Kentucky Department of Education
Professional Growth and Effectiveness System

PGES

OPGES Workplace visit/ Observations

What it looks like.

Other professionals are an essential part of the educational process. The goals of PGES are for every student to be taught by an effective educator. Other professionals have unique job responsibilities and environments in which to perform their educational practice. Therefore, the required observation piece of the PGES may look different than a typical classroom teacher. Other professionals may receive an observation that looks closer to the administrative workplace visits. This document will help the primary evaluator and the peer observer understand what to expect with the other professional when conducting the OPGES observation/ workplace visit cycle.

Domains observed:

Other professionals observation/ workplace visits may view or experience evidence from all 4 domains.

Some domains may have stronger evidence than another. Each specialist framework will provide examples in each component of what to expect at the accomplished level. Evaluators and Peer Observers should let the other professional discuss these samples with them during the pre and post observation conferences.

Time frame:

Each district should determine what the usual amount of time is required for a full or mini observation. Since other professionals may not have traditional scheduled classes, conversation will be needed between the observer and the other professional on what amount of time will be spent in observation. All observations should have a pre- and post- conference. Pre-conferences may be done via email or face to face discussion. Post conferences must be conducted face to face.

Frameworks:

Specific Frameworks are available for each of the 5 categories of other professionals. It is imperative that observers are familiar with these unique frameworks before they begin an observation in order to learn the specific responsibilities of that specialist. During the observation/ workplace visit, the observer should be using the correct specialist framework either on paper or in the CIITS observation platform.

Samples of observations:

Please note that the follow guidance is a general outline, high level example of what an OPGES observation may look like. It will not be identical in all districts. More or less may be expected in each district. Conversation between the observer and other professional is essential before the observation/ workplace visit occurs in order to understand the roles for that position. If a particular component does not apply to the other professional, there is an N/A option available. Workplace visit question samples are provided as an example; however, districts may adapt questions to suit their needs. Question samples are based on the domains and components for each specialist framework.

Kentucky Department of Education
Professional Growth and Effectiveness System

PGES

Library Media Specialist: What to expect during observation

Domain 1 – Planning and preparation

Librarians often plan in collaboration with faculty during team meetings and at other times during the day. Preparing displays, newsletters, and websites to promote resources fits in this category (as well as in Domain 4). Previewing books and digital content, locating resources, and prepping technology and/or the library facility for use are part of Domain 1.

Domain 2 – The library environment

The library environment varies from school to school and between grade levels. Some will have set schedules of students on a rotation while others will have a flexible schedule that allows access for students and teachers at the point of need. Individuals, small groups and whole groups may use different parts of the library at the same time. Librarians may have schedules interrupted in order to give assistance to others while they have students in the library.

The layout of the library facility, signage and climate/culture of the library media center are part of Domain 2. Kentucky's guidelines for effective library media programs, *Beyond Proficiency @ your library,* offer guidance on the type of library environment that should be in place. The School Library Media Program Rubric may be of particular help with this domain.

Domain 3 – Instruction/ Delivery of Service

Librarian responsibilities vary. Some will have scheduled classes and teach or co-teach library media/research skills or literacy enrichment. Some will have a flexible schedule and provide service to students, teachers and parents at the point of need. All librarians provide support and resources to teachers, staff and students at various times of the day. The observer needs to keep in mind that delivery of service does not have to be a class or lesson setting. Discussion with the librarian is essential to determine his/her level of service.

Domain 4 – Professional Responsibility

Much of the librarian's work exists in this domain. You may observe or have discussions on how the librarian prepares the library to have applicable resources for all teachers and students. You may discuss the budget and purchasing process. You may observe the cataloging and processing of materials, as well as the weeding of resources and equipment to keep holdings current. Preparing displays, newsletters and websites to promote resources fit in this category (as well as in Domain 1).Maintaining accurate records, such as circulation statistics and inventory records are part of Domain 4. The librarian may supervise classified staff, student workers or parent volunteers. Librarians hold many responsibilities at school, district and even regional levels. Discussion with the other professional and study of the specialist framework will benefit the observer.

KDE:ONGL:TLEB:ABJ:Aug2015

OPGES: sample Library Media observation/ workplace visit questions.

1. As the librarian how do you keep up with the curriculum in order to make meaningful connections with resources? Tell about the research process you have used with students.
2. How do you use your knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs to plan for instruction, promote reading, technology services and develop the resource collection?
3. Give an example of when you used online resources to identify needed resources from agencies, organizations and institutions within the community at large and beyond.
4. Tell about how you have worked with groups and individuals to promote good books, reading for pleasure and love of learning.
5. Give an example of your collaboration with teacher(s) in designing, planning, implementing, and assessing meaningful learning activities that integrate the use of multiple resources. What will you do differently next time?
6. What strategies have you used to build a high regard for the library media center by students and staff?
7. Tell about successful library guidelines and procedures you have established in the areas of circulation and scheduling for optimal library services. What made them successful?
8. How do you communicate clear standards of conduct, monitor student behavior, and respond to student misbehavior in the library?
9. What successful strategies do you use to guide students' inquiry and to help students think critically as they formulate pertinent questions about their research topics?
10. In collaborative units designed for whole class instruction, what techniques do you use to provide timely, accurate, substantive, constructive and specific feedback to students?
11. Are you constantly searching for ways to increase the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program? Tell about a recent discovery.
12. District policy requires an annual report on the library media program. What data will you include in your report to accurately reflect the program?
13. How do you actively solicit feedback and input from the school's staff and community to improve instruction, program and services of the library? What role does AASL's *Standards for the 21st Century Learner* and *Empowering Learners: Guidelines for School Library Media Programs* play in your efforts?
14. Tell about any past participation in school events, service on school and district committees, and leadership roles. How did this involvement impact your relationship with colleagues?
15. What strategies do you use for managing the library budget and maintaining accurate records?

Kentucky Department of Education
Professional Growth and Effectiveness System

PGES

School Counselor/ Social Worker: What to expect during observation

Domain 1 – Planning & preparation

The school counselor /school social worker may be showing evidence of how he/she plans with school administration or school staff. The counselor may be working on the plans for a school wide program such as Bullying Prevention. The counselor may show evidence of planning for a classroom guidance lesson or collaboration with a teacher. He/she may show knowledge of counseling techniques and child development and this knowledge supports the school programs.

Domain 2 – The Environment

The school counselor/school social worker may show evidence of activities available for students. He/she may demonstrate an inviting or open place for students to receive services. The counseling environment may be both an individual office setting and classroom interaction. Evidence may be in the form of (1) facilitating groups such as peer mediation, or peer buddy that help foster a positive school environment; (2) meeting/greeting students as they arrive in the morning; (3) being in halls, classrooms and the school environment to support students when needed; (4) participating on the Curriculum and Climate committees; (5) being a positive and proactive presence within the school environment; and (6) placing bulletin boards, posters, or information throughout the building for both communicative purposes as well as to support a positive environment.

Domain 3 – Delivery of Service

Counseling responsibilities will vary with grade level. The counselor/ social worker may show evidence of supporting student needs through the Delivery of Services supported by the ASCA National Model: School Counseling Core Curriculum consisting of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level; Individual Student Planning, consisting of coordination of ongoing systematic activities designed to assist students in establishing personal goals and developing future plans; and Responsive Services, consisting of activities designed to meet students' immediate needs and concerns, such as individual and group counseling, contacting authorities in the case of suspected abuse and other crisis needs; collaboration with teachers, administrators, parents and other agencies; organizing school-wide programs as well as continually using feedback to strengthen the counseling program.
Delivery of Services should be primarily observed as program implementation (e.g. such as Operation Preparation, Individual Learning Plan, Second Step, other school counseling program), classroom guidance (school wide curriculum delivering intentional programs), small group interventions (confidential – cannot observe), or individual counseling (confidential – cannot observe).

Domain 4 – Professional responsibilities (counselor)

The school counselor/school social worker may show evidence by showing proof of "reflecting on practice". Additional evidence could be in the form of accurate and timely records. Proof of communication with families would serve as evidence in this category. Participating in school events as well as engagement in professional learning would be evidence of Professional Responsibilities. Key evidence of professional responsibility could be shown by the counselor's/ social worker's ability to advocate for students while maintaining confidentiality as well as being an example of honesty and integrity.

Sample workplace visit guiding questions/ prompts for OPGES categories – Counselor/ Social Worker.

1. As the professional school counselor, how do you keep up with the academic, career and personal/social curriculum in order to make meaningful connections with resources? Tell about the counseling skills and techniques you have used with students.
2. How do you use your knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs to plan for instruction, promote reading, technology services and develop the holistic child?
3. Give an example of when you used online resources to identify needed resources from agencies, organizations, and institutions within the community at large and beyond.
4. Tell about how you have counseled with groups and individuals to improve their academic, career and personal/social development.
5. Give an example of your collaboration with teacher(s) in designing, planning, implementing, and assessing meaningful learning activities that integrate the unique set of professional school counseling skills. What will you do differently next time?
6. What strategies have you used to build a high regard for the School Counseling Program by students and staff?
7. How do you communicate available counseling services to the professional learning community?
8. What successful strategies have you used with students in your Comprehensive School Counseling Program? What data do you have to support that success?
9. Are you constantly searching for ways to increase the effectiveness of services, resources, instructional strategies and facilities to ensure that they are meeting the goals of the Comprehensive School Counseling program? Tell about a recent discovery.
10. District policy requires an annual report on the Comprehensive School Counseling program. What data will you include in your report to accurately reflect the program?
11. How do you actively solicit feedback and input from the school's staff and community to improve instruction, program and services of the Comprehensive School Counseling Program? What role does *ASCA's National Model* and the associated standards play in your efforts?
12. Tell about any past participation in school events, service on school and district committees and leadership roles. How did this involvement impact your relationship with colleagues?
13. What types of school counseling professional development activities have you participated in this year? What have you learned?

Sample workplace visit guiding questions/ prompts for OPGES categories– Counselor/ Social Worker – continued.

14. Please give some examples where you have sought out new opportunities or improved existing programs to create an environment where students and stakeholders have thrived.
15. Please give some examples of ways you have helped students, teachers and/or staff become more effective this year.
16. How do you involve parents and families when working with students?
17. How do you disseminate needed information regarding various disabilities and techniques/strategies/ interventions to help support at-risk and disabled students?
18. Please give an example of a way in which you have demonstrated your professionalism in activities outside the school district.
19. In what ways do you take an active role in professional organizations?
20. How do you ensure the counseling environment is conducive to working with students?
21. How do you ensure that the work environment is conducive to open communication with school staff, parents, and students?
22. What direct/indirect services do you provide children, families, and schools?
23. How do you involve parent and families of the students you work with?
24. How do you disseminate needed information (such as academic progress, progress on interventions, assessment results) to students, staff and parents?
25. What do you do to protect instructional time for your teachers?
26. What strategies do you use to manage your time to be the most effective and efficient?
27. What organization system do you utilize to ensure that you remain in compliance with timelines and to ensure you maintain confidentiality of student records?
28. What steps do you follow in order to develop an intervention plan which adequately addresses an individual student's academic/behavioral needs?
29. Describe how you might assist a teacher with academic/behavior concerns involving a student?
30. What is the Mission of the School Counseling Program?
31. What is the Vision for the School Counseling Program?
32. What information did you use to set the goals for the School Counseling Program?
33. What are the goals of the School Counseling Program?
34. How will you know if and when the School Counseling Program goals have been successfully achieved? What types of data will you gather to inform the evolution of interventions to achieve your program goals?
35. Does one of the goals address equity gaps?
36. How does your calendar and annual agreement with administration reflect the prioritization of your time to achieve School Counseling Program goals?

Therapeutic Specialist – Speech Pathologist: What to expect during observation.

Domain 1 – Planning & preparation

The speech language pathologist may show evidence of planning for individual or group sessions, comprehensive assessments or for collaboration with teachers. They will demonstrate knowledge of specific areas such as speech sound production, fluency, receptive/expressive language, or AAC (Assistive and/or Augmentative Communication) devices and the effects of the students' needs in these areas on classroom performance. The speech language pathologist will have selected appropriate materials to work with students on their specific speech and language goals and objectives. The speech language pathologist will have a method of data collection and record keeping reporting the students' progress.

Domain 2 – The Environment

The speech language pathologist may show evidence of a schedule for therapy sessions, assessments, classroom collaboration and/or report writing/record keeping. The therapy room may show evidence of appropriate materials and assorted standardized assessments. The speech language therapist will have a variety of therapy materials specific to the IEP goals/objectives being addressed.

Domain 3 – Delivery of Service

Speech language pathologists may provide individual or group therapy, classroom collaboration, RTI in varied settings, consultation with other staff and parents, screenings or assessments. The role of the speech language pathologist varies depending on assignment. In most elementary schools, the speech language pathologist has a caseload of students receiving speech/language therapy in accordance with an Individual Education Program (IEP). In KY, the speech language pathologist's maximum caseload may not exceed 65 students. Students are usually seen for therapy in small groups to address specific goals and objectives. The speech language pathologist may take data during the session to measure progress toward achieving objectives. If conducting an assessment, the speech language pathologist may use standardized or non-standardized testing materials, conduct behavior observation focused on communication skills, or interview classroom teacher about the students' communication skills in the classroom. In middle and high schools, the scheduling is more challenging. If the students are in a self-contained FMD or MD classroom, the speech language pathologist may be working on more functional communication skills.

Domain 4 – Professional responsibilities (Speech Continued)

The speech language pathologist may show evidence of participating in professional development activities and providing professional guidance to teachers, parents and other staff. The SLP may show evidence of assisting with RTI for speech language skills. The SLP may be participating in ARC meetings to determine eligibility, review assessments or develop IEPs for speech language students. The SLP may show involvement in professional organizations.

OPGES: sample Therapeutic Specialist observation/ workplace visit questions.

1. What kind of services do you provide for the students in this school (for example: direct therapy, screenings, assessments, consultation, RTI, community outreach, counseling)?
2. Do you have a regular therapy schedule and how many students are on your caseload?
3. What things do you take into consideration when making your schedule?
4. How do you make connections between therapy and classroom?
5. How have you helped teachers provide accommodations for the speech and language needs of their students?
6. Describe the contact you have with the parents of your students.
7. What is you involvement with RTI in your school?
8. Describe how you have demonstrated flexibility in scheduling.
9. How do you communicate with staff about student needs?
10. How do receive referrals/requests for screenings?
11. How do you determine what type of assessments are needed?
12. What is your record keeping system and how is it managed?
13. What are some suggestions you might give a teacher if he/she is having difficulty understanding a student in the classroom?
14. What professional development sessions have you recently attended and how will you apply what you learned to your therapy?
15. How do you prepare for an ARC meeting-an annual review of a student's IEP?
16. How do you prepare for an ARC meeting to review an assessment and determine eligibility for your services?

School Psychologists: What to expect during observation

Domain 1 – Planning & preparation

School Psychologist may show evidence of how they plan with school administration or school staff including but not limited to communicating timelines, coordinating/scheduling meetings, reviewing student records/data to discuss at meetings, and completing drafts of forms for meetings. The school psychologist may show knowledge of various disabilities and techniques, strategies, and/or interventions to help identify and support at-risk or disabled students and school programs for these students.

Domain 2 – The Environment

The environment for a school psychologist varies from school to school and varies based on the task. The testing environment may demonstrate an inviting place for students to be assessed. Interventions and/or counseling may be done in an individual or classroom setting. School psychologist ensures environment is appropriate and is in a private, quiet location.

Domain 3 – Delivery of Service

School psychologist's responsibilities vary from school to school and will vary with grade level and student/school needs. School psychologists work with students and families to support student's social, emotional, and behavioral health. School psychologists have knowledge of varied models and methods of assessment and data collections for identifying strengths and needs, developing effective service plans and programs, and measuring progress and outcomes. School psychologists provide consultation, collaboration, and resource information applicable to individuals, families, groups, and systems and methods to promote effective implementation of services. School psychologists provide direct and indirect services for children, families and schools through interventions and instructional support to develop academic skills, through interventions and mental health services to develop social and life skills, through school-wide practices to promote learning, through preventive and responsive services, and through family-school collaboration services. School psychologists improve academic achievement, promote positive behavior and mental health, support diverse learners, create safe positive school climates, strengthen family-school partnerships, and improve school-wide assessment and accountability.

Domain 4 – Professional responsibilities (Psychologists)

School psychologists hold many responsibilities at school, district, and regional levels. Responsibilities will vary from school to school. Professional responsibilities include following ethical, legal, and professional standards in the provision of services. School psychologists disseminate knowledge, maintain professional development and training, and maintain knowledge and skills in areas of: data collection and analysis, assessment, progress monitoring, school-wide practices to promote learning, resilience and risk factors, consultation/collaboration, academic/learning interventions, behavioral interventions, instructional support, prevention/intervention services, special education services, crisis preparedness, response, and recovery, family/school/community collaboration, diversity in development and learning, research and program evaluation, and professional ethics, school law, and systems.

OPGES: sample Psychologist observation/ workplace visit questions.

1. What types of school psychology professional development activities have you participated in this year? What have you learned?
2. Please give some examples where you have sought out new opportunities or improved existing programs to create an environment where students and stakeholders have thrived.
3. Please give some examples of ways you have helped students, teachers, and/or staff become more effective this year.
4. How do you involve parents and families when working with students?
5. How do you disseminate needed information regarding various disabilities and techniques/strategies/interventions to help support at-risk and disabled students?
6. How do you disseminate information regarding changes in regulations and procedures?
7. Please give an example of a way in which you have demonstrated your professionalism in activities outside the school district.
8. In what ways do you take an active role in professional organizations?
9. How do you ensure the testing/counseling environment is conducive to working with students?
10. How do you ensure that the work environment is conducive to open communication with school staff, parents, and students?
11. What direct/indirect services do you provide children, families, and schools?
12. How do you involve parent and families of the students you work with?
13. How do you disseminate needed information (such as academic progress, progress on interventions, assessment results) to students, staff, and parents?
14. What do you do to protect instructional time for your teachers?
15. How do you ensure parents understand evaluation results?
16. Please explain any new assessment measures you have learned and used this year.
17. What strategies do you use to manage your time to be the most effective and efficient?
18. What organization system do you utilize to ensure that you remain in compliance with timelines and to ensure you maintain confidentiality of student records?
19. What steps do you follow in order to develop an intervention plan which adequately addresses an individual student's academic/behavioral needs?
20. Describe how you might assist a teacher with academic/behavior concerns involving a student?
21. What information do you consider in planning a student's evaluation?
22. How do you typically prepare for committee meetings with parents, teachers, and administrators?
23. How do you protect against over-identifying students?

Instructional Specialists

Domain 1 – Planning & preparation

Instructional coaches plan in collaboration with district and building administrators, each other, and with classroom teachers to assist in building efficacy, craftsmanship, collaboration, and growth mindset which ultimately impacts student performance. Coaches will engage in regular planning meetings with administrators and each other to ensure instructional conversations with teachers support the vision and mission of the building and district. Regular meetings with teachers will center on planning instruction and data reflection around a self-selected growth goal or focus. Coaches will plan for instruction, co teaching, faculty meetings, district meetings, and other professional development opportunities.

Domain 2 – The Environment

Instructional coaches will work to create an environment where educators can share ideas, collaborate, and make decisions as equals. Coaches will be intentional about fostering respectful communication, honoring teacher expertise, and consulting on practice when requested by the teacher.

Coaches will base conversations in goals set by the teachers they serve; goal setting, action planning, self-reflection, data collection and analysis, and developing a vision for next steps in best practice instruction.

Coaches will model for individual teachers, for the school, and for the district, an attitude of collegial learning/collaboration

Domain 3 – Delivery of Service

Includes, but not limited to:

*regular planning/reflecting conversations with individual teachers in a coaching cycle

*regular classroom visits to collect data for the purpose of teacher self-reflection and goal setting.

*planning and facilitation of building/district PD that supports district/building vision

*attendance at PD around best practice instruction for the purpose of being able to engage in conversations with teachers.

*regular planning with building administrators to ensure individual coaching is aligned with school vision and mission.

*invest specific time for research/planning around the most current literature about best practice instruction.

Domain 4 – Professional responsibilities

Includes, but not limited to:

*regular planning/reflecting conversations with individual teachers in a coaching cycle

*regular classroom visits to collect data for the purpose of teacher self-reflection and goal setting.

*planning and facilitation of building/district PD that supports district/building vision

*attendance of PD around best practice instruction for the purpose of being able to coach into these conversations with teachers.

*regular planning with building administrators to ensure individual coaching is aligned with school vision and mission.

*invest specific time for research/planning around the most current literature about best practice instruction.