

Summer Learning Observation Checklists

Leaders and activity developers should work together to determine the indicators that demonstrate high quality and adherence to the design of each activity. Not every activity will have the same indicators. For example, one activity may be designed with a staff to student ratio of 1:10 because research indicates that is where most positive outcomes can be expected. Another activity may not require that ratio. There are two examples of checklists here for you to customize. The first is designed for an academic activity and the second for an academic enrichment activity. The data from these observations should be used to guide continuous improvement.

Site/Center: _____ Date: _____ Observer: _____

Activity: Math Room: _____

Activity Observation Checklist

Rating 1=Low 2=Medium 3=High	Indicators	Notes
	Adherence to and quality of the activity as designed: Program components are implemented as prescribed.	
	<i>Activity focus is on targeted skills:</i> <ul style="list-style-type: none"> • Skill set #1: <i>Numbers, operations and quantitative reasoning</i> • Skill set #2: <i>Patterns, relationships and algebraic reasoning</i> 	
	<i>Every student participates in one of three stations:</i>	
	<ul style="list-style-type: none"> • <i>Small-group CGI intervention with teacher</i> 	
	<ul style="list-style-type: none"> • <i>Computer program intervention</i> 	
	<ul style="list-style-type: none"> • <i>Interactive learning activity</i> 	
	<i>Required materials/resources available:</i>	
	<i>Laptops: one for every student</i>	
	<i>Smart Boards</i>	
	<i>Math software programs</i>	
	<i>Instructional resources (will include one of following):</i> <ul style="list-style-type: none"> • <i>Base 10 Blocks</i> • <i>Manipulatives</i> • <i>Math games</i> 	
	Exposure: Students receive the required intervention dosage.	
	<i>Students participate in math intervention for 2 hours in summer program on Monday through Friday</i>	
	Student Engagement: Students actively participate in the intervention.	
	<i>Students use manipulatives.</i>	
	<i>Students actively communicate problem-solving methods with teachers and one another.</i>	
	<i>Students are on-task vs. off-task</i> <ul style="list-style-type: none"> • <i>Students actively engage in math conversation.</i> 	

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	<ul style="list-style-type: none"> • <i>Students actively count and verbalize math strategies to one another and the teacher.</i> • <i>Students use math tools effectively and efficiently as they need them.</i> • <i>Students are clearly confident in their math thinking and ability to solve math problems.</i> • <i>Students ask and answer questions about their math thinking.</i> • <i>Students share their math thinking in a variety of ways (e.g., verbally, pictorially, with manipulatives, on the Smart Board).</i> • <i>Students transition from one activity to the next with efficiency and knowledge of the procedures.</i> • <i>Students need minimal redirection for the expectations during learning time.</i> • <i>Students listen attentively.</i> 	
	<i>Students have voice/and choice in activity when appropriate.</i>	
	<i>Students have access to technology</i>	
	Teacher Engagement: Teachers actively facilitate the learning.	
	<i>Teachers ask reflective questions.</i>	
	<i>Teachers give specific feedback.</i>	
	<i>Teachers model problem-solving strategies.</i>	
	<i>Teachers probe and invite students to share problem-solving strategies.</i>	
	<i>Teachers make connections to prior knowledge.</i>	
	<i>Teachers provide differentiated support depending on individual student needs.</i>	
	Physical Environment: This supports student learning.	
	<i>Materials, resources and room orderly</i>	
	<i>Learning activities readily accessible</i>	

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Enrichment Activity Observation Checklist

Site/Center: _____ Date: _____ Observer: _____

Activity: When I Grow Up Room: _____

Rating	Indicators	Notes
1=Low 2=Medium 3=High		
	Enrichment Activity	
	<i>Every student participates in small-group activities:</i>	
	<i>Required materials/resources available:</i>	
	<ul style="list-style-type: none"> <i>Laptops for researching</i> 	
	<ul style="list-style-type: none"> <i>Journals</i> 	
	<i>Resources:</i> <ul style="list-style-type: none"> <i>Authentic career tools (stethoscope, microphone, office software)</i> <i>Expert speakers</i> 	
	Exposure: Students receive the required academic enrichment dosage.	
	<i>Students are participating in intentional academic enrichment for 2 hours in summer program on Monday through Friday</i>	
	Student Engagement: Students actively participate in the activity.	
	<i>Students research and explore authentic tools.</i>	
	<i>Students actively communicate problem-solving methods with teachers and one another.</i>	
	<i>Students are engaged</i> <ul style="list-style-type: none"> <i>Students actively engage in conversation.</i> <i>Students actively engage in and verbalize use of new targeted academic skills.</i> <i>Students ask and answer questions about their thinking pathways.</i> <i>Students confidently share their new academic skills in a variety of ways (e.g., verbally, pictorially, in journals, in peer conversations).</i> <i>Students need minimal redirection for the expectations during learning time.</i> 	
	<i>Students have voice and choice in activity when appropriate</i>	
	Teacher Engagement: Teachers are actively facilitating the learning.	
	<i>Teachers ask reflective questions.</i>	
	<i>Teachers give specific feedback.</i>	
	<i>Teachers model problem-solving strategies.</i>	

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	<i>Teachers probe and invite students to share problem-solving strategies.</i>	
	<i>Teachers make connections to prior knowledge.</i>	
	<i>Teachers provide differentiated support depending on individual student needs.</i>	
	Physical Environment: This is conducive to student learning.	
	<i>Materials, resources and room orderly</i>	
	<i>Learning activities readily accessible</i>	