

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

# NPS Formative Evaluation Report Form (Unit B Administrator)

*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)			
<b>Progress:</b>	<input type="checkbox"/> Met/ Significant	<input type="checkbox"/> Some	<input type="checkbox"/> Minimal
<b>Learning and Reflection:</b>	<input type="checkbox"/> Significant	<input type="checkbox"/> Some	<input type="checkbox"/> Minimal
<u>Rationale, evidence, and feedback:</u>    			
Professional Practice Goal(s)			
<b>Progress:</b>	<input type="checkbox"/> Met/Significant	<input type="checkbox"/> Some	<input type="checkbox"/> Minimal
<b>Learning and Reflection:</b>	<input type="checkbox"/> Significant	<input type="checkbox"/> Some	<input type="checkbox"/> Minimal
<u>Rationale, evidence, and feedback:</u>    			

## **Standard I: Instructional Leadership**

**Standard I: Instructional Leadership.** The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

**Indicator I-A. Curriculum:** Ensures that all teachers design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

**Indicator I-B. Instruction:** Ensures that instructional practices in all settings 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 I-C. Assessment:** Ensures that all teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.

**Indicator I-D. Evaluation:** Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions, including:

1. Ensures that educators pursue meaningful, actionable, and measurable professional practice and student learning goals.
2. Makes frequent unannounced visits to classrooms and gives targeted and constructive feedback to teachers.
3. Exercises sound judgment in assigning ratings for performance and impact on student learning.
4. Reviews alignment between judgment about practice and data about student learning, growth, or achievement when evaluating and rating educators and understands that the supervisor has the responsibility to confirm the rating in cases in which a discrepancy exists.

**Indicator I-E. Data-Informed Decision Making:** Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and 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: Management and Operations**

**Standard II: Management and Operations.** Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

**Indicator II-A. Environment:** Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students.

**Indicator II-B. Human Resources Management and Development:** Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.

**Indicator II-C. Scheduling and Management Information Systems:** Uses systems to ensure optimal use of time for teaching, learning, and collaboration.

**Indicator II-D. Law, Ethics, and Policies:** Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.

**Indicator II-E. Fiscal Systems:** Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources.

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.** Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

**Indicator III-A. Engagement:** Actively ensures that all families are welcome members of the classroom and school community and can contribute to the classroom, school, and community's effectiveness.

**Indicator III-B. Collaboration:** Collaborates with families to create to support 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

**Indicator III-D. Family Concerns:** Addresses family concerns in an equitable, effective, and efficient manner

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.** Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

**Indicator IV-A. Commitment to High Standards:** Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:

1. Mission and core values: Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making.
2. Meetings: Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters

**Indicator IV-B. Cultural Proficiency:** Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.

**Indicator IV-C. Communications:** Demonstrates strong interpersonal, written and verbal communication skills.

**Indicator IV-D. Continuous Learning:** Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator's own practice.

**Indicator IV-E. Shared Vision:** Continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become responsible citizens and community contributors.

**Indicator IV-F. Managing Conflict:** Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district/school community.

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

<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**

- Exemplary       Proficient       Needs Improvement       Unsatisfactory

- Evaluator is assigning same ratings as prior Summative Evaluation; **no comments**<sup>5</sup>  
 Evaluator is assigning ratings that differ from prior Summative Evaluation; comments required

*Additional Comments If Necessary. (Word Limit 100 words)*

**Plan Moving Forward**

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<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.

