

Positive Prevention PLUS Observation Form

Observer Name: _____

Site: _____

Date: _____

Teacher: _____

Lesson: _____

Period: _____

Number of Students: _____

Directions: The purpose of the observation form is to measure the quality of implementation of the program delivery. Please use the guidelines within when completing the observation form and *do not* change the scoring provided; for example, do not circle multiple answers or score a 1.5 rather than a 1 or 2. This form should be used by program staff not directly responsible for the program's implementation but who have been trained in the program. **Please read through the items prior to the observation.**

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Instructions: The following questions assess the overall quality of the program session and delivery of the information. Use your best judgment and do not circle more than one response.

1. In general, how clear were the program teacher's explanations of the activities?

1	2	3	4	5
Not clear		Somewhat clear		Very clear

- 1. Most participants do not understand the instructions and cannot proceed; many questions asked.
- 3. About half of the group understands, while the other half asks questions for clarification.
- 5. 90-100% of the participants begins and completes the activity/discussion with no hesitation and no questions.

2. To what extent did the teacher keep track of time during the session and activities?

1	2	3	4	5
Not on time		Some loss of time		Well on time

- 1. Teacher does not have time to complete the material (particularly at the end of the session); regularly allows discussion to drag on (e.g., participants seem bored or begin discussing non-related issues in small groups).
- 3. Misses a few points; sometimes allows discussions to drag on.
- 5. Completes all content of the session; completes activities and discussions in a timely manner (using the suggested time limitations in the program manual, if available).

3. To what extent did the presentation of materials seem rushed or hurried?

1	2	3	4	5
Very rushed		Somewhat rushed		Not rushed

- 1. Teacher doesn't allow time for discussion; doesn't have time for examples; tells participants they are in a hurry; body language suggests stress or hurry.
- 3. Some deletion of discussion/activities; sometimes states but does not explain material
- 5. Does not rush participants or speech but still completes all the materials; appears relaxed.

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4. To what extent did the participants appear to understand the material?

1	2	3	4	5
Little understanding		Some understanding		Good understanding

Use your best judgment based on participant conversations and feedback.

1. Less than 25% seem to understand; 3. About half; 5. 75-100% understands

5. How exactly did the group members participate in discussions and activities?

1	2	3	4	5
Little participation		Some participation		Active participation

Use your best judgment based on participant conversations and feedback.

1. Less than 25% participation; 3. About half; 5. 75-100% participation

6. On the following scale, rate the teacher on the following qualities:

a. Knowledge of the program

1	2	3	4	5
Poor		Average		Excellent

1. Cannot answer questions, mispronounces names; reads the manual.

5. Provides information above and beyond what's in the manual; seems very familiar with the concepts and answers questions with ease.

b. Level of enthusiasm

1	2	3	4	5
Poor		Average		Excellent

1. Presents information in a dry or boring way; lacks personal connection to material; appears "burned out."

5. Makes clear that the program is a great opportunity; gets participants talking and excited; outgoing.

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c. Poise and confidence

1	2	3	4	5
Poor		Average		Excellent

- 1. Appears nervous or hurried; does not have good eye contact
- 5. Does not hesitate in addressing concerns. Well organized, not nervous.

d. Rapport and communication with participants

1	2	3	4	5
Poor		Average		Excellent

- 1. Doesn't remember names; does not "connect" with participants; acts distant or unfriendly.
- 5. Gets participants talking and excited; very friendly; uses people's names when appropriate; seems to understand the community and its needs.

e. Effectively addressed questions and concerns

1	2	3	4	5
Poor		Average		Excellent

- 1. Engages in "power struggles"; responds negatively to comments; gives inaccurate information; doesn't direct participants elsewhere for further info.
- 5. Answers questions of fact with information, questions of value with validation; if doesn't know answer, is honest about it and directs them elsewhere.

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7. Rate the overall quality of the program session:

1	2	3	4	5
Poor		Average		Excellent

Summary measure of all the preceding questions. Asses both the extent of material covered and the performance of the teacher.

Excellent session looks like:

- Participants are doing rather than talking about activities
- Non-judgmental responses to questions
- Answering questions of fact with information, questions of value with validation
- Good time management and well-organized
- Completed the lesson
- Adequate pacing- not too fast and did not drag
- Using effective checks for understanding

Poor session looks like;

- Lecture-style of presenting the content
- Reading the content from the notebook
- Stumbling along with the content and failing to make connections to what has been discussed previously or what participants are contributing
- Uninvolved participants
- Getting into power struggles with participants about the content
- Judgmental response
- Flat affect and boring style
- Unorganized and random
- Loses track of time