

Summative Conference Guiding Questions and Required Elements

<i>Evaluation Components</i>	<i>Sample Questions</i>
<p>Teacher Practice</p> <ul style="list-style-type: none"> • Planning • Environment • Instruction • Professionalism 	<ol style="list-style-type: none"> 1. Generally speaking, which domain is relative strength or opportunity for continued growth? 2. What goal(s) did you identify in your individual growth and development plan? Did you achieve or make progress toward your goals? How do you know? 3. What have you done as a result of feedback received from peer reviewers or summative evaluators? 4. Did you try anything new this year? If so, what was the impact? How do you know? 5. In what way(s) have you grown in your practice? 6. In what way(s) did you impact student engagement and learning differently this year, based on areas you prioritized in your individual growth and development plan? 7. If you were to evaluate yourself, what performance rating would you give for each domain? For teacher practice overall? Use the rubric to guide your reflections. <ol style="list-style-type: none"> a. What evidence would you have to support that rating? b. Do you need to submit any evidence to your evaluator via portfolio? 8. How will you apply what you learned this year to future years? What tentative goal(s) do you have for next year?
<p>Student Survey of Student Engagement Results</p>	<ol style="list-style-type: none"> 1. Based on the perception data from students, what are key strengths? What are areas for improvement? 2. Were there certain responses that surprised you because you predicted they would be lower or higher than they are? 3. Which questions provide insight or support the priorities you have already established? Consider your individual growth and development plan, school or district priorities, and goals for students. 4. How do the survey results compare to other evidence of engagement gathered through points of contact or your portfolio? 5. If you were to evaluate yourself based on evidence from the student survey, what performance rating would you give?
<p>Additional Evidence of Student Engagement</p>	<ol style="list-style-type: none"> 1. How did you measure student engagement? 2. What feedback have you received from peers or evaluators related to student engagement? What actions have you taken based on that feedback? 3. What evidence have you collected to share with an evaluator? What does your evidence suggest about your impact on student engagement?

<i>Evaluation Components</i>	<i>Sample Questions</i>
	<ol style="list-style-type: none"> 4. Does your evidence match-up with results from the student survey (if used) or other measures? 5. Based on your work this year, have your views of student engagement changed? Has that changed how you measure student engagement? 6. If you were to evaluate yourself based on additional evidence, what performance rating would you give? Use the rubric to guide your reflections. <ol style="list-style-type: none"> a. What evidence would you have to support that rating? b. Do you need to submit any evidence to your evaluator via portfolio?
Shared Performance Goal Results	<ol style="list-style-type: none"> 1. What were the results of the shared performance goal? In what way(s) did you contribute to those results? 2. If you were to evaluate the shared performance goal, what performance rating would you give? Use the rubric to guide your reflections. 3. Why do you think the goal was met or not met?
Class & Targeted Need Goal Results	<ol style="list-style-type: none"> 1. What were the results of the assessment you identified for your goals? How did the results compare to your original goal or target? 2. Based on your work this year and the results, were your goals rigorous enough? 3. Was the goal reached? If not, was progress made? If so, was it greatly surpassed? Why? 4. What did you do to monitor progress and ensure success? What strategies, approaches, and materials were most helpful? 5. If you were to evaluate the class and targeted need goal, what performance rating would you give? Use the rubric to guide your reflections. 6. What might you do differently next year? How will you use this data to inform your instructional planning?
Value-Added Measure Results	[To be developed]

To Complete during the End-of-Cycle Conference (Evaluator)

- Discuss professional growth and results of individual growth and development plan goal(s).
- Review evidence of teacher practice, student engagement, and student learning and achievement.
- Give summative performance feedback based on evidence and tied to Model rubrics.
- Discuss component ratings for all three components and a summative performance rating. *(Ratings should be drafted by the evaluator beforehand and then discussed and finalized during the conference.)*
- Reflect on the development and evaluation process and results.
- Discuss expectations for future individual growth and development plans and student outcomes.