

NURTURES Family Event Observation Instrument

Use the following instrument to document the types of interactions families are having at the NURTURES family events as well as the NURTURES allocated resources they are using to foster those interactions. If the event is scheduled for one hour and has three activities, take a few minutes to answer the first few items below, then spend approximately 15 minutes observing families at EACH of the activities and fill out the items in the section that begins "Select each activity..." Note that the events are meant to be self-guided and the NURTURES teacher(s)' role is to facilitate the event and encourage the families to use the NURTURES materials.

Observer Name

Event Date (please format MM-DD-YYYY)

Example: 12-08-2022

Time of Event (please format HH:MM am/pm)

Example: 05:45 pm

Day of Event

☐ Weekday

☐ Weekend

Nature of event (stand-alone event, part of classroom party, field trip, etc.)

☐ Stand-alone event

☐ Part of classroom party

☐ Part of larger school-wide event

☐ Field trip

☐ Other

Teacher name(s) (to be converted to NURTURES ID)

Number of additional facilitators

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5+

Activities Present (select all that apply)

- ☐ Build-A-Boat
- ☐ Pizza Box Motion Maze
- ☐ Terrarium Tracking
- ☐ Rockets
- ☐ Tower Challenge
- ☐ Pour-A-Pond or Sortin' Soil

Please describe how families entered the event and the role the teacher played (e.g., families were welcomed collectively and provided a brief orientation by the teacher; families encountered an introduction table with certain NURTURES materials provided).

Introduction table: Please indicate which of the following items were present and located somewhere accessible by the parents upon entering the event:

- ☐ Attendance Sheet
- ☐ Family Guides
- ☐ Family Event QR Code

Was the room layout and table setup conducive to completing the activities?

- ☐ Yes
- ☐ No

Please provide an explanation for your answer regarding the room layout and table setup above

Select each activity you observed and answer the questions on the following pages pertaining to the fidelity of the event set-up and the types of science, engineering, and inquiry practices elicited during the activities. Refer to the Family Event setup, teacher, and family guides as necessary.

Please take a moment to refresh yourself on the Disciplinary Core Ideas that each activity is focused on at the following hyper-link: <https://nurturesprogram.com/wp-content/uploads/2022/11/N3-Family-Event-Activity-Alignment.pdf>

- ☐ Build-A-Boat
- ☐ Pizza Box Motion Maze
- ☐ Terrarium Tracking
- ☐ Rockets
- ☐ Tower Challenge
- ☐ Pour-A-Pond or Sortin' Soil

Next Section

Build-A-Boat

Event Support Materials

If you need to return to the "activity selection" item on the first page, please use the button at the bottom of this page to navigate back. Do not use the "back" function on your browser/device.

Talking Tips signage: Were the **Talking Tips** signs clearly displayed for this activity?

- ☐ Yes
- ☐ No

What are we supposed to do? Were the activity direction signs clearly displayed at the activity table(s)?

- ☐ Yes
- ☐ No

What's the Science signage: Were the **What's the Science** signs clearly displayed at the activity table(s)?

- ☐ Yes
- ☐ No

Event Guides: Approximately what percent of the families you observed at this activity referenced the **event guides** as they completed the activity (e.g., asking the opening questions, using the discussion points, drawing their designs, entering their data) during their time at this activity?

- ☐ 100%
- ☐ 75%
- ☐ 50%
- ☐ 25%
- ☐ 0%

Facilitator presence: How often was the qualified facilitator (NURTURES teacher or assistant) at this activity, circulating among families and encouraging them to use the **Family Event Guide**?

- ☐ Always
- ☐ Often
- ☐ Occasionally
- ☐ Rarely
- ☐ Never

Talking Tips signage: Of the families you observed, approximately how frequently did they reference and use the **Talking Tips** signage?

- ☐ Always
- ☐ Often
- ☐ Occasionally
- ☐ Rarely
- ☐ Never

What's the Science signage: Of the families you observed, approximately how frequently did they reference and use the **What's the Science** signage? (e.g., pointing out science info to children, using vocabulary from the signage)

- ☐ Always
- ☐ Often
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- ☐ Rarely
- ☐ Never

Discourse and NGSS 3D Practices

Rate the following items based upon your 15 minute observation at the activity:

Talk Moves: How frequently did you observe families where adults asked children questions that encouraged the children to express their own thoughts and ideas beyond one-word answers (e.g., asking the child to explain what they're doing and why; compare what their thought process is compared to what else they see happening; asking their child how a problem might be solved)?

- ☐ Always
- ☐ Often
- ☐ Occasionally
- ☐ Rarely
- ☐ Never

NGSS 3D related discourse: How frequently did you observe adults engaging children in discourse that involved NGSS 3D related concepts (e.g., asking questions that could be answered by natural investigation; discussion of cause and event phenomena; eliciting feedback on observed patterns; asking their child to make predictions)?

- ☐ Always
- ☐ Often
- ☐ Occasionally
- ☐ Rarely
- ☐ Never

Build-A-Boat

Science and Engineering Practices (SEPs)

Please identify the NGSS 3D concepts you observed:

- ☐ Asking questions (for science) and defining problems (for engineering)
- ☐ Developing and using models
- ☐ Planning and carrying out investigations
- ☐ Analyzing and interpreting data
- ☐ Using mathematics and computational thinking
- ☐ Constructing explanations (for science) and designing solutions (for engineering)
- ☐ Engaging in argument from evidence
- ☐ Obtaining, evaluating, and communicating information

Build-A-Boat

Crosscutting Concepts (CCs)

Please identify the NGSS 3D concepts you observed:

- ☐ Patterns
- ☐ Cause and effect
- ☐ Scale, proportion, and quantity
- ☐ Systems and system models
- ☐ Energy and matter
- ☐ Structure and function
- ☐ Stability and change

Build-A-Boat

Disciplinary Core Ideas (DCIs)

Take a moment to refresh yourself on the Disciplinary Core Ideas that this activity is focused on at the following hyper-link: <https://nurturesprogram.com/wp-content/uploads/2022/11/N3-Family-Event-Activity-Alignment.pdf>

Please identify the NGSS 3D concepts you observed:

Physical Science: Matter and its interactions

- ☐ Structure and Properties of Matter

Engineering Design

- ☐ Defining Engineering Problems
- ☐ Developing Possible Solutions
- ☐ Optimizing the Design Solution

Vocabulary: How frequently did parents/adults use appropriate scientific vocabulary words relevant to the content, context, and domain of the lesson and appropriate for the age group?

- ☐ Always
- ☐ Often
- ☐ Occasionally
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Balanced Talk: How frequently did you observe families enacting balanced talk (e.g., parent/adult interaction included multiple opportunities for students to answer questions; students asked some questions and guided some of the discourse)?

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Time spent: Approximate time (minutes) families spent at this activity

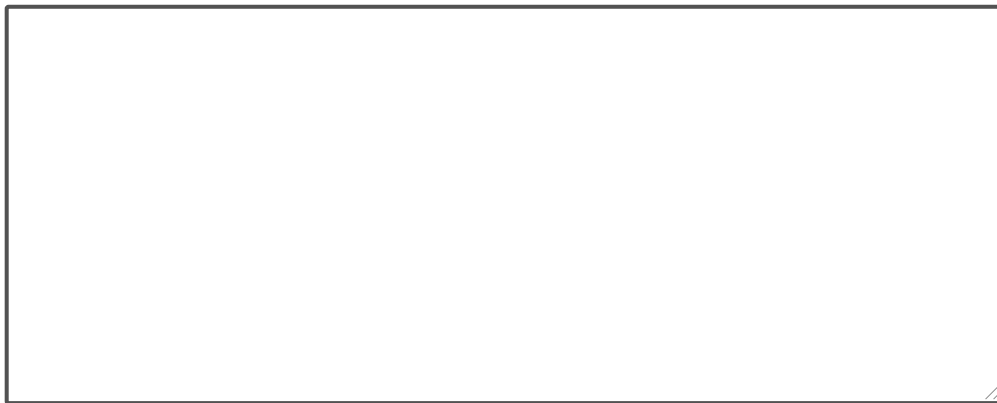
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Amount of time you spent observing this activity

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Pizza Box Motion Maze

Event Support Materials

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Pizza Box Motion Maze

Science and Engineering Practices (SEPs)

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- ☐ Analyzing and interpreting data
- ☐ Using mathematics and computational thinking
- ☐ Constructing explanations (for science) and designing solutions (for engineering)
- ☐ Engaging in argument from evidence
- ☐ Obtaining, evaluating, and communicating information

Pizza Box Motion Maze

Crosscutting Concepts (CCs)

Please identify the NGSS 3D concepts you observed:

- ☐ Patterns
- ☐ Cause and effect
- ☐ Scale, proportion, and quantity
- ☐ Systems and system models
- ☐ Energy and matter
- ☐ Structure and function
- ☐ Stability and change

Pizza Box Motion Maze

Disciplinary Core Ideas (DCIs)

Take a moment to refresh yourself on the Disciplinary Core Ideas that this activity is focused on at the following hyper-link: <https://nurturesprogram.com/wp-content/uploads/2022/11/N3-Family-Event-Activity-Alignment.pdf>

Please identify the NGSS 3D concepts you observed:

Physical Science: Forces & Interactions

- ☐ Forces and Motion
- ☐ Types of Interactions

Engineering Design

- ☐ Defining Engineering Problems
- ☐ Developing Possible Solutions
- ☐ Optimizing the Design Solution

Vocabulary: How frequently did parents/adults use appropriate scientific vocabulary words relevant to the content, context, and domain of the lesson and appropriate for the age group?

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Time (minutes)

Amount of time you spent observing this activity

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Terrarium Tracking

Event Support Materials

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Talking Tips signage: Were the **Talking Tips** signs clearly displayed for this activity?

- ☐ Yes
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What are we supposed to do? Were the activity direction signs clearly displayed at the activity table(s)?

- ☐ Yes
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What's the Science signage: Were the **What's the Science** signs clearly displayed at the activity table(s)?

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Terrarium Tracking

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Terrarium Tracking

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- ☐ Stability and change

Terrarium Tracking

Disciplinary Core Ideas (DCIs)

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Please identify the NGSS 3D concepts you observed:

Life Science: From Molecules to Organisms: Structure & Processes

- ☐ Organization for Matter and Energy Flow in Organisms
- ☐ Biogeology
- ☐ Natural Resources
- ☐ Structure and Function
- ☐ Information Processing

Life Science: From Molecules to Organisms: Ecosystems: Interactions, Energy & Dynamics

- ☐ Interdependent Relationships in Ecosystems
- ☐ Biodiversity and Humans
- ☐ Ecosystem Dynamics, Functioning, and Resilience

Engineering Design

- ☐ Defining Engineering Problems
- ☐ Developing Possible Solutions

Vocabulary: How frequently did parents/adults use appropriate scientific vocabulary words relevant to the content, context, and domain of the lesson and appropriate for the age group?

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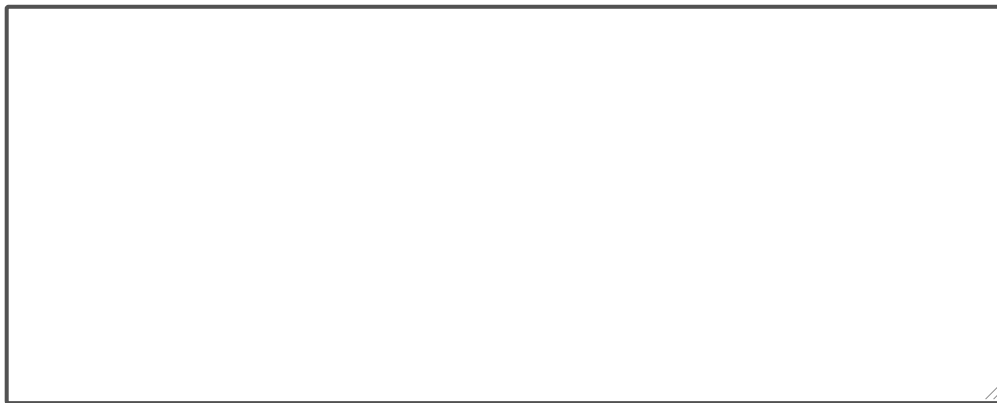
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Tower Challenge

Event Support Materials

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- ☐ Yes
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What are we supposed to do? Were the activity direction signs clearly displayed at the activity table(s)?

- ☐ Yes
- ☐ No

What's the Science signage: Were the **What's the Science** signs clearly displayed at the activity table(s)?

- ☐ Yes
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Discourse and NGSS 3D Practices

Rate the following items based upon your 15 minute observation at the activity:

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- ☐ Always
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Tower Challenge

Science and Engineering Practices (SEPs)

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- ☐ Analyzing and interpreting data
- ☐ Using mathematics and computational thinking
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- ☐ Engaging in argument from evidence
- ☐ Obtaining, evaluating, and communicating information

Tower Challenge

Crosscutting Concepts (CCs)

Please identify the NGSS 3D concepts you observed:

- ☐ Patterns
- ☐ Cause and effect
- ☐ Scale, proportion, and quantity
- ☐ Systems and system models
- ☐ Energy and matter
- ☐ Structure and function
- ☐ Stability and change

Tower Challenge

Disciplinary Core Ideas (DCIs)

Take a moment to refresh yourself on the Disciplinary Core Ideas that this activity is focused on at the following hyper-link: <https://nurturesprogram.com/wp-content/uploads/2022/11/N3-Family-Event-Activity-Alignment.pdf>

Please identify the NGSS 3D concepts you observed:

Physical Science: Motion & Stability: Forces & Interactions

- ☐ Structure and Properties of Matter
- ☐ Forces and Motion
- ☐ Types of Interactions

Engineering Design

- ☐ Defining Engineering Problems
- ☐ Developing Possible Solutions
- ☐ Optimizing the Design Solution

Vocabulary: How frequently did parents/adults use appropriate scientific vocabulary words relevant to the content, context, and domain of the lesson and appropriate for the age group?

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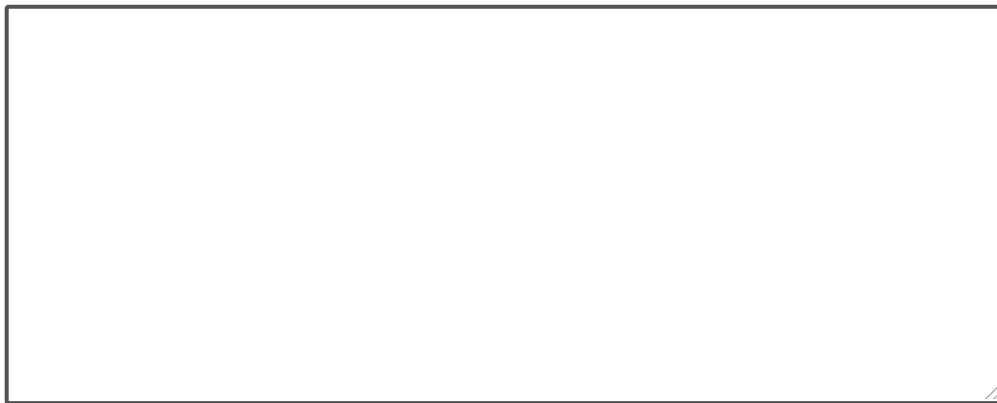
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Rockets

Event Support Materials

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Rockets

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Rockets

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Rockets

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Physical Science: Motion & Stability: Forces & Interactions

- ☐ Forces and Motion
- ☐ Types of Interactions
- ☐ Relationship Between Energy and Forces

Engineering Design

- ☐ Defining Engineering Problems
- ☐ Developing Possible Solutions
- ☐ Optimizing the Design Solution

Vocabulary: How frequently did parents/adults use appropriate scientific vocabulary words relevant to the content, context, and domain of the lesson and appropriate for the age group?

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Pour-A-Pond or Sortin' Soil

Event Support Materials

If you need to return to the "activity selection" item on the first page, please use the button at the bottom of this page to navigate back. Do not use the "back" function on your browser/device.

Talking Tips signage: Were the **Talking Tips** signs clearly displayed for this activity?

- ☐ Yes
- ☐ No

What are we supposed to do? Were the activity direction signs clearly displayed at the activity table(s)?

- ☐ Yes
- ☐ No

What's the Science signage: Were the **What's the Science** signs clearly displayed at the activity table(s)?

- ☐ Yes
- ☐ No

Event Guides: Approximately what percent of the families you observed at this activity referenced the **event guides** as they completed the activity (e.g., asking the opening questions, using the discussion points, drawing their designs, entering their data) during their time at this activity?

- ☐ 100%
- ☐ 75%
- ☐ 50%
- ☐ 25%
- ☐ 0%

Facilitator presence: How often was the qualified facilitator (NURTURES teacher or assistant) at this activity, circulating among families and encouraging them to use the **Family Event Guide**?

- ☐ Always
- ☐ Often
- ☐ Occasionally
- ☐ Rarely
- ☐ Never

Talking Tips signage: Of the families you observed, approximately how frequently did they reference and use the **Talking Tips** signage?

- ☐ Always
- ☐ Often
- ☐ Occasionally
- ☐ Rarely
- ☐ Never

What's the Science signage: Of the families you observed, approximately how frequently did they reference and use the **What's the Science** signage? (e.g., pointing out science info to children, using vocabulary from the signage)

- ☐ Always
- ☐ Often
- ☐ Occasionally
- ☐ Rarely
- ☐ Never

Discourse and NGSS 3D Practices

Rate the following items based upon your 15 minute observation at the activity:

Talk Moves: How frequently did you observe families where adults asked children questions that encouraged the children to express their own thoughts and ideas beyond one-word answers (e.g., asking the child to explain what they're doing and why; compare what their thought process is compared to what else they see happening; asking their child how a problem might be solved)?

- ☐ Always
- ☐ Often
- ☐ Occasionally
- ☐ Rarely
- ☐ Never

NGSS 3D related discourse: How frequently did you observe adults engaging children in discourse that involved NGSS 3D related concepts (e.g., asking questions that could be answered by natural investigation; discussion of cause and event phenomena; eliciting feedback on observed patterns; asking their child to make predictions)?

- ☐ Always
- ☐ Often
- ☐ Occasionally
- ☐ Rarely
- ☐ Never

Pour-A-Pond or Sortin' Soil

Science and Engineering Practices (SEPs)

Please identify the NGSS 3D concepts you observed:

- ☐ Asking questions (for science) and defining problems (for engineering)
- ☐ Developing and using models
- ☐ Planning and carrying out investigations
- ☐ Analyzing and interpreting data
- ☐ Using mathematics and computational thinking
- ☐ Constructing explanations (for science) and designing solutions (for engineering)
- ☐ Engaging in argument from evidence
- ☐ Obtaining, evaluating, and communicating information

Pour-A-Pond or Sortin' Soil

Crosscutting Concepts (CCs)

Please identify the NGSS 3D concepts you observed:

- ☐ Patterns
- ☐ Cause and effect
- ☐ Scale, proportion, and quantity
- ☐ Systems and system models
- ☐ Energy and matter
- ☐ Structure and function
- ☐ Stability and change

Pour-A-Pond or Sortin' Soil

Disciplinary Core Ideas (DCIs)

Take a moment to refresh yourself on the Disciplinary Core Ideas that this activity is focused on at the following hyper-link: <https://nurturesprogram.com/wp-content/uploads/2022/11/N3-Family-Event-Activity-Alignment.pdf>

Please identify the NGSS 3D concepts you observed:

Life Science: From Molecules to Organisms: Structure & Processes

- ☐ Organization for Matter and Energy Flow in Organisms
- ☐ Biogeology
- ☐ Natural Resources
- ☐ Structure and Function
- ☐ Growth and Development of Organisms
- ☐ Variation of Traits

Life Science: From Molecules to Organisms: Ecosystems, Interactions, Energy & Dynamics

- ☐ Interdependent Relationships in Ecosystems
- ☐ Biodiversity and Humans
- ☐ Ecosystem Dynamics, Functioning, and Resilience
- ☐ Adaptation
- ☐ Variation of Traits

Vocabulary: How frequently did parents/adults use appropriate scientific vocabulary words relevant to the content, context, and domain of the lesson and appropriate for the age group?

- ☐ Always
- ☐ Often
- ☐ Occasionally
- ☐ Rarely
- ☐ Never

Balanced Talk: How frequently did you observe families enacting balanced talk (e.g., parent/adult interaction included multiple opportunities for students to answer questions; students asked some questions and guided some of the discourse)?

- ☐ Always
- ☐ Often
- ☐ Occasionally
- ☐ Rarely
- ☐ Never

Time spent: Approximate time (minutes) families spent at this activity

0 3 6 9 12 15 18 21 24 27 30

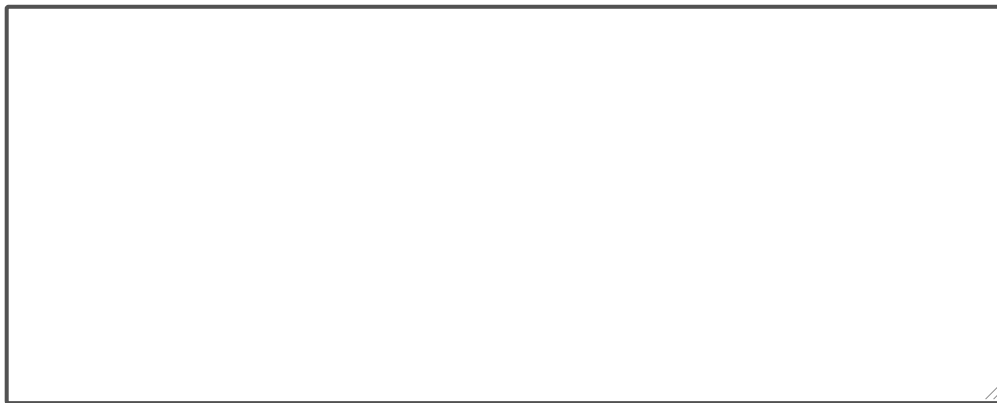
Time (minutes)

Amount of time you spent observing this activity

Approximately how many families did you observe during this time?

Please answer this question.

Please include notes to clarify your observations for this activity

A large, empty rectangular box with a thin black border, intended for users to enter their observations and notes. It occupies the upper central portion of the page.

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Please provide any additional notes explaining details of your observations of the Family Event that were not captured in the questions you were asked

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