

# 21<sup>st</sup> Century Community Learning Centers

2018-2019

## Site Visit Report

**Peoples Academy Unbound Program**

**Submitted by Emanuel Betz**

**21<sup>st</sup> CCLC State Coordinator**



**Project Director:** Chad Herman

**Visit Dates:** July 18, 2019, April 10, 2019

**Visiting Team:** Emanuel Betz (Agency of Education) Suzanne Skaflestad (Winooski School District) Greg Young (Agency of Education) Kate Bosnich (Rutland City Schools)

**Report Date:** April 29, 2019

### **Authority to Monitor**

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

### **Goals**

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

### **Response to this Report**

Please submit a written response(s) to [Emanuel Betz](#). The responses should include detailed steps to address any 'Findings' and "Priority Action Items" by the date indicated.

Recommendations and comments do not require a formal response. See *definitions* below to guide your thinking on how to interpret this report. Items needing a response are numbered sequentially within each column from top to bottom.

### **Definitions:**

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

## Overview Narrative

People's Academy's *Unbound* Summer and Afterschool Program were visited for one day in the summer and one day during the school year where interviews were conducted and programs were observed. Documentation was provided and analyzed in its entirety including a self-assessment, program materials, policy handbooks, brochures, planning forms, program artifacts and promotional materials, grant and budget information. Interviews and/or discussions were completed with the project director, superintendent, accountant, principals, teachers, staff, and student apprentices.

The project continues to grow and evolve in a positive direction. Improvements and changes of note since the last visit include:

- A very strong youth centered program approach continues to take root, grow and contribute to a positive educational culture in the building during non-school hours
- The project has successfully weathered multiple project leadership changes in the last year, which intensified effort, while maintaining program efficacy
- A very strong connection to the school day and staff maintains consistency, approach, and the ability to adapt to on-going needs in the project
- The observation component (page twenty-two at the end) exhibited many higher order engagement items that have not normally been observed, due primarily to youth teaching and leading. This indicates that the experience is very powerful and perhaps even transformative for them

Potential growth areas include:

- Developing alternative strategies as possible and available to engage high school youth who could benefit from the program
- Strategic development and staged planning over time in the areas of student teaching, evaluation, data/roster tracking, and funding/sustainability to assure that the project moves forward with systemic purpose, while leveraging work and progress to date

Thank you for all the hard work, as well as preparing for and participating in this process. It should also be acknowledged that the project applied for a 21C investment in this year's round and is on track to be successful. Much work is done as part of that process and much of that work intentionally overlaps, yet hopefully does not duplicate this experience/process. We hope that all the feedback will have a positive impact on the program and youth outcomes and that the needed actions and recommendations will assist in meeting project goals.

<b>Review Area and Alignment to Statewide Evaluation Plan</b>	<b>Evidence and Analysis (Evidence Statements, Recommendations Priority Action Items, Findings)</b>
<p><b>1. Success Stories</b> <i>What is working well and how do you know?</i></p>	<p>21C grant accepted to be funded with conditions            Strong school support system            Student apprentice program has many youth teaching programs            Student centered clubs offer choice and variety            Science Olympiad 3<sup>rd</sup> place exhibits success and hard work            Advisory Board members collaborate and communicate            Director reports working more hours and comes in early exhibiting ownership and care for the program</p>
<p><b>2. Challenges/ Lessons Learned</b> <i>What barriers or challenges are you encountering this year that may be affecting the continuous quality improvement of your program?</i></p> <p><i>What lessons have you learned about your project and what adjustments will be made to ensure the site is continuously improving?</i></p>	<p>Low attendance days on Monday and Friday            Taxi behavior existed, but seating chart has assisted            Identifying high school interest and positive attendance pathways for older youth            Short class times            There is a lot of club switching</p> <p><b>Recommendations</b></p> <p>1. Having a trial period prior to switching clubs is a reasonable approach that has been used successfully elsewhere            2. Do not limit the number of offerings in an effort to drive youth to other clubs.            There is not a single middle school program that does not have programs that do not work, or have low attendance in selected clubs</p>

**3. Youth Centered Leadership and Activity**

*How are programs youth centered?*

*How do programs support youth leadership?*

*Youth Centered Activity and Leadership continued- be made to ensure the site is continuously improving?*

Suggestion box included 70+ suggestions for programs. Three new clubs resulted  
2018 summer camp norms were created with youth and adults together  
High school youth were reported as role models in summer camp  
Summer counselors in training quote: "This is the easiest job I ever had"  
Unbound Apprentice program added two new apprentices this year  
Youth advisor group informs programs  
Youth Advocacy Club created  
Youth were part of district hiring team for project director  
Two youth present to school board each year  
Community Service programming  
Director location in classroom allows youth during the day to communicate with director

**Recommendations**

The youth apprenticeship program remains core to Unbound. Additional structure would enhance the program substantially. A baseline induction, training, and on-going feedback loop is needed. Below are a possible phase two and three that could be implemented over time. Phase Two: implement support structures such as orientation, formal reflection with teachers (debriefs/exit cards/useful observation forms) additional trainings, and summative evaluation data tracking. Have teachers take observations, and do regular pre and post class debriefs for example as they assist. Their time might be leveraged as a more active mentor with these structures. Phase Three: Integrate evidence and structure into the school proficiency system when those are aligned or ready for a pilot. Consider apprenticeship payment by stipend versus by hour.

**Quotes:** Teacher: "I love the variety of choices-it's huge...it gives everyone something..." He makes lesson plans, checks it with teachers." Youth: "I love teaching them [other youth] about new things... I get to put it together," " My personality has grown," "We've learned leadership," "I've learned I need to be a little more strict."

<p><b>4. Evaluation Plan</b></p> <p><b>5. Local evaluation outcomes</b></p> <p><i>What are the components of your comprehensive evaluation plan?</i></p>	<p>Revised evaluation plan included in approved 2019 Application</p>
<p><b>6. Equity and Access; Dosage and Numbers</b></p> <p><i>Result 1.2: 21c funded programs are open for enough hours, days, and weeks to meet student and family needs during the school year.</i></p> <p><i>Result 1.3: 21c funded programs provide enough summer programming to address summer learning loss</i></p> <p><i>Result 1.4: 21c funded programs have a solid base of regular attendees</i></p> <p><i>IEP and Low income rates meet or exceed school averages*</i></p> <p><i>Program income practices do not limit program access *</i></p>	<p>End of year data for free/reduced lunch and IEP rates will be produced as part of annual reporting</p> <p>One special education aide was observed in the summer program</p> <p>Eighteen dollar signs on afterschool brochure draws the eye away from other options</p> <p>Summer credit recovery program available in summer, not managed by Unbound</p> <p>Fridays programs are smaller with 6-10 youth</p> <p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>1. Program should be open to 5pm or available to those that want or need it</li> <li>2. Explore all program options/timings and scheduling moving beyond a typical 1 hour enrichment</li> <li>3. Suggest no more than three dollar signs in brochures and moving the tally to a corner. Use the same language as in spring brochure page 2 about “working things out” on costs</li> <li>5. Flexibly adjust to a slightly longer initial snack and movement choice time prior to programs as need exists</li> <li>6. Long term: integrate summer credit recovery and summer camp into one unified program. Build integration over time in an intentional manner step by step</li> <li>7. Increase the number of days/weeks that the program meets to meet statewide averages as funds allow</li> </ol> <p><b>Quotes</b></p> <p>“There are students who don’t know about it.”</p> <p>“ I haven’t talked to those who don’t come”</p>

<p><b>7. Leader information</b></p> <p><b>8. Staffing (Including Licensed Teachers)</b></p> <p><i>Result 3.1: 21c funded programs are led by experienced leaders ( includes adults and youth)</i></p> <p><i>Result 3.2: 21c funded programs utilize high quality staff to run programs</i></p> <p><i>Result 3.3: 21c funded programs have appropriate staff retention rates</i></p> <p><i>Result 3.4: 21c leaders participate in professional development and networking opportunities</i></p>	<p>75% school staff teachers, 100% staff are school staff</p> <p>Youth Program Quality Assessment is active</p> <p>Course proposal structure exists</p> <p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>1. A comprehensive summer staff orientation is needed covering all items</li> <li>2. Summer counselor program needs a clearer structure (see apprentice recommendation above)</li> <li>3. Formalize proposal structure-with instructor KUD forms completed and exit card reflections</li> </ol>
<p><b>9. Physical activity</b></p> <p><i>Result 2.3: 21c programs provide healthy food and physical activity</i></p>	<p>15 plus minutes unstructured time with some choices for movement</p> <p>Physical activity enrichment choices in evidence in sessions (e.g. six in spring brochure)</p> <p>2018 Summer program includes movement components</p>

<p><b>10. Linkage to School Day</b></p>	<p>Unbound evidence has been entered in slide shows as PLP  School procedures are the same as Unbound procedures  Program Director and project listed in middle level school handbook  Consistent expectations with school day in evidence with minor differences  Support staff and teachers are school staff  School spaces are available for program  Morning homework club has lighter participation this year</p> <p><b>Recommendations</b></p> <p>1. Create clear written policies that differ from the day ( for example, technology)</p> <p>Director quote: "There is not one person who is not supportive."  Superintendent: "It's an important part of the culture"</p>
<p><b>11. Culminating end products or performances</b>  <i>Result 2.2: 21c funded programs allow participants to experience interests in depth</i>   <i>Result 2.4: 21c programs support learning</i></p>	<p>Examples:  Origami art, Photography portfolios, ceramics  3D printed products  Recorded student work in studio  Unbound live demonstrations  Science Olympiad 3<sup>rd</sup> place  Student taught classes</p> <p><b>Recommendations</b></p> <p>Develop more intentionality in this area as part of summer programs</p>



<p><b>12. Intentional Academic Components</b>  <i>Result 2.4: 21c programs support learning</i></p> <p><i>Does the site have at least one program strategy, beyond homework help, that is specifically designed to support students who are performing below grade level or struggling academically?</i></p>	<p>Youth are targeted or referred to summer program  Summer intervention camp  Tutoring programs  <i>Step it Up</i></p> <p>Youth quote: “In Unbound you are learning in a fun way.”</p>
<p><b>13. Sustainability and partnerships</b>  <i>Result 4.2: 21c funded programs utilize diverse sources of funding</i></p> <p><i>Result 4.3: 21c funded programs benefit from meaningful community partnerships</i></p>	<p>Local funding in application at 61k  Program income/Revenue is down 40% this year  Bay and Paul foundation funding  Six partnerships discussed-new partnerships addressed in 21C application  Director has been cold calling partners  No volunteers</p> <p><b>Recommendations ( Major items addressed in 21C application process)</b></p> <ol style="list-style-type: none"> <li>1. Partnership approach: Determine first what youth desire, then seek out aligned partnerships</li> <li>2. Investigate existence of PTO and make connections</li> <li>3. More field trips needed as funds allow</li> <li>4. Could Craftsbury Outdoor Center and their bikes be leveraged?</li> <li>5. Could deeper connections be made with the town of Morrisville?</li> </ol> <p>Quote: “I would love to have four field trips a year.”</p>

<p><b>14. Family engagement and parent communication</b>  <i>Result 4.3: 21c funded programs benefit from meaningful community partnerships</i></p>	<p>Informal outreach to families          Director has talked to many parents on the phone but has not met them face to face          Unbound Live presentations will offer an opportunity to meet</p> <p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>1. Develop a system to notify new incoming parents about Unbound. For example, invite them to Unbound Live, send targeted letters and brochures.</li> <li>2. Implement a parent survey</li> </ol>
<p><b>15. Private school participation</b>  <i>Result 4.3 21c funded programs benefit from meaningful community partnerships (private schools)</i></p>	<p>NA</p>
<p><b>16. Safety standards</b>  <i>See 21c safety standards and annual reporting safety questions</i></p> <p><i>Result 2.4: 21c funded programs strive for continuous improvement through the use of the Youth Program Quality Assessment (YPQA)</i></p>	<p>Unbound has its own packet in each room          Fire drill completed          Safety systems are the same as the schools'          Incidents follow school procedures          The director is working to become CPR and Lifeguard Certified          All employees trained in ALICE          Aquatic plan in existence</p> <p><b>Priority Action Item #1 (June 28, 2019)</b></p> <ol style="list-style-type: none"> <li>1. Review standard safety recommendations with school leadership and create summer/afterschool written protocols that differ from the school day due to unique afterschool/summer building realities</li> <li>2. Assure that parents of younger youth (grades 5/6) receive a call if they are signed up for a program</li> </ol>

**Recommendations**

- 1) Implement comprehensive emergency training for non-school staff whenever they are hired starting in 2019-20
- 2) Utilize a daily overall roster or another method to track overall participation in real time off of one form or viewable screen in case of emergency
- 3) Offer middle school parents the option to receive call backs if youth do not attend

**Standard Safety Recommendations**

- A) Review, Revise and list all emergency protocols including articulating any variances in protocols from the school day.
- B) Reevaluate training plan, dosage, and tactics to be used for staff, including part-time staff. Articulate training practices and procedures in manual.
- C) Articulate command structure for afterschool inclusive of all programs and people in the building.
- D) Evaluate communication protocols including 'button (intercom) control' and training: empower multiple staff tiers in usage and plan. Articulate any changes to practice in manual.
- E) Articulate reunification center clarity and communication protocols during and following an incident.
- F) Practice alternate drills beyond fire drills that complement school based preparedness schedules and approaches

<p><b>17. Governance</b>  <i>How does a governance system meet regularly with diverse stakeholders who help guide the program?</i></p>	<p>Advisory Board in place with principals and school day staff but formal meeting has not occurred  Project Director supervisor is changing with principal's retirement</p> <p><b>Priority Action Item #2 (June 28, 2019)</b></p> <p>Articulate purpose, meeting structure and participants for 2019-20 advisory system.</p> <p><b>Recommendations</b>  Invite and include parents and community members into the advisory system and regular communications.</p>
<p><b>18. Budget</b>  <i>How does the director maintain a well-developed system and provide sound fiscal management for the program?</i></p> <p><i>How does the fiscal agent provide proper oversight, organizational support, and fiscal management for the program?</i></p>	<p>Clear communication with business office  2017-18 local budget lower than initially approved  Local budget increased to approximately \$61,675 in 21C application  Quote: "Art club does not have all the materials"</p> <p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>1. Coding for Project Director needs to be changed-adjust in 2019-20 draft budget</li> <li>2. Monitor budget for adequate funding for supplies in 2019-20.</li> </ol>
<p><b>19. Annual Performance Report Statewide Evaluation other items</b>  <i>Which systemic items or expectations may need new strategies or additional funding to be achieved?</i></p>	<p>Based on 17-18 data:</p> <p>20% of total participants are regular attendees versus 33% statewide goal  Hours programs are offered weekly are significantly under the national average of 14  In application, number of weeks has been reduced from 30 to 28 versus the state goal of 32.  Summer program will be 5 weeks in 2019 for the first time.</p>

**Program Observations**

**Youth**

**Snack Time-** Observations began during snack time. All students were actively engaged and were excited to talk about Unbound. This was free social time for students before programming began. Youth were at 15 tables. 5 adults were in the room not counting the observation team. Students were welcoming of peers stopping by tables and actively engaged with them. Students were sitting in small groups or pairs. Student quotes: " I have a lot of friends here and have made new ones," "going outside is really fun even if it's cold outside; there is always something fun to do," "Step Up really helps me get my homework done." At transition time to programs, youth leaders gathered peers for individual groups.

**Library/Builder Wars-** There was a small group of students working on homework, or projects individually. One program in the library run by the 7<sup>th</sup> grade student and an assistant was well organized and the students signed up for program jumped right in. The 7<sup>th</sup> grade student said: "I want to give you about 30 minutes to be creative and then I thought it would be fun to do a scavenger hunt since Easter is coming up." She sounded like a teacher and talked very positively about her experience teaching in the program. The youth leader and assistant leader worked well together and shared responsibilities of preparing for the activity. Students were building and decorating treasure chests which would be part of the scavenger hunt. Small groups of students worked collaboratively while the youth leader periodically checked in to gage process and offer support. "How are you guys doing over here? Just want to check in. Looks like you guys have the hang of the activity. Let me know if you have any questions. I'll be back in a few." The 7<sup>th</sup> grade leader took immense ownership of program. After solving a problem with others she announced with her hands on hips: "Are we all settled here then?"

**Step It Up-** small groups of students working at a table with a 5:1 student to staff ratio. All students were working on different classwork/projects. Each student has access to technology (tablet, computer). Student lead discussion around homework was occurring: "I have this project to do" ....another student: "have you tried looking at this site for information? It really helped me." "I really enjoy Step It Up actually. It's quiet and I can get work done. Even though my mom forces me to go it's not that bad and I actually really like it. The teachers help a lot and make it kind of fun."

**Medieval PVC-** Students wore home-made armor and reenacting battles or duels. Students created the circumstances of the duel and another student was the referee judging points and adherence to pre-established rules of engagement. After duels students checked in with each other: "Are you okay?" "Sorry if I hit you too hard." Weapons are student designed: "I wanted to build my own weapon so I could add a personal touch to it." Activity level was very high.

**Minecraft:** Staff person quote about role: "I'm just here for guidance." Student leader was trying to get one student to understand his actions: "Are you allowed to go inside and destroy the house... That is insensitive to other people... You just need to be a bigger person... Destroying others people's work is not cool man... You're not holding up your part of the deal I'm trying to give you a chance." Adult helped student leader after asking if he wanted help with one student. "Yes please, take him for a short walk." This was an exemplary partnership observed between an adult and a student teacher allowing the youth leader space to explore teaching and helping strategies.

**Youth Advocacy:** Adult was assisting and guiding the student leader of group to succeed. Youth were recounting one positive thing they are looking forward to and then one negative experience. "I went to the teen center yesterday which was fun." "A car flipped in front of my house." "I was up until 11.30 last night because I was worried about a friend." "I'm excited to miss SBACs."

**Additional student quotes and experiences**

"It is very special because my personality has grown and I have learned a lot of skills. Ms. Anderson is very helpful, she is great." "I love teaching them about new things."

"It is harder to tell the older students what to do but it is amazing teaching. I feel like a part of the club now and we have fun and practice it now that everyone knows how to play.

"Unbound is learning but in a fun way."

A student remarked that her younger assistant has been so helpful in her class setting things up.

Other students talked about how they want students to have a good time in their class. "Being able to be strict is what I have learned."

One youth taught Origami since 7<sup>th</sup> grade. She saw a video during the school day about Origami, which sparked her interest in attending the class and now she teaches it.

"I had to become a lot more relaxed and be flexible with my plan because I had to throw it out the window and do what the students want to do."

"Being in the group as a student and then as a teacher was very difficult and also very cool. I did not want to talk with anyone at first when I first joined the club."

<p><b>Staff</b></p>	<p>Staff were actively engaged with students at all times. I never saw a staff member sitting off to the side. Staff were either sitting with or standing near students. The focus of programming is balanced between student and teacher led programs. There are a variety of choices so it gives everybody something to do.</p> <p><b>Library-</b> The adult teacher checked students in with a roster and asked students if anyone needed support. Librarian is also the supervisor for the Builder Wars group. Her feedback-“It’s really great to see students take on a leadership role and watch them navigate the process.” “I have seen tremendous growth in the students who participate in the apprenticeship process.” “They really do all of the work and I am here to support as needed, they direct me which is pretty neat to be a part of.”</p> <p><b>Step It Up-</b> Teachers bounced between small groups of students to assist as needed. “Do you need help?” “Tell me more about the challenge....how can you build on what you’ve already done?” “Try one of the questions you don’t like first and if you need help I am right over here.”</p> <p><b>Medieval PVC-</b> teacher was participating alongside students in the matches. He explained the students work on learning battle strategies prior to the matches. All equipment is student made and students learn the history of the medieval era-practice chivalry when competing and establish rules and point system prior to engagement.</p> <p><b>Minecraft:</b> See above for how the adult partnered with the student teacher.</p> <p><b>Youth Advocacy:</b> Adult was assisting and guiding the student leader of group to succeed. Youth were recounting one positive thing they are looking forward to and then one negative experience sitting in a circle at desks in a classroom.</p> <p><b>Adult quotes</b>          “It’s amazing where it is now.”          “Any student that is doing Unbound, we want to think about how they can add that to their slide shows (as part of their evidence) in their portfolios and does it fulfill a target?”          Middle School teacher who teaches <i>Step it Up</i> afterschool commented that students want to be in the class afterschool. “It is a confidence booster when they are in the class the next day and they understand what we went over afterschool the day before.”          “The only thing I would add to the program is to include incoming 6<sup>th</sup> graders in the summer program.”</p>
<p><b>Observations of physical climate, space, set up, and materials</b></p>	<p>All classroom spaces were well organized with ample space and supplies for students to move around during the activities. Equipment was developmentally appropriate. Very welcoming and friendly environment. Youth were excited to talk about their program and show us around. All students have access to technology.</p> <p>Food: Apple, tuna sandwich, milk, Caesar salad.</p>

	<p>Cooking- Two tables each were sharing a recipe. Having three tables would have allowed for more youth to experience hands on cooking. There were only two sets of materials for 9 youth.</p> <p>All spaces were appropriate for the classes being offered.</p>
Other observations/actions	<p>The building had a lot of art in the halls and entry way and felt very homey generally, where non Unbound youth could make it their own (lounging around, sitting near windows conversing while waiting to leave)</p>
Analysis by reviewers	<p>The youth leadership embedded throughout the program is very impressive and an example of how important it is to afterschool programs. Great model!</p> <p>Overall the program seems like a very close knit family! Everyone I spoke to loved being part of Unbound and it was clear the program is a huge part of the school and community culture. From the interviews it was clear the director has made a very positive addition to the program in the short time he has been there. He has a solid understanding in the daily operations and goals of the program. As time progresses the director's plans to reach out to those students not engaging/accessing the program is a great starting point to enhance program equity and access. With new building leadership on the horizon it will be important for the director to continue building relationships with the administration. It may be helpful if the director can get on any administrative teams within the district</p> <p>All in all I really enjoyed my visit and thought the program was great!</p> <p>The Director cares about the work he is doing and is very happy to have had the opportunity to interview and be hired as the new Director. He presents as a thoughtful Director, organized, easy to work with and enjoys the work that he is doing. He has been able to jump in at a difficult time of year and be successful so far, which is a credit to his ability to go with the flow.</p> <p>The students talked positively about the program and enjoy the classes they have taken in the past and the ones they are currently taking.</p> <p>I enjoyed visiting the program as it gave me a different flavor for youth programming. The students take great pride in their work and the staff should feel quite proud it what they have helped the students accomplish with their support and guidance.</p> <p>The students were engaged in their classes and having fun. There was positive conversation between the students. Youth leadership is strong at the program. Youth share what they want to see at the school and take steps to make that happen.</p> <p>For cooking, the ideal is one station per youth so everyone can do all activities in a hands-on manner.</p>



## Afterschool Observations

**Spirit:** Smiling \_\_\_x\_\_\_ Laughing \_\_\_x\_\_\_ Choosing \_\_\_x\_\_\_  
 Playing \_\_\_x\_\_\_ Calming/Relaxing \_\_\_x\_\_\_

**Health/Physical:** Moving \_\_\_x\_\_\_ Eating \_\_\_x\_\_\_ Drinking \_\_\_x\_\_\_  
 Handwashing \_\_\_

**Dialog:** Speaking \_\_\_x\_\_\_ Listening \_\_\_x\_\_\_ Questioning \_\_\_x\_\_\_ Discussing \_\_\_x\_\_\_  
 Explaining \_\_\_x\_\_\_

**Doing:** Thinking \_\_\_x\_\_\_ Reading \_\_\_x\_\_\_ Writing \_\_\_x\_\_\_ Making \_\_\_x\_\_\_ Creating \_\_\_x\_\_\_  
 Designing \_\_\_x\_\_\_  
 Focusing/Immersing \_\_\_x\_\_\_ Persevering \_\_\_x\_\_\_ Productive Failing \_\_\_x\_\_\_  
 Performing \_\_\_x\_\_\_  
 Reflecting/Evaluating \_\_\_x\_\_\_ Collaborative Problem Solving \_\_\_x\_\_\_ Researching \_\_\_x\_\_\_

**Leadership:** Leading \_\_\_x\_\_\_ Facilitating \_\_\_x\_\_\_ Planning \_\_\_x\_\_\_ Prioritizing \_\_\_x\_\_\_

**Social/Emotional:** Cooperating \_\_\_x\_\_\_  
 Advocating \_\_\_ Helping \_\_\_x\_\_\_ Negotiating \_\_\_x\_\_\_ Empathizing \_\_\_x\_\_\_

**Negativity:** Arguing \_\_\_ Complaining \_\_\_ Not-doing/Not-interested \_\_\_