

CORT Observation: Language & Literacy

CAREGIVER

OBSERVER

DATE(S)

The CORT (Caregiving Observation and Reflection Tool) provides a systematic framework to observe and document interactions and experiences that occur within a classroom. Training & Curriculum Specialists or Program Managers should use this tool to carefully observe and record a caregiver's use of these key practices and document their strengths and opportunities for growth. Refer to the CORT Rating Guide for in depth examples of ratings for each skill or practice.

E

Emerging

Staff member is building their understanding and use of the skill.

D

Developing

Staff member understands the practice but is still working to consistently implement it.

M

Mastered

Staff member demonstrates a clear understanding of the skill and implements the practice consistently.

COMPETENCY		RATE: E/D/M	NOTES
LL1	Quality Reading Materials The learning environment has a variety of developmentally appropriate print and reading material with a wide range of vocabulary, themes, and pictures.		
LL2	Reading Opportunities Provides children with multiple opportunities to participate in reading in different and meaningful ways each day.		
LL3	Book Reading Interactions Engages with children during book reading to introduce and reinforce concepts, connect stories to children's lives, and provoke critical thinking.		
LL4	Embeds Language Support Embeds language and literacy support throughout children's activities and routines.		
LL5	Extends Language Expands on children's sounds, words, and sentences in ways that reinforce children's communication.		
LL6	Encourages Communication Models diverse vocabulary and ways of communicating to promote language development.		
LL7	Promotes Social Emotional Learning Communicates about actions, thoughts, and feelings to promote social-emotional development through language.		
LL8	Responsive to Nonverbal Cues Uses nonverbal communication to support language and communication and observes children's nonverbal cues to inform own responses.		

CORT Observation: Responsive Relationships

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COMPETENCY		RATE: E/D/M	NOTES
RR1	Responsive Engagement Engages with children in a warm and encouraging way (e.g., smiles, looks at, gets down on child's level).		
RR2	Positive Guidance Uses positive guidance and communication to redirect behavior and reinforce children's effort.		
RR3	Appropriate Expectations Demonstrates developmentally appropriate expectations for children's peer interactions and facilitates growth in this area of their development.		
RR4	Joins Play Observes and joins children in their interests, enhancing the nature of their interactions, play, and learning.		
RR5	Secure Relationships Develops a special relationship with each child in care.		
RR6	Calm and Present Has a calm and engaged demeanor when interacting with children, coworkers, and families.		
RR7	Sensitive Caregiving Is sensitive to and adjusts expectations when children are feeling unwell, injured, going through changes, or experiencing stressful circumstances.		
RR8	Appreciates Individuals Respects children's ideas and perspectives.		

CORT Observation: Balanced & Differentiated Instruction

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COMPETENCY		RATE: E/D/M	NOTES
BDI1	Individualized Instruction Understands developmental abilities of children in care and demonstrates appropriate expectations and support. Modifies activities as needed for groups of children and for individual children.		
BDI2	Celebrates Diversity Acknowledges and celebrates diversity in an inclusive way that makes children feel special and fosters a sense of belonging.		
BDI3	Balanced Opportunities Provides a balance of activities and experiences including caregiver vs. child-directed, whole group/small group/individual, quiet activities vs. collaborating activities, and physically active vs. sedentary.		
BDI4	Variety of Developmentally Appropriate Experiences Provides and facilitates a variety of developmentally appropriate activities and experiences that support all learning domains.		
BDI5	Consistent Routines Schedule and routines are such that children and caregivers know what to do and there are consistent expectations.		

CORT Observation: Comprehensive Caregiving

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CC1	Healthy and Safe Environments Learning environments and materials are clean and free of hazards.		
CC2	Responsive to Health Needs Observes and responds to children's health and hygiene needs.		
CC3	Reliable Ratios Demonstrates a clear system of accountability for children's whereabouts and ratio compliance.		
CC4	Calm Demeanor Reacts to conflicts, unexpected occurrences, and stressful situations in ways that minimize negative effects on children, staff, and families.		
CC5	Professional Communication Communicates with children, families, and coworkers in a collaborative, professional way.		
CC6	Procedural Awareness Follows all program policies and procedures. If certain policies and procedures are not observable, demonstrates understanding through conversations and professional learning activities.		
CC7	Welcomes Expertise Seeks advice from a trainer, coach, or administrator when unsure of how to respond or support a child, family, or coworker, or when encountering a situation that calls for someone in a leadership role to be involved.		
CC8	Values Professional Growth Responsive to professional development opportunities and support provided by a trainer, coach, or administrator.		
CC9	Active Supervision Provides active supervision by engaging in and expanding on children's play and learning.		
CC10	Respectful of Privacy Speaks about children, families, and staff in a confidential and respectful manner.		

CORT Observation: Family-Centered Practice

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FCP1	Family Engagement Caregiver communicates positively with families.		
FCP2	Family Presence Caregiver incorporates children's families in the learning environment.		
FCP3	Programming Communicated to Families The caregiver includes families when communicating about classroom and program topics and events.		
FCP4	Protective Factors in Place The classroom or program includes information about family supports.		

Professional's Overall Strengths:

Identified Goals for Growth:

Action Steps (including specific training and resources needed to support these goals and plans for follow-up):

Program Professional Signature:

Training & Curriculum Specialist / Observer Signature:

Date: