21st Century Community Learning Centers

2018-2019

Site Visit Report

Windham Central Supervisory Union-L'After

Submitted by Emanuel Betz

21st CCLC State Coordinator

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Project Director: Kiley Boyd

Visit Date: December 12, 2018

Visiting Team: Emanuel Betz (Agency of Education)

Report Date: January 10, 2018, Updated and Finalized February 1, 2019

The site visit, or peer review process uses a team of practitioners and other educators to review, assess and develop this report. The focus of the peer review process uses the 21C state evaluation plan as its framework along with additionally selected focus items* for 2018-19. The statewide evaluation results as detailed in the 21c statewide evaluation plan and the associated 2017-18 *Cognito* Annual Performance Report (APR) questions and data points will frame the agenda and questions, with the Annual Performance Report serving as a baseline data set.

Authority to Monitor
Title IV Part B of the *Every Student Succeeds Act* Section 4202 (a) (3) (A)

Goals
1. To provide accountability and oversight as required by law
2. To provide projects with an on-going opportunity to reflect and improve in their practice
3. To promote regular dialog and information sharing with and among projects

Response to this Report
Please submit a written response(s) to Emanuel Betz at Emanuelbetz@vermont.gov. The responses should include detailed steps to address any *'Findings' and "Priority Action Items"* by the date indicated. Recommendations and comments do not require a formal response. See *definitions* below to guide your thinking on how to interpret this report. Items needing a response are numbered sequentially within each column from top to bottom.

Definitions:

- **Findings:** Steps that need to be taken immediately to be in compliance with a law or regulation.
- **Priority Action Items**: Action items requiring follow-up by the grantee to meet a 21C afterschool standard.
- **Recommendations:** Recommendations are judgments that could be classified as a "strong suggestions." They do not require action on the part of a project.
- **Evidence Statements:** Evidence statements are -generated from the team or from observations that warrant sharing. No action is required of a statement.

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Overview Narrative

The Afterschool Programs were visited for one day during the school year where interviews were conducted and programs were observed in the afternoon. Documentation was provided and analyzed in its entirety including self-assessments, program materials, policy and safety protocols, brochures, program artifacts and promotional materials. Annual Performance Reports and grant and budget information were also reviewed. Interviews and/or discussions were completed with the project director, superintendent and grant manager, and a site coordinator.

The following is recognized:

- The new director is working hard to lead the project into its next phase.
- The quality of observed programming during the site visit was generally high at most sites (see observations).
- There is a strong commitment of staff at the local level (Jamaica is unclear) to support quality programming.
- The district policy context is one of substantial change.

Growth Areas are:

- Project and district systems development and synergies are in several domains (see below).
- Explore leveraging transportation options using the route 30 corridor.
- District and principal leadership could align their plans with renewed intention, focus, and vision.
- Youth leadership and new "voice" strategies will bring more coherence to the project.t
- An expansion of tutoring beyond Townshend or commensurate academic linkages at all sites is needed.

Priority Action Items:

- There are eight priority action items requiring attention. This high number indicates that significant work needs to be accomplished in a team with vigor. Several recommendations are also suggested to support these items.
- Jamaica: An action plan will be needed for approval if the site continues.
- 2018 *Filemaker* attendance data through a recent date certain is needed to help assess current projected project costs. Two reports (average daily attendance and student regular attendee lists by days) will be requested with screenshots under separate cover.

Thank you for all the hard work, as well as preparing for and participating in this process. We hope that the process will have a positive impact on the program and youth outcomes

Review Area and Alignment to Statewide Evaluation Plan	Evidence and Analysis (Evidence Statements, Recommendations Priority Action Items, Findings)
1. Success Stories *What is working well and how do you know?*	See three successes/recognitions throughout the report Good communication between Project Director and Leadership Have veteran staff at sites who are committed, connected, and capable Older youth mentoring/counselor system provides important experiences Site coordinators value their jobs and feel the work is meaningful School based staff provide essential programming Programming generally supported by principals Local budget support remains New district configurations provide new opportunities

2. Youth Centered Leadership and Activity *How are programs youth centered?* *How do programs support youth leadership?*	Examples are in fairly narrow range: being able to make choices within programming topics and getting feedback through informal conversations with youth
	
	Quote: "We need more youth voice"
	
	Recommendations
	
	1. Discuss as a team and implement specific strategies in this area such as**:**
	    a. More feedback mechanisms to get feedback and ideas from youth
	    b. Community meetings during programming
	    c. Celebratory events at sites
	    d. More support for high school staff including an on-going improvement system

Review Area and Alignment to Statewide Evaluation Plan	Evidence and Analysis (Evidence Statements, Recommendations Priority Action Items, Findings)
3. Challenges/ Lessons Learned *What barriers or challenges are you encountering this year that may be affecting the continuous quality improvement of your program?* *What lessons have you learned about your project and what adjustments will be made to ensure the site is continuously improving?*	Lack of transition from last director; Project Director hired after summer program took place Safety protocols need work (see below) Jamaica: major program issues taking disproportionate time from Director in fall, 2019 No advisory group No current explicit parent involvement strategies No current sustainability plan although some strategies are in progress Unification/consolidation of schools raising transitional questions Marlboro's geographic isolation relative to other sites Professional development system implementation for all staff
4. Evaluation Plan **5. Local evaluation outcomes** *What are the components of your comprehensive evaluation plan?*	State reporting completed Youth Program Quality Assessment is designed to support this as a requirement Quote: "We need to create a newer evaluation plan for clearer goals/objectives" **Recommendation:** The quote is above is accurate and a dynamic plan is needed to tie goals to products. This should not be done in isolation from school leadership. Review existing plans and statewide performance data provided by AOE. Build and track up to three local summative *evaluation measures* that provides evidence of efficacy.
6. Equity and Access; Dosage and Numbers *Result 1.2: 21c funded programs are open for enough hours, days, and weeks to meet student and family needs during the school year.*	**Priority Action Item #1: Jamaica 2019 Plan (June 15, 2019)** Updated Feb 1 Determine with AOE if and how the Jamaica site and or service to those youth will continue in 2019-20. If service is to continue, the following six areas would need to achievable. An action plan will be required if service is to continue at the school site. For 2018-19, an approved amendment is needed for proposed changes for the last two sessions. If service is to be moved in 2019-20 an amendment will be required. Jamaica Data:

Result 1.3: 21c funded programs provide enough summer programming to address summer learning loss *Result 1.4: 21c funded programs have a solid base of regular attendees* *IEP and Low income rates meet or exceed school averages** *Program income practices do not limit program access**	1) Self –assessment funding scores are low n<60 2) Low daily attendance n<10 3) Program quality concerns (type, content, approach) 4) Lack of site coordinator and high quality school day staff 5) Time taken away from other project duties from Project Director 6) Jamaica is not meeting 21c standard in five areas from annual reporting indicators (dosage, licensed educators, site coordinator, partners, diverse funding) 7) Submit associated plan for all Grade 5/6 youth 8) Submit draft 2019-20 budget early inclusive of all plans using new template **Recommendations** 1) Create any improvements to data collection, communication, protocols or procedures whereby SPED (and other special needs) issues can be collaboratively brought forward and discussed as a team between the project and SPED department. 2) 2019-20 grade 6 youth at Leland and Gray: It is recommended for consideration that a grade five/six program be at and attached to the Townshend site in 2019, including offerings that could occur at L/G facility, but only if existing costs can justify this plan. Pairing grades 5/6, even grades 4-6 programming options should be considered in the model.
7. Leader information **8. Staffing (Including Licensed Teachers)** *Result 3.1: 21c funded programs are led by experienced leaders (includes adults and youth)* *Result 3.2: 21c funded programs utilize high quality staff to run programs*	Job descriptions in evidence Coordinators get together every four to six weeks. "We celebrate good things" Site coordinators cannot access project level professional development Program leader handbook includes expectations and basics No individual staff evaluations exist Most programs have staff retention at afterschool norms.

Result 3.3: 21c funded programs have appropriate staff retention rates
 	
Result 3.4: 21c leaders participate in professional development and networking opportunities
	Recommendations
	
	1) Quote: "We are working to bring in more outside experts" (This is needed)
	2) Merge handbook policies and safety protocols as one package
	3) Create a director site visiting schedule that is equitable for all sites
	4) District and project policy clarity:
	    • audit practice to see if HR should take on items in their area of expertise
	    • identify core professional development learning needs
	    • write down standard operating procedures
	5) Implementing on going learning expectations for high school workers led by Site coordinators, or build out a high school peer learning group. Each student should be able to articulate up to "three items" they are working on in their roles. These should be written down and active and changing over time so leaders can provide consistent active support to promote growth and leadership.
	
	6) Implement lesson/ goal planning using or adapting: Afterschool Instructional Plans

9. Physical activity *Result 2.3: 21c programs provide healthy food and physical activity*	3 of 5 sites offer the after school supper program. The other 2 sites follow the after school snack program. **Recommendations** Consider providing more aerobically based skill based enrichment choices. A review of offerings found these to be low in number.
10. Linkage to the school day including principal involvement *Result 4.1: 21c funded programs link with the school day* *How does the program align and integrate with the regular school day programs and systems?*	School staff participate Space is fully used Superintendent supports and has a vision for programming Principal involvement in driving/supporting program varies Leland and Gray staff person does paperwork for high school counselors without cost Tutoring at Townshend **Recommendations** 1) The afterschool programs should be part of the continuous improvement planning process.

	2) [Review other reports and AOE resources](#) to get a sense of the possibilities.
11. Culminating end products or performances *Result 2.2: 21c funded programs allow participants to experience interests in depth* *Result 2.4: 21c programs support learning*	The Dr. Seuss program met standard viewed at Townshend. Reporting examples in the APR are lower than the norm and thus this can be considered an important growth area.
12. Intentional Academic Components *Result 2.4: 21c programs support learning* *Does the site have at least one program strategy, beyond homework help, that is specifically designed to support students who are performing below grade level or struggling academically?*	Tutoring every Wednesday at Townsend meets the standard. **Priority Action Item #2 (July 1, 2019)** All other sites need a strategy. Progress needs to be demonstrated over time. Also summer learning programs need to assure that this is met.
13. Sustainability and partnerships *Result 4.2: 21c funded programs utilize diverse sources of funding* *Result 4.3: 21c funded programs benefit from meaningful community partnerships*	No partners. "One site has a provisional license that the Director is working towards keeping" Licensing revenue seems to be a very small percentage of the budget Several funding sources have gone away in the past few years $83,754 in local budget 2018-19 Quote: " We need to create more partnerships" **Priority Action Item #3 (April 15th and on-going)** A new sustainability and partnership outreach plan is needed. All options and items should be on the table so that in five years the project will have a viable funding plan for the future.

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14. Family engagement and parent communication *Result 4.3: 21c funded programs benefit from meaningful community partnerships*	Limited to distribution of brochures and youth program offerings "Need to conduct more family nights and family activities" Marlboro has many parent & community program leaders
15. Private school participation *Result 4.3 21c funded programs benefit from meaningful community partnerships (private schools)*	**Priority Action Item #4** (July 1, 2019) Kindle Farm outreach: should have at least two annual outreach efforts as required by law. See associated email for resources.
16. Safety standards *See 21c safety standards and annual reporting safety questions* *Result 2.4: 21c funded programs strive for continuous improvement through the use of the Youth Program Quality Assessment (YPQA)* *#16 Safety continued-*	School safety procedures shared by school, which are the afterschool protocols. "The district is currently creating a streamlined emergency plan for all schools to follow" Emergency letter to families from the school district with dos and don'ts in evidence "Go bags" in Townsend viewed, radios used in sites Injury report system in place No swimming occurring during the school year " Program Leaders that are community members may not be aware but have guidance from other after school staff with regard to emergency preparedness." **Priority Action Item #5 (March 8, 2019) Updated Feb 1** Review 1-3 below and submit any additional new changes adopted as part of new procedural enhancements including: 1) Explicitly state how all staff will know and be trained for any new district safety protocols. 2) Explicitly state how room based lock down knowledge will be understood and trained including specific measures for mid-year non-school hires. 3) Explicitly state what training and materials all staff will receive and in what manner. Be sure to note any afterschool differences in (for example) communication or command structure protocols. Submit any revisions made to school based plans that are to be used during afterschool, if any.

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Standard Safety Recommendations

A) Review, Revise and list all emergency protocols including articulating any variances in protocols from the school day.

B) Reevaluate training plan, dosage, and tactics to be used for staff, including part-time staff. Articulate training practices and procedures in manual.

C) Articulate command structure for afterschool inclusive of all programs and people in the building.

D) Evaluate communication protocols including 'button (intercom) control' and training: empower multiple staff tiers in usage and plan. Articulate any changes to practice in manual.

E) Articulate reunification center clarity and communication protocols that would follow an incident.

F) Practice alternate drills beyond fire drills that complement school based preparedness schedules and approach.

17. Governance *How does a governance system meet regularly with diverse stakeholders who help guide the program?*	**Priority Action Items #6 No Advisory Board (April 15th)** Create an advisory group plan with a membership list and an initial meeting schedule. Include community and school members with a diverse set of viewpoints. Submit basic plan for 2018-19 and 2019-20 school years. **Recommendation** This report and its activity could easily jump start and drive the agenda for the next six months.
18. Budget *How does the director maintain a well-developed system and provide sound fiscal management for the program?* *How does the fiscal agent provide proper oversight, organizational support, and fiscal management for the program?*	Supervisory Union finance manager noted the director was well informed of budgetary protocol and cognizant of budgetary restrictions **Priority Action Items #7 Cost and Budgeting (on-going)** Updated Feb 1 2019 actual regular attendee costs need to be precisely calculated. 117 Regular attendees were served last year. The total cost was $318,076. The calculation backs out transportation and food. Transportation is budgeted at $18,000. 2018 total cost then based on available data is $300,076. Total costs should not exceed

	$2500 per regular attendee. This would mean the project should be producing at a minimum 127 regular attendees in 2019 at an assumed same expenditure level. Progress needs to be shown in 2018-19. (This is copied from the summer 2018 APR review) A February 1 estimated projection based on mid-year data is that progress is being made or able to be made. The 2019-20 21C budget award may be amended based on a final AOE data assessment and the Jamaica site/service plan. Advance notice would be given for any budget change. Submit early April site based regular attendee reports. Submit draft 2019-2020 budget in advance (April) for AOE consultation. **Recommendations** 1) Back up of data not done- work with AOE to troubleshoot Filemaker questions as needed 2) AOE can provide budget templates examples from other multi-site projects, showing how they split central and site based costs. Site level budgets are expected so that attendance to cost by site can always be calculated.
19. Annual Performance Report-Statewide Evaluation other items *Which systemic items or expectations may need new strategies or additional funding to be achieved?*	**Priority Action Item #8 Summer Dosage** (July 1, 2019) Summer programming should be at five weeks to meet 21c standard and approved grant award. Total afterschool days at 128 days estimated (28 weeks x 4 days) actually lower due to school days off; only Marlboro met the 150-200 day expected threshold. It is important that project build to this expectation by the end of the current grant investment as non-21c funds become available. (review current approved grant application)

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Afterschool Observation

Youth

Wardsboro

Open Gym/Structured whole group game: Youth asking questions: "I have a question, can we tag people?" "Are we allowed to grab more than one?" Total inclusion with student in a wheelchair—smiling, laughing, participating. "I didn't like that people were stealing our balls—I think we should change the game so there is no stealing!" "Our strategy was to steal balls from the team that had the most balls so they didn't win."
Snack: Students eating. Socializing with one another. Fairly quiet. Lots of smiles.
Activity: K-3 Science: Students sitting. Waiting. Asking questions.
During this activity students watched the activity leader make slime. Students were not part of the process. They sat and listened and watched for 35 minutes. Students were patient but clearly wanted to participate.
"Can I touch the slime?" "Can I measure?" "Can I mix the water?" "When will we get a turn to touch it?"" I really want to touch it."

Marlboro

11 children in Pokémon witnessed 2 children moving bodies to be able to assist a student that was struggling with reading the activity. One of the students gently put hand on child's back and said "I gotcha" and proceeded to read the card that was difficult. The child that was challenged looked up at reader and smiled and continued to participate.
Children were engaged, excited, proud and anxious of the cards they had accumulated. Eager to talk to me about experience.
Cooking was challenging due to space as a group activity but leader was careful to pull children forward to all be included in sauerkraut making.
One of the students told me she "I love it so much I think I will cry," when asked if she liked the bread they made. "We get to show everything we learned so far and I know I am going to know a lot." (Wilderness first aid student- I did not get to see program while running but was talking with students during snack before program began.)
One student in particular who initiated an interaction with another student to assist in reading when other child was struggling in a respectful, well-meaning and well-received way during Pokémon

Townshend

Intro Time: Youth run into program with excitement. Two youth assisted by washing down tables on two separate occasions.
Students advocated for certain roles and opportunities and negotiated successfully. Students were joyful. All participated within the rules.

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Fort Building: All students demonstrated desire to be engaged. Students had a choice to work independently or in groups.

Students provided advice and collaboratively problem solved. During fort building youth run happily and safely to get materials demonstrating high engagement.

Youth
Lorax: Students actively engaged in peer to peer conversation and teacher to student conversation. Students engaged actively with observers. Students were able to explain what they were doing. Students engaged in complex language and conceptual activities. ## Newbrook *Sewing* had student to student interaction. Students offering help to other students. Students choose not to accept help from peers. Students were able to actively engage adults in conversation and demonstrate specific learning. *Puppets*: 5:2 ratio after calling in for help. Youth creating puppets at one table. One youth was having trouble focusing. See analysis. *Homework*: Visitors came in at the end. 2 youth on computers, 1 reading, 3 playing cards, 2 on floor. ## Quotes "I like having one day off (from afterschool about Fridays)" "In a year, I have to go back to my old school"

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Staff

Wardsboro

Open Gym whole group game: Coordinator gave great directions. Listened to student questions. Repeated the questions to the entire group. Clarified. "How do you think we keep each other safe during this game?" "Great questions, this is not a tag game, this is a relay game." "What strategies worked during this game?"

Snack: Staff interacted with the students. Passed out snacks and were social with the students.

Activity: K-3 Science: Staff were the leaders. The science lesson organized, age appropriate, and gave lots of details surrounding how slime is made. Great academic language. The leader never gave up control of the activity. Students watched, and begged to be part of the process, however this was never allowed.

Marlboro

A soft "yodel" is used to gain attention when things get rowdy and student reciprocate and turn toward adult prepared to listen. Adult with the Pokémon group encouraged student to sit on the floor as a group even when the activity had them paired up so he could be a part of all of the discussions in room. Leader was very aware of social dynamics of group as was apparent when he moved next to different groups as they became a distraction to group with their enthusiastic "Woots". Leader acknowledged the accomplishments in a quieter voice which quieted the disruption without having to correct it verbally. Other examples of positive adult interactions were witnessed in cooking "I would really like to hear about it, can we talk after we take the pot off the stove when it will be safe for me to listen more carefully?"
"I am feeling really tired…" "Is there anything I can do to help?"

Townsend

Staff managed transitions incredibly well.
Staff made efforts to engage and accommodate students' needs/ wants/ requests.
Staff maintained safe and appropriate boundaries.
Staff demonstrated well- constructed lessons.

Newbrook

Staff adapted well to unanticipated changes.
Staff were transparent with students regarding changes to schedule and activities.
Staff demonstrated enormous commitment- sewing instructor arriving after a personal family issue.

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Quotes

"Do you want to build your own today or work with a partner or in a small group?"
"Do you have something to share?"
"Is that your raft? I love that."
"You and Jason are working together."
"[Name} Your comment is not appropriate."
"We are starting to forget some of our safety rules."

Climate Space Materials

Wardsboro

Great little space. The whole group activity was in the gym and fit the game. Students ate snack at tables. Love the office space! Homework clubs are broken down by what students have signed up for rather than by grade of ability. 4-6th grade had homework club (there was only 1 club per age group, one for younger and one for older) Homework club was in the gym. This is not necessarily an appropriate space for homework. The follow up activity was volleyball and suited for the gym space. Science club was in the library—not a great space for science, simply because of the carpet and need to be concerned about making a mess. Cute library, only library with no computers that I have seen in ages.

All materials were set out and ready for each activity. Staff were prepared with their lessons and had adequate supplies to complete the activity as designed. I would recommend letting each student or pairs of students make slime rather than one single batch made by an adult.

Marlboro

Gym- bright, clean open.
Kitchen- very small for cooking class and not set up in a way that is easy access for group of more than two.
School is set up in a unique "hall heavy" way.

Townsend

Had run of all space-gym it seemed, classrooms, hallways, office all used.
There was fun material to work with and diversity of space and smaller calming soothing spaces.
Lego room was a little cramped-hemmed in-created jostling for materials.
Food details: Goulash, carrots, milk, fruit. Large portions of Goulash were wasted because of portion regulations.

Newbrook

Gym and classrooms used. Whole building used. Well lit everywhere. A diversity of excellent materials used and present in program. Examples: puppet stage, stamps for crafts, needles and sewing materials.

Other Observations

Marlboro

Snack program needs monitoring for compliance.

Attendance is done immediately at dismissal of school in the gym. The buses hold until all children are either accounted for in afterschool or are confirmed to have left with parent, absent etc. This extra step takes time but is effective to make sure all students are positively identified in he after school program. Before the coordinator left she did the attendance. As students entered the gym she greeted them by name, warmly and with enthusiasm.

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Afterschool Observations

Analysis

Overall

The new program director has her hands full with the many fires she is currently fighting. I want to acknowledge that she is doing a great job learning a new role, while trying to meet the objectives and budgets of a previous director. While my individual observations are objective, I do respect the work she is putting in and hope that she recognizes that hard work for herself.

Wardsboro

The LLG student who was present seemed a little lost in classroom management. Nothing negligent, but he was struggling with his young group of homework students. Physical activity observed at the program I saw was great!

Marlboro

I did not get to speak with the Coordinator for more than a few minutes as she had to leave for personal reasons, however the program leaders I spoke with were articulate, soft spoken, positive, respectful of children & enthusiastic about program and the program they were doing. The students were engaged, appeared excited to be part of program, and:
-The Marlboro site had enthusiastic leaders that were very knowledgeable about subject they were teaching.
-At attendance/snack time when all students were in gym there was 41 children and 4 adults.
-Snack program consisted of oranges in a bowl and a cheese stick in a bowl that kids can help themselves if they chose in a room off of the gym. Not many of the students went into the room to get the snack and those that did took one or the other.
-After attendance was taken then the children can have free time for 15+ minutes to "let off steam" as they like within the confinement of the gym. This time was well used by most, playing basketball, scooters and climbing over mats. A little chaotic but allowed for self -directed play activity. Students seem very comfortable asking questions in cooking and Pokémon and were given appropriate thoughtful answers to questions.

Townsend

The Lego program might have used multiple tables in the library or one table in a more open space so that materials and staff and student circulation and communication could be more "free flowing."

Analysis

The intro movement game in the gym was well facilitated.

The fort building intro planning time as a group was well facilitated and modelled and actualized teamwork, choice, and respectful thoughtful communication within a group.

By any measure the Dr. Seuss program was a high quality education experience using literacy and work on "my wants and needs." Very interesting and commendable. The K teacher talked about how the class was first graders so she is working with other students, which is a benefit for her as well as a teacher.

Newbrook

The door was unlocked and we walked into the building and could have gone into the main office and rooted around without being seen. Engage students more in designing of activities, create opportunities for student feedback.

Youth quote: " If arts and crafts were in a classroom we could use the gym for PE like basketball"

The radios were used on two occasions to get assistance between staff quickly, without disrupting the program more generally, to help with one student and to walk youth to another program.

The younger male worker in homework and sewing might receive some assistance in giving collaborative student centered techniques when trying to issues instructions. Also all programs could work on techniques to guide and support younger staff and counselors intentionally. All of us can always be working on one skill for improvement being helped by another.

While it is unknown if this would help, in puppets allowing seating choice versus all sitting at one table might have helped the one student who was having issues as not being allowed to sit alone seemed to ramp his distress up where he may have needed the space for himself.

While the notion of "Arts and Crafts" often gets bad press, and in many cases deserves it, the "Arts and Crafts" program in the gym was excellent, with choices, a variety of excellent materials, and providing youth with an ability to create, think, socialize, and have fun. The space was well organized and very comfortable. One way to ramp up a program like this would be to assist with artistic technique and reflective activities built into the program. A radio could be placed near a locked door on Velcro, and a parent could then call in to the site coordinator for pickup and door opening.

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Afterschool Engagement Observations

T=Townsend   N=Newbrooke   W=Wardsboro   M=Marlboro

A=observed in all sites   yellow=limited or not observed at sites

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Spirit: Smiling _____ A _____ Laughing __ A __ Choosing: TN

Playing: WT   Calming/Relaxing: W T N

Health/Physical: Moving: TW   Eating: MWT   Drinking: WT

Handwashing: WTN

Dialog: Speaking: A   Listening: A   Questioning: A

Discussing: WTN   Explaining: WTN

Doing: Thinking: A   Reading: WT   Writing: MT

Making: M T N   Creating: M T N   Designing: M T   Collaborating: M T N

Focusing/Immersing: TN   Persevering: TN

Reflecting/Evaluating: T N   Collaborative Problem Solving: TN

Researching __ Performing: N

Leadership: Leading: TN   Facilitating _____   Planning: T _____   Prioritizing _____

Social/Emotional: Cooperating: A
Advocating: W TN   Helping: A   Negotiating: WT   Empathizing: WT

Persistent Negativity: Arguing _____   Complaining _____   Not-doing/Not-interested:

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