

LitART Literacy Partnerships

100 Indicators of Quality

After School Checklists to Support Continuous Improvement



Global Learning™

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LitART Site Summary

Read each statement. Indicate the extent to which you (self-assessment) or the person you observed (peer assessment) does the following.

<i>Statement</i>	Response			
	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Site schedule is posted, followed and maximizes program impact and quality.	0	1	2	3
2. Supervision and classroom management are effective and support student social development.	0	1	2	3
3. Homework centers are run effectively and increase homework quality and completion rates.	0	1	2	3
4. LitART curriculum and strategies are effectively implemented and result in increased literacy achievement.	0	1	2	3
5. Enrichment activities in recreation and art are used regularly.	0	1	2	3
6. Site staff communicates effectively with parents, principals, teachers and other school staff.	0	1	2	3
7. Professionalism is evident in all site practices.	0	1	2	3
8. Organization, administration and record keeping are done accurately, efficiently, and on time.	0	1	2	3
9. Site Facilitator is effective.	0	1	2	3
10. Classroom Activity Specialists are effective.	0	1	2	3

Strength:

Challenge/Goal:



LitART Classroom Management

Read each statement. Indicate the extent to which you (self-assessment) or the person you observed (peer assessment) does the following.

Statement	Response			
	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Posts and follows a schedule.	0	1	2	3
2. Establishes predictable routines. Students know what to do and what to expect.	0	1	2	3
3. Minimizes transition time between activities. (e.g., not waiting for more than 30 seconds.)	0	1	2	3
4. Maintains simple “rules” or norms (e.g., respect yourself, respect others, respect materials).	0	1	2	3
5. Consistently reinforces desirable and acceptable behaviors.	0	1	2	3
6. Deals with major individual issues swiftly.	0	1	2	3
7. Emphasizes group goals and a group identity (e.g., creates a logo or motto for program).	0	1	2	3
8. Facilitates student “problem-solving” sessions to address chronic issues.	0	1	2	3
9. Uses LitART or other Celebrations	0	1	2	3
10. Uses LitART or other Attention Getters	0	1	2	3

Strength:

Challenge/Goal:



Homework Centers

Read each statement. Indicate the extent to which you (self-assessment) or the person you observed (peer assessment) does the following.

Statement	Response			
	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Knows and follows homework policy.	0	1	2	3
2. Uses a homework agreement to communicate purpose of homework time,	0	1	2	3
3. Keeps a daily record of students <i>who have or do not have</i> homework, if needed.	0	1	2	3
4. Teaches self-help strategies.	0	1	2	3
5. Groups students by grade/content.	0	1	2	3
6. Uses effective support strategies and avoids doing the homework for the students.	0	1	2	3
7. Allows a flexible amount of homework time to accommodate different needs.	0	1	2	3
8. Prepares and posts at least three activity options for students who complete homework or do not have homework.	0	1	2	3
9. Keeps a daily record of students <i>who do and do not complete</i> their homework.	0	1	2	3
10. Communicates as needed with regular teachers about homework issues and needs.	0	1	2	3

Strength:

Challenge/Goal:



LitART Reading Picture Books

Read each statement. Indicate the extent to which you (self-assessment) or the person you observed (peer assessment) does the following.

Statement	Response			
	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Provides an introduction.	0	1	2	3
2. Asks a motivating question and facilitates a RGRS (reflect/group/respond/switch).	0	1	2	3
3. Bridges to text.	0	1	2	3
4. Sets a purpose for listening.	0	1	2	3
5. Uses a LitART Picture Book strategy (e.g., action reading, pantomime telling)	0	1	2	3
6. Asks comprehension questions from the three levels (literal, inferential evaluative).	0	1	2	3
7. Conducts a LitART Literacy Response follow-up activity in small groups.	0	1	2	3
8. Conducts a LitART Creative Response follow-up activity in small groups.	0	1	2	3
9. Conducts a LitART Literature Response Journal activity.	0	1	2	3
10. Conducts a LitART Word Collection or WordGame activity such as Mystery Message.	0	1	2	3

Strength:

Challenge/Goal:



LitART Reading Novels

Read each statement. Indicate the extent to which you (self-assessment) or the person you observed (peer assessment) does the following.

<i>Statement</i>	Response			
	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Provides an introduction/preview/review.	0	1	2	3
2. Asks a motivating question and facilitates a RGRS (reflect/group/respond/switch).	0	1	2	3
3. Bridges to text.	0	1	2	3
4. Sets a purpose for reading.	0	1	2	3
5. Uses a LitART Novel strategy (e.g., Echo Reading, Missing Word Reading.)	0	1	2	3
6. Asks comprehension questions from the three levels (literal, inferential evaluative).	0	1	2	3
7. Conducts a Discuss This Quote session.	0	1	2	3
8. Conducts a LitART Literacy response session.	0	1	2	3
9. Conducts a LitART Literature Response Journal activity.	0	1	2	3
10. Conducts a LitART Word Collection session.	0	1	2	3

Strength:

Challenge/Goal:



LitART Writing Literature Response Journals

Read each statement. Indicate the extent to which you (self-assessment) or the person you observed (peer assessment) does the following.

Statement	Response			
	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Writes journal prompt from LitART MAP on board.	0	1	2	3
2. Reads journal prompt aloud to students.	0	1	2	3
3. Writes second alternative response prompt from LitART Journal Guide.	0	1	2	3
4. Gives students two minutes to talk in pairs about what they will write about.	0	1	2	3
5. Provides 5-10 minutes for students to write journal responses.	0	1	2	3
6. Travels through room reading journal writing efforts back to individual students.	0	1	2	3
7. Looks for students having difficulty getting started and applies LitART writing "fix-up" strategies.	0	1	2	3
8. Gives time warnings and provides extensions for those who finish early.	0	1	2	3
9. Uses a LitART Writing Sharing strategy.	0	1	2	3
10. Conducts oral presentations, if appropriate.	0	1	2	3

Strength:

Challenge/Goal:



LitART Litamatics (Math)

Read each statement. Indicate the extent to which you (self-assessment) or the person you observed (peer assessment) does the following.

Statement	Response			
	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Understands learning goals of Litamatics activities.	0	1	2	3
2. Engages students in math explorations through projects or games.	0	1	2	3
3. Prepares materials (e.g., Litamatics student pages) in advance.	0	1	2	3
4. Provides an explanation of the project or game in less than two minutes.	0	1	2	3
5. Gets the activity started, checks on groups that are having trouble and clarifies as necessary.	0	1	2	3
6. Monitors engagement and adjusts activity to match student learning needs.	0	1	2	3
7. Asks questions to extend student thinking and promote mathematical communication.	0	1	2	3
8. Stops groups periodically to have students share results.	0	1	2	3
9. Records outcomes on board and leads short discussion.	0	1	2	3
10. Closes by connecting project/game to learning goal (e.g., today by playing _____ we discovered that _____.)	0	1	2	3

Strength:

Challenge/Goal:



LitART Professionalism

Read each statement. Indicate the extent to which you (self-assessment) or the person you observed (peer assessment) does the following.

Statement	Response			
	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Arrives on time.	0	1	2	3
2. Attends work regularly.	0	1	2	3
3. Dresses appropriately.	0	1	2	3
4. Communicates effectively and constructively (e.g., avoids rumors and negative comments.)	0	1	2	3
5. Follows policies and procedures.	0	1	2	3
6. Focuses on professional responsibilities (e.g., avoids personal calls).	0	1	2	3
7. Works well with other ASP staff.	0	1	2	3
8. Works well with school personnel.	0	1	2	3
9. Works well with program administrators.	0	1	2	3
10. Maintains a positive attitude.	0	1	2	3

Strength:

Challenge/Goal:



LitART Site Facilitator

Read each statement. Indicate the extent to which you (self-assessment) or the person you observed (peer assessment) does the following.

<i>Statement</i>	Response			
	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Provides effective site leadership and promotes the vision, mission, and goals of the program.	0	1	2	3
2. Conducts at least one 15-30 minute observation per staff member each week and prepares brief written summary.	0	1	2	3
3. Presents at least one 15-30 minute demonstration per staff member each week.	0	1	2	3
4. Meets one-on-one with each staff member to provide “ coaching ” (e.g., discuss issues and the results of the observation and demonstration.)	0	1	2	3
5. Submits weekly site report to leadership team to summarize site strengths, challenges, and needs.	0	1	2	3
6. Communicates effectively with principals, teachers and other school staff.	0	1	2	3
7. Organization, administration and record keeping are done accurately, efficiently, and on time.	0	1	2	3
8. Ensures site is fully enrolled and proactively recruits new students/families as needed.	0	1	2	3
9. Seeks professional growth.	0	1	2	3
10. Maintains a positive attitude.	0	1	2	3

Strength:

Challenge/Goal:



LitART Classroom Staff

Read each statement. Indicate the extent to which you (self-assessment) or the person you observed (peer assessment) does the following.

<i>Statement</i>	Response			
	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Provides effective classroom management strategies and promotes the vision, mission, and goals of the program.	0	1	2	3
2. Conducts at least one 30-minute homework center per day.	0	1	2	3
3. Facilitates 45-minutes of LitART experiences per day.	0	1	2	3
4. Provides at 30-minutes of enrichment (e.g., art, recreation or other per day.	0	1	2	3
5. Submits weekly classroom report to site leadership team to summarize strengths, challenges, and needs.	0	1	2	3
6. Communicates effectively with the site leader, principals, teachers and other school staff.	0	1	2	3
7. Completes record keeping tasks accurately, efficiently, and on time.	0	1	2	3
8. Recognizes the connection between how time is used and student learning and achievement.	0	1	2	3
9. Acts professionally and seeks professional growth.	0	1	2	3
10. Maintains a positive attitude.	0	1	2	3

Strength:

Challenge/Goal: