

- *Developing Educator Plan*
- *Directed Growth Plan*
- *Improvement Plan*

NPS Formative Assessment Report Form (Caseload Educator)

Educator—Name/Title: _____

Primary Evaluator—Name/Title: _____

Contributing Evaluator, if any—Name/Title: _____

School(s): _____

Progress Toward Student Learning Goal(s)

Rationale, evidence, and feedback:

Progress Toward Professional Practice Goal(s)

Rationale, evidence, and feedback:

Standard I: Curriculum, Planning, and Assessment.

Indicator I-A. Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

<i>Critical Elements</i>	<ul style="list-style-type: none">• Demonstrates sound knowledge and understanding of the subject matter, professional support delivery models, and of the pedagogy the subject matter requires.• Designs, adapts and/or implements units of instruction with measurable outcomes and challenging tasks that require higher-order thinking skills.• Develops or contributes to the timely development of well designed, behavioral and/or academic interventions while accounting for individual differences based on biological, cultural, and social influences.• Demonstrates knowledge of the developmental levels of students in the classroom and the different ways students learn or behave.• Develops or contributes to the development or modification of well-structured lessons that respond to individual student needs.• Develops lessons (individual or group activities/sessions) with challenging, measurable objectives.
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Indicator I-B. Assessment: Uses a variety of informal and formal methods of assessment to measure student learning, growth, and understanding. Assessment results are used to develop differentiated and enhanced learning experiences and improve future instruction.

<i>Critical Elements</i>	<ul style="list-style-type: none">• Designs and administers a variety of assessments and/or collects data to effectively measure each student's learning, growth, and progress toward achieving state/local standards.• Organizes and analyzes results from a variety of assessments to determine student progress toward intended outcomes.• Implements common assessments.• Uses findings from analysis of formative assessments to adjust practice during and between lessons and to develop differentiated interventions, supports, and programs for students.
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Indicator I-C. Analysis: Analyzes data from assessments individually and collaboratively. Draws conclusions and shares them appropriately with colleagues and students. Collaborates with colleagues and students to determine practices that will improve student learning.

<i>Critical Elements</i>	<ul style="list-style-type: none">• Individually and collaboratively analyzes a wide range of assessment data related to programs, plans, and practices to improve student learning, growth, and development.• Identifies and/or implements appropriate specialized interventions, activities, or groups based on analysis.• Shares data-based insights about student progress with appropriate colleagues (classroom teachers, administrators, related service personnel).• Seeks feedback from colleagues about instructional, assessment, or clinical practices that will support improved student learning and/or development.• Provides useful age-appropriate feedback and engages students and families in constructive conversations that focus on student growth and improvement.
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Standard I: Curriculum, Planning, and Assessment. The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

Specific Comments about Standard I (Required) (maximum 100 words):

- *Comments must include any actionable recommendations that the evaluator is requiring growth on.*

Standard II: Teaching All Students.

Indicator II-A. Instruction: Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

<i>Critical Elements</i>	<ul style="list-style-type: none"> • Defines high expectations for the quality of student work and/or behavior and the perseverance and effort required to produce it. • Uses instructional/clinical practices that are likely to motivate and engage most students during the lesson, activity, or session. • Uses appropriate practices to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners. • Provides students with a clear sense of purpose for the lesson or unit. • Activates students' prior academic knowledge and skills and makes connections to build student understanding. • Uses clear explanations, appropriate language, and examples to present material. • Is flexible and modifies lessons when necessary, effectively responding to student needs in the moment.
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Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

<i>Critical Elements</i>	<ul style="list-style-type: none">• Uses routines and appropriate responses that create and maintain a safe physical and intellectual environment.• Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in diverse groups.• Creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take academic risks; and challenge themselves to learn.• Helps students to take responsibility for their own actions.
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Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, language, family, social class, strengths, and challenges are respected.

<i>Critical Elements</i>	<ul style="list-style-type: none">• Actively integrates respect for human differences and anti-bias/anti-racist strategies into educational practices.• Uses strategies and practices that enable students to recognize and respect their own and others' differences.• Creates and maintains a safe and respectful environment in which people are sensitive to conflicts or misunderstandings that arise from differences.
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Indicator II-D. Expectations: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.

<i>Critical Elements</i>	<ul style="list-style-type: none">• Clearly communicates and holds students to specific standards for work, effort, and learning behavior.• Models and reinforces ways that students can master challenging material through effective effort.• Adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.
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Standard II: Teaching All Students. The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

Specific Comments about Standard II (Required) (maximum 100 words):

- *Comments must include any actionable recommendations that the evaluator is requiring growth on.*

Standard III: Family and Community Engagement.

Indicator III-A. Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.

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| <i>Critical Elements</i> | <ul style="list-style-type: none">• Supports families to participate actively in their child's learning and the school community.• Communicates respectfully with families and is sensitive to different families' cultures, values, and beliefs.• Makes effort to include families that may not have been actively engaged in school community in the past. |
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Indicator III-B. Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.

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| <i>Critical Elements</i> | <ul style="list-style-type: none">• Provides families with clear, user-friendly expectations for student learning and behavior.• Suggests differentiated strategies to support learning at home and school. |
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Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance

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| <i>Critical Elements</i> | <ul style="list-style-type: none">• Promptly informs families of learning and behavior concerns and/or improvements.• Responds promptly to a family's questions and makes families feel welcome in the school.• Communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home languages, cultures, and values. |
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Standard III: Family and Community Engagement. The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

Specific Comments about Standard III (Required) (maximum 100 words):

- *Comments must include any actionable recommendations that the evaluator is requiring growth on.*

Standard IV: Professional Culture.

Indicator IV-A. Reflection: Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.

<i>Critical Elements</i>	<ul style="list-style-type: none">• Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice.• Proposes relevant and measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student data.
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Indicator IV-B. Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.

<i>Critical Elements</i>	<ul style="list-style-type: none">• Seeks out ideas for improving practice from supervisors, colleagues, professional development activities, and other resources.• Uses professional development to improve practice, gain expertise and/or assume different instruction and leadership responsibilities.• Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.
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Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.

<i>Critical Elements</i>	<ul style="list-style-type: none">• Uses opportunities to collaborate with colleagues to develop standards-based units and lessons, examine student work, analyze student performance, and plan appropriate intervention.• Engages with colleagues to support school culture and climate.
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Indicator IV-D. Decision-Making: Becomes involved in school-wide decision making, and takes an active role in school improvement planning.

<i>Critical Elements</i>	<ul style="list-style-type: none">• Participates in and contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.
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Indicator IV-E. Shared Responsibility: Shares responsibility for the performance of all students within the school.

<i>Critical Elements</i>	<ul style="list-style-type: none">• Within and beyond the classroom, reinforces school-wide learning and behavior expectations for all students and contributes to their learning by sharing responsibility for meeting their educational needs.• Identifies underperforming subgroups of students and collaborates with colleagues to narrow achievement gaps.
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Indicator IV-F. Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently.

<i>Critical Elements</i>	<ul style="list-style-type: none">• Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness, and protects student confidentiality, rights and safety appropriately.• Fulfills professional responsibilities.
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Standard IV: Professional Culture. The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

Specific Comments about Standard IV (Required) (maximum 100 words):

- *Comments must include any actionable recommendations that the evaluator is requiring growth on.*

Student Feedback:

Every educator must gather student feedback and use this feedback to inform their practice at some point during the year. Evaluators and educators should check in on the use of student feedback during the formative assessment conference. (note that Unit B educators will gather staff feedback)

Check here indicating that this check-in has taken place:

The educator is at risk for non-renewal:

Yes

No

The educator shall have the opportunity to respond in writing to the formative assessment as per [603 CMR 35.06\(6\)](#) on the Educator Response Form.

Signature of Evaluator _____ Date Completed: _____

Signature of Educator* _____ Date Received: _____

* Signature of the educator indicates acknowledgement of this report; it does not necessarily denote agreement with the contents of the report. Educators have the opportunity to respond to this report in writing and may use the Educator Response Form.

