

# NPS Formative Evaluation Report Form (Coaching Educator)

## Educators on the Following Plan:

- **Self-Directed Growth Plan**
  - **Duration 2-Years**
  - **PTS (Proficient or Exemplary)**

*For educators on two-year Self-Directed Growth Plans at the end of Year One of the cycle.*

Educator—Name/Title: \_\_\_\_\_

Primary Evaluator—Name/Title: \_\_\_\_\_

Contributing Evaluator, if any—Name/Title: \_\_\_\_\_

School(s): \_\_\_\_\_

### Student Learning Goal(s)

**Progress:**                       Met/ Significant                       Some                       Minimal

**Learning and Reflection:**    Significant                       Some                       Minimal

Rationale, evidence, and feedback:

### Professional Practice Goal(s)

**Progress:**                       Met/Significant                       Some                       Minimal

**Learning and Reflection:**    Significant                       Some                       Minimal

Rationale, evidence, and feedback:

## ***Standard I: Curriculum, Planning, and Assessment.***

**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.

**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.

**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.

**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.

Check One:  Exemplary  Proficient  Needs Improvement  Unsatisfactory

Evaluator is assigning same ratings as prior Summative Evaluation; **no comments**<sup>1</sup>

Evaluator is assigning ratings that differ from prior Summative Evaluation; comments are required

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<sup>1</sup> The educator's formative evaluation rating at the end of the first year of the two-year cycle shall be the same as the previous summative rating unless evidence demonstrates a significant change in performance. In such a case, the rating on the formative evaluation may change.

## ***Standard II: Teaching All Students.***

**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.

**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.

**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.

**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.

**Indicator II-D. Expectations:** Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.

Check One:  Exemplary  Proficient  Needs Improvement  Unsatisfactory

Evaluator is assigning same ratings as prior Summative Evaluation; **no comments**<sup>2</sup>

Evaluator is assigning ratings that differ from prior Summative Evaluation; comments are required

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<sup>2</sup> The educator's formative evaluation rating at the end of the first year of the two-year cycle shall be the same as the previous summative rating unless evidence demonstrates a significant change in performance. In such a case, the rating on the formative evaluation may change.

## ***Standard III: Family and Community Engagement.***

**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.

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

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

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

Check One:    Exemplary    Proficient    Needs Improvement    Unsatisfactory

Evaluator is assigning same ratings as prior Summative Evaluation; **no comments**<sup>3</sup>

Evaluator is assigning ratings that differ from prior Summative Evaluation; comments are required

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<sup>3</sup> The educator's formative evaluation rating at the end of the first year of the two-year cycle shall be the same as the previous summative rating unless evidence demonstrates a significant change in performance. In such a case, the rating on the formative evaluation may change.

## **Standard IV: Professional Culture.**

**Standard IV: Professional Culture.** The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

**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.

**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.

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

**Indicator IV-D. Decision-Making:** Becomes involved in school-wide decision making, and takes an active role in school improvement planning.

**Indicator IV-E. Shared Responsibility:** Shares responsibility for the performance of all students within the school.

**Indicator IV-F. Professional Responsibilities:** Is ethical and reliable, and meets routine responsibilities consistently.

Check One:  Exemplary  Proficient  Needs Improvement  Unsatisfactory

Evaluator is assigning same ratings as prior Summative Evaluation; **no comments**<sup>4</sup>

Evaluator is assigning ratings that differ from prior Summative Evaluation; comments are required

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<sup>4</sup> The educator's formative evaluation rating at the end of the first year of the two-year cycle shall be the same as the previous summative rating unless evidence demonstrates a significant change in performance. In such a case, the rating on the formative evaluation may change.

**Student Feedback:**

Every educator must gather student feedback and use this feedback to inform their practice at some point during the year. (note that Unit B educators will gather staff feedback). Once the educator gathers and uses student feedback, the evaluator and educator must discuss how the use of the student feedback impacted the educator’s practice. Educators will share how they collected feedback from students/staff and how that feedback has informed adjustments to practice. The conversation about student and staff feedback focuses on the educator’s reflections and impact to their practice. This conversation could occur during the formative evaluation conference or earlier in the year.

**Check here to indicate that this conversation has occurred:**

Overall Performance Rating			
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
<input type="checkbox"/> Evaluator is assigning same ratings as prior Summative Evaluation; <b>no comments</b> <sup>5</sup> <input type="checkbox"/> Evaluator is assigning ratings that differ from prior Summative Evaluation; comments required			
<i>Additional Comments If Necessary. (Word Limit 100 words)</i>			
Plan Moving Forward			

<sup>5</sup> The educator’s formative evaluation rating at the end of the first year of the two-year cycle shall be the same as the previous summative rating unless evidence demonstrates a significant change in performance. In such a case, the rating on the formative evaluation may change.

<input type="checkbox"/> Self-Directed Growth Plan	<input type="checkbox"/> Directed Growth Plan	<input type="checkbox"/> Improvement Plan	<input type="checkbox"/> Developing Educator Plan	<input type="checkbox"/> Other <sup>6</sup>
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The educator shall have the opportunity to respond in writing to the formative evaluation 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.

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<sup>6</sup> By approval of Human Resources.

