

District School Board of Pasco County

Instructional Personnel Observation/Evidence Tool for Non-Classroom Professionals

Lesson Segments Addressing Content – Engages Stakeholders In New Learning and Problem Solving

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

6. Identifying Critical Information

The professional begins session by explaining why information is important.

Professional Evidence

- Professional begins the session by explaining why information is important
- Professional cues the important information in some indirect fashion
 - Tone of voice
 - Body position
 - Level of excitement

Stakeholder Evidence

- When asked, stakeholders can describe why information is important
- Stakeholders visibly adjust their level of engagement for critical information

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Identifying critical information	Adapts and creates new strategies for unique needs and situations.	Signals to stakeholders which information is critical versus non-critical and monitors the extent to which stakeholders are attending to information.	Signals to stakeholders which content is critical versus non-critical.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Identifying critical information	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new strategies for identifying information that address unique needs and situations?	In addition to signaling to stakeholders which content is critical versus non-critical, how might you monitor the extent to which stakeholders attend to information?	How can you signal to stakeholders which content is critical versus non-critical?	How can you begin to incorporate some aspect of this strategy in your practice?

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7. Organizing Stakeholders to Interact with New Knowledge
The professional organizes stakeholders into small groups to facilitate the processing of new information.
Professional Evidence <input type="checkbox"/> Professional has established routines for stakeholder grouping and stakeholder interaction in groups
Stakeholder Evidence <input type="checkbox"/> Stakeholders appear to understand expectations about appropriate behavior in groups <ul style="list-style-type: none"> • Respect opinions of others • Add their perspective to discussions • Ask and answer questions
Scale Levels: (choose one) <input type="checkbox"/> Innovating <input type="checkbox"/> Applying <input type="checkbox"/> Developing <input type="checkbox"/> Beginning <input type="checkbox"/> Not Using <input type="checkbox"/> Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing stakeholders to interact with new knowledge	Adapts and creates new strategies for unique needs and situations.	Organizes stakeholders into small groups to facilitate the processing of new knowledge and monitors group processing.	Organizes stakeholders into small groups to facilitate the processing of new knowledge.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Organizing stakeholders to interact with new knowledge	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new strategies for organizing stakeholders to interact with new knowledge that address unique needs and situations?	In addition to organizing stakeholders into groups to facilitate the processing of new knowledge, how can you monitor group processes?	How can you organize stakeholders into groups to facilitate the processing of new knowledge?	How can you begin to incorporate some aspect of this strategy in your practice?

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8. Previewing New Content

The professional engages stakeholders in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.

Professional Evidence

- Professional asks or reminds stakeholders what they already know about the topic
- Professional has stakeholders brainstorm
- Professional provides an advanced organizer
 - Outline
 - Graphic organizer

Stakeholder Evidence

- When asked, stakeholders can provide a purpose for their work
- Stakeholders actively engage in previewing activities

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Previewing new content	Adapts and creates new strategies for unique needs and situations.	Engages stakeholders in activities that require them to preview and link new knowledge to what has been addressed and monitors the extent to which stakeholders are making connections.	Engages stakeholders in activities that require them to preview and link new knowledge to what has been addressed.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Previewing new content	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new strategies for previewing new content that address unique needs and situations?	In addition to engaging stakeholders in learning activities that require them to preview and link new knowledge to what has been addressed, how can you also monitor the extent to which stakeholders are making linkages?	How can you engage stakeholders in learning activities that require them to preview and link new knowledge to what has been addressed?	How can you begin to incorporate some aspect of this strategy in your practice?

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9. Chunking Content into “Digestible Bites”

Based on stakeholders needs, the professional breaks the content into small chunks (i.e. digestible bites)

Professional Evidence

- Professional stops at strategic points in a verbal presentation
- While stakeholders are working, the professional stops at strategic points

Stakeholder Evidence

- When asked, stakeholders can explain why the professional is stopping at various points
- Stakeholders appear to know what is expected of them when the professional stops at strategic points

Scale Levels: *(choose one)*

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Chunking content into digestible bites	Adapts and creates new strategies for unique needs and situations.	Breaks input experiences into small chunks based on stakeholders needs and monitors the extent to which chunks are appropriate.	Breaks input experiences into small chunks based on stakeholders needs.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Chunking content into digestible bites	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new strategies for chunking content into digestible bites that address unique needs and situations?	In addition to breaking input experiences into small chunks based on stakeholders needs, how can you also monitor the extent to which chunks are appropriate?	How can you break input experiences into small chunks based on stakeholders needs?	How can you begin to incorporate some aspect of this strategy in your practice?

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10. Processing New Information

During breaks in the presentation of content, the professional engages stakeholders in summarizing activities.

Professional Evidence

- Professional has group members summarize information
- Professional employs formal group processing strategies

Stakeholder Evidence

- When asked, stakeholder can summarize the information
- Stakeholders voluntarily ask clarification questions
- Groups are actively discussing the content
 - Group members ask each other and answer questions about the information

Scale Levels: *(choose one)*

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Processing new information	Adapts and creates new strategies for unique needs and situations.	Engages stakeholders in summarizing, and monitors the extent to which the activities enhance stakeholders' understanding.	Engages stakeholders in summarizing.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Processing new information	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new strategies for processing new information that address unique needs and situations?	In addition to engaging stakeholders in summarizing, how can you monitor the extent to which the activities enhance stakeholders' understanding?	How can you engage stakeholders in summarizing?	How can you begin to incorporate some aspect of this strategy in your practice?

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Design Question #3: What is the professional doing to help stakeholders practice and deepen their understanding of new knowledge?

11. Reviewing Content
The professional engages stakeholders in a review of important information.
Professional Evidence <input type="checkbox"/> Professional provides a review of important information <input type="checkbox"/> Professional uses specific strategies to review and examine information
Stakeholder Evidence <input type="checkbox"/> When asked, stakeholders can describe the previous information/content <input type="checkbox"/> Stakeholders responses to activities indicate that they recall previous information
Scale Levels: (choose one) <input type="checkbox"/> Innovating <input type="checkbox"/> Applying <input type="checkbox"/> Developing <input type="checkbox"/> Beginning <input type="checkbox"/> Not Using <input type="checkbox"/> Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Reviewing content	Adapts and creates new strategies for unique needs and situations.	Engages stakeholders in a review of information and monitors the extent to which stakeholders can recall and describe previous information.	Engages stakeholders in a brief review of content that highlights information.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Reviewing content	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new strategies for reviewing content that address unique needs and situations?	In addition to, engaging stakeholders in a review of information, how can you monitor the extent to which stakeholders can recall and describe previous content?	How can you engage stakeholders in a review of content that highlights the information?	How can you begin to incorporate some aspect of this strategy in your practice?

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12. Organizing Stakeholders to Practice and Deepen Knowledge

The professional uses grouping in ways that facilitate practicing and deepening knowledge.

Professional Evidence

- Professional organizes stakeholders into groups with the expressed idea of deepening their knowledge of informational content
- Professional organizes stakeholders into groups with the expressed idea of practicing a skill, strategy, or process

Stakeholder Evidence

- When asked, stakeholders explain how the group work supports their learning
- While in groups stakeholders interact in explicit ways to deepen their knowledge

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing stakeholders to practice and deepen knowledge	Adapts and creates new strategies for unique needs and situations.	Organizes stakeholders into groups to practice and deepen their knowledge and monitors the extent to which the group work extends their learning.	Organizes stakeholders into groups to practice and deepen their knowledge.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Organizing stakeholders to practice and deepen knowledge	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new strategies for organizing stakeholders to practice and deepen knowledge that address unique needs and situations?	In addition to organizing stakeholders into groups to practice and deepen their knowledge, how can you also monitor the extent to which the group work extends their learning?	How can you organize stakeholders into groups to practice and deepen their knowledge?	How can you begin to incorporate some aspect of this strategy in your practice?

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13. Examining Similarities and Differences

When the content is informational, the professional helps stakeholders examine barriers and/or misconceptions.

Professional Evidence

- Professional engages stakeholders in identifying barriers to progress and/or misconceptions.
- Professional engages stakeholders in addressing barriers to progress and/or misconceptions.

Stakeholder Evidence

- Stakeholders artifacts indicate that their knowledge has been extended as a result of the activity
- When asked about the activity, stakeholders responses indicate that they have addressed barriers and/or misconceptions

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Examining similarities and differences	Adapts and creates new strategies for unique needs and situations.	When content is informational, engages stakeholders in activities that require them to identify and address progress and/or misconceptions, and monitors the extent to which the stakeholders are deepening their knowledge.	When content is informational, engages stakeholders in activities that require them to examine barriers and/or misconceptions.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Examining similarities and differences	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new strategies for examining progress and/or misconceptions that address unique needs and situations?	In addition to engaging stakeholders in examining misconceptions and/or progress, how can you monitor the extent to which the stakeholders are deepening their knowledge?	How can you engage stakeholders in activities that require them to examine misconceptions and/or progress?	How can you begin to incorporate some aspect of this strategy in your practice?

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14. Examining Errors in Reasoning

When content is informational, the professional helps stakeholders deepen their knowledge by an examination of content

Professional Evidence

Professional asks stakeholders to examine information

Stakeholder Evidence

When asked, stakeholders can describe the process used to examine information

Scale Levels: *(choose one)*

Innovating Applying Developing Beginning Not Using Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Examining of information	Adapts and creates new strategies for unique needs and situations.	When content is informational, engages stakeholders in activities that require them to examine information and monitors the extent to which stakeholders are deepening their knowledge.	When content is informational, engages stakeholders in activities that require them to examine information as presented to them.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Examining of information	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new strategies for examining information that address unique needs and situations?	In addition to engaging stakeholders in examining information as presented to them, how can you monitor the extent to which the stakeholders are deepening their knowledge?	How can you engage stakeholders in activities that require them to examine information as presented to them?	How can you begin to incorporate some aspect of this strategy in your practice?

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Design Question #4: What is the professional doing to help stakeholders generate and test hypothesis about new knowledge?

15. (a) Engages Stakeholders for Cognitively Complex Tasks

The professional engages stakeholders in tasks (e.g. decision making, problem solving, experimental inquiry, investigation) that require them to generate and test hypotheses.

Professional Evidence

Professional interacts with stakeholders to determine needs

Stakeholders Evidence

- Stakeholders are clearly working on tasks that require them to generate and test hypotheses
- When asked, stakeholders can explain the hypothesis they are testing
- When asked, stakeholders can explain whether their hypothesis was confirmed or disconfirmed
- Stakeholders artifacts indicate that they engaged in the problem solving process

Scale Levels: (choose one)

Innovating Applying Developing Beginning Not Using Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Engaging stakeholders in tasks involving hypothesis generation and testing	Adapts and creates new strategies for unique needs and situations.	Engages stakeholders in tasks (e.g. decision making, problem solving, experimental inquiry, investigation) and monitors the extent to which stakeholders are generating and testing hypotheses.	Engages stakeholders in tasks (e.g. decision making, problem solving, experimental inquiry, investigation).	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Engaging stakeholders in tasks involving hypothesis generation and testing	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new strategies for organizing stakeholders to complete tasks?	In addition to engaging stakeholders in groups for tasks, involving hypothesis generation and testing, how can you monitor the extent to which stakeholders are generating and testing hypotheses?	How can you engage stakeholders in tasks involving hypothesis generation and testing?	How can you begin to incorporate some aspect of this strategy in your practice?

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15. (b) Engages Stakeholders for Cognitively Complex Tasks

The professional engages stakeholders in tasks (e.g. decision making, problem solving, experimental inquiry, investigation) that require them to generate and test hypotheses.

Professional Evidence

Professional facilitates an activator so that the stakeholders identify the importance of generating/testing a hypothesis or “why” statement

Stakeholders Evidence

- Stakeholders are clearly working on tasks that require them to generate and test hypotheses
- When asked, stakeholders can explain the hypothesis they are testing
- When asked, stakeholders can explain whether their hypothesis was confirmed or disconfirmed
- Stakeholders artifacts indicate that they engaged in the problem solving process

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Engaging stakeholders in tasks involving hypothesis generation and testing	Adapts and creates new strategies for unique needs and situations.	Engages stakeholders in tasks (e.g. decision making, problem solving, experimental inquiry, investigation) and monitors the extent to which stakeholders are generating and testing hypotheses.	Engages stakeholders in tasks (e.g. decision making, problem solving, experimental inquiry, investigation).	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Engaging stakeholders in tasks involving hypothesis generation and testing	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new strategies for organizing stakeholders to complete tasks?	In addition to engaging stakeholders in groups for tasks, involving hypothesis generation and testing, how can you monitor the extent to which stakeholders are generating and testing hypotheses?	How can you engage stakeholders in tasks involving hypothesis generation and testing?	How can you begin to incorporate some aspect of this strategy in your practice?

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15. (c) Engages Stakeholders for Cognitively Complex Tasks

The professional engages stakeholders in tasks (e.g. decision making, problem solving, experimental inquiry, investigation) that require them to generate and test hypotheses.

Professional Evidence

Indicates data-based decision making involving the problem solving process

Stakeholders Evidence

- Stakeholders are clearly working on tasks that require them to generate and test hypotheses
- When asked, stakeholders can explain the hypothesis they are testing
- When asked, stakeholders can explain whether their hypothesis was confirmed or disconfirmed
- Stakeholders artifacts indicate that they engaged in the problem solving process

Scale Levels: (choose one)

Innovating Applying Developing Beginning Not Using Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Engaging stakeholders in tasks involving hypothesis generation and testing	Adapts and creates new strategies for unique needs and situations.	Engages stakeholders in tasks (e.g. decision making, problem solving, experimental inquiry, investigation) and monitors the extent to which stakeholders are generating and testing hypotheses.	Engages stakeholders in tasks (e.g. decision making, problem solving, experimental inquiry, investigation).	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Engaging stakeholders in tasks involving hypothesis generation and testing	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new strategies for organizing stakeholders to complete tasks?	In addition to engaging stakeholders in groups for tasks, involving hypothesis generation and testing, how can you monitor the extent to which stakeholders are generating and testing hypotheses?	How can you engage stakeholders in tasks involving hypothesis generation and testing?	How can you begin to incorporate some aspect of this strategy in your practice?

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16. Providing Resources and Guidance

The professional acts as resource provider and guide.

Professional Evidence

- Professional makes himself/herself available to stakeholders who need guidance or resources
 - Provides easy access to himself/herself
- Professional volunteers resources and guidance as needed by the entire group, groups of stakeholders, or individual stakeholders

Stakeholder Evidence

- Stakeholders seek out the professional for advice and guidance
- When asked, stakeholders can explain how the professional provides assistance and guidance

Scale Levels: *(choose one)*

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing resources and guidance	Adapts and creates new strategies for unique needs and situations.	Acts as a guide and resource provider and monitors the extent to which stakeholders request and use guidance and resources.	Acts as a guide and resource provider for stakeholders.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Providing resources and guidance	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new strategies for providing resources and guidance?	In addition to acting as a guide and resource provider, how can you monitor the extent to which stakeholders' request and use guidance and resources?	How can you act as a guide and resource provider as stakeholders engage in cognitively complex tasks?	How can you begin to incorporate some aspect of this strategy in your practice?