

Site Observation

Cardinal Community Learning Centers - CCLC
Joel Bramhall, Director

(see NAQCIS Site Observation for additional details)

The respondent's email (**null**) was recorded on submission of this form.

* Required

1. Email *

2. Site Program *

Mark only one oval.

- CCLC - Elementary
- CCLC - Intermediate
- CCLC - Middle School
- CCLC - High School

3. When? *

Example: January 7, 2019

4. Space

Check all that apply.

- The space is accessible to all students.
- Students are separated to ensure age appropriate interactions and activities.
- The spaces are adequate for the activities offered (indoor and/or outdoor).
- The spaces allow for the staff and activity leaders to be heard and for conversations to occur.

5. Academic Support

Check all that apply.

- There is a designated time and space for academic support.
- The space(s) for academic support has limited distractions.
- The academic supports are differentiated based on student needs (e.g., grade, interests).
- Adults are actively monitoring and providing assistance as needed during academic support time.
- There is evidence of a system for communicating school-day academic support needs (e.g., spelling lists, math facts).

6. Program Climate

Check all that apply.

- Students are greeted when they come to the program.
- Staff conversations indicate personal connections with some students.
- Staff actively encourage student engagement.
- Space is set up to encourage interactions.
- Program creates an inclusive, welcoming, and respectful community that embraces diversity.

7. Routines & Transitions

Check all that apply.

- Staff implements program elements (e.g., schedule, processes, procedures).
- Staff demonstrate strategy or procedure to gain students' attention.
- Transitions are efficient.
- Transition strategy is suitable for the size of the group.
- Behavior management doesn't distract from transitions.

8. Student Interactions & Behavior

Check all that apply.

- Students demonstrate an awareness of program routines (e.g., checking in/out, getting snack, changing rooms).
- Students exhibit expected behavior with few re-directs from staff (e.g., students on IEPs may have different expected behaviors).
- Students interact respectfully with other students (regardless of cultural background).
- Students interact respectfully with staff (regardless of cultural background).

9. Staff Interaction with Students

Check all that apply.

- Staff exhibit a positive attitude for students and activities.
- Staff are interacting with students the majority of the time.
- Staff initiate interactions with students.
- Staff make an effort to involve students who are not engaged.
- Staff are respectful in their language with students (e.g., culturally sensitive, word choice, positive tone).
- There are structured opportunities for student leadership.
- Staff address disrespectful behavior and/or cue expected behavior as needed.

10. Staff Interaction with Other Staff

Check all that apply.

Staff demonstrate supportive or collaborative behaviors (e.g., helping with resources, prepping for activity, behavior management).

Staff are respectful in their language with each other (e.g., culturally sensitive, word choice, positive tone).

11. Staff Interaction with Caregivers

Check all that apply.

Staff greet caregivers when they arrive to pick up students.

Staff are respectful in their language with caregivers (e.g., culturally sensitive, word choice, positive tone).

There is a designated place for program schedule and information for caregivers.

There is a procedure for caregivers to access the program (e.g., at pickup time).

12. Comments

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