Assessing Delivery Methods, Timing, and Setting

Essential elements identified in Worksheet #1 related to WHO delivers the approach and HOW they deliver the approach may include aspects of teaching methods and logistics that are assessed in the tool below. This tool can be used by an observer as is, or it can be edited to include estimated essential elements from Worksheet #1, to help practitioners assess how well these elements are supported and the overall quality of session delivery. This can be copied and used for individual sessions as a standalone tool, or it can be used in combination with other tools in this document.

1. **Overall, how well do you think the implementer delivered the session? Refer to the examples of implementer behaviors below to help you rate.**

   Implementer Essential Element – Has classroom or group management skills

Examples of NEGATIVE implementer behaviors		Examples of POSITIVE implementer behaviors	
Read word for word from the approach.		Appeared to be comfortable and familiar with the approach.	
Was frequently lost or did not make connections to session goals or previous content.		Was able to relate new concepts to previous learning and connected the session to people in community and events when appropriate.	
Expressed ideas, beliefs, or attitudes that differed from or contradicted the intended messages.		Changes made reinforced or enhanced the intended goals and objectives.	
Did not focus discussion on main messages in the approach.		Discussion was clear and focused most or all of the time.	
Did not manage time well and did not cover all main activities and concepts.		Managed time well and covered main activities and concepts.	
Did not respond to verbal or visual cues from participants.		Adjusted teaching to respond to participants' developmental levels and verbal or visual cues from participants.	
Did not check in with participants to ensure they understood main points.		Ensured all main points were understood by participants.	
Changed interactive activities into individual activities, or vice versa, when not appropriate; did not prompt group discussion when appropriate.		Supported and encouraged lively group interaction through hands-on activities and games included in the session.	

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Examples of NEGATIVE implementer behaviors		Examples of POSITIVE implementer behaviors	
Ignored or had difficulty correcting behavior that violated norms (e.g., leader allowed sidebar conversations, negative comments, and disruptive behavior).		Responded promptly and appropriately to incidences of misbehavior (e.g., redirected participants to established group norms).	
Showed little interest in the approach; appeared to be just checking off activities.		Appeared to be enthusiastic about approach content and activities.	

1 (Poor)	2 (Good)	3 (Exceptional)
Implementer demonstrated more negative than positive behaviors.	Implementer demonstrated mostly positive behaviors. Few negative behaviors were present.	Implementer demonstrated positive behaviors throughout the session.

2. **In your opinion, to what extent did the setting support learning? Refer to the examples of positive and negative setting characteristics below to help you rate.**

   Delivery Essential Element – Environment is conducive to learning

Examples of NEGATIVE setting characteristics		Examples of POSITIVE setting characteristics	
There were frequent disruptions.		The setting was quiet.	
The arrangement of the room (chairs and tables) made it difficult for participants to fully engage with the implementer and with each other.		The arrangement of the room supported participation.	
The location of the setting or timing of the session made it difficult for participants to attend.		The setting was accessible and the session was at a convenient time.	

1 (Setting did not support learning)	2 (Setting supported learning)	3 (Setting enhanced learning)
The setting had more negative than positive characteristics.	The setting had mostly positive characteristics. Few negative characteristics were present.	The setting included all positive characteristics.

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3. **To what extent did the implementer follow recommended timing for the session? Refer to the examples of positive and negative timing characteristics below to help you rate.**

   Delivery Essential Element – Sessions are delivered in the correct order and over the recommended time period

Examples of NEGATIVE timing characteristics		Examples of POSITIVE timing characteristics	
The session was delivered for less than the recommended length of time.		The session was delivered for the recommended length of time.	
The session components were delivered out of order.		The session components were delivered in the recommended sequence.	
The session was delivered too close to or too far apart from the previous session.		The session was delivered in the recommended length of time after the previous session.	

1 (Timing did not support learning)	2 (Timing supported learning)	3 (Timing enhanced learning)
The session timing had more negative than positive characteristics.	The session timing had mostly positive characteristics. Few negative characteristics were present.	The session timing included all positive characteristics.