

NEBRASKA
AFTERSCHOOL QUALITY
AND CONTINUOUS
IMPROVEMENT SYSTEM

External
Observation
Feedback
Form

Nebraska Afterschool Quality and Continuous Improvement System

NAQCIS

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External Observation Feedback Form

Nebraska Afterschool Quality and Continuous Improvement System



Programming	Date: Uploaded March 2021	Site: Crete Elementary	Observer: AE
Club/Activity: 1st Grade Core Enrichment			
<p><u>Evidence of Preparation</u></p> <ul style="list-style-type: none"> • Leader appears to follow a plan • Plan adapted to meet the needs of all learners • Materials are ready for use • Space is ready for activity in minimal amount of time • Size of group is manageable • Demonstrates attention strategy or procedure • If more than 1 activity leader, they work together <p>Emerging + <u>Maturing</u> + Excelling</p>	 	<p>Strengths:</p> <ul style="list-style-type: none"> • Space ready in minimal time for activity • Size of group is appropriate for activity • Group Leader demonstrates attention strategy for student attention <hr/> <p>Areas to Strengthen: N/A</p>	
<p><u>Student Response</u></p> <ul style="list-style-type: none"> • Students interact with leader, materials, and each other • Students respond to leader prompts • Student responses indicate learning • Students demonstrate interest in activity <p><u>Emerging</u> + Maturing + Excelling</p>	<p>Strengths:</p> <ul style="list-style-type: none"> • Students respond to leader prompts • Students participated in activity • Most students demonstrated interest in activity <hr/> <p>Areas to Strengthen:</p> <ul style="list-style-type: none"> • Provide opportunities for peer-to-peer interaction (e.g., partnering on coin flip) • Provide more opportunities for students to discuss coin toss outcomes as large group or with peers 		


<p><u>Instructional & Engagement Practices</u></p> <ul style="list-style-type: none"> • Hands-on activities • Activities facilitate student learning related to learning objective  • Leader encourages student thinking • Students decide how to participate/complete activity • Activities designed for student interaction with each other, leader, and materials • Pacing maintains engagement • Technology enhances activity • Address disrespectful behavior • Activity was suitable for age group • Accommodations were made for diverse learners <p>Emerging + Maturing + Excelling</p>	<p>Strengths:</p> <ul style="list-style-type: none"> • Students interacted with the group leader and materials • Leader questioning connects activity with concepts learned in the classroom “remember the top hat”, “remember the president we talked about” • Activity was suitable for age group
	<p>Areas to Strengthen:</p> <ul style="list-style-type: none"> • Encourage student leadership—small group leads, passing out materials etc • Encourage peer-to-peer learning • Create opportunities for students to decide how to participate in activity • Pacing between coin flips, some students were losing focus by the third flip



External Observation Feedback Form




Nebraska Afterschool Quality and Continuous Improvement System

Programming	Date: Uploaded March 2021	Site: Crete Elementary	Observer: AE
Club/Activity: 2nd Grade			
<p><u>Evidence of Preparation</u></p> <ul style="list-style-type: none"> • Leader appears to follow a plan • Plan adapted to meet the needs of all learners • Materials are ready for use • Space is ready for activity in minimal amount of time • Size of group is manageable • Demonstrates attention strategy or procedure • If more than 1 activity leader, they work together <p>Emerging + <u>Maturing</u> + Excelling</p>	 	<p>Strengths:</p> <ul style="list-style-type: none"> • Space ready for activity in minimal amount of time • Children came into classroom quickly, sat in seats and were ready for activity • Size of group is appropriate for activity <p>Areas to Strengthen:</p> <ul style="list-style-type: none"> • Attention strategy used sitewide might be beneficial for redirect/attention getting (“listen up” used) 	
<p><u>Student Response</u></p> <ul style="list-style-type: none"> • Students interact with leader, materials, and each other • Students respond to leader prompts • Student responses indicate learning • Students demonstrate interest in activity <p><u>Emerging</u> + Maturing + Excelling</p>	<p>Strengths:</p> <ul style="list-style-type: none"> • Students interact with leader and most students respond to leader prompts • Student responses indicate rote learning and skill development • Most students are engaged in activity and demonstrate interest <p>Areas to Strengthen:</p> <ul style="list-style-type: none"> • Increase opportunity for peer interaction • Increase opportunities for student to demonstrate learning outside of recitation 		

<p><u>Instructional & Engagement Practices</u></p> <ul style="list-style-type: none"> • Hands-on activities • Activities facilitate student learning related to learning objective  • Leader encourages student thinking • Students decide how to participate/complete activity • Activities designed for student interaction with each other, leader, and materials • Pacing maintains engagement • Technology enhances activity • Address disrespectful behavior • Activity was suitable for age group • Accommodations were made for diverse learners <p>Emerging + Maturing + Excelling</p>	<p>Strengths:</p> <ul style="list-style-type: none"> • Activity was generally suitable for age group • Leader prompts help students • Activity related to learning objective and goal
	<p>Areas to Strengthen:</p> <ul style="list-style-type: none"> • Create opportunity beyond paper/pencil for hands-on learning • Create opportunities for students to decide how to participate in activity • Decrease amount of time between intros, background, and activity • Encouraging student leadership in activity • Prompting questions to facilitate and extend learning • Provide opportunities for peer interaction

External Observation Feedback Form

Nebraska Afterschool Quality and Continuous Improvement System



Programming	Date: Uploaded March 2021	Site: Crete Elementary	Observer: AE
	Club/Activity: Kindergarten		
<u>Evidence of Preparation</u> <ul style="list-style-type: none"> • Leader appears to follow a plan • Plan adapted to meet the needs of all learners • Materials are ready for use • Space is ready for activity in minimal amount of time • Size of group is manageable • Demonstrates attention strategy or procedure • If more than 1 activity leader, they work together <p>Emerging + <u>Maturing</u> + Excelling</p>	 	Strengths: <ul style="list-style-type: none"> • Space was ready for activity in minimal amount of time • Leaders following provided lesson plan • Leaders work together to carry out activity • Leaders were split across groups to allow for small group activity and 1-1 instruction. 	
		Areas to Strengthen: N/A	
<u>Student Response</u> <ul style="list-style-type: none"> • Students interact with leader, materials, and each other • Students respond to leader prompts • Student responses indicate learning • Students demonstrate interest in activity <p><u>Emerging</u> + Maturing + Excelling</p>		Strengths: <ul style="list-style-type: none"> • Students interact with materials, each other, and leaders. • Most students demonstrate interest in activity • Students respond to leader prompts 	
		Areas to Strengthen: <ul style="list-style-type: none"> • Provide additional opportunities during activity for students to interact with each other. • Opportunities for students to demonstrate responses that indicate learning—scaffolding beyond “what’s missing, what’s missing” 	
<u>Instructional & Engagement Practices</u> <ul style="list-style-type: none"> • Hands-on activities • Activities facilitate student learning related to learning objective • Leader encourages student thinking • Students decide how to participate/complete activity • Activities designed for student interaction with each other, leader, and materials • Pacing maintains engagement 		Strengths: <ul style="list-style-type: none"> • Activities are hands-on and suitable for age group • Designed for interaction with materials and leaders 	


<ul style="list-style-type: none">• Technology enhances activity• Address disrespectful behavior• Activity was suitable for age group• Accommodations were made for diverse learners <p>Emerging + Maturing + Excelling</p>	<p>Areas to Strengthen:</p> <ul style="list-style-type: none">• Pacing of activity was slower and students who were not receiving 1-1 instruction often disengaged• Extending learning by asking prompting, purposeful questioning.• Provide opportunities for student choice• Game-type or other hands-on learning rather than paper pencil may increase engagement
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External Observation Feedback Form

Nebraska Afterschool Quality and Continuous Improvement System



Programming	Date: Recorded February 2021	Site: Crete MS	Observer: AE
Club/Activity: Keychain Critters: Sewing Club			
<p><u>Evidence of Preparation</u></p> <ul style="list-style-type: none"> • Leader appears to follow a plan • Plan adapted to meet the needs of all learners • Materials are ready for use • Space is ready for activity in minimal amount of time • Size of group is manageable • Demonstrates attention strategy or procedure • If more than 1 activity leader, they work together <p style="text-align: center;">Emerging + Maturing + Excelling</p>	 	<p>Strengths:</p> <ul style="list-style-type: none"> • Space ready in minimal time for activity • Size of group is appropriate for activity • Group Leader demonstrates attention strategy for student redirect • Activity leaders appear to be working together <p>Areas to Strengthen:</p> <ul style="list-style-type: none"> • Shorten the time to provide students with materials to begin project. It may be beneficial to have fabric pieces cut prior to activity—either squares or pattern cutouts. • May be beneficial to split the group into those who are more experienced and those less, or partner more experienced students with less experienced. 	
<p><u>Student Response</u></p> <ul style="list-style-type: none"> • Students interact with leader, materials, and each other • Students respond to leader prompts • Student responses indicate learning • Students demonstrate interest in activity <p style="text-align: center;">Emerging + Maturing + Excelling</p>	<p>Strengths:</p> <ul style="list-style-type: none"> • Student-Student and Student-Leader interaction • Students respond to leader prompts • Students were consistently interacting with each other and with materials • Students demonstrate interest in activity <p>Areas to Strengthen:</p> <ul style="list-style-type: none"> • Connect activity back to students' everyday lives • Prompting questions to reflect skill understanding & development 		


<p><u>Instructional & Engagement Practices</u></p> <ul style="list-style-type: none"> • Hands-on activities • Activities facilitate student learning related to learning objective  • Leader encourages student thinking • Students decide how to participate/complete activity • Activities designed for student interaction with each other, leader, and materials • Pacing maintains engagement • Technology enhances activity • Address disrespectful behavior • Activity was suitable for age group • Accommodations were made for diverse learners 	<p>Strengths:</p> <ul style="list-style-type: none"> • Activities are hands-on • Students able to design own keychain • Students interacted with each other and leader • Behaviors were addressed and did not derail activity
<p>Emerging + Maturing + Excelling</p>	<p>Areas to Strengthen:</p> <ul style="list-style-type: none"> • Encourage student leadership—allow students to lead or co-lead activity with scaffolding from the leader. • Encourage peer-to-peer learning • Increase asking of purposeful questions to encourage learning and understanding • Increase pacing during beginning to maintain engagement



External Observation Feedback Form

Nebraska Afterschool Quality and Continuous Improvement System



Programming	Date: Recorded February 2021	Site: Crete MS	Observer: AE
Club/Activity: Chain Reactions			
<p><u>Evidence of Preparation</u></p> <ul style="list-style-type: none"> • Leader appears to follow a plan • Plan adapted to meet the needs of all learners • Materials are ready for use • Space is ready for activity in minimal amount of time • Size of group is manageable • Demonstrates attention strategy or procedure • If more than 1 activity leader, they work together <p>Emerging + <u>Maturing</u> + Excelling</p>	 	<p>Strengths:</p> <ul style="list-style-type: none"> • Materials and space ready for activity • Leaders and following a plan and work together • Activity description and background took minimal time and all students remained engaged—no attention strategy needed • Size of group is appropriate for activity <p>Areas to Strengthen:</p> <ul style="list-style-type: none"> • N/A 	
<p><u>Student Response</u></p> <ul style="list-style-type: none"> • Students interact with leader, materials, and each other • Students respond to leader prompts • Student responses indicate learning • Students demonstrate interest in activity <p>Emerging + <u>Maturing</u> + Excelling</p>	<p>Strengths:</p> <ul style="list-style-type: none"> • Students and leader have continuous interaction • Respond to leader prompts and indicate learning • All students are engaged in activity and demonstrate interest <p>Areas to Strengthen:</p> <ul style="list-style-type: none"> • Questions connecting back to daily lives 		


<p><u>Instructional & Engagement Practices</u></p> <ul style="list-style-type: none"> • Hands-on activities • Activities facilitate student learning related to learning objective  • Leader encourages student thinking • Students decide how to participate/complete activity • Activities designed for student interaction with each other, leader, and materials • Pacing maintains engagement • Technology enhances activity • Address disrespectful behavior • Activity was suitable for age group • Accommodations were made for diverse learners 	<p>Strengths:</p> <ul style="list-style-type: none"> • Hands-on activity • Leader makes some questions at the beginning relevant to daily life. • Students and leaders have a clear relationship and enjoy working together which seems to keep students engaged in activity and learning • Students work in teams and are able to decide how they wish to participate in activity • Pacing maintains student engagement • Suitable for age group • Cues expected behavior (e.g. sends student out of room when cell was answered, student does not protest and leaves for a minute, but comes right back)
<p>Emerging + <u>Maturing</u> + Excelling</p>	<p>Areas to Strengthen:</p> <ul style="list-style-type: none"> • Encouraging student leadership in activity. Rather than activity leader taking point on instructions/leadership in small groups have a student take that role and scaffold as needed • Prompting questions to facilitate and extend learning



External Observation Feedback Form

Nebraska Afterschool Quality and Continuous Improvement System



Programming	Date: Recorded February 2021	Site: Crete MS	Observer: AE
Club/Activity: Bonnie & Clyde			
<p><u>Evidence of Preparation</u></p> <ul style="list-style-type: none"> • Leader appears to follow a plan • Plan adapted to meet the needs of all learners • Materials are ready for use • Space is ready for activity in minimal amount of time • Size of group is manageable • Demonstrates attention strategy or procedure • If more than 1 activity leader, they work together <p>Emerging + <u>Maturing</u> + Excelling</p>	 	<p>Strengths:</p> <ul style="list-style-type: none"> • Space was ready for activity in minimal amount of time • Leaders clearly had lesson plan and were following • Leaders work together to carry out activity • Leaders took turns leading group and providing info, each go around to different groups to check in and provide assistance • Has strategy to gain students attention <hr/> <p>Areas to Strengthen:</p> <ul style="list-style-type: none"> • Have options for alternative activities to engage all learners 	
<p><u>Student Response</u></p> <ul style="list-style-type: none"> • Students interact with leader, materials, and each other • Students respond to leader prompts • Student responses indicate learning • Students demonstrate interest in activity <p><u>Emerging</u> + <u>Maturing</u> + Excelling</p>	<p>Strengths:</p> <ul style="list-style-type: none"> • Majority of students interact with materials and other students. • All students interact with activity leader when they go to each group individually • Majority of students demonstrate interest in activity <hr/> <p>Areas to Strengthen:</p> <ul style="list-style-type: none"> • Keeping all students engaged. Most demonstrate interest in activity. A few groups struggled with staying engaged when not interacting with group leader • Provide additional opportunities for students to demonstrate learning either via conversations or products 		


<p>Instructional & Engagement Practices</p> <ul style="list-style-type: none"> • Hands-on activities • Activities facilitate student learning related to learning objective  • Leader encourages student thinking • Students decide how to participate/complete activity • Activities designed for student interaction with each other, leader, and materials • Pacing maintains engagement • Technology enhances activity • Address disrespectful behavior • Activity was suitable for age group • Accommodations were made for diverse learners <p>Emerging + Maturing + Excelling</p>	<p>Strengths:</p> <ul style="list-style-type: none"> • Technology enhances activity—fingerprint, Bonnie & Clyde pictures • Activity is suitable for age group • No real disrespectful behavior observed—student indicated a call came in from parent and was able to take in hall. When leader asked for quiet/attention students complied • Some connection to current time with comparison of COVID unemployment and Great Depression unemployment. • Majority of students worked together well and interacted with leader when approached or called on.
	<p>Areas to Strengthen:</p> <ul style="list-style-type: none"> • Student leadership in activity. Students could aid in passing out materials, writing information on board—leading activity. • Pacing of activity • Connection to daily life throughout activity • Extending learning by asking prompting questions purposeful questioning. Would have benefitted from extending questions as to why students thought a particular suspect was guilty



External Observation Feedback Form

Nebraska Afterschool Quality and Continuous Improvement System

Programming	Date: Recorded February 2021	Site: Crete HS	Observer: AE
Club/Activity: Anime-Cherry Blossoms			
<p>Evidence of Preparation</p> <ul style="list-style-type: none"> • Leader appears to follow a plan • Plan adapted to meet the needs of all learners • Materials are ready for use • Space is ready for activity in minimal amount of time • Size of group is manageable • Demonstrates attention strategy or procedure • If more than 1 activity leader, they work together <p>Emerging + Maturing + <u>Excelling</u></p>	 	<p>Strengths:</p> <ul style="list-style-type: none"> • Materials and space ready for activity • Activity description and background took minimal time and students remained engaged throughout • Size of group is appropriate for activity <p>Areas to Strengthen:</p> <ul style="list-style-type: none"> • N/A 	
<p>Student Response</p> <ul style="list-style-type: none"> • Students interact with leader, materials, and each other • Students respond to leader prompts • Student responses indicate learning • Students demonstrate interest in activity <p>Emerging + Maturing + <u>Excelling</u></p>	<p>Strengths:</p> <ul style="list-style-type: none"> • Student-Student and Student-Leader interaction • Students respond to leader prompts and reflect previous discussions • Students were consistently interacting with each other and with materials <p>Areas to Strengthen:</p> <ul style="list-style-type: none"> • Connecting questions back to primary lesson goal 		


<p><u>Instructional & Engagement Practices</u></p> <ul style="list-style-type: none"> • Hands-on activities • Activities facilitate student learning related to learning objective  • Leader encourages student thinking • Students decide how to participate/complete activity • Activities designed for student interaction with each other, leader, and materials • Pacing maintains engagement • Technology enhances activity • Address disrespectful behavior • Activity was suitable for age group • Accommodations were made for diverse learners 	<p>Strengths:</p> <ul style="list-style-type: none"> • Activities are hands-on • Variety of mediums, students able to paint/create how they want • Students interacted with each other and leader • Leader engaged students throughout activity and encouraged • Anime music created excitement-students sang along • Pacing maintains student engagement and activity was suitable for age group • No disrespectful behavior observed
<p>Emerging + <u>Maturing</u> + Excelling</p>	<p>Areas to Strengthen:</p> <ul style="list-style-type: none"> • Connecting lesson to primary goal on lesson plan. Primary goal of lesson plan was STEM, but minimal stem connections were made. • Encourage student leadership—allow students to lead or co-lead activity with scaffolding from the leader. • Encourage peer-to-peer learning



External Observation Feedback Form

Nebraska Afterschool Quality and Continuous Improvement System



Programming	Date: Recorded February 2021	Site: Crete HS	Observer: AE
Club/Activity: Cooking & Nutrition Club: Soft Pretzel			
<p>Evidence of Preparation</p> <ul style="list-style-type: none"> • Leader appears to follow a plan • Plan adapted to meet the needs of all learners • Materials are ready for use • Space is ready for activity in minimal amount of time • Size of group is manageable • Demonstrates attention strategy or procedure • If more than 1 activity leader, they work together <p>Emerging + Maturing + <u>Excelling</u></p>	<p>Strengths:</p> <ul style="list-style-type: none"> • Materials and space ready for activity • Activity description and background took minimal time and majority students remained engaged throughout • Size of group is appropriate for activity 		
	<p>Areas to Strengthen: N/A</p>		
<p>Student Response</p> <ul style="list-style-type: none"> • Students interact with leader, materials, and each other • Students respond to leader prompts • Student responses indicate learning • Students demonstrate interest in activity <p>Emerging + Maturing + <u>Excelling</u></p>	<p>Strengths:</p> <ul style="list-style-type: none"> • Students and leader have continuous interaction • Respond to leader prompts and indicate learning • All students are engaged in activity and demonstrate interest 		
	<p>Areas to Strengthen:</p>		


<p><u>Instructional & Engagement Practices</u></p> <ul style="list-style-type: none"> • Hands-on activities • Activities facilitate student learning related to learning objective  • Leader encourages student thinking • Students decide how to participate/complete activity • Activities designed for student interaction with each other, leader, and materials • Pacing maintains engagement • Technology enhances activity • Address disrespectful behavior • Activity was suitable for age group • Accommodations were made for diverse learners <p>Emerging + <u>Maturing</u> + Excelling</p>	<p>Strengths:</p> <ul style="list-style-type: none"> • Hands-on activity • Leader explicitly links activity to overarching goal “ Yeast is a living organism, and you have to wake it up. Yeast likes sugar, eats it and when it starts bubbling it’s alive. Which is what you need for bread making.” • Students work in teams and are able to decide how they wish to participate in activity • Connection to their daily life “ This is like what? When you make what-masa. Talk about tortilla making” • Pacing maintains student engagement and during downtime students are picking up area • Suitable for age group
	<p>Areas to Strengthen:</p> <ul style="list-style-type: none"> • Encouraging student leadership in activity • Allowing students to fix their own mistake and scaffolding to determine what action is needed to correct issue



External Observation Feedback Form

Nebraska Afterschool Quality and Continuous Improvement System

Programming	Date: Recorded February 2021	Site: Crete HS	Observer: AE
	Club/Activity: CSI Club		
<p><u>Evidence of Preparation</u></p> <ul style="list-style-type: none"> • Leader appears to follow a plan • Plan adapted to meet the needs of all learners • Materials are ready for use • Space is ready for activity in minimal amount of time • Size of group is manageable • Demonstrates attention strategy or procedure • If more than 1 activity leader, they work together <p>Emerging + Maturing + Excelling</p>	 	<p>Strengths:</p> <ul style="list-style-type: none"> • Space was ready ahead of time • Leaders clearly had lesson plan and were following • Had alternative plan ready when digital microscopes were not working—magnifying glasses • Other microscopes brought in • Co-Leads work together to carry out activity <p>Areas to Strengthen:</p> <ul style="list-style-type: none"> • Ensuring materials with batteries are charged and ready for use 	
<p><u>Student Response</u></p> <ul style="list-style-type: none"> • Students interact with leader, materials, and each other • Students respond to leader prompts • Student responses indicate learning • Students demonstrate interest in activity <p>Emerging + Maturing + Excelling</p>	<p>Strengths:</p> <ul style="list-style-type: none"> • Students respond to leaders prompts and demonstrate interest in activity even without microscope use • Student response indicates interest in what is on slides • <p>Areas to Strengthen:</p> <ul style="list-style-type: none"> • Prompting questions before stating what CSI is used for 		

<p><u>Instructional & Engagement Practices</u></p> <ul style="list-style-type: none"> • Hands-on activities • Activities facilitate student learning related to learning objective  • Leader encourages student thinking • Students decide how to participate/complete activity • Activities designed for student interaction with each other, leader, and materials • Pacing maintains engagement • Technology enhances activity • Address disrespectful behavior • Activity was suitable for age group • Accommodations were made for diverse learners 	<p>Strengths:</p> <ul style="list-style-type: none"> • Activity is hands-on • Technology • Activity is suitable for age group • No disrespectful behavior observed • Leader indicates microscopes have different purposes-extends learning after student stated liked the second-round microscopes better than the digital
<p>Emerging + Maturing + Excelling</p>	<p>Areas to Strengthen:</p> <ul style="list-style-type: none"> • Student leadership in activity • Ensuring technology is charged/ready for activity • Pacing of activity • Connection to daily life throughout activity