



Alignment Observation and Supervision Checklists

Review progress toward achieving alignment goals. Discuss with staff and school personnel what you will be looking for and what they see as goals and challenges; establish times frames and processes. Reinforce and build on successes, and revise where needed.

Use, adapt, and add to checklists to fit your program.

Program Checklist

- Goals for alignment are stated clearly.
- Alignment strategies are discussed with staff.
- Program schedule and time blocks support alignment efforts.
- Activities and projects include objectives that support youth success in school (academic content, 21st century skills, study skills, developmental skills).
- Staff understand and exercise their roles as informal educators.
- Staff orientation and staff meetings address alignment goals, challenges, and progress.
- Other:

Communication and Collaboration with Schools Checklist

- Goals and targets for communication and collaboration are established.
- Contact information is shared between school and afterschool staff and leaders, as appropriate and needed.
- Communication processes and timelines are agreed upon.
- Standards, curriculum, and related material and information are available in afterschool program.
- Afterschool mission, goals, and programming shared with school.
- School targets, goals, and policies are understood by afterschool staff.
- Data sharing is established.
- Afterschool staff are part of appropriate school committees, meetings, and professional development.
- School and afterschool staff schedule participation in special events.
- Other:





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Staff and Youth Homework Time Observation Checklist

Staff

- Set learning and developmental objectives for homework time.
- Clarify homework time expectations.
- Help youth set and track homework goals.
- Utilize tools, such as contracts, logs, and checklists to structure work and mark progress.
- Integrate choice where appropriate.
- Utilize and modify student groupings to meet different goals.
- Use helping strategies that facilitate independent learning and skill development.
- Other:

Youth

- Track their assignments and due dates.
- Can explain their assignments.
- Work productively in groups or pairs.
- Work productively independently.
- Can ask for help.
- Know how to ask teachers for more help.
- Know how to use resources.
- Show pride in improvement and accomplishment.
- Other:

Children and Youth Participation Observation Checklist

- Actively engage in program.
- Show eagerness to work on activities.
- Attend consistently and willingly.
- Persist over time, as age appropriate.
- Answer questions about program activities.
- Accept peer and staff feedback and support.
- Explain their learning.
- Support their peers.
- Other:





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Staff Observation and Review Checklist

Staff

	Strong	OK	Needs work
Creates an engaging learning environment			
Motivates youth from outset			
Creates and explains opportunities for youth leadership and independent work			
Respects youth voice			
Facilitates youth expression and creativity			
Ensures inclusivity			
Engages youth in establishing procedures and norms			
Facilitates active learning			
Supports group work			
Helps develop ideas into viable projects			
Circulates and checks in appropriately with youth			
Models or demonstrates techniques, provides information or guidance when appropriate			
Checks for comprehension			
Creates groups or buddy systems or provides other supports for English learners or youth with special needs			
Asks open-ended questions			
Supports self- and peer reflection and assessment			
Engages other adults			
Works respectfully and effectively with volunteers			
Works respectfully and effectively with partners			
Works respectfully and effectively with parents, families			
Other			
Builds own skills			
Attends trainings			
Participates actively in trainings			
Leads segments or trainings			
Suggests topics for trainings			
Contributes to locating resources			
Participates actively in reviews			
Revises work and seeks feedback			
Provides peer support for others			



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