

NPS Formative Assessment Report Form (Counseling, Psychologists, and Social Workers)

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 professional content, practice, and delivery and applies it in providing services for students and educators.• Demonstrates knowledge of students' developmental levels and the different ways that students learn or behave.• 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.• Develops well-structured lessons with appropriate student engagement strategies.• Develops lessons with challenging, measurable objectives.• Designs, adapts, and/or implements units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills.
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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, administers, and/or strategically selects from a variety of assessment methods to assess student learning, behavior, growth, and development.• Accounts for student differences in culture, language, level of functioning, and referral concerns.• Facilitates, assists with, and/or supports data collection to determine the effectiveness of interventions and/or of recommendations proposed in assessment of students.• Uses findings from analysis of formative assessments to adjust practice and/or 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">• Skillfully interprets assessment findings and relates them to educational performance, needs, and recommendations.• Individually and collaboratively analyzes a wide range of assessment data related to programs, plans and practices to improve student learning, growth, and development.• Presents key, relevant findings to colleagues clearly, respectfully, and in sufficient detail to promote effective collaboration that supports improved student learning and/or development.• Identifies and/or implements appropriate specialized interventions, activities, or groups based on analysis.• Presents key, relevant assessment findings to students and families in a clear, concise, non-technical, and respectful manner. Engages students and families in constructive conversation that focuses on student growth.• Seeks feedback from colleagues about instructional, assessment, or clinical practices that will support improved student learning and/or development.
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Indicator I-D. Systemic Planning and Delivery: 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.

<i>Critical Elements</i>	<ul style="list-style-type: none">• Using district/school data, contributes to the design of a measurable, strategic plan for the systemic delivery of a comprehensive school counseling program, including targeted interventions designed to address inequities and close achievement gaps.• Develops and delivers a standards-based counseling curriculum that supports all students in developing academic/technical competencies, career/workplace readiness, and the personal/social skills necessary for success in higher education, the workplace, and other post-secondary options.• Fosters school-wide involvement in the design, planning, and advancement of the school counseling program.
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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 and realistic expectations for student work and behavior and the perseverance and effort required to produce it.• Develops, implements, and/or evaluates effective instructional/clinical practices likely to motivate and engage most students during the lesson, activity, or session.• Uses professional practices and supports that promote effective functioning for individuals, families, and schools with diverse characteristics, learning needs, cultures, and backgrounds and across multiple contexts.• Provides students with a clear sense of purpose for the lesson, counseling session, or intervention.• Activates students' prior 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/sessions 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">• Develops evidence-based routines and interventions that create and maintain a safe physical, social and intellectual environment where students take academic and pro-social risks.• Implements and evaluates evidence-based services that facilitate the development of students' interpersonal, group, and communication skills, and provides opportunities for students to learn in groups with diverse peers.• Creates learning experiences for groups, classrooms, and individuals that guide students to identify their strengths, interests, and needs; support the development of their mental and physical health; and challenge them to succeed.• Helps students take responsibility for their own actions.• Proactively develops programs to foster a safe school climate, free of bullying and other forms of harassment where diversity is acknowledged and respected and where all students are expected to achieve at high levels.
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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">• Uses strategies and provides services that enable students to demonstrate respect for and affirm their own and others' differences.• Actively integrates respect for human differences and anti-bias/anti-racist strategies into educational practices.• Promotes equity and social justice; develops prevention and crisis intervention programs to address potential conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.
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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"> Assists colleagues and students in setting and clearly communicating goals and expectations for student work, effort, and behavior based on assessment data and evidence based practice. Facilitates the design and delivery of interventions that help students develop skills necessary to become self-regulated, self-motivated, and active learners. Models and reinforces ways that students can master challenging material through effective effort. Adapts and improves instruction, services, plans, communication, and/or assessments to make curriculum/ supports accessible to all students for whom the educator has responsibility, including English language learners and students with disabilities.
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Indicator II-E Student Services: Helps all students become college and career ready through academic, career, and post-secondary planning and knowledge-building that promotes equity and access; provides responsive services and supports transitions to reduce barriers that impact student achievement.

<i>Critical Elements</i>	<ul style="list-style-type: none"> Contributes to a college and career-ready culture within the school by providing classroom activities, group counseling, or individual sessions that promote equity and access by supporting all students to prepare for, participate in, and succeed in rigorous academic programs. Contributes to development, coordination and implementation of effective strategies for grade-to-grade, school-to-school, and school-to-post-secondary transitions for all students. Assesses the effectiveness of transition planning in positively impacting student achievement. Seeks out and implements evidence-based counseling theories and techniques to deliver short term counseling interventions to resolve immediate conflicts/problems, intervene in school-specific situations that disrupt learning, and respond to crisis events. Provides all students with timely exposure to a wide range of post-secondary options; regularly provides feedback on all students' post-secondary plans; and utilizes various career assessment techniques to assist students in understanding and developing their career abilities and interests. Provides timely assistance to all students in understanding the college and career application and admissions processes, including information about college costs, financial aid, scholarships, and/or internship/apprenticeship processes and opportunities.
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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.

<i>Critical Elements</i>	<ul style="list-style-type: none"> • Supports families to participate actively in their child’s learning and the school community. • Uses clinical expertise to provide consultation, psycho-education, and service recommendations to parents. • 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.

<i>Critical Elements</i>	<ul style="list-style-type: none"> • Provides families with clear, user-friendly expectations for student learning, behavior, and/or wellness. • Regularly communicates with and seeks collaborative input from parents to create, share, and/or identify strategies for supporting learning and development at home and school. • Works with community stakeholders to develop, coordinate, and implement effective mental health supports and transition programs that include school-to-school, school-to-work, and school-to-post-secondary initiatives.
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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">• Regularly uses two-way communication with families about student learning, behavior, and/or wellness; responds promptly and carefully to communications from families.• Promptly informs families of learning and behavior concerns and/or improvements.• Communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home languages, cultures, and values.• Assists families in accessing appropriate community-based supports and programs as additional prevention or intervention strategies.• Regularly acts as a liaison and/or collaborator between the school and community-based support or program.
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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.

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| <i>Critical Elements</i> | <ul style="list-style-type: none">• Regularly reflects on the effectiveness of instruction, supports, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student outcomes.• Proposes relevant, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student learning 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.

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| <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.

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| <i>Critical Elements</i> | <ul style="list-style-type: none">• Collaborates with colleagues through shared planning and/or informal conversation to create and maintain a multi-tiered continuum of services to analyze student performance and plan appropriate interventions, which will support each students' attainment of academic, social, emotional, and behavioral goals at both the classroom and school level.• 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.

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| <i>Critical Elements</i> | <ul style="list-style-type: none">• Applies knowledge of evidence based interventions in the planning and development of existing school-based programs and services.• 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 behavior and learning 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 staff and 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:	
<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.