

District School Board of Pasco County

Instructional Personnel Observation/Evidence Tool for Non-Classroom Professionals

Lesson Segments Enacted on the Spot

Design Question #5: What is the professional doing to engage stakeholders?

17. (a) Noticing when Stakeholders are Not Engaged

The professional scans the room, making note of when stakeholders are not engaged and takes overt action.

Professional Evidence

- Professional notices when specific stakeholders or groups of stakeholders are not engaged
- Professional uses pacing techniques to maintain stakeholder engagement

Stakeholders Evidence

- Stakeholders appear aware of the fact that the professional is taking note of their level of engagement
- Stakeholders try to increase their level of engagement when prompted
- When asked, stakeholders explain that the professional expects high levels of engagement

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Noticing when students are not engaged	Adapts and creates new strategies for unique needs and situations.	Scans the room making note of when stakeholders are not engaged and takes action or uses appropriate activities/learning aids to engage stakeholders and monitors the extent to which stakeholders re-engage.	Scans the room making note of when stakeholders are not engaged and takes action or uses appropriate activities/learning aids to engage stakeholders.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Noticing when students are not engaged	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new strategies for noticing when stakeholders are not engaged that address unique needs and situations?	In addition to scanning the room, making note of when stakeholders are not engaged and provide appropriate activities/learning aids taking action, how can you monitor the extent to which students re-engage?	How can you scan the room making note of when stakeholders are not engaged and take action to engage stakeholders or how can you use appropriate activities/learning aids to engage stakeholders.	How can you begin to incorporate some aspects of this strategy into your practice?

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17. (b) Noticing when Stakeholders are Not Engaged

The professional scans the room making note of when stakeholders are not engaged and takes overt action.

Professional Evidence

- Professional notices when the energy level in the room is low
- Professional takes action to re-engage stakeholders

Stakeholders Evidence

- Stakeholders appear aware of the fact that the professional is taking note of their level of engagement
- Stakeholders try to increase their level of engagement when prompted
- When asked, stakeholders explain that the professional expects high levels of engagement

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Noticing when students are not engaged	Adapts and creates new strategies for unique needs and situations.	Scans the room making note of when stakeholders are not engaged and takes action or uses appropriate activities/learning aids to engage stakeholders and monitors the extent to which stakeholders re-engage.	Scans the room making note of when stakeholders are not engaged and takes action or uses appropriate activities/learning aids to engage stakeholders.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Noticing when students are not engaged	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new strategies for noticing when stakeholders are not engaged that address unique needs and situations?	In addition to scanning the room, making note of when stakeholders are not engaged and provide appropriate activities/learning aids taking action, how can you monitor the extent to which students re-engage?	How can you scan the room making note of when stakeholders are not engaged and take action to engage stakeholders or how can you use appropriate activities/learning aids to engage stakeholders.	How can you begin to incorporate some aspects of this strategy into your practice?

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18. Managing Response Rates
The professional uses response rate techniques to maintain stakeholder engagement.
Professional Evidence <input type="checkbox"/> Professional uses wait time <input type="checkbox"/> Professional uses response rate technique to maintain engagement.
Stakeholder Evidence <input type="checkbox"/> When asked, stakeholder can describe their thinking about specific questions posed by the professional
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
Managing response rates	Adapts and creates new strategies for unique stakeholder needs and situations.	Uses response rate techniques to maintain stakeholder engagement in questions and monitors the extent to which the techniques keep stakeholders engaged.	Uses response rate techniques to maintain stakeholder engagement in questions.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Managing response rates	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new response rate techniques to maintain stakeholder engagement in questions that address unique needs and situations?	In addition to using response rate techniques to maintain stakeholder engagement in questions, how can you monitor the extent to which the techniques keep stakeholders engaged?	How can you use response rate techniques to maintain stakeholder engagement in questions?	How can you begin to incorporate this strategy into your practice?

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19. (a) Demonstrating Intensity and Enthusiasm
The professional demonstrates intensity and enthusiasm.
<p>Professional Evidence</p> <p><input type="checkbox"/> Professional signals excitement for content by:</p> <ul style="list-style-type: none"> • Physical gestures • Voice tone • Dramatization of information
<p>Stakeholder Evidence</p> <p><input type="checkbox"/> When asked, stakeholders say that the Professional “likes the content” and “likes teaching”</p> <p><input type="checkbox"/> Stakeholders’ attention levels increase when the professional demonstrates enthusiasm and intensity</p>
<p>Scale Levels: (choose one)</p> <p style="text-align: center;"> <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 </p>

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating intensity and enthusiasm	Adapts and creates new strategies for unique needs and situations.	Demonstrates intensity and enthusiasm in a variety of ways and monitors the extent to which stakeholders’ engagement increases.	Demonstrates intensity and enthusiasm in a variety of ways.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating intensity and enthusiasm	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new techniques for demonstrating intensity and enthusiasm that address unique needs and situations?	In addition to demonstrating intensity and enthusiasm in a variety of ways, how can you monitor the extent to which stakeholders keep engaged?	How can you demonstrate intensity and enthusiasm in a variety of ways?	How can you begin to incorporate this strategy into your practice?

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19. (b) Demonstrating Intensity and Enthusiasm

The professional demonstrates intensity and enthusiasm.

Professional Evidence

- Professional describes personal experiences that relate to the content
- Professional overtly adjusts energy level

Stakeholder Evidence

- When asked, stakeholders say that the Professional “likes the content” and “likes teaching”
- Stakeholders’ attention levels increase when the professional demonstrates enthusiasm and intensity

Scale Levels: *(choose one)*

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating intensity and enthusiasm	Adapts and creates new strategies for unique needs and situations.	Demonstrates intensity and enthusiasm in a variety of ways and monitors the extent to which stakeholders’ engagement increases.	Demonstrates intensity and enthusiasm in a variety of ways.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating intensity and enthusiasm	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new techniques for demonstrating intensity and enthusiasm that address unique needs and situations?	In addition to demonstrating intensity and enthusiasm in a variety of ways, how can you monitor the extent to which stakeholders keep engaged?	How can you demonstrate intensity and enthusiasm in a variety of ways?	How can you begin to incorporate this strategy into your practice?

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20. Using Friendly Controversy

The professional uses friendly controversy techniques to maintain stakeholder engagement.

Professional Evidence

- Professional has stakeholders examine multiple perspectives and opinions about the information
- Professional elicits different opinions on content from stakeholders

Stakeholder Evidence

- Stakeholders engage in friendly controversy activities with enhanced engagement
- When asked, stakeholders describe friendly controversy activities as “stimulating,” “fun,” and so on.
- When asked, stakeholders explain how a friendly controversy activity helped them better understand the information

Scale Levels: *(choose one)*

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using friendly controversy	Adapts and creates new strategies for unique needs and situations.	Uses friendly controversy techniques to maintain stakeholder engagement and monitors the effect on stakeholders' engagement.	Uses friendly controversy techniques to maintain stakeholder engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Using friendly controversy	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new techniques for using friendly controversy to maintain stakeholder engagement that address unique student needs and situations?	In addition to using friendly controversy techniques to maintain stakeholder engagement, how can you monitor the extent to which stakeholders keep engaged?	How can you use friendly controversy techniques to maintain stakeholder engagement?	How can you begin to incorporate this strategy into your practice?

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

21. (a) Demonstrating “Withitness”

The professional uses behaviors associated with “withitness” to maintain adherence to rules and procedures.

Professional Evidence

- Professional scans the entire area making eye contact with all stakeholders
- Professional physically occupies all quadrants of the environment

Stakeholder Evidence

- Students recognize that the professional is aware of their behavior
- When asked, stakeholders describe the professional as “aware of what is going on” or “has eyes on the back of his/her head”

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating “withitness”	Adapts and creates new strategies for unique needs and situations.	Uses behaviors associated with “withitness” and monitors the effect on stakeholders’ behavior.	Uses behaviors associated with “withitness”.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating “withitness”	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new techniques for using behaviors associated with “withitness” that address unique needs and situations?	In addition to, using behaviors associated with “withitness,” how can you monitor the effect on stakeholders’ behavior?	How can you use behaviors associated with “withitness”?	How can you begin to incorporate this strategy into your practice?

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21. (b) Demonstrating “Withitness”

The professional uses behaviors associated with “withitness” to maintain adherence to rules and procedures.

Professional Evidence

- Professional recognizes potential sources of disruption and deals with them immediately
- Professional proactively addresses inflammatory situations

Stakeholder Evidence

- Students recognize that the professional is aware of their behavior
- When asked, stakeholders describe the professional as “aware of what is going on” or “has eyes on the back of his/her head”

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating “withitness”	Adapts and creates new strategies for unique needs and situations.	Uses behaviors associated with “withitness” and monitors the effect on stakeholders’ behavior.	Uses behaviors associated with “withitness”.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating “withitness”	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new techniques for using behaviors associated with “withitness” that address unique needs and situations?	In addition to, using behaviors associated with “withitness,” how can you monitor the effect on stakeholders’ behavior?	How can you use behaviors associated with “withitness”?	How can you begin to incorporate this strategy into your practice?

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22. Applying Consequences for Lack of Adherence to Rules and Procedures

The professional applies consequences for not following rules and procedures consistently and fairly.

Professional Evidence

- Professional provides feedback written, verbal and/or nonverbal, when stakeholders' behavior is not appropriate
- Professional involves administrative staff if attempt to resolve fails

Stakeholder Evidence

- Stakeholders cease inappropriate behavior
- When asked, stakeholders describe the professional as fair in application of rules

Scale Levels: *(choose one)*

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Applying consequences for lack of adherence to rules and procedures	Adapts and creates new strategies for unique needs and situations.	Applies consequences for not following rules and procedures consistently and fairly and monitors the extent to which rules and procedures are followed.	Applies consequences for not following rules and procedures consistently and fairly.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Applying consequences for lack of adherence to rules and procedures	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for applying consequences for not following rules and procedures consistently and fairly that address unique stakeholder needs and situations?	In addition to, applying consequences for not following rules and procedures consistently and fairly, how can you monitor the extent to which rules and procedures are followed?	How can you apply consequences for not following rules and procedures consistently and fairly?	How can you begin to incorporate this strategy into your practice?

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23. Acknowledging Adherence to Rules and Procedures

The professional consistently and fairly acknowledges adherence to rules and procedures.

Professional Evidence

- Professional provides nonverbal, verbal and/or written communication
- Professional gives verbal cues that a rule or procedure has been followed
- Professional recognizes when a rule or procedure has been followed

Stakeholder Evidence

- Stakeholders appear appreciative of the professional acknowledging their positive behavior
- When asked, stakeholders describe professional as appreciative of their adherence to procedures
- The number of stakeholders adhering to rules and procedures increases

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Acknowledging adherence to rules and procedures	Adapts and creates new strategies for unique needs and situations.	Acknowledges adherence to rules and procedures consistently and fairly and monitors the extent to which new actions affect implementation.	Acknowledges adherence to rules and procedures consistently and fairly.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Acknowledging adherence to rules and procedures	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for acknowledging adherence to rules and procedures consistently and fairly that address unique shareholder needs and situations?	In addition to, acknowledging adherence to rules and procedures consistently and fairly, how can you monitor the extent to which new actions affect shareholders' behavior?	How can you acknowledge adherence to rules and procedures consistently and fairly?	How can you begin to incorporate this strategy into your practice?

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Design Question #8: What is the professional doing to establish and maintain effective relationships with stakeholders?

24. (a) Understanding Stakeholder' Interests and Background

The professional uses stakeholders' interests and backgrounds to produce a climate of acceptance and community.

Professional Evidence

- Professional has side discussions with stakeholders about events in their lives
- Professional has discussions with stakeholders about topics in which they are interested
- The professional communicates with stakeholders in a timely and effective way
- Compliments stakeholders regarding accomplishments using verbal and nonverbal expressions
- Uses humor, smiles, proximity, verbal and nonverbal expressions when appropriate

Stakeholder Evidence

- When asked, stakeholders describe the professional as someone who knows them and/or is interested in them
- Stakeholders respond when the professional demonstrates understanding of their interests and backgrounds
- When asked, stakeholders say they feel valued

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Understanding stakeholders' interests and background	Adapts and creates new strategies for unique needs and situations.	Uses stakeholders' interests and backgrounds during interactions with stakeholders and monitors the sense of community in the school.	Uses stakeholders' interests and background during interactions with stakeholders.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Understanding stakeholders' interests and background	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for using stakeholders' interests and backgrounds during interactions with stakeholders that address unique needs and situations?	In addition to using stakeholders' interests and background during interactions with stakeholders, how can you monitor the extent to which a sense of community is formed in the environment?	How can you use stakeholders' interests and background during interactions with stakeholders?	How can you begin to incorporate this strategy into your practice?

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24. (b) Understanding Stakeholder' Interests and Background

The professional uses stakeholders' interests and backgrounds to produce a climate of acceptance and community.

Professional Evidence

- Professional builds on stakeholders' interests
- The professional communicates with stakeholders in a timely and effective way
- Compliments stakeholders regarding accomplishments using verbal and nonverbal expressions
- Uses humor, smiles, proximity, verbal and nonverbal expressions when appropriate

Stakeholder Evidence

- When asked, stakeholders describe the professional as someone who knows them and/or is interested in them
- Stakeholders respond when the professional demonstrates understanding of their interests and backgrounds
- When asked, stakeholders say they feel valued

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Understanding stakeholders' interests and background	Adapts and creates new strategies for unique needs and situations.	Uses stakeholders' interests and backgrounds during interactions with stakeholders and monitors the sense of community in the school.	Uses stakeholders' interests and background during interactions with stakeholders.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Understanding stakeholders' interests and background	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for using stakeholders' interests and backgrounds during interactions with stakeholders that address unique needs and situations?	In addition to using stakeholders' interests and background during interactions with stakeholders, how can you monitor the extent to which a sense of community is formed in the environment?	How can you use stakeholders' interests and background during interactions with stakeholders?	How can you begin to incorporate this strategy into your practice?

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25. (a) Using Verbal and Nonverbal Behaviors that Indicate Affection for Stakeholders

When appropriate, the professional uses verbal and nonverbal behavior that indicates caring for stakeholders.

Professional Evidence

- Professional compliments stakeholders regarding academic and personal accomplishments
- Professional engages in informal conversations with stakeholders that are not related to academics

Stakeholder Evidence

- When asked, stakeholders describe the professional as someone who cares for them
- Stakeholders respond to professionals verbal interactions
- Stakeholders respond to professionals nonverbal interactions

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using verbal and nonverbal behaviors that indicate caring for stakeholders	Adapts and creates new strategies for unique needs and situations.	Uses verbal and nonverbal behaviors that indicate caring for stakeholders and monitors the quality of relationships in the school.	Uses verbal and nonverbal behaviors that indicate caring for stakeholders.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Using verbal and nonverbal behaviors that indicate caring for stakeholders	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for using verbal and nonverbal behaviors that indicate caring for stakeholders that address unique stakeholders needs and situations?	In addition to using verbal and nonverbal behaviors that indicate caring for stakeholders how can you monitor the quality of relationships in the school?	How can you use verbal and nonverbal behaviors that indicate caring for stakeholders?	How can you begin to incorporate this strategy into your practice?

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25. (b) Using Verbal and Nonverbal Behaviors that Indicate Affection for Stakeholders

When appropriate, the professional uses verbal and nonverbal behavior that indicates caring for stakeholders.

Professional Evidence

- Professional uses humor with stakeholders when appropriate
- Professional smiles, nods, (etc) at stakeholders when appropriate

Stakeholder Evidence

- When asked, stakeholders describe the professional as someone who cares for them
- Stakeholders respond to professionals verbal interactions
- Stakeholders respond to professionals nonverbal interactions

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using verbal and nonverbal behaviors that indicate caring for stakeholders	Adapts and creates new strategies for unique needs and situations.	Uses verbal and nonverbal behaviors that indicate caring for stakeholders and monitors the quality of relationships in the school.	Uses verbal and nonverbal behaviors that indicate caring for stakeholders.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Using verbal and nonverbal behaviors that indicate caring for stakeholders	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for using verbal and nonverbal behaviors that indicate caring for stakeholders that address unique stakeholders needs and situations?	In addition to using verbal and nonverbal behaviors that indicate caring for stakeholders how can you monitor the quality of relationships in the school?	How can you use verbal and nonverbal behaviors that indicate caring for stakeholders?	How can you begin to incorporate this strategy into your practice?

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26. (a) Displaying Objectivity and Control

The Professional behaves in an objective and controlled manner.

Professional Evidence

- Professional addresses inflammatory issues and events in a calm and controlled manner
- Professional interacts with all stakeholders in the same calm and controlled fashion
- Professional does not demonstrate personal offense at stakeholder misbehavior

Stakeholder Evidence

- Stakeholders are settled by the professional's calm demeanor
- When asked, the stakeholders describe the professional as in control of himself/herself and in control of the environment
- When asked, stakeholders say that the professional does not hold grudges or take things personally

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Displaying emotional objectivity and control	Adapts and creates new strategies for unique needs and situations.	Behaves in an objective and controlled manner and monitors the effect on the climate.	Behaves in an objective and controlled manner.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Displaying emotional objectivity and control	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for behaving in an objective and controlled manner that address unique stakeholder needs and situations?	In addition to behaving in an objective and controlled manner, how can you monitor the effect on the school climate?	How can you behave in an objective and controlled manner?	How can you begin to incorporate this strategy into your practice?

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26. (b) Displaying Objectivity and Control
The Professional behaves in an objective and controlled manner.
<p>Professional Evidence</p> <p><input type="checkbox"/> Professional does not exhibit extremes in positive or negative emotions</p> <p><input type="checkbox"/> Professional does not demonstrate personal offense at stakeholder misbehavior</p>
<p>Stakeholder Evidence</p> <p><input type="checkbox"/> Stakeholders are settled by the professional's calm demeanor</p> <p><input type="checkbox"/> When asked, the stakeholders describe the professional as in control of himself/herself and in control of the environment</p> <p><input type="checkbox"/> When asked, stakeholders say that the professional does not hold grudges or take things personally</p>
<p>Scale Levels: (choose one)</p> <p style="text-align: center;"> <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 </p>

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Displaying emotional objectivity and control	Adapts and creates new strategies for unique needs and situations.	Behaves in an objective and controlled manner and monitors the effect on the climate.	Behaves in an objective and controlled manner.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Displaying emotional objectivity and control	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for behaving in an objective and controlled manner that address unique stakeholder needs and situations?	In addition to behaving in an objective and controlled manner, how can you monitor the effect on the school climate?	How can you behave in an objective and controlled manner?	How can you begin to incorporate this strategy into your practice?

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26. (c) Displaying Objectivity and Control

The Professional behaves in an objective and controlled manner.

Professional Evidence

- Professional does not demonstrate personal offense at stakeholder misbehavior
- Professional communicates effectively with stakeholders

Stakeholder Evidence

- Stakeholders are settled by the professional's calm demeanor
- When asked, the stakeholders describe the professional as in control of himself/herself and in control of the environment
- When asked, stakeholders say that the professional does not hold grudges or take things personally

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Displaying emotional objectivity and control	Adapts and creates new strategies for unique needs and situations.	Behaves in an objective and controlled manner and monitors the effect on the climate.	Behaves in an objective and controlled manner.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Displaying emotional objectivity and control	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for behaving in an objective and controlled manner that address unique stakeholder needs and situations?	In addition to behaving in an objective and controlled manner, how can you monitor the effect on the school climate?	How can you behave in an objective and controlled manner?	How can you begin to incorporate this strategy into your practice?

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Design Question #9: What is the professional doing to communicate high expectations for all stakeholders?

27. (a) Demonstrating Value and Respect for Stakeholders

The professional exhibits behaviors that demonstrate value and respect for stakeholders.

Professional Evidence

- The professional provides stakeholders with nonverbal indications that they are valued and respected:
- Makes eye contact
 - Smiles
 - Makes appropriate physical contact

Stakeholder Evidence

- When asked, stakeholders say that the professional cares for all stakeholders
- Stakeholders treat each other with respect

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Communicating value and respect for stakeholders	Adapts and creates new strategies for unique needs and situations.	Exhibits behaviors that demonstrate value and respect for stakeholders and monitors the impact on stakeholders.	Exhibits behaviors that demonstrate value and respect for stakeholders.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Communicating value and respect for stakeholders	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for behaviors that demonstrate value and respect for stakeholders that address unique needs and situations?	In addition to exhibiting behaviors that demonstrate value and respect for stakeholders, how can you monitor the impact on stakeholders?	How can you exhibit behaviors that demonstrate value and respect for stakeholders?	How can you begin to incorporate this strategy into your practice?

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27. (b) Demonstrating Value and Respect for Stakeholders
The professional exhibits behaviors that demonstrate value and respect for stakeholders.
<p>Professional Evidence</p> <p><input type="checkbox"/> The professional proves stakeholders with verbal indications that they are valued and respected:</p> <ul style="list-style-type: none"> • Playful dialogue • Addressing stakeholders in a manner they view as respectful <p><input type="checkbox"/> Professional does not allow negative comments about stakeholders</p>
<p>Stakeholder Evidence</p> <p><input type="checkbox"/> When asked, stakeholders say that the professional cares for all stakeholders</p> <p><input type="checkbox"/> Stakeholders treat each other with respect</p>
<p>Scale Levels: (choose one)</p> <p style="text-align: center;"> <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 </p>

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Communicating value and respect for stakeholders	Adapts and creates new strategies for unique needs and situations.	Exhibits behaviors that demonstrate value and respect for stakeholders and monitors the impact on stakeholders.	Exhibits behaviors that demonstrate value and respect for stakeholders.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Communicating value and respect for stakeholders	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for behaviors that demonstrate value and respect for stakeholders that address unique needs and situations?	In addition to exhibiting behaviors that demonstrate value and respect for stakeholders, how can you monitor the impact on stakeholders?	How can you exhibit behaviors that demonstrate value and respect for stakeholders?	How can you begin to incorporate this strategy into your practice?

District School Board of Pasco County

Instructional Personnel Observation/Evidence Tool for Non-Classroom Professionals

28. (a) Probing Incorrect Answers with Low Expectancy Stakeholders

The professional probes incorrect answers.

Professional Evidence

Professional breaks information/questions into smaller parts, as needed

Student Evidence

When asked, stakeholders say that the professional won't "let you off the hook"

Scale Levels: *(choose one)*

Innovating Applying Developing Beginning Not Using Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Probing incorrect answers	Adapts and creates new strategies for unique needs and situations.	Probes incorrect answers, clarifies information, breaks information into smaller parts and corrects misunderstood information and monitors the level and quality responses.	Probes incorrect answers, clarifies information, breaks information into smaller parts and corrects misunderstood information.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Probing incorrect answers	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new strategies for probing incorrect answers, clarifying information, breaking information into smaller parts and corrects misunderstood information that address their unique needs and situations?	In addition to probing incorrect answers, clarifying information, breaking information into smaller parts and corrects misunderstood information how can you monitor the level and quality responses?	How can you probe incorrect answers?	How can you begin to incorporate this strategy into your instruction?

District School Board of Pasco County

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28. (b) Probing Incorrect Answers with Low Expectancy Stakeholders
The professional probes incorrect answers.
Professional Evidence <input type="checkbox"/> Professional asks stakeholders to further explain their answers when they are incorrect
Student Evidence <input type="checkbox"/> When asked, stakeholders say that the professional won't "let you off the hook"
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
Probing incorrect answers	Adapts and creates new strategies for unique needs and situations.	Probes incorrect answers, clarifies information, breaks information into smaller parts and corrects misunderstood information and monitors the level and quality responses.	Probes incorrect answers, clarifies information, breaks information into smaller parts and corrects misunderstood information.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions	Innovating	Applying	Developing	Beginning	Not Using
Probing incorrect answers	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new strategies for probing incorrect answers, clarifying information, breaking information into smaller parts and corrects misunderstood information that address their unique needs and situations?	In addition to probing incorrect answers, clarifying information, breaking information into smaller parts and corrects misunderstood information how can you monitor the level and quality responses?	How can you probe incorrect answers?	How can you begin to incorporate this strategy into your instruction?

District School Board of Pasco County

Instructional Personnel Observation/Evidence Tool for Non-Classroom Professionals

28. (c) Probing Incorrect Answers with Low Expectancy Stakeholders

The professional probes incorrect answers.

Professional Evidence

Professional checks for understanding

Student Evidence

When asked, stakeholders say that the professional won't "let you off the hook"

Scale Levels: (choose one)

Innovating Applying Developing Beginning Not Using Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Probing incorrect answers	Adapts and creates new strategies for unique needs and situations.	Probes incorrect answers, clarifies information, breaks information into smaller parts and corrects misunderstood information and monitors the level and quality responses.	Probes incorrect answers, clarifies information, breaks information into smaller parts and corrects misunderstood information.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Probing incorrect answers	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new strategies for probing incorrect answers, clarifying information, breaking information into smaller parts and corrects misunderstood information that address their unique needs and situations?	In addition to probing incorrect answers, clarifying information, breaking information into smaller parts and corrects misunderstood information how can you monitor the level and quality responses?	How can you probe incorrect answers?	How can you begin to incorporate this strategy into your instruction?

District School Board of Pasco County

Instructional Personnel Observation/Evidence Tool for Non-Classroom Professionals

28. (d) Probing Incorrect Answers with Low Expectancy Stakeholders

The professional probes incorrect answers.

Professional Evidence

Professional clarifies information, as needed

Student Evidence

When asked, stakeholders say that the professional won't "let you off the hook"

Scale Levels: (choose one)

Innovating Applying Developing Beginning Not Using Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Probing incorrect answers	Adapts and creates new strategies for unique needs and situations.	Probes incorrect answers, clarifies information, breaks information into smaller parts and corrects misunderstood information and monitors the level and quality responses.	Probes incorrect answers, clarifies information, breaks information into smaller parts and corrects misunderstood information.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Probing incorrect answers	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new strategies for probing incorrect answers, clarifying information, breaking information into smaller parts and corrects misunderstood information that address their unique needs and situations?	In addition to probing incorrect answers, clarifying information, breaking information into smaller parts and corrects misunderstood information how can you monitor the level and quality responses?	How can you probe incorrect answers?	How can you begin to incorporate this strategy into your instruction?