

Adaptation for Virtual Program Observation - Social and Emotional Learning (SEL) PQA Item Summary - DRAFT

SAFE SPACE

Tool Key	Page in Tool		Creating Safe Spaces	NOTES
SEL	3	Item 1	Foster Positive emotional climate	Would want to also capture chat trends if affirmation and encouragement statements were shared in written format.
SEL	3	Item 2	Convey warmth and respect	Can use visual cues and platform reactions to possibly convey the same thing but in a virtual format.
SEL	4	Item 3	Provide support for safe space	
SEL	4	Item 4	Demonstrate positive group management style	
SEL	5	Item 5	Demonstrate mutual accountability	Similar to Adult Partners #3 in the SLPQA - adult and youth could still hold one another accountable however in the SLPQA, this measure is identified as a supplemental item suitable for youth in grades 6 th -12 th .
SEL	5	Item 6	Show active inclusion	Use of pronouns in examples is still relevant

SUPPORTIVE ENVIRONMENT

			Emotion Coaching	
SEL	6	Item 1	Acknowledge emotions	
SEL	6	Item 2	Support young people name emotions	
SEL	6	Item 3	Discuss constructive handling	
SEL	6	Item 4	Discuss emotion causes	
			Scaffolding Learning	
Y *	7	Item 1	Break tasks into steps	Slighted adapted from SB.4 (added – “which are outlined and explained beforehand”)
Y	7	Item 2	Model skills	
Y	7	Item 3	Encourage young people to improve performance	
ASB	7	Item 4	Monitor challenge level	Asking youth questions about the difficulty of a task in order to provide needed support or adjusting the difficulty of the task if too easy could be challenging in a virtual setting due to limited ways to connect and observe a child one-on-one.
			Fostering Growth Mindset	
ASB*	8	Item 1	Guide young people to self-correct	Similar to Ls.1 except “when children make errors or need to make improvements...” eliminated at the beginning
Y*	8	Item 2	Use non-evaluative language	Examples different and removal of “at least some”
ASB	8	Item 3	Attribute achievement to effort	Though staff may be observed making comments that attribute youth success to strategy, effort, attention, etc. because Scaffolding Learning #4 and Fostering Growth Mindset #1 are seen as being challenging to assess in a virtual observation, this item should probably not be assessed unless a decision is made to assess the others.

INTERACTIVE ENVIRONMENT

			Fostering Teamwork	
SEL	9	Item 1	Promote active collaboration	Unlike with the YPQA, SLPQA adaptations where the choice of using small groups encouraged but there is a recognition that there might be technology/safety based barriers, for the SEL PQA, being able to create small group opportunities is a foundational practice that is connected to being able to support staff practices in many other scales.
Y	9	Item 2	Establish shared goals	This was originally coded as yellow due to logistical small group limitations identified when using the SLPQA and YPQA in a virtual setting. Since incorporating small group structures is foundational to being able to effectively support SEL, this item should be assessed in a virtual setting.

Y	9	Item 3	Provide group-process opportunities	Depending on offering group size, providing extended or multiple opportunities are most conducive to creating small group break out opportunities in a virtual setting.
Promoting Responsibility and Leadership				
SEL	10	Item 1	Assign responsibility for tasks	Depending on group size and activity, it may be challenging for all youth to have responsibilities unless there are small group structures in place.
SEL	10	Item 2	Support carrying out responsibilities independently	
SEL	10	Item 3	Provide mentoring opportunities	Possible
SEL	10	Item 4	Provide leadership opportunities	More applicable now that only more than one young person has the opportunity
SEL	10	Item 5	Provide opportunities to present	More applicable now that only more than one person has the opportunity.
Cultivating Empathy				
SEL	11	Item 1	Structure activity for sharing and listening	
SEL	11	Item 2	Encourage understanding others' emotions	
SEL	11	Item 3	Structure activities for showing kindness and affirmation	
SEL	12	Item 4	Support valuing of differences	
ENGAGING ENVIRONMENT				
Furthering Learning				
SEL	13	Item 1	Support connections to previous knowledge	
SEL	13	Item 2	Link examples to principles	
ASB*	14	Item 3	Encourage extending knowledge	"and thinking" added to SEL measure. The items in the Higher Order Thinking scale are rooted in being able to ask effective questions that help guide children and youth towards analyzing, evaluating, synthesizing skills and knowledge to create new linkages. The art of asking effective questions to deepen or extend learning can be practiced by staff regardless of the program delivery model used.
SEL	14	Item 4	Encourage logical reasoning	
ASB	14	Item 5	Guide discovery	
Supporting Youth Interests				
SEL	15	Item 1	Provide open-ended choice	
SEL	15	Item 2	Provide multiple opportunities for choice	
ASB	15	Item 3	Support creativity	Wondering, supposing, and being open to new ideas are all important mental skills that can be practiced by staff using effective questioning regardless of the programming modality.
Supporting Plans and Goals				
SEL	16	Item 1	Set up planning opportunities	Similar to Y.Pn.1 except "to set goals, or make or revise plans"
SEL	16	Item 2	Ensure young people record or represent plans	With the use of virtual goal setting/mapping tools this could be something that is practiced
SEL	16	Item 3	Facilitate monitoring progress toward goal	With the use of virtual goal setting/mapping tools this could be something that is practiced as long as time would be set aside to support such efforts. Could also be incorporating into planning or final reflection.
SEL	16	Item 4	Support problem-solving alternatives	

KEY
Y = YOUTH PQA
SEL = Unique to SEL PQA
ASB = ACADEMIC SKILL BUILDING PQA
* Denotes though measure originates from tool noted, there are slight adaptations in wording but they do not impact the intent of the item

KEY
To be scored unmodified for virtual observation.
Could be scored unmodified for virtual observation (relevant examples may differ from items in PQA).
Item may be difficult to assess during virtual observation (see <i>Virtual Program Preparation & Safety Checklist</i> for alternate considerations).
Could be omitted for virtual observation.

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