

# LITERACY CAPACITY ASSESSMENT TOOL (LitCAT)

FOR SCHOOL-AGE PROGRAMS



Created by Build the Out-of-School Time Network (BOSTnet)



In partnership with:  
United Way of Massachusetts Bay and Merrimack Valley

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## INTRODUCTION

This school-age program self-assessment tool was created by BOSTnet with the support of the United Way of Massachusetts Bay and Merrimack Valley. With too many children falling behind in their reading skills by third grade, it has become increasingly clear that school-age programming can and must play a key role in providing high-quality enrichment and helping close the achievement gap.

The purpose of this tool is to help programs assess the underlying foundations that must be in place in order for literacy enrichment to have the maximum benefit for the children in the program. Best Practices were identified through key research in the field of literacy and OST.

In the seminal report *Turning the Page* (Strategies for Children), five key strategy areas were identified as essential for literacy support. These areas are:

1. Program design and implementation for impact
2. Ongoing assessments of children and settings
3. Redefined adult capacity-building models
4. Language-rich, rigorous, and engaging curricula
5. Partnerships with families focused on language and learning

We have organized this tool to align with these five strategies. Our only modification has been to add “schools” to the fifth key strategy area, as strong partnerships with schools are an important component of whole-child enrichment and support.

Throughout this tool, the word *staff* is used to refer to all adults who are regular employees of the program and who either work with children, or are in a supervisory, management, or directorial role.

Each section of the assessment tool is divided into foundational, intermediate, and independent. For information about these tiers and about scoring the tool for use in program improvement planning, please see the “SCORING” section.

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## SCORING

Each section of the assessment tool is divided into foundational, intermediate, and independent. For items at the foundational tier, programs will need training, coaching, or other supports in order to show efficient increases to program quality. These are core structures, skills, policies and resources essential to an effective literacy program.

For items at the intermediate tier, the program will need to focus on developing internal capacity to share expertise, with experienced staff mentoring new staff. Programs will also need to develop an ongoing organizational cycle of evaluation, goal-setting, planning, implementation, evaluation, and so on. These are the central features of a successful model of continuous quality improvement. Programs working on intermediate level goals will strongly benefit from training or coaching to support the development of these new structures and models.

For items at the independent tier, programs and their staff are competent to identify goals and seek out key resources to accomplish those goals without requiring formalized coaching or training from outside of the organization. The internal cycle of evaluation, goal-setting, planning, implementation, evaluation, and so on is firmly established and embedded into the program's culture. While staff will still benefit from regular training, external supports are no longer necessary in order to assure that the program continues on the path to ongoing quality improvement.

The division of items into these tiers is based on best practices and research as well as outcomes from the Summer Learning Collaborative (2010-present).

To complete and score this assessment:

1. Complete the entire assessment. Be blunt and honest.
2. If any foundational items score a **3 or below**, these items should be addressed prior to working on any other items within this tool.
  - a. Choose 3 goals from those foundational items scoring 3 or below.
  - b. If only one or two foundational items are 3 or below, choose other foundational items for your other goals.
3. Once all foundational items are scoring a 4 or 5, beginning to work on items in the intermediate tier is appropriate.
4. If all foundational items are at a 4 or 5, you may choose goals from any foundational goal scoring a 4 or any intermediate goal scoring a 3 or below.
5. If all foundational and intermediate items are at a 4 or 5, you may choose goals from any tier.

It is recommended that this tool be used with the LitCAT Planning Form, which guides users through the goal-setting and planning process, resulting in a program improvement plan.

A resource toolkit for foundational goals is available, and binders for the other tiers are in development.

Note: it is beneficial to have multiple staff members complete the assessment so that it is possible to compare the responses across the organization, both to identify common themes, and also to note areas where there is a gap between leadership perceptions of programmatic functioning and staff perceptions. This will help your program create an effective ongoing dialog on quality improvement.

## SECTION 1: PROGRAM DESIGN & IMPLEMENTATION FOR IMPACT

### Foundational Tier

*Evaluate these statements and determine the extent to which they are true in your program right now*

1.	A clear, consistent, program-wide strategy for positive behavior management is used by all staff:	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	
2.	The leadership of the program (site supervisors, program directors, etc.) consider literacy a high priority, talking about it frequently and including it in planning and strategy.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	
3.	Staff actively work to build positive relationships with all children.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	
4.	During the summer, every child in the program receives at least one hour per day where the primary focus of the lesson is literacy.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	
5.	The program space includes books, posters, displays, games, and interactive stations that promote exploration, inquiry, and learning.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	
6.	Books and learning materials are culturally relevant and reflect the diversity of the students in the program	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	
7.	Age-appropriate books and learning materials are readily available and within reach of children, are in good condition, and are organized.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	
8.	The program has a library or dedicated reading area with appealing displays, comfortable furniture, and interactive stations.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	

**How many Foundational items on this page scored a 3, 2, or 1:**

### Intermediate Tier

9.	Program space includes interactive displays such as community art, question and answer boards, tactile stations, etc.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	
10.	The program has a staff person with expertise in <b>family and school engagement</b> who coordinates building and strengthening connections to schools, planning family events and family outreach efforts, and holding regular meetings with both families and schools.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	
11.	The program has a staff person with expertise in <b>literacy</b> who is responsible for supervising the implementation of <b>literacy</b> throughout the program, including regular observations, lesson planning meetings, and assessments.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	
12.	100% of lessons and activities contain active or passive literacy learning elements.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	

**How many Intermediate items on this page scored a 3, 2, or 1:**

### Independent Tier

13.	All children are fully engaged during lessons and activities throughout the day and behavior issues are very rare.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	

**How many Independent items on this page scored a 3, 2, or 1:**



## SECTION 2: ONGOING ASSESSMENTS OF CHILDREN & SETTINGS

### Foundational Tier

*Evaluate these statements and determine the extent to which they are true in your program right now*

1.	Informal strategies for <i>parent</i> feedback (such as a feedback box, emails, conversations about program quality during pick-up or drop-off, etc.) are used.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	
2.	Staff and leadership actively encourage use of informal <i>parent</i> feedback strategies through incentives, responsiveness to feedback, etc.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	
3.	Staff share their opinions at least once a year through an anonymous program quality questionnaire.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	
4.	Leadership actively encourages <i>staff</i> to give informal feedback (emails, comments to supervisors, a feedback box, dialog in meetings, etc). through incentives, responsiveness to feedback, and other strategies.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	
5.	Staff actively participate in an ongoing dialog about program quality.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	

**How many Foundational items on this page scored a 3, 2, or 1:**

### Intermediate Tier

6.	Families are asked to complete an evaluation of the program at least once a year and most families respond. <i>(Score = 1 if the program does not ask families to complete a program evaluation at least once a year)</i>	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	
7.	The program uses one or more reliable, research-based tools to measure children’s literacy skills (such as DIBELS, Ohio Word Test, etc.) and results are used to guide program and lesson planning.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	
8.	The program uses a self-assessment tool such as SACERS or APT yearly to set program improvement goals, and significant progress is made toward goals each year.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	
9.	Informal opportunities for children to provide feedback on lessons and activities are provided (voting, activity star charts, etc.).	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	
10.	Parent, child, and staff feedback are used to inform program assessment and creation of a Program Improvement Plan (PIP) at least annually.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	

**How many Intermediate items on this page scored a 3, 2, or 1:**

### Independent Tier

11.	Scores on child assessment tools (DIBELS, SRA, Ohio Word Test, etc.) are shared between the program and sending schools or districts.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	
12.	Child outcome data from assessments and evaluations is used regularly by staff to adjust curricula and inform lesson planning.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	

**How many Independent items on this page scored a 3, 2, or 1:**

### SECTION 3: ADULT CAPACITY-BUILDING MODELS

#### Foundational Tier

*Evaluate these statements and determine the extent to which they are true in your program right now*

1.	All staff receive annual training on <b><u>behavior management</u></b> and are skilled, knowledgeable, and consistent in behavior management.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	
2.	All staff receive annual training on lesson planning and support for <b><u>diverse children</u></b> and families and are skilled, knowledgeable, and consistent in respectful and inclusive practices.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	
3.	All staff receive annual training on lesson planning and support for <b><u>English language learners</u></b> and are skilled, knowledgeable, and consistent in supporting learning and language development for learners of English.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	
4.	All staff receive annual training on lesson planning and support for <b><u>children with special needs</u></b> and are skilled, knowledgeable, and consistent in respectful and inclusive practices that promote learning.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	
5.	Staff engage in programmatic culture of literacy (i.e. staff book recommendation posters, staff theme days to support literacy themes, Drop Everything and Read, etc.).	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	
6.	Staff have Individual Professional Development Plans in place that include support in literacy instruction and lesson planning.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	
7.	Staff understand and consistently implement strategies to build beneficial adult-child relationships.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	

**How many Foundational items on this page scored a 3, 2, or 1:**

#### Intermediate Tier

8.	Experienced staff model lesson planning and implementation for newer staff with a focus on infusing literacy enrichment.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	
9.	Staff meet at least monthly to talk about behavior management strategies and discuss particular challenges and successes.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	

**How many Intermediate items on this page scored a 3, 2, or 1:**

#### Independent Tier

10.	Experienced staff actively mentor newer staff.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	
11.	There is a staff person or an available expert to consult with staff at least monthly on instruction strategies, interventions for children who are struggling, understanding learning needs, lesson planning, etc.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	

**How many Independent items on this page scored a 3, 2, or 1:**

## SECTION 4: LANGUAGE-RICH, RIGOROUS, & ENGAGING CURRICULA

### Foundational Tier

*Evaluate these statements and determine the extent to which they are true in your program right now*

1.	New staff are made aware that Literacy is an important focus areas for the program.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	
2.	Lesson plans are created at least a day in advance.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	
3.	At any given time, there are at least three choices for what activity a child may be doing.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	
4.	Lesson planning forms include fields to identify the Literacy component of every lesson or activity, as well as an introduction, lesson implementation, and discussion/reflection/reinforcement.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	
5.	The program has an annual budget for sustainable materials purchases such as books, supplies, costumes for plays, etc.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	

**How many Foundational items on this page scored a 3, 2, or 1:**

### Intermediate Tier

6.	The program either uses thematic curricula or has a learning theme each week, and lessons are planned to connect with these themes.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	
7.	Lesson plans include visual (seeing), auditory (hearing), and tactile/kinesthetic (moving and touching) learning elements.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	
8.	Lesson plans are recorded in a formal manner and retained in the program for re-use.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	
9.	Staff infuse their own interests into their literacy focused lesson plans.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	
10.	Lesson plans are linked to the Massachusetts Curriculum Frameworks.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	

**How many Intermediate items on this page scored a 3, 2, or 1:**

### Independent Tier

11.	Lesson planning draws on a variety of external resources such as purchased or donated curricula, web resources, library books, and books and materials available in the program.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	
12.	Child leadership groups, volunteerism, clubs, and other opportunities extending beyond the program exist.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	
13.	Activities for children to do at home that build on the learning in the program are shared with families regularly.	Not at All True	Somewhat True	Completely True
		1	2	3
		4	5	

**How many Independent items on this page scored a 3, 2, or 1:**

**Foundational Tier**

*Evaluate these statements and determine the extent to which they are true in your program right now*

1.	Program staff communicate at least monthly with the schools program children attend (via phone, texting, skype, email, or face-to-face meetings):	Not at All True 1	Somewhat True 2	Completely True 3	4	5
2.	Program staff meet with sending school teachers or district personnel to identify learning goals, teaching strategies, themes, etc.	Not at All True 1	Somewhat True 2	Completely True 3	4	5
3.	Literacy is an element of all family events at the program.	Not at All True 1	Somewhat True 2	Completely True 3	4	5
4.	Parents are aware that literacy is a key priority in the program.	Not at All True 1	Somewhat True 2	Completely True 3	4	5
5.	There is a system in place to support ongoing formal communication with parents about their child's progress (i.e. progress reports, conferences, etc.).	Not at All True 1	Somewhat True 2	Completely True 3	4	5

**How many Foundational items on this page scored a 3, 2, or 1:**

**Intermediate Tier**

6.	The program has multiple family events each year; most families attend most events.	Not at All True 1	Somewhat True 2	Completely True 3	4	5
7.	School staff (including teachers) and OST staff participate together in at least two activities or events per year (at program or at school).	Not at All True 1	Somewhat True 2	Completely True 3	4	5
8.	Program staff share lesson plans with school teachers and school teachers share lesson plans with program staff.	Not at All True 1	Somewhat True 2	Completely True 3	4	5
9.	Learning plans are created in collaboration with teachers and parents for children that are struggling academically.	Not at All True 1	Somewhat True 2	Completely True 3	4	5
10.	Program staff communicate with parents formally or informally at least weekly, and all parents receive good news more often than bad news.	Not at All True 1	Somewhat True 2	Completely True 3	4	5
11.	Most days, most parents have informal conversations with staff regularly about their child's learning.	Not at All True 1	Somewhat True 2	Completely True 3	4	5
12.	Program staff frequently send home books, activities, games, and other fun opportunities for children and parents to learn and play together.	Not at All True 1	Somewhat True 2	Completely True 3	4	5

**How many Intermediate items on this page scored a 3, 2, or 1:**

**Independent Tier**

13.	The program has a vibrant and robust parent volunteer program.	Not at All True 1	Somewhat True 2	Completely True 3	4	5
14.	Staff contact teachers at sending schools at least once a week to talk about children who are struggling.	Not at All True 1	Somewhat True 2	Completely True 3	4	5
15.	Learning opportunities such as parenting classes, adult literacy, financial planning, etc. are offered to parents on an ongoing basis.	Not at All True 1	Somewhat True 2	Completely True 3	4	5
16.	Staff collaborate with other local agencies (libraries, museums, CPCE's, mental health providers, etc.) regularly.	Not at All True 1	Somewhat True 2	Completely True 3	4	5

**How many Independent items on this page scored a 3, 2, or 1:**

# FOUNDATIONS OF STRONG LITERACY PROGRAMS:

## A RESOURCE GUIDE



**A component of the LitCAT Self-Assessment and Planning System**

**Created by Build the Out-of-School Time Network (BOSTnet)**

**In partnership with:**

**United Way of Massachusetts Bay and Merrimack Valley**

**Version 2.0, 5/2014**

# Foundations of Strong Literacy Programs: A (LitCAT) Resource Guide

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## Foundations of Strong Literacy Programs: A (LitCAT) Resource Guide

### INTRODUCTION

This resource guide was designed by BOSTnet with the support of the United Way of Massachusetts Bay and Merrimack Valley to be a multipurpose, user-friendly guide. It should be used as part of the Literacy Capacity Assessment Tool (LitCAT) system of assessment and planning. In an environment of continuous quality improvement, the foundations or capacity of a program require sustained attention.

Programs at any level can use and return to this guide to:

- ❖ Build and maintain a vibrant culture of literacy
- ❖ Set goals to build a strong program foundation
- ❖ Locate strategies to help you reach your program goals
- ❖ Find inspiration for what you want to work on next
- ❖ Start a troubleshooting conversation with peers
- ❖ Find resources that meet your needs

The first step in the system is program assessment using the Literacy Capacity Assessment Tool. From there, you can turn to either the LitCAT Planning Form or this resource guide. Flip back and forth between the components to craft your vision and goals.

Like the LitCAT, the resource guide is aligned with the five key strategy areas identified in the seminal report *Turning the Page: Refocusing Massachusetts for Reading Success* (Strategies for Children). These areas are:

1. Program design and implementation for impact
2. Ongoing assessments of children and settings
3. Redefined adult capacity-building models
4. Language-rich, rigorous, and engaging curricula
5. Partnerships with families and schools<sup>1</sup> focused on language and learning

This makes it simple to navigate between the two and is in keeping with our commitment to focus on best practices in the field.

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<sup>1</sup> Our only modification to the strategy areas outlined in *Turning the Page* has been to add “schools” to the fifth key strategy area, as strong partnerships with schools are an important component of whole-child enrichment and support.

## Foundations of Strong Literacy Programs: A (LitCAT) Resource Guide

### I. LITCAT SECTION 1: PROGRAM DESIGN AND IMPLEMENTATION FOR IMPACT

#### A. Positive Behavior Management

##### KEY CONCEPTS

Basic Principles of Behavior:

- **AWARENESS:** Every behavior is a form of communication – what is the child trying to “say”?
- **ENVIRONMENT:** Always change the environment before planning to change the student
- **TEACHING AND LEARNING:** Behavior intervention is about teaching and learning, not about control
- **EMPOWERMENT:** Behavior intervention is about empowering the student, not gaining power over the student

So, Behavioral Intervention aims to

- ✓ **REDUCE PROBLEM BEHAVIOR**
- ✓ **INCREASE APPROPRIATE BEHAVIOR**
- ✓ **IMPROVE QUALITY OF LIFE**

*Remember that children always have a goal with behavior: concentrate on the goal and try to redirect how they achieve it.*

## Foundations of Strong Literacy Programs: A (LitCAT) Resource Guide

### KEY STRATEGIES

#### 1. Recognize Positive Behavior!

- ✓ Must focus on positive behaviors more often than negative behaviors to bring about a behavior change in students.
- ✓ Become a detective—learn to notice the absence of negative behaviors and praise it!
- ✓ A 4:1 ratio of positive to corrective feedback is ideal.

#### 2. State Rules and Expectations *positively* and *consistently*

- ✓ Behavioral “shoulds” instead of “should nots”
- ✓ Incorporate Program-wide rules into room or group space
- ✓ Identify 1-2 behavioral expectations per rule that are specific, observable and measurable
- ✓ Review daily in the beginning of the summer or school year (make this fun with memory games, role-playing, etc.) and periodically afterwards
- ✓ Post rules in a highly visible place

#### 3. Redirect inappropriate behaviors.

- ✓ What is the behavior?
  - Frame it as specifically as possible
- ✓ What is the need:
  - Ask children what is bothering them
  - Ask what they need to feel comfortable
  - Infer and offer a redirection, then ask if it would feel okay
  - Offer alternate activities to allow children to choose which feels best.
- ✓ How can this need be met with a positive behavior
  - Think creatively
  - Brainstorm with the child
  - Make a plan

4 positive feedbacks  
for every  
1 corrective feedback



## Foundations of Strong Literacy Programs: A (LitCAT) Resource Guide

### TOOLS FOR PROMOTING POSITIVE BEHAVIOR

On the following pages you will find three tools to help you promote positive behavior and create a culture of positive behavior in your program. Below are descriptions of each.

#### a. The Feedback Sandwich

This tool helps you redirect inappropriate behavior. It can be used effectively with both children and adults; in fact, it's one way staff can model appropriate behavior in their relationships with each other. Once you get the hang of using it, it will sound natural and become second nature. There are just a few things to remember:

- Keep your compliments relevant to what's going on
- Provide a specific redirection
- If you frame it so it builds self-efficacy, the child or adult will want to comply!

#### b. Behavior Improvement Plan

Behavior Improvement Plans help provide a clear map of appropriate corrections or consequences. *BIPs are not a punishment; they are a tool to help provide consistency in encouraging positive child behavior.* Like any method of redirection, BIPs need to be developmentally appropriate. Here are some things to keep in mind for different age groups:

- Pre-Elementary School
  - Address curiosity, individual development as motivators for behavior
  - Allow opportunities for expression in these areas
- Elementary
  - Address achievement in different areas/levels, new skills, and ability to make mistakes as motivators
  - Allow opportunities for expression and development of new skills within the BIP
- Middle School
  - Address empathy, identity, empowerment as motivators for behavior
  - Allow opportunities to express these traits in positive behavior

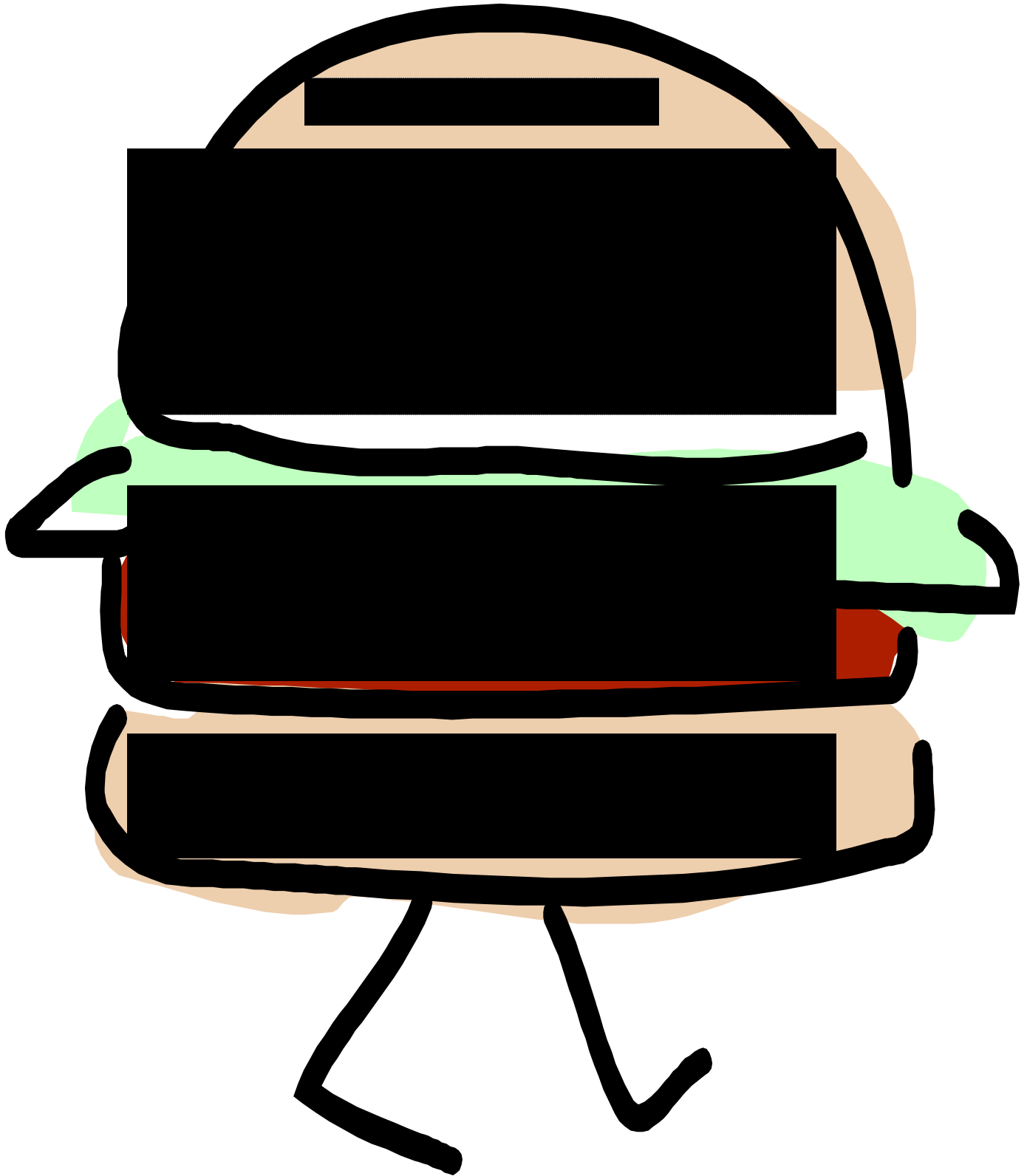
#### c. Conflict Resolution Map

This communication tool succinctly spells out five steps to follow to resolve a conflict. For a child, going through this process can help build self-awareness and empathy, as well as their ability to be confident problem-solvers.

**Remember, redirection helps an individual find a more constructive way to get the need behind a behavior met.**

# Foundations of Strong Literacy Programs: A (LitCAT) Resource Guide

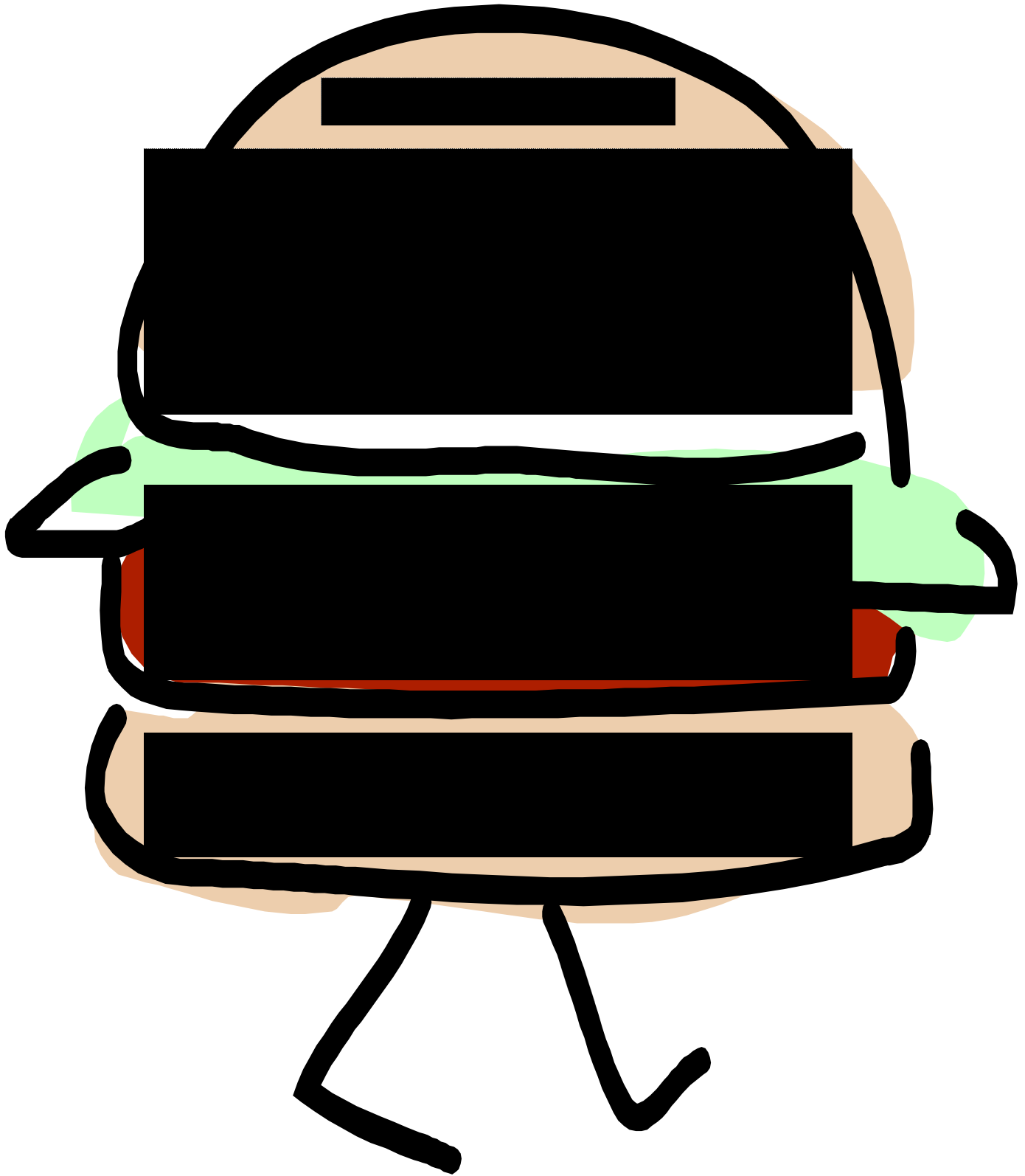
## THE FEEDBACK SANDWICH FOR KIDS





# Foundations of Strong Literacy Programs: A (LitCAT) Resource Guide

## THE FEEDBACK SANDWICH FOR ADULTS



# Foundations of Strong Literacy Programs: A (LitCAT) Resource Guide

## SAMPLE BEHAVIOR IMPROVEMENT PLAN

\_\_\_\_\_  
(NAME)

*Hereby agrees to*

***ACTION:***

***Situation:***

**NUMBER OF TIMES:**

**Timeframe:**

**ADDITIONAL DETAILS:**

If \_\_\_\_\_ is successful, HE / SHE will earn:

**REWARD:**



\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

## Foundations of Strong Literacy Programs: A (LitCAT) Resource Guide

### CONFLICT RESOLUTION MAP

#### 1. LISTEN:

- Listen quietly and attentively
- Body Language
- Minimal Encouragers
- Recap what you heard
- Keep an open mind to what is being said

#### 2. VALIDATE:

- Empathize for the situation being discussed:
  - That must be very frustrating
  - I bet you're excited!
- Validate the perspective, even if you disagree:
  - You have every right to feel that way
  - It makes sense that you would want that

#### 3. ASK CLARIFYING QUESTIONS:

- Ask non-inflammatory, neutrally worded questions to clarify
  - When you say "respect," what are you looking for exactly?
  - Can you help me understand what you're hoping I'll do now?
  - Would you tell me more about what happened with Sammie's Mom that upset you?

#### 4. RESPOND:

- Share your own thoughts, feelings, needs, expectations
- Use I statements
- Focus on outcomes or results
- Stay solution-oriented
- Use a **feedback sandwich** to ask for change
- **THE FEEDBACK SANDWICH!**
  - Specific, concrete compliment or praise
  - Request for change of behavior
  - Clear
  - Measurable
  - Replacement positive behavior
  - Second compliment that shows your confidence in the person's ability to make the change you're asking for

#### 5. ASK FOR AGREEMENT:

- This confirms everyone's on the same page & knows what's next
- Restate the plan going forward
- Get agreement:
  - "Does that work for you?"
  - "Are you willing to try that with me?"
  - "Let's try this and check back in a week to see how it's working."

## Foundations of Strong Literacy Programs: A (LitCAT) Resource Guide

### B. Building Positive Relationships with Children

Three conditions are essential to create a relationship where a child will feel safe being him- or herself and being honest and vulnerable.

#### CONDITIONS FOR A BENEFICIAL RELATIONSHIP WITH ADULTS

- **Unconditional Positive Regard**
- **Genuineness and Authenticity**
- **Empathy and Understanding**

#### RELATIONSHIP WITH ADULTS

- Children and adults should be confident of mutual respect
- A good relationship with an adult creates trust and safety
- Both child and adult enjoy and benefit from the relationship
- Children learn to express needs & feelings and ask for help
- Appropriate adult self-disclosure builds a closer bond
  - Empathy
  - Genuineness/ Authenticity
- Inappropriate adult self-disclosure places a burden on the child
  - Building dependency
  - Fostering pity, anxiety, guilt, or fear

#### RELATIONSHIP WITH PEERS

- Activities should facilitate fun and mutual respect
- Praise-based approach nurtures each child to be “the best version” of him- or herself
- Foster empathy and respect among children
- Always be a good role-model/mentor
  - Behaviors between you and other adults
  - Behaviors between you and children
  - Your way of treating yourself

## Foundations of Strong Literacy Programs: A (LitCAT) Resource Guide

### COMMUNICATION STRATEGIES

- Open-ended questions/dialog
  - Good general practice – do not have an answer in mind when you ask a question
  - Be excited to find out what the child’s response will be
  - Ask How, What, and Why questions
  - Ask “what do you think”
- Idea-sharing
  - Brainstorming (e.g. brainstorm carousel)
  - Non-judgmental listening to ideas
- Inviting reflection, opinion, personal anecdote
  - Creative story-telling
  - Fictionalize the factual
  - Group or individual exercise
  - Teaches metaphor, creativity, creates safe forum to explore real issues
- Group strategies
  - Daily circle
  - Daily check-in
  - Safety promise
- Opportunities for individual reflection
  - Collaborative Journaling
  - Quiet space
  - “When you \_\_\_ I feel \_\_\_ because \_\_\_” statements
  - Identifying needs
- Use of metaphor to communicate
- Collaborative journaling
- Group art

### PROBLEM-SOLVING STRATEGIES

- Meet each person on his/her *current* level
  - Emotional agility
  - Processing and empathy skills
- Managing difficult emotions and de-escalation skills
- Redirection, feedback sandwich
  - Not just for children – we can use respectfully with one another, too
  - Children can learn to use with one another
- BIP – not a punishment
  - Supervisor can use with employees (PIP)
  - Teacher can use with children

## Foundations of Strong Literacy Programs: A (LitCAT) Resource Guide

### C. Culturally Competent Program Design

#### 10 KEY STRATEGIES:

1. Print-rich environment with all languages represented
  - a. Menus from local restaurants
  - b. Parent-child multilingual night can lead to great display items
  - c. Books in a variety of languages
  - d. Copies of key texts in English and other languages of students
  - e. Bilingual books
  - f. Alphabets of all languages that use an alphabet
  - g. Nursery rhymes in many languages (look for posters, make your own, or have families participate)
2. Toys, books, and décor represent the languages, cultures, and physical appearance of the children in the program
3. Listening stations enable children to look at a text and hear it read aloud to them; including art supplies for a child to draw what's happening increases learning
4. Teaching with visual aids increases comprehension and language acquisition
  - a. Use gestures, pointing, and pantomime
  - b. Ask children to act out a story as it's being read
  - c. Act out a story with stuffed toys or dolls as you tell it
  - d. Use puppets or a puppet theater as a teaching and communication tool
  - e. Pause frequently and ask children to summarize or re-tell what's happening
  - f. Encourage prediction of what comes next
  - g. As you teach English vocabulary to the group, have multilingual kids teach the same vocabulary in their home language(s) to the group
5. Teaching with pictures and use of AAC software helps children with speech delays or children reluctant to speak
  - a. Tap-to-Talk is a good example for iPhone, Droid, etc.
  - b. Most include a function to add images, print text, and recorded verbalizations
  - c. Ask kids to repeat after the AAC tool to practice language skills
  - d. Some are much more expensive than others – explore your options
  - e. Mood picture books or posters are also a good communication tool that teaches emotional intelligence
    - i. Use to reflect on the moods of self and others
    - ii. Teaches interpersonal and intrapersonal skills
    - iii. Foundation of relationship-building
    - iv. Particularly helpful for children on the Autism spectrum
6. Most children (and adults) learn song or rhyme more easily than speech
  - a. Learn songs in multiple languages
    - i. Learn key vocabulary from the song
    - ii. Re-tell what happens in the song in your own words
  - b. Create songs, raps, rhymes, etc. to help kids memorize key ideas
    - i. Focabulary.com has some great tools for this
    - ii. Most programs have a staff member who is musically talented
    - iii. Most classrooms have a few kids who are musically talented



## Foundations of Strong Literacy Programs: A (LitCAT) Resource Guide

7. Involve families and the community
  - a. Multilingual family nights
  - b. Family or adult English or literacy classes
  - c. Community field trips to places where other languages are spoken
  - d. Guests and visitors to the classroom who can lead a multilingual activity or talk about their experience coming to the U.S and learning English, etc.
  
8. Provide strategies to manage sensory overload
  - a. Immersion is exhausting and stressful
  - b. Being around other children all day can also be stressful and exhausting
  - c. The mind hits a point of language fatigue where learning ceases to happen
  - d. A quiet space to listen to music that has no lyrics or music in the child's home language helps
  - e. A quiet space to draw helps
  - f. Teach children how to ask for this when they need it
  
9. If possible, have a staff or volunteers who speak the home language(s) of the children in your program
  - a. Be very clear about when an activity is multilingual, when it's in English, and when it's in the home language
  - b. Set clear parameters for staff about who speaks what languages to the children and when – this is especially important with younger children and critical for 0-3
  - c. Be careful not to put yourself in a position of having to reprimand children for speaking in their home language
  
10. Celebrate successes enthusiastically and often
  - a. Set behavioral, learning, and language goals
  - b. Goals can be for an individual, a partnership or small team, or a group
  - c. Make goals easy to reach in a day for Pre-K to 2<sup>nd</sup> grade or so; a week for 3<sup>rd</sup> grade and up
  - d. Build on old goals when setting new goals to reinforce learning
  - e. Remember, contextualized use of a new word, concept, or skill is the best way to cement learning and it takes between 7 different learning experiences with a word, concept, or skill for the average person to gain fluency with that word, concept, or skill
  - f. Celebration changes motivation from avoiding negative stimuli (confusion, embarrassment, fear, etc.) to working toward positive stimuli (pride, calmness, empowerment, happiness, etc.)
  - g. Celebration is fun and a child who earns celebrations the whole class can enjoy often becomes more popular and socially accepted

To be inclusive, keep a broad definition of culture in mind, one that encompasses **diversity** stemming from race/ethnicity, language, ability/disability, religion, sexuality, various combinations of these, and many other possibilities...**even the culture of a particular family.**

## Foundations of Strong Literacy Programs: A (LitCAT) Resource Guide

### D. Example of a productive LitCAT goal, Section I:

As the LitCAT Planning Form outlines, when setting goals, you first need to choose a priority item from the LitCAT to improve your program. Say you have chosen the following priority LitCAT item from your LitCAT assessment tool:

*LitCAT Assessment Priority Item: “Staff actively work to build positive relationships with all children”*

Now that you have made this choice, think deeply about what you could change in your program to build towards meeting this priority. Envision the changes and craft a vision. Here’s an example:

*Vision: Staff actively engage children throughout the day by asking open-ended questions, encouraging inquiry, and facilitating rich and meaningful dialog and interaction*

Once you have your vision, you can craft your T.E.A.M. goal (Time Limited, Exciting, Achievable, Measurable). Here’s an example:

*Resultant LitCAT Goal: Each child will be engaged in rich, substantive dialog with a staff member at least once every day.*

Then you can break the goal down into steps on the planning form. An example is provided on the next page.



## Foundations of Strong Literacy Programs: A (LitCAT) Resource Guide

**GOAL 1:** *Each child will be engaged in rich, substantive dialog with a staff member at least once every day.*

**Step 1:** Experienced staff modeling rich, substantive adult-child dialog with staff.

Completed by: August 8

Point person for this step: Melanie (Group Leader or Literacy Champion)

Resources, materials, supplies, etc.: A willingness to learn from each other.

**Step 2:** Staff collaboratively brainstorming or planning discussion topics or questions to use with children

Completed by: August 20

Point person for this step: Adam (program administrator)

Resources, materials, supplies, etc.: Space and time to meet! Creative minds.

**Step 3:** Observing and providing feedback on staff interaction and dialog with children

Completed by: Ongoing, but first round completed by August 27

Point person for this step: Adam (program administrator)

Resources, materials, supplies, etc.: A way to record and communicate observations and feedback that allows staff to also respond. (Coaching Observation form, or notes, and time set aside)

**Step 4:** Observing staff and reviewing with staff as needed the key concepts regarding what makes a dialog rich and substantive, including tools such as open-ended questions, inquiry-based dialog, discussion volleys, etc.

Completed by: Ongoing, but first round completed by August 27

Point person for this step: Melanie (Group Leader or Literacy Champion)

Resources, materials, supplies, etc.: A way to record and communicate observations and feedback that allows staff to also respond. Resource sheets about key concepts.

## Foundations of Strong Literacy Programs: A (LitCAT) Resource Guide

### II. LITCAT SECTION 2: ONGOING ASSESSMENTS OF CHILDREN AND SETTINGS

#### A. Parent Feedback Box – Key Tips

- Put the parent suggestion box in an easy-to-spot location
- Have children make or decorate the box in order to make it stand out
- Check it every day or at the very least every week
- Remind parents to provide their feedback
- Create feedback sheets where parents can check off their responses and don't have to write anything unless they want to
- Make sure you leave a place for the name and contact info in case they want a response
- Have a weekly or monthly raffle where you draw from the feedback box and whoever you draw wins a prize – this motivates parents to give feedback
- Make a poster 2-4 times a year showing the results/feedback from the feedback box
- If parents still don't use feedback box, have a weekly feedback poster with one question (yes/no or multiple choice) and stickers for the parents to vote on the answer they feel is most accurate – change the poster each week to a new question and 2-4 times a year, make a poster showing the results from the parent feedback posters

#### B. Informal Parent Feedback

##### Core Strategies and Approaches:

- Have a parent suggestion box
- Conduct formal and informal surveys about the program on a regular basis.
- Host parent forums or discussion groups that allow parents to meet one another and discuss their concerns about child rearing and other family matters.
- Strike up conversations with parents that focus on them.
- Give parents time to talk about themselves rather than their children.
- Work with the family to host a Family Appreciation Night

#### C. List of QRIS-Aligned Assessments of Program Settings

- SACERS (School-Age Care Environment Rating Scale)
  - Can be purchased at: <http://www.ersi.info/index.html>
  - Can also be found used on amazon.com
- APT (Assessment of Afterschool Program Practices Tool)
  - Tool is provided at NIOST APT training
  - Training can be purchased at: <http://www.niost.org/Training-Descriptions/massachusetts-qrис-participants-apt-training>
- Strengthening Families Self-Assessment Tools
  - The tools are available for free download here: <http://www.cssp.org/reform/strengthening-families/resources/changing-programmatic-practice>
  - A variety of additional resources are also available for download or purchase
  - Please note that Spanish versions of the tools can be downloaded as well
- Arnett-Caregiver or CLASS (Classroom Assessment Scoring System)
  - Here is the link to the Arnett-Caregiver PDF on EEC's website: [http://www.eec.state.ma.us/docs1/qrис/20110121\\_arnett\\_scale.pdf](http://www.eec.state.ma.us/docs1/qrис/20110121_arnett_scale.pdf)
  - Here is the website for CLASS: <http://www.teachstone.org/about-the-class/>
  - The CLASS tool can be bought in the store
  - There are free online webinars and good resources on this site as well

## Foundations of Strong Literacy Programs: A (LitCAT) Resource Guide

### D. Example of a productive LitCAT goal for Section II:

As the LitCAT Planning Form outlines, when setting goals, you first need to choose a priority item from the LitCAT Assessment Tool to improve your program. Say you choose two interrelated priority areas from section II of the LitCAT Assessment Tool:

*LitCAT Assessment Priority Item 1: “Informal strategies for parent feedback (such as a feedback box, emails, conversations about program quality during pick-up or drop-off, etc.) are used.”*

&

*LitCAT Assessment Priority Item 2: “Staff and leadership actively encourage use of informal parent feedback strategies through incentives, responsiveness to feedback, etc.”*

Now that you have made this choice, think deeply about what you could change in your program to build towards meeting these priorities. You can make a goal that encompasses both! Envision the changes and craft a vision. Here’s an example:

*Vision: Parents are encouraged to give feedback and know that their feedback is welcome because the program actively seeks it in a concrete way and addresses their concerns.*

Once you have your vision, you can craft your T.E.A.M. goal (Time Limited, Exciting, Achievable, Measurable). Here’s an example:

*Resultant LitCAT Goal: A parent information center that is updated monthly will be created with information about literacy activities in the program. Parents will be encouraged to give feedback through a poster, a feedback box or other interactive method connected to the display and by the responsiveness of the program.*

Then you can break the goal down into steps on the planning form. An example is provided on the next page.

## Foundations of Strong Literacy Programs: A (LitCAT) Resource Guide

**GOAL2:** *A parent information center that is updated monthly will be created with information about literacy activities in the program. Parents will be encouraged to give feedback through a poster, a feedback box or other interactive method connected to the display and by the responsiveness of the program.*

**Step 1:** Staff brainstorm what activities to showcase and what questions to pose the first month.

Completed by: October 23

Point person for this step: Judy (Literacy Coordinator)

Resources, materials, supplies, etc.: Pens, pencils, knowledge of program and activity possibilities. Space and time to meet!

**Step 2:** Staff create first Parent Information Center display, including a Parent Feedback Poster with multiple choice questions and stickers to note answer.

Completed by: November 1 (the start of Family Literacy Month!)

Point person for this step: Shelby (program administrator)

Resources, materials, supplies, etc.: Poster board, markers, stickers. Pictures of activities?

**Step 3:** Staff and leadership respond to parent feedback, by engaging in dialog, and tallying the poster polls.

Completed by: Throughout the month of November

Point person for this step: Shelby (program administrator)

Resources, materials, supplies, etc.: Open minds to suggestions from parents, a willingness to incorporate their vision and explain the vision of the program

**Step 4:** New display is created. Tallies from last month's questions are displayed along with new activities and follow up questions.

Completed by: December 1

Point person for this step: Judy (Literacy Coordinator)

Resources, materials, supplies, etc.: Poster board, markers, stickers. Pictures of activities?



## Foundations of Strong Literacy Programs: A (LitCAT) Resource Guide

### III. LITCAT SECTION 3: ADULT CAPACITY-BUILDING MODELS

#### A. LIST OF QRIS-ALIGNED CEU COURSES

What do you need to do to improve your capacity to infuse literacy across your program and into your teaching practices? Everyone needs professional development; we break it down into training, coaching, peer support, and professional goal setting.

To address your training needs, below is a list of BOSTnet’s CEU-approved, QRIS-aligned training courses.

The table makes it easy to see what training requirements exist in QRIS for each type of staff and for each QRIS level. You can also see which BOSTnet CEU courses you can use to meet each of the QRIS training requirements.

For most of the QRIS requirements, there is more than one choice – if you see more than one choice listed, you can choose whichever one you like.

#### AFTER SCHOOL & OUT-OF-SCHOOL TIME TRAINING REQUIREMENTS

**LEVEL 2:** If you are working on level two QRIS standards, you need the following CEU-bearing trainings (or college courses):

**Program Administrator:**

QRIS Training Requirement	BOSTnet Training Option(s)	QRIS Level	Standard(s)
Strengthening Families protective factors	EF A: Engaging Families	2	3b.2.2
Supervision of adults and strategies for working with adults; overseeing program activities	Strong Directors, Skilled Staff	2	3a.2.3 3b.2.2

**Site Coordinator(s):**

QRIS Training Requirement	BOSTnet Training Option(s)	QRIS Level	Standard(s)
Assessment process including screening, observation, use of child assessment tools (School-Age tools), interpretation of data, and processes for accessing additional services	Assessment A: Eval & Assessment Assessment B: Portfolios Assessment C: Analysis & Improvement Assessment D: Sharing Results for Impact	2, 3, 4	3b.2.2
Curriculum Frameworks overview and supporting oral language (fcc), literacy (fcc & asost) and mathematics (asost) development	Literacy A: Supporting Literacy Supporting STEM (Sci., Tech., Math, & Engineer.)	2	3b.2.2
Understanding Diversity: working with children from diverse languages and cultures and second-language acquisition including teaching language & literacy skills	Literacy B: Literacy for ELL Diversity A: Understanding Diversity & ELL Diversity B: Curriculum & Diversity	2, 3, 4	3b.2.2 1a.3.5
Communicating with families and building relationships with the host community	EF B: Engaging Families, Schools, & Community	2	3b.2.2
Supervision of adults and strategies for working with adults; overseeing program activities	Strong Directors, Skilled Staff	2	3a.2.3 3b.2.2
Special education & meeting the needs of school-age children with disabilities	All Means All A: Physical & Learning All Means All B: Abuse, Trauma, & Homelessness All Means All C: Autism All Means All D: ADHD	2, 4	3b.2.2 3a.4.2

## Foundations of Strong Literacy Programs: A (LitCAT) Resource Guide

### All Educators:

QRIS Training Requirement	BOSTnet Training Option(s)	QRIS Level	Standard(s)
Strategies that support open-ended conversations, sharing of ideas, problem-solving techniques, and positive peer interactions; conflict resolution and mediation	PPB A: Promoting Positive Behavior PPB B: Triggers and Crisis De-Escalation PPB C: Bullying Prevention	2, 3	1b.2.2 1b.3.3

**LEVEL 3:** If you are working on level three QRIS standards, *in addition to level 2 requirements*, you need the following CEU-bearing trainings (or college courses):

### All Educators:

QRIS Training Requirement	BOSTnet Training Option(s)	QRIS Level	Standard(s)
Assessment: using anecdotal records and portfolios to measure progress	Assessment B: Portfolios	3	1a.3.5
Understanding Diversity: working with children from diverse languages and cultures and second-language acquisition including teaching language & literacy skills	Literacy B: Literacy for ELL Diversity A: Understanding Diversity & ELL Diversity B: Curriculum & Diversity	2, 3, 4	3b.2.2 1a.3.5
Health and nutrition (including special diets, allergies)	OSNAP	3	3b.3.2

**LEVEL 4:** If you are working on level four QRIS standards, in addition to level 2 & 3 requirements, you need the following CEU-bearing trainings (or college courses):

### Program Administrator:

QRIS Training Requirement	BOSTnet Training Option(s)	QRIS Level	Standard(s)
Special education & meeting the needs of school-age children with disabilities	All Means All A: Physical & Learning All Means All B: Abuse, Trauma, & Homelessness All Means All C: Autism All Means All D: ADHD	2, 4	3b.2.2 3a.4.2

### Available for Families:

QRIS Training Requirement	BOSTnet Training Option(s)	QRIS Level	Standard(s)
Family workshops (i.e. family literacy, adult education, job training, child development, parenting, ESL, etc.)	Learn to develop family workshops in: EF B: Engaging Families, Schools, & Community	4	4a.4.2

## B. ADDITIONAL OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT

You can find more training opportunities on the Massachusetts Department of Early Education and Care's training calendar. Here is the link: <http://www.eec.state.ma.us/ProfessionalDevelopment/WebFindTraining.aspx>

Next, we focus in on strategies to use coaching and expertise.

## Foundations of Strong Literacy Programs: A (LitCAT) Resource Guide

### C. CYCLE OF CONTINUOUS QUALITY IMPROVEMENT

Working with a coach or mentor in an active coaching model can help you create a cyclical process of continuous quality improvement at your program. Coaches and mentors can be internal (at your program) or external experts.

1. Start with a needs assessment
2. Set concrete goals based on the assessment
3. Have the coach model a skill
4. Ask questions and provide feedback!!!
5. Perform the activity or skill with the coach
6. Offer feedback to each other and ask questions of each other!
7. Perform activity or skill with coach observing.
8. Coach offers feedback and asks questions
9. Learner can meet goal independently
10. Time for a new needs assessment

The Coaching Observation Form on the next page is a convenient way to jot down your thoughts on the go. Sometimes there is no opportunity for an extended conversation. In those cases, it's important to have a record of the observation and feedback so you can return to it and reflect upon it.

# Foundations of Strong Literacy Programs: A (LitCAT) Resource Guide

## COACHING OBSERVATION FORM

Skill to be learned or strengthened: \_\_\_\_\_

Who is doing the implementation this time (choose one)?

- Coach
- Coach and Learner
- Learner

What does the coach have to say about it before we begin?

Key skills or strategies: \_\_\_\_\_

Key supports or tools: \_\_\_\_\_

Key pitfalls: \_\_\_\_\_

Observation:

Overall, key strengths were:
Concrete suggestions for improvement with replacement included ( <i>i.e. instead of A, try B next time</i> ):
Observer's favorite moment(s):

Discussion:

Learner final thoughts:

Coach final thoughts:

## Foundations of Strong Literacy Programs: A (LitCAT) Resource Guide

### LITERACY CULTURE

**The culture of a program starts with the staff – this is true for Literacy and any other aspect of program culture.**

Building a literacy-rich program culture requires self-awareness, dialog, and connection between staff about reading and literacy.

*Staff modeling and self-awareness is key.*

Strategies for Staff:

- Staff book-review board, monthly book picks, etc. in common area
- Adult and child book of the month picks in newsletter
- Staff book-swap or reading recommendation board
- DEAR (Drop Everything and Read) even if it's just for 3 minutes every day
- Encourage one another to think about your relationship to reading and to help children and adults do the same.

Strategies to support program children:

- Notice the literacy that exists in every activity. Point out to children the unnoticed times they're being literate every day – street signs, billboards, t-shirts, food packaging, etc.
- Build awareness of the importance of literacy. Talk about dream jobs and what literacy skills are needed – what does an astronaut read? What does a fireman read? What does a choreographer read? A vet?
- Have family take-a-book, leave-a-book events, family literacy nights, and displays or performances of literacy work.
- Help children build awareness of their own particular literacy strengths and find their own loves and dislikes, strengths and challenges.
- Acknowledge that it's okay not to like certain kinds of reading.

# Foundations of Strong Literacy Programs: A (LitCAT) Resource Guide

## INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

Name: \_\_\_\_\_ PQ Registry ID#: \_\_\_\_\_

Position: \_\_\_\_\_ Date: \_\_\_\_\_

Program: \_\_\_\_\_ Supervisor: \_\_\_\_\_

### Current level of education:

- High School degree     Associate's degree     Bachelor's degree     Master's degree

Area of concentration: \_\_\_\_\_

### Current credentials or certificates in Early Childhood Education/ Out-of-School Time or related field:

- CDA credential     School age/ OST certificate     Administration certificate  
 Special education certificate     Other certificate, specify: \_\_\_\_\_

### Check the Professional Development goal(s) you would like to work towards in the next year:

<input type="checkbox"/> Earn degree in Early Childhood Education/Out-of-School Time or related field: <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> Master's degree
<input type="checkbox"/> Earn credential or certificate in Early Childhood Education/Out-of-School Time or related field: <input type="checkbox"/> CDA credential <input type="checkbox"/> School age/ OST certificate <input type="checkbox"/> Administration certificate <input type="checkbox"/> Preschool/Infant/toddler certificate <input type="checkbox"/> EEC Teacher Certificate <input type="checkbox"/> EEC Lead Teacher certificate <input type="checkbox"/> Special education certificate <input type="checkbox"/> EEC Director Certificate <input type="checkbox"/> Other certificate: _____
<input type="checkbox"/> Specific Core Competency Area ( <i>Choose 1 or 2</i> ) <input type="checkbox"/> 1. Understanding Growth and Development of Children & Youth <input type="checkbox"/> 5. Learning Environments and Curriculum <input type="checkbox"/> 2. Guiding and Interacting with Children and Youth <input type="checkbox"/> 6. Observation, Assessment, & Documentation <input type="checkbox"/> 3. Partnering with Families and Communities <input type="checkbox"/> 7. Program, Planning and Development <input type="checkbox"/> 4. Health, Safety, and Nutrition <input type="checkbox"/> 8. Professionalism and Leadership
<input type="checkbox"/> Area of Focus ( <i>Choose 1 or 2</i> ) <input type="checkbox"/> Infant/Toddler Development <input type="checkbox"/> Leadership <input type="checkbox"/> Preschool Development <input type="checkbox"/> English Language Learning <input type="checkbox"/> School-Age Development <input type="checkbox"/> Special Education

### Check the Professional Development goal(s) you would like to work towards in the next 5-10 years:

<input type="checkbox"/> Earn degree in Early Childhood Education/Out-of-School Time or related field: <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> Master's degree
<input type="checkbox"/> Earn credential or certificate in Early Childhood Education/Out-of-School Time or related field: <input type="checkbox"/> CDA credential <input type="checkbox"/> School age/ OST certificate <input type="checkbox"/> Administration certificate <input type="checkbox"/> EEC certificate <input type="checkbox"/> Other certificate: _____

### List three specific, concrete, measurable professional development goals and the date you hope to achieve each:

1. \_\_\_\_\_ Date: \_\_\_\_\_  
2. \_\_\_\_\_ Date: \_\_\_\_\_  
3. \_\_\_\_\_ Date: \_\_\_\_\_

**MOU Statement:** The undersigned employee agrees to work toward the goals set forth in this IPDP in the next year. The undersigned supervisor agrees to support the employee in achieving them, including (*check all that apply*):

- Support finding training/PD     Paying training/PD fees     Paying for time in training/PD  
 Coaching/mentoring support     Incentives for completing a goal     Other \_\_\_\_\_

The next IPDP meeting to review progress and set new goals will occur on or about \_\_\_\_\_ (date).

IV. Staff Signature \_\_\_\_\_ Date \_\_\_\_\_ Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

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Use this section to list the professional development opportunities in which you plan to participate. Available courses can be found on EEC's Professional Development Calendar (<http://www.eec.state.ma.us/ProfessionalDevelopment/WebFindTraining.aspx>) and can be accessed through your Registry account.

Course Title	Timeframe/ Semester	Location, Dates, and Contact Information	Professional Development Goal		Funding Source	Cost to Educator	Goal Met
			Degree <sup>2</sup>	Competency <sup>3</sup>			
<input type="checkbox"/> College Course <input type="checkbox"/> CEU Course	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	Start Date: _____ End Date: _____	<input type="checkbox"/> Associate <input type="checkbox"/> Bachelor's <input type="checkbox"/> Master's <input type="checkbox"/> CDA <input type="checkbox"/> Certificate	<input type="checkbox"/> Area 1 <input type="checkbox"/> Area 2 <input type="checkbox"/> Area 3 <input type="checkbox"/> Area 4	<input type="checkbox"/> Area 5 <input type="checkbox"/> Area 6 <input type="checkbox"/> Area 7 <input type="checkbox"/> Area 8		<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> College Course <input type="checkbox"/> CEU Course	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	Start Date: _____ End Date: _____	<input type="checkbox"/> Associate <input type="checkbox"/> Bachelor's <input type="checkbox"/> Master's <input type="checkbox"/> CDA <input type="checkbox"/> Certificate	<input type="checkbox"/> Area 1 <input type="checkbox"/> Area 2 <input type="checkbox"/> Area 3 <input type="checkbox"/> Area 4	<input type="checkbox"/> Area 5 <input type="checkbox"/> Area 6 <input type="checkbox"/> Area 7 <input type="checkbox"/> Area 8		<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> College Course <input type="checkbox"/> CEU Course	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	Start Date: _____ End Date: _____	<input type="checkbox"/> Associate <input type="checkbox"/> Bachelor's <input type="checkbox"/> Master's <input type="checkbox"/> CDA <input type="checkbox"/> Certificate	<input type="checkbox"/> Area 1 <input type="checkbox"/> Area 2 <input type="checkbox"/> Area 3 <input type="checkbox"/> Area 4	<input type="checkbox"/> Area 5 <input type="checkbox"/> Area 6 <input type="checkbox"/> Area 7 <input type="checkbox"/> Area 8		<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> College Course <input type="checkbox"/> CEU Course	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	Start Date: _____ End Date: _____	<input type="checkbox"/> Associate <input type="checkbox"/> Bachelor's <input type="checkbox"/> Master's <input type="checkbox"/> CDA <input type="checkbox"/> Certificate	<input type="checkbox"/> Area 1 <input type="checkbox"/> Area 2 <input type="checkbox"/> Area 3 <input type="checkbox"/> Area 4	<input type="checkbox"/> Area 5 <input type="checkbox"/> Area 6 <input type="checkbox"/> Area 7 <input type="checkbox"/> Area 8		<input type="checkbox"/> Yes <input type="checkbox"/> No

### Which Coaching Supports will you participate in this year?

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> IPDP Monitoring          | <input type="checkbox"/> Career Counseling                      | <input type="checkbox"/> Individual Coaching/Mentoring |
| <input type="checkbox"/> Group Coaching/Mentoring | <input type="checkbox"/> Academic Advising (by college advisor) | <input type="checkbox"/> Other _____                   |

### What are your barriers?

### What supports do you need?

<sup>2</sup> For educators working towards a degree in ECE or a related field not all of their professional development will fit into one of the core competency area, for example general education courses necessary for degree completion may not have a corresponding competency area. Please select degree category only for this type of professional development.

<sup>3</sup> Area 1: Understanding the Growth and Development of Children and Youth, Area 2: Guiding and Interacting with Children and Youth, Area 3: Partnering with Families and Communities, Area 4: Health, Safety, and Nutrition, Area 5: Learning Environments and Curriculum, Area 6: Observation, Assessment, and Documentation, Area 7: Program, Planning and Development, Area 8: Professionalism and Leadership

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### D. EXAMPLE OF A PRODUCTIVE LITCAT GOAL FOR SECTION III:

As the LitCAT Planning Form outlines, when setting goals, you first need to choose a priority item from the LitCAT Assessment Tool to improve your program. Say you choose the following item from Section III of your LitCAT Assessment Tool as your priority item:

*LitCAT Assessment Priority Item: Staff engage in programmatic culture of literacy (i.e. staff book recommendation posters, staff theme days to support literacy themes, Drop Everything and Read, etc.).*

Now that you have made this choice, think deeply about what you could change in your program to build towards meeting this priority. Envision the changes and craft a vision. Here's an example:

*Vision: All staff will be engaged in creating and supporting the culture of literacy in the program.*

Once you have your vision, you can craft your T.E.A.M. goal (Time Limited, Exciting, Achievable, Measurable). Here's an example:

*Resultant LitCAT Goal: A weekly kudos system will be put in place, so that when a staff member sees his/her designated staff partner for the week infusing literacy in a creative or well planned way, he/she will compliment their partner and record the activity for the program director.*

Then you can break the goal down into steps on the planning form. An example is provided on the next page.



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**GOAL3:** *A weekly kudos system will be put in place, so that when a staff member sees his/her designated staff partner for the week infusing literacy in a creative or well planned way, he/she will compliment their partner and record the activity for the program director.*

**Step 1:** Discuss priority for literacy infusion at staff meeting. Staff share favorite activities and brainstorm ways to infuse literacy.

Completed by: January 2

Point person for this step: Susan

Resources, materials, supplies, etc.: Pens, pencils, space and time to meet!

**Step 2:** Kudos system is explained and staff choose an appropriate way to give kudos. (What will we use as a token of our appreciation? Kudos bars (or other snack), classroom supplies, a high five, etc.)

Completed by: January 14

Point person for this step: Elise

Resources, materials, supplies, etc.:

**Step 3:** Distribute kudos items and assign peer partners

Completed by: January 21 (then weekly)

Point person for this step: Susan

Resources, materials, supplies, etc.: Kudos token and a way to record activity for program director (central notebook, email, etc.)

**Step 4:** Follow through! Staff give each other kudos weekly and inform leadership of what they complimented others for.

Completed by: ongoing

Point person for this step: Elise

Resources, materials, supplies, etc.:

## Foundations of Strong Literacy Programs: A (LitCAT) Resource Guide

### IV. SECTION 4: LANGUAGE RICH, RIGOROUS AND ENGAGING CURRICULA

#### A. RESOURCES FOR CURRICULUM AND LESSON-PLANNING

The following pages contain examples of lesson planning sheets and curricula. As you plan, think about the following best practices:

- Use of weekly or monthly themes helps build deeper learning, provides a framework for adding more enriched content, and increases fun and engagement for children
  - Choose themes that are interesting to the children in your program
  - Link all activities and program time to the themes – even snack time, P.E., and free-play time
  - Find ways to add literacy enrichment to these times as well
- Project-based learning is a way of letting children engage in self-directed, complex projects that are connected to your themes. This deepens learning and keeps children more engaged
- Write down your lessons and activities on Lesson Planning Sheets so that if staff are ill, a substitute can follow the plan. Keep lesson plans for use in future years.

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## SAMPLE LESSON PLANNING SHEET

LESSON NAME: \_\_\_\_\_

Lesson Creator: \_\_\_\_\_

How does this lesson incorporate STEM?

How does this lesson incorporate Literacy?

### 1. Preparation:

- 1.
- 2.
- 3.

### 2. Introduction:

- 1.
- 2.
- 3.

### 3. Instructions for Children:

- 1.
- 2.
- 3.

### 4. Implementation:

- 1.
- 2.
- 3.

### 5. Follow-up Discussion:

- 1.
- 2.
- 3.

## Foundations of Strong Literacy Programs: A (LitCAT) Resource Guide

### SAMPLE WEEK-LONG THEMATIC CURRICULUM PLANNING SHEET (BLANK)

Theme for the week	Weekly Learning Units	Project-based learning activity
Theme title:		Project Title:
Grade(s):		Project Description:
Overall Learning Goal(s):		
Links to Literacy and STEM:		
Key Concepts: Monday	Activities:	Program Block(s) & task descriptions for project:
Key Concepts: Tuesday	Activities:	Program Block(s) & task descriptions for project:
Key Concepts: Wednesday	Activities:	Program Block(s) & task descriptions for project:

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Key Concepts: Thursday	Activities:	Program Block(s) & task descriptions for project:
Key Concepts: Friday	Activities:	Program Block(s) & task descriptions for project:

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### SAMPLE WEEK-LONG THEMATIC CURRICULUM PLANNING SHEET (COMPLETED)

Theme for the week	Weekly Learning Units	Project-based learning activity
Theme title: Medieval Times Grade(s): K-2	<ul style="list-style-type: none"> <li>▪ This program serves approximately 30 children in each of the grades K-2.</li> <li>▪ Kids rotate through each of the program areas throughout the day</li> </ul> <p style="margin-left: 20px;">Program Schedule:</p> <ul style="list-style-type: none"> <li>▪ 7:30 to 8:00 – Breakfast</li> <li>▪ 8:00-10:00 – Kindergarteners: Crafts Room First Graders: Library Second Graders: Gym</li> <li>▪ 10:00-12:00 – Kindergarteners: Gym First Graders: Pool Second Graders: Crafts Room</li> <li>▪ 12:00-1:00 – Lunch</li> <li>▪ 12:00-2:00 – Kindergarteners: Library First Graders: Crafts Room Second Graders: Pool</li> <li>▪ 2:00-2:30 – Snack</li> <li>▪ 2:30-4:30 – Kindergarteners: Pool First Graders: Gym Second Graders: Library</li> <li>▪ 4:30-5:00 – Journaling Time for all groups</li> <li>▪ 5:00-5:30 – Pick-up time</li> </ul>	Project Title: Each group chooses Project Description: Build a castle for the classroom; create your own life-sized knight; or make a fantasy kingdom
Overall Learning Goal(s): Learn about medieval era including dates, music, art, food, lifestyles, etc.		
Links to Literacy and STEM: Literary and informational texts about the era, key medieval vocabulary and history, science and math in the medieval era		

SAMPLE

## Foundations of Strong Literacy Programs: A (LitCAT) Resource Guide

Theme for the week	Weekly Learning Units	Project-based learning activity
<p>Key Concepts: Monday</p> <ul style="list-style-type: none"> <li>▪ Medieval games</li> <li>▪ Chivalry</li> <li>▪ Tournament structure (math)</li> <li>▪ Coats of arms</li> <li>▪ Medieval art (stained glass)</li> <li>▪ Informational and literary texts</li> <li>▪ Journaling</li> </ul>	<ul style="list-style-type: none"> <li>▪ Breakfast: Theme tables (magic, dragons, princes/princesses, feudal system, jousting, medieval music, etc.)</li> <li>▪ Library: Literary and Informational texts about medieval topics (children choose from topics such as knights, dragons, music, castles, etc.). Think about how this connects to project-based learning activity chosen. Each child creates a medieval name for him- or herself (Lady Tina, Sr. Josh the Brave, etc.) and a coat of arms.</li> <li>▪ Gym: Read about medieval precursor to soccer (much bigger ball) and learn vocab and history; play the game, then play modern soccer; what did you like and dislike about each</li> <li>▪ Lunch: Chivalry in medieval times and manners today – chivalry coin system for positive behavior reinforcement</li> <li>▪ Pool: What was a tournament in medieval times like? What were the events? What are fun pool games? Learn about the tournament structure and create a tournament tree. Pool tournament day 1: pool noodle relay races.</li> <li>▪ Craft Room: learn about stained glass and medieval art and buildings. Make tissue paper stained glass windows. Work on project based learning activity.</li> <li>▪ Daily Closing: Check-ins. Reverse star chart of activities for the day. Journaling question of the day: what is the funniest thing you learned or did today?</li> </ul>	<p>Program Block(s) &amp; task descriptions for project: Learn about chosen project in Library time; work on project in craft time</p>
<p>Key Concepts: Tuesday</p> <ul style="list-style-type: none"> <li>▪ Feudal system (king, knights, serfs, etc.)</li> <li>▪ Medieval art and culture</li> <li>▪ Medieval foods</li> <li>▪ History: Marco Polo</li> <li>▪ Boat-building (engineering)</li> <li>▪ Compare and contrast eras</li> <li>▪ Informational and literary texts</li> <li>▪ Journaling</li> </ul>	<ul style="list-style-type: none"> <li>▪ Breakfast: Medieval Bling—make shields, crowns, torcs, and arm bands</li> <li>▪ Library: Learn about the feudal system of kings, knights, and serfs. Read a medieval story. Work on project-based learning activity</li> <li>▪ Gym: Who invented sports? Where do they come from? Sports history trivia game. Play medieval sports such as bocce, bowling, and badminton.</li> <li>▪ Lunch: pictures and names of medieval foods, discuss medieval nutrition</li> <li>▪ Pool: Learn about who Marco Polo was, what he did, etc. Discuss possible connections between the game and the man. Pool tournament day 2: Marco Polo.</li> <li>▪ Craft Room: Learn about boats in medieval times for transportation and for battle, and different kinds of boats that were used. Moats and boats: water stations with aluminum foil, straws, toothpicks, and other boat-building supplies. Contest for boat that can hold the most, fanciest boat, silliest boat, fiercest boat, most creative, etc. – all kids get a prize</li> <li>▪ Daily Closing: Check-ins. Reverse star chart of activities for the day. Journaling question of the day: would you rather live in medieval times or now? Why?</li> </ul>	<p>Program Block(s) &amp; task descriptions for project: Work on project during library time</p>

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Theme for the week	Weekly Learning Units	Project-based learning activity
<p>Key Concepts: Wednesday</p> <ul style="list-style-type: none"> <li>▪ Simple machines (catapults) -- engineering</li> <li>▪ Leadership skills</li> <li>▪ Feudal system</li> <li>▪ Engineering (pop-up art)</li> <li>▪ Informational and literary texts</li> <li>▪ Journaling</li> </ul>	<ul style="list-style-type: none"> <li>▪ Breakfast: Building plastic spoon catapults and hitting targets with them</li> <li>▪ Library: A story about a king or queen – discuss strengths and weaknesses. What would you have done differently? What makes a good leader? Feudalism simulation game.</li> <li>▪ Gym: What was jousting? What was its purpose? How did it work? Noodle jousts with velcro targets. Medieval vocab dodgeball (like regular dodgeball except when you're out, you wait 30 seconds and then get a vocabulary word to define – if you get it right, you're back in; if not, try again in 30 more seconds.</li> <li>▪ Lunch: knights of the round table – pretend you're a knight and use your chivalry and manners during lunch to earn extra chivalry coins</li> <li>▪ Pool: Pool tournament, day 3: "Her (or His) Highness Says" – pool Simon Says but with royal labels; water polo (simplified for younger kids)</li> <li>▪ Craft Room: Learn about book-making in medieval times; make a pop-up book; work on project-based learning</li> <li>▪ Daily Closing: Check-ins. Reverse star chart of activities for the day. Journaling question of the day: what did people do in medieval times when they were bored? What is your favorite medieval game?</li> </ul>	<p>Program Block(s) &amp; task descriptions for project: Work on project-based learning during craft time</p>
<p>Key Concepts: Thursday</p> <ul style="list-style-type: none"> <li>▪ Rebus Puzzles</li> <li>▪ Career readiness</li> <li>▪ Structuring an argument (debate)</li> <li>▪ Informational and literary texts</li> <li>▪ Journaling</li> </ul>	<ul style="list-style-type: none"> <li>▪ Breakfast: Medieval rebus puzzles</li> <li>▪ Library: Jobs in medieval times – what were some common jobs and what were they like? What job would you want and what would you need to learn if you wanted to have that job? Finish up project-based learning and share with the class.</li> <li>▪ Gym: Work in groups to create your own medieval sport or adapt your favorite game or sport for a medieval theme. Take turns trying one another's games</li> <li>▪ Lunch: Medieval fantasy: dragons and unicorns, elves and dwarves – what's your favorite medieval fantasy and why – have an informal debate</li> <li>▪ Pool: Pool tournament, day 4: Final events: pool volleyball; pool charades. Break ties with lap races. Tournament award ceremony (all children win an award).</li> <li>▪ Craft Room: Dragon and unicorn masks and Chinese-New-Year-Style dragon dance (or unicorn dance); if extra time, revisit your favorite craft from this week</li> <li>▪ Daily Closing: Check-ins. Reverse star chart of activities for the day. Journaling question of the day: When I think of Medieval Times, I think of...</li> </ul>	<p>Program Block(s) &amp; task descriptions for project: Work on project-based learning during library time</p>



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Theme for the week	Weekly Learning Units	Project-based learning activity
<p>Key Concepts: Friday</p> <ul style="list-style-type: none"> <li>▪ Chivalry Review</li> <li>▪ Outdoor and community learning</li> <li>▪ Math (shopping at medieval market)</li> <li>▪ Learning review</li> </ul>	<p>Field Trip Day:</p> <ul style="list-style-type: none"> <li>▪ Breakfast: review chivalry coin system, divide into kingdoms for Esplanade field trip – double chivalry coins for good behavior</li> <li>▪ Trip down and back: Reminder of chivalry principles; reminder this is the last chance to earn chivalry coins for the medieval market</li> <li>▪ Esplanade Association Field Trip               <ul style="list-style-type: none"> <li>○ Coordinate with Esplanade Association to layer medieval theme over the activities included in the EA's field trip day</li> </ul> </li> <li>▪ Daily Closing: Check-ins and learning recap; reverse star chart of activities for the day; Medieval Market is open for students to spend chivalry points earned this week</li> </ul> <p>Farewell Stations: feudalism jeopardy; books about medieval era to read or look through</p>	<p>Program Block(s) &amp; task descriptions for project: N/A – field trip</p>

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### SAMPLE WEEK-LONG THEMATIC CURRICULUM PLANNING SHEET (COMPLETED)

Theme for the week	Weekly Learning Units	Project-based learning activity
Theme title: Medieval Times		Project Title: The Great Joust
Grade(s): 5, 6, 7		Project Description: Vocab, spelling, & math tournament with prizes for winners
Overall Learning Goal(s): Learn about medieval era including dates, music, art, food, lifestyles, etc.		
Links to Literacy and STEM: Shakespeare shorts, key medieval vocabulary and history, science and math in the medieval era		
<b>Key Concepts: Monday</b> <ul style="list-style-type: none"> <li>▪ Chivalry</li> <li>▪ Feudal System</li> <li>▪ Medieval Engineering Basics</li> <li>▪ Accessible Shakespeare</li> <li>▪ Medieval Sang vocabulary</li> </ul>	<b>Homework:</b> Chivalry prize – one token for a humble or chivalrous deed <b>Snack:</b> Sweetbreads and Sweetmeats – nutrition in medieval times vs. today <b>P.E.:</b> Medieval-slang basketball... teams use medieval slang while playing <b>How Things Work:</b> How to build a tower with no electricity! <b>Lit, Media &amp; Computers:</b> Medieval themes in famous literature: 5-minute Shakespeare-- <a href="http://www.fiveminute.net/shakespeare/romeoandjuliet.html">http://www.fiveminute.net/shakespeare/romeoandjuliet.html</a>	Program Block(s) & task descriptions for project: During How Things Work block, each team creates a guild or kingdom identity and works together to design and build a tower for their guild or kingdom
<b>Key Concepts: Tuesday</b> <ul style="list-style-type: none"> <li>▪ Chivalry</li> <li>▪ Feudal System</li> <li>▪ Coats of Arms</li> <li>▪ Medieval Foods</li> </ul>	<b>Homework:</b> Chivalry prize – one token for a humble or chivalrous deed <b>Snack:</b> Sweetbreads and Sweetmeats – the funny things people used to call food <b>P.E.:</b> Knight-Horse-Dragon relay races <b>How Things Work:</b> Design and create your coat of arms <b>Lit, Media &amp; Computers:</b> Computer research to determine foods for Friday's feast (snack)	Program Block(s) & task descriptions for project: During How Things Work block, each student creates his or her knight, lady, mage, rogue, etc. name and designs a coat of arms
<b>Key Concepts: Wednesday</b> <ul style="list-style-type: none"> <li>▪ Chivalry</li> <li>▪ Medieval Vocabulary</li> <li>▪ Tournament Structure</li> <li>▪ Famous figures from the era</li> </ul>	<b>Homework:</b> Chivalry prize – one token for a humble or chivalrous deed <b>Snack:</b> Sweetbreads and Sweetmeats – where foods came from, then and now <b>P.E.:</b> Vocabulary Dodgeball (use jousting vocabulary lists) <b>How Things Work:</b> Just how did a tournament work? <b>Lit, Media &amp; Computers:</b> Famous Medieval Peeps from history or lit: small groups pick someone to read about & teach rest of group about	Program Block(s) & task descriptions for project: Research how a tournament was structured and compare to sports tournaments today; develop a tournament schedule for Friday's tournament
<b>Key Concepts: Thursday</b> <ul style="list-style-type: none"> <li>▪ Chivalry</li> <li>▪ Medieval Vocabulary</li> <li>▪ Medieval Games/Sports</li> <li>▪ Famous figures from the era</li> <li>▪ Creative writing</li> <li>▪ Readers' Theater</li> </ul>	<b>Homework:</b> Chivalry prize – one token for a humble or chivalrous deed <b>Snack:</b> Sweetbreads and Sweetmeats – Name that snack – review learning from Tues & Wed snack time <b>P.E.:</b> Medieval game stations (bocce, farkle, juggling, horseshoes, etc.) <b>How Things Work:</b> Team practice for Friday's Tournament <b>Lit, Media &amp; Computers:</b> Write a five-minute mini-play telling the life story of your Medieval Peep	Program Block(s) & task descriptions for project: Teams practice for the tournament and decide who's going to sign up for which events, work on developing the tournament lists
<b>Key Concepts: Friday</b> <ul style="list-style-type: none"> <li>▪ Chivalry</li> <li>▪ Medieval Vocabulary &amp; Spelling</li> <li>▪ Math &amp; Science</li> <li>▪ Famous figures from the era</li> <li>▪ Creative writing</li> <li>▪ Readers' Theater</li> </ul>	<b>Homework:</b> Chivalry prize – one token for a humble or chivalrous deed – Tally prizes at the end of homework time for the tournament <b>Snack:</b> Medieval Feast <b>Tournament Day:</b> Performances of mini-plays; different events in the lists, Guild/Kingdom and Individual Chivalry Prizes, Different Joust events (vocab, spelling, math/science, famous people, etc.) Awards Ceremony with victors' coats of arms hung on display!	Program Block(s) & task descriptions for project:  Tournament Day – uses all blocks after Snack

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### B. EXAMPLE OF A PRODUCTIVE LITCAT GOAL FOR SECTION IV:

As the LitCAT Planning Form outlines, when setting goals, you first need to choose a priority item from the LitCAT Assessment Tool to improve your program. Say you choose the following item from Section IV of the LitCAT Assessment Tool for your priority item:

*LitCAT Assessment Priority Item: Lesson planning forms include fields to identify the Literacy component of every lesson or activity, as well as an introduction, lesson implementation, and discussion/reflection/reinforcement.*

for Section IV. Now that you have made this choice, think deeply about what you could change in your program to build towards meeting this priority. Envision the changes and craft a vision. Here's an example:

*Vision: Literacy is an element of every activity or lesson block each day, including field trips, snack time, free play, gym, pool time, etc.*

Once you have your vision, you can craft your T.E.A.M. goal (Time Limited, Exciting, Achievable, Measurable). Here's an example:

*Resultant LitCAT Goal: Each week of the summer, each activity or lesson plan will have a literacy element, and by the end of the summer, staff will feel comfortable and excited about teaching these literacy elements.*

Then you can break the goal down into steps on the planning form. An example is provided on the next page.

## Foundations of Strong Literacy Programs: A (LitCAT) Resource Guide

**GOAL 4:** *Each week of the summer, each activity or lesson plan will have a literacy element, and by the end of the summer, staff will feel comfortable and excited about teaching these literacy elements.*

**Step 1:** Review lesson plans and program schedule for each week with staff

Completed by: June 15

Point person for this step: Shirley

Resources, materials, supplies, etc.: Lesson plans, program schedule, pencils

**Step 2:** Staff collaboratively brainstorm or plan literacy enrichment

Completed by: June 21

Point person for this step: Shirley

Resources, materials, supplies, etc.: Creative minds, sticky notes

**Step 3:** Modeling literacy infusion into snack, free play, gym, pool, field trips, etc.

Completed by: July 9

Point person for this step: Rebecca (Education Coordinator)

Resources, materials, supplies, etc.: Ideas, props for different activities (butcher paper, balls, cones, etc)

**Step 4:** Observing and providing feedback on staff implementation of literacy elements within activities

Completed by: July 30

Point person for this step: Rebecca

Resources, materials, supplies, etc.: Coaching observation forms, trust

## Foundations of Strong Literacy Programs: A (LitCAT) Resource Guide

### V. LITCAT SECTION 5. PARTNERSHIPS WITH FAMILIES AND SCHOOLS

#### A. BEST PRACTICES FOR CONNECTING WITH SCHOOLS

- Regular point(s) of contact build relationships
  - Ideally, have a family engagement coordinator who is a regular point of contact
  - If this is not an option, divide contacts among regular, permanent staff (by school, by level, etc.)
  - Communicate regularly even if it's just a brief check-in and a touch of positive feedback or an exciting resource
- Communicate at multiple levels
  - Build relationships at multiple levels in order to strengthen connections
  - Make sure you offer as much as you ask for
  - Virtual meeting options (conference calls, skyping, etc.) can help with availability issues
  - Different people prefer different communication media – face-to-face, phone, email, texting – find out what each person prefers and use that approach with that person
- Communicate with sending school teachers on a regular, scheduled basis (i.e. monthly, weekly)
  - Invite school personnel including teachers to OST events – offer them a role (i.e. judge the photo contest)
  - Invite school personnel including teachers to OST staff training opportunities wherever possible
  - Communicate about the Curriculum Frameworks
  - Share lesson plans with school teachers
  - Communicate about children who are struggling
  - Participate in IEP meetings or set up parent-teacher-OST meetings to collaborate on supporting struggling children
- Remember that relationship-building requires patience
- A good relationship will benefit both participants
- Before making the effort to connect with schools, think about:
  - What you have to offer sending schools
  - What you want sending schools to offer your program
  - Who at your program will be responsible for what
  - Who do you need to be in touch with at schools: superintendant, principal, teachers, librarians, etc.

*Always lead with the positive*

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### B. SAMPLE PARENT PROGRESS REPORTS AND GOAL SETTING SHEETS

#### EDUCATIONAL GOAL SETTING WORKSHEET

My educational goal is:

More information about this goal (what will change, how much/how many, etc.):

I will reach this goal by \_\_\_\_\_ date!

This goal is important to me because:

I will know when I have reached my goal because:

Some reasons this will be challenging are:

- 1.
- 2.
- 3.

Some things I can do to overcome these challenges are:

- 1.
- 2.
- 3.

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### SOCIAL-EMOTIONAL GOAL SETTING WORKSHEET

My social-emotional goal is:

More information about this goal (what will change, how much/how many, etc.):

I will reach this goal by \_\_\_\_\_ date!

This goal is important to me because:

I will know when I have reached my goal because:

Some reasons this will be challenging are:

- 1.
- 2.
- 3.

Some things I can do to overcome these challenges are:

- 1.
- 2.
- 3.

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### PERSONAL GOAL SETTING WORKSHEET

My personal goal is:

More information about this goal (what will change, how much/how many, etc.):

I will reach this goal by \_\_\_\_\_ date!

This goal is important to me because:

I will know when I have reached my goal because:

Some reasons this will be challenging are:

- 1.
- 2.
- 3.

Some things I can do to overcome these challenges are:

- 1.
- 2.
- 3.



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### SAMPLE PROGRESS REPORT FORM

Teacher Name: \_\_\_\_\_

Child Name: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Meeting Date: \_\_\_\_\_ For the month of: \_\_\_\_\_

#### **My goals for last month were:**

Learning Goal:

Social/Emotional Goal:

Personal Goal:

#### **I made the following progress toward my goals for last month:**

Learning Goal:

Social/Emotional Goal:

Personal Goal:

#### **Other progress this month:**

#### **Other challenges this month:**

#### **Overall this month, I had:**

A great month     A good month     An okay month     A rocky month     A bad month

#### **Other Thoughts/ Observations:**

#### **My goals for next month are:**

Learning Goal:

Social/Emotional Goal:

Personal Goal:

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### C. EXAMPLE OF A PRODUCTIVE LITCAT GOAL FOR SECTION V:

As the LitCAT Planning Form outlines, when setting goals, you first need to choose a priority item from the LitCAT Assessment Tool to improve your program. Say you have chosen the following item from Section V of your LitCAT Assessment as a Priority Item:

*LitCAT Assessment Priority Item: "Parents are aware that literacy is a key priority in the program"*

as your priority item for Section 5. Now that you have made this choice, think deeply about what you could change in your program to build towards meeting this priority. Envision the changes and craft a vision. Here's an example:

*Vision: We engage families in our literacy priority and get them to join us in making it a priority by reading regularly with their children at home*

Once you have your vision, you can craft your T.E.A.M. goal (Time Limited, Exciting, Achievable, Measurable). Here's an example:

*Resultant LitCAT Goal: Each child will read at least 5 books at home this summer*

Then you can break the goal down into steps on the planning form. An example is provided on the next page.

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**GOAL5:** *Each child will read at least 5 books at home this summer.*

**Step 1:** Staff identify or set up resources such as books to give away, an in-program lending library, local public libraries, etc. so that children can have access to books at home

Completed by: June 29

Point person for this step: Kimberly

Resources, materials, supplies, etc.: Computer (for research), community partners (to donate books)

**Step 2:** Brainstorm and implement a system for tracking such as the "literacy tree" with each child earning leaves on the tree for books read or another chart or tracking system

Completed by: July 5

Point person for this step: Alex

Resources, materials, supplies, etc.: Creative minds, materials needed for display

**Step 3:** Brainstorming incentives for participation and success

Completed by: July 5

Point person for this step: Alex

Resources, materials, supplies, etc.: Understanding what would motivate parents and children

**Step 4:** Determine how to communicate with families about the read-at-home goal and incentives

Completed by: July 12

Point person for this step: Eliot

Resources, materials, supplies, etc.: Understanding the different ways parents communicate with program

**Step 5:** Identify if any resources (like information on how to do an effective read-aloud with your child) should be provided to parents and if so, how that information is provided (i.e. face-to-face at a free parent training hosted by staff, in a mailing or sent home with children, on the program's facebook page or website, etc.)

Completed by: July 12

Point person for this step: Eliot

Resources, materials, supplies, etc.: Computer (for research)