

# District School Board of Pasco County

## Instructional Personnel Observation/Evidence Tool for Pre-K Settings

### Pre-K Settings: Lesson Segments Enacted on the Spot

**Design Question #5: What will I do to engage students?**

**24. Noticing when Students are Not Engaged**

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

**Teacher Evidence**

- Teacher notices when specific students or groups of students are not engaged
- Teacher notices when the energy level in the room is low
- Teacher takes action to re-engage students

**Clarification for Pre-K Settings - Teacher Evidence**

- Evidence above is applicable

**Student Evidence**

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

**Clarification for Pre-K Settings - Student Evidence**

- Evidence above is applicable

**Scale Levels: (choose one)**

- Innovating   
  Applying   
  Developing   
  Beginning   
  Not Using   
  Not Applicable

**Scale**

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

**Reflection Questions**

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

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## Instructional Personnel Observation/Evidence Tool for Pre-K Settings

<b>25. Using Academic Games</b>
The teacher uses academic games and inconsequential competition to maintain student engagement.
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher uses structured games such as Jeopardy, family feud, and the like <input type="checkbox"/> Teacher develops impromptu games such as making a game out of which answer might be correct for a given question <input type="checkbox"/> Teacher uses friendly competition along with classroom games
<b>Clarification for Pre-K Settings - Teacher Evidence</b> <b>Cooperative learning games are preferential (as opposed to competitive games) as emphasis is on learning social skills and cooperation. Academic games such as matching, sorting/classifying, "I spy", etc. are examples of appropriate games at the pre-k level</b> <input type="checkbox"/> Evidence above is applicable
<b>Student Evidence</b> <input type="checkbox"/> Students engage in the games with some enthusiasm <input type="checkbox"/> When asked, students can explain how the games keep their interest and help them learn or remember content
<b>Clarification for Pre-K Settings - Student Evidence</b> <input type="checkbox"/> Evidence above is applicable
<b>Scale Levels: (choose one)</b> <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
<b>Using academic games</b>	Adapts and creates new strategies for unique student needs and situations.	Uses academic games and inconsequential competition to maintain student engagement and monitors the extent to which students focus on the academic content of the game.	Uses academic games and inconsequential competition to maintain student engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Using academic games</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for using academic games and inconsequential competition to maintain student engagement that address unique student needs and situations?	In addition to using academic games and inconsequential competition to maintain student engagement, how can you monitor the extent to which students focus on the academic content of the game?	How can you use academic games and inconsequential competition to maintain student engagement?	How can you begin to incorporate this strategy into your instruction?

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## Instructional Personnel Observation/Evidence Tool for Pre-K Settings

<b>26. Managing Response Rates</b>
The teacher uses response rate techniques to maintain student engagement in questions.
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher uses wait time <input type="checkbox"/> Teacher uses response cards <input type="checkbox"/> Teacher has students use hand signals to respond to questions <input type="checkbox"/> Teacher uses choral response <input type="checkbox"/> Teacher uses technology to keep track of students' responses <input type="checkbox"/> Teacher uses response chaining
<b>Clarification for Pre-K Settings - Teacher Evidence</b> <input type="checkbox"/> Evidence above is applicable
<b>Student Evidence</b> <input type="checkbox"/> Multiple students or the entire class responds to questions posed by the teacher <input type="checkbox"/> When asked, students can describe their thinking about specific questions posed by the teacher
<b>Clarification for Pre-K Settings - Student Evidence</b> <input type="checkbox"/> Evidence above is applicable
<b>Scale Levels: (choose one)</b> <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
<b>Managing response rates</b>	Adapts and creates new strategies for unique student needs and situations.	Uses response rate techniques to maintain student engagement in questions and monitors the extent to which the techniques keep students engaged.	Uses response rate techniques to maintain student 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
<b>Managing response rates</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new response rate techniques to maintain student engagement in questions that address unique student needs and situations?	In addition to using response rate techniques to maintain student engagement in questions, how can you monitor the extent to which the techniques keep students engaged?	How can you use response rate techniques to maintain student engagement in questions?	How can you begin to incorporate this strategy into your instruction?

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## Instructional Personnel Observation/Evidence Tool for Pre-K Settings

<b>27. Using Physical Movement</b>
The teacher uses physical movement to maintain student engagement.
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher has students stand up and stretch or related activities when their energy is low <input type="checkbox"/> Teacher uses activities that require students to physically move to respond to questions <ul style="list-style-type: none"> <li>• Vote with your feet</li> <li>• Go to the part of the room that represents the answer you agree with</li> </ul> <input type="checkbox"/> Teacher has students physically act out or model content to increase energy and engagement <input type="checkbox"/> Teacher use give-one-get-one activities that require students to move about the room
<b>Clarification for Pre-K Settings - Teacher Evidence</b> <input type="checkbox"/> Evidence above is applicable
<b>Student Evidence</b> <input type="checkbox"/> Students engage in the physical activities designed by the teacher <input type="checkbox"/> When asked, students can explain how the physical movement keeps their interest and helps them learn
<b>Clarification for Pre-K Settings - Student Evidence</b> <input type="checkbox"/> Evidence above is applicable
<b>Scale Levels: (choose one)</b> <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
<b>Using physical movement</b>	Adapts and creates new strategies for unique student needs and situations.	Uses physical movement to maintain student engagement and monitors the extent to which these activities enhance student engagement.	Uses physical movement to maintain student engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Using physical movement</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new physical movement techniques to maintain student engagement that address unique student needs and situations?	In addition to using physical movement to maintain student engagement, how can you monitor the extent to which these activities enhance student engagement?	How can you use physical movement to maintain student engagement?	How can you begin to incorporate this strategy into your instruction?

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## Instructional Personnel Observation/Evidence Tool for Pre-K Settings

<b>28. Maintaining a Lively Pace</b>
The teacher uses pacing techniques to maintain students' engagement.
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher employs crisp transitions from one activity to another <input type="checkbox"/> Teacher alters pace appropriately (i.e. speeds up and slows down)
<b>Clarification for Pre-K Settings - Teacher Evidence</b> <input type="checkbox"/> Evidence above is applicable
<b>Student Evidence</b> <input type="checkbox"/> Students quickly adapt to transitions and re-engage when a new activity is begun <input type="checkbox"/> When asked about the pace of the class, students describe it as not too fast or not too slow
<b>Clarification for Pre-K Settings - Student Evidence</b> <input type="checkbox"/> Evidence above is applicable
<b>Scale Levels: (choose one)</b> <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
<b>Maintaining a lively pace</b>	Adapts and creates new strategies for unique student needs and situations.	Uses pacing techniques to maintain students' engagement and monitors the extent to which these techniques keep students engaged.	Uses pacing techniques to maintain students' engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Maintaining a lively pace</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new pacing techniques that address unique student needs and situations?	In addition to pacing techniques to maintain students' engagement, how can you monitor the extent to which students keep engaged?	How can you use pacing techniques to maintain students' engagement?	How can you begin to incorporate this strategy into your instruction?

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## Instructional Personnel Observation/Evidence Tool for Pre-K Settings

<b>29. Demonstrating Intensity and Enthusiasm</b>
The teacher demonstrates intensity and enthusiasm for the content in a variety of ways.
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher describes personal experiences that relate to the content <input type="checkbox"/> Teacher signals excitement for content by: <ul style="list-style-type: none"> <li>• Physical gestures</li> <li>• Voice tone</li> <li>• Dramatization of information</li> </ul> <input type="checkbox"/> Teacher overtly adjusts energy level
<b>Clarification for Pre-K Settings - Teacher Evidence</b> <input type="checkbox"/> Evidence above is applicable
<b>Student Evidence</b> <input type="checkbox"/> When asked, students say that the teacher “likes the content” and “likes teaching” <input type="checkbox"/> Students’ attention levels increase when the teacher demonstrates enthusiasm and intensity for the content
<b>Clarification for Pre-K Settings - Student Evidence</b> <input type="checkbox"/> Evidence above is applicable
<b>Scale Levels: (choose one)</b> <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
<b>Demonstrating intensity and enthusiasm</b>	Adapts and creates new strategies for unique student needs and situations.	Demonstrates intensity and enthusiasm for the content in a variety of ways and monitors the extent to which students’ engagement increases.	Demonstrates intensity and enthusiasm for the content 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
<b>Demonstrating intensity and enthusiasm</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new techniques for demonstrating intensity and enthusiasm for the content that address unique student needs and situations?	In addition to demonstrating intensity and enthusiasm for the content in a variety of ways, how can you monitor the extent to which students keep engaged?	How can you demonstrate intensity and enthusiasm for the content in a variety of ways?	How can you begin to incorporate this strategy into your instruction?

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## Instructional Personnel Observation/Evidence Tool for Pre-K Settings

<b>30. Using Friendly Controversy</b>
The teacher uses friendly controversy techniques to maintain student engagement.
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher structures mini-debates about the content <input type="checkbox"/> Teacher has students examine multiple perspectives and opinions about the content <input type="checkbox"/> Teacher elicits different opinions on content from members of the class
<b>Clarification for Pre-K Settings - Teacher Evidence</b> <input type="checkbox"/> Developmentally, understanding multiple perspectives / opinions is an emerging skill <input type="checkbox"/> During circle time teacher elicits different ideas and opinions <input type="checkbox"/> Teacher models acceptance of differing opinions
<b>Student Evidence</b> <input type="checkbox"/> Students engage in friendly controversy activities with enhanced engagement <input type="checkbox"/> When asked, students describe friendly controversy activities as “stimulating,” “fun,” and so on. <input type="checkbox"/> When asked, students explain how a friendly controversy activity helped them better understand the content
<b>Clarification for Pre-K Settings - Student Evidence</b> <input type="checkbox"/> Students respond appropriately to differences in opinion <input type="checkbox"/> Students show acceptance of differences in opinion
<b>Scale Levels: (choose one)</b> <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
<b>Using friendly controversy</b>	Adapts and creates new strategies for unique student needs and situations.	Uses friendly controversy techniques to maintain student engagement and monitors the effect on students' engagement.	Uses friendly controversy techniques to maintain student engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

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

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## Instructional Personnel Observation/Evidence Tool for Pre-K Settings

<b>31. Providing Opportunities for Students to Talk about Themselves</b>
The teacher provides students with opportunities to relate what is being addressed in class to their personal interests.
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher is aware of student interests and makes connections between these interests and class content <input type="checkbox"/> Teacher structures activities that ask students to make connections between the content and their personal interests <input type="checkbox"/> When students are explaining how content relates to their personal interests, the teacher appears encouraging and interested
<b>Clarification for Pre-K Settings - Teacher Evidence</b> <input type="checkbox"/> Evidence above is applicable
<b>Student Evidence</b> <input type="checkbox"/> Students engage in activities that require them to make connections between their personal interests and the content <input type="checkbox"/> When asked, students explain how making connections between content and their personal interests engages them and helps them better understand the content
<b>Clarification for Pre-K Settings - Student Evidence</b> <input type="checkbox"/> Evidence above is applicable
<b>Scale Levels: (choose one)</b> <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
<b>Providing opportunities for students to talk about themselves</b>	Adapts and creates new strategies for unique student needs and situations.	Provides students with opportunities to relate what is being addressed in class to their personal interests and monitors the extent to which these activities enhance student engagement.	Provides students with opportunities to relate what is being addressed in class to their personal interests.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Providing opportunities for students to talk about themselves</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new techniques for providing students with opportunities to relate what is being addressed in class to their personal interests that address unique student needs and situations?	In addition to providing students with opportunities to relate what is being addressed in class to their personal interests, how can you monitor the extent to which these activities enhance student engagement?	How can you provide students with opportunities to relate what is being addressed in class to their personal interests?	How can you begin to incorporate this strategy into your instruction?

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## Instructional Personnel Observation/Evidence Tool for Pre-K Settings

<b>32. Presenting Unusual or Intriguing Information</b>
The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement.
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher systematically provides interesting facts and details about the content <input type="checkbox"/> Teacher encourages students to identify interesting information about the content <input type="checkbox"/> Teacher engages students in activities like “Believe it or not” about the content <input type="checkbox"/> Teacher uses guest speakers to provide unusual information about the content
<b>Clarification for Pre-K Settings - Teacher Evidence</b> <input type="checkbox"/> Evidence above is applicable
<b>Student Evidence</b> <input type="checkbox"/> Students’ attention increases when unusual information is presented about the content <input type="checkbox"/> When asked, students explain how the unusual information makes them more interested in the content
<b>Clarification for Pre-K Settings - Student Evidence</b> <input type="checkbox"/> Students will not likely be able to respond to interview questions
<b>Scale Levels: (choose one)</b> <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
<b>Presenting unusual or intriguing information</b>	Adapts and creates new strategies for unique student needs and situations.	Uses unusual or intriguing information about the content and monitors the extent to which this information enhances students’ interest in the content.	Uses unusual or intriguing information about the content.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Presenting unusual or intriguing information</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new techniques for using unusual or intriguing information about the content that address unique student needs and situations?	In addition to using unusual or intriguing information about the content, how can you monitor the extent to which this information enhances students’ interest in the content?	How can you use unusual or intriguing information about the content?	How can you begin to incorporate this strategy into your instruction?

<b>Student Interviews</b>
<b>Student Questions:</b> <ul style="list-style-type: none"> <li>How engaged were you in this lesson?</li> <li>What are some things that keep your attention?</li> <li>What are some things that made you bored?</li> </ul>

# District School Board of Pasco County

## Instructional Personnel Observation/Evidence Tool for Pre-K Settings

**Design Question #7: What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?**

<b>33. Demonstrating "Withitness"</b>
The teacher uses behaviors associated with "withitness" to maintain adherence to rules and procedures.
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher physically occupies all quadrants of the room <input type="checkbox"/> Teacher scans the entire room making eye contact with all students <input type="checkbox"/> Teacher recognizes potential sources of disruption and deals with them immediately <input type="checkbox"/> Teacher proactively addresses inflammatory situations
<b>Clarification for Pre-K Settings - Teacher Evidence</b> <input type="checkbox"/> Evidence above is applicable
<b>Student Evidence</b> <input type="checkbox"/> Students recognize that the teacher is aware of their behavior <input type="checkbox"/> When asked, students describe the teacher as "aware of what is going on" or "has eyes on the back of his/her head"
<b>Clarification for Pre-K Settings - Student Evidence</b> <input type="checkbox"/> Evidence above is applicable
<b>Scale Levels: (choose one)</b> <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
<b>Demonstrating "withitness"</b>	Adapts and creates new strategies for unique student needs and situations.	Uses behaviors associated with "withitness" and monitors the effect on students' 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
<b>Demonstrating "withitness"</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new techniques for using behaviors associated with "withitness" that address unique student needs and situations?	In addition to, using behaviors associated with "withitness," how can you monitor the effect on students' behavior?	How can you use behaviors associated with "withitness"?	How can you begin to incorporate this strategy into your instruction?

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## Instructional Personnel Observation/Evidence Tool for Pre-K Settings

<b>34. Applying Consequences for Lack of Adherence to Rules and Procedures</b>
The teacher applies consequences for not following rules and procedures consistently and fairly.
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher provides nonverbal signals when students' behavior is not appropriate <ul style="list-style-type: none"> <li>• Eye contact</li> <li>• Proximity</li> <li>• Tap on the desk</li> <li>• Shaking head, no</li> </ul> <input type="checkbox"/> Teacher provides verbal signals when students' behavior is not appropriate <ul style="list-style-type: none"> <li>• Tells students to stop</li> <li>• Tells students that their behavior is in violation of a rule or procedure</li> </ul> <input type="checkbox"/> Teacher uses group contingency consequences when appropriate (i.e. whole group must demonstrate a specific behavior) <input type="checkbox"/> Teacher involves the home when appropriate (i.e. makes a call home to parents to help extinguish inappropriate behavior) <input type="checkbox"/> Teacher uses direct cost consequences when appropriate (e.g. student must fix something he or she has broken)
<b>Clarification for Pre-K Settings - Teacher Evidence</b> <input type="checkbox"/> Teacher should apply non-punitive natural consequences for inappropriate behavior on an individual basis
<b>Student Evidence</b> <input type="checkbox"/> Students cease inappropriate behavior when signaled by the teacher <input type="checkbox"/> Students accept consequences as part of the way class is conducted <input type="checkbox"/> When asked, students describe the teacher as fair in application of rules
<b>Clarification for Pre-K Settings - Student Evidence</b> <input type="checkbox"/> Evidence above is applicable
<b>Scale Levels: (choose one)</b> <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
<b>Applying consequences for lack of adherence to rules and procedures</b>	Adapts and creates new strategies for unique student 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
<b>Applying consequences for lack of adherence to rules and procedures</b>	What are you learning about your students 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 student 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 instruction?

# District School Board of Pasco County

## Instructional Personnel Observation/Evidence Tool for Pre-K Settings

<b>35. Acknowledging Adherence to Rules and Procedures</b>
The teacher consistently and fairly acknowledges adherence to rules and procedures.
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher provides nonverbal signals that a rule or procedure has been followed: <ul style="list-style-type: none"> <li>• Smile</li> <li>• Nod of head</li> <li>• High Five</li> </ul> <input type="checkbox"/> Teacher gives verbal cues that a rule or procedure has been followed: <ul style="list-style-type: none"> <li>• Thanks students for following a rule or procedure</li> <li>• Describes student behaviors that adhere to rule or procedure</li> </ul> <input type="checkbox"/> Teacher notifies the home when a rule or procedure has been followed <input type="checkbox"/> Teacher uses tangible recognition when a rule or procedure has been followed: <ul style="list-style-type: none"> <li>• Certificate of merit</li> <li>• Token economies</li> </ul>
<b>Clarification for Pre-K Settings - Teacher Evidence</b> <input type="checkbox"/> The use of tangible rewards would be inappropriate for Head Start students, except in rare circumstances in which a behavior plan has been developed by the Head Start support team and teacher
<b>Student Evidence</b> <input type="checkbox"/> Students appear appreciative of the teacher acknowledging their positive behavior <input type="checkbox"/> When asked, students describe teacher as appreciative of their good behavior <input type="checkbox"/> The number of students adhering to rules and procedures increases
<b>Clarification for Pre-K Settings - Student Evidence</b> <input type="checkbox"/> Evidence above is applicable
<b>Scale Levels: (choose one)</b> <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
<b>Acknowledging adherence to rules and procedures</b>	Adapts and creates new strategies for unique student needs and situations.	Acknowledges adherence to rules and procedures consistently and fairly and monitors the extent to which new actions affect students' behavior.	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
<b>Acknowledging adherence to rules and procedures</b>	What are you learning about your students 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 student 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 students' behavior?	How can you acknowledge adherence to rules and procedures consistently and fairly?	How can you begin to incorporate this strategy into your instruction?

**Student Interviews**

**Student Questions:**

- How well did you do at following classroom rules and procedures during this lesson?
- What are some things that helped you follow the rules and procedures?
- What are some things that didn't help you follow the rules and procedures?

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## Instructional Personnel Observation/Evidence Tool for Pre-K Settings

**Design Question #8: What will I do to establish and maintain effective relationships with students?**

<b>36. Understanding Students' Interests and Background</b>
The teacher uses students' interests and background to produce a climate of acceptance and community.
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher has side discussions with students about events in their lives <input type="checkbox"/> Teacher has discussions with students about topics in which they are interested <input type="checkbox"/> Teacher builds student interests into lessons
<b>Clarification for Pre-K Settings - Teacher Evidence</b> <input type="checkbox"/> Evidence above is applicable
<b>Student Evidence</b> <input type="checkbox"/> When asked, students describe the teacher as someone who knows them and/or is interested in them <input type="checkbox"/> Students respond when teacher demonstrates understanding of their interests and background <input type="checkbox"/> When asked students say they feel accepted
<b>Clarification for Pre-K Settings - Student Evidence</b> <input type="checkbox"/> Evidence above is applicable
<b>Scale Levels: (choose one)</b> <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
<b>Understanding students' interests and background</b>	Adapts and creates new strategies for unique student needs and situations.	Uses students' interests and background during interactions with students and monitors the sense of community in the classroom.	Uses students' interests and background during interactions with students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

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

# District School Board of Pasco County

## Instructional Personnel Observation/Evidence Tool for Pre-K Settings

<b>37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students</b>
When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for students.
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher compliments students regarding academic and personal accomplishments <input type="checkbox"/> Teacher engages in informal conversations with students that are not related to academics <input type="checkbox"/> Teacher uses humor with students when appropriate <input type="checkbox"/> Teacher smiles, nods, (etc) at students when appropriate <input type="checkbox"/> Teacher puts hand on students' shoulders when appropriate
<b>Clarification for Pre-K Settings - Teacher Evidence</b> <input type="checkbox"/> Evidence above is applicable
<b>Student Evidence</b> <input type="checkbox"/> When asked, students describe teacher as someone who cares for them <input type="checkbox"/> Students respond to teachers verbal interactions <input type="checkbox"/> Students respond to teachers nonverbal interactions
<b>Clarification for Pre-K Settings - Student Evidence</b> <input type="checkbox"/> Evidence above is applicable
<b>Scale Levels: (choose one)</b> <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
<b>Using verbal and nonverbal behaviors that indicate caring for students</b>	Adapts and creates new strategies for unique student needs and situations.	Uses verbal and nonverbal behaviors that indicate caring for students and monitors the quality of relationships in the classroom.	Uses verbal and nonverbal behaviors that indicate caring for students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Using verbal and nonverbal behaviors that indicate caring for students</b>	What are you learning about your students 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 students that address unique student needs and situations?	In addition to using verbal and nonverbal behaviors that indicate caring for students how can you monitor the quality of relationships in the classroom?	How can you use verbal and nonverbal behaviors that indicate caring for students?	How can you begin to incorporate this strategy into your instruction?

# District School Board of Pasco County

## Instructional Personnel Observation/Evidence Tool for Pre-K Settings

<b>38. Displaying Objectivity and Control</b>
The teacher behaves in an objective and controlled manner.
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher does not exhibit extremes in positive or negative emotions <input type="checkbox"/> Teacher addresses inflammatory issues and events in a calm and controlled manner <input type="checkbox"/> Teacher interacts with all students in the same calm and controlled fashion <input type="checkbox"/> Teacher does not demonstrate personal offense at student misbehavior
<b>Clarification for Pre-K Settings - Teacher Evidence</b> <input type="checkbox"/> Evidence above is applicable
<b>Student Evidence</b> <input type="checkbox"/> Students are settled by the teacher's calm demeanor <input type="checkbox"/> When asked, the students describe the teacher as in control of himself/herself and in control of the class <input type="checkbox"/> When asked, students say that the teacher does not hold grudges or take things personally
<b>Clarification for Pre-K Settings - Student Evidence</b> <input type="checkbox"/> Evidence above is applicable
<b>Scale Levels: (choose one)</b> <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
<b>Displaying emotional objectivity and control</b>	Adapts and creates new strategies for unique student needs and situations.	Behaves in an objective and controlled manner and monitors the effect on the classroom 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
<b>Displaying emotional objectivity and control</b>	What are you learning about your students 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 student needs and situations?	In addition to behaving in an objective and controlled manner, how can you monitor the effect on the classroom climate?	How can you behave in an objective and controlled manner?	How can you begin to incorporate this strategy into your instruction?

<b>Student Interviews</b>
<b>Student Questions:</b> <ul style="list-style-type: none"> <li>How much did you feel accepted and welcomed in the class today?</li> <li>What are some things that made you feel accepted and welcomed?</li> <li>What are some things that did not make you feel accepted and welcomed?</li> </ul>

# District School Board of Pasco County

## Instructional Personnel Observation/Evidence Tool for Pre-K Settings

**Design Question #9: What will I do to communicate high expectations for all students?**

<b>39. Demonstrating Value and Respect for Low Expectancy Students</b>
The teacher exhibits behaviors that demonstrate value and respect for low expectancy students.
<p><b>Teacher Evidence</b></p> <input type="checkbox"/> When asked, the teacher can identify the students for whom there have been low expectations and the various ways in which these students have been treated differently from high expectancy students <input type="checkbox"/> The teacher provides low expectancy with nonverbal indications that they are valued and respected: <ul style="list-style-type: none"> <li>• Makes eye contact</li> <li>• Smiles</li> <li>• Makes appropriate physical contact</li> </ul> <input type="checkbox"/> The teacher proves low expectancy students with verbal indications that they are valued and respected: <ul style="list-style-type: none"> <li>• Playful dialogue</li> <li>• Addressing students in a manner they view as respectful</li> </ul> <input type="checkbox"/> Teacher does not allow negative comments about low expectancy students
<p><b>Clarification for Pre-K Settings - Teacher Evidence</b></p> <input type="checkbox"/> Evidence above is applicable
<p><b>Student Evidence</b> <input type="checkbox"/> When asked, students say that the teacher cares for all students</p> <input type="checkbox"/> Students treat each other with respect
<p><b>Clarification for Pre-K Settings - Student Evidence</b></p> <input type="checkbox"/> Evidence above is applicable
<p><b>Scale Levels:</b> <i>(choose one)</i></p> <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
<b>Communicating value and respect for low expectancy students</b>	Adapts and creates new strategies for unique student needs and situations.	Exhibits behaviors that demonstrate value and respect for low expectancy students and monitors the impact on low expectancy students.	Exhibits behaviors that demonstrate value and respect for low expectancy students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Communicating value and respect for low expectancy students</b>	What are you learning about your students 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 low expectancy students that address unique student needs and situations?	In addition to exhibiting behaviors that demonstrate value and respect for low expectancy students, how can you monitor the impact on low expectancy students?	How can you exhibit behaviors that demonstrate value and respect for low expectancy students?	How can you begin to incorporate this strategy into your instruction?

# District School Board of Pasco County

## Instructional Personnel Observation/Evidence Tool for Pre-K Settings

<b>40. Asking Questions of Low Expectancy Students</b>
The teacher asks questions of low expectancy students with the same frequency and depth as with high expectancy students.
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher makes sure low expectancy students are asked questions at the same rate as high expectancy students <input type="checkbox"/> Teacher makes sure low expectancy students are asked complex questions at the same rate as high expectancy students
<b>Clarification for Pre-K Settings - Teacher Evidence</b> <input type="checkbox"/> Evidence above is applicable
<b>Student Evidence</b> <input type="checkbox"/> When asked, students say the teacher expects everyone to participate <input type="checkbox"/> When asked, students say the teacher asks difficult questions of every student
<b>Clarification for Pre-K Settings - Student Evidence</b> <input type="checkbox"/> Evidence above is applicable
<b>Scale Levels: (choose one)</b> <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
<b>Asking questions of low expectancy students</b>	Adapts and creates new strategies for unique student needs and situations.	Asks questions of low expectancy students with the same frequency and depth with high expectancy students and monitors the quality of participation of low expectancy students.	Asks questions of low expectancy students with the same frequency and depth as with high expectancy students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Asking questions of low expectancy students</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for asking questions of low expectancy students that address unique student needs and situations?	In addition to asking questions of low expectancy students with the same frequency and depth as with high expectancy students, how can you monitor the quality of participation of low expectancy students?	How can you ask questions of low expectancy students with the same frequency and depth as with high expectancy students?	How can you begin to incorporate this strategy into your instruction?

# District School Board of Pasco County

## Instructional Personnel Observation/Evidence Tool for Pre-K Settings

<b>41. Probing Incorrect Answers with Low Expectancy Students</b>
The teacher probes incorrect answers of low expectancy students in the same manner as he/she does with high expectancy students.
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher asks low expectancy students to further explain their answers when they are incorrect <input type="checkbox"/> Teacher rephrases questions for low expectancy students when they provide an incorrect answer <input type="checkbox"/> Teacher breaks a question into smaller and simpler parts when a low expectancy student answers a question incorrectly <input type="checkbox"/> When low expectancy students demonstrate frustration, the teacher allows them to collect their thoughts but goes back to them at a later point in time
<b>Clarification for Pre-K Settings - Teacher Evidence</b> <input type="checkbox"/> Evidence above is applicable
<b>Student Evidence</b> <input type="checkbox"/> When asked, students say that the teacher won't "let you off the hook" <input type="checkbox"/> When asked, students say that the teacher "won't give up on you" <input type="checkbox"/> When asked, students say the teacher helps them answer questions successfully
<b>Clarification for Pre-K Settings - Student Evidence</b> <input type="checkbox"/> Students may not be able to verbalize regarding teacher behaviors
<b>Scale Levels: (choose one)</b> <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
<b>Probing incorrect answers by low expectancy students</b>	Adapts and creates new strategies for unique student needs and situations.	Probes incorrect answers of low expectancy students in the same manner as with high expectancy students and monitors the level and quality responses of low expectancy students.	Probes incorrect answers of low expectancy students in the same manner as with high expectancy students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Probing incorrect answers by low expectancy students</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for probing incorrect answers of low expectancy students in the same manner as with high expectancy students that address their unique student needs and situations?	In addition to probing incorrect answers of low expectancy students in the same manner as with high expectancy students, how can you monitor the level and quality responses of low expectancy students?	How can you probe incorrect answers of low expectancy students in the same manner as with high expectancy students?	How can you begin to incorporate this strategy into your instruction?

**Student Interviews**

**Student Questions:**

- How does your teacher demonstrate that they care and respect you?
- How does your teacher communicate that everyone is expected to participate and answer difficult questions?
- What are some ways that your teacher helps you answer questions successfully?