Comprehensive Assessment of Summer Programs

Program Observation Tool

Version III, 2012

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Date: July 31, 2012
Program Name/Location: Al Wooten Jr. Heritage Center
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INTRODUCTION

The Comprehensive Assessment of Summer Programs (CASP) is a set of protocols and tools designed to assist quality improvement facilitators in: collecting information related to research-based indicators of summer program quality; providing feedback on program strengths; and making recommendations for continuous improvement. The National Summer Learning Association (NSLA) has 20 years of experience studying summer learning programs, and the CASP defines a range of program features that NSLA has found to consistently influence program quality and youth outcomes. A complete CASP assessment consists of a review of program documents, a full day of observation and interviews or surveys with program leaders and frontline staff. Detailed, actionable feedback is the cornerstone of the CASP. CASP indicators are assessed on a four-point rating scale to aid in objectivity, but require the judgment of assessors to take into consideration the totality of what they know about the program in providing feedback. Whether a CASP assessment is conducted by persons internal or external to a program, the purpose is to support a continuous improvement cycle in the program.

CASP Observation

Observation is an important component of any continuous improvement cycle; it enables observers to assess how features of program planning and preparation translate at the point of interaction between staff and youth. However, one day of observation will not give you a complete picture of the program or its quality over the course of the entire summer session. In fact, placing too much emphasis on a single day of observation can even be damaging to program morale, which is why the full CASP provides opportunities to collect information from multiple sources that reflects planning and implementation. With that in mind, the goal of observation is to get a general sense of the experiences of youth and staff in the program and how those may be related to the success of the program. Over the course of an entire summer program, youth may be given the opportunity to explore a variety of subjects, skills and styles of teaching and learning. Through the CASP observation, we seek to understand the balance of those different opportunities and under what conditions they are given and received in a typical program day. This observation is not designed to focus on the success or quality of individual staff members; the feedback the CASP generates should support all to staff and program leaders to plan, prepare for and improve the program.
PROCEDURE

Prepare to spend an entire program day observing. This protocol is designed for assessors to observe at least three structured activities in their entirety, as well as arrival, transitions, group gatherings, meals, snacks and departure. You should select activities that are typical to the daily/weekly program schedule and that offer some diversity in offering. For example, it would be more representative of the program to observe one math, one literacy and one elective activity than to observe three literacy activities or three electives. If a program is staffed by different agencies during different parts of the day, ensure that you observe activities led by both teams. If you have a co-observer, it is helpful to observe at least one of the same activities so you have a common point of reference.

CASP Rating Scale

All of the indicators in this observation tool are scored on a four-point rating scale. Ratings correspond to the following designations:

1- Basic  2- Emerging  3- Proficient  4- Exemplary

The rating scales have been refined annually over three summers of pilot testing, but will not be a perfect fit for all programs on all indicators. As an assessor, what you are looking for is the “best fit” on the rating scale. When in doubt, rely on the descriptions of ratings 1, 2, 3 and 4 to guide your scoring.

Tool Layout

The observation tool is divided into “Program Level Indicators” and “Activity Level Indicators.” Program Level Indicators are features you will need to look for throughout the program day, not just in individual activities. For example, physical activity might be interspersed throughout the entire day, or you may want to observe staff throughout the day to see if the schedule is being followed. Take notes on Program Level Indicators throughout the day in the space around each indicator. You will not be able to score some of the Program Level Indicators until the end of the day.

The following icons are found in the Program Level and Activity Level indicators and signify tips and helpful reminders for assessors:

- 🎞️ “Look For” Icon: this icon provides descriptions of things an assessor might see (or note the absence of) related to scoring an indicator.
- 🔊 “Listen For” Icon: similarly, this icon describes things an assessor might hear that would provide evidence to score an indicator.
- 🤔 “Ask” Icon: this icon signifies a time when it might be particularly helpful to ask a targeted question of staff or youth to score an indicator.
**Activity Level Indicators** are features you should observe within individual activities only. These indicators help assessors to compare activities to each other and to gain an understanding of the mix of subjects, skills and teaching and learning styles youth have the opportunity to experience in the program.

Begin each individual activity observation by filling out the **Activity Summary Sheet** on page 14. Remember to include enough detail to be able to recall each activity months after the observation if necessary. Then, cycle through the Activity Level Indicators (pages 15-22) as many times as needed to gather and document your observations throughout the activity period. You will not be able to score most indicators until the conclusion of the activity, so your primary purpose while in an activity session is to take objective, factual notes. Your notes should include evidence related to the rating scale for each indicator; ensure you can back up your score with specific details from your observations. You can also circle, highlight or underline parts of the rating scale that describe the activity. Whenever possible, include relevant quotes from staff and youth and chronological descriptions. Try to document evidence for all indicators; even if you plan to score an indicator a “1” because you didn’t see evidence of a particular practice, you might not recall why you left a section blank when it comes time to generate feedback.

Remember to flip back to the Program Level Indicators periodically during your activity observations to document any evidence you see related to those indicators. You can also use the blank **Notes/Questions** page on page 23 to capture anything you’d like to follow up on during or after the observation.

As soon as you have completed your full day of observation, you should set aside time to score each indicator (Program Level and Activity Level) from 1-4. Each score should reflect the evidence collected and program characteristics observed throughout the entire observation period. In other words, indicator scores should not be based on a single activity. Once you have entered scores for each indicator on the **Score Summary Sheet**, you are ready to provide feedback.

The last section of this tool is a **Feedback Generator** to help you draft timely feedback for the site you have observed. If possible, provide immediate feedback on strengths of the program you observed in an end-of-day debrief with program staff. Then, follow-up with written feedback documenting those strengths as well as some targeted recommendations for improvement that can be made during the current program session. More long-term feedback is appropriate for your full CASP Feedback Report.
Tips for a Successful Observation

1. Pick an “average” day.
Schedule your observation for a day that is typical to the program overall. Field trips and special events are important to program quality, but are not the best representation of the program as a whole.

2. Put them at ease.
Ensure the program director has prepped staff for your visit and that they know you will be there for the full day. Let them know that your observation is not a judgment on individual staff and that you will be documenting strengths and recommendations for improvement at the program level. Structure in time to introduce yourself to the staff when you arrive and to thank them and recognize their achievements from the day before you leave.

3. Prepare!
Because there is a lot to capture in a short period of time, be sure you are very familiar with the contents of the Program Observation tool before going to observe. If you are unable to observe traits in a particular category, ask the instructor follow-up questions as you deem appropriate.

4. Set your own course.
Many programs will offer to script the day for you—selecting which activities you observe. We recommend that you request a copy of the program schedule for the day or week you will be observing and make those selections yourself to ensure a representative perspective of the program.

5. Remain Neutral
Sometimes it is tempting to participate in an activity that is going well, or to intervene in an activity that is not. Use your best judgment to ensure that your duties as an assessor come first and that you focus on making an objective assessment. If you have completed your tool and are invited to participate in an activity or program ritual that may help create buy-in and trust to your role as an assessor, then you may decide to join in. Similarly, if a child or staff person is in danger or injured, use your judgment to intervene as needed.
**PROGRAM LEVEL INDICATORS**

**Arrival/Departure/Transitions**

1. Arrival, departure, transitions and meal times have no connection to program themes or culture and are often disorganized.

2. Arrival, departure, transitions and meal times are generally uneventful experiences with little to no connection to program themes or culture.

3. Arrival, departure, transitions and meal times are mostly positive experiences. Program incorporates themes, entertainment or aspects of culture into some of the unstructured time.

4. Arrival, departure, transitions and meal times are positive, unique experiences. Program incorporates themes, entertainment or aspects of program culture into most of the unstructured time.

**Score:** 2

**Comprehensive Program Schedule**

1. Summer program schedule outlines hourly activities but does not list the location or the staff responsible for each activity and is only completed on a week-to-week basis.

2. Summer program schedule outlines hourly activities, but does not list the location or the staff responsible for each activity. Schedule is subject to change on a regular basis and is not widely referenced by staff.

3. Summer program schedule outlines hourly activities including location, but does not list the staff responsible for each activity. Schedule is posted throughout the program space and is referenced throughout the day by all staff.

4. Summer program schedule outlines hourly activities including locations and staff responsible for each activity. Schedule is posted throughout the program space and is referenced throughout the day by all staff.

**Score:** 2

- Informal games or activities vs. “sitting around,” level of order and routine; youth leadership/self-direction
- Greetings, music, program cheers

- Program schedule in staff clipboards and binders, on walls. Program occurs as scheduled for the day
- Clear understanding from youth and staff of what’s happening that day, when and where.
Physical Activity

1 Program dedicates no time for physical activity.

2 Program dedicates limited time for physical activity on some days of the week.

3 Program dedicates time for physical activity every day. Time allotted is less than 30 minutes per 3 hours of programming.

4 Program dedicates at least 30 minutes per 3 hours of programming daily for physical activity for all youth.

Score: 2

Food Service

1 No food is served by the program.

2 A snack is served at least once a day, but needs to be supplemented by additional food from home.

3 Only lunch is provided for all young people every day the program is in session.

4 Appropriate for schedule, all meals (breakfast, lunch, snack) are provided for young people every day the program is in session.

Score: 4

Integration of Academic and Developmental Focus

1 Program schedule and activities show a focus on strategies to promote either academic growth or social or emotional growth, but not both.

2 Program schedule and activities show a focus on both academic growth and social or emotional growth, but the schedule is divided into two distinct parts and program staff leads either academic or social/emotional activities, but not both (e.g. program has academics in the morning and recreation or enrichment in the afternoon with different staffing, goals or themes).

3 Program schedule and activities show some integration of strategies to promote academic growth and strategies to promote social or emotional growth. Some staff leads integrated activities, but not all.

4 Program schedule and activities show a full integration of strategies to promote academic growth and strategies to promote social or emotional growth. All staff leads integrated activities throughout the day.

Score: 3

💡 Academic aims (literacy, math, science, etc.) and developmental aims (leadership, relationship-building, health, etc.) in the same activity; co-facilitation of activities by teachers and youth development professionals, or same staff throughout the entire day.
Staff/Youth Interaction

1 Program environment is characterized by a lack of warmth and respect between staff and youth. (e.g. staff may use a negative tone and chronicle past inadequate performance to promote positive behavior in the future. Staff do not recognize unique talents, qualities and experiences of all youth to create an emotionally safe and inclusive environment. Staff and youth coexist).

2 Program environment is characterized by uneven relationships between staff and youth. (e.g. some staff and some youth share mutually caring and respectful interactions, but some staff and some youth interactions are characterized by a lack of respect and caring. Some youth are recognized or encouraged by some staff, but there is not a consistent effort to acknowledge or engage all youth.)

3 Program environment is characterized by mutual care and respect between most staff and most youth. (e.g. most staff demonstrate caring for participants through warm tones and facial expressions. Some staff demonstrate personal relationships with some youth through recognition of their unique talents, qualities and experiences. Most youth respond with respect and care.)

4 Program environment is characterized by mutual care and respect between all staff and all youth. (e.g. all staff demonstrate caring for all participants through warm tones and facial expressions. Staff recognize unique talents, qualities and experiences of all youth to create an emotionally safe and inclusive environment. Youth respond with respect and care.)

Score: 2

Program Spirit

1 Program makes little or no effort to create a unique culture for youth. There are no program traditions and little incentive for good behavior or attendance.

2 Program attempts to create a spirit of ownership and pride among youth, but their use of themes and traditions are inconsistent and there appears to be little youth buy-in.

3 Program creates a spirit of ownership and pride among most youth through: daily shared traditions, cheers, competitions, team designations and awards for positive actions or attitudes.

4 Program creates a spirit of community and pride among all youth through: daily shared traditions, cheers, competitions, team designations and awards for positive actions or attitudes.

Score: 2

Smiles; care and concern for others; mutually respectful behavior; relaxed, friendly interactions and camaraderie among all youth and all staff

Warm tones; conversations about life outside of the program; compliments and recognition; offers to help out
Behavior Management

1 Program environment is characterized by a **lack of a behavior management strategy**. Decision making is random or subjective. Staff opinion or preference takes precedence over any group agreements.

2 Program environment is characterized by a **lack of a behavior management strategy**. Some staff may not follow through on agreements or responsibilities.

3 Program environment is characterized by an **inconsistent behavior management strategy**. Staff and youth are not accountable to a shared behavioral contract.

4 Program environment is characterized by an **intentional, consistent behavior management strategy** led by both staff and youth throughout the entire program day (e.g. staff use similar visual cues, strategies and language to manage behavior across activities). Staff and youth hold each other accountable to a jointly developed behavioral contract that defines positive behavior expectations and consequences. Staff and youth consistently demonstrate how the contract is applied and what it looks like in practice.

Score: 2

Program Principles

1 Program does not have a set of communicated principles to set program culture.

2 Program has principles meant to set culture, but they are not integrated into program activities and rituals.

3 Program has principles that set culture through key ideals, strengths or talents that describe participants and staff. Principles are integrated into some program activities and rituals.

4 Program has principles that set culture through continuous communication of key ideals, strengths or talents that describe participants and staff. Principles are integrated into most program activities and rituals.

Score: 1

- Youth role in behavioral leadership; visual cues used by all staff and youth to gain attention or signify a program transition; consistent consequences for not meeting behavior expectations; positive behavior expectations posted in the space (instead of “Do Not” rules)
- Evidence of behavioral contract, such as mention of shared behavior expectations by youth or staff; use of contract to recognize or change behavior; staff and youth framing behavior expectations in terms of “we” and “our” to signify shared accountability
Physical Environment

1. Activity space set-up has desks in rows facing the instructor. Decorations are minimal with no evidence of youth projects or program themes.

2. Activity space set-up has desks in rows facing the instructor. Decorations mostly consist of posted rules and program mottos with some youth work interspersed.

3. Activity space set-up is different from a traditional classroom, with furniture arranged to create an interactive environment. Decorations are youth-driven and thematic. There is no overall re-branding of the space, however.

4. Physical environment promotes creative thinking and exploration. Activity space set-up is different from a traditional classroom, with furniture arranged to create an intimate, interactive environment. Activity spaces are named in relation to the theme or goals of the program. Decorations are youth-driven and thematic.

Score: 2

Decorations, props and spaces designed to reinforce program themes and goals; Renaming of program spaces to align with the theme or goals (“club house” instead of cafeteria, “cabin one” instead of room one, etc.)

Youth Voice

1. Youth voice is not incorporated into the program’s schedule or daily activities.

2. Youth have the opportunity to make very basic day-to-day choices in the program regarding materials or groups.

3. Youth have the opportunity to make day-to-day choices regarding materials, groups or subject matter, but do not use their voice to set a direction for their overall experience in the summer program.

4. Over the course of the program, all youth have the opportunity to make major decisions, based on their interests, which impact what and how they learn in the program.

Score: 1
ACTIVITY SUMMARY SHEET

Activity #1 Name

Writing Club

Brief description of activity

Students will be taking a personality test on the computer to use the following week to explore careers that might match their personality.

Description of activity setting

Classroom with tables and chairs

Number of adults:

1

Names and descriptions of adults: (teacher, college student, teaching assistant, youth worker, volunteer, etc.)

Christelle, Teacher

Number of youth:

Grade level(s): 6th and 7th grade

Start time: 10:15  End time: 11:15

Co-assessor (if any): no

? Is this activity part of an ongoing project or theme? Yes

? Is there a lesson plan for this activity I can look at briefly for context? Yes

Activity #2 Name

Journalism

Brief description of activity

Reviewing writing from the previous class and correcting misspelled words.

Description of activity setting

Classroom with desks and chairs

Number of adults: 1

Names and descriptions of adults: (teacher, college student, teaching assistant, youth worker, volunteer, etc.)

Ms. Isedra

Number of youth:

10

Grade level(s): 3rd-6th

Start time: 3:35  End time: 4:30

Co-assessor (if any): no

? Is this activity part of an ongoing project or theme? Yes

? Is there a lesson plan for this activity I can look at briefly for context? Yes

Activity #3 Name

Brief description of activity

Description of activity setting

Number of adults:

Names and descriptions of adults: (teacher, college student, teaching assistant, youth worker, volunteer, etc.)

Number of youth:

Grade level(s):

Start time:  End time:

Co-assessor (if any):

? Is this activity part of an ongoing project or theme?

? Is there a lesson plan for this activity I can look at briefly for context?
### ACTIVITY LEVEL INDICATORS

#### Adult to Youth Ratio

1. The average program activity has an adult to youth ratio higher than 1:18.
2. The average program activity has an adult to youth ratio between 1:13 and 1:18.
3. The average program activity has an adult to youth ratio between 1:9 and 1:12.
4. The average program activity has an adult to youth ratio of 1:8 or lower.

**Activity One:**
4 1:8

**Activity Two:**
3 1:10

**Activity Three:**

#### Advance Planning

1. Activities do not show evidence of a lesson plan. Some activities begin late, end early or are not completed in the time allotted. Materials are not prepared in advance.
2. Some activities show evidence of a lesson plan. Some activities begin late, end early or are not completed in the time allotted. Materials are not prepared in advance.
3. Most activities show evidence of a detailed lesson plan and begin and end on time. Materials are prepared in advance and easily accessible to all youth.
4. All activities show evidence of a detailed lesson plan and begin and end on time. Materials are prepared in advance and easily accessible to all youth.

**Score:** 3
students.

Activity Three:

### Daily Learning Objectives

1. Staff does not communicate daily learning objectives in any structured activities.
2. Staff rarely communicates daily learning objectives in structured activities, and they are not clearly linked to program goals.
3. In some structured activities, staff communicates daily learning objectives linked to program goals.
4. In all structured activities, staff communicates daily learning objectives at the group or program level that are connected to youth outcome goals.

#### Score:

<table>
<thead>
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<th>Clear Expectations</th>
<th>Score: 3</th>
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<tr>
<td>1. Staff consistently employ <strong>one or none</strong> of these strategies: Directions for the activity; discussion of how success will be achieved and assessed; discussion of the level of attention or interaction required; and clarifying statements to refocus participants as needed.</td>
<td></td>
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<tr>
<td>2. Staff consistently employ <strong>two</strong> of these strategies: Directions for the activity; discussion of how success will be achieved and assessed; discussion of the level of attention or interaction required; and clarifying statements to refocus participants as needed.</td>
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<tr>
<td>3. Staff consistently employ <strong>three</strong> of these strategies: Directions for the activity; discussion of how success will be achieved and assessed; discussion of the level of attention or interaction required; and clarifying statements to refocus participants as needed.</td>
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<tr>
<td>4. Staff sets clear expectations for activities by consistently framing and focusing the activity using these <strong>four</strong> strategies: Directions for the activity; discussion of how success will be achieved and assessed; discussion of the level of attention or interaction required; and clarifying statements to refocus participants as needed.</td>
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Activity Two: □

Activity Three: □ Directions for the activity □ Discussion of measure of success □ Clarifying statements

Shared Facilitation

1 Staff does not share facilitation of activities with youth. Instruction is always instructor-centered and lecture based.

2 Staff allows youth to self-direct some activities, but rarely allow youth to lead activities in either small or large groups.

3 Staff shares facilitation of some activities with youth and give youth opportunities to lead or self-direct some of the activity.

4 Staff shares facilitation of most activities with youth and give youth opportunities to lead or self-direct some of the activity. Approach values long-term student empowerment.

Activity One:
1 Instruction was teacher lead and there was no student facilitation.

Activity Two:
1 Instruction was teacher lead and there was no student facilitation.

Activity Three:

Inquiry-Based Learning

1 No activities involve a hands-on, kinesthetic or project-based component that allows youth to engage in in-depth investigations with objects, materials, phenomena and ideas and draw meaning and understanding from those experiences.

2 Some activities involve a hands-on, kinesthetic or project-based component but may not be age-appropriate or focused enough for youth to draw meaning and understanding from those experiences.

3 Some activities involve a hands-on, kinesthetic or project-based component that allows youth to engage in in-depth investigations with objects, materials, phenomena and ideas and draw meaning and understanding from those experiences.

4 Most activities involve a hands-on, kinesthetic or project-based component that allows youth to engage in in-depth investigations with objects, materials, phenomena and ideas and draw meaning and understanding from those experiences.

Activity One:
4 The activities in this class allow
students to engage in-depth investigation as to future careers and colleges they may attend.

Activity Two:
4 The class in Journalism provides students to investigate the field of Journalism and provides them with hands on activities videotaping interviews and writing their script.

Activity Three:

🔍 Youth have the opportunity to learn by doing, instead of only listening or watching others; youth conduct research or trial and error experiments; youth direct their own digital or media-facilitated learning; youth explore and collect information related to a problem or idea
Collaborative Learning

1 No activities promote collaborative learning and interdependence among youth. Successful completion does not require youth to work together to produce a product or display of their shared learning.

Activity One:
1 Students worked alone in this class on the computers and there was no time to share what they had learned.

Activity Two:
3 Students are working together to produce a video at the end of the summer session.

Activity Three:
3 Some activities promote collaborative learning, but successful completion does not require all youth to contribute to a product or display of shared learning.

4 Most activities promote collaborative learning and interdependence among youth. Successful completion requires youth to work together to produce a product or display of their shared learning.

Score: 2

Forward-Thinking Activities

1 Activities only focus on test preparation and/or re-teaching using the same content and methods that the young people experienced during the previous school year.

Activity One:
3 This class provides student’s the opportunity to delve into future careers and what education level is needed for each career.

2 Some activities are designed to expose youth to something new, but most facilitate the same content or activities youth experienced during the previous school year.

3 Most activities are designed to expose all youth to something new—a place, idea, material, skill or talent. Most activities reflect a forward-thinking approach, but some materials and lessons are repetitive of what youth experienced during the previous school year.

4 Most activities are designed to expose youth to something new—a place, idea, material, skill or talent. Activities reflect a forward-thinking approach and expand on the previous school-year’s content and activities. If remediation is necessary, program uses materials and lessons that are different from the school year.

Score: 3

All youth should be actively engaged in any small group or partner work; it should not be dominated by one or two group members. Activities should be designed so that all youth must contribute in order for the group or pair to achieve success. Remember, simply grouping desks or chairs together does not equal true collaboration.

All youth should have clear roles and responsibilities in a small group activity. You might hear, “Who wants to be the recorder? Who wants to be the timer?”
Activity Two:
3 The class provides students the opportunity to learn a new skill interviewing and videotaping others.

Activity Three:

You may notice that youth seem to already know all the answers and are on autopilot. You might hear, “We did this already,” or “Why are we doing this again?”

Multiple Grouping Strategies

1 Activities do not show a blend of large group, small group and individualized instruction.  
2 Some activities show a blend of large group, small group and individualized instruction, but transitions between groupings may be disorderly or hectic for staff and youth.  
3 Some activities show a blend of large group, small group and individualized instruction that is planned in advance. Transitions between groupings are smooth for both youth and staff.  
4 Most activities show a blend of large group, small group and individualized instruction that is planned in advance. Transitions between groupings are smooth for both youth and staff.  

Activity One:     
2 Large Group  
3 Small Group  
4 Individual  
5 Pairs

Activity Two:     
6 Large Group  
7 Small Group  
8 Individual  
9 Pairs

Activity Three:     
10 Large Group  
11 Small Group  
12 Individual  
13 Pairs

? Are you grouping youth in this activity by any specific criteria? Did you plan groupings in advance?

Staff Engagement

1 Some frontline staff do not have a clear role in the success of the activities they are present for and do not engage with youth at all during the activities.  
2 Some frontline staff do not have a clear role in the success of activities they co-facilitate and may be idle or unengaged for much of the activities.  
3 All frontline staff have a clear role in the success of the activities they co-facilitate, but some staff may not be actively engaged throughout the entire activity.  
4 All frontline staff have a clear role in the success of the activities they co-facilitate and are actively engaged throughout all activities.  

Activity One:     
4 Staff was very engaged in the activities and working with the students.
Activity Two:
4 Staff was very engaged in the activities and working with the students.

Activity Three:

_are all lead and assistant staff working toward activity goals, or are some sitting idly or having side conversations? You might hear, “Is there anything you want me to do?” from an assistant who does not have a clear role or responsibility._
Positive Reinforcement

1 Staff do not use positive reinforcement or praise to recognize movement toward specific individual or group goals.

Activity One:
2 Staff use some positive reinforcement but it is not directed at a specific behavior.

Activity Two:
2 Staff use some positive reinforcement but it is not directed at a specific behavior.

Activity Three:
3 Some staff use positive reinforcement to recognize movement toward specific group or individual goals. Positive reinforcement may highlight specific behavior or may praise or call attention to a particular participant doing the behaving.

4 All staff use positive reinforcement to recognize movement toward specific group or individual goals in all activities. Positive reinforcement highlights specific behavior rather than praising or calling attention to a particular participant doing the behaving. (e.g. positive reinforcement is used consistently across activities to build the confidence of the group collectively. Positive reinforcement creates clarity of the task and motivates all participants to contribute their full effort to succeed).

Score: 2

Youth Engagement

4 Youth are not motivated to participate in and complete the activities. Staff is continuously asking youth to stay on task. Youth do not contribute meaningfully.

2 Few youth appear to be intrinsically motivated to participate in and complete the activities. Staff frequently asks youth to stay on task. Few youth volunteer ideas or answers related to the activity.

3 Most youth appear to be intrinsically motivated to participate in and complete the activities. Some encouragement is need by staff to keep youth on task. Most youth regularly volunteer ideas and answers and ask questions.

4 All youth appear to be intrinsically motivated to participate in and complete the activities. Little to no encouragement is needed by staff to keep youth on task. Youth regularly volunteer ideas and answers and ask questions.

Score: 2
to the activity.

Activity One:
2 There were a number of youth that were not motivated to participate in the activity and the instructor had to ask them many times to remain on task.

Activity Two:
4 All students were very motivated to participate and be a part of the discussion. Staff did not have to remind students to be on task.

Activity Three:

Critical Thinking

1 Critical thinking is not encouraged or expected in any structured activities. Staff do not use open-ended questions or encourage youth to extend their answers and draw conclusions through analysis of information.

Activity One:
3 In most activities the staff asked open-ended questions

Activity Two:

Activity Three:
3 In most activities the staff asked open-ended questions

Score:

Listen for open-ended why, how and what questions. “Why might the character James think his house is haunted?” “If I removed all the red marbles from the jar, how would that change your probability of selecting a green marble?” “Why do you think spiders spin webs?”
Creative Thinking

1 **No activities foster creative development** or allow youth to choose an active or artistic expression to convey ideas and build skills.

2 Some activities foster creative development and allow youth to choose active or artistic expression. **Creative activities are not tied to skill-building or learning comprehension.**

3 Some activities foster creative development and allow youth to choose active or artistic expressions to convey ideas and build skills. **Some creative activities are tied to age appropriate skills and learning comprehension.**

4 Most activities foster creative development and allow youth to choose active or artistic expressions to convey ideas and build skills. **Creative activities are tied to age appropriate skills and learning comprehension.**

Activity One:
3 Some of the activities allow students to be creative in researching careers for the future.

Activity Two:
3 The activities fostered creativity by allowing students to observe and critique other journalist and watch themselves on film and critique their performance.

Activity Three:
3 Some youth-produced work has a purpose and a value in the program. Presentation and sharing of youth work occurs periodically.

Youth-Produced Work

1 Youth-produced work has little to no value in the program and is never displayed and may often be discarded.

2 Youth may have one or two opportunities to display or present their work during the course of the summer.

3 Some youth-produced work has a purpose and a value in the program. **Presentation and sharing of youth work occurs periodically.**

4 Most youth-produced work has a purpose and a value in the program. **Presentation and sharing of youth work is a regular part of activities.** Program projects and activities lead to a tangible end product that reflects the work of the youth over the course of the summer.

Score: 3

Don’t forget to flip back to pages 11-13 to capture notes on Staff/Youth Interaction, Program Spirit, Behavior Management, Physical Environment and Program Principles!
3 students will have the opportunity to share their completed video at the end of the program.

Activity Three:

Do youth have an opportunity to share progress on their work during most activities? If there isn’t adequate time to finish something, is youth work discarded, or saved for additional effort? Do youth have folders or portfolios or any other method of saving ongoing work? Is youth work displayed prominently throughout the program space? Will youth have any opportunities to display or present their work this summer?

Debriefs/Checks for Understanding

1 There are no de-briefing techniques, recall or checks for understanding used in the activity.

2 Some staff ask youth if they understand the assignment or activity, but connections to previous learning are not made.

3 Some staff use de-briefing techniques, recall and checks for understanding in some activities. Few connections are made between previous learning and current activities.

4 All staff use debriefing techniques, recall and checks for understanding throughout the duration and at the end of each activity. Staff may ask participants to recall factual information, make generalizations, inferences or real-world applications based on what they have learned. Recall connects previous learning to current activities.

Score: 3

Activity One:

3 Staff used recall of what students had discoursed in previous classes and continually checked for student’s understanding of the project throughout the class.

Activity Two:

3 Staff reviewed the lessons from previous weeks and students and staff de-briefed the videos from the previous class.

Activity Three:

“Can anyone tell me what we learned today?” “Who can give me an example of how what we learned could help you as a scientist?” “Why might we have studied this before going to the aquarium next week?” “If we know that a forest takes 30 years to grow, what might that tell us about our use of natural resources?”
Once you’ve finished observing the full program day, take the time to score all indicators from 1-4. Your score for each indicator should take into consideration the total picture of the evidence you collected over the course of the day. Remember, you should score indicators based on the “best fit” for the program. For Activity Level indicators, if quality varies widely among activities, find the score that best represents what you believe to be true of a typical program activity, based on your evidence. You can use the 48-Hour Report to document any outliers that warrant mentioning. Once you’ve entered a score for each indicator, move on to the Feedback Generator. Enter your scores into the **Score Summary Sheet** (page 25) for easier feedback writing.
NOTES/QUESTIONS

The Al Wooten Center chose the following five areas of the CASP to focus on for their summer program: Program Principals, Daily Learning Objectives, Clear Expectations, Inquiry Based Learning and Positive Reinforcement.

Program Principals

The program does not have a set of communicated principals to set program culture. The program might have a principal or value that focuses on teaching values that create responsible citizens that would be communicated and integrated into most activities and rituals.

Daily Learning Objectives

All classes have lesson plans that incorporate a daily learning objective but it is not communicated to the students. The staff might want to consider posting the objective, have students read it and refer back to it at the end of class to see if the objective has been met.

Clear Expectations

Staff was very good at consistently using three strategies to provide students with clear expectations for the class. In the future they want to employ all 4 strategies, Directions for Activity, Discussion of measure of success, Discussion of level of attention or integration requires and Clarifying statements to refocus students as needed.

Inquiry Based Learning

The activities in the Writing and Journalism class are project based and allow youth to engage in-depth investigations.
Positive Reinforcement

Most of the staff uses positive reinforcement with youth. Staff might consider recognizing specific positive behavior with a group or individual and highlight sporadic behavior, for example: “Sue thank you for following the instructions and putting away all your materials”.
<table>
<thead>
<tr>
<th>Score: Program Level Indicators</th>
<th>Score: Activity Level Indicators</th>
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<tr>
<td>Arrival/Departure/Transitions</td>
<td>Adult to Youth Ratio</td>
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<tr>
<td>Comprehensive Program Schedule</td>
<td>Advance Planning</td>
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<td>Physical Activity</td>
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<td>Food Service</td>
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<td>Integration of Academic and Developmental Focus</td>
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<td>Debriefs/Checks for Understanding</td>
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</table>
FEEDBACK GENERATOR

The information from your observation should be used to provide feedback in three different ways: 1) Thanks and Recognition, 2) 48-Hour Recommendations and 3) CASP Quality Report.

Thanks and Recognition

If possible, schedule 10-15 minutes at the end of your observation day to provide some in-the-moment positive feedback to program staff, particularly those you observed. Remember, your presence in their program might have been somewhat stressful, and you want to assure them that you saw and recognized the things they did well. It’s great to provide Thanks and Recognition to the full group at once, but if that’s not possible, individual Thanks and Recognition is appropriate. Use your indicator scores and your immediate impressions from the day to communicate several program strengths and how they led to positive experiences for youth in the program.

48-Hour Report

Within 48 hours of your observation, you should provide a brief written report (1-2 pages) that restates program strengths and offers a few targeted recommendations for improvement that can be made during the summer program session. Both program strengths and recommendations for improvement should be connected to indicators you observed and to evidence you collected while on site that day. For example, based on your observation of little to no debriefing or checks for learning across activities (which is scored a 1 or 2 on Debriefs/Checks for Learning), you might recommend those strategies be added to the agenda for a staff development meeting. You might also recommend things like:

- “Write learning objectives on the board and have youth read them aloud during each activity” (Daily Learning Objectives);
- “Use the program chant more often or develop a chant” (Program Spirit);
- “Play music during transitions to keep youth engaged” (Arrival/Departure/Transitions); or
- “Incorporate sharing and displaying of youth work into all activities” (Youth Produced Work).

You would not recommend in the 48-Hour Recommendations things like purchasing a new curriculum, changing facilities, hiring different staff or changing program hours; those recommendations are better suited for the CASP Quality Report. Think in terms of tweaks, not overhauls, when writing the 48-Hour Report. Typically, a program director or site coordinator is your audience for the 48-Hour Report. If possible, give the program time to read your feedback independently, and then offer to schedule a follow-up conversation if they have questions or ideas to share. You do not need to provide indicator scores in your 48-Hour Report.
You can frame your report with language like this: “Thank you again for letting me visit your program. As promised, I am providing some quick feedback in this memo to highlight your program strengths and offer recommendations for improvement that can be made during the program session. My expectation is that you will consider these suggestions and implement those that seem most feasible and beneficial. The CASP Quality Report will provide a more comprehensive set of recommendations at the end of the summer.”

**CASP Quality Report**

Once you’ve completed a full CASP, you will incorporate your observation scores and evidence into the CASP Quality Report to the program. This process begins by entering your scores from this tool into the Observation tab of the Master Score Sheet. One difference between 48-Hour Feedback and the Quality Report is that your feedback will be organized by domain. The Master Score Sheet will automatically transfer your indicator scores into the four Point-of-Service domains of the CASP: Individualized, Intentional, Integrated and Unique Program Culture. That way, you can infuse information learned from document review and interviews or surveys into your long-term feedback to the program. See the CASP Guide for more complete information on writing CASP Quality Reports.