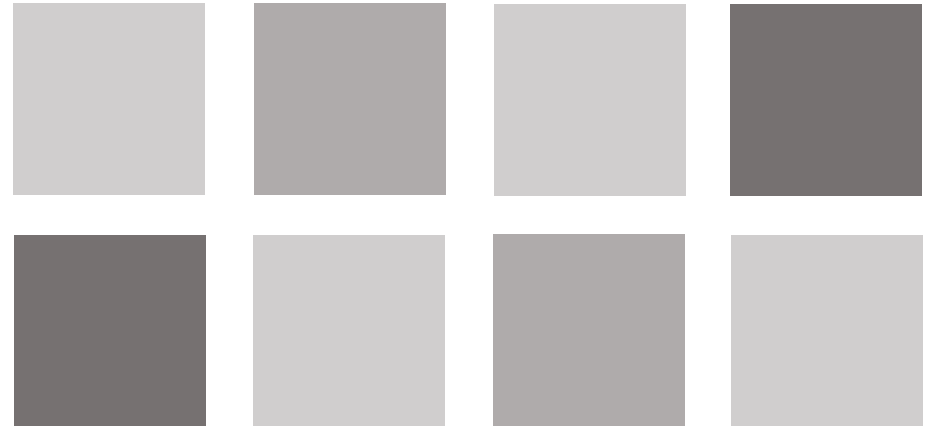
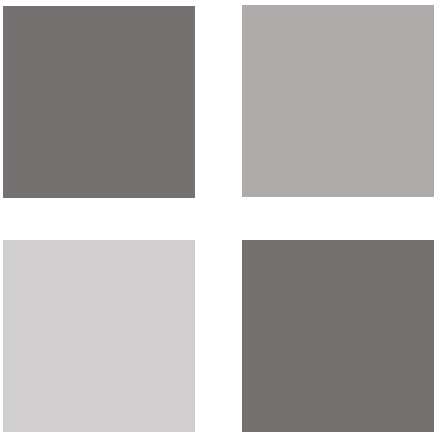


**SOCIAL AND
EMOTIONAL LEARNING
PROGRAM QUALITY
ASSESSMENT**



Organization name:
Site/program name:
Name(s) of program offering(s) observed:
Date of observation:



Published by

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INTRODUCTION

PURPOSE

The Social and Emotional Learning Program Quality Assessment (SEL PQA) draws from and builds on various program quality assessments (PQA) that the Forum for Youth Investments' David P. Weikart Center for Youth Program Quality has developed with partners across the country over many years: the Youth and School-Age PQAs, the Summer Learning PQA, and the Academic Skill-Building PQA. The SEL PQA articulates and measures staff practices that have been identified by research on positive youth development, social and emotional learning, and the science of learning and development, among others. The SEL PQA is designed to evaluate the quality of programs and identify staff training needs. It consists of a set of scoreable standards for best practices in afterschool programs, community organizations, schools, summer programs and other places where young people have fun, work, and learn with adults. Like all of our Program Quality Assessments (PQAs), the SEL PQA can be used for self-assessment and/or for external assessment. Assessments are conducted by carefully observing the interactions of staff and young people in a program; taking objective, detailed notes; and scoring based on anecdotal evidence recorded in observational notes. The SEL PQA is designed to empower people and organizations to envision the highest quality programming for young people by providing a shared language for adult practice and decision making and by producing scores that can be used for comparison and assessment of progress over time.

THE 2020 REVISION

In March 2020, many programs transitioned to virtual learning environments. To support virtual assessment, an additional scoring option, Not Scored (NS), was created, allowing assessors to decide before the assessment not to score specific items because they are not applicable to the purpose or modality of the program. Similar to an "X", it was decided that a score of "NS" will also be excluded from the scale and domain averages so as not to negatively impact the scores. This change then updated the scoring calculations.

DEFINITIONS

- *Item or item row* refers to a single row on the SELPQA for which there are descriptors for scores 1, 3 and 5. Level 5 describes best practice.
- *Scale* refers to the group of 3-6 items falling under the same heading. For example, Scaffolding Learning is a scale that is made up of four items. *Scale score* refers to the average of the scores (one per item) that make up a scale. For example, the Emotion Coaching scale, has four items that can be scored as 1, 3 or 5 and then averaged for a scale score.
- *Domain* refers to the group of scales falling under one of the sections I–IV. For example, in the SELPQA, a domain is "II. Supportive Environment," which contains scales that pertain to that domain. *Domain score* is the average of scale scores for each domain. For example, the domain "II. Supportive Environment" contains three scale scores to be averaged for a domain score.
- *Organization* refers to the agency that operates services for young people. An organization may be a community-based nonprofit agency, church or temple, private center, neighborhood association, or school.
- *Site* refers to the physical location of the activities being observed. For example, Middleton School or Bay Area Community Center.
- *Program offerings* refer to structured activities led by regular staff with the same young people over time. This includes the range of scheduled services available to young people at an organization (classes, workshops, meetings, special events, homework help, discussion groups, etc.)
- *Session* refers to one scheduled period of a program offering, e.g., a session might be when the photography club meets from 3 to 5 p.m. on Wednesday.
- *Staff* refers to the person or persons facilitating a session. Staff may include paid workers, volunteers or peer leaders.
- *Activities* are the planned interactions led by staff within a program offering. For example, the activities in an art club might include making a collage, learning different painting techniques and making sculptures with found objects.
- *Program hours* are the normal hours that the full range of program offerings are in session.
- *Structured* refers to the quality of being intentional, planned, prompted, initiated and/or named by staff; it does not refer to young people's informal conversation or actions.

BENEFITS

The SELPQA offers several important attributes:

- *Experience-tested approach* – The standards for best practices that make up the SEL PQA are grounded in extensive experience working with young people. Together, the scales in the instrument represent a youth development approach that works.
- *Research-based rubrics* – The SEL PQA contains proven measurement rubrics that allow observers to differentiate programs in important and meaningful ways.
- *Opportunities to observe practice* – Staff using the SEL PQA must spend time watching what happens in their program.
- *Flexibility* – The SEL PQA is designed to meet a range of accountability and improvement needs, from self-assessment to research and evaluation.

INTRODUCTION TO ITEMS & SCORING

The SELPQA items measure quality in different ways. Some items measure aspects of the environment or the way the session is structured. Some items measure if staff exhibit specific behaviors or best practice methods, or how frequently staff carry out the practice. Some items distinguish between young person-initiated behaviors that occur informally/spontaneously & those that have been set up intentionally by staff. Others measure how many young people have certain opportunities. It is important to note that items generally capture either staff practices or young people behaviors/opportunities, but not both. Both are indicators of a quality program, although the SELPQA & continuous improvement approach focus on staff behaviors as that is where staff can directly make changes or improvements.

Scores at all levels are based on a five-point measurement scale ranging from 1-5, where 1 generally represents the absence of a practice or the presence of a poor practice, 3 represents the informal presence of the practice or availability of the practice to only some young people, and 5 represents intentional delivery of the highest quality practices.

In observing and scoring, it is helpful to keep the following in mind:

- Think about the intent of the item when scoring. Consult the SELPQA handbook as needed.
- Follow through and pay attention to an entire sequence of events (e.g., young person behavior, staff response, young person response).
- If the item assesses young people's opportunity for something, score based on whether the opportunity was present or explicitly offered, even if some young people do not take advantage of the opportunity.
- Score based on what you see that day, even if there were extenuating circumstances present that affected scores.
- If there are two or more staff members, score on whether any one of the staff members carry out a certain practice. Otherwise, focus on the primary staff member.

PROGRAM INFORMATION

[Complete for Program Self-Assessment or External Assessment]

Organization name: _____ Site/program name: _____

Date of observation (mm/dd/yyyy): _____
If multiple observations were conducted, provide the date of the last one conducted.

How was this observation conducted? Check all that apply:

☐ In-person observation ☐ Live virtual observation ☐ Observed a recorded session

Name(s) of program offering(s) observed: _____

Brief description of program offering(s): _____

Staff: Youth Ratio: _____ Total number of staff observed _____ Total number of young people observed _____

Grades of young people observed (Circle all that apply):

K 1 2 3 4 5 6 7 8 9 10 11 12 12+

Type(s) of program/activity observed (Check all that apply):

☐ Mentoring ☐ Literacy ☐ STEM ☐ Other academic enrichment
(e.g., homework help, tutoring, college prep)

☐ Career readiness
(e.g., entrepreneurship) ☐ Youth leadership ☐ Community service/
civic engagement ☐ Visual & performing arts
(e.g., drama, painting, music)

☐ Sports, fitness & physical health
(e.g., basketball, dance, cooking) ☐ Other:

CREATING SAFE SPACES | Staff provide a safe and welcoming environment

	ITEMS				SUPPORTING EVIDENCE/ANECDOTES
1.	<p>1 The emotional climate of the session is predominantly negative (e.g., disrespectful, tense, exclusive, even angry or hostile); negative behaviors, such as rudeness, bragging, insults, “trash talking,” negative gestures or other such actions are not mediated by either young people or staff.</p>	<p>3 The emotional climate of the session is predominantly positive. Negative behaviors are mediated (e.g., countered, curtailed, defused) by staff or young people.</p>	<p>5 The emotional climate is always positive (e.g., mutually respectful, relaxed, equitable; characterized by teamwork, camaraderie, inclusiveness); young people and staff are observed offering encouragement, affirmations, or support to others.</p>	<input type="checkbox"/>	
2.	<p>1 Staff use negative or disrespectful words, tone of voice, or body language.</p>	<p>3 Staff use neutral or respectful words, tone of voice, and body language.</p>	<p>5 Staff use positive and warm words, tone of voice, and body language that convey enthusiastic welcome, sincere affection, or genuine interest in young people’s well-being (e.g., “Wow! It is so good to see you back at the program!” “Awww...I am so sorry your pet died!” Staff smile frequently; staff make appropriate and culturally relevant gestures that are responded to positively by young people—high fives, fist bumps, handshakes, bows, pats on the back, etc.)</p>	<input type="checkbox"/>	

CREATING SAFE SPACES, continued | Staff provide a safe and welcoming environment

ITEMS				SUPPORTING EVIDENCE/ANECDOTES	
3.	1 Staff do not create a safe space for young people to share (e.g., staff do not respond supportively if young people share, express emotions or make mistakes; or staff do not provide an opportunity for young people to share).	3 Staff create a safe space for young people to share (e.g., encourage sharing of emotions or experiences, respond supportively if young people share) but do not provide young people with specific guidance or supports for creating a safe space.	5 Staff create a safe space for young people to share and provide young people with specific guidance or supports for creating a safe space (e.g., allow someone to finish without being interrupted, allow person to pass if they choose, only the person with the talking stick speaks, reinforce young people when they stand up for each other or someone outside the group).	<input type="checkbox"/>	
	1 Staff group management style includes multiple instances of reactive or negative responses OR includes even one example of a harsh or demeaning response.	3 Staff group management style includes proactive and/or positive approaches, but also includes reactive or negative responses (e.g., mild reprimands, displaying annoyance, using rewards and consequences, yelling to get young people's attention).	5 Staff group management style is characterized by proactive or positive approaches (e.g., proactively promoting constructive engagement, calm redirection, structured attention-getters, showing understanding of possible emotional or physical triggers of individuals in the group, etc.).	<input type="checkbox"/>	

CREATING SAFE SPACES, continued | Staff provide a safe and welcoming environment

	ITEMS	SUPPORTING EVIDENCE/ANECDOTES
5.	<p>1 Staff do not consistently hold young people accountable to an agreed-upon set of guidelines, behavior expectations, or consequences (e.g., staff opinion or preference takes precedence over any group agreements).</p> <p>3 Staff consistently hold young people accountable to an agreed-upon set of guidelines, behavior expectations, or consequences.</p> <p>5 Staff consistently hold young people and themselves accountable to an agreed-upon set of guidelines, behavior expectations, or consequences (e.g., staff note guidelines apply to themselves as well as to young people).</p>	<div data-bbox="1329 261 1386 321"><input type="checkbox"/></div> <p>Do not score if guidelines, behavioral expectations, or consequences are not referred to. Mark with an X.</p>
6.	<p>1 There is evidence of religious, cultural, racial/ethnic, class, gender, ability, appearance, or sexual orientation bias on the part of staff (e.g., comments based on stereotyped assumptions, slurs, clearly differential treatment, etc.).</p> <p>3 There is no evidence of bias on the part of staff.</p> <p>5 There is no evidence of bias on the part of staff based on religion, culture, race/ethnicity, class, gender, ability, appearance, or sexual orientation and there is evidence of mutual respect and active inclusion (e.g., meal plans include dietary or religious food requirements; reference is made to more than one type of family grouping; preferred pronouns are used).</p>	<div data-bbox="1329 586 1386 646"><input type="checkbox"/></div>

EMOTION COACHING | Staff prompt young people to be aware of and constructively handle their emotions

ITEMS				SUPPORTING EVIDENCE/ANECDOTES
1.	1 Staff do not acknowledge, validate, or name emotions of young people.	3 Staff occasionally acknowledge, validate, and name emotions of young people.	5 Staff consistently acknowledge, validate, and name emotions of young people (e.g., "It seems you are disappointed that you didn't get the part.").	<input type="checkbox"/>
2.	1 Staff do not ask young people to name or describe their emotions or identify the intensity of their emotions.	3 Staff ask some young people to name or describe their emotions or identify the intensity of their emotions (e.g., "So are you just disappointed or are you really crushed that you weren't chosen?").	5 Staff ask all young people to name or describe their emotions or identify the intensity of their emotions (e.g., "So everyone tell us how you felt after the art fair?").	<input type="checkbox"/>
3.	1 Staff do not ask young people about or discuss constructive handling of their emotions.	3 Once, staff ask young people about or discuss constructive handling of their emotions (e.g., staff support young people to distinguish between feelings and actions, talk about ways to calm oneself, use "I feel" language rather than accusations, etc.).	5 More than once, staff ask young people about or discuss constructive handling of their emotions (e.g., staff support young people to distinguish between feelings and actions, talk about ways to calm oneself or to express pride in an accomplishment without putting others down, etc.).	<input type="checkbox"/>
4.	1 Staff do not tell or ask young people about the causes of their emotions.	3 Staff tell young people about possible causes of their emotions – either in response to in-the-moment situations or in discussion of an external situation (e.g., "I think maybe you didn't speak up because you were afraid.").	5 Staff ask young people about the causes of their emotions (e.g., "Why were you so angry?" "What happened that made you feel that way?").	<input type="checkbox"/>

SCAFFOLDING LEARNING | Staff scaffold tasks for optimal learning

ITEMS			SUPPORTING EVIDENCE/ANECDOTES	
1.	<p>1 Staff do not break difficult tasks into smaller or simpler steps for young people, or there are no tasks of sufficient difficulty to warrant explaining steps.</p>	<p>3 Staff break down difficult tasks into smaller or simpler steps, but steps are not outlined or explained before they begin.</p>	<p>5 Staff break down difficult tasks into smaller or simpler steps which are outlined or explained to young people before they begin (e.g., steps are explained in sequence; instructions are provided for specific steps; examples of completed steps are shared).</p>	<input type="checkbox"/>
2.	<p>1 Staff do not model skills.</p>	<p>3 Staff model skills for some young people.</p>	<p>5 Staff model skills for all young people.</p>	<input type="checkbox"/>
3.	<p>1 Staff do not encourage young people to try out skills or attempt higher levels of performance.</p>	<p>3 Staff encourage some young people to try out skills or attempt higher levels of performance.</p>	<p>5 Staff encourage all young people to try out skills or attempt higher levels of performance.</p>	<input type="checkbox"/>
4.	<p>1 Staff do not adjust the difficulty of the task or adjust supports when adjustments are clearly needed (e.g., when young people sail through the task easily, encounter frequent errors, or complain about not understanding how to do task).</p>	<p>3 Staff do not actively monitor the level of challenge for individuals or the group, but there is no clear evidence of inappropriate level of challenge.</p>	<p>5 Staff monitor or state an observation of the level of challenge for individuals or the group and adjust supports to maintain an appropriate level of challenge, if necessary (e.g., "Do you understand how to do this?" "Let's try doing it together and then we'll see if you can do it on your own." "It looks like that may be too easy for you. Let's try something harder.").</p>	<input type="checkbox"/>

FOSTERING GROWTH MINDSET | Staff support young people in developing achievement effort beliefs

	ITEMS				SUPPORTING EVIDENCE/ANECDOTES
1.	1 Staff do not have young people attempt to figure out for themselves how to improve.	3 Staff ask young people to attempt to figure out how to improve or correct their work but do not sufficiently allow them to do so (e.g., staff jump in with correct answer before young person has time to respond; when a young person doesn't know how to improve, staff do not rephrase the question or give a hint).	5 Staff guide or support young people in attempting to figure out for themselves how to improve (e.g., "So, what could you do differently?" "Next time, what could you do to keep yourself focused?").	<input type="checkbox"/>	
2.	1 Staff do not support contributions or accomplishments of young people in either of the ways described for a score of 3 or 5, or simply don't support young people at all.	3 Staff support contributions or accomplishments of young people, but use only subjective or evaluative comments, such as "Good job!", "I like it!" or "You're so smart!"	5 Staff support contributions or accomplishments of young people by acknowledging what they've said or done with specific, non-evaluative language (e.g., "The detail in that sentence helps me create the picture in my mind." "You figured that word out from the context by yourself!").	<input type="checkbox"/>	
3.	1 Staff only attribute success or failure to factors outside of young people's control (e.g., innate ability, luck, fate, the mistakes of others. "Some people just aren't good at math." "It was the teacher's fault for giving such a hard test.").	3 Staff attribute success or failure to factors both within and outside of young people's control or make no attributions about young people's control over success or failure.	5 Staff attribute success to effort, strategy, attention, practice, or persistence (e.g., "Your brain is like a muscle, the more you exercise it, the better it works", "It may take some extra practice, but you'll get better at it." "I see you worked hard to meet your goal." "You can do this – just try a different strategy this time.").	<input type="checkbox"/>	

FOSTERING TEAMWORK | Staff provide opportunities to collaborate and work cooperatively with others

ITEMS			SUPPORTING EVIDENCE/ANECDOTES	
1.	<p>1 Staff do not provide opportunities for young people to participate in teams or small groups.</p>	<p>3 Staff provide opportunities for young people to participate in small groups, but the activity doesn't include active collaboration (e.g., staff assign groups where young people work on individual art projects at the same table; young people individually earn points for their group).</p>	<p>5 Staff provide opportunities for young people to participate in small groups that require active collaboration (e.g., working together on a joint project, activities with discussion and planning, interdependent roles, etc.).</p>	<input type="checkbox"/>
2.	<p>1 Staff do not provide opportunities for young people to work toward shared goals.</p>	<p>3 Staff provide opportunities for some young people to work toward shared goals.</p>	<p>5 Staff provide opportunities for all young people (groups or individuals) to work toward shared goals (e.g., each young person contributes a section to a story; young people build a catapult together).</p>	<input type="checkbox"/>
3.	<p>1 Staff do not provide young people opportunities to practice group-process skills.</p>	<p>3 Staff provide all young people at least a limited opportunity to understand and practice group-process skills (e.g., a full group discussion is long enough for all young people to contribute; young people briefly share in pairs).</p>	<p>5 Staff provide all young people multiple or extended opportunities to understand and practice group-process skills (e.g., contribute ideas or actions to the group; do a task with others; take responsibility for a part).</p>	<input type="checkbox"/>

PROMOTING RESPONSIBILITY AND LEADERSHIP | Staff provide young people with opportunities to grow in responsibility and leadership

ITEMS			SUPPORTING EVIDENCE/ANECDOTES	
1.	1 Staff do not provide young people with opportunities to be responsible for assigned tasks or activities.	3 Staff provide some young people with opportunities to be responsible for assigned tasks or activities.	5 Staff provide all young people with opportunities to be responsible for assigned tasks or activities (e.g., taking attendance, handing out snacks, leading an opening activity).	<input type="checkbox"/>
2.	1 Staff frequently take over or intervene intrusively in assigned tasks or activities.	3 Staff occasionally take over or intervene intrusively in assigned tasks or activities.	5 Staff never take over or intervene intrusively in assigned tasks or activities, supporting young people to carry out roles or responsibilities as independently as possible.	<input type="checkbox"/>
3.	1 Staff do not provide opportunities for any young people to mentor an individual.	3 Staff provide one young person an opportunity to mentor an individual.	5 Staff provide more than one young person an opportunity to mentor an individual (e.g., young people teach or coach another).	<input type="checkbox"/>
4.	1 Staff do not provide opportunities for young people to lead a group.	3 Staff provide one young person an opportunity to lead a group (e.g., one young person leads warm-up exercises or a small group discussion).	5 Staff provide more than one young person an opportunity to lead a group (e.g., teach others; lead a discussion, song, project, event, outing or other activity).	<input type="checkbox"/>
5.	1 Staff do not provide young people with an opportunity to share their ideas or work with the entire group.	3 Staff provide one young person with an opportunity to share their ideas or work with the entire group.	5 Staff provide more than one young person with an opportunity to share their ideas or work with the entire group (e.g., report results of their small group activity to a large group; describe their individual project to the whole group; share ideas in partnership with adults).	<input type="checkbox"/>

CULTIVATING EMPATHY | Staff support young people in practicing empathy skills

	ITEMS				SUPPORTING EVIDENCE/ANECDOTES
1.	<p>1 Staff do not provide young people with an intentional activity where listening to the stories, experiences, feelings, or viewpoints of others is part of the activity.</p>	<p>3 Staff provide young people an intentional activity where listening to the stories, experiences, feelings, or viewpoints of others is part of the activity but not its sole focus (e.g., staff have young people discuss and plan what organizations might be open to their community action project).</p>	<p>5 Staff provide young people with an intentional activity where listening, understanding, and acknowledging the personal stories, experiences, feelings, culture, or viewpoints of others is the sole focus of the activity (e.g., staff have young people in small groups share about an experience that shaped their life).</p>	<input type="checkbox"/>	
2.	<p>1 Staff do not tell young people about or ask young people to discuss the causes or consequences of other people's emotions.</p>	<p>3 Staff tell young people about the causes or consequences of other people's emotions but do not involve young people in a discussion about it.</p>	<p>5 Staff ask young people to discuss the causes or consequences of other people's emotions (e.g., in response to in-the-moment situations, past experiences, or in discussion of other actual or fictional events or experiences).</p>	<input type="checkbox"/>	
3.	<p>1 Staff do not provide explicit opportunities for young people to affirm, appreciate, or show kindness to others.</p>	<p>3 Staff provide explicit opportunities for some young people to affirm, appreciate, or show kindness to others.</p>	<p>5 Staff provide explicit opportunities for all young people to affirm, appreciate, or show kindness to others (e.g., staff have young people write notes to a peer who is ill; organize can goods drive for a food bank; have each young person describe the strengths they appreciate in a teammate and how it helps them build on their own strengths).</p>	<input type="checkbox"/>	

CULTIVATING EMPATHY, continued | Staff support young people in practicing empathy skills

	ITEMS			SUPPORTING EVIDENCE/ANECDOTES
4.	<p>1 Staff do not actively support young people's understanding and appreciation of differences.</p>	<p>3 Staff support young people's understanding and appreciation of differences only informally or in-the-moment (e.g., "Great! I see your group has found a way to take advantage of team members who are especially good with details and those whose strength is seeing the big picture." "Diversity is one of the things that makes our program great.").</p>	<p>5 Staff provide formal opportunities to learn about, discuss, and value differences (e.g., young people interview people from different generations, countries, or backgrounds; staff have young people learn about each other's strengths after they take personality inventories).</p>	<div data-bbox="1329 321 1383 378" data-label="Image"></div>

FURTHERING LEARNING | Staff encourage young people to deepen their learning

ITEMS				SUPPORTING EVIDENCE/ANECDOTES
1.	<p>1 Staff do not make, or have young people make, connections between session activities and young people’s previous knowledge.</p>	<p>3 Staff make connections between session activities and young people’s previous knowledge (e.g., “These angles remind me of a baseball field.”).</p>	<p>5 Staff have young people make connections between session activities and young people’s previous knowledge (e.g., related topics previously studied, “real world” applications or issues. For example, staff ask young people questions like “how does our program gardening project relate to what you learned about river pollution?”).</p>	<div></div>
2.	<p>1 Staff do not support young people in linking concrete examples to content-related principles or categories.</p>	<p>3 Once, staff support young people in linking concrete examples to content-related principles or categories.</p>	<p>5 More than once, staff support young people in linking concrete examples to content-related principles or categories, (e.g., “Giving more specific names to your feelings will help others understand you better.” “What other four-sided figure would be a quadrilateral?” “Understanding a candidate’s platform will help voters make informed decisions.”).</p>	<div></div>

FURTHERING LEARNING, continued | Staff encourage young people to deepen their learning

ITEMS					SUPPORTING EVIDENCE/ANECDOTES
3.	1 Staff do not encourage young people to deepen or extend knowledge.	3 One time, staff encourage young people to deepen or extend knowledge (e.g., staff ask young people questions that encourage young people to analyze; define a problem; or make comparisons, predictions, applications, inferences, or generate alternate solutions).	5 Two or more times, staff encourage young people to deepen or extend their knowledge or thinking (e.g., staff ask open-ended questions that encourage young people to analyze; define a problem; make comparisons or inferences; predict, apply, evaluate or generate alternate solutions. For example, "How do you think the distance from the lamp will affect the seedlings?" What does this have in common with what you learned last week?").	<input type="checkbox"/>	
4.	1 Staff do not support young people to use logical reasoning.	3 Once, staff support young people to use logical reasoning.	5 More than once, staff support young people to use logical reasoning (e.g., "Why do you think that would happen?" "Please explain your reasoning.")	<input type="checkbox"/>	
5.	1 Staff tell young people answers or what to do and rarely or never make comments, ask questions that guide young people in discovering an answer to a problem, or guide young people's initiative in learning.	3 Staff sometimes make comments, ask questions that guide young people in discovering an answer to a problem, or guide young people's initiative in learning (e.g., "What else would a reader want to know about your character?" "What do you think would happen if you did X first?").	5 Staff frequently make comments, ask questions that guide young people in discovering an answer to a problem, or guide young people's initiative in learning (e.g., "And what else do you notice?" "Your paragraph tells me what, but not why." "What tools do you think you need before you start?").	<input type="checkbox"/>	

SUPPORTING YOUTH INTERESTS | Staff shape opportunities for young people to make choices based on their interests

ITEMS					SUPPORTING EVIDENCE/ANECDOTES
1.	1 Staff do not provide opportunities for young people to make choices.	3 Staff provide opportunities for young people to make at least one choice within the framework of the activities, but the choices are limited to discrete options presented by the staff (e.g., "Pick one of the following topics." "Do it this way or that way.").	5 Staff provide opportunities for young people to make at least one open-ended choice within the framework of the activities (e.g., "Pick any topic." "Use these materials any way you want").	<input type="checkbox"/>	
2.	1 Staff do not provide all young people an opportunity for choice among or within activities.	3 Staff provide all young people an opportunity for choice among or within activities.	5 Staff provide all young people with multiple opportunities for choice among or within activities (e.g., "You can paint whatever you want—use any colors, any design." "You can use this pattern or that one.").	<input type="checkbox"/>	
3.	1 Staff discourage creativity, curiosity, or imagination (e.g., do not allow innovation or flexible use of materials; discount new ideas from young people. For example, a young person predicts the cat will fly, and the staff say "No, that won't happen. Cats don't fly.").	3 Staff neither discourage nor encourage young people in using their creativity, curiosity, or imagination.	5 Staff support young people in using their creativity, curiosity, or imagination (e.g., staff encourage young people to use materials, knowledge, or skills in new ways; to wonder or explore. For example, staff say, "Think about all the different ways you could end the story.").	<input type="checkbox"/>	

SUPPORTING PLANS AND GOALS | Staff provide opportunities to plan, set goals, and solve problems

ITEMS			SUPPORTING EVIDENCE/ANECDOTES	
1.	1 Staff do not provide opportunities for young people to set goals or make or revise plans for projects or activities.	3 Staff provide one opportunity for young people (individual or group) to set goals, or make or revise plans for a project or activity (e.g., how to spend their time, how to do a task).	5 Staff provide multiple opportunities for young people (individual or group) to set goals, or make or revise plans for projects and activities (e.g., how to spend their time, how to do a task).	<input type="checkbox"/>
2.	1 Staff do not provide opportunities for young people to record, represent, or share plans.	3 Staff provide opportunities for young people to discuss or share their plans with others.	5 Staff provide opportunities for young people to record or represent their plans (e.g., a small group draws a diagram before building; staff help full group make a large idea web to plan an event; young people create a list or timeline).	<input type="checkbox"/>
3.	1 Staff do not have young people monitor progress toward goals.	3 Staff have young people monitor progress toward goals the staff set.	5 Staff have young people monitor progress toward goals the young people set for themselves.	<input type="checkbox"/>
4.	1 Staff do not support young people to achieve a goal or solve a problem.	3 Staff support young people to try one way to achieve a goal or solve the problem.	5 Staff support young people to try more than one way to meet a goal or solve a problem (e.g., staff tell young people to devise more than one solution, try another approach; staff structure activity to use different processes to anticipate or solve a problem).	<input type="checkbox"/>

SEL PQA OBSERVATION GUIDE

Summary of Scales

I. SAFE ENVIRONMENT

Creating Safe Spaces

II. SUPPORTIVE ENVIRONMENT

Emotion Coaching

Scaffolding Learning

Fostering Growth Mindset

III. INTERACTIVE ENVIRONMENT

Fostering Teamwork

Promoting Responsibility and Leadership

Cultivating Empathy

IV. ENGAGING ENVIRONMENT

Furthering Learning

Supporting Youth Interests

Scheduled starting time: _____ **Actual starting time:** _____

Scheduled end time: _____ **Actual end time:** _____

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 - b. School-Age PQA. A PQA designed for programs that serve children in grades K - 6.
 - c. SEL PQA: A PQA with additional emphasis on supporting social and emotional learning and development
 - d. STEM PQA. A PQA designed Science, Technology, Engineering and Math (STEM)-related programs.
 - e. Summer Learning PQA: A PQA designed for academic and enrichment summer programs
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