# PATHWAYS TO SUCCESS (PTS) FIDELITY SCORING

# OVERVIEW

There are four elements to our fidelity ratings (each instrument is appended at the end).

**First**, to assess fidelity of implementation, each session is scored with the Session-by-Session checklist, which is designed to assess fidelity of implementation of the *Pathways to Success* (PTS) program. The primary goal of the checklist is to determine the extent that each teacher enacts PTS as described in the *Pathways to Success Teacher Implementation Manual*. To do so, each session checklist includes the three elements: key tasks, teacher behaviors, and student behaviors that make PTS successful for students. By rating each of these elements, each checklist captures the extent that each of the planned tasks was attempted, the specified teacher activities were engaged and the predicted student responses occurred, with primary focus on teacher behaviors. Across sessions, tasks and activities concretize the three overall objectives of PTS: (1) make the future feel close (relevant to the present); (2) identify that experiencing difficulty working on a task or goal means it is important to me (rather than pointing to likelihood of success); and (3) make school and strategies to do well in school feel identity congruent (‘for me’ things to do).

**Second**, to assess fidelity of delivery each session is scored holistically on the PTS Active Ingredient checklist for (1) clarity of presentation of the core message and (2) that the delivery was fluent (operationalized by pace, repetition, and clarity) and hence convincing.

**Third**, to assess fidelity of engagement, the social, emotional and academic culture of the classroom and instructional quality during PTS is assessed using the Classroom Assessment Scoring System – Secondary (CLASS-S) is also used. The CLASS scoring is in a separate document.

**Fourth**, to assess fidelity of receipt, students rate their overall sense of PTS on the warmth, enthusiasm, knowledge-ability, and clarity of their PTS teachers during PTS (for comparison all teachers are rated on these dimensions in their subject class as well) as well as rating their own grasp of the core PTS constructs. The student ratings do not require coding. The ratings themselves are at the end of this document to provide a full picture.

STRUCTURE

Each session has an individualized checklist that includes the session’s structural and content elements. Some aspects of the structure and content are consistent across sessions to provide a sense of coherence. These elements are: hanging agenda, welcoming by stating name of session, bridging by asking what did in prior session, introducing a new concept via questions and definition, explaining the new activity, coordinating physical movement via rearranging of seating arrangement, eliciting feedback, providing positive reinforcement, and ending with brief summary and connection to the next session. Some aspects of the structure and content are unique to each session to provide a sense of excitement and curiosity, specifically, each session involves a different activity, each session builds on the next so that prior insights are seen in a new light, and each session builds on the next so that what is asked of students becomes progressively more difficult (and what is asked of teachers is progressively higher in terms of their ability to actively help students scaffold their insights into the PTS constructs). Each checklist includes the date, teacher name, location, group, observer, and start and end time.

For clarity, the fidelity checklist observation system is comprised of three components: tasks, teacher behaviors, and group behaviors.

* ***Tasks*** are the general types of activities presented in each session. Tasks are the first column in the checklist. A descriptive name for each general task (e.g., Hang Agenda, or Welcome and Introduction) is typed in bold font face and is positioned on the far left of the first column of the checklist for each session. Some general tasks include subtasks. Subtasks are important steps within the overarching task that are necessary for the task to be sufficiently completed. Tasks are specific. The goal of rating tasks is not to determine how well a teacher implements the task, but whether there is an attempt to complete the task.
* ***Teacher behaviors*** are the specific teacher actions necessary to complete each of the tasks listed in the first column. Teacher behaviors are located in the second column of the checklist. Behaviors are specific. If a teacher is implementing the task as intended, then the critical behaviors listed in the second column should be identifiable.
* ***Group behaviors*** are the student behaviors that are expected to result if teacher behaviors needed to effectively implement each PTS task and activity occur as intended. If teachers are implementing the tasks and teacher behaviors within the PTS manual, then students should be behaving in the ways outlined under group behavior. Behaviors are general: for example, listen, participate, and share ideas, but the rater’s tasks is to use the PTS implementation manual to capture if the students are engaging in the activities *in the way intended*.

## RATING

Raters task is to note either “yes” or “no” for each of the tasks, teacher behaviors, and group behaviors listed in each of the three columns. Because the task behaviors involve a sequence that together should create a punch line that students experience as self-generated, teacher **subtask behaviors** (and associated teacher behaviors) do not have to be in the order presented but their **task behaviors** MUST be in the order outlined to receive a “yes.”

* ***Tasks.*** There are two types of tasks, general tasks (bolded) and the subtasks within general tasks. If a task has only overarching tasks, mark ‘yes’ if there is an attempt at the task at all (as demonstrated by marking “yes” in at least one of the associated teacher behaviors). If a task includes subtasks, do not mark the overarching task, just mark ‘yes’ for each subtask if that subtask occurs at all. Do not double code – if a task includes subtasks, code whether the subtasks were attempted, and leave the general task topic un-coded (to reduce error, these general task topics should have a – in the place where a check might otherwise be placed).

Operationalization of key terms within tasks includes:

* + *Agenda Hung.* The agenda for the session is hung in a place that students can see throughout the session, allowing students to reorient themselves to the task if they become off task. Do NOT code “yes” if the teacher only presents the agenda through the PowerPoint.
  + *Complete Session Components in Appropriate Time.* Teachers need a feel for where they are in the time allotted and make sure that components including active participation and reinforcement occur while keeping up the pace so that sessions neither end before the class period is over nor are so long in one part that they cannot be completed or are so rushed that active participation and reinforcement are dropped in other parts.

*One exception to the “task” and “teacher activity” is the human knot task in session 1. Score this task as long as the teacher provides either introductory game that the students have to work together (Line-up task by age* or *Human Knot)*

* ***Teacher Activity.*** Teacher activities describe the specific teacher actions to complete a task or subtask. Some aspects of this rating require professional judgment. In order for a classroom to receive a “yes” on a detailed teacher activity, the teacher must behave in a way that contains ***all*** the components of the teacher activity. Some teacher activities also include subcomponents. If an activity includes subcomponents, only mark “yes” if each subcomponent occurs. For example, the teacher must state the session number AND the title of the session. Furthermore, there are times when the teacher adds components together. If they do this, they should not receive a “yes.” For example, if a teacher states the directions for the red and blue marker in Sessions 6 and 7 at the same time, mark “no” for both teacher activities.

In addition, there may be times that the teacher activity describes what a teacher should state; however, the teacher elicits the response from students. In these cases, still mark a “yes.” For example, at the end of each session, the teacher provides a summary of the lesson. If the teacher asks the students to provide a summary, still mark a “yes” for that teacher activity. Similarly, there are times when the teacher activity provides descriptive information about what a teacher states. It is not necessary for the teacher to say everything in the teacher activity, but state the major aspects. For example, the teacher does not need to state everything when the teacher reinforces student responses.

Operationalization of key terms within teacher activity includes:

* + *Greet/acknowledge students and latecomers* occurs when a teacher actively welcomes and/or greets students at the beginning of the session (statingstudent names and acknowledging individual students is captured in the CLASS dimension, Positive Climate)
  + *Reinforce* *student participation on what did and why* occurs during each session at the beginning during the subtask, Last Session. Teachers do not need to explicitly ask “why” students participated in each activity, but rather explain the activity in a similar level of detail that is listed in the manual.
  + *Circulate/Mingle and Check for understanding* occurs when students are working individually/in pairs/in groups. The teacher spends the entire time actively checking in with students and attempting to resolve any issues that the students might have. Is it NOT when a teacher checks in with one or two groups, then walks around the remainder of the time without actively engaging with students. Check in can result in the teacher repeating out loud content and instructions to the full group. The content and instructions should be an accurate fit with the manual.
  + *Reinforce participation* occurs when teachers connect to what students say after they are asked a question. It is NOT when teachers reinforce a concept without connecting back to what students stated.
* ***Group Behavior***. Rating group behavior requires familiarity with what the behavior would look like in each session (requiring familiarity with the manual). It will also require some professional judgment from the observer. General behaviors in this category include listen, participate, ask questions, and work. In order to rate yes on these behaviors, students should respond to the activity in the way that the teacher asks. However, there may be times that the teacher behavior is not correct but the student behavior is correct (e.g.., the student shares ideas that align to the manual, but the teacher does not ask in the appropriate way). In this instances, still mark “yes” for group behaviors. In addition, if there are two components to a behavior, only score “yes” on that behavior if students were able to provide both behaviors, this could be with facilitator encouragement. Use the “Anticipated Student Responses” sections within the Implementation Manual to guide your coding.

Operationalization of key terms within the group behavior category includes:

* + *Listen.* Students demonstrate that they are listening by their body language – they appear to be paying attention to the teacher, they do not look off task.
  + *Share ideas.* This typically occurs when the teacher wants student examples or student ideas about a topic. It is generally sufficient when at least two to three students share their ideas with the class. This demonstrates that the students are comfortable sharing their ideas with the teacher, and the teacher actively wants to use student ideas to develop understanding of the content.
  + *Participate* typically occurs when a longer discussion is required or the majority of students should be engaged in the discussion or task. Thus, it should only be scored when over 80% of the students are actively sharing ideas with the group.
  + *Move/Spread out*. This can be marked yes as long as students have enough room to participate in their activity (in the case that they are already in groups or already have enough space); or they are already in a large circle. The goal is for students to be in the appropriate seating structure, not the process of moving.

## FIDELITY SCORES

Data are entered to obtain a variety of fine-grained and more gross-grained fidelity scores for each session and across sessions. For example, a fidelity score for tasks, teacher activity and group behavior in each session is obtained by adding the number of “yes” for tasks or teacher activities or group behaviors and dividing by the total possible for that session. Fidelity scores can be combined with PTS Active Ingredient and Delivery scores, and the CLASS-S. Hence we created a data base structure for input (e.g., Excel), so not inputted by hand.

# PATHWAYS TO SUCCESS OBSERVATION FORMS Date\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

# Youth Session 1: Introduction to Pathways to Success

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Start Time: \_\_\_\_\_ N Adults: \_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ End Time: \_\_\_\_\_ N Students: \_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Task** | **Y** | | **N** | | **Detailed Teacher Activity** | **Y** | **N** | **Group Behavior** | **Y** | **N** |
| **Agenda hung** |  | |  | |  | | | | | |
| **Welcome and Introduction** | - | | - | |  | | | | | |
| Welcome |  | |  | | Greet participants and latecomers |  |  | Greet/acknowledge teacher |  |  |
|  | | | | | Read the agenda |  |  | Listen |  |  |
| State program title, overarching description of program and how often and when it will meet. Description should include ”we will work on ways to turn your hopes and dreams for the far future into reachable goals in the nearer future. PTS is not like other classes, you will take part in activities, a different one each time, and the activities build on one another” |  |  | Listen |  |  |
| States there is a videographer/camera in the room to observe trainer (improve program not grade students) |  |  | Acknowledge videographer if present |  |  |
| Introduce New Concept | |  | |  | Ask what an introduction is |  |  | At least one student shares an idea |  |  |
|  | | | | | Write student responses down |  |  | Listen |  |  |
| Reinforce: is a way of saying who you are and what you can contribute |  |  |
| Show definition of Introduction on PowerPoint |  |  |
| Introduce Pathways to Success as success oriented |  | |  | | State because this is Pathways, focus of introductions should be on skills and abilities. |  |  | Listen |  |  |
|  | | | | | Teacher gives an example by reintroduces him or herself with a skill or ability to succeed at work focusing on a core PTS construct such as persistence |  |  | Listen |  |  |
| **Activity: Introduce Your Partner** | - | | - | |  | | | | | |
| Introduce Activity |  | |  | | Ask about skills and abilities for succeeding in school |  |  | Share ideas |  |  |
|  | | | | | Reinforces skills or abilities in school |  |  | Listen |  |  |
|  | | | | | Explain activity |  |  | Listen |  |  |
| Ask what should if don't mention skill or ability in school. |  |  | Share ideas |  |  |
| Pass out patterns |  |  | Take pattern/Find Partner |  |  |
| Ask for questions |  |  | Respond to teacher |  |  |
| Students participate/Creating sense of competence |  | |  | | Let students know you will circulate around to see how they are doing and to share out helpful ideas |  |  | Listen |  |  |
| Circulate, and check for understanding |  |  | Talk in pairs/complete interview sheet |  |  |
| Share out |  | |  | | Make big circle |  |  | Form circle |  |  |
|  | | | | | Ask youth to introduce partners/ask for repetition of names and skills |  |  | Introduce partner |  |  |
| State specific plan for who is speaking |  |  | Listen |  |  |
| Has students repeat the names/skills of ALL those who have already been introduced |  |  | Repeat names and skills |  |  |
| Teacher repeats skill or ability |  |  |
| Teacher reinforces skill or ability if student starts out without a match to a skill or ability outside of school and connects it to a skill or ability inside of school. |  |  |
| **Expectations & Concerns** |  | |  | |  | | | | | |
|  | | | | | Introduce new task, explain concept |  |  | Listen |  |  |
| State that Pathways to Success will focus on creating a roadmap to success, going from school to the world of work, linking far and near goals. |  |  | Listen |  |  |
| Ask for expectations and concerns |  |  | Participate |  |  |
| Write group expectations |  |  |
| Write group concerns |  |  |
| Reinforce basic themes PTS will (1) include both far and near future (2) develop strategies to work toward these futures (3) see the path between now and the future |  |  | Listen |  |  |
| **Rules** | |  | |  |  |  |  |  |  |  |
|  | | | | | Elicit group rules (everyone participates, no name calling) |  |  | Participate |  |  |
| Write student rules |  |  |
| Reveal PTS rules on PowerPoint |  |  | Listen |  |  |
| Compare student rules and PTS rules |  |  |
| **Goals** | |  | |  |  | | | | | |
|  | | | | | State PTS goal on PowerPoint |  |  | Listen |  |  |
| Explain the goal |  |  |  | | |
| **Naming Group** | |  | |  |  | | | | | |
|  | | | | | Explain activity |  |  |  |  |  |
| Give examples, elicit ideas |  |  | Share ideas |  |  |
| Call for a vote |  |  | Vote |  |  |
| **Games** | - | | - | |  | | | | | |
| Participate in activity |  | |  | | Explain task, either the rules of human knot or line-up activity (notes no talking as part of the rules). |  |  | Move, work together |  |  |
| Ensures all students participate |  |  |
| Teacher reinforces student participation |  |  |
| Share out |  | |  | | Ask for strategies that worked well |  |  | Share strategies |  |  |
| Reinforce cooperation and congratulate |  |  | Listen |  |  |
| **Next session and goodbyes** |  | |  | |  | | | | | |
|  | | | | | Summary Statement: Introduced each other in terms of strengths to succeed |  |  | Listen |  |  |
| Connecting Statement: Next session will work on adult images |  |  |
| **Completed necessary components of session in End at appropriate time** |  | |  | |  |  | | | | |

**PATHWAYS TO SUCCESS OBSERVATION FORM** Date\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

**Youth Session 2: Adult Images**

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Start Time: \_\_\_\_\_ N Adults: \_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ End Time: \_\_\_\_\_ N Students: \_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Task** | **Y** | **N** | **Detailed Teacher Activity** | **Y** | **N** | **Group Behavior** | **Y** | **N** |
| **Agenda hung** |  |  |  |  |  |  |  |  |
| **Welcome and Introduction** | \_ | \_ |  |  |  |  |  |  |
| Welcome |  |  | Greet participants and latecomers |  |  | Greet/acknowledge teacher |  |  |
| Say: today is session 2, adult images |  |  |
| Read the agenda |  |  | Listen |  |  |
| Last session |  |  | Ask for what happened last session |  |  | Share ideas (Learned names about each other, expectations, concerns, games as a team, adding and building on each others’ skills) |  |  |
| Reinforce student participation on what did and why (why is that people have lots of different skills that will help them succeed) |  |  |
| Bridging |  |  | Teacher bridges last session and this session (last session we focused on skills and abilities to succeed in school, today we will look towards the future) |  |  | Listen |  |  |
| **Adult Images** | \_ | \_ |  | | | | | |
| Introduce the concept of adult images |  |  | Explain task – choosing pictures that represent images of yourself as an adult. Each to pick 3 to 5 pictures, what do they mean for you and when these will be true of you, afterwards share |  |  | Listen |  |  |
| Choose your own personal images—option of brief student writing |  |  | Make instructions clear/Ask for questions |  |  | Ask questions/Clarifies directions |  |  |
| Have participants begin, repeat instructions as needed |  |  | Move around room, picking pictures  If asked to write, are doing so |  |  |
| Mingle – check for understanding |  |  |
| **Common Themes/Domains of Adulthood** | - | - |  | | | | | |
| Introduce Activity/Share |  |  | Have everyone rejoin circle |  |  | Form circle |  |  |
| Explain task – show 1 picture and explain to group, while group listens and pays attention |  |  | Participate |  |  |
| Reinforce participation, Write participant responses on newsprint, clustering by themes (e.g., 4 blank spaces so can have space to write) |  |  | Listen |  |  |
| Elicit themes |  |  | Explain task – participant to call out what they thought was similar about everyone’s adult images |  |  | Listen |  |  |
| Help students highlight themes that emerge (e.g., jobs-careers, family-friendship relationships, community involvement, life style; teacher only mentions domains that did emerge) |  |  | Share idea |  |  |
| Reinforce personal competence in noticing connections, ability to contribute to the in group |  |  | Listen |  |  |
| **Next session and goodbyes** |  |  |  | | | | | |
|  | | | Summary Statement: Today we chose adult images. They can be about jobs, family, friends, community involvement, and lifestyle (only those group brought up or implied) (adult images + repeat themes) |  |  | Listen |  |  |
| Connecting statement: next session we’ll identify models and forces that help us work on those adult images that are goals |  |  |
| **Completed session components in appropriate time** |  |  |  | | | | | |

**PATHWAYS TO SUCCESS OBSERVATION FORM** Date\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

**Youth Session 3: Positive and negative forces**

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Start Time: \_\_\_\_\_ N Adults: \_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ End Time: \_\_\_\_\_ N Students: \_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Task** | **Y** | **N** | **Detailed Teacher Activity** | **Y** | **N** | **Group Behavior** | **Y** | **N** |
| **Agenda hung** |  |  |  |  |  |  |  |  |
| **Welcome and Introductions** | \_ | \_ |  | | | | | |
| Welcome |  |  | Greet participants and latecomers |  |  | Greet/acknowledge teacher |  |  |
| Say today is session 3, positive role models & negative forces |  |  |
| Read the agenda |  |  | Listen |  |  |
| Last Session |  |  | Ask for what happened last session |  |  | Share ideas (picked pictures of adult images, when would happen and what had in common) |  |  |
| Reinforce participation (chose adult images) why (adult images are in four domains) |  |  |
| Ask for domains of adulthood that discussed |  |  | Share ideas (lifestyle, job and career, family and relationship, community engagement) |  |  |
| Bridging |  |  | Teacher bridges last session and this session (today we will continue to think about our far future selves, but think about positive and negative forces that propel us forward or knock us off track) |  |  | Listen |  |  |
| **Adult Images vs. Possible Selves** |  |  |  | | | | | |
|  | | | Note that dreams and possible selves differ (dreams can make us feel good but possible selves make us feel we should take action because they are possible) |  |  | Listen |  |  |
| Ask, can someone think of an example from last session that was a dream? That was a possible self? |  |  | Share ideas |  |  |
| **Positive and Negative Forces** | \_ | \_ |  | | | | | |
| Elicit background knowledge/ possible selves come from somewhere |  |  | Ask for what are positive and negative forces, answers can be in terms of who these forces are as long as the examples are unpacked so that what they do is clear. |  |  | Share ideas |  |  |
| Reinforce participation throughout this section (giving examples, thinking about ideas). |  |  |
| Write what students say on board/newsprint so easy to see |  |  |
| Define terms (positive role model – image of attained goal/supports work toward it, negative model – image of failure, undermines effort) |  |  | Listen |  |  |
| Show definition on PowerPoint |  |  |
| Explain Activity/Those close to us, often parents, can support or tear down |  |  | Explain task/handout worksheets. Start with Job domain – write/draw adult image and a positive and negative force for that adult image |  |  | Write goals/role models/force |  |  |
| Clarify instructions/Ask for clarifying questions |  |  |
| Mingle, check for understanding |  |  |
| Share ideas |  |  | Have students organize into circle |  |  | Students organized in a circle |  |  |
| Ask students to share positive forces and why chose person/thing |  |  | Participate students give examples of their positive and negative forces and why) |  |  |
| Write student responses, clustering similar responses |  |  |
| Ask students to share negative forces and why chose person/thing |  |  | Participate students give examples of their positive and negative forces and why) |  |  |
| Write student responses, clustering similar responses |  |  |
| Review Positive and Negative Forces |  |  | Read through positive model list |  |  | Listen |  |  |
| Ask students what they noticed about positive forces list |  |  | Participate |  |  |
| Reinforce participation (throughout) |  |  |
| Say that close people in our lives can be supporting |  |  |
| Read through negative force list |  |  | Listen |  |  |
| Ask students what they noticed about negative forces list |  |  | Participate |  |  |
| Reinforce participation (throughout) |  |  |
| Say everyone has negative forces |  |  | Listen |  |  |
| Evoke review of positive and negative forces – both are motivating but in different ways |  |  |
| **Next session and goodbyes** |  |  |  | | | | | |
|  |  |  | Summary Statement: we worked on positive and negative forces, everyone has both |  |  | Listen |  |  |
| Connecting Statement: next session timelines to the future |  |  |
| **Completed session components in appropriate time** |  |  |  | | | | | |

**PATHWAYS TO SUCCESS OBSERVATION FORM** Date\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

**Youth Session 4: Timelines (Part 1)**

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Start Time: \_\_\_\_\_ N Adults: \_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ End Time: \_\_\_\_\_ N Students: \_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Task** | **Y** | **N** | **Detailed Teacher Activity** | **Y** | **N** | **Group Behavior** | **Y** | **N** |
| **Agenda hung** |  |  |  |  |  |  |  |  |
| **Welcome and Introductions** | \_ | \_ |  | | | | | |
| Welcome |  |  | Greet participants and latecomers |  |  | Greet/acknowledge teacher |  |  |
| Say today is session 4, time lines |  |  |
| Read the agenda |  |  | Listen |  |  |
| Last Session |  |  | Ask for what happened last session |  |  | Share ideas (positive and negative forces for career possible selves, examples; |  |  |
| Reinforce student participation (described positive and negative forces) and deeper (everyone has them and they can help us see path or make things more difficult). |  |  |
| Bridging |  |  | Teacher bridges last session and this session (Today we will begin to map out how to get from now to the future) |  |  | Listen |  |  |
| Ask to repeat domains of adulthood |  |  | Domains – jobs and career, family and relationships, community engagement, , lifestyle) |  |  |
| **Review Timelines** | \_ | \_ |  | | | | | |
| Elicit Background Knowledge/ Create sense of linear time |  |  | Ask what are timelines, ask for ideas |  |  | Share ideas |  |  |
| Write student ideas |  |  |
| Repeat examples (linear, history, Facebook has timeline function, now in future and future not for sure) |  |  | Listen |  |  |
| Reveal definition of a general timeline on PowerPoint slide |  |  |
| Ask about timelines into future |  |  | Share ideas |  |  |
| Reinforce participation |  |  |
| Introduce New Concept: Forks in the Road |  |  | Explain fork in the road |  |  | Listen |  |  |
| Ask students for examples of forks in the road that might be on a timeline (choice points) |  |  | Share ideas |  |  |
| Introduce New Concept: Roadblocks |  |  | Explain obstacles-barriers-road blocks and ways around them |  |  | Listen |  |  |
| Ask students for examples of what obstacles or roadblocks that might be on the timeline and ways around them |  |  | Share ideas |  |  |
| Reveal definition of a future timeline on the PowerPoint slide. |  |  | Listen |  |  |
| Ask for clarifying questions |  |  | Ask clarifying questions |  |  |
| **Timeline Draft** |  |  |  | | | | | |
|  | | | Explain the tasks – rough draft on timeline, everything from now as far as you can go, in order. |  |  | Listen |  |  |
| Pass out materials – tell to spread out |  |  | Move |  |  |
| Let students know you will circulate around to see how they are doing and to share out helpful ideas |  |  | Listen |  |  |
| Circulate & provide (Repeat instructions as needed (out loud, individually) |  |  | Work |  |  |
| Find at least one place to include a fork, a place where it depends on your choices |  |  |
| Find at least one place to include a roadblock and way around it, at least one place where it might not work and you will need a backup plan |  |  |
| **Create Timelines** |  |  |  | | | | | |
|  | | | Explain the task – taking rough draft and creating a timeline with at least one fork and at least one obstacle |  |  | Listen |  |  |
| Pass out materials |  |  |
| Let students know you will circulate around to see how they are doing and to share out helpful ideas |  |  |
| Circulate & provide help |  |  | Work |  |  |
| **Next session and goodbyes** |  |  |  | | | | | |
|  |  |  | Summary Statement: timelines, forks in the road, obstacles, timelines into the future |  |  | Listen |  |  |
| Connecting Statement: next session is 5, we will continue to work on our timelines |  |  |
| **Completed session components in appropriate time** |  |  |  | | | | | |

**PATHWAYS TO SUCCESS OBSERVATION FORM** Date\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

**Youth Session 5: Timelines (Part 2)**

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Start Time: \_\_\_\_\_ N Adults: \_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ End Time: \_\_\_\_\_ N Students: \_\_\_\_\_\_\_\_\_\_\_

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| **Task** | **Y** | **N** | **Detailed Teacher Activity** | **Y** | **N** | **Group Behavior** | **Y** | **N** |
| **Agenda hung** |  |  |  |  |  |  |  |  |
| **Welcome and Introductions** | \_ | \_ |  | | | | | |
| Welcome |  |  | Greet participants and latecomers |  |  | Greet/acknowledge teacher |  |  |
| Say today is session 5, timelines, part 2 |  |  |
| Read the agenda |  |  | Listen |  |  |
| Last Session |  |  | Ask for what happened last session. |  |  | Share ideas (timelines, forks, obstacles; |  |  |
| Reinforce student participation (why: can be any part or combination of the following – we did timelines to the future. The future is not certain. There are forks and roadblocks.) |  |  | Listen |  |  |
| Bridging |  |  | Teacher bridges last session and this session (Today we will continue to map out how to get from now to the future) |  |  | Listen |  |  |
| Asks for example of fork in the road and roadblock |  |  | Share ideas |  |  |
| **Complete Timelines** |  |  |  | | | | | |
|  | | | Explain the task – taking rough draft and creating a timeline with at least one fork and at least one obstacle |  |  | Listen |  |  |
| Pass out materials |  |  |
| Let students know you will circulate around to see how they are doing and to share out helpful ideas |  |  |
| Circulate & provide help |  |  | Work |  |  |
| **Share Timelines** |  |  |  | | | | | |
|  | | | Regroup Students (I know you are not done but). Students can be in small or whole group |  |  | Regroup |  |  |
| Ask students to share their timelines in whole group or small group. Focus on a fork or a roadblock and way around it |  |  | Participate |  |  |
| Time permitting, suggest an additional step in the timeline for another student |  |  |  |  |  |
| **Next session and goodbyes** |  |  |  | | | | | |
|  |  |  | Summary Statement: timelines, forks in the road, obstacles, timelines into the future |  |  | Listen |  |  |
| Connecting Statement: next session is 6, Possible Selves |  |  |
| **Completed session components in appropriate time** |  |  |  | | | | | |

**PATHWAYS TO SUCCESS OBSERVATION FORM** Date\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

**Youth Session 6: Possible Selves and Strategies (Pathways Board I)**

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Start Time: \_\_\_\_\_ N Adults: \_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ End Time: \_\_\_\_\_ N Students: \_\_\_\_\_\_\_\_\_\_\_

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| **Task** | **Y** | **N** | **Detailed Teacher Activity** | **Y** | **N** | **Group Behavior** | **Y** | **N** |
| **Agenda hung** |  |  |  |  |  |  |  |  |
| **Welcome and Introductions** | \_ | \_ |  | | | | | |
| Welcome |  |  | Greet participants and latecomers |  |  | Greet/acknowledge teacher |  |  |
| Say this is session 6, Possible selves and strategies |  |  |
| Read the agenda |  |  | Listen |  |  |
| Last session |  |  | Ask for what happened last session |  |  | Share ideas (timelines, far and near future, with forks and obstacles to get around) |  |  |
| Reinforce the concept of order, forks and how overcome obstacles set up what happens next |  |  | Listen |  |  |
| Bridging |  |  | Teacher bridges last session and this session (last session we set up our timelines to the future with forks and ways around obstacles). This session we will focus on the next year possible selves and strategies to get there. |  |  | Listen |  |  |
| **Introduce Key Concept** |  |  |  | | | | | |
|  | | | Ask, “can someone say what a possible self is?” |  |  | Share ideas |  |  |
| Say: Possible selves are possible because we have strategies to get there, these may come from our positive and negative forces or from other places, and some possible selves can be positive or negative. |  |  | Listen |  |  |
| Reveal definition of possible selves on PowerPoint |  |  | Listen |  |  |
| Ask, “can you share an example of a possible self?” and “what is motivating about that possible self?” |  |  | Share ideas |  |  |
| State that a possible self might be possible because you have strategies. |  |  | Listen |  |  |
| Ask: “can you share an example of strategy related to possible self mentioned?” |  |  | Share |  |  |
| Reveal definition of strategies on PowerPoint |  |  | Listen |  |  |
| **Next year expected and to be avoided possible selves** |  |  |  | | | | | |
|  | | | Introduce new concepts (expected, to-be avoided possible selves and strategies) |  |  | Listen |  |  |
| Show blank Poster Board (left, middle, right) |  |  | Listen |  |  |
| Provide instructions for next year PS (focus on left only) |  |  |
| Explain Use of Next Year PS sheet (read and choose 5 expected, 5 to be avoided for you, can write your own, after read, do not write down until picked best 5, choose expected for the left top and to be avoided for bottom) |  |  | Listen |  |  |
| Pass out sheet (repeat instructions and read before writing, only 5, top expected, 5 bottom to be avoided) and red marker |  |  | Listen |  |  |
| Let students know you will circulate around to see how they are doing and to share out helpful ideas |  |  |
| Circulate, check for understanding |  |  | Work |  |  |
| State, “if there is anything you are doing now to get to be that way, put a dot next to it.” |  |  | Listen |  |  |
| Circulate, check for understanding |  |  | Work |  |  |
| Pass out boards. Have students write top five positive and negative possible selves on board. |  |  |
| **Connecting next year with what you are doing now** |  |  |  | | | | | |
|  | | | Let students know that we are now ready for second part |  |  | Listen |  |  |
| Pass out strategy sheet (collect PS sheet) |  |  |
| Have students answer question, “for each possible self with dot next to it, look at strategy sheet and ask yourself, is this a strategy I am using now? If so put a dot next to it.” |  |  |
| Repeat Instructions (ask if are doing anything to work on a PS and if so, put a check on the strategy sheet to say what and place on board) |  |  |
| Let students know you will circulate around to see how they are doing and to share out helpful ideas |  |  |
| Circulate, check for understand |  |  | Work |  |  |
| Explains use of red markers. Draw a line between possible self and strategy doing now. |  |  | Listen |  |  |
| Walk through group continuously, helping, giving positive reinforcement, clarifying instructions |  |  | Work |  |  |
| **Connecting next year with what you could be doing** |  |  |  | | | | | |
|  | | | Explain choosing strategies connecting to next year selves that could be doing next year (look at PS there are no strategies, and decide on strategies could be doing) |  |  | Listen |  |  |
| Explains use of blue markers (does not explain red while working on blue) |  |  |
| Let students know you will circulate around to see how they are doing and to share out helpful ideas |  |  |
| Ask for red back in exchange for blue |  |  | Work |  |  |
| Circulate, look at boards, remark out loud, some possible selves have strategies we are using now, they are marked with a red line, some possible selves have strategies we could be using but are not now, they are marked with a blue line, some possible selves have no strategies. Then the strategy space is blank. |  |  |
| **Next session and goodbyes** |  |  |  | | | | | |
|  | | | Summary Statement: today worked on possible selves and strategies boards) |  |  | Listen |  |  |
| Connecting Statement: next session we will finish our poster boards by listing adult possible selves and seeing if there are pathways from next year to adulthood through current action |  |  |
| **Completed necessary components of session in appropriate time** |  |  |  | | | | | |

**PATHWAYS TO SUCCESS OBSERVATION FORM** Date\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

**Youth Session 7: Pathways to the Future (Pathways Board II)**

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Start Time: \_\_\_\_\_ N Adults: \_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ End Time: \_\_\_\_\_ N Students: \_\_\_\_\_\_\_\_\_\_\_

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| **Task** | **Y** | **N** | **Detailed Teacher Activity** | **Y** | **N** | **Group Behavior** | **Y** | **N** |
| **Agenda hung** |  |  |  |  |  |  |  |  |
| **Welcome and Introductions** | \_ | \_ |  | | | | | |
| Welcome |  |  | Greet participants and latecomers |  |  | Greet/acknowledge teacher |  |  |
| Say today is session 7, Pathways to the future |  |  |
| Read the agenda |  |  | Listen |  |  |
| Last session |  |  | Ask for what happened last session |  |  | Share ideas (Poster boards, stickers, possible selves, strategies, possible selves can link to strategies, possible selves are possible, not for sure and strategies are the things we do or can do now to make them happen) |  |  |
| Reinforce concepts students share – possible selves are not just hopes, we can work on them with strategies right now |  |  | Listen |  |  |
| Can someone tell me difference between hope and possible self? |  |  | Share ideas |  |  |
| Bridging |  |  | Teacher bridges last session and this session (next year possible selves and strategies, connected with red lines if doing now, blue lines if could do. will do same with adult possible selves). |  |  | Listen |  |  |
| Can someone share what possible self is? |  |  | Share ideas |  |  |
| Can someone share what a strategy is? |  |  | Share ideas |  |  |
| **Connecting next year and the future** |  |  |  | | | | | |
|  | | | Can someone tell the difference between red and blue lines? |  |  | Share ideas |  |  |
| Can someone tell the difference between expected and to-be-avoided possible self? |  |  | Share ideas |  |  |
| Show poster board on PowerPoint (adult possible selves). Now we are going to do this part |  |  | Listen |  |  |
| State that adult possible selves are not certain but possible futures we expect to attain and we prefer to avoid |  |  |
| Show adult PS laminated sheet. Like last session, I will give you a laminated sheet. These are expected and to be avoided adult possible selves. Read the examples. Pick your top five expected and top five to be avoided adult PS. Use your erasable marker so you know which are your picks |  |  |
| Passing out red marker and adult PS laminated page |  |  | Work |  |  |
| State, “Once you select your adult possible selves, ask if you are doing anything now to be that way?” |  |  | Listen |  |  |
| Repeat instructions while circulating pass out the board and to look at progress |  |  | Work |  |  |
| **Connecting adult possible selves with strategies you are using now** |  |  |  | | | | | |
|  | | | Once you have written your adult PS For each adult or to-be-avoided possible self, if one of the strategies that you are doing now can help you get to or avoid it, then connect the strategy to the possible self with a red line |  |  | Listen |  |  |
| Let students know you will circulate around to see how they are doing and to share out helpful ideas |  |  |
| Positively reinforce engagement, progress as circulate |  |  | Work |  |  |
| Repeat out loud instructions and suggestions as pause at students work |  |  |
| **Connecting with strategies you are not using now but could use** |  |  |  | | | | | |
|  | | | As students finish, offer to trade red markers with blue. |  |  | Raise hands, swap markers |  |  |
| Ask “Can anyone say what the blue lines were for last session?” |  |  | Share ideas (blue lines are for strategies that we could use but are not using now) |  |  |
| Reinforce: Great remembering! Blue lines were the ones linking strategies you could use but are not using now. |  |  | Listen |  |  |
| Instruction: Look at the strategies from last session that connected to possible selves with blue lines. If any of these also could help work on adult possible selves, draw a blue line from the strategy you could use and the possible self it would help. |  |  | Listen |  |  |
| Let students know you will circulate around to see how they are doing and to share out helpful ideas |  |  |
| Circulate, repeat instructions, check boards |  |  | Work |  |  |
| **Sharing pathways** |  |  |  | | | | | |
|  | | | Ask students to move chairs, reorient to see each other’s work (either in small group or large group) |  |  | Students are with partners or in groups |  |  |
| Ask students to show their work |  |  | Show, Listen |  |  |
| Define pathway (Define connection as pathways -strategy connects a next year self to adult self) |  |  | Listen |  |  |
| Ask multiple students to read the current pathway (strategy, next year, adult) |  |  | Share pathways |  |  |
| Reinforce that there are multiple types of pathways – (e.g., next year expected through strategy to adult avoided) |  |  | Share pathways |  |  |
| Reinforce individual participation in activity |  |  | Listen |  |  |
| **Next session and goodbyes** |  |  |  | | | | | |
|  | | | Summary Statement: today worked on pathways |  |  | Listen |  |  |
| Connecting Statement: next session we will work on action paths |  |  |
| **Completed session components in appropriate time** |  |  |  |  |  |  |  |  |

**PATHWAYS TO SUCCESS OBSERVATION FORM** Date\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

**Youth Session 8: Action Paths**

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Start Time: \_\_\_\_\_ N Adults: \_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ End Time: \_\_\_\_\_ N Students: \_\_\_\_\_\_\_\_\_\_\_

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| **Task** | **Y** | **N** | **Detailed Teacher Activity** | **Y** | **N** | **Group Behavior** | **Y** | **N** |
| **Agenda hung** |  |  |  |  |  |  |  |  |
| **Welcome and Introductions** | \_ | \_ |  | | | | | |
| Welcome |  |  | Greet participants and latecomers |  |  | Greet/acknowledge teacher |  |  |
| Say today is session 8, action paths |  |  |
| Read the agenda |  |  | Listen |  |  |
| Last session |  |  | Ask for what happened last session |  |  | Share ideas (pathways from next year to adulthood with strategies, strategies, red and blue lines) |  |  |
| Reinforce student participation (connected strategies we are doing now or could be doing that help us reach our next year expected and next year to-be-avoided possible selves) |  |  | Listen |  |  |
| Bridging |  |  | Teacher bridges last session and this session (Say: today is action paths, we did possible selves boards linking next year and adult possible selves through strategies; today we will ask when and where these strategies actually happen) |  |  | Listen |  |  |
| **Action Paths** | \_ | \_ |  | | | | | |
| Define action path |  |  | Ask, can someone give me an example of strategy from last session, and ask when and where we would actually do it? |  |  | Share ideas |  |  |
| Help students identify when and where for identified strategy |  |  |
| Provide overview of action paths |  |  | Listen |  |  |
| Provide example of action path |  |  |
| Reveal definition of action path on PowerPoint |  |  |
| Have students define action path in own terms |  |  | Share ideas (one or two different students) |  |  |
| Help students go through process of developing action path. Use PowerPoint slide to help go through process, connecting back to last session |  |  | Share ideas (two to four students) |  |  |
| **Create Action Goals** |  |  |  | | | | | |
|  | | | Explain task – Do something similar as the pathways board, connecting next year possible self to adult possible self through a strategy. Now we will add when and where. |  |  | Listen |  |  |
| Pass out worksheets |  |  |
| Let students know you will circulate around to see how they are doing and to share out helpful ideas |  |  | Work |  |  |
| Circulate & provide help –Share out loud redirect for anyone who is starting with an adult image for which they don’t have a today or this week action. |  |  |
| **Share Action Goals** |  |  |  | | | | | |
|  | | | Move back to circle |  |  | Move |  |  |
| Have students read their action goals (starting with someone who hasn’t yet participated), |  |  | Participate |  |  |
| Cluster action paths by the components of action paths (Because, I will, By doing, When and where) |  |  |
| Ask for what clusters are about |  |  | Share ideas |  |  |
| Summarize the cluster themes |  |  | Listen |  |  |
| **Next session and goodbyes** |  |  |  | | | | | |
|  |  |  | Summary statement: today worked on action paths |  |  | Listen |  |  |
| Connecting statement: next session we will work on puzzles |  |  |
| **Completed session components in appropriate time** |  |  |  | | | | | |

**PATHWAYS TO SUCCESS OBSERVATION FORM** Date\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

**Youth Session 9: Puzzles**

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Start Time: \_\_\_\_\_ N Adults: \_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ End Time: \_\_\_\_\_ N Students: \_\_\_\_\_\_\_\_\_\_\_

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| **Task** | **Y** | **N** | **Detailed Teacher Activity** | **Y** | **N** | **Group Behavior** | **Y** | **N** |
| **Agenda hung** |  |  |  |  |  |  |  |  |
| **Welcome and Introductions** | - | - |  | | | | | |
| Welcome |  |  | Greet participants and latecomers by name |  |  | Greet/acknowledge teacher |  |  |
| Say today is session 9, puzzles |  |  |
| Read the agenda |  |  | Listen |  |  |
| Last session |  |  | Ask for what happened last session |  |  | Share ideas (Action Paths, when and where doing strategies that link next year and adult possible selves, without the when and where, we might think we will work on a strategy that we have no time and place to actually do) |  |  |
| Reinforce student participation (action paths are strategies but take a step further and add when and where the strategy will take place) |  |  |
| Bridging |  |  | Teacher bridges last session and this session: sometimes it feels hard, impossible, to go from a general feeling of possibility to an actual plan of what actions will take and when during the day or week. Instead of getting discouraged by difficulty, today will work on inoculating from difficulty by solving puzzles that feel impossible |  |  | Listen |  |  |
| **Inoculation from Difficulty** |  |  |  | | | | | |
|  | | | State, people think of inoculation in terms of shot to avoid getting sick. We are using inoculate to think of getting infected that difficulty means impossible |  |  | Listen |  |  |
| Ask: Can you give me example of time that a positive force helped protect you from the idea that if it is hard you quit? |  |  | Share ideas |  |  |
| Use Newsprint/Board to write student ideas |  |  |
| Repeat today working on puzzles, want to help overcome feeling that difficulty means hard |  |  | Listen |  |  |
| State, today we will be vaccinating ourselves from feeling that we cannot overcome difficult challenges. In fact difficulty can mean importance |  |  |
| Read Inoculation from Difficulty PowerPoint slide |  |  |
| Ask: how idea of inoculation can help think about school |  |  | Share ideas |  |  |
| Reinforce student participation |  |  |
| **Puzzle 1: Name that Teacher** | - | - |  | | | | | |
| Provide directions/time to work |  |  | Provides puzzle activity instructions (divide into groups to solve the problem and write solution down) |  |  | Listen, |  |  |
| Gets help passing out Puzzle 1 and newsprint/sheets of paper |  |  | Help pass out Puzzle 1 and newsprint |  |  |
| Asks students to form groups |  |  | Move/in groups |  |  |
| Reads out loud |  |  | Listen |  |  |
| Let students know you will circulate around to see how they are doing and to share out helpful ideas |  |  |
| Circulates and reinforces cooperative participation, effort, ideas |  |  | Work in groups |  |  |
| Share potential solutions |  |  | Have students regroup (orient to front) to give their plan of action and talk through how far they got in trying to solve the problem |  |  | Multiple groups share out loud |  |  |
| Have multiple students walk through Puzzle 1 solution |  |  |
| Use Newsprint to write out student plans, possible solution paths (or have students do it) |  |  |
| Reflect on task |  |  | Ask students how it felt when first got problem? |  |  | Share ideas |  |  |
| Ask students what they did when there was so much information |  |  | Share ideas |  |  |
| Reinforce many ways to solve and reinforce that things can seem impossible before trying. |  |  | Listen |  |  |
| **Puzzle 2: Who’s Dating Whom** | - | - | \*\*Alternative is to say we are out of time to finish and offer puzzle as an outside activity\*\* | | | | | |
| Provide directions/time to work |  |  | Get help passing out Puzzle 2 and newsprint |  |  | Help pass out puzzle 2 and newsprint |  |  |
| Read out loud Puzzle 2 |  |  | Listen |  |  |
| Ask students to work in groups to solve (write solutions on newsprint, use strategies similar to last time) |  |  |
| Reinforce cooperative participation--effort and all ideas that moves the group toward problem solution |  |  | Work in groups |  |  |
| Share potential solutions |  |  | Have students regroup (orient to trainer) and give their plan of action and talk through how far they got in trying to solve the problem |  |  | Multiple groups share out loud |  |  |
| Have students talk and write out student plans, possible solution paths (or have students show their written plans) |  |  |
| Reinforce multiple ways to solve the problem |  |  |
| Reinforce how impossible seems before trying |  |  | Listen |  |  |
| **Next session and goodbyes** |  |  |  | | | | | |
|  | | | Summary Statement: everyday puzzles, seem impossible, sometimes need trial and error |  |  | Listen |  |  |
| Connecting Statement: next session we will practice dealing with everyday problems |  |  |
| **Completed necessary components of session in appropriate time** |  |  |  |  |  |  |  |  |

CODE DENOMINATOR REFLECTS WHETHER A TEACHER DID BOTH PUZZLES OR ONLY THE FIRST ONE, TEACHERS SHOULD BE CODED ON BOTH IF THEY DID BOTH. **PATHWAYS TO SUCCESS OBSERVATION FORM** Date\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

**Youth Session 10: Solving Everyday Problems**

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Start Time: \_\_\_\_\_ N Adults: \_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ End Time: \_\_\_\_\_ N Students: \_\_\_\_\_\_\_\_\_\_\_

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| **Task** | **Y** | **N** | **Detailed Teacher Activity** | **Y** | **N** | **Group Behavior** | **Y** | **N** |
| **Agenda hung** |  |  |  |  |  |  |  |  |
| **Welcome and Introductions** | - | - |  | | | | | |
| Welcome |  |  | Greet participants and latecomers by name |  |  | Greet/acknowledge teacher |  |  |
| Today is session 10 solving everyday problems |  |  |
| Read the agenda |  |  | Listen |  |  |
| Last session |  |  | Ask for what happened last session |  |  | Share ideas (Inoculation from difficulty so won’t get infected with the idea that difficulty means impossibility, difficult puzzles; Difficulty does not mean impossible, need to start and answer some questions.) |  |  |
| Reinforce student participation (inoculated ourselves from difficulty. When presented with a difficult puzzle, keep working and we can solve it) |  |  | Listen |  |  |
| Bridging |  |  | Teacher bridges last session and this session (Today – We are going to work on everyday problems at school. Last session we came up with strategies to solve problems that seemed impossible, that is what we will do now as well) |  |  | Listen |  |  |
| **Everyday Problem 1, Math Problem** | - | - |  | | | | | |
| Provide directions/ time to work |  |  | Provide directions: real life problem. Today your strategy is to ask yourself what you need to know. Write your ideas down. |  |  | Listen |  |  |
| Have students move into groups |  |  | Students are with partners or in groups |  |  |
| Ask for student help to pass out math problem |  |  | Help pass out math problem |  |  |
| Read out loud math problem |  |  | Listen |  |  |
| Ask students to consider the questions or steps they would need to ask themselves to solve this |  |  |
| Give students newsprint/sheets to write questions |  |  |
| Circulate, reinforce effort, asking questions |  |  | Work in groups |  |  |
| Share potential solutions |  |  | Have students move to one big circle |  |  | Move |  |  |
|  | | | Have students hang up their newsprint or elicit their ideas and write it down |  |  | Multiple groups share out loud |  |  |
| Cluster student responses by the pathways concepts (e.g., skills and abilities, positive and negative forces, timelines, action paths, interpretation of difficulty) |  |  |
| Ask students if they notice what the clusters represent |  |  | Share ideas |  |  |
| Reinforce that many questions that could be asked and how these can cluster into activities from prior PTS sessions |  |  | Listen |  |  |
| **Problems in a Bag** |  |  |  | | | | | |
|  | | | Ask students to think about a school problem like the math problem they have faced or are facing now in school. |  |  | Listen |  |  |
| Have students write down problem, crumple it up and throw it on the floor in the middle of the room (should still be in circle) |  |  | Writes, Throws paper on floor/in bag |  |  |
| Provide reinforcement, says: so many problems, everyone has at least one. |  |  |
| Read out 4 problems, group selects one |  |  | Vote |  |  |
| Asks, what are questions to ask |  |  | Participate |  |  |
| Cluster student responses by the pathways concepts (e.g., skills and abilities, positive and negative forces, timelines, action paths, interpretation of difficulty) |  |  |
| Reinforce cluster themes and multiple types of questions can ask and ultimately solutions. |  |  | Listen |  |  |
| **Next session and goodbyes** |  |  |  | | | | | |
|  | | | Summary Statement: today everyday problems |  |  | Listen |  |  |
| Connecting Statement: more inoculation by looking at what you need to finish high school and get more training-like college |  |  |
| **Completed session components in appropriate time** |  |  |  |  |  |  |  |  |

**PATHWAYS TO SUCCESS OBSERVATION FORM** Date\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

**Youth Session 11: Solving Everyday Problems II: Graduation**

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Start Time: \_\_\_\_\_ N Adults: \_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ End Time: \_\_\_\_\_ N Students: \_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Task** | **Y** | **N** | **Detailed Teacher Activity** | **Y** | **N** | **Group Behavior** | **Y** | **N** |
| **Agenda hung** |  |  |  |  |  |  |  |  |
| **Welcome and Introductions** | - | - |  | | | | | |
| Welcome |  |  | Greet participants and latecomers by name |  |  | Greet/acknowledge teacher |  |  |
| This is session 11, ‘graduating’ |  |  |
| Read the agenda |  |  | Listen |  |  |
| Last session |  |  | Ask for what happened last session |  |  | Share ideas (Solved math problem and everyday problems by asking, could use the PTS activities to do it. need to think of solution paths to those problems) |  |  |
| Reinforce student participation (we brainstorms strategies to solve everyday problems by asking ourselves questions. Questions can be organized into PTS concepts) |  |  |
| Bridging |  |  | Teacher bridges last session and this session (Last session we began to think about everyday problems by asking questions and using PTS activities. Today we are going to work on another part of the inoculation, working on a plan for graduating high school) |  |  | Listen |  |  |
| **High School Graduation Requirements** | - | - |  | | | | | |
|  |  |  | Ask, what is ultimate goal of going to school? |  |  | Share ideas |  |  |
| Ask: What do you need to graduate from eighth grade? From high school? |  |  | Share ideas |  |  |
| Cluster on newsprint/board, clustering responses by category (number of years, coursework needed, attendance and grades needed, other things -- noncredit obligations) |  |  |
| High School Graduation Requirements |  |  | Distribute graduation requirements |  |  | Help pass out graduation requirements |  |  |
| Have students review [not read] requirements. Ask students to note what they see that they already said or what surprised them. |  |  | Share ideas |  |  |
| Ask students targeted questions about the graduation requirements and anything that they did know before. What classes, anything else? How many classes? Anything else? Attendance? Anything else? Behavior/citizenship |  |  |
| Write down student responses, reinforcing areas that they were correct when brainstorming and where gaps filled in |  |  | Listen |  |  |
| Reinforce how much students know |  |  |
| High School 1: Example Neighborhood High School |  |  | Ask for help passing out high school class schedule for own location |  |  | Students help pass out |  |  |
| Ask students to connect the schedule to the requirements – how can use schedule to reach requirements. |  |  | Review requirements |  |  |
| After you have students review, take part in turns. Let students lead the conversation; or ask targeted questions |  |  | Participate |  |  |
| Facilitate connection of course names and course content. (If the teacher does only one, it should be math). |  |  | Share ideas |  |  |
| High School 2: Selective Enrollment High School |  |  | Ask for help passing out class schedule for a selective enrollment high school |  |  | Help Pass out |  |  |
|  |  | Say: Here is the sample schedule for another high school. How is it similar to and different than the other high school? |  |  | Share ideas |  |  |
|  |  | Reinforce participation, asking follow up questions based on student responses. |  |  |
| Reinforce core points: Not all high schools are the same, but in each can figure out how classes offered link to requirements |  |  | Listen |  |  |
| **Path Beyond High School** | - | - |  | | | | | |
|  | | | Explain task: So we figured out graduating high school, a lot of you mentioned college, so we are going to do the same thing, figuring out how to get from high school to college, and discussing the choice points that exist. |  |  | Listen |  |  |
| College Entrance Requirements |  |  | Ask: What else do you need to do to ensure that you can go to college and get the kind of job you want? Will you need anything other than graduating from high school? |  |  | Participate |  |  |
| Elicit and cluster responses about what need for college, again cluster – courses, outcome, other |  |  |
| Ask: What are the differences between types of colleges and universities |  |  | Share ideas |  |  |
| State, depending on what you want to do, you may take a different path. We are going to look at entrance requirements across multiple types of colleges and universities. |  |  | Listen |  |  |
| Ask for helping passing out college entrance requirements |  |  | Help pass out sheets |  |  |
| Community College |  |  | Have student read the community college requirement |  |  | A student reads |  |  |
| Reference all students can get in, so if roadblock of bad grades, this can be way around it. |  |  | Listen |  |  |
| Four-Year University |  |  | Have students read parts of four-year university requirement in turn. |  |  | Students read |  |  |
| Ask students targeted questions about the requirements |  |  | Share ideas |  |  |
| Have students refer back to their high school graduation requirement list. Ask: is there anything extra four year college requires? |  |  | Share ideas |  |  |
| Reinforce student participation |  |  |
| Four-Year Selective University |  |  | Have students read parts of four-year university requirement in turn. |  |  | Students read |  |  |
| Ask students targeted questions about the requirements |  |  | Share ideas |  |  |
| Reinforce student participation, writing down number of course requirements |  |  |
| Ask students about choices (majors and different required courses) and roadblocks (if they did not get grades or test scores) |  |  | Share ideas |  |  |
| **Next session and goodbyes** |  |  |  | | | | | |
|  | | | Summary Statement (today worked on what you need to finish high school and get more training-like college) |  |  | Listen |  |  |
| Connecting statement to next session (we will have a wrap-up session. Next session we will review all sessions and celebrate completing. |  |  |
| **Completed session components in appropriate time** |  |  |  |  |  |  |  |  |

**PATHWAYS TO SUCCESS OBSERVATION FORM** Date\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

**Youth Session 12: Wrapping Up and Looking Forward**

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Start Time: \_\_\_\_\_ N Adults: \_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ End Time: \_\_\_\_\_ N Students: \_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Task** | **Y** | **N** | **Detailed Teacher Activity** | **Y** | **N** | **Group Behavior** | **Y** | **N** |
| **Agenda hung** |  |  |  |  |  |  |  |  |
| **Welcome and Introductions** | - | - |  | | | | | |
| Welcome |  |  | Greet participants and latecomers |  |  | Greet/acknowledge teacher |  |  |
| This is session 12 ‘wrapping up and moving forward’ |  |  |
| Read the agenda |  |  | Listen |  |  |
| Last session |  |  | Ask for what happened last session |  |  | Share ideas (Get through high school, graduate to college) |  |  |
| Reinforce student participation (why: wanted to see what was needed for high school and college, and begin to think about what our next year selves and strategies will be to succeed) |  |  |
| Bridging |  |  | Teacher bridges last session and this session (last session we worked on planning for - high school and college by knowing the requirements. This is our last PTS session; this is our wrapping up and looking forward session). |  |  | Listen |  |  |
| **What did we do in PTS** | - | - |  | | | | | |
| Provide directions/time to work |  |  | Ask what the sessions were, ensuring that you work with the students to get them in the right order. |  |  | Participate |  |  |
| Write on board or newsprint so all can see |  |  |
| Ask for what did in each of the previous sessions (as a whole group or ask them to do in small group) |  |  | Participate |  |  |
| Pass out worksheet |  |  | Listen |  |  |
| Have students partner or divide into small groups to complete sheet – answering one or more questions about each session |  |  | Work in pairs or small groups |  |  |
| Circulate, reinforce students’ knowledge of prior sessions |  |  |
| Share out |  |  | Regroup students as a whole group |  |  | Move/in whole group |  |  |
| Elicit response from students based on questions asked to complete for recap sheet. |  |  | Participate in discussion |  |  |
| Best or worst session |  |  | Ask for: favorite sessions, least liked sessions, what to change about program |  |  | Share (should be different students) or participate |  |  |
| Write responses or have students write responses |  |  |
| **Celebration** |  |  |  | | | | | |
|  | | | Reinforce student participation throughout the program |  |  | Listen |  |  |
| Provide certificate to each student |  |  |
| **Summary** |  |  |  | | | | | |
|  | | | Provide summary statement and say goodbyes |  |  | Say goodbyes |  |  |
| **Completed necessary components of session in appropriate time** |  |  |  | | | | | |