### **Annex 18: PSS Session Observation Form**

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| *Note: The goal of this form is to facilitate the observation of techniques used by facilitators. Complete this table based only on your observations in this class. Do not allow your other knowledge or past observations affect this observation* | | | | | | | | | | | | | | | | | | | | |
|  |  |  | |  | |  | |  | |  | |  | |  | |  | | |  | | |  |  |  |
|  | **Name of Observer** | | | | |  | | | | | | | | | | |  |  |  | |
|  | **Name of PSS Space or CFS:** | | | | |  | | | | | | | | | | |  |  |  | |
|  | **Name of Facilitator (optional)** | | | | |  | | | | | | | | | | |  |  |  | |
|  | **Start & End Time** | / | | |  | **Total present** | | | # Boys | | \_\_\_\_\_ | | # Girls | | \_\_\_\_ | |  |  |  | |
|  | **Session Title** |  | | |  | **Date:** | | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |  | |  | |  |  |  | |
|  |  |  | |  | |  | |  | |  | |  | |  | |  | | |  | | |  |  |  |
| **Classroom Practices** | | | **Yes** | | | **No** | **Comments** | | | | | | | | | | | | |
| ***Predictability*** | | |  | | |  |  | | | | | | | | | | | | |
| The date, lesson plan for the day, and daily schedule are all clearly displayed.  *Please list the missing elements.* | | |  | | |  |  | | | | | | | | | | | | |
| The facilitator has class rules and consequences clearly displayed in the classroom. | | |  | | |  |  | | | | | | | | | | | | |
| The facilitator communicates the session objectives clearly at the beginning of the session. | | |  | | |  |  | | | | | | | | | | | | |
| The session has a structured sequence (an introduction, middle, and end). | | |  | | |  |  | | | | | | | | | | | | |
| The facilitator follows the scripted lesson plan. | | |  | | |  |  | | | | | | | | | | | | |
| The facilitator starts and ends on time. | | |  | | |  |  | | | | | | | | | | | | |
| **TOTAL - Predictability:**  *Count # of ‘yes’ and # of ‘no’* | | |  | | |  |  | | | | | | | | | | | | |
| ***Facilitation*** | | |  | | |  |  | | | | | | | | | | | | |
| The facilitator uses the children’s names to greet them and to address them during class. | | |  | | |  |  | | | | | | | | | | | | |
| The facilitator uses examples, questions, and concepts based on the local context and everyday experience of children. | | |  | | |  |  | | | | | | | | | | | | |
| The facilitator gives all children the opportunity to participate.  *ALL the following must be true: ALL the children can speak, ask questions, and get involved in the classroom activities of their choice.* | | |  | | |  |  | | | | | | | | | | | | |
| The facilitator uses positive words and praises children’s good behavior, their work, and their improvements. | | |  | | |  |  | | | | | | | | | | | | |
| The facilitator moves around the room to guide and check on children’s individual progress and interactions with each other. | | |  | | |  |  | | | | | | | | | | | | |
| The facilitator positively and patiently corrects children’s negative behavior (without getting upset, embarrassing or criticizing the children). | | |  | | |  |  | | | | | | | | | | | | |
| The facilitator uses at least 2 different techniques for asking questions (asking whole class, asking individual children by name, asking questions in group work).  *Please list different methods used.* | | |  | | |  |  | | | | | | | | | | | | |
| The facilitator uses at least 2 techniques to share knowledge to children *(reading out loud, chants, visual aids, writing, role play, etc)* | | |  | | |  |  | | | | | | | | | | | | |
| The facilitator uses different groups for activities: whole class, subgroups, pairs, individuals (at least 2/session). *Please list the groupings observed.* | | |  | | |  |  | | | | | | | | | | | | |
| **TOTAL – Facilitation:**  *Count # of ‘yes’ and # of ‘no’* | | |  | | |  |  | | | | | | | | | | | | |

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| **Specific Observations:** What did the facilitator do well? | **Specific Suggestions:** What can the facilitator improve? |
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