

District School Board of Pasco County

Instructional Personnel Observation/Evidence Tool for Non-Classroom Professionals

Lesson Segments Involving Routine Events – Establishing Purpose and Procedures

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

1. Providing Clear Learning Goals

The professional communicates a clearly stated learning goal.

Professional Evidence

- Professional communicates a clearly stated learning goal so that all stakeholders are aware
- The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment
- Professional makes reference to the learning goal throughout the activity

Stakeholder Evidence

- When asked, stakeholders can explain the learning goal
- When asked, stakeholders can explain how their current activities relate to the learning goal

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing clear learning goals	Adapts and creates new strategies for unique needs and situations.	Communicates a clearly stated learning goal and monitors the extent to which the stakeholders are motivated to enhance their status.	Communicates a clearly stated learning goal.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Providing clear learning goals	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new strategies for communicating a clearly stated learning goal.	In addition to communicating a clear learning goal, how might you recognize the stakeholders' level of understanding, and monitors the extent to which the stakeholders are motivated to enhance their status.	How can you communicate a clear learning goal.	How can you begin to incorporate some aspect of this strategy in your work?

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2. Tracking Stakeholder Progress

The professional establishes and monitors stakeholders' progress on one or more learning goals.

Professional Evidence

- Professional establishes a method of monitoring the progress of stakeholders
- Professional monitors the progress of stakeholders

Stakeholder Evidence

- When asked, stakeholders can describe their status relative to the learning goal

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Tracking stakeholder progress	Adapts and creates new strategies for unique needs and situations.	Establishes a method of monitoring progress and monitors the progress of stakeholders.	Establishes a method of monitoring progress.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Tracking stakeholder progress	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new strategies for tracking stakeholders' progress?	In addition to tracking stakeholders progress, how can you monitor the extent to which stakeholder understand their level of performance?	How can you track stakeholders' progress?	How can you begin to incorporate some aspects of this strategy into your practice?

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3. Celebrating Success

The professional provides stakeholders with recognition of their current status and their knowledge gained relative to the learning goal.

Professional Evidence

- Professional acknowledges stakeholders who have made gains in their knowledge and skills relative to the learning goal
- Professional acknowledges and celebrates progress and the final status
- Professional uses a variety of ways to celebrate success

Stakeholder Evidence

- Stakeholders show signs of pride regarding their accomplishments

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Celebrating success	Adapts and creates new strategies for unique needs and situations.	Provides stakeholders with recognition of their current status and their knowledge gained relative to the learning goal and monitors the extent to which stakeholders are motivated to enhance their status.	Provides stakeholders with recognition of their current status and their knowledge gained relative to the learning goal.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Celebrating success	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new strategies for providing stakeholders with recognition of their current status and their knowledge gained relative to the learning goal that address unique needs and situations?	In addition to providing stakeholders with recognition of their current status and their knowledge gain relative to the learning goal, how can you monitor the extent to which stakeholders are motivated to enhance their status?	How can you provide stakeholders with recognition of their current status and their knowledge gain relative to the learning goal?	How can you begin to incorporate some aspects of this strategy?

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Design Question #6: What is the professional doing to establish or monitor routines?

4. Establishing Routines

The professional develops routines to ensure effective execution of practice.

Professional Evidence

- Professional involves others when developing routines
- Professional involves others when maintaining routines
- Professional reminds stakeholders of procedures

Stakeholder Evidence

- When asked, stakeholders can describe established routines
- When asked, stakeholders describe the environment as an orderly place
- Stakeholders recognize cues and signals by the professional
- Stakeholders regulate their own behavior

Scale Levels: *(choose one)*

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Establishing routines	Adapts and creates new strategies for unique needs and situations.	Establishes and reviews expectations regarding routines and monitors the extent to which stakeholders understand the routines.	Establishes and reviews expectations regarding routines.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Establishing routines	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create strategies for developing routines that address unique needs and situations?	In addition to developing routines, how can you monitor the extent to which stakeholders understand the routines?	How can you develop routines?	How can you begin to incorporate some aspects of this strategy into your practice?

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5. Organizing the Learning Environment
The professional organizes the physical environment to enhance the learning environment.
Professional Evidence <input type="checkbox"/> Provides easy access to materials and centers <input type="checkbox"/> Enhances the learning environment with instructional content
Stakeholder Evidence <input type="checkbox"/> Stakeholders make use of materials
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 the learning environment	Adapts and creates new strategies for unique needs and situations.	Organizes the learning environment with a focus on learning and monitors the use of materials.	Organizes the learning environment	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Organizing the learning environment	What are you learning about your stakeholders as you adapt and create new strategies?	How might you adapt and create new strategies for organizing the learning environment with a focus on learning that address unique needs and situations?	In addition to organizing the learning environment to focus on learning, how can you monitor the use of materials?	How can you organize the physical layout of the classroom to facilitate movement and focus on learning?	How can you begin to incorporate some aspects of this strategy into your practice?