

Report Prepared for *Project Scientist*
Observation Dates (2016): 6/23, 6/30, 8/2, 8/11

Prepared by Dr. David Pugalee, Director
Center for STEM Education, University of NC at Charlotte

Dimension	Average Rating	Representative Evidence
Features of Learning Environment		
Organization	4.0	Materials were prepared and organized prior to the activities. Activities were well-structured and transitions between components were smooth.
Materials	4.0	The materials used in the activities were appropriate for the age levels. The materials generated student interest and promoted collaboration.
Space Utilization	4.0	Students had the appropriate space to complete the planned activities. There were no distractions.
Activity Engagement		
Participation	4.0	Students were consistently engaged in the activities. Often students worked in pairs and were observed sharing ideas and outcomes.
Purposeful Activities	3.8	Activities were positioned explicitly within a larger unit. Facilitators shared an essential question or focus to direct students' thinking during the activities.
Engagement with STEM	4.0	Activities were hands on allowing students to develop ideas and extend concept understanding. Critical STEM skills such as observing and classifying were emphasized.
STEM Knowledge and Practices		
STEM Content Learning	3.9	Introductory segments reinforced key ideas. Content was accurately developed. Students constructed conclusions or described ideas based on explorations.
Inquiry	4.0	The core of the activities required exploration, recording and observations, and making conclusions. Students worked to solve problems and answer questions.
Reflection	3.9	Students routinely used their journals as a record of their learning. Students made connections to between STEM ideas and other activities.
Youth Development in STEM		
Relationships	4.0	Students consistently collaborated with each other showing respect and appreciation. Facilitators and assistants established warm and inviting environments.
Relevance	3.9	Career connections were made including field trips related to the week's topic. Emphasis was placed on developing thinking and skills reflected in STEM fields.
Youth Voice	4.0	Students had opportunities to take products home to promote dialogue with others. Each Friday was a parent day where students shared their work.

The DoS Protocol was Developed by PEAR

Program in Education,
Afterschool and Resiliency
(PEAR)
at Harvard University & McLean
Hospital

