

# District School Board of Pasco County

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

### Pre-K Settings: Lesson Segments Involving Routine Events

**Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?**

1. Providing Clear Learning Goals and Scales (Rubrics)
The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher has a learning goal posted so that all students can see it <input type="checkbox"/> The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment <input type="checkbox"/> Teacher makes reference to the learning goal throughout the lesson <input type="checkbox"/> Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it <input type="checkbox"/> Teacher makes reference to the scale or rubric throughout the lesson
<b>Clarification for Pre-K Settings - Teacher Evidence</b> <input type="checkbox"/> Expect lesson goals to be broad and long-term <input type="checkbox"/> Posted goals and rubrics by lesson not expected for pre-k students (non-readers) <input type="checkbox"/> Evidence will be available via teacher interview (for goals) and review of the online Galileo system (for rubric)
<b>Student Evidence</b> <input type="checkbox"/> When asked, students can explain the learning goal for the lesson <input type="checkbox"/> When asked, students can explain how their current activities relate to the learning goal <input type="checkbox"/> When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric
<b>Clarification for Pre-K Settings - Student Evidence</b> <input type="checkbox"/> Students will most likely be able to describe activities rather than goals due to developmental skills
<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 clear learning goals and scales (rubrics)</b>	Adapts and creates new strategies for unique student needs and situations.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students understanding of the learning goal and the levels of performance.	Provides a clearly stated learning goal <del>accompanied by a scale or rubric that describes levels of performance.</del>	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Providing clear learning goals and scales (rubrics)</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for providing clearly stated learning goals and rubrics that address the unique student needs and situations?	In addition to providing a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, how can you monitor students understanding of the learning goal and the levels of performance?	How can you provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance?	How can you begin to incorporate some aspects of this strategy into your instruction?

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<b>2. Tracking Student Progress</b>
The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher helps student track their individual progress on the learning goal <input type="checkbox"/> Teacher uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal <input type="checkbox"/> Teacher charts the progress of the entire class on the learning goal
<b>Clarification for Pre-K Settings - Teacher Evidence</b> <input type="checkbox"/> Expect lesson goals to be broad and long-term
<b>Student Evidence</b> <input type="checkbox"/> When asked, students can describe their status relative to the learning goal using the scale or rubric <input type="checkbox"/> Students systematically update their status on the learning goal
<b>Clarification for Pre-K Settings - Student Evidence</b> <input type="checkbox"/> Students may not be able to verbalize their progress
<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>Tracking student progress</b>	Adapts and creates new strategies for unique student needs and situations.	Facilitates tracking of student progress using a formative approach to assessment and monitors the extent to which students understand their level of performance.	Facilitates tracking of student progress using a formative approach to assessment.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Tracking student progress</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for facilitating tracking of student progress using a formative approach to assessment, that address unique student needs and situations?	In addition to facilitating tracking of student progress using a formative approach to assessment, how can you monitor the extent to which students understand their level of performance?	How can you facilitate tracking of student progress using a formative approach to assessment?	How can you begin to incorporate some aspects of this strategy into your instruction?

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<b>3. Celebrating Success</b>
The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal.
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher acknowledges students who have achieved a certain score on the scale or rubric <input type="checkbox"/> Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal <input type="checkbox"/> Teacher acknowledges and celebrates the final status and progress of the entire class <input type="checkbox"/> Teacher uses a variety of ways to celebrate success <ul style="list-style-type: none"> <li>• Show of hands</li> <li>• Certification of success</li> <li>• Parent notification</li> <li>• Round of applause</li> </ul>
<b>Clarification for Pre-K Settings - Teacher Evidence</b> <input type="checkbox"/> Celebration more likely to occur via verbal praise and encouragement as students demonstrate desired behaviors/goals (immediate feedback) rather than delayed feedback
<b>Student Evidence</b> <input type="checkbox"/> Student show signs of pride regarding their accomplishments in the class <input type="checkbox"/> When asked, students say they want to continue to make progress
<b>Clarification for Pre-K Settings - Student Evidence</b> <input type="checkbox"/> Not likely to be observed
<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>Celebrating success</b>	Adapts and creates new strategies for unique student needs and situations.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors the extent to which students are motivated to enhance their status.	Provides students with recognition of their current status and their knowledge gain 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
<b>Celebrating success</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for providing students with recognition of their current status and their knowledge gain relative to the learning goal that address unique student needs and situations?	In addition to providing students with recognition of their current status and their knowledge gain relative to the learning goal, how can you monitor the extent to which students are motivated to enhance their status?	How can you provide students 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 into your instruction?

**Student Interviews**

<b>Student Questions:</b> <ul style="list-style-type: none"> <li>• What learning goal did today's lesson focus on?</li> <li>• How well are you doing on that learning goal?</li> <li>• Describe the different levels you can be at on the learning goal.</li> </ul>
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**Design Question #6: What will I do to establish and maintain classroom rules and procedures?**

<b>4. Establishing Classroom Routines</b>
The teacher reviews expectations regarding rules and procedures to ensure their effective execution.
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher involves students in designing classroom routines <input type="checkbox"/> Teacher uses classroom meetings to review and process rules and procedures <input type="checkbox"/> Teacher reminds students of rules and procedures <input type="checkbox"/> Teacher asks students to restate or explain rules and procedures <input type="checkbox"/> Teacher provides cues or signals when a rule or procedure should be used
<b>Clarification for Pre-K Settings - Teacher Evidence</b> <input type="checkbox"/> Evidence above is applicable
<b>Student Evidence</b> <input type="checkbox"/> Students follow clear routines during class <input type="checkbox"/> When asked, students can describe established rules and procedures <input type="checkbox"/> When asked, students describe the classroom as an orderly place <input type="checkbox"/> Students recognize cues and signals by the teacher <input type="checkbox"/> Students regulate their own behavior
<b>Clarification for Pre-K Settings - Student Evidence</b> <input type="checkbox"/> Students may not be able to verbalize rules and procedures or regulate their own behaviors <input type="checkbox"/> Learning these expectations is part of the curriculum.
<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>Establishing classroom routines</b>	Adapts and creates new strategies for unique student needs and situations.	Establishes and reviews expectations regarding rules and procedures and monitors the extent to which students understand the rules and procedures.	Establishes and reviews expectations regarding rules and procedures.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Establishing classroom routines</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create strategies for establishing and reviewing expectations, rules, and procedures that address unique student needs and situations?	In addition to establishing and reviewing expectations regarding rules and procedures, how can you monitor the extent to which students understand the rules and procedures?	How can you establish and review expectations regarding rules and procedures?	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>5. Organizing the Physical Layout of the Classroom</b>
The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning.
<b>Teacher Evidence</b> <input type="checkbox"/> The physical layout of the classroom has clear traffic patterns <input type="checkbox"/> The physical layout of the classroom provides easy access to materials and centers <input type="checkbox"/> The classroom is decorated in a way that enhances student learning: <ul style="list-style-type: none"> <li>• Bulletin boards relate to current content</li> <li>• Students work is displayed</li> </ul>
<b>Clarification for Pre-K Settings - Teacher Evidence</b> <input type="checkbox"/> Evidence above is applicable
<b>Student Evidence</b> <input type="checkbox"/> Students move easily about the classroom <input type="checkbox"/> Students make use of materials and learning centers <input type="checkbox"/> Students attend to examples of their work that are displayed <input type="checkbox"/> Students attend to information on the bulletin boards <input type="checkbox"/> Students can easily focus on instruction
<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>Organizing the physical layout of the classroom</b>	Adapts and creates new strategies for unique student needs and situations.	Organizes the physical layout of the classroom to facilitate movement and focus on learning and monitors the impact of the environment on student learning.	Organizes the physical layout of the classroom to facilitate movement and focus on learning.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Organizing the physical layout of the classroom</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for organizing the physical layout of the classroom to facilitate movement and focus on learning that address unique student needs and situations?	In addition to organizing the physical layout of the classroom to facilitate movement and focus on learning, how can you monitor the impact of the environment on student learning?	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 instruction?

**Student Interviews**

<b>Student Questions:</b> <ul style="list-style-type: none"> <li>• What are the regular rules and procedures you are expected to follow in class?</li> <li>• How well do you do at following the rules and procedures and why?</li> </ul>
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