

# NEWPORT INDEPENDENT SCHOOLS

## DISTRICT ADMINISTRATORS SUMMATIVE EVALUATION

<b>DISTRICT ADMIN NAME</b>	
<b>SCHOOL YEAR</b>	
<b>SUPERINTENDENT/DESIGNEE EVALUATOR</b>	

SITE VISIT DATA			
	Site Visit 1	Site Visit 2	<i>Optional Site Visit</i>
Date			
Pre-Conference Meeting Date (OPTIONAL)			
Post-Conference Meeting Date (Date shared if completed electronically)			

PERFORMANCE MEASURE RATINGS				
Please check which box applies to the Administrator being evaluated				
	Exemplary	Accomplished	Developing	Ineffective
<b><u>PLANNING</u></b> Vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>ENVIRONMENT</u></b> Operations, Management, & Resources Collaboration with Faculty & Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>INSTRUCTION</u></b> School Culture & Instructional Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>PROFESSIONALISM</u></b> Integrity, Fairness, & Ethics Political, Social, Legal, & Cultural Context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	EXEMPLARY	ACCOMPLISHED	DEVELOPING	INEFFECTIVE
<b>SUMMATIVE RATING</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**District Administrator's Comments:**

**Superintendent/Designee's Comments:**

To be signed after all information above has been completed and discussed:

<b>EMPLOYMENT RECOMMENDATION TO DISTRICT OFFICE</b>  Please check which box applies to the District Administrator being evaluated	<b>Meets Requirements for Re-employment</b>	<b>Does Not Meet Requirements for Re-employment</b>
	<input type="checkbox"/>	<input type="checkbox"/>
Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district evaluation plan.		

<b>SUMMATIVE EVALUATION MEETING</b>		<b>Admin Agrees</b>	<b>Admin Disagrees</b>
		Admin will Check One Below	
<b>*District Administrator Signature:</b>	<b>Date:</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>*Superintendent/Designee Signature:</b>	<b>Date:</b>		

\*Denotes sharing of results, not necessarily agreement with the summative rating

# NEWPORT INDEPENDENT SCHOOLS

## PROFESSIONAL LEARNING, GOALS, & REFLECTION TEMPLATE

### DISTRICT ADMINISTRATORS

<b>District Administrator Name</b>	
<b>School Year</b>	
<b>Superintendent/Designee Evaluator</b>	

#### SELF-REFLECTION ON THE PERFORMANCE MEASURES

*Reflect on the effectiveness and adequacy of your practice in each of the performance measures in the table below.*

PERFORMANCE MEASURE		SELF-ASSESSMENT				STRENGTHS AND AREAS FOR GROWTH
<b>PLANNING</b>	<b>Standard 1: Vision</b> <i>An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.</i>	I <input type="checkbox"/>	D <input type="checkbox"/>	A <input type="checkbox"/>	E <input type="checkbox"/>	
<b>ENVIRONMENT</b>	<b>Standard 3: Operations, Management, &amp; Resources</b> <i>An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</i>	I <input type="checkbox"/>	D <input type="checkbox"/>	A <input type="checkbox"/>	E <input type="checkbox"/>	
<b>ENVIRONMENT</b>	<b>Standard 4: Collaboration with Faculty &amp; Community</b> <i>An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.</i>	I <input type="checkbox"/>	D <input type="checkbox"/>	A <input type="checkbox"/>	E <input type="checkbox"/>	
<b>INSTRUCTION</b>	<b>Standard 2: School Culture &amp; Instructional Program</b> <i>An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</i>	I <input type="checkbox"/>	D <input type="checkbox"/>	A <input type="checkbox"/>	E <input type="checkbox"/>	
<b>PROFESSIONALISM</b>	<b>Standard 5: Integrity, Fairness, &amp; Ethics</b> <i>An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</i>	I <input type="checkbox"/>	D <input type="checkbox"/>	A <input type="checkbox"/>	E <input type="checkbox"/>	
<b>PROFESSIONALISM</b>	<b>Standard 6: Political, Social, Legal, &amp; Cultural Context</b> <i>An education leader promotes the success of every student by understanding, responding to and influencing the political, social, economic, legal, and cultural context.</i>	I <input type="checkbox"/>	D <input type="checkbox"/>	A <input type="checkbox"/>	E <input type="checkbox"/>	

Examine additional relevant data sources to make an informed decision on growth needs. Select an area of growth from the above self-reflection to focus your professional growth goals

## DISTRICT ADMINISTRATOR'S PROFESSIONAL GROWTH GOAL

**Professional Growth Goal Statement**  
(Based on the Self-Reflection)

### District Administrator's Professional Growth Action Plan

*This plan will outline what the principal will do to impact his/her professional growth goal.*

<u>Strategies/Actions</u> What strategies/actions will I need to do in order to assist myself/district in reaching the goal? How will I accomplish my goal?	<u>Resources/Support</u> What resources will I need to complete my plan? What support will I need?	<u>Targeted Completion Date</u> When will I complete each identified strategy/ action?

## DISTRICT ADMINISTRATOR'S GOAL & ACTION PLAN APPROVAL

District Administrator Signature:

Date:

Superintendent/Designee Signature:

Date:

## END-OF-YEAR REVIEW & REFLECTION MEETING

### END-OF-YEAR REFLECTIONS

Date of Reflection	
Reflection Questions	District Administrator Reflections on PGP
• Was my PGP goal met this year? Provide/list evidence of growth.	
• What does the end-of-year data/evidence reveal about growth made toward meeting my PGP goal?	
• How can these results inform my professional growth for the next year?	

<b>DISTRICT ADMINSTRATOR END-OF-YEAR REVIEW &amp; REFLECTION MEETING</b>	
<b>Feedback to District Administrator &amp; Next Steps for Professional Growth</b>	
District Administrator Signature:	Date:
Superintendent/Designee Signature:	Date:



# Newport Independent Schools

## District Administrator Site Visit Form

<b>Principal</b>	
<b>School</b>	
<b>Grade Level(s)</b>	
<b>School Year</b>	

FIRST SITE VISIT	
<b>Date of Site Visit</b>	
<b>Site Visit Observation Notes &amp; Feedback</b>	

FIRST SITE VISIT & REFLECTION MEETING	
Principal Signature:	Date:
Superintendent/Designee Signature:	Date:

## **Performance Measure: PLANNING**

### **Standard 3: Human Resources Management**

*The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.*

**Sample Indicators:** Examples may include, but are not limited to:

**The principal:**

- 3.1 Actively participates in an effective and efficient selection process in consultation with the school council.
- 3.2 Assigns highly effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements.
- 3.3 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
- 3.4 Provides a mentoring process for all new and targeted instructional personnel.
- 3.5 Manages the supervision and evaluation of staff in accordance with local and state requirements.
- 3.6 Properly implements the teacher and staff effectiveness systems, supports the important role evaluation plays in teacher and staff learning, and evaluates performance of personnel using multiple data sources.
- 3.7 Documents evidence of teacher effectiveness, provides timely, on-going formal and informal feedback on strengths and areas of growth, and provides support, access to resources, and professional learning opportunities for teachers and staff to improve job effectiveness.
- 3.8 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic growth as a significant consideration.
- 3.9 Recognizes and supports highly effective teachers and staff and cultivates their leadership potential.
- 3.10 Maximizes human resources by building on the strengths of teachers and staff members through the collaborative development and implementation of the professional growth plan that aligns with the school and/or district plan.

**Suggested Guiding Questions/Prompts:**

- *Please give examples of ways you have helped your teachers and staff to become more effective this year.*
- *Please give examples of professional learning implemented and/or continued this school year to improve teacher performance.*
- *In what ways do you support the achievements of high-performing teachers?*
- *How do you ensure new teachers and staff receive the support they need during their first year?*
- *How do you foster an atmosphere of professional learning among staff?*
- *What are the most difficult human resources management decisions you have made this year? What aspects.*

<b>Evidence provided by the principal:</b>	
<b>Evaluator's Feedback:</b>	



## **Performance Measure: PLANNING**

### **Standard 4: Organizational Management**

*The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*

**Sample Indicators: Examples may include, but are not limited to:**

**The principal:**

- 4.1 Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures.
- 4.2 Establishes, in collaboration with the school council, and enforces policies and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.
- 4.3 Monitors and provides efficient supervision for all physical plant and related activities through an appropriate process.
- 4.4 Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.
- 4.5 Reviews fiscal records regularly to ensure accountability for all funds.
- 4.6 In collaboration with the school council, plans and prepares a fiscally responsible budget to support the school's mission and both long- and short-term goals through effective resource allocation.
- 4.7 Follows state and local policies with regard to finances, school accountability, and reporting.
- 4.8 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in an effective and efficient workplace.

**Suggested Guiding Questions/Prompts:**

- *Please explain the ways in which you have demonstrated proactive decision-making this year.*
- *Please provide an example of how you have been able to maximize your available resources.*
- *How do you establish routines and procedures for the smooth running of the school that staff members understand and follow?*
- *What information is used to inform the decisions related to organizational management?*
- *Instructional time is one of the most essential resources for student success in learning. What are you doing to protect instructional time?*
- *What are the strengths, weaknesses, opportunities, and challenges you have perceived in your school's organizational management?*

<b>Evidence provided by the principal:</b>	
<b>Evaluator's Feedback:</b>	

## **Performance Measure: ENVIRONMENT**

### **Standard 2: School Climate**

*The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.*

**Sample Indicators: Examples may include, but are not limited to:**

**The principal:**

- 2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
- 2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
- 2.3 Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.
- 2.4 Promotes a culture of collaboration, trust and shared leadership.
- 2.5 Supports the staff through continuous improvement efforts.
- 2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly effective personnel.
- 2.7 In collaboration with the school council, as appropriate, ensures a school safety plan is developed and implemented in alignment with district policy.
- 2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment, which reflects state, district, and local school policies, and procedures.
- 2.9 In collaboration with the school council, leads the development and/or implements best practices in school-wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.
- 2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.
- 2.11 Maintains a positive, inviting school environment that celebrates, promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community.

**Suggested Guiding Questions/Prompts:**

- *Please give some examples of where you have sought out new opportunities or improved existing programs to create an environment where students and stakeholders thrive.*
- *Please give some examples of the strategies you used to create and sustain a positive and safe learning environment in your school.*
- *What are the strategies you use to nurture and sustain a climate of trust in your school?*
- *Please provide a few examples of how you model care for children or model other desired characteristics for teachers and staff.*
- *What are the internal and external factors that you perceive are affecting your school?*
- *How have you strived this year to make the school environment more academically rigorous?*

<b>Evidence provided by the principal:</b>	
<b>Evaluator's Feedback:</b>	

## **Performance Measure: ENVIRONMENT**

### **Standard 5: Communication and Community Relations**

*The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.*

**Sample Indicators:** Examples may include, but are not limited to:

**The principal:**

- 5.1Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
- 5.2Communicates the mission and shared vision, long-and short-term goals, and the school improvement plan to all stakeholders.
- 5.3Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
- 5.4Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.
- 5.5Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
- 5.6Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.
- 5.7Provides a variety of opportunities for parent and family involvement in school activities.
- 5.8Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.
- 5.9Advocates for students and acts to influence local, district, and state decisions affecting student learning.
- 5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

**Suggested Guiding Questions/Prompts:**

- *Please describe how you promote the success of all students through communication.*
- *How do you engage in open dialogue with multiple stakeholders from the larger school community?*
- *How do you involve parents and families in student learning?*
- *How do you disseminate needed information (such as student academic progress) to students, staff, parents, and the greater learning community?*
- *Please give an example of how you network with individuals and groups outside the school (e.g., business and government organizations) to build partnerships for pursuing shared goals.*

<b>Evidence provided by the principal:</b>	
<b>Evaluator's Feedback:</b>	

# Performance Measure: INSTRUCTION

## Standard 1. Instructional Leadership

*The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.*

**Sample Performance Indicators: Examples may include, but are not limited to:**

**The principal:**

- 1.1 Leads the collaborative development and sustainment of a shared vision for educational improvement and works with staff, students, parents, school councils and other stakeholders to develop a mission and programs consistent with the school and district improvement plan.
- 1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous school improvement.
- 1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.
- 1.4 Demonstrates knowledge of research-based instructional best practices
- 1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
- 1.6 Supports teachers to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies.
- 1.7 Monitors and evaluates the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents.\*
- 1.8 Works with school council to design and implement effective and efficient schedules that protect and maximize instructional time.
- 1.9 Provides the instructional focus and creates the culture for continuous learning of all members of the school community.
- 1.10 Supports professional learning and instructional practices that incorporate the use of multiple sources of data and result in increased student growth.
- 1.11 Participates, as appropriate, in professional learning alongside teachers when instructional strategies are being taught for future implementation.
- 1.12 Demonstrates the importance of professional growth by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).
- 1.13 Evaluates the impact professional learning has on the staff/school improvement and student academic progress.

**Suggested Guiding Questions/Prompts:**

- Please describe any innovative and effective leadership strategies that you have used this year.
- What opportunities have you created this year for collaboration among teachers?
- How have you strived this year to improve the teachers' effective instructional practices associated with different subject areas?
- How do you make sure curriculum standards are taught by the teachers and mastered by the students?
- How do you monitor teachers' performance and provide constructive feedback to them?
- What types of teacher learning and development activities or programs have you participated in this year? What have you learned?
- How do you involve the expertise of teacher leaders?

<b>Evidence provided by the principal:</b>	
<b>Evaluator's Feedback:</b>	

# **Performance Measure: PROFESSIONALISM**

## **Standard 6: Professionalism**

*The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.*

**Sample Indicators:** Examples may include, but are not limited to:

**The principal:**

- 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.
- 6.2 Works within professional and ethical guidelines to improve student learning and to meet school, district, and state requirements.
- 6.3 Maintains a professional appearance and demeanor.
- 6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.
- 6.5 Maintains confidentiality.
- 6.6 Maintains a positive, optimistic, and straight-forward attitude.
- 6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.
- 6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.
- 6.9 Assumes responsibility for personal professional growth through accurate self-reflection on professional practice, and engages in continuous learning.
- 6.10 Contributes and supports the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.
- 6.11 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

**Suggested Guiding Questions/Prompts:**

- *Please give an example of a way in which you have demonstrated your professionalism in activities outside the school district.*
- *How do you communicate professional beliefs and values to all stakeholders?*
- *Give an example of a skill that you learned during professional interactions with colleagues that you have used successfully in your school.*
- *What professional learning have you sought out this year?*
- *In what ways have you observed a change in your role as a school leader and your leadership style?*
- *In what ways do you take an active role in professional organizations?*

<b>Evidence provided by the principal:</b>	
<b>Evaluator's Feedback:</b>	

# NEWPORT INDEPENDENT SCHOOLS

## PROFESSIONAL LEARNING & REFLECTION TEMPLATE

### OPGES: SCHOOL GUIDANCE COUNSELOR/SOCIAL WORKERS

<b>OPGES Evaluatee</b>	
<b>School</b>	
<b>Grade Level/Subject(s)</b>	

#### Self-Reflection – Establishing Priority Growth Needs

Performance Measure Components		Self-Assessment				Rationale
		I	D	A	E	
Measure 1: Planning	1A - Demonstrating Knowledge of Counseling Theory and Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1B - Demonstrating Knowledge of Child and Adolescent Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1C – Establishing Goals for Counseling Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1D - Demonstrating Knowledge of Regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1E – Planning the Counseling Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1F – Developing Plan to Evaluate Counseling Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Measure 2: Environment	2A - Creating an Environment of Respect and Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2B - Establishing a Culture for Productive Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2C – Managing Routines and Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2D – Establishing Standards of Conduct and Contributing to the Culture for Student Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2E - Organizing Physical Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Measure 3: Instruction	3A – Assessing Student Needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3B – Assisting Students and Teachers in Formulation of Academic, Personal, Social and Career Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3C – Using Counseling Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3D – Brokering Resources to Meet Needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3E - Demonstrating Flexibility and Responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Measure 4: Professionalism	4A - Reflecting on Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4B – Maintaining Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4C – Communicating with Families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4D - Participating in a Professional Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4E – Engaging in Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Performance Measure Components	Self-Assessment	Rationale
4F - Showing Professionalism	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

### Professional Learning, Growth Goal, & Action Planning

Performance Measure Components	Components for Professional Growth Circle/Highlight Professional Growth Priority Components from Self-Reflection						Select <u>ONE</u> component from those circled for focused professional growth goal development	
1: Planning	1A <input type="checkbox"/>	1B <input type="checkbox"/>	1C <input type="checkbox"/>	1D <input type="checkbox"/>	1E <input type="checkbox"/>	1F <input type="checkbox"/>		
2: Environment	2A <input type="checkbox"/>	2B <input type="checkbox"/>	2C <input type="checkbox"/>	2D <input type="checkbox"/>	2E <input type="checkbox"/>			
3: Instruction	3A <input type="checkbox"/>	3B <input type="checkbox"/>	3C <input type="checkbox"/>	3D <input type="checkbox"/>	3E <input type="checkbox"/>			
4: Professionalism	4A <input type="checkbox"/>	4B <input type="checkbox"/>	4C <input type="checkbox"/>	4D <input type="checkbox"/>	4E <input type="checkbox"/>	4F <input type="checkbox"/>		
Circle/Highlight Current Level of Performance for the Selected Growth Goal Component:								I <input type="checkbox"/>
								D <input type="checkbox"/>
								A <input type="checkbox"/>
								E <input type="checkbox"/>

#### Professional Growth Goal

- What do I want to change about my services that will effectively impact student learning?
- What personal learning is necessary to make that change?
- What are the measures of success?

#### Professional Development/Learning Action Plan

Steps for Professional Learning Toward Goal	Resources/Support	Targeted Completion Date

Professional Development/Learning Action Plan		
Measures of Goal Attainment (Tools/Instruments)		
Expected Student Learning Impact		
<b>Demonstration of Goal</b> <i>Identify (by circling/highlighting) the documentation intended to demonstrate your professional growth.</i>		
Artifacts <input type="checkbox"/>	Data Analysis <input type="checkbox"/>	Ongoing Self-Reflection <input type="checkbox"/>
Certificate of Completion <input type="checkbox"/>	Collaboration with Colleague(s) <input type="checkbox"/>	Observation/Walkthrough Data <input type="checkbox"/>
PLC Documents <input type="checkbox"/>	Other: (please specify)	Other: (please specify)

Professional Development/Learning Goal & Action Plan Approval	
Evaluatee Signature:	Date:
Administrator Signature:	Date:

### Review & Reflection Meetings– Progress Toward Professional Growth Goal

OPTIONAL

Reflection Questions	Reflections on Progress Toward Professional Growth Goal
<ul style="list-style-type: none"> <li>What progress are you making toward your goal?</li> <li>What part of the action plan has helped with progress toward the goal? Do you need to add to or modify the action plan?</li> </ul>	

Date	Status of Professional Growth Goal	Revisions/Modifications	Admin. Initials	Evaluatee Initials

### End of Year Reflection Meeting- Level of Attainment for Professional Growth Goal

Reflection Questions	End of Year Reflections on Progress Toward Professional Growth Goal
<ul style="list-style-type: none"> <li>To what extent did you achieve your goal?</li> </ul>	



<b>Reflection Questions</b>	<b>End of Year Reflections on Progress Toward Professional Growth Goal</b>
<b>Next Steps/Notes for Future Professional Growth</b>	

<b>End of Year Reflection Meeting</b>	
<b>Evaluatee Signature:</b>	<b>Date:</b>
<b>Administrator Signature:</b>	<b>Date:</b>

**NEWPORT INDEPENDENT SCHOOLS**  
**PRE-OBSERVATION FORM**  
**OPGES: THERAPEUTIC SPECIALIST/SPEECH**

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<b>OPGES EVALUATEE</b>	
<b>SCHOOL</b>	
<b>DATE/TIME OF OBSERVATION</b>	
<b>OBSERVER</b>	
<b>QUESTIONS FOR DISCUSSION</b>	<b>NOTES/ANSWERS</b>
<b>1A: Demonstrating knowledge and skill in the specialist therapy area</b> <ul style="list-style-type: none"> <li>How will you demonstrate your knowledge and skill in the therapy area?</li> <li>Explain your certificate or license.</li> </ul>	
<b>1B: Establishing goals for the therapy program</b> <ul style="list-style-type: none"> <li>How do you determine the therapy goals?</li> </ul>	
<b>1C: Demonstrating knowledge of district, state and federal regulations and guidelines</b> <ul style="list-style-type: none"> <li>Discuss your knowledge of special education laws and procedure.</li> </ul>	
<b>1D: Demonstrating knowledge of resources both within and beyond the school and district</b> <ul style="list-style-type: none"> <li>What is your knowledge base of resources for students available through the school or district and in the community?</li> </ul>	
<b>1E: Planning the therapy program integrated with the regular school program to meet the needs of individual students</b> <ul style="list-style-type: none"> <li>Discuss how your plan includes the important aspects of work in the setting.</li> <li>How do you provide services to support individualized students' needs.</li> </ul>	
<b>1F: Developing a plan to evaluate the therapy program</b> <ul style="list-style-type: none"> <li>How do you plan to evaluate the program?</li> <li>Discuss how your plan goals and evidence support each goal.</li> </ul>	
Is there anything else you would like me to specifically observe?	

## PRE-OBSERVATION MEETING

**\*Evaluatee Signature:**

Date:

**\*Administrator Signature:**

Date:

**NEWPORT INDEPENDENT SCHOOLS**  
**PRE-OBSERVATION FORM**  
**OPGES: SCHOOL GUIDANCE COUNSELOR/SOCIAL WORKER**

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<b>OPGES EVALUATEE</b>	
<b>SCHOOL</b>	
<b>DATE/TIME OF OBSERVATION</b>	
<b>OBSERVER</b>	
<b>QUESTIONS FOR DISCUSSION</b>	<b>NOTES/ANSWERS</b>
<b>1A: Knowledge of Counseling Theory</b> <ul style="list-style-type: none"> <li>What is your understanding of counseling theory and techniques?</li> </ul>	
<b>1B: Knowledge of Students</b> <ul style="list-style-type: none"> <li>What understanding do you have of the developmental characteristics of your students, as well as exceptions to the patterns?</li> </ul>	
<b>1C: Establishing Goals</b> <ul style="list-style-type: none"> <li>How are goals for the program determined?</li> <li>Are the goals clear and appropriate to the situation in the school and to the age of the students?</li> </ul>	
<b>1D: Knowledge of Regulations and Resources</b> <ul style="list-style-type: none"> <li>How do you demonstrate an awareness of government regulations relative to students?</li> <li>What resources for students do you utilize, either through the school, district or external partners?</li> </ul>	
<b>1E: Plan the Counseling Program</b> <ul style="list-style-type: none"> <li>How does the counseling program include the important aspects of counseling in the setting?</li> </ul>	
<b>1F: Evaluating the Program</b> <ul style="list-style-type: none"> <li>How will you evaluate the program goals?</li> <li>What evidence will be collected to indicate the degree to which the goals have been met?</li> </ul>	
Is there anything that you would like me to specifically observe?	

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## PRE-OBSERVATION MEETING

\*Evaluatee Signature:

Date:

\*Administrator Signature:

Date:

# NEWPORT INDEPENDENT SCHOOLS

## PROFESSIONAL LEARNING & REFLECTION TEMPLATE

### OPGES: LIBRARY MEDIA SPECIALIST

<b>OPGES Evaluatee</b>	
<b>School</b>	
<b>Grade Level/Subject(s)</b>	

### Self-Reflection – Establishing Priority Growth Needs

Performance Measure Components		Self-Assessment				Rationale
		I	D	A	E	
Measure 1: Planning	1A - Demonstrating Knowledge of Content Curriculum and Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1B - Demonstrating Knowledge of Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1C – Supporting Instructional Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1D - Demonstrating Knowledge and Use of Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1E – Demonstrating Knowledge of Literature and Lifelong Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1F – Collaborating in the Design of Instructional Experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Measure 2: Environment	2A – Creating an Environment of Respect and Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2B – Establishing a Culture for Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2C – Managing Library Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2D – Managing Student Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2E - Organizing Physical Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Measure 3: Instruction	3A – Communicating Clearly and Accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3B – Using Questioning and Research Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3C – Engaging Students in Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3D – Assessment in Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3E – Demonstrating Flexibility and Responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Measure 4: Professionalism	4A - Reflecting on Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4B – Maintaining Accurate Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4C – Communication with School Staff and Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4D – Participating in a Professional Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4E – Growing and Developing Professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4F – Collection Development and Maintenance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Performance Measure Components	Self-Assessment				Rationale
4G – Managing Library Budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4H- Managing Personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4I – Professional Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### Professional Learning, Growth Goal, & Action Planning

Performance Measure Components	Components for Professional Growth Circle/Highlight Professional Growth Priority Components from Self-Reflection										Select <u>ONE</u> component from those circled for focused professional growth goal development			
1: Planning	1A	1B	1C	1D	1E	1F								
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
2: Environment	2A	2B	2C	2D	2E									
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
3: Instruction	3A	3B	3C	3D	3E									
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
4: Professionalism	4A	4B	4C	4D	4E	4F	4G	4H	4I					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
<i>Circle/Highlight Current Level of Performance for the Selected Growth Goal Component:</i>										I		D	A	E
										<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Professional Growth Goal

- What do I want to change about my services that will effectively impact student learning?
- What personal learning is necessary to make that change?
- What are the measures of success?

#### Professional Development/Learning Action Plan

Steps for Professional Learning Toward Goal	Resources/Support	Targeted Completion Date

Professional Development/Learning Action Plan		
Measures of Goal Attainment (Tools/Instruments)		
Expected Student Learning Impact		
<b>Demonstration of Goal</b> <i>Identify (by circling/highlighting) the documentation intended to demonstrate your professional growth.</i>		
Artifacts <input type="checkbox"/>	Data Analysis <input type="checkbox"/>	Ongoing Self-Reflection <input type="checkbox"/>
Certificate of Completion <input type="checkbox"/>	Collaboration with Colleague(s) <input type="checkbox"/>	Observation/Walkthrough Data <input type="checkbox"/>
PLC Documents <input type="checkbox"/>	Other: (please specify)	Other: (please specify)

Professional Development/Learning Goal & Action Plan Approval	
Evaluatee Signature:	Date:
Administrator Signature:	Date:

### Review & Reflection Meetings– Progress Toward Professional Growth Goal

OPTIONAL

Reflection Questions	Reflections on Progress Toward Professional Growth Goal
<ul style="list-style-type: none"> <li>What progress are you making toward your goal?</li> <li>What part of the action plan has helped with progress toward the goal? Do you need to add to or modify the action plan?</li> </ul>	

Date	Status of Professional Growth Goal	Revisions/Modifications	Admin. Initials	Evaluatee Initials

### End of Year Reflection Meeting- Level of Attainment for Professional Growth Goal



Reflection Questions	End of Year Reflections on Progress Toward Professional Growth Goal
<ul style="list-style-type: none"> <li>To what extent did you achieve your goal?</li> </ul>	
<b>Next Steps/Notes for Future Professional Growth</b>	

End of Year Reflection Meeting	
Evaluatee Signature:	Date:
Administrator Signature:	Date:

# NEWPORT INDEPENDENT SCHOOLS

## PROFESSIONAL LEARNING & REFLECTION TEMPLATE

### OPGES: SCHOOL PSYCHOLOGISTS/DIAGNOSTICIAN

<b>OPGES Evalutee</b>	
<b>School</b>	
<b>Grade Level/Subject(s)</b>	

#### Self-Reflection – Establishing Priority Growth Needs

Performance Measure Components		Self-Assessment				Rationale
		I	D	A	E	
Measure 1: Planning	1A - Demonstrating Knowledge in Using Psychological Instruments to Evaluate Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1B - Demonstrating Knowledge of Child and Adolescent Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1C – Establishing Goals for Psychology Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1D - Demonstrating Knowledge of Regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1E – Planning the Psychology Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1F – Developing Plan to Evaluate Psychology Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Measure 2: Environment	2A – Establishing Rapport with Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2B - Establishing a Culture for Positive Mental Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2C – Establishing and Maintaining Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2D – Establishing Standards of Conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2E - Organizing Physical Space and Storage of Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Measure 3: Instruction	3A – Responding to Referrals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3B – Evaluating Student Needs with NASP Guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3C – Chairing Evaluation Team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3D – Planning Interventions to Maximize Student's Likelihood of Success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3E – Maintaining Contact with Physicians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3F – Demonstrating Flexibility and Responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Measure 4: Professionalism	4A - Reflecting on Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4B – Communicating with Families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4C – Maintaining Accurate Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4D - Participating in a Professional Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4E – Engaging in Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Performance Measure Components	Self-Assessment				Rationale
4F - Demonstrating Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### Professional Learning, Growth Goal, & Action Planning

Performance Measure	Components for Professional Growth Circle/Highlight Professional Growth Priority Components from Self-Reflection						Select <b>ONE</b> component from those circled for focused professional growth goal development	
1: Planning	1A <input type="checkbox"/>	1B <input type="checkbox"/>	1C <input type="checkbox"/>	1D <input type="checkbox"/>	1E <input type="checkbox"/>	1F <input type="checkbox"/>		
2: Environment	2A <input type="checkbox"/>	2B <input type="checkbox"/>	2C <input type="checkbox"/>	2D <input type="checkbox"/>	2E <input type="checkbox"/>			
3: Instruction	3A <input type="checkbox"/>	3B <input type="checkbox"/>	3C <input type="checkbox"/>	3D <input type="checkbox"/>	3E <input type="checkbox"/>	3F <input type="checkbox"/>		
4: Professionalism	4A <input type="checkbox"/>	4B <input type="checkbox"/>	4C <input type="checkbox"/>	4D <input type="checkbox"/>	4E <input type="checkbox"/>	4F <input type="checkbox"/>		
Circle/Highlight Current Level of Performance for the Selected Growth Goal Component:								I <input type="checkbox"/>
								D <input type="checkbox"/>
								A <input type="checkbox"/>
								E <input type="checkbox"/>

<b>Professional Growth Goal</b> <ul style="list-style-type: none"> <li>What do I want to change about my services that will effectively impact student learning?</li> <li>What personal learning is necessary to make that change?</li> <li>What are the measures of success?</li> </ul>	
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Professional Development/Learning Action Plan		
Steps for Professional Learning Toward Goal	Resources/Support	Targeted Completion Date

Professional Development/Learning Action Plan		
Measures of Goal Attainment (Tools/Instruments)		
Expected Student Learning Impact		
<b>Demonstration of Goal</b> <i>Identify (by circling/highlighting) the documentation intended to demonstrate your professional growth.</i>		
Artifacts <input type="checkbox"/>	Data Analysis <input type="checkbox"/>	Ongoing Self-Reflection <input type="checkbox"/>
Certificate of Completion <input type="checkbox"/>	Collaboration with Colleague(s) <input type="checkbox"/>	Observation/Walkthrough Data <input type="checkbox"/>
PLC Documents <input type="checkbox"/>	Other: (please specify)	Other: (please specify)

Professional Development/Learning Goal & Action Plan Approval	
Evaluatee Signature:	Date:
Administrator Signature:	Date:

### Review & Reflection Meetings– Progress Toward Professional Growth Goal

OPTIONAL

Reflection Questions	Reflections on Progress Toward Professional Growth Goal
<ul style="list-style-type: none"> <li>What progress are you making toward your goal?</li> <li>What part of the action plan has helped with progress toward the goal? Do you need to add to or modify the action plan?</li> </ul>	

Date	Status of Professional Growth Goal	Revisions/Modifications	Admin. Initials	Evaluatee Initials

### End of Year Reflection Meeting- Level of Attainment for Professional Growth Goal

Reflection Questions	End of Year Reflections on Progress Toward Professional Growth Goal
<ul style="list-style-type: none"> <li>To what extent did you achieve your goal?</li> </ul>	

Reflection Questions	End of Year Reflections on Progress Toward Professional Growth Goal
Next Steps/Notes for Future Professional Growth	

End of Year Reflection Meeting	
Evaluatee Signature:	Date:
Administrator Signature:	Date:

# NEWPORT INDEPENDENT SCHOOLS

## PROFESSIONAL LEARNING & REFLECTION TEMPLATE

### OPGES: THERAPEUTIC SPECIALISTS/SPEECH

<b>OPGES Evaluatee</b>	
<b>School</b>	
<b>Grade Level/Subject(s)</b>	

### Self-Reflection – Establishing Priority Growth Needs

Performance Measure Components		Self-Assessment				Rationale
		I	D	A	E	
Measure 1: Planning	1A - Demonstrating Knowledge and Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1B - Establishing Goals for Therapy Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1C – Demonstrating Knowledge of Regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1D - Demonstrating Knowledge of Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1E – Planning the Therapy Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1F – Developing Plan to Evaluate Therapy Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Measure 2: Environment	2A – Establishing Rapport with Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2B – Organizing Time Effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2C – Establishing and Maintaining Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2D – Establishing Standards of Conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2E - Organizing Physical Space and Storage of Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Measure 3: Instruction	3A – Responding to Referrals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3B – Developing and Implementing Treatment Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3C – Communicating with Families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3D – Collecting Information & Writing Reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3E – Demonstrating Flexibility and Responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Measure 4: Professionalism	4A - Reflecting on Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4B – Collaborating with Teachers & Administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4C – Maintaining an Effective Data Management System	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4D - Participating in a Professional Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4E – Engaging in Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4F - Demonstrating Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Performance Measure Components	Self-Assessment	Rationale
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### Professional Learning, Growth Goal, & Action Planning

Performance Measure Components	Components for Professional Growth Circle/Highlight Professional Growth Priority Components from Self-Reflection						Select <u>ONE</u> component from those circled for focused professional growth goal development			
1: Planning	1A	1B	1C	1D	1E	1F				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
2: Environment	2A	2B	2C	2D	2E					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
3: Instruction	3A	3B	3C	3D	3E					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
4: Professionalism	4A	4B	4C	4D	4E	4F				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Circle/Highlight Current Level of Performance for the Selected Growth Goal Component:							I	D	A	E
							<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Professional Growth Goal</b> <ul style="list-style-type: none"> <li>• What do I want to change about my services that will effectively impact student learning?</li> <li>• What personal learning is necessary to make that change?</li> <li>• What are the measures of success?</li> </ul>	
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Professional Development/Learning Action Plan		
Steps for Professional Learning Toward Goal	Resources/Support	Targeted Completion Date

Professional Development/Learning Action Plan		
Measures of Goal Attainment (Tools/Instruments)		
Expected Student Learning Impact		
<b>Demonstration of Goal</b> <i>Identify (by circling/highlighting) the documentation intended to demonstrate your professional growth.</i>		
Artifacts	Data Analysis	Ongoing Self-Reflection
Certificate of Completion	Collaboration with Colleague(s)	Observation/Walkthrough Data
PLC Documents	Other: (please specify)	Other: (please specify)

Professional Development/Learning Goal & Action Plan Approval	
Evaluatee Signature:	Date:
Administrator Signature:	Date:

### Review & Reflection Meetings– Progress Toward Professional Growth Goal

OPTIONAL

Reflection Questions	Reflections on Progress Toward Professional Growth Goal
<ul style="list-style-type: none"> <li>What progress are you making toward your goal?</li> <li>What part of the action plan has helped with progress toward the goal? Do you need to add to or modify the action plan?</li> </ul>	

Date	Status of Professional Growth Goal	Revisions/Modifications	Admin. Initials	Evaluatee Initials

### End of Year Reflection Meeting- Level of Attainment for Professional Growth Goal

Reflection Questions	End of Year Reflections on Progress Toward Professional Growth Goal
<ul style="list-style-type: none"> <li>To what extent did you achieve your goal?</li> </ul>	
Next Steps/Notes for Future Professional Growth	



<b>Reflection Questions</b>	<b>End of Year Reflections on Progress Toward Professional Growth Goal</b>

<b>End of Year Reflection Meeting</b>	
<b>Evaluatee Signature:</b>	<b>Date:</b>
<b>Administrator Signature:</b>	<b>Date:</b>

**NEWPORT INDEPENDENT SCHOOLS**  
**POST-OBSERVATION REFLECTION & CONFERENCE FORM**  
**OPGES: INSTRUCTIONAL SPECIALIST/COACH**

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<b>OPGES EVALUATEE</b>	
<b>SCHOOL</b>	
<b>OBSERVER</b>	
<b>DATE OF OBSERVATION</b>	
<b>QUESTIONS</b>	<b>NOTES/ANSWERS</b>
<b>4A: Reflecting on Practice</b> <ul style="list-style-type: none"> <li>What are some positive and negative characteristics of the instructional support program?</li> <li>What are some specific suggestions as to how the program might be improved?</li> </ul>	
<b>4B: Preparing and Submitting Reports</b> <ul style="list-style-type: none"> <li>How do you ensure timelines are met?</li> </ul>	
<b>4C: Coordination of Work</b> <ul style="list-style-type: none"> <li>How do you collaborate with other instructional specialists/coaches within the district?</li> </ul>	
<b>4D: Participating in a Professional Community</b> <ul style="list-style-type: none"> <li>Describe your role in the school's professional learning community. (<i>Mutual support, cooperation, and collaboration with colleagues</i>)</li> <li>How do you contribute to school and district events and projects?</li> </ul>	
<b>4E: Engage in Professional Development</b> <ul style="list-style-type: none"> <li>What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?</li> <li>Are you a member of any professional organizations?</li> <li>Are you professionally reading to enhance your pedagogy? Education research journals? Best practice books? Which have been most helpful to you and why?</li> </ul>	
<b>4F: Showing Professionalism</b> <ul style="list-style-type: none"> <li>What do you believe to be the characteristics of an exemplary instructional specialist/coach?</li> <li>What are your personal goals to maintain your professionalism? (<i>Integrity, confidentiality, fairness, open-mindedness...</i>)</li> </ul>	
Is there anything that you would like me to specifically know about your professional responsibilities?	

### Evaluator's Formative Observation Rating

Performance Measure 2: Environment	Rating				Performance Measure 3: Instruction	Rating			
	I	D	A	E		I	D	A	E
A: Creating an Environment of Respect and Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A: Communicating with Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B: Establishing a Culture for On-Going Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B: Engaging Teachers in Learning New Instructional Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C: Managing Procedures for Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C: Sharing Expertise with Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D: Establishing Norms of Behavior for Professional Interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D: Locating Resources for Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E: Organizing Physical Space for Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E: Demonstrating Flexibility & Responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### POST-OBSERVATION MEETING

*Evaluatee Signature:	Date:
*Administrator Signature:	Date:

\*Denotes sharing of results, not necessarily agreement with the formative rating

**NEWPORT INDEPENDENT SCHOOLS**  
**POST-OBSERVATION REFLECTION & CONFERENCE FORM**  
**OPGES: LIBRARY MEDIA SPECIALIST**

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<b>OPGES EVALUATEE</b>	
<b>SCHOOL</b>	
<b>OBSERVER</b>	
<b>DATE OF OBSERVATION</b>	
<b>QUESTIONS</b>	<b>NOTES/ANSWERS</b>
<b>4A: Reflecting on Practice</b> <ul style="list-style-type: none"> <li>How often do you reflect on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program?</li> <li>Are changes made to ensure that future needs are met for a growing dynamic program?</li> </ul>	
<b>4B: Maintaining Accurate Records</b> <ul style="list-style-type: none"> <li>How do you maintain accurate, current and accessible records including: catalog of resources; circulation records, inventory of equipment, statistics of use.</li> <li>Are these records reported at the end of year?</li> <li>How is this data used?</li> </ul>	
<b>4C: Communicating with Staff and Family</b> <ul style="list-style-type: none"> <li>How do you communicate with the school staff and families to keep them informed about the use of the library, new resources and service?</li> </ul>	
<b>4D: Participating in a Professional Community</b> <ul style="list-style-type: none"> <li>How do you contribute to the school and the district by voluntarily participating in school events and serving on school and district committees?</li> </ul>	
<b>4E: Growing &amp; Developing Professionally</b> <ul style="list-style-type: none"> <li>How do you seek out opportunities for professional development?</li> </ul>	
<b>4F: Collection Development and Maintenance</b> <ul style="list-style-type: none"> <li>How do you assess, make new purchases, weed the collection of resources and equipment to keep the holding current and meet the needs of the curriculum?</li> </ul>	

<b>OPGES EVALUATEE</b>	
<b>SCHOOL</b>	
<b>OBSERVER</b>	
<b>DATE OF OBSERVATION</b>	
<b>QUESTIONS</b>	<b>NOTES/ANSWERS</b>
<b>4G: Managing the Library Budget</b> <ul style="list-style-type: none"> <li>How do you develop the budget proposal?</li> <li>Do you follow department and/or district guidelines?</li> </ul>	
<b>4H: Managing Personnel</b> <ul style="list-style-type: none"> <li>How do you delegate responsibility and/or provide training?</li> </ul>	
<b>4I: Professional Ethics</b> <ul style="list-style-type: none"> <li>How do you ensure copyright laws are followed?</li> </ul>	
Is there anything that you would like me to specifically know about your professional responsibilities?	

### Evaluator's Formative Observation Rating

Performance Measure 2: Environment	Rating				Performance Measure 3: Delivery of Services	Rating			
	I	D	A	E		I	D	A	E
A: Creating an Environment of Respect and Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A: Communicating Clearly & Accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B: Establishing a Culture for Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B: Using Questioning and Research Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C: Managing Library Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C: Engaging Students in Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D: Managing Student Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D: Assessment in Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E: Organizing Physical Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E: Demonstrating Flexibility & Responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **POST-OBSERVATION MEETING**

*Evaluatee Signature:	Date:
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## POST-OBSERVATION MEETING

\*Administrator Signature:

Date:

\*Denotes sharing of results, not necessarily agreement with the formative rating

**NEWPORT INDEPENDENT SCHOOLS**  
**PRE-OBSERVATION FORM**  
**OPGES: INSTRUCTIONAL SPECIALIST/COACH**

<b>OPGES EVALUATEE</b>	
<b>SCHOOL</b>	
<b>DATE/TIME OF OBSERVATION</b>	
<b>OBSERVER</b>	
<b>QUESTIONS FOR DISCUSSION</b>	<b>NOTES/ANSWERS</b>
<b>1A: Knowledge of Special Area and Professional Development</b> <ul style="list-style-type: none"> <li>How do you demonstrate knowledge of your specialty area and current trends in professional development?</li> </ul>	
<b>1B: Knowledge of Programs and Teacher Skills</b> <ul style="list-style-type: none"> <li>How do you demonstrate knowledge of the school's program and of teacher skill in delivering that program?</li> </ul>	
<b>1C: Establishing Goals</b> <ul style="list-style-type: none"> <li>What are your goals for the instructional support program?</li> <li>Are the goals clear and suitable to the situation and need of the staff?</li> </ul>	
<b>1D: Knowledge of Resources</b> <ul style="list-style-type: none"> <li>What available resources are you aware of in the school, district and in larger professional community for teachers to advance their skills?</li> </ul>	
<b>1E: Planning Instructional Support</b> <ul style="list-style-type: none"> <li>How does your plan designed to support teachers in the improvement of their skills?</li> </ul>	
<b>1F: Evaluating Instructional Support</b> <ul style="list-style-type: none"> <li>How will you evaluate your goals?</li> <li>What evidence will be collected to indicate the degree to which the goals have been met?</li> </ul>	
Is there anything that you would like me to specifically observe?	

<b>PRE-OBSERVATION MEETING</b>	
*Evaluatee Signature:	Date:
*Administrator Signature:	Date:





**NEWPORT INDEPENDENT SCHOOLS**  
**PRE-OBSERVATION FORM**  
**OPGES: LIBRARY MEDIA SPECIALIST**

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<b>OPGES EVALUATEE</b>	
<b>SCHOOL</b>	
<b>DATE/TIME OF OBSERVATION</b>	
<b>OBSERVER</b>	
<b>QUESTIONS FOR DISCUSSION</b>	<b>NOTES/ANSWERS</b>
<b>1A: Knowledge of Content</b> <ul style="list-style-type: none"> <li>What is your identified student learning target(s)? (if applicable)</li> <li>How will you demonstrate your knowledge of curriculum, information, media, digital literacy, and the research process?</li> </ul>	
<b>1B: Knowledge of Students</b> <ul style="list-style-type: none"> <li>How do you demonstrate knowledge of students' developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs?</li> <li>How do you demonstrate knowledge of planning and developing resources based on students?</li> </ul>	
<b>1C: Supporting Instructional Goals</b> <ul style="list-style-type: none"> <li>How do you demonstrate understanding of the instructional goals for the different disciplines and diverse student populations?</li> <li>What resources do you provide – technology and instructional services to support these goals?</li> </ul>	
<b>1D: Knowledge and Use of Resources</b> <ul style="list-style-type: none"> <li>What is your knowledge base of available resources within the school's library collection; electronically or online?</li> <li>Discuss how you seek other resources throughout the district, from agencies, organizations, and institutions within the community at large.</li> </ul>	
<b>1E: Knowledge of Literature and Lifelong Learning</b> <ul style="list-style-type: none"> <li>What is your knowledge of current and classic literature?</li> <li>How do you promote reading for pleasure and the love of learning?</li> </ul>	

<b>OPGES EVALUATEE</b>	
<b>SCHOOL</b>	
<b>DATE/TIME OF OBSERVATION</b>	
<b>OBSERVER</b>	
<b>QUESTIONS FOR DISCUSSION</b>	<b>NOTES/ANSWERS</b>
<b>1F: Collaborating in the Design of Instructional Experiences</b> <ul style="list-style-type: none"> <li>How do you collaborate with teachers in planning and implementing learning activities?</li> </ul>	
Is there anything else you would like me to specifically observe?	

<b>PRE-OBSERVATION MEETING</b>	
*Evaluatee Signature:	Date:
*Administrator Signature:	Date:

# NEWPORT INDEPENDENT SCHOOLS

## PROFESSIONAL LEARNING & REFLECTION TEMPLATE

### OPGES: INSTRUCTIONAL SPECIALIST/COACH

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<b>OPGES Evaluatee</b>	
<b>School</b>	
<b>Grade Level/Subject(s)</b>	

### Self-Reflection – Establishing Priority Growth Needs

Performance Measure Components		Self-Assessment				Rationale
		I	D	A	E	
Measure 1: Planning	1A - Demonstrating Knowledge of Content and Pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1B - Demonstrating Knowledge of School's Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1C – Establishing Goals for Instructional Outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1D - Demonstrating Knowledge of Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1E – Planning the Instructional Support Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1F – Developing Plan to Evaluate Instructional Support Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Measure 2: Environment	2A - Creating an Environment of Respect and Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2B - Establishing a Culture for Ongoing Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2C – Managing Procedures for Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2D – Establishing Norms of Behavior for Professional Interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2E - Organizing Physical Space for Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Measure 3: Instruction	3A – Collaborating with Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3B – Engaging Teachers in Learning New Instructional Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3C – Sharing Expertise with Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3D – Locating Resources for Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3E - Demonstrating Flexibility and Responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Measure 4: Professionalism	4A - Reflecting on Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4B – Preparing and Submitting Budgets and Reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4C – Coordinating Work with other Instructional Specialists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4D - Participating in a Professional Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4E – Engaging In Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Performance Measure Components	Self-Assessment	Rationale
4F - Demonstrating Professionalism	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

### Professional Learning, Growth Goal, & Action Planning

Performance Measure	Components for Professional Growth Circle/Highlight Professional Growth Priority Components from Self-Reflection						Select <u>ONE</u> component from those circled for focused professional growth goal development							
1: Planning	1A <input type="checkbox"/>	1B <input type="checkbox"/>	1C <input type="checkbox"/>	1D <input type="checkbox"/>	1E <input type="checkbox"/>	1F <input type="checkbox"/>								
2: Environment	2A <input type="checkbox"/>	2B <input type="checkbox"/>	2C <input type="checkbox"/>	2D <input type="checkbox"/>	2E <input type="checkbox"/>									
3: Instruction	3A <input type="checkbox"/>	3B <input type="checkbox"/>	3C <input type="checkbox"/>	3D <input type="checkbox"/>	3E <input type="checkbox"/>									
4: Professionalism	4A <input type="checkbox"/>	4B <input type="checkbox"/>	4C <input type="checkbox"/>	4D <input type="checkbox"/>	4E <input type="checkbox"/>	4F <input type="checkbox"/>								
Circle/Highlight Current Level of Performance for the Selected Growth Goal Component:											I <input type="checkbox"/>	D <input type="checkbox"/>	A <input type="checkbox"/>	E <input type="checkbox"/>

<b>Professional Growth Goal</b> <ul style="list-style-type: none"> <li>What do I want to change about my services that will effectively impact student learning?</li> <li>What personal learning is necessary to make that change?</li> <li>What are the measures of success?</li> </ul>	
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Professional Development/Learning Action Plan		
Steps for Professional Learning Toward Goal	Resources/Support	Targeted Completion Date

<b>Measures of Goal Attainment (Tools/Instruments)</b>		
<b>Expected Student Learning Impact</b>		
<b>Demonstration of Goal</b>		
<i>Identify (by circling/highlighting) the documentation intended to demonstrate your professional growth.</i>		
Artifacts <input type="checkbox"/>	Data Analysis <input type="checkbox"/>	Ongoing Self-Reflection <input type="checkbox"/>
Certificate of Completion <input type="checkbox"/>	Collaboration with Colleague(s) <input type="checkbox"/>	Observation/Walkthrough Data <input type="checkbox"/>
PLC Documents <input type="checkbox"/>	Other: (please specify)	Other: (please specify)

<b>Professional Development/Learning Goal &amp; Action Plan Approval</b>	
Evaluatee Signature:	Date:
Administrator Signature:	Date:

### **Review & Reflection Meetings– Progress Toward Professional Growth Goal**

OPTIONAL

Reflection Questions	Reflections on Progress Toward Professional Growth Goal
<ul style="list-style-type: none"> <li>What progress are you making toward your goal?</li> <li>What part of the action plan has helped with progress toward the goal? Do you need to add to or modify the action plan?</li> </ul>	

Date	Status of Professional Growth Goal	Revisions/Modifications	Admin. Initials	Evaluatee Initials

### **End of Year Reflection Meeting- Level of Attainment for Professional Growth Goal**

Reflection Questions	End of Year Reflections on Progress Toward Professional Growth Goal
<ul style="list-style-type: none"> <li>To what extent did you achieve your goal?</li> </ul>	

Reflection Questions	End of Year Reflections on Progress Toward Professional Growth Goal
Next Steps/Notes for Future Professional Growth	

End of Year Reflection Meeting	
Evaluatee Signature:	Date:
Administrator Signature:	Date:

**NEWPORT INDEPENDENT SCHOOLS**  
**POST-OBSERVATION REFLECTION & CONFERENCE FORM**  
**OPGES: SCHOOL GUIDANCE COUNSELOR/SOCIAL WORKER**

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<b>OPGES EVALUATEE</b>	
<b>SCHOOL</b>	
<b>OBSERVER</b>	
<b>DATE OF OBSERVATION</b>	
<b>QUESTIONS</b>	<b>NOTES/ANSWERS</b>
<b>4A: Reflecting on Practice</b> <ul style="list-style-type: none"> <li>What are some positive and negative characteristics of the guidance program?</li> <li>What are some specific suggestions as to how the program might be improved?</li> </ul>	
<b>4B: Preparing and Submitting Reports</b> <ul style="list-style-type: none"> <li>How do you ensure timelines are met?</li> </ul>	
<b>4C: Communicating with Families</b> <ul style="list-style-type: none"> <li>How do you provide thorough and accurate information to families about the counseling program as a whole and about individual students?</li> </ul>	
<b>4D: Participating in a Professional Community</b> <ul style="list-style-type: none"> <li>Describe your role in the school's professional learning community. (<i>Mutual support, cooperation, and collaboration with colleagues</i>)</li> <li>How do you contribute to school and district events and projects?</li> </ul>	
<b>4E: Engage in Professional Development</b> <ul style="list-style-type: none"> <li>What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?</li> <li>Are you a member of any professional organizations?</li> <li>Are you professionally reading to enhance your pedagogy? Education research journals? Best practice books? Which have been most helpful to you and why?</li> </ul>	
<b>4F: Showing Professionalism</b> <ul style="list-style-type: none"> <li>What do you believe to be the characteristics of an exemplary counselor/social worker?</li> <li>What are your personal goals to maintain your professionalism? (<i>Integrity, confidentiality, fairness, open-mindedness...</i>)</li> </ul>	
Is there anything that you would like me to specifically know about your professional responsibilities?	

### Evaluator's Formative Observation Rating

Performance Measure 2: Environment	Rating				Performance Measure 3: Instruction	Rating			
	I	D	A	E		I	D	A	E
A: Creating an Environment of Respect and Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A: Assessing Student Needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B: Establishing a Culture for Productive Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B: Assisting Students & Teachers in Formulation of Academic, Personal, Social, and Career Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C: Managing Routines & Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C: Using Counseling Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D: Establishing Standards of Conduct & Contributing to the Culture of Student Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D: Brokering Resources to Meet Needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E: Organizing Physical Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E: Demonstrating Flexibility & Responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **POST-OBSERVATION MEETING**

*Evaluatee Signature:	Date:
*Administrator Signature:	Date:

\*Denotes sharing of results, not necessarily agreement with the formative rating



**NEWPORT INDEPENDENT SCHOOLS**  
**POST-OBSERVATION REFLECTION & CONFERENCE FORM**  
**OPGES: SCHOOL PSYCHOLOGIST/DIAGNOSTICIAN**

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<b>OPGES EVALUATEE</b>	
<b>SCHOOL</b>	
<b>OBSERVER</b>	
<b>DATE OF OBSERVATION</b>	
<b>QUESTIONS</b>	<b>NOTES/ANSWERS</b>
<b>4A: Reflecting on Practice</b> <ul style="list-style-type: none"> <li>How often do you reflect on the effectiveness of services, resources, and strategies to ensure that they are meeting the goals of the psychology program?</li> <li>Are changes made to ensure that future needs are met for the program?</li> </ul>	
<b>4B: Communicating with Families</b> <ul style="list-style-type: none"> <li>How do you communicate with families to secure permission for evaluations?</li> <li>How do you ensure the communication is done so in a manner that is sensitive to cultural and linguistic traditions?</li> </ul>	
<b>4C: Maintaining accurate records</b> <ul style="list-style-type: none"> <li>How do you ensure your records are accurate, legible, well organized and stored in a secure location?</li> </ul>	
<b>4D: Participating in a professional community</b> <ul style="list-style-type: none"> <li>In which school and district events are you an active participant?</li> </ul>	
<b>4E: Engaging in professional development</b> <ul style="list-style-type: none"> <li>How do you seek opportunities for professional development?</li> </ul>	
<b>4F: Showing professionalism</b> <ul style="list-style-type: none"> <li>Discuss a time when you assumed a leadership role with colleagues.</li> <li>Share a time when you demonstrated a high standard of honesty, integrity while ensuring confidentiality.</li> </ul>	
Is there anything that you would like me to specifically know about your professional responsibilities?	

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### Evaluator's Formative Observation Rating

Domain 2: The Environment	Rating					Domain 3: Delivery of Service	Rating			
	I	D	A	E			I	D	A	E
A: Establishing rapport with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		A: Responding to referrals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B: Establishing a culture for positive mental health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		B: Evaluating student needs with NASP guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C: Establishing and maintaining clear procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		C: Chairing evaluation team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D: Establishing standards of conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		D: Planning interventions to maximize student's likelihood of success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E: Organizing physical space for testing and storage of materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		E: Maintaining contact with physicians and community mental health service providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
						F: Demonstrating flexibility and responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTE: The evaluator may use professional judgments to omit any categories if necessary to ensure alignment to job expectations.

POST-OBSERVATION MEETING	
*Evaluatee Signature:	Date:
*Administrator Signature:	Date:

\*Denotes sharing of results, not necessarily agreement with the formative rating

**NEWPORT INDEPENDENT SCHOOLS**  
**POST-OBSERVATION REFLECTION & CONFERENCE FORM**  
**OPGES: THERAPEUTIC SPECIALIST/SPEECH**

<b>OPGES EVALUATEE</b>	
<b>SCHOOL</b>	
<b>OBSERVER</b>	
<b>DATE OF OBSERVATION</b>	
<b>QUESTIONS</b>	<b>NOTES/ANSWERS</b>
<b>4A: Reflecting on Practice</b> <ul style="list-style-type: none"> <li>How often do you reflect on the effectiveness of your practices?</li> <li>Discuss suggestions as to how the therapy program might be improved.</li> </ul>	
<b>4B: Collaborating with teachers and administrators</b> <ul style="list-style-type: none"> <li>How do you communicate with teachers and administrators regarding individual cases?</li> </ul>	
<b>4C: Maintaining an effective data management system</b> <ul style="list-style-type: none"> <li>How do you maintain an effective data-management system for monitoring student progress?</li> <li>Discuss how you utilized data to adjust student treatment.</li> </ul>	
<b>4D: Participating in a professional community</b> <ul style="list-style-type: none"> <li>In which school and district events are you an active participant?</li> </ul>	
<b>4E: Engaging and professional development</b> <ul style="list-style-type: none"> <li>How do you seek opportunities for professional development?</li> </ul>	
<b>4F: Showing professionalism</b> <ul style="list-style-type: none"> <li>Discuss a time when you assumed a leadership role with colleagues.</li> <li>Share a time when you demonstrated a high standard of honesty, integrity while ensuring confidentiality.</li> </ul>	
Is there anything that you would like me to specifically know about your professional responsibilities?	

## Evaluator's Formative Observation Rating

Performance Measure 2: Environment	Rating					Performance Measure 3: Instruction	Rating			
	I	D	A	E			I	D	A	E
A: Establishing rapport with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		A: Responding to referrals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B: Organizing time effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		B: Developing and implementing treatment plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C: Establishing and maintaining Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		C: Communicating with families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D: Establishing standards of conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		D: Collecting information; writing reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E: Organizing physical space & storage of materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		E: Demonstrating flexibility and responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

POST-OBSERVATION MEETING	
*Evaluatee Signature:	Date:
*Administrator Signature:	Date:

\*Denotes sharing of results, not necessarily agreement with the formative rating

**NEWPORT INDEPENDENT SCHOOLS**  
**PRE-OBSERVATION FORM**  
**OPGES: SCHOOL PSYCHOLOGIST/DIAGNOSTICIAN**

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<b>OPGES EVALUATEE</b>	
<b>SCHOOL</b>	
<b>DATE/TIME OF OBSERVATION</b>	
<b>OBSERVER</b>	
<b>QUESTIONS FOR DISCUSSION</b>	<b>NOTES/ANSWERS</b>
<b>1A: Knowledge and skill in using psychological instruments to evaluate students.</b> <ul style="list-style-type: none"> <li>How will you demonstrate your knowledge of a wide range of psychological instruments to evaluate students?</li> <li>Explain how you know which instrument to use with each student.</li> </ul>	
<b>1B: Knowledge of child and adolescent development and psychopathology</b> <ul style="list-style-type: none"> <li>How do you demonstrate knowledge of child and adolescent development?</li> </ul>	
<b>1C: Establishing goals for the psychology program appropriate to the setting</b> <ul style="list-style-type: none"> <li>How do you determine the goals for the treatment program to ensure appropriateness to the situation and age of the students?</li> </ul>	
<b>1D: Knowledge state and federal regulations and the resources both within and beyond the school and district</b> <ul style="list-style-type: none"> <li>What is your knowledge base of resources for students available through the school or district and in the community?</li> <li>Discuss your knowledge of governmental regulations.</li> </ul>	
<b>1E: Planning the psychology program integrated with the regular school program</b> <ul style="list-style-type: none"> <li>Discuss how your plan includes preventive and meets the individual needs of students.</li> </ul>	
<b>1F: Developing a plan to evaluate the psychology program</b> <ul style="list-style-type: none"> <li>How do you plan to evaluate the program?</li> <li>Discuss how you will collect and utilize evidence to indicate the degree to which goals have been met.</li> </ul>	
Is there anything else you would like me to specifically observe?	

PRE-OBSERVATION MEETING	
*Evaluatee Signature:	Date:
*Administrator Signature:	Date:

# Newport Independent Schools

## PPGES Self Reflection, PGP, and Goals

<b>Principal</b>	
<b>School</b>	
<b>Level/Grades</b>	
<b>School Year</b>	

### **SELF-REFLECTION ON THE PPGES PERFORMANCE MEASURES**

*Reflect on the effectiveness and adequacy of your practice in each of the performance measures in the table below.*

PERFORMANCE MEASURE		SELF-ASSESSMENT				STRENGTHS AND AREAS FOR GROWTH
		I	D	A	E	
<b>P L A N N I N G</b>	<b>Mission, Vision and Core Values</b> <i>Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Operations and Management</b> <i>Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>School Improvement</b> <i>Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E N V I R O N M E N T</b>	<b>Equality and Cultural Responsiveness</b> <i>Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Professional Community for Teachers and Staff</b> <i>Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>I N S T</b>	<b>Curriculum, Instruction &amp; Assessment</b> <i>Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

R U C T I O N	<b>Community of Care &amp; Support for Students</b> <i>Effective educational leaders cultivate an inclusive, caring, and supportive school community that supports the academic success and well-being of each student.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Professional Capacity of School Personnel</b> <i>Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P R O F E S S I O N A L S M	<b>Ethics and Professional Norms</b> <i>Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Meaningful Engagement of Families and Community</b> <i>Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

PRINCIPAL'S PROFESSIONAL GROWTH GOAL		
<b>Professional Growth Goal Statement</b> <i>(Based on the Self-Reflection)</i>		
<b>Principal's Professional Growth Action Plan</b> <i>This plan will outline what the principal will do to impact his/her professional growth goal.</i>		
<b><u>Strategies/Actions</u></b> What strategies/actions will I need to do in order to assist my school in reaching the goal? How will I accomplish my goal?	<b><u>Resources/Support</u></b> What resources will I need to complete my plan? What support will I need?	<b><u>Targeted Completion Date</u></b> When will I complete each identified strategy/ action?



## PROFESSIONAL GROWTH GOAL & ACTION PLAN APPROVAL

Principal Signature:	Date:
Superintendent/Designee Signature:	Date:

## MID-YEAR PPGES DATA, SURVEY RESULTS, & REFLECTIONS

### PPGES MID-YEAR DATA ANALYSIS

Date of Data Analysis	
<b>Data Selected</b> Student Achievement Data, Non-Academic Data, Supervisor Feedback, etc....	<b>Analysis &amp; Results of Data</b> Provide Data Evidence

### PPGES MID-YEAR SURVEY REFLECTIONS

Type of Survey		
Date of Survey		
Number of Surveys Distributed	Number of Completed Surveys Returned	Percentage of Completed Surveys Returned
Survey Reflection Questions	Principal Reflections on Survey Results	
What did teachers/staff perceive as major strengths?		
What did teachers/staff perceive as major weaknesses?		
List any factors that might have influenced the results.		

PPGES MID-YEAR REVIEW & REFLECTION MEETING	
<b>Feedback to Principal</b> Revisions/Modifications of Strategies or Action Plans	
Principal Signature:	Date:
Superintendent/Designee Signature:	Date:

## END-OF-YEAR PPGES DATA, SURVEY RESULTS, & REFLECTIONS

PPGES END-OF-YEAR DATA ANALYSIS		
<b>Date of Data Analysis</b>		
<b>Data Selected</b> Student Achievement Data, Non-Academic Data, Supervisor Feedback, etc....	<b>Analysis &amp; Results of Data</b> Provide Data Evidence	
PPGES END-OF-YEAR SURVEY REFLECTIONS		
<b>Type of Survey</b>		
<b>Date of Survey</b>		
<b>Number of Surveys Distributed</b>	<b>Number of Completed Surveys Returned</b>	<b>Percentage of Completed Surveys Returned</b>
<b>Survey Reflection Questions</b>	<b>Principal Reflections on Survey Results</b>	
<ul style="list-style-type: none"> <li>What did teachers/staff perceive as major strengths?</li> </ul>		
<ul style="list-style-type: none"> <li>What did teachers/staff perceive as major weaknesses?</li> </ul>		
<ul style="list-style-type: none"> <li>List any factors that might have influenced the results.</li> </ul>		

<b>PPGES END-OF-YEAR REVIEW &amp; REFLECTION MEETING</b>	
<b>Feedback to Principal &amp; Next Steps</b>	
Principal Signature:	Date:
Superintendent/Designee Signature:	Date:

# NEWPORT INDEPENDENT SCHOOLS

## PPGES SUMMATIVE EVALUATION

<b>PRINCIPAL</b>	
<b>SCHOOL</b>	
<b>GRADE LEVEL(S)</b>	
<b>SCHOOL-YEAR</b>	

SITE VISIT DATA			
	Site Visit 1	Site Visit 2	Optional Site Visit
<b>Date</b>			
<b>Pre-Conference Meeting Date</b> (OPTIONAL)			
<b>Post-Conference Meeting Date</b> (Date shared if completed electronically/virtually)			

OVERALL PERFORMANCE STANDARD RATINGS				
Please check which box applies to the Principal being evaluated				
	Exemplary	Accomplished	Developing	Ineffective
<b><u>PLANNING</u></b> Mission, Vision and Core Values Operations and Management School Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>ENVIRONMENT</u></b> Equity and Cultural Responsiveness Professional Community for Teachers and Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>INSTRUCTION</u></b> Curriculum, Instruction and Assessment Community of Care and Support for Students Professional Capacity of School Personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>PROFESSIONALISM</u></b> Ethics and Professional Norms Meaningful Engagement of Families and Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUMMATIVE RATING	EXEMPLARY	ACCOMPLISHED	DEVELOPING	INEFFECTIVE
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Principal's Comments:</b>

<b>Superintendent/Designee's Comments:</b>

To be signed after all information above has been completed and discussed:

<b>EMPLOYMENT RECOMMENDATION TO DISTRICT OFFICE</b>  <small>Please check which box applies to the evaluatee</small>	Meets PPGES Requirements for Re-employment	Does Not Meet PPGES Requirements for Re-employment
	<input type="checkbox"/>	<input type="checkbox"/>
<small>Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district evaluation plan.</small>		

SUMMATIVE EVALUATION MEETING		Principal Agrees	Principal Disagrees
		<small>Principal will Check One Below</small>	
*Principal Signature:	Date:	<input type="checkbox"/>	<input type="checkbox"/>
*Superintendent/Designee Signature:	Date:		

\*Denotes sharing of results, not necessarily agreement with the summative rating

# Newport Independent Schools

## PPGES Site Visit Form

<b>Principal</b>	
<b>School</b>	
<b>Grade Level(s)</b>	
<b>School Year</b>	

<b>FIRST SITE VISIT</b>	
<b>Date of Site Visit</b>	
<b>Site Visit Observation Notes &amp; Feedback</b>	

<b>FIRST SITE VISIT &amp; REFLECTION MEETING</b>	
<b>Principal Signature:</b>	<b>Date:</b>
<b>Superintendent/Designee Signature:</b>	<b>Date:</b>

## Performance Measure: Planning

### **PSEL Standard 1: Mission, Vision & Core Values**

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

#### *Effective leaders:*

- a) Develop an educational mission for the school to promote the academic success and well-being of each student.
- b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

<b>PSEL Standard 1. Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).</b>	
<b>PSEL Standard 1. Evaluator's Feedback:</b>	

## Performance Measure: Planning

### **PSEL Standard 9: Operations and Management**

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

#### *Effective leaders:*

- a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- d) Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
- e) Protect teachers' and other staff members' work and learning from disruption.
- f) Employ technology to improve the quality and efficiency of operations and management.
- g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j) Develop and manage productive relationships with the central office and school board.
- k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

<b>PSEL Standard 9. Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).</b>	
<b>PSEL Standard 9. Evaluator's Feedback:</b>	



## Performance Measure: Planning

### **PSEL Standard 10: School Improvement**

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Effective leaders:

- a) Seek to make school more effective for each student, teachers and staff, families, and the community.
- b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

<b>PSEL Standard 10. Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).</b>	
<b>PSEL Standard 10. Evaluator's Feedback:</b>	

## Performance Measure: Environment

### **PSEL Standard 3: Equality & Cultural Responsiveness**

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Effective leaders:

- a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- h) Address matters of equity and cultural responsiveness in all aspects of leadership.

<b>PSEL Standard 3. Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).</b>	
<b>PSEL Standard 3. Evaluator's Feedback:</b>	

## Performance Measure: Environment

### **PSEL Standard 7: Professional Community for Teachers and Staff**

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Effective leaders:

- a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- h) Encourage faculty-initiated improvement of programs and practices.

<b>PSEL Standard 7. Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).</b>	
<b>PSEL Standard 7. Evaluator's Feedback:</b>	

## Performance Measure: Instruction

### **PSEL Standard 4: Curriculum, Instruction and Assessment**

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Effective leaders:

- a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- e) Promote the effective use of technology in the service of teaching and learning.
- f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

<b>PSEL Standard 4. Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).</b>	
<b>PSEL Standard 4. Evaluator's Feedback:</b>	

## Performance Measure: Instruction

### **PSEL Standard 5: Community of Care and Support for Students**

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Effective leaders:

- a) Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
- b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e) Cultivate and reinforce student engagement in school and positive student conduct.
- f) Infuse the school's learning environment with the cultures and languages of the school's community.

<b>PSEL Standard 5. Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).</b>	
<b>PSEL Standard 5. Evaluator's Feedback:</b>	

## Performance Measure: Instruction

### **PSEL Standard 6: Professional Capacity of School Personnel**

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Effective leaders:

- a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

<b>PSEL Standard 6. Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).</b>	
<b>PSEL Standard 6. Evaluator's Feedback:</b>	

## Performance Measure: Professionalism

### **PSEL Standard 2: Ethics and Professional Norms**

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Effective leaders:

- a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- c) Place children at the center of education and accept responsibility for each student's academic success and well-being.
- d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

<b>PSEL Standard 2. Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).</b>	
<b>PSEL Standard 2. Evaluator's Feedback:</b>	

## Performance Measure: Professionalism

### **PSEL Standard 8: Meaningful Engagement of Families and Community**

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Effective leaders:

- a) Are approachable, accessible, and welcoming to families and members of the community.
- b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- e) Create means for the school community to partner with families to support student learning in and out of school.
- f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- g) Develop and provide the school as a resource for families and the community.
- h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- i) Advocate publicly for the needs and priorities of students, families, and the community.
- j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

<b>PSEL Standard 8. Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).</b>	
<b>PSEL Standard 8. Evaluator's Feedback:</b>	

<b>Principal Signature:</b>	<b>Date</b>
<b>Superintendent/Designee Signature:</b>	<b>Date</b>



# NEWPORT INDEPENDENT SCHOOLS

## TPGES PRE-OBSERVATION FORM

<b>TEACHER</b>	
<b>SCHOOL</b>	
<b>GRADE LEVEL/SUBJECT(S)</b>	
<b>NUMBER OF STUDENTS</b>	
<b>DATE/TIME OF OBSERVATION</b>	
<b>OBSERVER</b>	
<b>QUESTIONS FOR DISCUSSION</b>	<b>NOTES/ANSWERS</b>
<b>1A: Knowledge of Content</b> <ul style="list-style-type: none"> <li>What is your identified student learning target(s)?</li> </ul>	
<b>1B: Knowledge of Students</b> <ul style="list-style-type: none"> <li>What information specific to your students' backgrounds, skills, and interests have you taken into consideration when planning the lesson?</li> <li>How will you differentiate instruction for individuals or groups of students?</li> </ul>	
<b>1C: Selecting Instructional Outcomes</b> <ul style="list-style-type: none"> <li>How are the learning targets congruent with the current standards?</li> <li>How does this learning fit in the overall sequence of learning for this class?</li> </ul>	
<b>1D: Knowledge of Resources</b> <ul style="list-style-type: none"> <li>What instructional resources will you and the students be using for this lesson? How will they impact student learning?</li> </ul>	
<b>1E: Designing Coherent Instruction</b> <ul style="list-style-type: none"> <li>How does your plan for this lesson help students develop proficiency of the desired essential skills? What learning experiences are designed for students to engage with the intended outcomes?</li> <li>How will you engage the students in the learning? What will you do? What will the students do? <i>Provide any materials that the students will be using.</i></li> </ul>	
<b>1F: Designing Student Assessment</b> <ul style="list-style-type: none"> <li>How and when will you know whether the students have achieved the learning target(s)? How do you plan to use the results of the assessment?</li> </ul>	
Is there anything that you would like me to specifically observe during the lesson?	

## PRE-OBSERVATION MEETING

\*Teacher Signature:

Date:

**\*Administrator Signature:**

Date:

# NEWPORT INDEPENDENT SCHOOLS

## POST-OBSERVATION REFLECTION & CONFERENCE FORM

<b>TEACHER</b>	
<b>SCHOOL</b>	
<b>GRADE LEVEL/SUBJECT(S)</b>	
<b>OBSERVER</b>	
<b>DATE OF OBSERVATION</b>	
QUESTIONS	NOTES/ANSWERS
<b>4A: Reflecting on Teaching</b> <ul style="list-style-type: none"> <li>In general, how successful was the lesson?</li> <li>Did the students achieve the learning targets? How do you know? <i>(In addition to the student work witnessed by the observer, what other student work samples, evidence or artifacts assisted you in making your determination for success?)</i></li> <li>To what extent did classroom procedures, student conduct, and physical space contribute to or hinder student learning?</li> <li>Did you depart from your plan? If so, how and why?</li> <li>If you had an opportunity to teach this lesson again to the same group of students, what would you do differently, and why?</li> </ul>	
<b>4B: Maintaining Accurate Records</b> <ul style="list-style-type: none"> <li>How do you use data to guide your planning and instruction?</li> <li>How is individual progress shared and/or celebrated with students? <i>(In what ways do students have opportunities to view and maintain their assessment information?)</i></li> </ul>	
<b>4C: Communicating with Families</b> <ul style="list-style-type: none"> <li>How do you communicate with families about the instructional program and convey information about individual student progress?</li> </ul>	
<b>4D: Participating in a Professional Community</b> <ul style="list-style-type: none"> <li>Describe your role in the school's professional learning community. <i>(Mutual support, cooperation, and collaboration with colleagues)</i></li> <li>How do you contribute to school and district events and projects?</li> </ul>	
<b>4E: Growing &amp; Developing Professionally</b> <ul style="list-style-type: none"> <li>What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?</li> </ul>	

<ul style="list-style-type: none"> <li>Are you a member of any professional organizations?</li> <li>Are you professionally reading to enhance your pedagogy? Education research journals? Best practice books? Which have been most helpful to you and why?</li> </ul>	
<b>4F: Demonstrating Professionalism</b> <ul style="list-style-type: none"> <li>What do you believe to be the characteristics of an exemplary teacher?</li> <li>What are your personal goals to maintain your professionalism? (<i>Integrity, confidentiality, fairness, open-mindedness...</i>)</li> </ul>	
Is there anything that you would like me to specifically know about the lesson or your professional responsibilities?	

### Evaluator's Formative Observation Rating

Measure 2: The Classroom Environment	Rating				Measure 3: Instruction	Rating			
	I	D	A	E		I	D	A	E
A: Creating an Environment of Respect and Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A: Communicating with Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B: Establishing a Culture of Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B: Using Questioning and Discussion Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C: Managing Classroom Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C: Engaging Students in Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D: Managing Student Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D: Using Assessment in Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E: Organizing Physical Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E: Demonstrating Flexibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

POST-OBSERVATION MEETING	
*Teacher Signature:	Date:
*Administrator Signature:	Date:

\*Denotes sharing of results, not necessarily agreement with the formative rating

# NEWPORT INDEPENDENT SCHOOLS

## TPGES/OPGES REVIEW & REFLECTION MEETING FORM

(OPTIONAL)

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*What is the review & reflection meeting?* The review and reflection of formative assessments and evidence toward goals in the classroom allows teachers and administrators to take the time to look at the evidence and note progress and make any corrections during the process rather than at the end of the year.

REVIEW & REFLECTION MEETING CHECKLIST	
<b>Complete prior to the Review &amp; Reflection Meeting</b>	
<input type="checkbox"/>	Review Self-Reflection
<b>Bring to the Review &amp; Reflection Meeting</b>	
<input type="checkbox"/>	Data showing student achievement
<input type="checkbox"/>	Artifacts/Evidence of progress towards PGP
<b>Be prepared to discuss these items at the Review &amp; Reflection Meeting</b>	
<input type="checkbox"/>	Share your analysis of the year-to-date progress
<input type="checkbox"/>	Discuss any modifications needed for your plans based on the data
<input type="checkbox"/>	Identify next steps and any support needed

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QUESTIONS FOR DISCUSSION	NOTES/REFLECTIONS
<b>Observation Questions (Measures 1, 2, &amp; 3)</b> <ul style="list-style-type: none"> <li>How do you think you have shown improvement?</li> <li>What areas do you still need to grow and what evidence can you show or provide?</li> <li>What professional practices and decisions in your work have had the most influence on your ability to support student achievement?</li> </ul>	
<b>Observation Questions (Measure 4)</b> <ul style="list-style-type: none"> <li>How has this goal caused you to change professional practice?</li> <li>How has this change caused an increase in student progress?</li> </ul>	

**REVIEW & REFLECTION MEETING**

Teacher Signature:

Date:

Administrator Signature:

Date:

# NEWPORT INDEPENDENT SCHOOLS

## TPGES PROFESSIONAL LEARNING & REFLECTION TEMPLATE

<b>Teacher</b>	
<b>School</b>	
<b>Grade Level/Subject(s)</b>	

### Self-Reflection – Establishing Priority Growth Needs

Performance Measure Components		Self-Assessment				Rationale
		I	D	A	E	
Measure 1: Planning	1A - Demonstrating Knowledge of Content and Pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1B - Demonstrating Knowledge of Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1C - Selecting Instructional Outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1D - Demonstrating Knowledge of Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1E - Designing Coherent Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1F - Designing Student Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Measure 2: Environment	2A - Creating an Environment of Respect and Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2B - Establishing a Culture for Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2C - Managing Classroom Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2D - Managing Student Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2E - Organizing Physical Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Measure 3: Instruction	3A - Communicating with Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3B - Using Questioning and Discussion Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3C - Engaging Students in Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3D - Using Assessment in Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3E - Demonstrating Flexibility and Responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

t l o n						
M e a s u r e 4 : P r o f e s s i o n a l i s m	4A - Reflecting on Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4B - Maintaining Accurate Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4C - Communicating with Families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4D - Participating in a Professional Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4E - Growing and Developing Professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4F - Demonstrating Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### Professional Learning, Growth Goal, & Action Planning

Performance Measure	Components for Professional Growth Circle/Highlight Professional Growth Priority Components from Self-Reflection						Select <u>ONE</u> component from those circled for focused professional growth goal development							
1: Planning	1A	1B	1C	1D	1E	1F								
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
2: Environment	2A	2B	2C	2D	2E									
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
3: Instruction	3A	3B	3C	3D	3E									
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
4: Professionalism	4A	4B	4C	4D	4E	4F								
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
Circle/Highlight Current Level of Performance for the Selected Growth Goal Component:											I	D	A	E
											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



<b>Professional Growth Goal</b> <ul style="list-style-type: none"> <li>• What do I want to change about my instruction that will effectively impact student learning?</li> <li>• What is my personal learning necessary to make that change?</li> <li>• What are the measures of success?</li> </ul>	
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Professional Development/Learning Action Plan		
Steps for Professional Learning Toward Goal	Resources/Support	Targeted Completion Date
<b>Measures of Goal Attainment (Tools/Instruments)</b>		
<b>Expected Student Learning Impact</b>		
<b>Demonstration of Goal</b> <i>Identify (by circling/highlighting) the documentation intended to demonstrate your professional growth.</i>		
Artifacts <input type="checkbox"/>	Data Analysis <input type="checkbox"/>	Ongoing Self-Reflection <input type="checkbox"/>
Certificate of Completion <input type="checkbox"/>	Collaboration with Colleague(s) <input type="checkbox"/>	Observation/Walkthrough Data <input type="checkbox"/>
PLC Documents <input type="checkbox"/>	Other: (please specify)	Other: (please specify)

Professional Development/Learning Goal & Action Plan Approval	
Teacher Signature:	Date:
Administrator Signature:	Date:

## Review & Reflection Meetings– Progress Toward Professional Growth Goal

OPTIONAL

Reflection Questions	Reflections on Progress Toward Professional Growth Goal
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<ul style="list-style-type: none"> <li>• What progress are you making toward your goal?</li> <li>• What part of the action plan has helped with progress toward the goal? Do you need to add to or modify the action plan?</li> </ul>	
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Date	Status of Professional Growth Goal	Revisions/Modifications	Admin. Initials	Teacher Initials

### End of Year Reflection Meeting- Level of Attainment for Professional Growth Goal

Reflection Questions	End of Year Reflections on Progress Toward Professional Growth Goal
<ul style="list-style-type: none"> <li>• To what extent did you achieve your goal?</li> </ul>	
<b>Next Steps/Notes for future Professional Growth</b>	

End of Year Reflection Meeting	
Teacher Signature:	Date:
Administrator Signature:	Date:

# NEWPORT INDEPENDENT SCHOOLS

## TPGES/OPGES SUMMATIVE EVALUATION

<b>EVALUATEE</b>	
<b>SCHOOL</b>	
<b>GRADE LEVEL/SUBJECT(S)/ROLE</b>	
<b>EVALUATOR</b>	

<b>SUMMATIVE CYCLE</b>	<b>One Year Summative Cycle</b>	<b>Three Year Summative Cycle</b>
Please check which box applies to the evaluatee		

OBSERVATION DATA				
	Observation 1	Observation 2	Observation 3	<i>Optional Observation</i>
	Obs. Type:	Obs. Type:	Obs. Type:	
<b>Date</b>				
<b>Pre-Conference Meeting Date</b> (OPTIONAL)				
<b>Post-Conference Meeting Date</b> (Date information was shared if completed electronically)				

SUMMATIVE RATINGS FOR PERFORMANCE MEASURES				
Please check which box applies to the evaluatee				
	Exemplary	Accomplished	Developing	Ineffective
<b>Measure 1: Planning</b>				
<b>Measure 2: Environment</b>				
<b>Measure 3: Instruction</b>				
<b>Measure 4: Professionalism</b>				

<b>OVERALL SUMMATIVE RATING</b>	<b>EXEMPLARY</b>	<b>ACCOMPLISHED</b>	<b>DEVELOPING</b>	<b>INEFFECTIVE</b>
Please check which box applies to the evaluatee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Evaluatee's Comments:</b>

<b>Evaluator's Comments:</b>

To be signed after all information above has been completed and discussed:

<b>EMPLOYMENT RECOMMENDATION TO DISTRICT OFFICE</b>  Please check which box applies to the evaluatee	Meets PGES Requirements for Re-employment	Does Not Meet PGES Requirements for Re-employment
	<input type="checkbox"/>	<input type="checkbox"/>
Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district evaluation plan.		

SUMMATIVE EVALUATION MEETING		Evaluatee Agrees	Evaluatee Disagrees
*Evaluatee Signature:	Date:	Evaluatee will Check One Below	
		<input type="checkbox"/>	<input type="checkbox"/>
*Administrator Signature:	Date:		

\*Denotes sharing of results, not necessarily agreement with the summative rating