

# A Unified Approach: OST and School Day in Sync

## Self-Reflection and Evaluation Tool

### OST-School Day Alignment Self-Assessment

Instructions: For each category, rate your program on a scale of 1 (Not Aligned) to 5 (Fully Aligned) using the statements below.

Dimension	Rating	Statements
Shared Goals and Vision		<b>1 – No Alignment:</b> OST and school-day programs operate independently with no shared goals.
		<b>2 – Minimal Alignment:</b> Some awareness of each other's goals, but no intentional alignment.
		<b>3 – Moderate Alignment:</b> Occasional discussions about shared priorities but not formalized.
		<b>4 – Strong Alignment:</b> Goals are discussed and partially integrated into planning.
		<b>5 – Full Alignment:</b> OST and school-day programs share a clear, documented vision and goals.
Communication		<b>1 – No Communication:</b> No regular contact between OST and school-day staff.
		<b>2 – Limited Communication:</b> Communication occurs only when issues arise.
		<b>3 – Basic Communication:</b> Periodic updates or check-ins, but not systematic.
		<b>4 – Consistent Communication:</b> Regular, structured communication channels exist.
		<b>5 – Robust Communication:</b> Ongoing, proactive communication with clear protocols.
Coordinated Activities		<b>1 – No Coordination:</b> Activities are planned independently with no connection.
		<b>2 – Minimal Coordination:</b> Occasional alignment, but mostly separate.
		<b>3 – Some Coordination:</b> Activities sometimes complement school-day learning.
		<b>4 – Strong Coordination:</b> OST activities regularly reinforce school-day priorities.
		<b>5 – Full Coordination:</b> OST and school-day activities are intentionally integrated.

Consistent Expectations & Supports		<b>1 – No Consistency:</b> Expectations differ widely between OST and school-day.
		<b>2 – Limited Consistency:</b> Some shared expectations but not consistently applied.
		<b>3 – Moderate Consistency:</b> Basic alignment on behavior and academic supports.
		<b>4 – Strong Consistency:</b> Expectations and supports are mostly aligned.
		<b>5 – Full Consistency:</b> Clear, shared expectations and supports across both settings.
Professional Collaboration		<b>1 – No Collaboration:</b> Staff work in isolation with no joint efforts.
		<b>2 – Minimal Collaboration:</b> Rare opportunities for joint planning or PD.
		<b>3 – Some Collaboration:</b> Occasional shared training or planning sessions.
		<b>4 – Strong Collaboration:</b> Regular opportunities for joint professional learning.
		<b>5 – Full Collaboration:</b> OST and school-day staff collaborate as a unified team.
Family & Community Engagement		<b>1 – No Engagement:</b> Families and community partners are not involved jointly.
		<b>2 – Limited Engagement:</b> Separate outreach efforts with little coordination.
		<b>3 – Some Engagement:</b> Occasional joint events or communication.
		<b>4 – Strong Engagement:</b> Families and partners regularly engaged in both settings.
		<b>5 – Full Engagement:</b> Unified approach to family and community involvement.