

NPS Formative Assessment Report Form (Coaching Educator)

Educators on the Following Plans:

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

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 and of the pedagogy the subject matter requires.• Demonstrates knowledge of the developmental levels of students in the classroom and the different ways students learn and behave.• Designs, adapts and/or implements units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills.• Develops well-structured lessons with appropriate student engagement strategies.• Develops lessons with challenging, measurable objectives.• Facilitates communication between district-wide and building-based teams regarding curriculum, instruction, and assessment. |
|--------------------------|--|

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">• Supports teachers in designing and administering a variety of assessments to effectively measure each student's learning, growth, and progress toward achieving state/local standards.• Supports teachers in organizing and analyzing results from a variety of assessments to determine student progress toward intended outcomes.• Provides effective support for teams to review assessment data and identify appropriate interventions and adjustments to practice.• Contributes assessment expertise in content area to find cause of underperformance and identify instructional level of an individual child. |
|--------------------------|---|

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">• Assists in analyzing a wide range of assessment data to improve student learning.• Assists teacher in identifying and/or implementing appropriate differentiated interventions and enhancements based on analysis.• Assists in analyzing formal and informal data on student achievement in order to inform instructional planning.• Identifies and/or implements appropriate specialized interventions, activities, or groups based on analysis.• Identifies underperforming subgroups of students and collaborates with colleagues to narrow achievement gaps. |
|--------------------------|--|

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.

| | |
|--------------------------|---|
| Critical Elements | <ul style="list-style-type: none"> • Supports educators through modeling and coaching to define high expectations for the quality of student work and/or behavior and the perseverance and effort required to produce it. • Models instructional practices that are likely to motivate and engage most students during the lesson. • Consults with educators to use appropriate practices and effective teaching strategies to accommodate differences of educators and students in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English language learners. |
|--------------------------|---|

Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students and teachers to take academic risks, challenge themselves, and claim ownership of their learning.

| | |
|--------------------------|--|
| Critical Elements | <ul style="list-style-type: none"> • Supports teachers in developing routines and appropriate responses that create and maintain a safe physical and intellectual environment. • Supports teachers in developing students' interpersonal, group, and communication skills and provides opportunities for students to learn in diverse groups. • Supports teachers in creating 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. |
|--------------------------|--|

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 and adults 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. |
|--------------------------|---|

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">• Assists teachers in the development of specific standards for work, effort, and learning behavior.• Provides models and exemplars of student work to support mastery of challenging material through effective effort.• Assists in adapting instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities. |
|--------------------------|---|

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.

- | | |
|--------------------------|--|
| <i>Critical Elements</i> | <ul style="list-style-type: none">• Communicates respectfully with families and is sensitive to different families' cultures, values, and beliefs.• Works with and supports faculty to actively involve families in their child's learning and school community.• Models culturally sensitive practices that acknowledge the diverse backgrounds, identities, strengths, and challenges of students and staff. |
|--------------------------|--|

Indicator III-B. Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.

- | | |
|--------------------------|---|
| <i>Critical Elements</i> | <ul style="list-style-type: none">• Supports educators to regularly engage families to support learning at home and school, including appropriate adaptation for students with disabilities or limited English proficiency.• Collaborates with families to address student needs, utilizing resources within and outside of the school.• Suggests differentiated strategies to support learning at school and home. |
|--------------------------|---|

Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance

- | | |
|--------------------------|--|
| <i>Critical Elements</i> | <ul style="list-style-type: none">• Supports respectful school and classroom communication with families that demonstrates understanding of and sensitivity to different families' home languages, cultures, and values.• Supports teachers in communication with families. |
|--------------------------|--|

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, both individually and with colleagues, and uses insights gained to improve practice and student learning. • Proposes relevant, measurable professional practice and student learning goals that are based on thorough self-assessment and analysis of student learning data. |
|--------------------------|--|

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"> • Engages in learning to increase coaching skills and pedagogical knowledge 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. • Reflects on and improves personal practice. • Uses increased content knowledge and coaching skills to build capacity among other colleagues and aspiring coaches. |
|--------------------------|---|

Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.

| | |
|--------------------------|---|
| <i>Critical Elements</i> | <ul style="list-style-type: none">• Collaborates with colleagues to develop standards-based units and lessons, examine student work, analyze student performance, and plan appropriate intervention.• Engages in effective collaboration with the administrative team to support school and district instructional initiatives.• Leads clear, well-organized, engaging, and relevant professional development sessions for the school and district, and seeks feedback. |
|--------------------------|---|

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. |
|--------------------------|---|

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. |
|--------------------------|--|

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 staff and student confidentiality, rights and safety appropriately.• Fulfills professional responsibilities• Deals with personal information and communication in an ethical manner. |
|--------------------------|--|

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:

| | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> 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.