



Supplemental Educational Services: Integrated Qualitative and Quantitative Study of Implementation and Impact

Supplemental Educational Services Observation Instrument

Multisite Study of Supplemental Educational Services

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University of Texas - Austin
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Acknowledgements

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Multisite Evaluation of Supplemental Educational Services

Observation Instrument: Summary of use

Summary

The goal of the SES Classroom Observation Instrument is to guide standardized observations of after school tutoring being offered as part of the Supplemental Educational Services program. The instrument is intended to inform understanding of the particular design elements and curricular and instructional components of programs that maximize the potential benefits of SES for disadvantaged students. The development of this instrument drew on three strands of research a) best practices use in high quality after school programs b) the implementation and impact of supplemental educational services c) importance of instructional setting in large scale education reforms.

Components of Instrument

Tutoring Context

This section captures information about the staff and students present, content and skill area, type of space, resources and materials available and in-use, and organization of the tutoring session. It is to be filled out at the beginning of an observation session, although some details may be confirmed and revised as the session progresses.

Tutoring Observation Coding

This section captures information about the quality of curriculum, instruction, resources, interactions and engagement in two “observation points”, one each near the beginning and end of the session. The observer rates indicators observed according to the instructions and definitions provided at the end of this manual. The categories of observation indicators are as follows:

Opportunities for skill-building and mastery: Curriculum
Opportunities for skill-building and mastery: Instruction
Interactions and Engagement

Indicators are to be rated on a scale of 0 to 2: the observer marks a “0” when an indicator is possible to observe but not present at any time or with any students; “1” when an indicator is occasionally present, or with only some students; and, “2” when an indicator is predominant.

Instructional Vignette

The observer writes several paragraphs of thick description of a particular instructional episode between staff and youth that illustrates the predominant landscape of the session. The observer takes notes during the session, but writes up the vignette after observing the session. Ideally, this is of best practices when observed, but can also be of an unsuccessful instructional moment. The observer includes dialogue from staff and youth if possible.

Tutor Follow-up

The observer has a brief, verbal follow-up with tutors after the session to capture any missing information and to create the opportunity for them to ask questions about the observation.

**SUPPLEMENTAL EDUCATIONAL SERVICES
OBSERVATION INSTRUMENT**

*Provider/ID# _____ *District ID# _____ *Site ID # _____

*Observer initials _____ *Date _____ Begin time _____ End time _____

Observation Point A (Time): _____ - _____ Observation Point B: _____ - _____

TUTORING CONTEXT

A. Organization of Tutoring Session

*Advertised/invoiced start time ____/____ *Advertised/invoiced end time ____/____ Total _____

Instructional start time _____ Instructional end time _____ Total _____

Grouping patterns: Observation Point A _____

Observation Point B _____

Focus: __Single activity/whole group __Primary focal activity/opt-out activity __Multiple activities/no focal activity

Activity type: __homework __study skills/test prep __reading/language arts enrichment __math enrichment

__recreational reading __computer games __sports __arts and/or crafts __board/card games __video

__open time/general recreation __other _____

Notes on activity type: Observation Point A

Notes on activity type: Observation Point B

B. Staffing

Tutoring staff #1: __female __male __Afr Amer __Latino/a __As Amer __Nat Amer __White __Other _____

Tutoring staff #2: __female __male __Afr Amer __Latino/a __As Amer __Nat Amer __White __Other _____

Tutoring staff #3: __female __male __Afr Amer __Latino/a __As Amer __Nat Amer __White __Other _____

Tutoring staff #4: __female __male __Afr Amer __Latino/a __As Amer __Nat Amer __White __Other _____

__Special education teacher present for (part of) tutoring program __Sp. ed. teacher present and working with students

Other staff/adult/supervisor present: _____

Information re: staff in online tutoring sessions: _____

Notes on Staffing:

C. *Students*

*Grade levels: K 1 2 3 4 5 6 7 8 9 10 11 12

Obs. Point A: Total female male Afr Amer Latino/a As Amer Nat Amer White Other _____

Obs. Point B: Total female male Afr Amer Latino/a As Amer Nat Amer White Other _____

*Participation by students with: hearing impairment visual impairment speech impairment
 behavioral/emotional disorders orthopedic impairment other _____

*Participation by students with a primary language other than English: Spanish Hmong Somali Other _____

D. *Type of space*: classroom cafeteria library computer lab home office other

Notes on type of space:

E. *Instructional resources available/in-use*: blackboard computer TV calculator
 reference books desks tables writing utensils physical recreation equipment
 assistive technology (e.g. for speech or hearing impairment) other physical accommodations for SWD art
supplies other _____

Notes on supply and condition of instructional resources:

F. *Administrative resources available/in-use*: attendance rosters emergency contacts IEPs student
academic plans other _____

G. *Online instruction/materials*: live tutoring software-based tutoring
 functioning hardware functioning internet connection technical support other _____

Notes on online instruction/materials:

H. *Food provided*: No Yes [snack meal] Notes: _____

I. *Transportation provided*: No Yes [bus bus passes other _____]

ACTIVITY OBSERVATION CODING

STAFF/STUDENT COUNTS

<i>Indicator Checklist</i>	<i>A</i>	<i>B</i>	<i>Comments</i>
STAFF			
Total Staff Present			
Special Education Staff Present			
ELL/Bilingual Staff Present			
STUDENTS			
Total Students Present			

OPPORTUNITIES FOR SKILL-BUILDING AND MASTERY: CURRICULUM

<i>Indicator Checklist</i>	<i>A</i>	<i>B</i>	<i>Comments</i>
STAFF			
1. Indicate skill focus (e.g. spelling, fractions, etc.)			
2. Indicate goal as homework/tutoring			
3. Provide additional materials for students to complete at home			
4. Include cognitive/enrichment activities (other than homework)			
5. Provide artistic or physical recreation activities linked to instruction			
6. Provide community/family-linked activities			
7. Use materials towards the goal of instruction in reading or mathematics			
8. Provide clear instructions around use of materials			
9. Coach/troubleshoot around use of materials, including computers for online formats			
10. Provide curriculum/resources differentiated to ELL			
11. Provide curriculum and/or resources differentiated for students with special needs.			
STUDENTS			
1. Read and write (for homework)			
2. Read and write (not for homework)			
3. Use math (for homework)			
4. Use math (not for homework)			

5. Bring other materials to work on in assignment			
6. Materials are used by students in accomplishing stated goal of instruction			
7. Discuss/ask questions about materials			

OPPORTUNITIES FOR SKILL-BUILDING AND MASTERY: INSTRUCTION

<i>Indicator Checklist</i>	<i>A</i>	<i>B</i>	<i>Comments</i>
STAFF			
1. Communicate goals, purpose or expectations for activity			
2. Provide direct instruction/lecture/give directions			
3. Demonstrate or model a concept or skill			
4. Ask students “why”, “how” and “what if” questions			
5. Constructively critique/offer feedback to individual students			
6. Encourage students to solve their own problems			
7. Provide accurate answers to students’ questions			
8. Check that ELL students understand content and instructions			
9. Show evidence of appropriate instructional accommodations for students with special needs			
10. Are clearly focused on instruction/helping students to learn something new or master a skill			
11. Actively facilitate discussion among students			
12. Challenge students to push themselves intellectually, creatively or physically			
13. Deal effectively with language barriers between students and staff or among students			
14. Show evidence of inclusive practices in organization of activity			
STUDENTS			
1. Listen actively to/watch a lecture/presentation			
2. Work cooperatively with each other to achieve a goal			
3. Choose what or how they do something or help determine the direction of an activity			
4. Participate in structured discussions			

that contribute to completing the activity/task			
5. Ask “why” “how” and “what if” questions that require complex answers			
6. Engage in peer-peer tutoring			
7. Demonstrate understanding of a concept or skill			
8. Think strategically/analyze/solve complex problems			
9. Push themselves intellectually, creatively or physically			

Notes on ELL students for indicators 1-9:

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Notes on SWD for indicators 1-9:

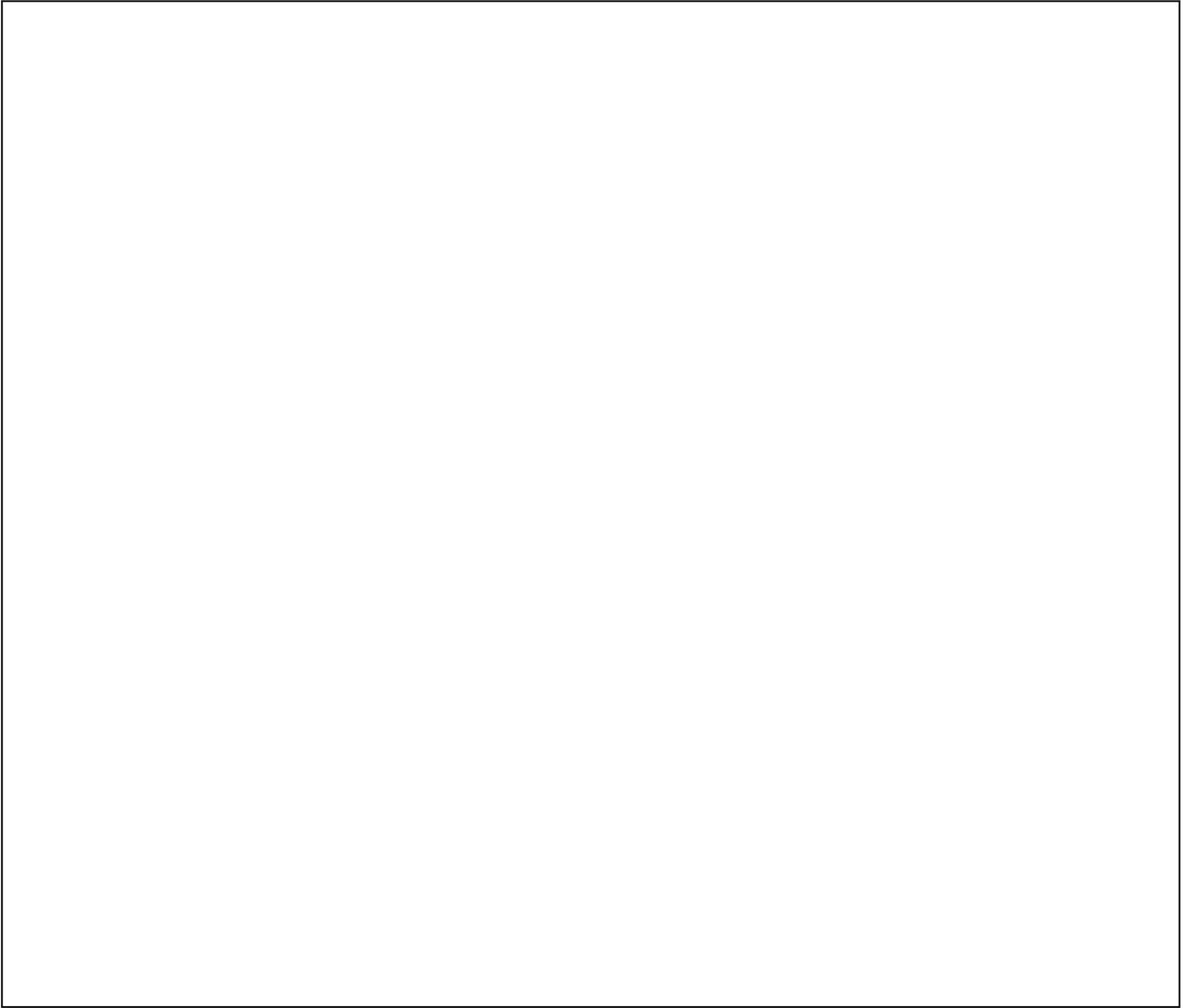
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STAFF AND STUDENT INTERACTIONS AND ENGAGEMENT

<i>Indicator Checklist</i>	<i>A</i>	<i>B</i>	<i>Comments</i>
STAFF			
1. Listen actively and attentively to students			
2. Praise/encourage students			
3. Engage positively with students			
4. Manage conflict between students			
5. Encourage/facilitate participation from disengaged students			
STUDENTS			
1. Interactions are positive with one another			
2. Respond to staff directions and/or interact positively with staff			
3. Are focused and/or actively participating in instructional activities			

Instructional end time: _____

INSTRUCTIONAL VIGNETTE



MISCELLANEOUS NOTES



STAFF FOLLOW-UP

A. MATERIALS TO COLLECT

- Curriculum materials used (reading, mathematics)
- Records present (copy of attendance record for day)
- Copy of the daily/weekly/monthly schedule
- Student incentives (attendance, performance, etc.)
- ELL materials
- Special education materials
- Connection to regular school day (IEPs, IAPs, etc.)
- Assessments (diagnostic)
- Take home materials
- Staff contact information

B. DISCUSSION PROMPTS

- Any remaining information not able to observe during session (e.g. grade level, languages spoken by students, use of assessments)
- Challenges (general and/or specific to that tutoring session)
- Overall reactions to the session (compare to “typical” session)
- Staff professional background (e.g. certifications, educational level)

Notes on follow-up conversation: