

# **APPENDIX B**

## **OPGES FORMS**

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The following forms are included in this section:

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

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

## Professional Learning, Growth Goal, & Action Planning

Performance Measure Components	Components for Professional Growth <small>Circle/Highlight Professional Growth Priority Components from Self-Reflection</small>						Select ONE 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

<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
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	

End of Year Reflection 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

## POST-OBSERVATION REFLECTION & CONFERENCE FORM

### OPGES: SCHOOL GUIDANCE COUNSELOR/SOCIAL WORKER

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

### **POST-OBSERVATION MEETING**

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

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

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

<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
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	
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	

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

# 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?	

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





# NEWPORT INDEPENDENT SCHOOLS

## POST-OBSERVATION REFLECTION & CONFERENCE FORM

### OPGES: INSTRUCTIONAL SPECIALIST/COACH

<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**

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

### **POST-OBSERVATION MEETING**

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

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

# 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
Measure 1: Planning	1A - Demonstrating Knowledge of Content Curriculum and Process	I	D	A	E	
	1B - Demonstrating Knowledge of Students	I	D	A	E	
	1C – Supporting Instructional Goals	I	D	A	E	
	1D - Demonstrating Knowledge and Use of Resources	I	D	A	E	
	1E – Demonstrating Knowledge of Literature and Lifelong Learning	I	D	A	E	
	1F – Collaborating in the Design of Instructional Experiences	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 Library 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 Clearly and Accurately	I	D	A	E	
	3B – Using Questioning and Research Techniques	I	D	A	E	
	3C – Engaging Students in Learning	I	D	A	E	
	3D – Assessment in Instruction	I	D	A	E	
	3E – Demonstrating Flexibility and Responsiveness	I	D	A	E	
Measure 4: Professionalism	4A - Reflecting on Practice	I	D	A	E	
	4B – Maintaining Accurate Records	I	D	A	E	
	4C – Communication with School Staff and Community	I	D	A	E	
	4D – Participating in a Professional Community	I	D	A	E	
	4E – Growing and Developing Professionally	I	D	A	E	
	4F – Collection Development and Maintenance	I	D	A	E	
	4G – Managing Library Budget	I	D	A	E	



Performance Measure Components			Self-Assessment				Rationale	
	4H- Managing Personnel		I	D	A	E		
	4I – Professional Ethics		I	D	A	E		

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

<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
Measures of Goal Attainment (Tools/Instruments)		
Expected Student Learning Impact		

Professional Development/Learning Action Plan		
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	
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	

## End of Year Reflection Meeting

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

## 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			
A: Creating an Environment of Respect and Rapport	I	D	A	E	A: Communicating Clearly & Accurately	I	D	A	E
B: Establishing a Culture for Learning	I	D	A	E	B: Using Questioning and Research Techniques	I	D	A	E
C: Managing Library Procedures	I	D	A	E	C: Engaging Students in Learning	I	D	A	E
D: Managing Student Behavior	I	D	A	E	D: Assessment in Instruction	I	D	A	E
E: Organizing Physical Space	I	D	A	E	E: Demonstrating Flexibility & Responsiveness	I	D	A	E

### POST-OBSERVATION MEETING

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

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

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

<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
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>	
<b>Next Steps/Notes for Future Professional Growth</b>	

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

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

<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?	

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



**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			
A: Establishing rapport with students	I	D	A	E	A: Responding to referrals	I	D	A	E
B: Establishing a culture for positive mental health	I	D	A	E	B: Evaluating student needs with NASP guidelines	I	D	A	E
C: Establishing and maintaining clear procedures	I	D	A	E	C: Chairing evaluation team	I	D	A	E
D: Establishing standards of conduct	I	D	A	E	D: Planning interventions to maximize student's likelihood of success	I	D	A	E
E: Organizing physical space for testing and storage of materials	I	D	A	E	E: Maintaining contact with physicians and community mental health service providers	I	D	A	E
					F: Demonstrating flexibility and responsiveness	I	D	A	E

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

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



## 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				
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

<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	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	

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



# 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?	



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

# NEWPORT INDEPENDENT SCHOOLS

## POST-OBSERVATION REFLECTION & CONFERENCE FORM

### OPGES: THERAPEUTIC SPECIALIST/SPEECH

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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 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?	

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## Evaluator's Formative Observation Rating

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

### POST-OBSERVATION MEETING

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

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