

APPENDIX A

TPGES FORMS

The following forms are included in this section:

- TPGES Professional Learning & Reflection Template
- TPGES Pre-Observation Form
- TPGES Post-Observation Form

NEWPORT INDEPENDENT SCHOOLS

TPGES PROFESSIONAL LEARNING & REFLECTION TEMPLATE

Teacher	
School	
Grade Level/Subject(s)	

Self-Reflection – Establishing Priority Growth Needs

Performance Measure Components		Self-Assessment				Rationale
Measure 1: Planning	1A - Demonstrating Knowledge of Content and Pedagogy	I	D	A	E	
	1B - Demonstrating Knowledge of Students	I	D	A	E	
	1C - Selecting Instructional Outcomes	I	D	A	E	
	1D - Demonstrating Knowledge of Resources	I	D	A	E	
	1E - Designing Coherent Instruction	I	D	A	E	
	1F - Designing Student Assessment	I	D	A	E	
Measure 2: Environment	2A - Creating an Environment of Respect and Rapport	I	D	A	E	
	2B - Establishing a Culture for Learning	I	D	A	E	
	2C - Managing Classroom Procedures	I	D	A	E	
	2D - Managing Student Behavior	I	D	A	E	
	2E - Organizing Physical Space	I	D	A	E	
Measure 3: Instruction	3A - Communicating with Students	I	D	A	E	
	3B - Using Questioning and Discussion Techniques	I	D	A	E	
	3C - Engaging Students in Learning	I	D	A	E	
	3D - Using Assessment in Instruction	I	D	A	E	
	3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
Measure 4: Professionalism	4A - Reflecting on Teaching	I	D	A	E	
	4B - Maintaining Accurate Records	I	D	A	E	
	4C - Communicating with Families	I	D	A	E	
	4D - Participating in a Professional Community	I	D	A	E	
	4E - Growing and Developing Professionally	I	D	A	E	
	4F - Demonstrating Professionalism	I	D	A	E	

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				
2: Environment	2A	2B	2C	2D	2E					
3: Instruction	3A	3B	3C	3D	3E					
4: Professionalism	4A	4B	4C	4D	4E	4F				
<i>Circle/Highlight Current Level of Performance for the Selected Growth Goal Component:</i>							I	D	A	E

Professional Growth Goal <ul style="list-style-type: none"> What do I want to change about my instruction that will effectively impact student learning? What is my personal learning necessary to make that change? What are the measures of success? 	
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Professional Development/Learning Action Plan		
Steps for Professional Learning Toward Goal	Resources/Support	Targeted Completion Date
Measures of Goal Attainment (Tools/Instruments)		
Expected Student Learning Impact		
Demonstration of Goal <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	
Teacher 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"> What progress are you making toward your goal? What part of the action plan has helped with progress toward the goal? Do you need to add to or modify the action plan? 	

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"> To what extent did you achieve your goal? 	
Next Steps/Notes for future Professional Growth	

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

NEWPORT INDEPENDENT SCHOOLS

TPGES PRE-OBSERVATION FORM

TEACHER	
SCHOOL	
GRADE LEVEL/SUBJECT(S)	
NUMBER OF STUDENTS	
DATE/TIME OF OBSERVATION	
OBSERVER	
QUESTIONS FOR DISCUSSION	NOTES/ANSWERS
1A: Knowledge of Content <ul style="list-style-type: none"> What is your identified student learning target(s)? 	
1B: Knowledge of Students <ul style="list-style-type: none"> What information specific to your students' backgrounds, skills, and interests have you taken into consideration when planning the lesson? How will you differentiate instruction for individuals or groups of students? 	
1C: Selecting Instructional Outcomes <ul style="list-style-type: none"> How are the learning targets congruent with the current standards? How does this learning fit in the overall sequence of learning for this class? 	
1D: Knowledge of Resources <ul style="list-style-type: none"> What instructional resources will you and the students be using for this lesson? How will they impact student learning? 	
1E: Designing Coherent Instruction <ul style="list-style-type: none"> 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? 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> 	
1F: Designing Student Assessment <ul style="list-style-type: none"> 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? 	
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

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

<ul style="list-style-type: none"> Are you a member of any professional organizations? Are you professionally reading to enhance your pedagogy? Education research journals? Best practice books? Which have been most helpful to you and why? 	
4F: Demonstrating Professionalism <ul style="list-style-type: none"> What do you believe to be the characteristics of an exemplary teacher? What are your personal goals to maintain your professionalism? (<i>Integrity, confidentiality, fairness, open-mindedness...</i>) 	
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			
A: Creating an Environment of Respect and Rapport	I	D	A	E	A: Communicating with Students	I	D	A	E
B: Establishing a Culture of Learning	I	D	A	E	B: Using Questioning and Discussion Techniques	I	D	A	E
C: Managing Classroom Procedures	I	D	A	E	C: Engaging Students in Learning	I	D	A	E
D: Managing Student Behavior	I	D	A	E	D: Using Assessment in Instruction	I	D	A	E
E: Organizing Physical Space	I	D	A	E	E: Demonstrating Flexibility	I	D	A	E

POST-OBSERVATION MEETING

*Teacher Signature:	Date:
*Administrator Signature:	Date:

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