Children's Programing Observation Guide

Program: **Date and Time:**

Location: **Observer:**

Number of children:

Level of Engagement

For each dimension described below, rate the level of engagement you observed. Then describe specific, concrete examples of what you saw and heard to illustrate and support your rating.

	Did not occur		*Occurred somewhat*		*Occurred frequently*
1. Children directed their attention to the presenter and activities.	1	2	3	4	5
Description:					

	Did not occur		*Occurred somewhat*		*Occurred frequently*
2. Children participated in the hands-on activities.	1	2	3	4	5
Description:					

	Did not occur		*Occurred somewhat*		*Occurred frequently*
3. Children expressed enthusiasm for the activities.	1	2	3	4	5
Description:					

	Did not occur		Occurred somewhat		Occurred frequently
4. Children answered the presenter's questions and/or offered information related to the activities.	1	2	3	4	5
Description:					

	Did not occur		Occurred somewhat		Occurred frequently
5. Children asked questions related to the activities.	1	2	3	4	5
Description:					

Approximately what proportion of children were actively engaged in today's session/activities?

None   Some   Most   All

Additional notes or comments

11—APPENDIX B: EVALUATION INSTRUMENTS

IMLS Story Time Checklist

Program Theme (if any): _____ Presenter: _____

Date: _____ Time: _____ Location: _____ Researcher: _____

Targeted age(s): _____ Attendance (children): _____ Attendance (adults): _____

Approx. # all attending by Race/Ethnicity, Age, Gender:

_____

_____

_____

No	Somewhat	Yes	**A. Adult Participation** (check all that apply)
❏	❏	❏	Presenter encourages participation of parents and caregivers.
❏	❏	❏	Presenter encourages interactions between parent or caregiver and children.
❏	❏	❏	Presenter acknowledges the important role parents and caregivers play in early literacy development.
❏	❏	❏	Presenter calls attention to handouts and/or displays for parents/caregivers.
❏	❏	❏	Presenter encourages communication between him/herself and parents and caregivers before and after the program.
❏	❏	❏	Presenter found ways to communicate early literacy information to parents and caregivers not in attendance.

No	Somewhat	Yes	**B. Print Motivation** (check all that apply)
❏	❏	❏	Presenter conveys the idea that reading is enjoyable.
❏	❏	❏	Presenter seems to have fun.
❏	❏	❏	Presenter reads books in an engaging manner.
❏	❏	❏	Children are engaged; enjoy the story time.
❏	❏	❏	Adults in attendance seem engaged; enjoy the story time.

Comments: _____

_____

C. Early Literacy Asides and/or Tips: Write down any asides—Take notes on *any* parent directed comments.

_____

_____

_____

No	Somewhat	Yes	**D. ECRR Practices during Story Time** (check all that apply)
❏	❏	❏	Presenter has a coherent, content-related theme.
❏	❏	❏	Presenter invites children/adults to chime in saying rhymes/fingerplays/poems.
❏	❏	❏	Presenter uses music/songs/songbooks.
❏	❏	❏	Presenter offers opportunities for small motor development, such as fingerplays (precursor to writing).
❏	❏	❏	Presenter offers opportunities for large motor development to develop spatial relationships (precursor to writing).
❏	❏	❏	Presenter demonstrates writing and/or encourages children/families to write.
❏	❏	❏	Presenter talks about the books and engages in conversations around books.
❏	❏	❏	Presenter provides activities to support learning through play.
❏	❏	❏	Presenter makes connections to concepts and vocabulary when reading.
❏	❏	❏	Presenter specifically explains word(s) or word nuances that children may not be familiar with.
❏	❏	❏	Presenter models talking with children, leaving time for child to respond.
❏	❏	❏	Presenter talks about the events of the story/theme: encourages children's comments.
❏	❏	❏	Presenter allows children to participate in retelling of story; may use puppets, props, creative dramatics, and/or flannel board.
❏	❏	❏	Presenter uses at least one informational book but may not read the whole book (ages 2 and up).
❏	❏	❏	Presenter offers opportunity for booksharing between parent/caregiver and child.
❏	❏	❏	Presenter offers suggestions for ways adults can support children's play to develop early literacy.
❏	❏	❏	Presenter uses visual technology (Smart Board, TV, DVD, etc.) to engage parents and children in story time.
❏	❏	❏	Parents and children have the opportunity to use technology together (tablets, Smart Board, etc.) during story time.

Observation Form

NISE network
NANOSCALE INFORMAL SCIENCE EDUCATION

Start time: _____

End time: _____

Total time:

Educational Goal(s)
List the goals of your educational experience.

Group Characteristics
Indicate the type of participant group and the number of group members in each age category.

No. of adults: _____ 18–29 _____ 30–50 _____ 51+

No. of children/youth: _____ under 2 _____ 2–5 _____ 6–8 _____ 9–12 _____ 13–17

Group seems to be (circle one):   School or tour group   Family or friend group

Observations
What happened during the program (description of participant and facilitator talk and behaviors)?

NISE network
NANOSCALE INFORMAL SCIENCE EDUCATION

Reflections

From what you observed, what about the program worked well to support your educational goals?

From what you observed, what about the program didn't work as well to support your educational goals?

Any other reflections (e.g., other strategies to try, interesting visitor comments, group specific issues)?

Community Meeting Observation Guide

Type of meeting:	
Observer:	
Date:	
Location:	

Observation start time:	Observation end time:	
Meeting start time:	Meeting end time:	

Session chronology

Briefly describe the basic chronology of events, including how the meeting begins and ends. Note the time when major changes in activities occur.	

Participation				
Over the course of the session, how many participants provide input or ask questions?	Few	Some	Most	Nearly all
Over the course of the session, how often do participants provide input or ask questions?	Rarely	Occasionally	Often	Continually
Describe key examples of participants providing input or asking questions				
Describe key examples that reflect a lack of participant input or questions				

Facilitation				
Over the course of the session, how often does the facilitator take actions to elicit input and questions?	Rarely	Occasionally	Often	Continually
Describe examples of the actions the facilitator takes to elicit input and questions				
Describe examples of actions the facilitator takes that limit limit input or questions OR examples of missed opportunities to elicit input and questions				

Notes and comments

Include any additional notes and comments about this observation	

APPENDIX A: OBSERVATION PROTOCOL

INGENUITY LAB OBSERVATION PROTOCOL

Date:	Activity:		Facilitator:		
	Number in group:	**Group Type:**		School	Family
Age and Gender:	<7 8–12	13–17 18–21 22–35 36–50 50+			
START TIME:		END TIME:	OBSERVER		

Activity Completion

1. Playing. Visitor plays with the manipulatives, but does not do the activity as intended.
2. Partial Completion. Visitor partially completes the activity.
3. Full Completion. Visitor fully completes the activity.
4. Goes Beyond Activity. Visitors completes activity and takes it further.

Level of Engagement

1. Low. Visitor makes cursory stop with minimal engagement with activities (e.g. sitting down, talking with facilitator &/or quickly touch manipulatives).
2. Moderate, low. Visitor engages with facilitator or focuses on activities, but with low interest (e.g. tries the activity, but may not complete).
3. Moderate, high. Visitor engages with facilitator or activity, but with medium interest (e.g. "goes through the motion" to do activity, but does not take further).
4. High. Visitor fully engaged with facilitator &/or activities (e.g. dem onstrates prolonged engagement with the activity, appearance of directed focus or discussion related to activity, actively completes the activity, repeats it multiple times or does related activity).

Level of Facilitation

1. No interaction between facilitator and visitor
2. Facilitator provides an introduction to the activity and visitor completes it on their own
3. Facilitator provides minimal facilitation (answers visitor questions, offers minor suggestions)
4. Facilitator provides extensive facilitation (guides visitor through process, engages in extended dialogue with visitor)

Affect

(Which of the following emotions, if any, do visitors show as they participate in the activity? Check all that apply. Please note your observations & impressions.

a. displeasure   _____
b. frustration   _____
c. confusion   _____
d. neutral   _____
e. surprise   _____
f. intrigue/interest   _____
g. excitement   _____
h. pleasure   _____

Behavior	$(-,\sqrt{},+)$	Indicate if facilitator initiated
Describes/identifies a problem to be solved (finding flaws)		
Expresses a design goal ("I want it to…")		
Describes one or more options for achieving goal (brainstorming)		
Sketches design		
Selects appropriate materials from available options		
Makes causal inference/predictions about how design will perform		
Explores materials and variables (without designing)		
Manipulates variables to achieve goal (building, creating)		
Collaborates with others on design		
Creates innovative design (creates unusual design compared to typical designs by visitors)		
Tests design		
Modifies design to make improvements		
Tests revised design		
Compares two (or more) designs		
Discusses what works, what doesn't, or what could be improved		
Discuss how this activity relates to the real world, real engineers, etc.		

NOTES: