggested time limitations in the program manual, if available).

**3. To what extent did the presentation of materials seem rushed or hurried?**

**1 2 3 4 5**

**Very rushed Somewhat rushed Not rushed**

1- Facilitator doesn’t allow time for discussion; doesn’t have time for examples; tells students they are in a hurry; body language suggests stress or hurry.

3 - Some deletion of discussion/activities; sometimes states but does not explain material.

5 - Does not rush students or speech; completes all the materials.

**4. To what extent did the students appear to understand the material?**

**1 2 3 4 5**

**Little understanding Some understanding Good understanding**

Use your best judgment based on student conversations and feedback.

Roughly: 1 - Less than 25% seem to understand; 3 - About half; 5 - 75-100% understand.

**5. How actively did the group members participate in discussions and activities?**

**1 2 3 4 5**

**Little participation Some participation Active participation**

Use your best judgment based on listening to the discussions and feedback.

Roughly: 1 - Less than 25% participate; 3 - About half participate. 5 - 75-100% participate

**6. On the following scale, rate the facilitator on the following qualities:**

1. **Knowledge of the program**

**1 2 3 4 5**

**Poor Average Excellent**

1 - Cannot answer questions, mispronounces names; reads from the manual.

3 - Is somewhat familiar with the content in the manual; can answer questions and occasionally looks up information in manual.   
5 - Provides information above and beyond what’s in the manual; seems very familiar with the concepts and answers questions with ease.

1. **Level of enthusiasm**

**1 2 3 4 5**

**Poor Average Excellent**

1 - Presents information in a dry and boring way; lacks personal connection to material; appears “burned out.”

3 - Presents information in a somewhat engaging manner; somewhat works to maintain students’ attention.

5 - Makes clear that the program is a great opportunity; gets students talking and excited; outgoing.

1. **Poise and confidence**

**1 2 3 4 5**

**Poor Average Excellent**

1 - Appears nervous or hurried; does not have good eye contact.

3 - Appears somewhat calm and is somewhat able to troubleshoot through difficult questions or concerns

5 - Does not hesitate in addressing concerns or difficulties; encourages discussion; well organized, not nervous.

1. **Rapport and communication with students**

**1 2 3 4 5**

**Poor Average Excellent**

1 - Doesn’t remember names; does not “connect” with students; acts distant or unfriendly.

3 - Students appear somewhat comfortable asking questions; somewhat engages students who aren’t fully participating

5 - Gets students talking and excited; very friendly; uses people’s names when appropriate; seems to understand the group and its needs.

1. **Effectively addressed questions/concerns**

**1 2 3 4 5**

**Poor Average Excellent**

1 - Responds negatively to comments; gives inaccurate information; doesn’t direct

participants elsewhere for further info.

3 - Sometimes answers factual questions with accurate information, sometimes answers questions of value with validation.

5 - Provides students with multiple channels for asking questions; answers factual questions with accurate information, questions of value with validation; if doesn’t know the answer, is honest and directs them elsewhere; is very familiar with student resources for seeking additional information.

**7. Rate the overall quality of the program session.**

**1 2 3 4 5**

**Poor Average Excellent**

Assess both the extent of material covered and the performance of the facilitator.

Excellent sessions look like:

* Students are doing, rather than talking about, activities
* Facilitator provides non-judgmental responses to questions
* Facilitator answers questions with factual information and validation
* Facilitator has good time management and is well organized
* Facilitator uses adequate pacing—not too fast and the lesson does not drag
* Facilitator uses effective checks for understanding

Poor sessions look like:

* Lecture-style of presenting the content
* Reading the content from the notebook/manual
* Stumbling along with the content and failing to make connections to what has been discussed previously or what students are contributing
* Uninvolved students
* Getting into power struggles with students about the content
* Judgmental responses
* Flat affect and boring style
* Unorganized and random
* Loses track of time

Note: The following questions (8, 9, and 10) are for program improvement purposes.

**8. Briefly describe any implementation problems you noticed, including any major changes to the content or delivery of the material, time wasted in getting the session started or finished, etc:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**9. Please note at least one major strength of the session and/or facilitator’s delivery of the material:**

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**10. Follow Up/Action to Be Taken: Please list if any action needs to be taken after conducting the observation. This may include a discrete conversation with the facilitator on tips for implementation ease, revisiting student engagement techniques, etc. If there is an issue with the facilitator’s skill or comfort level, use your best judgment to decide whether the facilitator needs additional support to implement the program (i.e.: assistance from school site counselor, social worker and/or nurse)**

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