

Design Question 1: What is the professional doing to help establish and communicate learn goals, track progress, and celebrate success?

Elements	Support Facilitator		
Communicates a clear learning goal (1)	<ul style="list-style-type: none"> • Meets w/ caseload students to identify goals • Collaborates w/ instructional team on IEP goals for caseload students • Communicates w/ family members on goals and goal progress 		
Establishes and monitors progress of stakeholders (2)	<ul style="list-style-type: none"> • Collaborates w/ stakeholders to develop a plan for monitoring student progress • Communicates progress towards goals w/ all stakeholders on a regular basis • Coordinates problem-solving meetings w/ all stakeholders when student is not making appropriate progress 		
Acknowledges and celebrates progress based on current status and knowledge gained relative to the learning goal (3)	<ul style="list-style-type: none"> • Meets w/ student on regular basis to review progress, highlight successes, and problem-solved areas of need • Communicates successes to other stakeholders • Collaborates w/ student to monitor progress and self-report/self-reinforce successes 		

Design Question 2: What is the professional doing to help stakeholders effectively interact with new knowledge?

Elements	Support Facilitator		
Begins session by explaining why information is important (6)	<ul style="list-style-type: none"> • Uses a structured format and consistent schedule for organizing meetings • 		
Organizes stakeholders to allow for processing of new information (7)	<ul style="list-style-type: none"> • Uses specific strategies and materials for sharing info • Schedules meetings in a consistent manner • Applies MTSS model for allocating resources 		
Provides activities to link new content (8)	<ul style="list-style-type: none"> • Coordinates and provides interventions or support strategies to all stakeholders • Facilitates groups • Provides support resources to families • Coaches students to seek support and assistance 		
Breaks the information into small chunks (9)	<ul style="list-style-type: none"> • Identifies major goals and sequential steps for acquiring info • Uses DI strategies and scaffolding techniques • Applies best practices in instruction across content areas to assist students 		

Engages stakeholders in summarizing activities (10)	<ul style="list-style-type: none">• Provides specific supports and strategies• Continuously refers back to the EQ to make connections for students		
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Design Question 3: What is the professional doing to help stakeholders practice and deepen their understanding of new knowledge?

Elements	Support Facilitator		
Uses specific strategies to review important information (11)	<ul style="list-style-type: none"> • Assists students in skills related to organization, studying, self-control, self-advocacy • Applies DI and Pasco Best practices with students 		
Groups stakeholders to facilitate practice and deepening of knowledge (12)	<ul style="list-style-type: none"> • Organizes and facilitates small group or individual student support sessions based on identified student needs • Uses DI / Pasco Best Practices related to extending learning 		
Engages stakeholders in identifying and addressing barriers to progress and/or misconceptions (13)	<ul style="list-style-type: none"> • Meets w/ students and other stakeholders to review specific student needs and necessary resources • Provides ongoing communication related to effective practices for meeting unique needs of students 		
Engages stakeholders in examination of content (14)	<ul style="list-style-type: none"> • Coordinates/facilitates regular meetings to review student progress data and areas of need. • Identifies key resources needed to meet the needs of students • Identifies best allocation of resources to maximize effectiveness and 		

	efficiency • Facilitates self-eval activities w/ students		
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Design Question 4: What is the professional doing to help stakeholders generate and test hypotheses about new knowledge?

Elements	Support Facilitator		
Interacts with stakeholders to determine needs (15 a)	<ul style="list-style-type: none"> • Share student data with all stakeholders to identify goals and appropriate interventions / supports • Review caseloads w/ teachers to maximize use of resources • Identify tiered levels of support needs across teams 		
Facilitates an activator so that the stakeholder's identify the importance of generating/testing a hypothesis or "why" statement (15 b)	<ul style="list-style-type: none"> • Identify critical needs and specific strategies to meet them • Applies the problem-solving process and monitor effectiveness of efforts related to student achievement 		
Indicates data-based decision making involving the problem solving process (15 c)	<ul style="list-style-type: none"> • Applies the problem-solving process w/ appropriate documentation and monitoring • Uses the Early Warning System or Pasco Star, along with other data sources to monitor student progress 		
Provides time, access, resources and guidance to stakeholders (16)	<ul style="list-style-type: none"> • Establishes and follows a consistent schedule to ensure all stakeholders are included and resources and equitably allocated to needs • Implements and monitors intervention 		

	activities to asses effectiveness		
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Design Question 5: What is the professional doing to engage stakeholders?

Elements	Support Facilitator		
<p>Uses appropriate activities/learning aids and pacing techniques to engage stakeholders (17 a)</p>	<ul style="list-style-type: none"> • Applies/documents use of DI and Pasco Best Practices in providing support to students • Schedules/facilitates stakeholder meetings to review and monitor effectiveness of efforts • Models and coaches teachers and students in the use of specific strategies 		
<p>Monitors and adjusts to energy levels of stakeholders (17 b)</p>	<ul style="list-style-type: none"> • Uses DI and Pasco Best Practices to ensure student success • Actively seeks input/feedback from all stakeholders on effectiveness of efforts 		
<p>Uses response rate techniques to maintain engagement (18)</p>	<ul style="list-style-type: none"> • Uses specific strategies to monitor student engagement/participation in the learning process • Seeks input from students/does comprehension checks w/ students to ensure they are engaged and making progress 		
<p>Uses cues (tone of voice, body position, level of excitement (19 a)</p>	<ul style="list-style-type: none"> • Monitors verbal and nonverbal behavior of stakeholders in response to interventions and supports 		

	<ul style="list-style-type: none"> • Evidence of ongoing efforts related to developing and maintain relationships with stakeholders • Models positive communication skills • Provides high rates of positive feedback to all stakeholders related to effort and progress 		
<p>Adjusts energy level and makes personal connections to the content (19 b)</p>	<ul style="list-style-type: none"> • Differentiates supports based on feedback from stakeholder • Seeks input from stakeholders on effectiveness of efforts 		
<p>Elicits and accepts varying perspectives and opinions on content, when appropriate (20)</p>	<ul style="list-style-type: none"> • Actively seeks stakeholder input via structured / unstructured formats • Coordinates and facilitates meetings w/ stakeholders to discuss issues and organize resources 		

Design Question 6: What is the professional doing to establish or maintain procedures?

Elements	Support Facilitator		
Involves others when developing and maintaining routines (4)	<ul style="list-style-type: none"> • Actively coordinates, facilitates, and participates in stakeholder meetings to get input on best practices • Applies Pasco Best Practices in developing and implementing instructional routines • Uses a structured communication system to ensure ongoing feedback to/from all stakeholders 		
Organizing the Physical Layout of the Classroom (5)	<ul style="list-style-type: none"> • Uses Pasco Best Practices in conjunction w/ stakeholder input to maximize the effectiveness of classroom design • 		

Design Question 7: What is the professional doing to recognize and acknowledge adherence or lack of adherence to rules and procedures?

Elements	Support Facilitator		
<p>Makes eye contact with all stakeholders and physically occupies all quadrants of the environment (21 a)</p>	<ul style="list-style-type: none"> • Actively engaged in classroom activities • Follows Pasco Best Practices in providing DI to all stakeholders • Provides specific feedback to stakeholders related to efforts and progress 		
<p>Recognizes potential sources of disruption and deals with them immediately (21 b)</p>	<ul style="list-style-type: none"> • Uses multiple data sources to identify at-risk students • Regularly meets w/ teams to identify potential issues and uses a problem-solving process to address them 		
<p>Provides fair and appropriate verbal, nonverbal and/or written feedback when rules and/or procedures are not followed (22)</p>	<ul style="list-style-type: none"> • Model positive communication and feedback skills in all stakeholder interactions • Communicates an open attitude regarding feedback from all stakeholders • Consistently and equitably applies rules and procedures in all settings 		
<p>Consistently and fairly acknowledges adherence to rules and procedures (23)</p>	<ul style="list-style-type: none"> • Provides consistent, specific positive feedback to stakeholders regarding appropriate behavior and effort in all settings • Develops and monitors systems for tracking 		

	and providing feedback to students on appropriate behavior		
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Design Question 8: What is the professional doing to establish and maintain effective relationships with stakeholders?

Elements	Support Facilitator		
Engages in discussions with stakeholders about events/interest in their lives (24 a)	<ul style="list-style-type: none"> • Coordinates and facilitates meetings stakeholder meetings • Actively seeks input from stakeholders on interests/preferences/ learning styles 		
Builds on stakeholders interests and demonstrates an understanding of their backgrounds (24 b)	<ul style="list-style-type: none"> • Regularly meets w/ stakeholders to review progress and effectiveness of supports • Actively engages stakeholders in formal and information communication to develop relationships and understanding of unique backgrounds of each 		
Compliments stakeholders regarding personal and academic accomplishments (25)	<ul style="list-style-type: none"> • Uses formal and informal systems to provide specific feedback to stakeholders on successes • Applies existing school-wide behavior support systems 		
Uses humor, smiles, and proximity when appropriate (25)	<ul style="list-style-type: none"> • Models appropriate interaction / communication skills • Seeks stakeholder input on strengths and weaknesses related to communication skills • Actively moves around the room to ensure all students are supported 		

<p>Interacts with stakeholders in a calm controlled fashion (26 a)</p>	<ul style="list-style-type: none"> • Models self-control in all settings/situations • Works w/ stakeholders to offer and accept input/support during difficult situations • Acknowledges personal stressors / hot buttons to gain support during challenging situations 		
<p>Does not exhibit extremes in positive or negative emotions (26 b)</p>	<ul style="list-style-type: none"> • Models self-control in all settings/situations • Works w/ stakeholders to offer and accept input/support during difficult situations • Acknowledges personal stressors / hot buttons to gain support during challenging situations 		
<p>Communicates effectively with stakeholders (26 c)</p>	<ul style="list-style-type: none"> • Uses consistent structured system for communicating w/ all stakeholders • Models effective communication skills • Seeks stakeholder input related to communication style and effectiveness 		

Design Question 9: What is the professional doing to communicate high expectations for all stakeholders?			
Elements	Support Facilitator		
Provides nonverbal indicators, indicating value and respect (27 a)	<ul style="list-style-type: none"> • Models self-control in communication • Actively listens and supports stakeholders • Uses words and actions that demonstrate respect for others 		
Provides verbal indicators of value and respect (27 b)	<ul style="list-style-type: none"> • Uses supportive words when communicating w/ stakeholders • Actively listens and supports stakeholders 		
Breaks information/questions into smaller parts and adapts content/context to meet the needs of all stakeholders, as needed (28 a)	<ul style="list-style-type: none"> • and sequential steps for acquiring info • Uses DI strategies and scaffolding techniques • Applies best practices in instruction across content areas to assist students • Ensures information is provided to stakeholders in a format they can understand 		
Corrects misunderstood information in a constructive and supportive manner (28 b)	<ul style="list-style-type: none"> • Actively seeks stakeholder input and feedback • Ensures all stakeholder input is considered 		
Checks for understanding (28 c)	<ul style="list-style-type: none"> • Applies DI and PBP to all instructional activities to ensure 		

	<p>students connect with all levels of the curriculum</p> <ul style="list-style-type: none"> • Does frequent comprehension checks, summarizing activities, etc. throughout the lesson 		
<p>Clarifies information, as needed (28 d)</p>	<ul style="list-style-type: none"> • Applies DI and PBP to all instructional activities to ensure students connect with all levels of the curriculum • Does frequent comprehension checks, summarizing activities, etc. throughout the lesson • Actively seeks stakeholder feedback/input related to level of understanding and need for support. 		