



# **Other Professional Certified Personnel Evaluation Forms**



# OP FORMS

# Guidance Counselor Observation Instrument

**Directions:** Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. Text boxes expand to accommodate multiple evidence examples.

**Guidance Counselor:** Click here to enter text.  
text.

**School:** Click here to enter text.

**Evaluator:** Click here to enter text.

**Date:** Click here to enter text.

Component:	Rating:				Evidence:
<b>1A</b> - Demonstrating knowledge of counseling theory and techniques	I	D	A	E	
<b>1B</b> - Demonstrating knowledge of child and adolescent development	I	D	A	E	
<b>1C</b> - Establishing goals for the counseling program appropriate to the setting and the students served	I	D	A	E	
<b>1D</b> - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	I	D	A	E	
<b>1E</b> - Plan in the counseling program integrated with the regular school program	I	D	A	E	
<b>1F</b> - Developing a plan to evaluate the counseling program	I	D	A	E	

<b>2A</b> - Creating an environment of respect and rapport	I	D	A	E	
<b>2B</b> - Establishing a culture for productive communication	I	D	A	E	
<b>2C</b> - Managing routines and procedures	I	D	A	E	
<b>2D</b> - Establishing standards of conduct and contributing to the culture for student behavior throughout the school.	I	D	A	E	
<b>2E</b> - Organizing physical space	I	D	A	E	

<b>3A</b> – Assessing student needs	I	D	A	E	
<b>3B</b> - Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs	I	D	A	E	
<b>3C</b> - Using counseling text makes an individual and classroom programs	I	D	A	E	
<b>3D</b> - Brokering resources to meet needs	I	D	A	E	
<b>3E</b> - Demonstrating flexibility and responsiveness	I	D	A	E	

<b>4A</b> - Reflecting on practice	I	D	A	E	
<b>4B</b> - Maintaining records and submitting them in a timely fashion	I	D	A	E	
<b>4C</b> - Communicating with families	I	D	A	E	
<b>4D</b> - Participating in a professional community	I	D	A	E	
<b>4E</b> - Engaging in professional development	I	D	A	E	
<b>4F</b> - Showing professionalism	I	D	A	E	

Complete as appropriate:

	NT/T	Full	Mini	Summative
Window 1				
Window 2				

Comments:

The Signatures below indicate the evaluatee and evaluator have reviewed and discussed the content of this form.

\_\_\_\_\_

Evaluatee's Signature/Date

\_\_\_\_\_

Evaluator's Signature/Date

# Media Specialist Observation Instrument

**Directions:** Completed by principal. Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. Text boxes expand to accommodate multiple evidence examples.

**Library Media Specialist:** Click here to enter text.

**School:** Click here to enter text.

**Evaluator:** Click here to enter text.

**Date:** Click here to enter text.

Component:	Rating:				Evidence:
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 a Knowledge of Literature and Lifelong Learning	I	D	A	E	
1F - Collaborating in the Design of Instructional Experiences	I	D	A	E	

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	

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	

<b>3D - Assessment in Instruction (whole class, one- on-one and small group)</b>	I	D	A	E	
<b>3E - Demonstrating Flexibility and Responsiveness</b>	I	D	A	E	
<b>4A - Reflecting on Practice</b>	I	D	A	E	
<b>4B - Maintaining Accurate Records</b>	I	D	A	E	
<b>4C - Communicating with School Staff and Community</b>	I	D	A	E	
<b>4D - Participating in a Professional Community</b>	I	D	A	E	
<b>4E - Growing and Developing Professionally</b>	I	D	A	E	
<b>4F - Collection Development and Maintenance</b>	I	D	A	E	
<b>4G - Managing the Library Budget</b>	I	D	A	E	
<b>4H - Managing Personnel</b>	I	D	A	E	
<b>4I - Professional ethics</b>	I	D	A	E	

Complete as appropriate:

	NT/T	Full	Mini	Summative
Window 1				
Window 2				

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\_\_\_\_\_  
Evaluatee's Signature                      Date

\_\_\_\_\_  
Evaluator's Signature                      Date

# Speech Therapist Observation Instrument

**Directions:** Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. Text boxes expand to accommodate multiple evidence examples.

**Therapeutic Specialist:** Click here to enter text.

**School:** Click here to enter text.

**Evaluator:** Click here to enter text.

**Date:** Click here to enter text.

Component:	Rating:				Evidence:
<b>1A</b> - Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license	I	D	A	E	
<b>1B</b> - Establishing goals for the therapy program appropriate to the setting and the students served	I	D	A	E	
<b>1C</b> - Demonstrating knowledge of District state and federal regulations and guidelines	I	D	A	E	
<b>1D</b> -Demonstrating knowledge of resources both within and beyond the school and district	I	D	A	E	
<b>1E</b> - Planning the therapy program integrated with the regular school program to meet the needs of individual students	I	D	A	E	
<b>1F</b> - Developing a plan to evaluate the therapy program	I	D	A	E	

<b>2A</b> – Establishing rapport with students	I	D	A	E	
<b>2B</b> - Organizing time effectively	I	D	A	E	
<b>2C</b> - Establishing and maintaining clear procedures for referrals	I	D	A	E	
<b>2D</b> - Establishing standards of conduct in the treatment center	I	D	A	E	
<b>2E</b> - Organizing physical space for testing of students and providing therapy	I	D	A	E	

<b>3A</b> - Responding to referrals and evaluating student needs	I	D	A	E	
<b>3B</b> - Developing and implementing treatment plans to maximize student s success	I	D	A	E	
<b>3C</b> - Communicating with families	I	D	A	E	
<b>3D</b> - Collecting information; writing reports	I	D	A	E	
<b>3E</b> - Demonstrating flexibility and responsiveness	I	D	A	E	

<b>4A</b> - Reflecting on practice	I	D	A	E	
<b>4B</b> - Collaborating with teachers and administrators	I	D	A	E	
<b>4C</b> - Maintaining an effective data management system	I	D	A	E	
<b>4D</b> - Participating in a professional community	I	D	A	E	
<b>4E</b> - Engaging in professional development	I	D	A	E	
<b>4F</b> - Showing professionalism including integrity advocacy and maintaining confidentiality	I	D	A	E	

Complete as appropriate:

	NT/T	Full	Mini	Summative
Window 1				
Window 2				

Comments:

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\_\_\_\_\_

Evaluatee's Signature

Date

\_\_\_\_\_

Evaluator's Signature

Date



## Instructional Coach Observation Instrument

**Directions:** Completed by principal. Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. Text boxes expand to accommodate multiple evidence examples.

**Instructional Specialist:** Click here to enter text.

**School:** Click here to enter text.

**Evaluator:** Click here to enter text.

**Date:** Click here to enter text.

Component:	Rating:				Evidence:
<b>1A</b> - Demonstrating knowledge of current trends in specialty area and professional development	I	D	A	E	
<b>1B</b> - Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	I	D	A	E	
<b>1C</b> - Establishing goals for the instructional support program appropriate to the setting and the teachers served	I	D	A	E	
<b>1D</b> - Demonstrating knowledge of resources both within and beyond the school and district	I	D	A	E	
<b>1E</b> - Planning the instructional support program integrated with the overall school program	I	D	A	E	
<b>1F</b> - Developing a plan to evaluate the instructional support program	I	D	A	E	

<b>2A</b> - Creating an environment of trust and respect	I	D	A	E	
<b>2B</b> - Establishing a culture for ongoing instructional improvement	I	D	A	E	
<b>2C</b> - Establishing clear procedures for teachers to gain access to the instructional support	I	D	A	E	
<b>2D</b> - Establishing and maintaining norms of behavior for professional interactions	I	D	A	E	
<b>2E</b> - Organizing physical space for workshops or training	I	D	A	E	

<b>3A</b> - Collaborating with teachers in the design of instructional units and lessons	I	D	A	E	
<b>3B</b> - Engaging teachers in learning new instructional skills	I	D	A	E	
<b>3C</b> - Sharing expertise with staff	I	D	A	E	

<b>3D - Locating resources for teachers to support instructional improvement</b>	I	D	A	E	
<b>3E - Demonstrating flexibility and responsiveness</b>	I	D	A	E	

<b>4A - Reflecting on practice</b>	I	D	A	E	
<b>4B - Preparing and submitting budgets and reports</b>	I	D	A	E	
<b>4C - Coordinating work with other instructional specialists</b>	I	D	A	E	
<b>4D - Participating in a professional community</b>	I	D	A	E	
<b>4E - Engaging in professional development</b>	I	D	A	E	
<b>4F - Showing professionalism including integrity and confidentiality</b>	I	D	A	E	

Complete as appropriate:

	NT/T	Full	Mini	Summative
Window 1				
Window 2				

Comments:

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\_\_\_\_\_  
Evaluatee's Signature                      Date

\_\_\_\_\_  
Evaluator's Signature                      Date

# Psychologist Observation Instrument

**Directions:** Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. Text boxes expand to accommodate multiple evidence examples.

**Psychologist:** Click here to enter text.

**School:** Click here to enter text.

**Evaluator:** Click here to enter text.

**Date:** Click here to enter text.

Component:	Rating:				Evidence:
<b>1A</b> - Demonstrating knowledge and skill in using psychological instruments to evaluate students	I	D	A	E	
<b>1B</b> - Demonstrating knowledge of child and adolescent development and psychopathology	I	D	A	E	
<b>1C</b> - Establishing goals for the psychology program appropriate to the setting and the students served	I	D	A	E	
<b>1D</b> - Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district	I	D	A	E	
<b>1E</b> - Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention	I	D	A	E	
<b>1F</b> - Developing a plan to evaluate the psychology program	I	D	A	E	

<b>2A-</b> Establishing rapport with students	I	D	A	E	
<b>2B</b> - Establishing a culture for positive mental health throughout the school	I	D	A	E	
<b>2C</b> - Establishing and maintaining clear procedures for referrals	I	D	A	E	
<b>2D</b> - Establishing standards of conduct in the testing center	I	D	A	E	
<b>2E</b> - Organizing physical space for testing the students and storage of materials	I	D	A	E	

<b>3A</b> - Responding to referrals consulting with teachers and administrators	I	D	A	E	
<b>3B</b> - Evaluating student needs and compliance with national Association of school psychologists NASP guidelines	I	D	A	E	
<b>3C</b> - Chairing evaluation team	I	D	A	E	

<b>3D - Planning interventions to maximize student's likelihood of success</b>	I	D	A	E	
<b>3E - Maintaining contact with physicians and community mental health service providers</b>	I	D	A	E	
<b>3F- Demonstrating flexibility and responsiveness</b>	I	D	A	E	

<b>4A - Reflecting on practice</b>	I	D	A	E	
<b>4B - Communicating with families</b>	I	D	A	E	
<b>4C - Maintaining accurate records</b>	I	D	A	E	
<b>4D - Participating in a professional community</b>	I	D	A	E	
<b>4E - Engaging in professional development</b>	I	D	A	E	
<b>4F - Showing professionalism</b>	I	D	A	E	

Complete as appropriate:

	NT/T	Full	Mini	Summative
Window 1				
Window 2				

Comments:

The Signatures below indicate the evaluatee and evaluator have reviewed and discussed the content of this form.

Evaluatee's Signature \_\_\_\_\_

Date \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_

Date \_\_\_\_\_

# Covington Independent Public Schools

## Summative Evaluation Other Professionals

Professional: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

### Overall Rating for Domains:

DOMAIN	INEFFECTIV E	DEVELOPIN G	ACCOMPLISHE D	EXEMPLAR Y
1				
2				
3				
4				

### Overall Professional Practice Rating:

INEFFECTIVE	DEVELOPING	ACCOMPLISHED	EXEMPLARY
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### Comments

- \_\_\_\_\_ Re-employ (on limited contract)
- \_\_\_\_\_ Re-employ (recommended for continuing contract-Tenure)
- \_\_\_\_\_ Re-employ (currently holding a continuing contract)
- \_\_\_\_\_ Re-employ (Place on Corrective Action Plan)
- \_\_\_\_\_ Not recommended for re-employment

\_\_\_\_\_  
Evaluatee's Signature                      Date

\_\_\_\_\_  
Evaluator's Signature                      Date