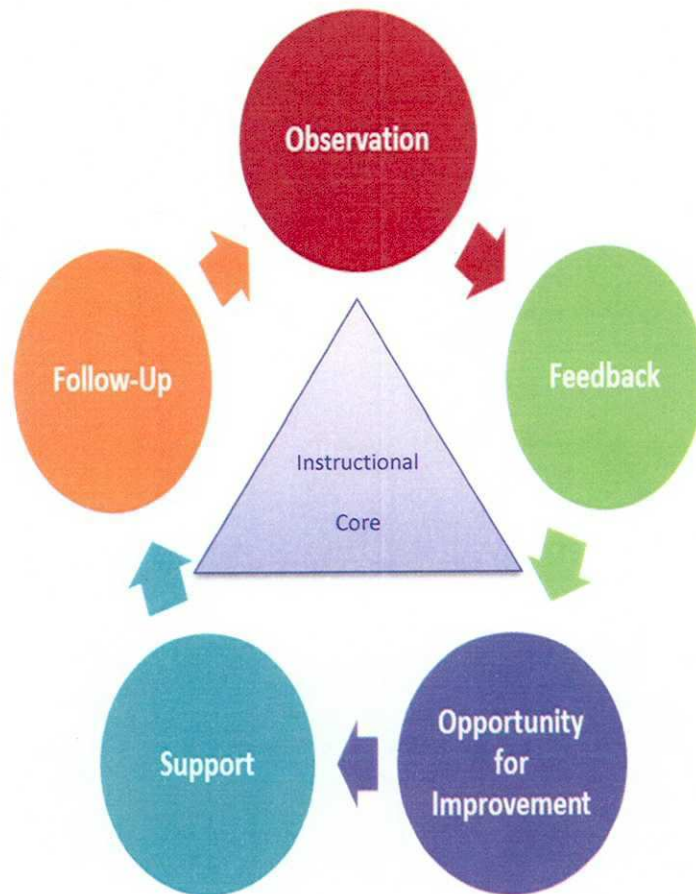


SAMPLE FORMATIVE ASSESSMENTS



SAMPLE 1

Formative Assessment Report

Assessing

The Formative Assessment Report is an opportunity for evaluators to provide educators with feedback about their performance on the standards for effective teaching and progress towards attaining goals.

- ☐ Progress towards attaining goals
- ☐ Performance on standards
- ☒ Both

Progress Towards Goal Section

Describe progress toward goal attainment and characterize the progress toward goal attainment, if applicable.

Progress Towards Professional Growth Goal

Comments on evidence and suggestions for further growth

GOAL - In order to meet the needs of all students, the third grade team will understand where students are and know where they need to go by vertically unpacking standards, developing continuums, and creating summarizing questions to help students answer essential questions for each module. Each team member will participate in 4 lesson studies per year and participate in weekly collaborative team lesson planning over the next two years. Team members will apply their learning in their independent teaching practice. The team will archive questions and continuums and document the process in team summary notes. They will collect student work samples, analyze student data, and reflect and refine as they go along.

, you have participated in 4 formal lesson studies (2 in ELA and 2 in Math) as of . The purpose of lesson study is to plan collaboratively with your teammates to:

1. Gain a deep understanding of standards for your grade level
2. Develop a continuum or learning progressions (floor to ceiling) in order to plan lessons that support students in what they know and where they need to be
3. Use standards FIRST, to create lessons, essential questions, and summary questions that are standards based and grade appropriate
3. Use assessment data to inform you of how your students are progressing along the continuum or learning progression

Given the process of lesson study, individuals and teams are expected to take the format of lesson study and apply the process when planning lessons individually and collaboratively with teammates.

Evidence of meeting this goal should continue to be documented by you and administration. Evidence could include:

1. Uploaded continuums or learning progressions of unpacked standards in ELA and Math for your grade
2. Revised essential questions from Math and ELA modules based on the vertical unpack of standards
3. Developed summarizing questions that are used at the end of each lesson
4. Team notes, agendas, or planned lessons that support evidence of collaborative module/lesson planning showing evidence of items mentioned

Progress Towards Professional Growth Goal

- ☒ Progressing
- ☐ No progress
- ☐ Not assessed at this time

Progress Towards Student Learning Goal

Comments on evidence and suggestions for further growth

GOAL - As part of our school's vision, we will create standards-based continuums during formal lesson studies, common planning times, and PLCs. Students will progress through these continuums as shown by formative and summative assessments.

, as we continue to create lessons based on your professional learning goal, there will be evidence of student learning. It will be important for your to develop tasks that will require students to provide output in a way that allows you to assess how they are progressing along the continuum or learning progression.

Evidence of meeting this goal should continue to be documented by you and administration. Evidence could include:

1. Math and ELA open response writing samples
2. Verbal output from students and partnerships
3. Student work including worksheets, notebooks, and other tasks that allow for you to assess student output in meeting a standard
4. Videos and photographs of student works
5. Rubrics and checklists that are used with students to provide feedback on their work

Progress Towards Student Learning Goal

☒ Progressing

☐ No progress

☐ Not assessed at this time

Performance on Standards

Describe performance including previously shared feedback and characterize the performance for each standard.

Standard I: Curriculum, Planning, and Assessment

Comments on evidence and suggestions for further growth

There is evidence to support that meeting the expectations around curriculum, planning, and assessment:

1. Walk-throughs and classroom visits have shown evidence that you are always teaching according to the curriculum modules set forth by the district
2. Walk-throughs and classroom visits have shown evidence that your instructional content is in alignment with your three other colleagues in third grade
3. There is evidence to support that you are assessing your students via formative and summative assessments and planning based on students' evidence of output
4. There is evidence through lesson study to support that you are planning your lessons based on the MA Curriculum Frameworks and using them at the forefront of your planning, (i.e. standards first)
5. Given school based professional development (lesson study, Literacy for All conference, student discourse, Math and ELA professional development days, teaching Summer School) and coaching cycles in Math and ELA, you have implemented and incorporated your new learning into your classroom and teaching
6. There is evidence to support that you spend a great deal of time (after school hours) where you are planning, preparing, and reflecting upon your lessons both individually and with colleagues. (speaks very highly of you and often shares with me your thinking and input when the two of you are after school.)
7. When meeting with your team, you contribute thoughtfully to the discussion and provide input that is relevant and meaningful.

I am confident giving you a "Proficient" because I think that your effort over the past two years at the is worthy of such a rating. You have been a part of some amazing learning and professional development during the process. It was rapid and hard, but you have maintained the course during the transition when left and this year when you started the class on your own. It is obvious that even though you are in your second year and and you have shown evidence of being a learner, there is still lots of learning to happen around curriculum, planning, and assessment. I hope that you will continue to maintain the level of engagement and professionalism as you continue in our career so to maintain this rating. Seeking out resources and opportunities to expand your content knowledge and Math and ELA instruction is encouraged and will be supported when presented to coaches or administration.

Your timeline includes:

Fall 2011 - Math Tutor

Spring 2012 - Student Teaching

Spring 2012 - four week substitute position at the

Summer 2012

Fall 2012 - Tutor - Reading Intervention and Literacy Partner

October 2012 - took over for maternity leave - Grade 3 until the end of the year

Fall 2013 - started the year in Grade 3 classroom

In addition, in , I presented you with Scholastic Independent Reading Assessment that you agreed to pilot and use in your classroom. The purpose of this is to:

1. Get a true objective assessment of students
2. Enhance your content knowledge around proficient and exemplary written responses from students
3. Develop an understanding of effective questions to ask students that are related to non-fiction text in the areas of main idea, key details, vocabulary and text features

Rating on Standard I

- ☐ Exemplary
- ☒ Proficient
- ☐ Needs Improvement
- ☐ Unsatisfactory
- ☐ Not assessed at this time

Standard II: Teaching All Students

Comments on evidence and feedback for further growth

You have been met with some challenging students which have resulted in some challenging and emotional times for you. You have persevered in supporting students despite the challenges.

1. You have elicited the support of administration, coaches, the social worker, and peers to brainstorm and discuss ways to better understand students.
2. You have been diligent and consistent in following through with any behavior plans that have been developed for students.
3. You have worked to build relationships with students that are rooted in compassion, and desire for them to be successful.
4. You have an approach that is non-confrontational with students. You do not get into a power struggle. You give clear choices. Your tone is calming and soft which can help to create an environment that is not overly stimulating for students with attentional issues.

I am confident giving you a "Proficient" rating in this area as well. You have had some challenging students and you have been successful in keeping them in your classroom and working to develop strategies on your part and with your colleagues so that they are successful. I encourage you to continue to develop in this area. It takes lots of experience and working with children to be completely confident in this area. The most effective indicator and evidence is when an educator takes responsibility for wanting to support a child in making them successful. Children will not come to you that way. Your continued efforts in supporting students is appreciated.

Rating on Standard II

- ☐ Exemplary
- ☒ Proficient
- ☐ Needs Improvement
- ☐ Unsatisfactory
- ☐ Not assessed at this time

Standard III: Family and Community Engagement

Comments on evidence and feedback for further growth

Your efforts in continuing to communicate with parents and elicit their support in their education is always welcomed and should be brought to the attention of administration by uploading evidence.

1. Parents were invited to a recent writing celebration on persuasive reviews
2. Parents were invited to a recent math celebration just prior to the holiday break
3. Family events such as (Back to School Night, Open House, etc.)
4. There have been daily communication notebooks sent home with students to share progress and ensure that there are open lines of communication
5. There is evidence that you have had several parent meetings with individual students to share monitor and share progress
6. Some behavior plans are sent home and you have established that parents need to sign and return them the next day to promote open lines of communication

Rating on Standard III

- ☐ Exemplary
- ☒ Proficient
- ☐ Needs Improvement
- ☐ Unsatisfactory
- ☐ Not assessed at this time

Standard IV: Professional Culture

Comments on evidence and feedback for further improvement

I
Your team speaks highly of you. I often recognize your efforts, contributions and ideas. There has been evidence that you offer insight and ideas to professional discussions during CPT, and professional development times. There has been evidence of where you often bring back the team to re-focus when discussions may go astray. You contribute to the team by offering to complete tasks and share them. You actively and willingly participate school activities (both academic ones and social ones) to show your support for the overall professional culture at the . You only engage in professionalism and remain focused on instruction and learning and DO NOT engage in some of the "social gossip" and "social antics" that can happen in schools.
Additional evidence includes:
1. You have passed the ESL MTEL test I and you have worked with school based personnel to gather the additional documentation to formally acquire your ESL certification.
2. You meet weekly with your mentor and are enrolled in your 1st year Lowell Teacher Academy

Rating on Standard IV

- ☐ Exemplary
- ☒ Proficient
- ☐ Needs Improvement
- ☐ Unsatisfactory
- ☐ Not assessed at this time

Overall Rating Strengths and Feedback for Further Growth

You have been a great addition to the staff over the past 3 years. You did a great job student teaching in class, and you have done a nice job in Room I over the past 2 years. As a new educator you are meeting all expectations with proficiency. Please keep the mindset that proficiency does not mean that growing and continued learning and improvement does not stop happening. I encourage you to continue to document and show evidence of your learning and growth in the four areas in which you are evaluated. You have been a worthy investment at the and I continue to have high expectations for your continued contributions and support in teacher development and student learning.

Overall Performance Rating

- ☐ Exemplary
- ☒ Proficient
- ☐ Needs Improvement
- ☐ Unsatisfactory
- ☐ Not assessed at this time

Plan Moving Forward

- ☒ Plan remains the same

Plan Moving Forward

- ☐ Self-Directed Growth Plan
- ☐ Directed Growth Plan
- ☐ Improvement Plan
- ☒ Developing Educator Plan

Educator Response

The educator shall have the opportunity to respond in writing to this evaluation. Signature of educator indicates timely receipt, not necessarily agreement with the evaluation.

Signature of educator indicates timely receipt, not necessarily agreement with the assessment.

SAMPLE 2

Formative Assessment Report

Name: [REDACTED]

Evaluator: [REDACTED]

School: [REDACTED]

Date: [REDACTED]

Shared: [REDACTED]

Assessing

The Formative Assessment Report is an opportunity for evaluators to provide educators with feedback about their performance on the standards for effective teaching and progress towards attaining goals.

- ☐ Progress towards attaining goals
- ☐ Performance on standards
- ☒ Both

Progress Towards Goal Section

Describe progress toward goal attainment and characterize the progress toward goal attainment, if applicable.

Progress Towards Professional Growth Goal

Comments on evidence and suggestions for further growth

Based on evidence as of January 2014, the teacher is making adequate progress in meeting the self-determined professional goal for this school year.

Evidence: The teacher is working towards implementing new literacy strategies with the students by examining Daily 5 and Cafe practices. At this point in the year the evaluator cannot assess whether this goal will be met, but adequate progress has been made through informal conversations and observations.

Progress Towards Professional Growth Goal

- ☒ Progressing
- ☐ No progress
- ☐ Not assessed at this time

Progress Towards Student Learning Goal

Comments on evidence and suggestions for further growth

Literacy instruction has progressed in this teacher's classroom effectively as the school year progresses. Based on the evidence collected through January 2014, the observer believes that the teacher is making adequate progress in attaining the set student learning goal.

Evidence: The evaluator does not have solid evidence at this time on whether or not students will progress the two F&P levels as set by the teacher. Students are engaged in literacy practices, so it is believed that effective practices are happening and progress will continue.

Progress Towards Student Learning Goal

- ☒ Progressing
- ☐ No progress
- ☐ Not assessed at this time

Performance on Standards

Describe performance including previously shared feedback and characterize the performance for each standard.

Standard I

Comments on evidence and suggestions for further growth

Standard 1: Curriculum, Planning and Assessment describes teacher practice as follows: 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. Our district focus for this year is on Element I-A-4: Well-Structured Lessons; and Element I-B-2: Adjustment to Practice.

Element I-A-4: Well-Structured Lessons - Evidence from observations within this classroom suggest that the teacher develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, and activities, materials, resources, technologies, and grouping, as described by proficient level of practice for this element.

Evidence 1: A January 10th lesson showed the following evidence of proficiency. The students worked in groups of two or three students to each staff member. All activities were based on basic or pre-academic reading skills. Multisensory strategies including auditory, visual, and tactile modes were built into individual activities. One of the paras worked on letters and letter sounds utilizing a puzzle with knobbed individual letters, incorporating auditory, visual, and tactile stimuli. The other para utilized play dough and long-handled stamps of letters, numbers and pictures, again using a multisensory approach to learning letters and sounds. Students were questioned and prompted throughout all the activities. Each group activity was taught for approximately 10 minutes. Students were engaged and appeared to enjoy each group. Students were observed answering questions, asking questions, and making comments during group time.

Element I-B-2: Adjustment to Practice - Evidence collected from observations within this classroom suggest the teacher organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students, as described by proficient level of practice for this element.

Evidence 2: The teacher and paras individualized activities at times and the other student or students worked on reading skills independently or with minimal guidance. The teacher worked on colors, color words, and color books. Depending on the students level, they were expected to identify colors, color words, and sentences with color words. They eventually incorporated pictures, words, or sentences into an individualized book. This fostering of independence with students is an effective way to reach individual needs.

Rating on Standard I

- ☐ Exemplary
- ☒ Proficient
- ☐ Needs Improvement
- ☐ Unsatisfactory
- ☐ Not assessed at this time

Standard II

Comments on evidence and feedback for further growth

Standard 2: Teaching All Students describes teacher practice as follows: 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. Our district focus for this year is on Element II-A-3: Meeting Diverse Needs; Element II-B-1: Safe Learning Environment; and II-D-2: High Expectations. Evidence of the teacher's professional practice of these three elements through January 2014 includes the following:

Element II-A-3: Meeting Diverse Needs - Evidence collected from observations within this classroom suggest the teacher uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners, as described by proficient level of practice for this element.

Evidence 1: During the January unannounced visit, the teacher and paraprofessionals were skillful at accommodating for differences in learning styles within each small group. When working individually with a student, the other student or students were given short activities to work on independently. At times assistance was needed and all staff were able to handle the other student quickly and effectively without affecting the individual student's time on task. The lead teacher was highly skilled at diversifying. She was able to group two students at different levels (one learning and naming colors and then coloring the picture and the other reading sentences seamlessly).

Element II-B-1: Safe Learning Environment - various walkthroughs of the classroom and evidence from multiple unannounced observations suggest that the teacher uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented, as described by the proficient level of practice.

Evidence 2: Students transitioned into the classroom easily and went to the sitting area with little cueing. Students did not need to be directed to their individual seats. Even within close proximity of each other, students observed their appropriate boundaries. They waited for drinks and disposed of cups independently. When students were called to groups with a staff person, they were able to go with minimal prompting. The teacher gave consistent praise to the students.

Element II-D-2: High Expectations - Evidence from observations of the classroom suggest that the teacher is on-track in attaining the proficient description of this element, effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.

Evidence 3: The lead teacher used a variety of techniques to help students master challenging material including use of multi-sensory material, preparation for what is coming next, consistently reinforcing independence, and use of materials to engage and challenge. The evaluator was impressed with the way she used a social story to teach strategies for eliminating negative behavior. This was done seamlessly during the reading activity.

Rating on Standard II

- ☐ Exemplary
- ☒ Proficient
- ☐ Needs Improvement
- ☐ Unsatisfactory
- ☐ Not assessed at this time

Standard III

Comments on evidence and feedback for further growth

Standard III: Family and Community Engagement describes educator practice as: promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations. Our district focus for this year is on Element III-C-1 - Two-Way Communication. Evidence of the professional practice of this element through January 2014 includes the following:

Evidence 1: During an IEP lesson in early November the presentation was clear and articulate with a positive tone with appropriate introductions at the beginning of the meeting. The review of progress began by emphasizing the student's strengths and setting a positive and comfortable setting for parents. The student's needs were explained clearly along with examples of what will be worked on during the school year.

Evidence 2: The teacher uploaded an example of two-way communication with parents into Teachpoint in early December. The email was one example showing how two adults can work together in educating a child. The teacher also sends home daily communication logs with the students helping to keep parents informed of educational issues.

Rating on Standard III

- ☐ Exemplary
- ☒ Proficient
- ☐ Needs Improvement
- ☐ Unsatisfactory
- ☐ Not assessed at this time

Standard IV

Comments on evidence and feedback for further improvement

Standard IV: Professional Culture describes educator practice as: promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice. Our district focus for this year is on Element IV-A-2 - Goal Setting - and Element IV-C-1 - Professional Collaboration. Evidence of the teacher's professional practice through January 2014 in these two elements includes:

Element IV-A-2: Goal Setting - The teacher proposed a challenging, measurable team professional practice goal and a student learning goal that was based on thorough self-assessment and analysis of student learning data by the district deadline for submitting these goals. The goals both aligned to school and district needs for improvement.

Evidence 1: Challenging yet attainable goals that aligned to school and district needs were developed using a self-assessment process in early October 2013.

Element IV-C-1: Professional Collaboration - The teacher has provided evidence of collaboration with colleagues in such work as developing standards-based units and assessments, examining student work, analyzing student performance, and planning appropriate intervention.

Evidence 2: The teacher uploaded an example of collaboration with the occupational therapist to help engage a student and phase out a non-preferred issue. This type of collaboration with other staff members is evident with paraprofessionals through administration.

Rating on Standard IV

- ☐ Exemplary
- ☒ Proficient
- ☐ Needs Improvement
- ☐ Unsatisfactory
- ☐ Not assessed at this time

Overall Rating Strengths and Feedback for Further Growth

Overall Performance Rating

- ☐ Exemplary
- ☒ Proficient
- ☐ Needs Improvement
- ☐ Unsatisfactory
- ☐ Not assessed at this time

Plan Moving Forward

If no change in plan is required, check box for plan to remain the same.
If the plan is to change, check box to indicate the new plan.

- ☒ Plan remains the same
- ☐ Self-Directed Growth Plan
- ☐ Directed Growth Plan
- ☐ Improvement Plan
- ☐ Developing Educator Plan

Educator Response

The educator shall have the opportunity to respond in writing to this evaluation. Signature of educator indicates timely receipt, not necessarily agreement with the evaluation.

Signature of educator indicates timely receipt, not necessarily agreement with the assessment.

Educator

[REDACTED]

Supervising Evaluator

[REDACTED]

Primary Evaluator

- no signature -

SAMPLE 3

Formative Assessment Report

Assessing

The Formative Assessment Report is an opportunity for evaluators to provide educators with feedback about their performance on the standards for effective teaching and progress towards attaining goals.

- ☐ Progress towards attaining goals
- ☐ Performance on standards
- ☒ Both

Progress Towards Goal Section

Describe progress toward goal attainment and characterize the progress toward goal attainment, if applicable.

Progress Towards Professional Growth Goal

Comments on evidence and suggestions for further growth

Ms. [redacted] is making significant progress on her professional learning goal, "I will increase my knowledge on providing Effective Feedback to students and implement the practice routinely in my classes". Her work is evidenced by:

1. the readings of a variety of articles on the given topic
2. her participation in content related discussions during CPT's and professional development activities (Early Release Days and district workshops)
3. her participation during CPT's as the team analyzes student work to examine and discuss the effectiveness of written feedback students are provided

I recommend that, in addition to continuing the work above, Ms. [redacted] seek out colleagues from the School Leadership Team and continue to engage in peer observation activities that will help increase her knowledge of what effective feedback looks like and sounds like.

Because of the above stated work, Ms. [redacted] is rated as Progressing toward her Professional Growth Goal.

Progress Towards Professional Growth Goal

- ☒ Progressing
- ☐ No progress
- ☐ Not assessed at this time

Progress Towards Student Learning Goal

Comments on evidence and suggestions for further growth

Ms. [redacted] is making effective progress towards the student learning goal: "Based on MCAS data, students will make at least a 1 point gain on the math open response questions.

Ms. [redacted] progress is evidenced by: the implementation of the KNSA model for solving word problems, the explicit teaching of math vocabulary words and language, training students to use the state and district approved math reference sheets, and by the regular practice of sample open response questions.

In addition, Ms. [redacted] collaborative work with her grade level team as they look at student work together, analyze data, and plan lessons is evidence of her progress toward this student learning goal.

Progress Towards Student Learning Goal

- ☒ Progressing
- ☐ No progress
- ☐ Not assessed at this time

Performance on Standards

Describe performance including previously shared feedback and characterize the performance for each standard.

Standard I

Comments on evidence and suggestions for further growth

Ms. _____ 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. Because of this, Ms. _____ is rated as proficient on Standard I of the DESE Teacher Rubric.

Evidence 1: Ms. _____ develops well-structured lessons with appropriate student engagement strategies, as described by the proficient level of Element 1-A-4. She includes the launch, explore and summary parts into her lessons and connects new learning to prior learning. Her lessons are well paced and transitions from one task to the next are smooth and timely. We will continue to offer Ms. Moore professional development on creating and communicating specific content objectives.

Evidence 2: Ms. _____ engages all students in learning by using appropriate instructional activities, materials and/or technology. The attention Ms. _____ gives to content vocabulary and the activities she implements ensures students are prepared to access text and actively engage in the day's learning. To extend her teaching of vocabulary, I recommend Ms. _____ take advantage of the opportunity to have her colleagues come into her classroom to model effective and engaging vocabulary strategies.

Evidence 3: Ms. _____ provides thoughtful sequential lessons with smooth transitions, appropriate groupings, and projected time on task for each activity as evidenced by the Lanugage! lesson I observed her teach.

Rating on Standard I

- ☐ Exemplary
- ☒ Proficient
- ☐ Needs Improvement
- ☐ Unsatisfactory
- ☐ Not assessed at this time

Standard II

Comments on evidence and feedback for further growth

Ms. _____ 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.

Evidence 1: Ms. _____ organizes and groups students purposefully, implements various visual and auditory methods of instruction, and uses the gradual release model of instruction.

Evidence 2: Ms. _____ has established a classroom environment conducive to learning in that she has created a safe and collaborative learning environment. Routines are well established for students as they enter class and begin their work. Transitions from one activity to the next are done smoothly and in a timely manner. Ms. _____ reminds her students of appropriate behaviors when they are participating in group work to ensure that students feel comfortable to take the necessary risks needed for progress.

Evidence 3: Ms. _____ engages all students in learning by using appropriate instructional activities/strategies (modeling, connecting new learning to prior learning, and explicit vocabulary instruction.). materials and/or technology. To further Ms. _____ knowledge of effective vocabulary instruction, I recommend Ms. _____ take advantage of the opportunity to have her colleagues come into her classroom to model effective and engaging vocabulary strategies.

Based on the above-stated pieces of evidence, Ms. _____ is rated as proficient on Standard II of the DESE Teacher Rubric.

Rating on Standard II

- ☐ Exemplary
☒ Proficient
☐ Needs Improvement
☐ Unsatisfactory
☐ Not assessed at this time

Standard III

Comments on evidence and feedback for further growth

Ms. [REDACTED] promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations. She engages in regular, two-way, and culturally proficient communication with families about student learning and performance as evidenced by:

10/16/13 - Meeting with Special Educators in the [REDACTED] to develop a common Educator Goal. The approach of teaching KNSA as a strategy to solve word problems to all pull out students was agreed on. This will lead to better student ability to decode the meaning of the word problem, solve it correctly, and ultimately answer the problem in sentences to increase their scores on Math Open Response questions on the MCAS.

IEP Meetings Held with parent/guardian in attendance:

- * September 16 - [REDACTED]
- * September 23 - [REDACTED]
- * October 7 - [REDACTED]
- * October 8 - [REDACTED]
- * October 21 - [REDACTED]
- * November 26 - [REDACTED]

Phone calls were made home before each meeting that I scheduled to ensure that the meeting time was convenient for the parent.

Other Family Contact:

- * September - Phone calls to parents of students on my caseload to introduce myself and start the year off on a positive note.
- * September - Open House/Parent Information Night
- * October 4 - [REDACTED] Social Work Team Meeting
- * November 12 - Parent meeting for [REDACTED]
- * November 13 - Open House
- * November 22 - Parent meeting for [REDACTED]

10/31/13 - Shared a Math Foldable with Special Educators in the [REDACTED] to support our goal of using KNSA as a strategy to help students become successful with word problems.

12/13/13 - Shared an Open Response template with Special Educators in the [REDACTED] to support our goal of increasing student scores on the Open Response section of the MCAS.

Based on the above-stated pieces of evidence, Ms. [REDACTED] is rated as Proficient on Standard III of the DESE Teacher Rubric.

Rating on Standard III

- ☐ Exemplary
☒ Proficient
☐ Needs Improvement
☐ Unsatisfactory
☐ Not assessed at this time

Overall Performance Rating

- ☐ Exemplary
- ☒ Proficient
- ☐ Needs Improvement
- ☐ Unsatisfactory
- ☐ Not assessed at this time

Plan Moving Forward

If no change in plan is required, check box for plan to remain the same.
If the plan is to change, check box to indicate the new plan.

- ☒ Plan remains the same
- ☐ Self-Directed Growth Plan
- ☐ Directed Growth Plan
- ☐ Improvement Plan
- ☐ Developing Educator Plan

Educator Response

The educator shall have the opportunity to respond in writing to this evaluation. Signature of educator indicates timely receipt, not necessarily agreement with the evaluation.

Signature of educator indicates timely receipt, not necessarily agreement with the assessment.

Educator



Supervising Evaluator



Primary Evaluator

- no signature -

Standard IV

Comments on evidence and feedback for further improvement

Ms. Moore promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice as evidenced by:

Participation in Professional Meetings:

- * September 25 - I
- * September 23 - Building Special Ed Team meeting
- * October 1 - Study Group with 1st/2nd year educators
- * October 2 - Building wide Special Ed Team meeting
- * October 16 - Special Ed Team meeting for goal work
- * October 22 - Special Ed Team meeting
- * October 29 - Special Ed Team meeting
- * November 7 - Collaboration with I regarding use of ELL strategies in classrooms
- * November 18 - Alt MCAS Training
- * November 26 - Special Ed Team meeting

Progress towards my Professional Goals:

Effective Feedback:

- * October 9 - Staff half-day work
- * November 18 - Observation by to collect feedback data.

Focus on Student Progress on Math MCAS

- * October 16 - Collaboration with Special Ed Team to determine use of K-N-S-A as an approach for all word problems.
- * Use of the K-N-S-A foldable within my classroom
- * Discussion with 7th grade math teachers regarding providing an open response area on all Benchmark tests to encourage students to write out their open response answers.
- * Ongoing teaching of student use of the K-N-S-A foldable to encourage growing independence and success with the process.

In addition to the above-stated activities, Ms. attends daily CPT's and works alongside her colleagues on a variety of topics, including but not limited to: lesson planning, looking at and scoring student work, and discussing and planning lessons to enhance learning.

Because of the evidence submitted and observed, Ms. is rated as Proficient on Standard IV of the DESE Teacher Rubric.

Rating on Standard IV

- ☐ Exemplary
- ☒ Proficient
- ☐ Needs Improvement
- ☐ Unsatisfactory
- ☐ Not assessed at this time

Overall Rating Strengths and Feedback for Further Growth

Based on the evidence collected, Ms. has an overall rating of Proficient.

To maintain this rating and to increase her own professional knowledge and assist her in implementing effective teaching strategies to move students forward, I recommend that Ms.

1. continue her work with her team and our support staff on creating and effectively using specific content objectives
2. deepen her knowledge and practice of providing her students with effective, timely feedback based on the objective of the lesson by seeking out colleagues from the School Leadership Team to schedule and engage in peer observation activities
3. implement engaging activities to increase student vocabulary

SAMPLE 4

Formative Assessment Report

Assessing

The Formative Assessment Report is an opportunity for evaluators to provide educators with feedback about their performance on the standards for effective teaching and progress towards attaining goals.

- ☐ Progress towards attaining goals
- ☐ Performance on standards
- ☒ Both

Progress Towards Goal Section

Describe progress toward goal attainment and characterize the progress toward goal attainment, if applicable.

Progress Towards Professional Growth Goal

Comments on evidence and suggestions for further growth

Mr. [REDACTED] has as his goal:

To shift my practices to reflect the district practice of Launch - Explore - Summarize for my lesson planning which should enable more students to follow each days activities more fully.

To call on those students that are NOT volunteering, as a means to generate more student involvement. Implement a semi-random method so that the same students are not relied upon by their classmates to carry the class in classroom discussions. Create an environment that students should be expected to share their work with their classmates through demonstration or presentation.

To utilize differentiated instruction so that all students have the opportunity to learn new concepts.

Mr. [REDACTED] has made some progress toward having students share their work with their classmates through demonstration and modeling at the board.

He does call on students who are not volunteering.

I have not observed any progress toward using the Launch - Explore - Summarize model in Mr. [REDACTED] lesson planning. He has made some, but little progress toward using differentiated instruction in his lessons.

To progress toward attaining this goal, Mr. [REDACTED] needs to continue meeting with the Lead Teacher, [REDACTED] or the Instructional Specialist, [REDACTED] on a weekly basis to seek additional guidance in regard to his goals.

He needs to work on having measurable objectives for each lesson. Objectives he can use to launch the lesson, monitor student progress, and summarize learning at the end of class.

Progress Towards Professional Growth Goal

- ☒ Progressing
- ☐ No progress
- ☐ Not assessed at this time

Progress Towards Student Learning Goal

Comments on evidence and suggestions for further growth

Mr. _____ has as his goal:

To have students working together, jointly, in a small-group setting without relying on constant one-on-one support from me as the teacher.

Students in my geometry classes will be able to construct and solve word problems relevant to established curriculum.

Mr. _____ has made minimal progress in regard to establishing purposeful small group work activities for his classes.

To progress toward this goal, Mr. _____ needs to continue meet with the Lead Teacher, _____ or the Instructional Specialist, _____ on a weekly basis to seek additional guidance in creating appropriate activities to work toward attaining his goals. He needs to participate in a Professional Learning Network (PLN) each month to collaborate with colleagues in the

Progress Towards Student Learning Goal

☒ Progressing

☐ No progress

☐ Not assessed at this time

Performance on Standards

Describe performance including previously shared feedback and characterize the performance for each standard.

Standard 1

Comments on evidence and suggestions for further growth

I.A.4 Well-Structured Lessons:

While visiting your class, you have not always had an objective posted for the lesson. Since you began your Directed Growth Plan in June, I have met with you three times to discuss the importance of having lesson objectives posted for your classes. You need to convey the purpose of the lesson to the students. During our conversation on Friday, 10/3/14, you told me that you won't always have objectives ready for each class every day. However, it is the expectation of our professional practice that we have lesson objectives for every class, every day. You met with the Lead teacher, _____ on Thursday, 10/2/14 to work on objectives. Moving forward, you need to have lesson objectives prepared for each class so that students understand the goals and whether they have attained them by the end of class.

During your absence on 9/29/14 and 9/30/14, you did not provide suitable sub plans for your classes. You need to have prepared sub plans that allow a substitute to give the students assignments they can work on independently during your absence. On 9/30/14 I sent you an email reminding you this expectation and told you that upon your return to school, you needed to have a plan ready for future absences. I told you to email me with your plan. You said you understood. However, it has been 2 weeks and you still have not communicated your plans to me. I have checked in with you twice to remind you of this obligation. It is necessary to have appropriate sub plans ready for our students. You need to prepare an "emergency" sub folder for unexpected absences. You need to leave/share appropriate sub plans for absences as outlined during the math department meeting on August 25, 2014.

I.B.2 Adjustment to Practice:

You met with _____ to work on creating a "Do Now" for your lessons. However, when I observed your class, you told the students that they didn't have to do the "Do Now" if they didn't want. By telling the students they did not have to do the problem, you defeated the purpose of engaging all students. You also missed a perfect opportunity to gather formative assessment data that could be used to inform your lesson planning.

Rating on Standard I

- ☐ Exemplary
- ☐ Proficient
- ☒ Needs Improvement
- ☐ Unsatisfactory
- ☐ Not assessed at this time

Standard II

Comments on evidence and feedback for further growth

II.B.1 Safe Learning Environment:

During class observations, there hasn't a clear structure for beginning class. We have talked about the importance of using routines to begin class and academically engage all students. We met on 9/22/14 to discuss concerns related to a lack of progress toward improving your professional practice in these areas.

I provided you with a weekly "Do Now" template (shared by [redacted]) that you could use to motivate all students to participate. The template could also be used as a formative assessment at the end of the week. You need to employ these and other strategies to engage students in each class.

II.A.3 Meeting Diverse Needs:

After multiple emails (9/15, 9/19, and 10/3) from the I [redacted] you, you still had not picked up your IEPs. She brought them to me on Wednesday, 10/8/14 and I had to deliver them to you. These are legal documents that contain important information about meeting the needs of our students. It is your responsibility pick up these documents in a timely fashion so that you know and can follow accommodations laid out in the IEPs.

II.D.2 High Expectations:

You met with [redacted] s to work on creating a "Do Now" for your lessons. However, when I observed your class, you told the students that they didn't have to do the "Do Now" if they didn't want. By telling the students they did not have to do the problem, you defeated the purpose of engaging all students. It is important to set high expectations and help students master material through effective effort.

Rating on Standard II

- ☐ Exemplary
- ☐ Proficient
- ☒ Needs Improvement
- ☐ Unsatisfactory
- ☐ Not assessed at this time

Standard III

Comments on evidence and feedback for further growth

Rating on Standard III

- ☐ Exemplary
- ☐ Proficient
- ☐ Needs Improvement
- ☐ Unsatisfactory
- ☒ Not assessed at this time

Standard IV

Comments on evidence and feedback for further improvement

IV.A. Goal Setting

You set appropriate goals, but you have struggled to consistently follow through with timely action steps to meet those goals. You have met with the lead teacher for support, but you have not had the same level of collaboration and developmental work with me. Please consider the timeline of the past few weeks:

Timeline of attempts at class observations to provide feedback:

9/4/14 You cancelled announced observation scheduled for 9/5/14 (email attached)

9/12/14 I did a class visit to period 7 (did not log)

9/15/14 I spoke with you regarding 9/12 visit to discuss areas of concern

9/19/14 I went to your Period 4A class to observe and you said you were giving an assessment

9/29/14 I planned to observe your period 1 class, but you were out sick

10/3/14 I came to observe your period 1 class, but you had been out sick the previous few days and weren't feeling well. You asked the class if they were ready for the test.

This seems to be a pattern of avoiding opportunities to receive feedback, which is making adequate progress towards your improvement goals difficult.

Attachments:

DS change obs - Oct 14, 2014 7:59 PM EDT - Uploaded by:

Rating on Standard IV

- ☐ Exemplary
- ☐ Proficient
- ☒ Needs Improvement
- ☐ Unsatisfactory
- ☐ Not assessed at this time

Overall Rating Strengths and Feedback for Further Growth

While Mr. [redacted] is making some progress toward his goals, it is not substantial progress. He needs to be more consistent on a daily basis with regard to communicating clear lesson objectives and developing lesson plans including strategies to promote student engagement during class.

Overall Performance Rating

- ☐ Exemplary
- ☐ Proficient
- ☒ Needs Improvement
- ☐ Unsatisfactory
- ☐ Not assessed at this time

Plan Moving Forward

If no change in plan is required, check box for plan to remain the same.

If the plan is to change, check box to indicate the new plan.

- ☒ Plan remains the same
- ☐ Self-Directed Growth Plan
- ☐ Directed Growth Plan
- ☐ Improvement Plan
- ☐ Developing Educator Plan

Educator Response

The educator shall have the opportunity to respond in writing to this evaluation. Signature of educator indicates timely receipt, not necessarily agreement with the evaluation.

SAMPLE 5

Formative Assessment Report

Name: [REDACTED]

Evaluator: [REDACTED]

School: [REDACTED]

Date: [REDACTED]

Si [REDACTED]

Assessing

The Formative Assessment Report is an opportunity for evaluators to provide educators with feedback about their performance on the standards for effective teaching and progress towards attaining goals.

- ☐ Progress towards attaining goals
- ☐ Performance on standards
- ☒ Both

Progress Towards Goal Section

Describe progress toward goal attainment and characterize the progress toward goal attainment, if applicable.

Progress Towards Professional Growth Goal

Comments on evidence and suggestions for further growth

Ms. [REDACTED] provided the following evidence of progress toward her goal:

[Mar 18, 2014 3:00 PM EDT]

Evidence of Progress Toward Professional Practice Goal

I am on track to meet my professional practice goal of looking at student work with K-4 teachers, using the WaR rubric, three times per year. Since beginning my job as Literacy Specialist at the end of November, I have looked at student work, using the calibration protocol for the WaR rubric, at least once a month during CPT meetings with teachers.

Educator Evidence Log - Professional Practice Goal, [REDACTED]

[Mar 18, 2014 3:00 PM EDT]

Feedback of Evaluator

Ms. [REDACTED] has provided evidence that she is on track to successfully complete her professional practice goal.

Progress Towards Professional Growth Goal

- ☒ Progressing
- ☐ No progress
- ☐ Not assessed at this time

Progress Towards Student Learning Goal

Comments on evidence and suggestions for further growth

Ms. [REDACTED] provided the following evidence of progress toward her goal:

[Mar 24, 2014 9:20 AM EDT]

Evidence of Progress Toward Student Learning Goal

My student learning goal is that 80% of first graders will go up one point on their writing about reading responses. The data from the beginning of the year shows students averaging a 2.8 out of 5 on their responses. The mid-year data shows no change in scores, but I believe this is a result of all the work the teachers have done in calibrating the rubric. I feel the writing in first grade has improved. As time has been spent getting better acquainted with the rubric, teachers have, as a result, begun to grade more strictly and more accurately than in the start of the school year. I am hoping to see growth in the scores when looking at end of the year data.

[Mar 24, 2014 9:20 AM EDT]

Feedback of Evaluator

Ms. [REDACTED] conferred with me about the data supporting her goal. As a result of better use of the rubric, student scores have yet to demonstrate the growth predicted, but current practices should allow for a more accurate prediction of growth by the end of the school year.

Progress Towards Student Learning Goal

- ☒ Progressing
☐ No progress
☐ Not assessed at this time

Performance on Standards

Describe performance including previously shared feedback and characterize the performance for each standard.

Standard I

Comments on evidence and suggestions for further growth

The following evidence/feedback has been collected for Standard I:

[Mar 3, 2014 2:46 PM EST]

Feedback on I.B-3

Ms. [redacted] joined us with several years of urban teaching experience in a level 5 district. She understands the needs of ELLs and other members of the high-need subgroup well from her own firsthand experience and work as a teacher. In her role this year, she has provided extensive coaching on effective instructional practices with a brand new teacher, who is starting to show some progress in his instructional delivery as a result. She is skillful with her use of the launch-explore-summary lesson structure and promotes cooperative learning practices such as think-pair-share in her coaching. Ms. [redacted] understands the need to emphasize and explicitly teach vocabulary and has also helped with strategies in that area.

Next steps include having Ms. [redacted] review lesson plans with administrators to identify teachers with the greatest level of need for coaching interventions and support with planning for diverse learners.

[Mar 3, 2014 2:46 PM EST]

Feedback on I.A-2

Ms. [redacted] has been meeting regularly each week with teachers as the facilitator of their CPT meetings. In this role, she shares curriculum information (including module training and feedback), engages teachers in unit planning, and helps prioritize instructional needs based on assessment data and feedback from teachers. Ms. [redacted] has been working diligently since she started at [redacted] to become familiar with the modules and assessments at each grade level, but came to us with a solid understanding of the Common Core State Standards for ELA, strong instructional pedagogy, and proficiency with state and local assessment systems.

Next steps for Ms. [redacted] include working with the leadership team to develop a plan for the upcoming school year for how to structure collaborative unit planning regularly into the meeting rotation and concentrating on targeted teachers whose implementation of the modules needs support.

[Mar 3, 2014 2:46 PM EST]

Feedback on I.C-2

Ms. [redacted] works collaboratively with the Math Resource Teacher and principal to plan the daily topics for CPTs for the entire month. These plans ensure adequate opportunities to review data and monitor efforts toward improving open response outcomes, which is the main school improvement goal this year. In the observation, Ms. [redacted] worked closely with 2 middle school ELA teachers to review open responses (WAR) and collaboratively score the responses according to the established rubric. This activity helped teachers calibrate their scoring expectations and build consistency with the interpretation of certain items on the rubric. Ms. [redacted] should continue to frequently engage teachers in these activities in order to help teachers connect their instructional activities to increased student achievement in identified areas.

[Mar 3, 2014 2:46 PM EST]

Feedback on I.E-1

Ms. [redacted] is skillful with interpreting data from a variety of assessment sources, including MCAS, ACCESS, and F & P. She has quickly developed a working knowledge of the elementary assessment tools and should continue to build fluidity with triangulating data and using multiple data sources to assist teachers with planning and implementing interventions.

Rating on Standard I

- ☐ Exemplary
- ☒ Proficient
- ☐ Needs Improvement
- ☐ Unsatisfactory
- ☐ Not assessed at this time

Standard II

Comments on evidence and feedback for further growth

The following evidence/feedback has been collected for Standard II:

[Mar 3, 2014 2:46 PM EST]

Feedback on II.C-2

Ms. [redacted] has established positive working relationships with the teaching staff here and has set appropriate norms for team meeting behaviors. There are teams of teachers that are able to focus at a high level and engage in deep, meaningful discourse about their instruction and there are other teams that are more inhibited in their participation and although they are compliant, they are not yet engaging at high levels of discussion. As a result, Ms. [redacted] has had to differentiate for teams and either scale back and slow down for teachers or provide more complex tasks for them when analyzing student work or data.

As a next step, Ms. [redacted] should work to generate a plan for the upcoming school year to bring the teams that struggle up to the level of the higher-performing ones with the assistance of the school leadership team.

Rating on Standard II

- ☐ Exemplary
- ☒ Proficient
- ☐ Needs Improvement
- ☐ Unsatisfactory
- ☐ Not assessed at this time

Standard III

Comments on evidence and feedback for further growth

The following evidence/feedback has been collected for Standard III:

[Mar 12, 2014 11:29 AM EDT]

III. Evidence description and rationale

I have attached a letter sent to parents of elementary school students explaining changes in the F&P assessment used in the elementary school to determine literacy levels. The letter explains that due to the increased text complexity required by the Common Core State Standards, as well as the increased readiness that our students display upon entering school, the expectations in Kindergarten until the beginning of 2nd grade have changed.

[Mar 12, 2014 11:29 AM EDT]

III. Evidence description and rationale

I have attached a letter sent to parents of elementary school students explaining changes in the F&P assessment used in the elementary school to determine literacy levels. The letter explains that due to the increased text complexity required by the Common Core State Standards, as well as the increased readiness that our students display upon entering school, the expectations in Kindergarten until the beginning of 2nd grade have changed.

[Mar 16, 2014 1:51 PM EDT]

III. Evidence description and rationale

I have attached a school calendar with highlighted events which I attended. The first highlighted event is a school basketball game which I attended in support of our boys and girls school basketball teams. The next event highlighted is an open house where I made myself available to parents who had any literacy related questions.

[Mar 16, 2014 1:51 PM EDT]

Feedback of Evaluator

Ms. has submitted evidence of family and community engagement that meets the level of proficiency in this area by engaging in two-way communication with families and supporting school culture.

Rating on Standard III

- ☐ Exemplary
- ☒ Proficient
- ☐ Needs Improvement
- ☐ Unsatisfactory
- ☐ Not assessed at this time

Standard IV

Comments on evidence and feedback for further improvement

The following evidence/feedback has been collected for Standard IV:

[Mar 16, 2014 1:58 PM EDT]

IV. Evidence description and rationale

I have attached an agenda for a common planning time for K-2 teachers where we looked at current literacy data for the school. We also looked at student work from kindergarten students in order to calibrate our scoring using the Writing about Reading rubric which has recently been revised.

[Mar 16, 2014 1:58 PM EDT]

Feedback of Evaluator

Ms. [redacted] has had engaged in daily collaboration with colleagues as part of her work as the Interim Instructional Specialist. The evidence submitted supports a small fraction of the work she has done unit and lesson planning, reviewing student work, teaching about effective feedback, and guiding data discussions. As a result, Ms. [redacted] is easily able to meet the standard for proficiency in this area.

[Mar 12, 2014 11:27 AM EDT]

IV. Evidence description and rationale

I have attached my pacing guide for the third and fourth grade professional development I presented on a new unit of study called Tackling Complex Text. This presentation was given in order to prepare teachers for the final module of the year, which will include student-led book clubs of Historical Fiction novels.

[Mar 12, 2014 11:27 AM EDT]

Feedback of Evaluator

Ms. [redacted] has had engaged in daily collaboration with colleagues as part of her work as the interim Instructional Specialist. The evidence submitted supports a small fraction of the work she has done unit and lesson planning, reviewing student work, teaching about effective feedback, and guiding data discussions. As a result, Ms. [redacted] is easily able to meet the standard for proficiency in this area.

Rating on Standard IV

- ☐ Exemplary
- ☒ Proficient
- ☐ Needs Improvement
- ☐ Unsatisfactory
- ☐ Not assessed at this time

Overall Rating Strengths and Feedback for Further Growth

Ms. [redacted] has made a very smooth transition into her now role as Interim Instructional Specialist. She is working to digest 10 grade levels of curriculum modules in each of the areas of reading, writing, science, and social studies. This is no small task. In addition, Ms. [redacted] has spent a significant amount of time coaching a new ELA teacher since arriving at [redacted]. This coaching has been tremendously helpful with getting this teacher on track in every sense: curriculum, pedagogy, and classroom management. What a difference she has made already!

Ms. [redacted] also is teaming well with the Math Resource Teacher and together, they plan and lead CPT meetings daily with different clusters of teachers. The content is aligned to the school goals and Ms. [redacted] meets regularly with the principal to plan out topics and areas of focus. Ms. [redacted] also has led PD workshops on early release days and will continue to do more of this in the months to come.

Next steps include identifying teachers for targeted coaching cycles (including those who are veterans but are struggling) and engaging in additional data analysis and strategic planning to address the high numbers of students in kindergarten and first grade who are not yet reading at grade level.

Thank you to Ms. [redacted] for all of her efforts thus far. She has been a welcome addition to the administrative team!

Overall Performance Rating

- ☐ Exemplary
- ☒ Proficient
- ☐ Needs Improvement
- ☐ Unsatisfactory
- ☐ Not assessed at this time

Plan Moving Forward

If no change in plan is required, check box for plan to remain the same.
If the plan is to change, check box to indicate the new plan.

- ☒ Plan remains the same
- ☐ Self-Directed Growth Plan
- ☐ Directed Growth Plan
- ☐ Improvement Plan
- ☐ Developing Educator Plan

Educator Response

The educator shall have the opportunity to respond in writing to this evaluation. Signature of educator indicates timely receipt, not necessarily agreement with the evaluation.

Signature of educator indicates timely receipt, not necessarily agreement with the assessment.

Educator

(signed by)

Supervising Evaluator

Primary Evaluator

- no signature -