#### **APPENDIX B**

#### **OPGES FORMS**

The following forms are included in this section:

- OPGES Forms & Templates for each Specific Job
  - o OPGES Guidance Counselor/Social Worker
    - Professional Learning & Reflection Template
    - Pre-Observation Form
    - Post-Observation Form
  - o OPGES Instructional Specialist/Coach
    - Professional Learning & Reflection Template
    - Pre-Observation Form
    - Post-Observation Form
  - o OPGES Library Media Specialist
    - Professional Learning & Reflection Template
    - Pre-Observation Form
    - Post-Observation Form
  - o OPGES School Psychologist/Diagnostician
    - Professional Learning & Reflection Template
    - Pre-Observation Form
    - Post-Observation Form
  - o OPGES Therapeutic Specialist/Speech
    - Professional Learning & Reflection Template
    - Pre-Observation Form
    - Post-Observation Form

### NEWPORT INDEPENDENT SCHOOLS PROFESSIONAL LEARNING & REFLECTION TEMPLATE OPGES: SCHOOL GUIDANCE COUNSELOR/SOCIAL WORKERS

OPGES Evaluatee	
School	
Grade Level/Subject(s)	

#### <u>Self-Reflection – Establishing Priority Growth Needs</u>

	Performance Measure Components	Sel	f-Ass	essm	ent	Rationale
	1A - Demonstrating Knowledge of Counseling Theory and Techniques	ı	D	А	Е	
ng	1B - Demonstrating Knowledge of Child and Adolescent Development	Î	D	А	Е	
.: Planni	1C – Establishing Goals for Counseling Program	ı	D	A,	Е	
Measure 1: Planning	1D - Demonstrating Knowledge of Regulations	ı	D	А	Е	
M	1E – Planning the Counseling Program	I	D	А	E	
	1F – Developing Plan to Evaluate Counseling Program	ı	D	А	Е	
	2A - Creating an Environment of Respect and Rapport	I	D	А	E	
ronmeni	2B - Establishing a Culture for Productive Communication	ı	D	А	Е	
2: Envi	2C – Managing Routines and Procedures	1	D	А	Е	
Measure 2: Environment	2D – Establishing Standards of Conduct and Contributing to the Culture for Student Behavior	ı	D	А	Е	
	2E - Organizing Physical Space	ı	D	А	Е	
	3A – Assessing Student Needs	ı	D	А	E	
Measure 3: Instruction	3B – Assisting Students and Teachers in Formulation of Academic, Personal, Social and Career Plans	1	D	А	E <sub>.</sub>	
s 3: Ins	3C – Using Counseling Techniques	ı	D	Α	Е	
/leasure	3D – Brokering Resources to Meet Needs	ı	D	Α	Е	
	3E - Demonstrating Flexibility and Responsiveness	ı	D	A	Е	
	4A - Reflecting on Practice	ı	D	А	E	
nalism	4B – Maintaining Records	ı	D	А	Е	
ofessio	4C – Communicating with Families	ı	D	А	Е	
Measure 4: Professionalism	4D - Participating in a Professional Community	ı	D	А	Е	
Meası	4E – Engaging in Professional Development	ı	D	А	Е	
	4F - Showing Professionalism	I	D	А	Е	

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

Performance Measure Components	Components for Professional Growth Circle/Highlight Professional Growth Priority Components from Self-Reflection				circle	d for focus	onent from sed profes developm	sional		
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				
Circle/Highl	_	rent Le elected	-	-		1	ı	D	А	E

Professional Growth Goal		
What do I want to change about my service	:hat will	
effectively impact student learning?		
<ul> <li>What personal learning is necessary to mak</li> </ul>	that change?	
<ul> <li>What are the measures of success?</li> </ul>		

Pro	ofessional Development/Learning Acti	on Plan
Steps for Professional Learning Toward Goal	Resources/Support	Targeted Completion Date
Measures of Goal Attainment (Tools/Instruments)		
Expected Student Learning Impact	-	
Identify (by circling/highlightin	Demonstration of Goal g) the documentation intended to den	nonstrate your professional growth.
Artifacts	Data Analysis	Ongoing Self-Reflection
Certificate of Completion	Collaboration with Colleague(s)	Observation/Walkthrough Data
PLC Documents	Other: (please specify)	Other: (please specify)

aluatee Signature:			Date:	100 mm	ng 2007年以前的原则的原则
ministrator Signature:		Date:			
United States of the States of					
Re What pr toward	Review & Reflection Meflection Questions rogress are you making your goal? art of the action plan has	Ī	ogress Toward Professional Green Deptional Deptional Dections on Progress Toward Profession		al
helped goal? D	with progress toward the poyou need to add to or the action plan?				
Date	Status of Professional Gro	owth Goal	Revisions/Modifications	Admin. Initials	Evaluatee Initials
Re	eflection Questions t extent did you achieve	program was	of Attainment for Professiona ar Reflections on Progress Toward Prof	W. 120	
Re To what	eflection Questions t extent did you achieve al?	End of Yea		W. 120	
Re To what	eflection Questions t extent did you achieve al?	End of Yea	ar Reflections on Progress Toward Prof	W. 120	
Re To what	eflection Questions  t extent did you achieve al?  Next	End of Yea	ar Reflections on Progress Toward Prof		

### NEWPORT INDEPENDENT SCHOOLS PRE-OBSERVATION FORM

**OPGES: SCHOOL GUIDANCE COUNSELOR/SOCIAL WORKER** 

OPGES EVALUATEE	
SCHOOL	
DATE/TIME OF OBSERVATION	
OBSERVER	
QUESTIONS FOR DISCUSSION	NOTES/ANSWERS
<ul><li>1A: Knowledge of Counseling Theory</li><li>What is your understanding of counseling theory and techniques?</li></ul>	
<ul> <li>1B: Knowledge of Students</li> <li>What understanding do you have of the developmental characteristics of your students, as well as exceptions to the patterns?</li> </ul>	
<ul> <li>1C: Establishing Goals</li> <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</li> </ul>	
students?	
<ul> <li>1D: Knowledge of Regulations and Resources</li> <li>How do you demonstrate an awareness of government regulations relative to students?</li> <li>What resources for students do you utilize,</li> </ul>	
either through the school, district or external partners?	
<ul> <li>Plan the Counseling Program</li> <li>How does the counseling program include the important aspects of counseling in the setting?</li> </ul>	
1F: Evaluating the Program	
<ul> <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?	

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

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

OPGES EVALUATEE	
SCHOOL	
OBSERVER	
DATE OF OBSERVATION	
QUESTIONS	NOTES/ANSWERS
<ul> <li>4A: Reflecting on Practice</li> <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>	
<ul><li>4B: Preparing and Submitting Reports</li><li>How do you ensure timelines are met?</li></ul>	
Communicating with Families     How do you provide thorough and accurate information to families about the counseling program as a whole and about individual students?	
<ul> <li>4D: Participating in a Professional Community</li> <li>Describe your role in the school's professional learning community. (Mutual support, cooperation, and collaboration with colleagues)</li> <li>How do you contribute to school and district events and projects?</li> </ul>	
4E: Engage in Professional Development  What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?  Are you a member of any professional	
<ul> <li>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>	
<ul> <li>4F: Showing Professionalism</li> <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? (Integrity, confidentiality,</li> </ul>	
fairness, open-mindedness)  Is there anything that you would like me to specifically know about your professional responsibilities?	

#### **Evaluator's Formative Observation Rating**

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

	POST-OBSERVATION M	EETING	
*Evaluatee Signature:		Date:	
*Administrator Signature:		Date:	

<sup>\*</sup>Denotes sharing of results, not necessarily agreement with the formative rating

# NEWPORT INDEPENDENT SCHOOLS PROFESSIONAL LEARNING & REFLECTION TEMPLATE OPGES: INSTRUCTIONAL SPECIALIST/COACH

OPGES Evaluatee		
School		
Grade Level/Subject(s)		

#### <u>Self-Reflection – Establishing Priority Growth Needs</u>

	Performance Measure Components	Sel	Self-Assessment			Rationale
	1A - Demonstrating Knowledge of Content and Pedagogy	1	D	А	Е	
8	1B - Demonstrating Knowledge of School's Program	ı	D	Α	Е	
Plannir	1C – Establishing Goals for Instructional Outcomes	ı	D	Α	Е	
Measure 1: Planning	1D - Demonstrating Knowledge of Resources	ı	D	Α	Е	
Me	1E – Planning the Instructional Support Program	1	D	Α	Е	
	1F — Developing Plan to Evaluate Instructional Support Program	ı	D	Α	Е	
	2A - Creating an Environment of Respect and Rapport	ı	D	А	E	
onment	2B - Establishing a Culture for Ongoing Improvement	1	D	Α	Е	
2: Envir	2C – Managing Procedures for Teachers	1	D	Α	Е	
Measure 2: Environment	2D – Establishing Norms of Behavior for Professional Interactions	1	D	Α	Е	
_	2E - Organizing Physical Space for Training	I	D	Α	Е	
	2A Collaboration with Touchard			)   	_	
6	3A – Collaborating with Teachers	<u>'</u>	D	A	E	
structi	3B – Engaging Teachers in Learning New Instructional Skills	1	D	Α	Е	
3: Ins	3C – Sharing Expertise with Staff	1	D	А	Е	
Measure 3: Instruction	3D – Locating Resources for Teachers	1	D	А	Е	
≥	3E - Demonstrating Flexibility and Responsiveness	ı	D	Α	Е	
	4A - Reflecting on Practice	1	D	А	E	
nalism	4B – Preparing and Submitting Budgets and Reports	ı	D	А	Е	
Measure 4: Professionalism	4C – Coordinating Work with other Instructional Specialists	I	D	А	Е	
re 4: F	4D - Participating in a Professional Community	ı	D	А	Е	
Measu	4E – Engaging in Professional Development	ı	D	А	Е	
	4F - Demonstrating Professionalism	1	D	А	Е	

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

Performance Measure	Components for Professional Growth Circle/Highlight Professional Growth Priority Components from Self-Reflection						circle	d for focus	onent fron sed profess developme	sional
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				
Circle/Highlight Current Level of Performance for the Selected Growth Goal Component:								D	А	Е

Professional	Growth	COOL
riviessivilai	GIOWLII	uuai

- 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?

Pro	fessional 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		
Identify (by circling/highlighting	Demonstration of Goal  a) the documentation intended to demon	nstrate your professional growth.
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/I	earning Goal & Action Plan App	oroval	
Evaluatee Signature	72		Date:		
Administrator Signa	ture:		Date:		
	Review & Reflection M		ogress Toward Professio	nal Growth Goal	रतहरणनारा स्मृतनार्थनात् क्ष्मून कारण
R	eflection Questions	Ref	lections on Progress Toward Pr	ofessional Growth Go	oal :
toward What p helped goal? [	orogress are you making I your goal? Part of the action plan has with progress toward the Do you need to add to or the action plan?				
Date	Status of Professional Gro	owth Goal	Revisions/Modificatio	ns Admin. Initials	Evaluate Initials
End	d of Year Reflection Me	eting- Leve	of Attainment for Profe	ssional Growth G	ioal
	eflection Questions at extent did you achieve pal?	End of Ye	ar Reflections on Progress Tow	ard Professional Grov	vth Goal
	Next	Steps/Notes fo	or Future Professional Growth		
200 Table 200 Vision 1994		End of Yea	r Reflection Meeting		
		THE RESIDENCE OF THE PROPERTY OF THE PARTY O			
Evaluatee Signature	:	32 (void al. 1927) (VI. 186) (Vi. 186)	Date:		

### NEWPORT INDEPENDENT SCHOOLS PRE-OBSERVATION FORM

#### **OPGES: INSTRUCTIONAL SPECIALIST/COACH**

OPGES EVALUATEE	
SCHOOL	
DATE/TIME OF OBSERVATION	
OBSERVER	
QUESTIONS FOR DISCUSSION	NOTES/ANSWERS
<ul> <li>1A: Knowledge of Special Area and         Professional Development     </li> <li>How do you demonstrate knowledge of your specialty area and current trends in professional development?</li> </ul>	
<ul> <li>1B: Knowledge of Programs and Teacher Skills</li> <li>How do you demonstrate knowledge of the school's program and of teacher skill in delivering that program?</li> </ul>	
<ul> <li>1C: Establishing Goals</li> <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> <li>1D: Knowledge of Resources</li> </ul>	
<ul> <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>	
<ul> <li>1E: Planning Instructional Support</li> <li>How does your plan designed to support teachers in the improvement of their skills?</li> </ul>	
<ul> <li>1F: Evaluating Instructional Support</li> <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?	
PRF-C	DRSFRVATION MEETING

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

	,			

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

OPGES EVALUATEE	
SCHOOL	
OBSERVER	
DATE OF OBSERVATION	
QUESTIONS	NOTES/ANSWERS
<ul> <li>4A: Reflecting on Practice</li> <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>	
<ul><li>4B: Preparing and Submitting Reports</li><li>How do you ensure timelines are met?</li></ul>	
<ul> <li>4C: Coordination of Work</li> <li>How do you collaborate with other instructional specialists/coaches within the district?</li> </ul>	
<ul> <li>4D: Participating in a Professional Community</li> <li>Describe your role in the school's professional learning community. (Mutual support, cooperation, and collaboration with colleagues)</li> </ul>	
<ul> <li>How do you contribute to school and district events and projects?</li> </ul>	
<ul> <li>4E: Engage in Professional Development</li> <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> </ul>	
<ul> <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>	
<ul> <li>4F: Showing Professionalism</li> <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? (Integrity, confidentiality, fairness, open-mindedness)</li> <li>Is there anything that you would like me to</li> </ul>	
specifically know about your professional responsibilities?	

#### **Evaluator's Formative Observation Rating**

Performance Measure 2: Environment		Rat	ing		Performance Measure 3: Instruction		Ra	ting	
A: Creating an Environment of Respect and Rapport	1	D	А	E	A: Communicating with Teachers	1	D	Α	Е
B: Establishing a Culture for On- Going Improvement	I	D	А	E	B: Engaging Teachers in Learning New Instructional Skills	1	D	А	Е
C: Managing Procedures for Teachers	I	D	А	E	C: Sharing Expertise with Staff	ı	D	А	Е
D: Establishing Norms of Behavior for Professional Interactions	ı	D	А	E	D: Locating Resources for Teachers	I	D	А	E
E: Organizing Physical Space for Training	ı	D	А	E	E: Demonstrating Flexibility & Responsiveness	I	D	А	E

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

<sup>\*</sup>Denotes sharing of results, not necessarily agreement with the formative rating

# NEWPORT INDEPENDENT SCHOOLS PROFESSIONAL LEARNING & REFLECTION TEMPLATE OPGES: LIBRARY MEDIA SPECIALIST

OPGES Evaluatee	
School	
Grade Level/Subject(s)	

#### <u>Self-Reflection – Establishing Priority Growth Needs</u>

	Performance Measure Components	Sel	f-Ass	essm	ent	Rationale
	1A - Demonstrating Knowledge of Content Curriculum and Process	Î	D	А	Е	0
ing	1B - Demonstrating Knowledge of Students	ı	D	Α	Ę	
Measure 1: Planning	1C – Supporting Instructional Goals	ı	D	Α	E	
	1D - Demonstrating Knowledge and Use of Resources	ı	D	Α	Е	
	1E – Demonstrating Knowledge of Literature and Lifelong Learning	ı	D	А	Е	
	1F – Collaborating in the Design of Instructional Experiences	ı	D	А	Е	
int	2A – Creating an Environment of Respect and Rapport	ı	D	А	Е	
ironme	2B – Establishing a Culture for Learning	ı	D	А	Е	
2: Env	2C – Managing Library Procedures	ı	D	А	Е	
Measure 2: Environment	2D – Managing Student Behavior	ı	D	Α	Е	
2	2E - Organizing Physical Space	ı	D	Α	Е	
	3A – Communicating Clearly and Accurately		D	А	E	
Measure 3: Instruction	3B – Using Questioning and Research Techniques	ı	D	Α	E	
3: Inst	3C – Engaging Students in Learning	ı	D	Α	Е	
leasure	3D – Assessment in Instruction	ı	D	Α	Е	
2	3E – Demonstrating Flexibility and Responsiveness	ı	D	Α	Е	
	4A - Reflecting on Practice	I	D	А	E	
Ę	4B – Maintaining Accurate Records	1	D	А	Е	
sionalis	4C – Communication with School Staff and Community	ı	D	Α	Е	
Profes	4D – Participating in a Professional Community	ı	D	Α	Е	
Measure 4: Professionalis	4E – Growing and Developing Professionally	1	D	Α	Е	
Me	4F – Collection Development and Maintenance	ı	D	А	Е	
	4G – Managing Library Budget	ı	D	А	Е	

Performance Measure Components	Sel	f-Ass	essm	ent	Rationale
4H- Managing Personnel	1	D	Α	Е	
4I – Professional Ethics	ı	D	Α	Е	

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

Performance Measure Components	Components for Professional Growth Circle/Highlight Professional Growth Priority Components from Self-Reflection						th	ose circle ofessiona	omponent d for focu Il growth p opment	sed			
1: Planning	1A	1B	1C	1D	1E	1F							
2: Environment	2A	2B	2C	2D	2E				(d)				
3: Instruction	3A	3B	3C	3D	3E								
4: Professionalism	4A	4B	4C	4D	4E	4F	4G	4H	41				
Circle/Highlight Current Level of Performance for the Selected Growth Goal Component:								I	D	А	E		

	I	
<b>Professional</b>	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?

Profess	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						

Professional Development/Learning Action Plan						
Demonstration of Goal Identify (by circling/highlighting) the documentation intended to demonstrate your professional growth.						
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
What progress are you making toward your goal?	
<ul> <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
To what extent did you achieve your goal?	
Next	Steps/Notes for Future Professional Growth

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

### PRE-OBSERVATION FORM

**OPGES: LIBRARY MEDIA SPECIALIST** 

OPGES EVALUATEE	
SCHOOL	
DATE/TIME OF OBSERVATION	
OBSERVER	
QUESTIONS FOR DISCUSSION	NOTES/ANSWERS
<ul> <li>1A: Knowledge of Content</li> <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> <li>1B: Knowledge of Students</li> </ul>	
<ul> <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>	
<ul> <li>1C: Supporting Instructional Goals</li> <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>	
<ul> <li>1D: Knowledge and Use of Resources</li> <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>	
<ul> <li>1E: Knowledge of Literature and Lifelong Learning</li> <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>	

OPGES EVALUATEE	
SCHOOL	
DATE/TIME OF OBSERVATION	
OBSERVER	
QUESTIONS FOR DISCUSSION	NOTES/ANSWERS
<ul> <li>1F: Collaborating in the Design of Instructional Experiences</li> <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?	
AND OF THE THE CONTROL THE PRODUCTION OF THE PRO	
PRE-O	DBSERVATION MEETING
*Evaluatee Signature:	Date:

\*Administrator Signature:

Date:

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

OPGES EVALUATEE	
SCHOOL	
OBSERVER	
DATE OF OBSERVATION	
QUESTIONS	NOTES/ANSWERS
<ul> <li>4A: Reflecting on Practice</li> <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>	
How do you maintain accurate, current and accessible records including: catalog of resources; circulation records, inventory of equipment, statistics of use.      Are these records reported at the end of year?	
How is this data used?	
Communicating with Staff and Family     How do you communicate with the school staff and families to keep them informed about the use of the library, new resources and service?	,
Participating in a Professional Community     How do you contributes to the school and the district by voluntarily participating in school events and serving on school and district committees?	
4E: Growing & Developing Professionally  • How do you seek out opportunities for professional development?	
Collection Development and Maintenance     How do you assess, makes new purchases, weed the collection of resources and equipment to keep the holding current and meet the needs of the curriculum?	

OPGES EVALUATEE	
SCHOOL	
OBSERVER	
DATE OF OBSERVATION	
QUESTIONS	NOTES/ANSWERS
<ul> <li>4G: Managing the Library Budget</li> <li>How do you develop the budget proposal?</li> <li>Do you follow department and/or district guidelines?</li> </ul>	
<ul> <li>4H: Managing Personnel</li> <li>How do you delegate responsibility and/or provide training?</li> </ul>	
<ul><li>4I: Professional Ethics</li><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				
A: Creating an Environment of Respect and Rapport	ı	D	А	Е	A: Communicating Clearly & Accurately	ı	D	А	Е	
B: Establishing a Culture for Learning	ı	D	А	Е	B: Using Questioning and Research Techniques	ı	D	А	E	
C: Managing Library Procedures	1	D	А	Е	C: Engaging Students in Learning	1	D	Α	E	
D: Managing Student Behavior	ı	D	А	Е	D: Assessment in Instruction	ı	D	Α	E	
E: Organizing Physical Space	1	D	А	Е	E: Demonstrating Flexibility & Responsiveness	1	D	Α	E	

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

### NEWPORT INDEPENDENT SCHOOLS PROFESSIONAL LEARNING & REFLECTION TEMPLATE OPGES: SCHOOL PSYCHOLOGISTS/DIAGNOSTICIAN

OPGES Evalutee	
School	
Grade Level/Subject(s)	

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

	Performance Measure Components	Sel	f-Ass	essm	ent	Rationale
	1A - Demonstrating Knowledge in Using Psychological Instruments to Evaluate Students	I	D	Α	Е	
ning	1B - Demonstrating Knowledge of Child and Adolescent Development	ı	D	Α	E	
1: Planr	1C – Establishing Goals for Psychology Program	ı	D	Α	Е	
Measure 1: Planning	1D - Demonstrating Knowledge of Regulations	ı	D	А	Е	
Σ	1E – Planning the Psychology Program	ı	D	Α	Е	
	1F – Developing Plan to Evaluate Psychology Program	ı	D	Α	E	
nt	2A – Establishing Rapport with Students	I	D	А	Е	
Measure 2: Environment	2B - Establishing a Culture for Positive Mental Health	1	D	Α	Е	
e 2: Env	2C – Establishing and Maintaining Procedures	ı	D	Α	Е	
/leasure	2D – Establishing Standards of Conduct	ı	D	Α	Е	
	2E - Organizing Physical Space and Storage of Materials	I	D	Α	E	
	3A – Responding to Referrals	I	D	А	E	
ction	3B – Evaluating Student Needs with NASP Guidelines	ı	D	Α	Е	
Instru	3C – Chairing Evaluation Team	1	D	Α	Е	
Measure 3: Instruction	3D – Planning Interventions to Maximize Student's Likelihood of Success	ı	D	Α	Е	
Mea	3E – Maintaining Contact with Physicians	ı	D	Α	Е	
	3F – Demonstrating Flexibility and Responsiveness	ı	D	Α	Е	
	4A - Reflecting on Practice	I	D	А	Е	
nalism	4B – Communicating with Families	ı	D	Α	Е	
ofession	4C – Maintaining Accurate Records	I	D	Α	Е	
Measure 4: Professionalism	4D - Participating in a Professional Community	ı	D	Α	Е	
Measur	4E – Engaging in Professional Development	ı	D	Α	Е	
-	4F - Demonstrating Professionalism	ı	D	А	Е	

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

Performance Measure	Cir	cle/High	s for Pr nlight Pr ponents	ofessio	nal Grov	circle	d for focus	onent fror sed profes developm	sional	
1: Planning	1A	1B	1C	1D	1E	1F				
2: Environment	2A	2B	2C	2D	2E					
3: Instruction	3A	3B	3C	3D	3E	3F				
4: Professionalism	4A	4B	4C	4D	4E	4F				
Circle/Highlight Current Level of Performance for the Selected Growth Goal Component:								D	A	E

Professional	<b>Growth Goa</b>	ı

- 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?

Pro	fessional Development/Learning Acti	on Plan
Steps for Professional Learning Toward Goal	Resources/Support	Targeted Completion Date
Measures of Goal Attainment (Tools/Instruments)		
Expected Student Learning Impact		
Identify (by circling/highlighting	Demonstration of Goal g) the documentation intended to den	nonstrate your professional growth.
Artifacts	Data Analysis	Ongoing Self-Reflection
Certificate of Completion	Collaboration with Colleague(s)	Observation/Walkthrough Data
PLC Documents	Other: (please specify)	Other: (please specify)

	THE PROJECT OF THE PROJECT CONTRACTOR OF THE	Da	te:				
dministrator Signatu	re:	Da	Date:				
						e completioners en projection de la completion de la comp	
,	Davieus & Daffasticus NA	D					
	Review & Reflection M		Ogress Toward Protes OPTIONAL	ssional Gro	wth Goal		
Re	flection Questions	Po	lections on Progress Towar	d Professiona	l Growth Go	A1	
	ogress are you making	, in the	lections on Frogress rowar	u Fiolessiolia	i diowili do	al	
	your goal?						
	ort of the action plan has with progress toward the						
	o you need to add to or						
modify t	the action plan?						
					Admin.	Evaluate	
Date	Status of Professional Gro	wth Goal	Revisions/Modific	ations	Initials	Initials	
		entennis procesa, con un consequence que como a segue					
Fnd	of Vear Reflection Med	ating-leve	of Attainment for Pr	ofessional	Growth G	oal	
End	of Year Reflection Med	eting- Leve	of Attainment for Pr	ofessional	Growth G	oal	
	of Year Reflection Med		of Attainment for Pr				
Re	flection Questions						
Re	flection Questions extent did you achieve						
Re To what	flection Questions extent did you achieve	End of Ye	ar Reflections on Progress	Foward Profe			
Re To what	flection Questions extent did you achieve	End of Ye		Foward Profe			
Re To what	flection Questions extent did you achieve	End of Ye	ar Reflections on Progress	Foward Profe			
Re To what	flection Questions extent did you achieve	End of Ye	ar Reflections on Progress	Foward Profe			
Re To what	flection Questions extent did you achieve	End of Ye	ar Reflections on Progress	Foward Profe			
Re To what	flection Questions extent did you achieve	End of Ye	ar Reflections on Progress	Foward Profe			
Re To what your go	flection Questions extent did you achieve	End of Ye	ar Reflections on Progress or Future Professional Grow	Foward Profe			
Re To what	flection Questions  extent did you achieve al?  Next S	End of Ye	ar Reflections on Progress or Future Professional Grow	Toward Profe			

### NEWPORT INDEPENDENT SCHOOLS PRE-OBSERVATION FORM

**OPGES: SCHOOL PSYCHOLOGIST/DIAGNOSTICIAN** 

OPGES EVALUATEE	
SCHOOL	
DATE/TIME OF OBSERVATION	
OBSERVER	
QUESTIONS FOR DISCUSSION	NOTES/ANSWERS
1A: Knowledge and skill in using psychological	•
instruments to evaluate students.	
How will you demonstrate your knowledge	
of a wide range of psychological instruments to evaluate students?	
Explain how you know which instrument to	
use with each student.	
1B: Knowledge of child and adolescent	
development and psychopathology	
How do you demonstrate knowledge of	
child and adolescent development?	
1C: Establishing goals for the psychology	
program appropriate to the setting	
How do you determine the goals for the	
treatment program to ensure appropriateness to the situation and age of	
the students?	
1D: Knowledge state and federal regulations	
and the resources both within and beyond the	
school and district	
What is your knowledge base of resources  for a trid gate quality leads to go and a resource.	
for students available through the school or district and in the community?	
Discuss your knowledge of governmental	
regulations.	
1E: Planning the psychology program	
integrated with the regular school program	
Discuss how your plan includes preventive     and mosts the individual pages of students.	
and meets the individual needs of students.  1F: Developing a plan to evaluate the	
psychology program	
How do you plan to evaluate the program?	
Discuss how you will collect and utilize	
evidence to indicate the degree to which	
goals have been met.	
Is there anything else you would like me to	
specifically observe?	

	PRE-OBSERVATION MEETI	NG	
*Evaluatee Signature:		Date:	
*Administrator Signature:	*	Date:	

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

OPGES EVALUATEE	
SCHOOL	
OBSERVER	
DATE OF OBSERVATION	
QUESTIONS	NOTES/ANSWERS
<ul> <li>4A: Reflecting on Practice</li> <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>	
<ul> <li>4B: Communicating with Families</li> <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>	
Maintaining accurate records     How do your ensure your records are accurate, legible, well organized and stored in a secure location?	
<ul> <li>4D: Participating in a professional community</li> <li>In which school and district events are you an active participant?</li> </ul>	
4E: Engaging in professional development  • How do you seek opportunities for professional development?	
<ul> <li>4F: Showing professionalism</li> <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> <li>Is there anything that you would like me to specifically know about your professional responsibilities?</li> </ul>	

#### **Evaluator's Formative Observation Rating**

Domain 2: The Environment		Rat	ing		Domain 3: Delivery of Service	ting			
A: Establishing rapport with students	1	D	А	E	A: Responding to referrals	1	D	А	E
B: Establishing a culture for positive mental health	ı	D	А	Е	B: Evaluating student needs with NASP guidelines	1	D	А	E
C: Establishing and maintaining clear procedures	1	D	А	E	C: Chairing evaluation team	1	D	А	Е
D: Establishing standards of conduct	I	D	А	E	D: Planning interventions to maximize student's likelihood of success	1	D	А	E
E: Organizing physical space for testing and storage of materials	I	D	А	E	E: Maintaining contact with physicians and community mental health service providers	Ī	D	А	E
					F: Demonstrating flexibility and responsiveness	Ī	D	А	Е

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:

<sup>\*</sup>Denotes sharing of results, not necessarily agreement with the formative rating

# NEWPORT INDEPENDENT SCHOOLS PROFESSIONAL LEARNING & REFLECTION TEMPLATE OPGES: THERAPEUTIC SPECIALISTS/SPEECH

OPGES Evaluatee	
School	
Grade Level/Subject(s)	

#### <u>Self-Reflection – Establishing Priority Growth Needs</u>

190	Performance Measure Components	Self	f-Ass	essm	ent	Rationale
	1A - Demonstrating Knowledge and Skill	Ĩ	D	Α	Е	
ing	1B - Establishing Goals for Therapy Program	ı	D	Α	Е	
L: Plann	1C – Demonstrating Knowledge of Regulations	Ī	D	Α	Е	
Measure 1: Planning	1D - Demonstrating Knowledge of Resources	ı	D	Α	Е	
M	1E – Planning the Therapy Program	ı	D	Α	E	
	1F – Developing Plan to Evaluate Therapy Program	ı	D	А	Е	
	2A – Establishing Rapport with Students	l	D	А	Е	
onment	2B – Organizing Time Effectively	ı	D	Α	Е	
2: Envir	2C – Establishing and Maintaining Procedures	ı	D	Α	Е	
Measure 2: Environment	2D – Establishing Standards of Conduct	ı	D	Α	Е	
2	2E - Organizing Physical Space and Storage of Materials	ı	D	Α	Е	
LC	3A – Responding to Referrals	-	D	Α	E	
structic	3B – Developing and Implementing Treatment Plans	ı	D	Α	Е	
Measure 3: Instruction	3C – Communicating with Families	ı	D	Α	Е	
Measur	3D – Collecting Information & Writing Reports	ı	D	Α	Е	
	3E – Demonstrating Flexibility and Responsiveness	1	D	Α	E	
	4A - Reflecting on Practice	ı	D	А	Е	
nalism	4B – Collaborating with Teachers & Administrators	ı	D	Α	Е	
rofessic	4C – Maintaining an Effective Data Management System	ı	D	Α	Е	
Measure 4: Professional	4D - Participating in a Professional Community	ı	D	Α	Е	
Measu	4E – Engaging in Professional Development	ı	D	Α	Е	
	4F - Demonstrating Professionalism	l	D	А	E	

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

Performance Measure Components	Cir	cle/High	s for Pr nlight Pr oonents	ofessio	nal Grov	circle	d for focus	onent fron sed profess developm	sional	
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				
Circle/Highlight Current Level of Performance for the Selected Growth Goal Component:								D	А	Е

Professiona		0 1
Professions	I (TOWATE	(¬021

- 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?

Pro	fessional Development/Learning Action	Plan
Steps for Professional Learning Toward Goal	Resources/Support	Targeted Completion Date
		у.
Measures of Goal Attainment (Tools/Instruments)		
Expected Student Learning Impact		
Identify (by circling/highlighting	Demonstration of Goal  g) the documentation intended to demonstration	nstrate your professional growth.
Artifacts	Data Analysis	Ongoing Self-Reflection
Certificate of Completion	Collaboration with Colleague(s)	Observation/Walkthrough Data
PLC Documents	Other: (please specify)	Other: (please specify)

aluatee Signature			/Learning Goal & Action Plan Approval		
ministrator Signa	ure:		Date:		
	Review & Reflection M	leetings– P	Progress Toward Professional Gro	owth Goal	eg producente de reportante de ser
What p	eflection Questions rogress are you making	Re	eflections on Progress Toward Profession	al Growth Go	al
What p helped goal? [	your goal? art of the action plan has with progress toward the Oo you need to add to or the action plan?				
Date	Status of Professional Gro	owth Goal	Revisions/Modifications	Admin. Initials	Evaluate Initials
Ro	eflection Questions		el of Attainment for Professional  Tear Reflections on Progress Toward Profe	All laws a suggestions	Need adoption of the
your go	t extent did you achieve al?				
,, 8					
, 5 - 6	Next .	 Steps/Notes f	for Future Professional Growth		
aluatee Signature		•	for Future Professional Growth  ar Reflection Meeting		

### PRE-OBSERVATION FORM

**OPGES: THERAPEUTIC SPECIALIST/SPEECH** 

OPGES EVALUATEE	
SCHOOL	
DATE/TIME OF OBSERVATION	
OBSERVER	
QUESTIONS FOR DISCUSSION	NOTES/ANSWERS
<ul> <li>1A: Demonstrating knowledge and skill in the specialist therapy area</li> <li>How will you demonstrate your knowledge and skill in the therapy area?</li> <li>Explain your certificate or license.</li> </ul>	
<ul><li>1B: Establishing goals for the therapy program</li><li>How do you determine the therapy goals?</li></ul>	
<ul> <li>1C: Demonstrating knowledge of district, state and federal regulations and guidelines</li> <li>Discuss your knowledge of special education laws and procedure.</li> </ul>	
<ul> <li>1D: Demonstrating knowledge of resources</li> <li>both within and beyond the school and district</li> <li>What is your knowledge base of resources for students available through the school or district and in the community?</li> </ul>	
1E: Planning the therapy program integrated with the regular school program to meet the needs of individual students	,
<ul> <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>	~
1F: Developing a plan to evaluate the therapy program	
<ul> <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 POST-OBSERVATION REFLECTION & CONFERENCE FORM OPGES: THERAPEUTIC SPECIALIST/SPEECH

OPGES EVALUATEE	
SCHOOL	
OBSERVER	
DATE OF OBSERVATION	
QUESTIONS	NOTES/ANSWERS
<ul> <li>4A: Reflecting on Practice</li> <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>	
4B: Collaborating with teachers and administrators  • How do you communicate with teachers and administrators regarding individual	
cases?  4C: Maintaining an effective data management	
How do you maintain an effective data- management system for monitoring student progress?	
<ul> <li>Discuss how you utilized data to adjust student treatment.</li> </ul>	
<ul> <li>4D: Participating in a professional community</li> <li>In which school and district events are you an active participant?</li> </ul>	
4E: Engaging and professional development  • How do you seek opportunities for professional development?	
<ul> <li>4F: Showing professionalism</li> <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		Rat	ing		Performance Measure 3: Instruction		Ra	ting	
A: Establishing rapport with students	I	D	Α	E	A: Responding to referrals	ı	D	А	E
B: Organizing time effectively	ı	D	А	Е	B: Developing and implementing treatment plans	I	D	Α	E
C: Establishing and maintaining Procedures	1	D	А	E	C: Communicating with families	ı	D	А	Е
D: Establishing standards of conduct	1	D	А	E	D: Collecting information; writing reports	I	D	Α	E
E: Organizing physical space & storage of materials	I	D	А	E	E: Demonstrating flexibility and responsiveness	I	D	А	E

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

<sup>\*</sup>Denotes sharing of results, not necessarily agreement with the formative rating