

3N Summative Assessment:

Evaluation Process for Novice and New Teachers

Steps in the Process

1. Administrator reviews job performance expectations with teachers.

Informal observations of probationary teachers

Evaluation of teaching is a legal responsibility outlined in the Code of Virginia. Therefore, in accordance with Virginia law, section 22.1-295, probationary teachers follow the Summative Assessment process annually for their performance evaluation.

Probationary teachers vary in the experience they bring to Newport News. For the purposes of the assessment system, novice teacher is defined as a teacher in his or her first year of teaching with no prior teaching experience. A new teacher is defined as a teacher with limited prior experience (did not attain Continuing Contract status in his or her prior appointment) or an experienced teacher from outside the state who has joined the Newport News teaching force.

Teachers follow a developmental path as they grow in experience, competence, and confidence in their work. In keeping with this developmental cycle, Newport News Public Schools has adopted a differentiated approach for the summative assessment of beginning teachers. This approach is designed to provide teachers maximum time to develop professional expertise while focusing the assessment from the beginning on critical aspects of teaching.

Novice and new teachers are assessed using the same standards, rubrics, and process as veteran staff. However, they are responsible for providing evidence of competence on fewer components. The division's standards of practice are defined in the domains and components completely outlined in the Framework (see Section 6, Teacher Performance Assessment Handbook).

The summative process has a number of steps which are described below. All the forms needed to support the process are provided at the end of the narrative description of Section 3N.

Prior to September 15, administrators inform novice and new teachers of the job performance expectations on which they will be assessed. This notification can occur with teachers in a group setting or individually, as determined by the administrator. To document the notification, administrators should retain a copy of their agenda for the meeting, a sign-in sheet on which teachers have indicated their presence, or a copy of the scheduled appointments with individual teachers.

During September and October, administrators may conduct informal observations of probationary teachers. The purpose of these observations is to gather preliminary information about the teachers' performance styles and strengths. These observations can also help administrators determine if problems exist for which there is a simple solution and to provide the new teacher with assistance before a situation has a chance to escalate.

2. Teacher and administrator hold conference.

Prior to November 1, each teacher prepares for the Initial Summative Conference. The Agenda for Novice/New Teacher's Initial Summative Conference (Form N3:10) and the performance tables (N3:6-N3:9) serve as the basis for conversation during the administrator-teacher conference. During this conference, teachers are to bring examples of their work and discuss how they learn about students' traits, needs, and characteristics, and the classroom management procedures they have established.

3. Administrator verifies mentor support.

Teachers working with Instructional Mentors become a support pair and use the mentoring experience as the collaborative learning process. During the initial conference, the administrator confirms that the novice or new teacher has been assigned a mentor and that the mentoring relationship has been established. Additional information about the nature of their work together can be volunteered by the new teacher but may not be requested by the administrator.

4. Administrator observes in teacher's classroom.

The administrator conducts two formal observations in each new teacher's classroom during the year. The first observation is completed before Winter Break and the second by February 1. The new teacher is responsible for preparing a lesson plan and reflective notes so he or she can fully participate in the discussions.

A formal observation begins with the administrator and new teacher discussing a lesson plan that the teacher developed. Teachers prepare for this discussion by reviewing the Pre-Observation Conference Agenda (see N3:11). During the pre-observation conference, teachers are expected to provide a copy of their plans for the observed lesson. The plans shared with the administrator should be those which the teacher routinely prepares when planning for instruction. The plan presented and the resulting discussion provide evidence of the teacher's skill in planning (Domain 1).

It continues with the administrator making a classroom visit to view the new teacher's instruction. The administrator is responsible for collecting "evidence" of the teacher's skill in teaching, including both planning and implementation of instruction. Observation notes can be recorded in a variety of ways: on Classroom Observation Record (Form N3:12) if the administrator finds this format useful; on seating charts and floor plans, etc. if the lesson is primarily discussion or if much movement from place to place is involved; in a timeline format; in script tape format. The observation notes, once recorded, become the evidence of the teacher's skill in teaching and facilitating (Domain 2) and should be used for reference during the Post-Observation Conference.

The final step involves a reflective conversation between the new teacher and administrator following the instructional segment observed (see N3:13). The conference following an observation should be held within 3 days of the observation. This time allows the teacher to adequately reflect on the lesson observed and to prepare to discuss the questions on the agenda.

NOTE: The intention is for the observation cycle to be completed on a single instructional period. That is, the instructional episode that is discussed during the pre-observation conference is also the one observed and reflected upon in the post-observation conference. In some instances, an emergency may arise causing the actual classroom observation to be canceled. If this occurs, it is not necessary to hold another pre-observation conference on the newly-scheduled instructional episode. The observation of the instruction can take place and the post-observation conference held on the rescheduled instructional episode.

5. Teacher gathers evidence to document professional performance.

The evidence gathered and explained by the new teacher is meant to be a snapshot of current performance in all four domains. Teachers are not expected to present samples of every student product received, instruction developed, or communication with students, parents, and the greater community. The intention is not to make the Summative Assessment an "archeological dig" which produces mountains of evidence and takes an inordinate amount of time to organize and explain. Rather, the intention is for teachers to present a "soil sample" that illustrates the work they are already doing, organized in a coherent manner, and for teachers to discuss this work within the context of their teaching assignment and experience.

New teachers may wish to use the knowledge and experience of their mentors when determining appropriate evidence to present to administrators. Mentors can provide guidance in determining the quality of specific artifacts. They may also take the mystery out of the process by role playing or modeling a conference. Required evidence is to be collected by both the teacher and the teacher's administrative assessor throughout the year.

By June 1, the evidence submitted throughout the year consists of:

- Information on knowledge of students and classroom management (provided during the Initial Summative Conference)
- Two lesson plans (provided during the Pre-Observation Conferences)
- Evidence of reflection skills (provided during the Post-Observation Conferences)
- Contacts established with students' families
- Examples of record keeping systems (eg: grades, instructional pacing, funds received from students)

This evidence in its entirety provides the administrator with an invaluable "window" on classroom practice and enables the teacher to articulate his or her work in a highly professional manner.

6. Teacher and administrator hold the Final Summative Conference.

In this last administrator-teacher conference, the two review the planning documents, instructional artifacts, and log forms submitted by the teacher. They discuss the items on the Agenda for the Final Summative Conference (Form N3:15 or N3:16) as well as any questions the administrator may have. This conference enables the teacher to point out important aspects of his or her work. This conference is an opportunity for the teacher's skill to be displayed as a coherent body of work, and to be recognized as such. As with other pieces of evidence discussed during the year, the performance tables for the domains and components (N3:6-N3:9) should be used to guide the discussion of this evidence. This conference is held prior to the employee's last contract day. **This timeline may be extended to June 30 at the request of the teacher** and the agreement of the administrator.

7. Administrator completes summative assessment.

By the teacher's last contract day, the administrator completes the evaluation process by writing the Summative Assessment Report (Form N3:17-N3:21). The narrative should reflect the quality of performance based on the evidence collected by both teacher and administrator and discussion(s) about these artifacts. In summative assessment, the teacher is evaluated on components in all four domains delineated by the Teacher Performance Assessment system. In making the evaluation, the administrator applies the levels of performance included in this section of this manual. Since the performance tables have been used throughout the year whenever evidence of performance was discussed, the final ratings and narrative should be an accurate summary of the discussions. As stated previously, this timeline may be extended to June 30 **at the request of the teacher**. The teacher signs the Summative Assessment Report form; copies are filed with the teacher, administrator, and Human Resources Department. The artifacts reviewed are not submitted with the report to Human Resources.

NOTE: The teacher's signature on the Summative Assessment Report form does not necessarily indicate that the teacher agrees with the assessment. It simply indicates that the teacher has seen this document. In keeping with due process, the teacher has the right to respond in writing to the statements and/or to the assessor within ten working days. These written comments are attached to the summative assessment form in the Human Resources Department.

Quick Reference:
Summative Assessment
Process Timeline

<u>Activities</u>	<u>Person(s) Responsible</u>	<u>Dates</u>
Review Job Performance Responsibilities	Administrator	Sept. 15
Informal Observations of Probationary Teachers	Administrator	Sept.- Oct.
Initial Summative Conference Preparation <i>• Agenda for Initial Summative Conference (N3:10)</i>	Teacher	Sept.- Oct.
Initial Summative Conference <i>• Agenda for Initial Summative Conference N3:10)</i>	Administrator & Teacher	Nov. 1
Formal Observation of Novice and New Teachers <i>• Agenda for Pre-Observation Conference (N3:11)</i> <i>• Agenda for Post-Observation Conference (N3:13)</i>		
1 st Observation	Administrator & Teacher	Winter Break
2 nd Observation	Administrator & Teacher	Feb. 1
Final Summative Conference Preparation <i>• Family Contact Log**</i> <i>• Evidence of Record Keeping</i>	Teacher	June 1
Final Summative Assessment Conference <i>• Agenda for Final Summative Conference (N3:15 or N3:16)</i> <i>• Summative Assessment Report (N3:17-N3:21)**</i>	Administrator & Teacher	Employee's Last Contract Day (may be extended to June 30 <u>only at the teacher's request</u>)

** Forms (or their equivalent) required in writing.

Component Level Rubrics

Year 1

Domain 1 Designing Knowledge Work				
Component	Unsatisfactory	Basic	Proficient	Distinguished
Component 1a Demonstrating Knowledge of Content and Pedagogy	Teacher displays little understanding of the content or the structure of the discipline, or of content-related teaching practices.	Teacher displays a simple understanding of content and content-related teaching practices. Knowledge does not extend to its concepts, prerequisite relationships, connections with other disciplines, or to possible student misconceptions.	Teacher demonstrates solid understanding of the content concepts, prerequisite relationships, and connection to other disciplines but does not extend to possible student misconceptions. Instructional practices reflect current content-related knowledge.	Teacher demonstrates an extensive knowledge of content and content-related practices, showing evidence of a continued search for improved practice. Teacher actively builds on concepts, knowledge of prerequisites, and misconceptions when planning instruction or seeking causes for student misunderstanding.
Component 1b Demonstrating Knowledge of Students	Teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests. No such information is used for planning.	Teacher demonstrates a partial knowledge of students' backgrounds, skills, and interests and attempts to use this knowledge in planning for the class as a whole.	Teacher demonstrates an extensive knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for groups of students.	Teacher demonstrates a thorough knowledge of all aspects of students' backgrounds, skills, and interests, and uses this knowledge to plan for individual student learning.
Component 1c Selecting Instructional Goals	Teacher's goals focus on insignificant learning rather than content and technology SOLs or curriculum framework, are unsuitable for students, or are stated only as activities. Goals permit only a cursory means of assessment.	Teacher's goals focus on significant content and technology SOLs or curriculum framework but are unsuitable for students in the class; they include instructional activities, some of which permit an authentic means of assessment.	Teacher's goals focus on significant content and technology SOLs or curriculum framework that is suitable for most students in the class; they reflect opportunities for integration and permit varied and authentic methods of assessment.	Teacher's goals reflect high-level learning related to the content and technology SOLs or curriculum frameworks; they are adapted, where necessary, to the needs of individual students, and permit varied and authentic methods of assessment.

Add in Year 2

Component 1e Designing Coherent Instruction	<i>The various elements of the teacher's instructional design do not support the stated instructional goals or engage students in meaningful, relevant work; teacher's instructional plan has no defined structure.</i>	<i>The various elements of the teacher's instructional design support the stated instructional goals or engage students in meaningful work to a limited extent; teacher's instructional plan has a recognizable structure and sequence.</i>	<i>A majority of the elements of the teacher's instructional design support the stated instructional goals and engage students in meaningful, relevant work; teacher's instructional plan has a clearly defined structure and sequence.</i>	<i>All the elements of the teacher's instructional design support the stated instructional goals and engage students in meaningful work; teacher's instructional plan is highly coherent, showing clear structure and sequence.</i>
--	---	---	---	---

Component Level Rubrics

Year 1

Domain 2 Creating a Safe and Orderly Environment for Knowledge Work				
Component	Unsatisfactory	Basic	Proficient	Distinguished
Component 2a Establishing an Environment of Respect and Rapport	Interactions in teacher's classroom, both teacher/student and among students, are negative and inappropriate, characterized by sarcasm, insults, and conflict.	Interactions in teacher's classroom are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity to students.	Interactions in teacher's classroom reflect general warmth and caring and are respectful of the cultural and developmental differences among groups of students.	Interactions in teacher's classroom are highly respectful, reflecting genuine warmth and caring towards individuals. Students themselves ensure maintenance of high levels of civility among members of the class.
Component 2c Managing Classroom Procedures	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instructional time.	Classroom routines and procedures have been established by the teacher but function unevenly or inconsistently, with some loss of instructional time.	Classroom routines and procedures have been established by the teacher and function smoothly with little loss of instructional time.	Classroom routines and procedures have been established with student input and are seamless in their operation, with students assuming considerable responsibility for their implementation.
Component 2d Managing Student Behavior	Student behavior in the classroom is consistently poor; teacher has established no clear expectations; no monitoring of student behavior is evident, and responses to student misbehavior are inappropriate.	Student behavior in the classroom is inconsistent. Teacher makes an effort to establish standards of conduct for students, to monitor student behavior and to appropriately respond to student misbehavior.	Student behavior in the classroom is consistently correct. Teacher is aware of student behavior, has established clear standards of conduct and responds to student misbehavior in ways that are appropriate and respectful to the student.	Student behavior in the classroom is entirely appropriate with evidence of student participation in setting expectations and monitoring of behavior. Teacher monitoring is subtle and preventive; responses to student misbehavior are sensitive to individual student needs.
Component 2f Managing School Procedures and Emergency Situations	Teacher ignores established school procedures; does not follow established procedures in emergency situations and compromises student safety; is not knowledgeable of or does not comply with applicable safety regulations.	Teacher follows established school procedures; generally follows established procedures in emergency situations and does not compromise student safety; has limited knowledge of or has minimum compliance with applicable safety regulations.	Teacher anticipates unsafe circumstances, makes suggestions to address safety concerns; follows established procedures in emergency situations.	Teacher anticipates unsafe circumstances, makes suggestions and/or initiates actions with administrator's approval to address safety concerns; students assume responsibility for their implementation where appropriate.

Add in Year 2

Component 2b Establishing a Culture for Learning by Supporting the Beliefs, Vision, and Mission of Newport News Public Schools	<i>The classroom reflects an unsuitable culture for learning, characterized by low teacher commitment to the content, low expectations for student achievement, and little student persistence and satisfaction in the work.</i>	<i>Classroom environment reflects an unpredictable culture for learning, characterized by little teacher commitment to the content, modest or inconsistent expectations for student achievement, and inconsistent student persistence and satisfaction in the work. Teacher and students are performing at the minimal level to "get by."</i>	<i>Classroom environment reflects a positive culture for learning with commitment to the content evident by both teacher and students, high expectations for student achievement, and student persistence and pride in the work.</i>	<i>Classroom environment reflects a genuine culture for learning. Students assume much of the responsibility for the culture by persisting and taking pride in their work, initiating improvements to their products, and holding their work to the highest standard.</i>
---	--	---	--	---

Component Level Rubrics
Year 1

Domain 3 Facilitating Knowledge Work				
Component	Unsatisfactory	Basic	Proficient	Distinguished
Component 3c Engaging Students in the Work	Students are not intellectually engaged in significant learning as a result of inappropriate activities or materials, poor representation of content, or lack of structure or pacing.	Students are intellectually engaged sporadically as a result of activities or materials of uneven quality, inconsistent representation of content, or uneven structure or pacing.	Students are intellectually engaged throughout the learning as a result of appropriate activities and materials, instructive representations of content, and suitable structure and pacing.	Students are highly engaged throughout the learning and make material contributions to the representation of content, the activities, and the materials; the structure and pacing of learning allow for student reflection and closure.
Component 3d Affirming the Performance of Students	Teacher's feedback to students is meaningless, infrequent, of poor quality, and not received in a timely manner; feedback does not foster student persistence with the work.	Teacher's feedback to students is uneven in its meaningfulness, frequency and quality; timeliness is inconsistent; feedback that fosters student persistence with the work is inconsistent.	Teacher's feedback to students is meaningful, frequent, and timely; feedback fosters student persistence with the work.	Teacher's feedback to students is meaningful, frequent, timely and of consistently high quality; students are encouraged to seek feedback from peers and other adults.

Add in Year 2

<i>Component 3e Demonstrating Flexibility and Responsiveness Through Monitoring and Modifying the Work</i>	<i>Teacher adheres to the instructional plan in spite of evidence of poor student understanding or students' interests and questions; teacher assumes no responsibility for student's failure to understand.</i>	<i>Teacher demonstrates limited flexibility and responsiveness to students' needs and interests during the learning; teacher assumes some responsibility for student success but does not actively seek ways to ensure successful learning for all students.</i>	<i>Teacher makes appropriate adjustments to instructional plans and responds to students' interest and questions during the learning; teacher actively seeks ways to ensure successful learning for all students.</i>	<i>Teacher is highly responsive and makes major adjustments in instructional plans as a result of students' interests and questions during the learning; teacher persists in ensuring the success of all students.</i>
---	--	--	---	--

**Component Level Rubrics
Year 1**

Domain 4 Professional and Leadership Responsibilities				
Component	Unsatisfactory	Basic	Proficient	Distinguished
Component 4b Maintaining Accurate Records	Teacher has no system for maintaining accurate records or the system is in disarray, resulting in errors and confusion.	Teacher has a rudimentary system for maintaining accurate records; system is only partially effective.	Teacher has an effective and efficient system for maintaining accurate records which uses the available technologies.	Teacher has an effective and efficient system for maintaining accurate records which maximizes the use of available technologies; students contribute to its maintenance.
Component 4c Communicating with Families	Teacher provides little or no information to families and makes no attempt to engage them in the instructional program.	Teacher complies with school procedure for communicating with families and makes an effort to engage them in the instructional program; limited communication techniques are employed.	Teacher communicates frequently with families and actively seeks ways to engage them in the instructional program; varied communication techniques that include the available technologies are employed.	Teacher communicates frequently and sensitively with families and successfully engages them in the instructional program; wide ranges of communication techniques that include the available technologies are employed; students participate in communicating with families.

Add in Year 2

Component 4a Reflecting on Teaching	<i>Teacher reflection on instruction, student work, and products is inaccurate; teacher cannot propose ideas for improvement.</i>	<i>Teacher's reflection on instruction, student work and products is generally accurate; teacher can make global suggestions for improvement.</i>	<i>Teacher reflection on instruction, student work, and products is accurate; teacher can cite general characteristics and make specific suggestions for improvement or alternative strategies.</i>	<i>Teacher reflection on instruction, student work, and products is highly accurate and perceptive; teacher can cite specific examples and draw on an extensive repertoire to suggest alternative strategies.</i>
Component 4e Growing and Developing Professionally	<i>Teacher does not participate in professional development activities even when activities are clearly needed for the improvement of teaching.</i>	<i>Teacher participates in professional development activities when participation is convenient, required or needed for relicensure.</i>	<i>Teacher actively participates in professional development activities, seeking out opportunities to enhance knowledge and skills; teacher applies what has been learned to the classroom.</i>	<i>Teacher actively pursues professional development and uses the gained knowledge and skill to make a substantial contribution to the profession through such activities as conducting action research, mentoring new teachers, and assuming training roles.</i>

Agenda for Initial Summative Conference With Novice and New Teachers

This information is to be provided by the teacher and discussed with the assessor by November 1 of the Summative Assessment year.

Knowledge of Students (*Evidence of Domain 1*)

Discuss the **techniques** you use to become knowledgeable about your students. Bring copies of interest inventories, questionnaires, or other **tools and activities** you have used to learn about your students

Briefly describe the **students** in your class including the cultural composition, ethnic background, and/or heritage, those with special needs, and/or those with limited English proficiency.

Briefly describe what you have learned about the **background knowledge and skills** of your students.

Classroom Management Procedures (*Evidence of Domain 2*)

Explain the **classroom rules, procedures, and expectations** for student behavior in your classroom. (Optional evidence could include classroom rules chart, parent letter, class schedule(s), substitute teacher file, etc.)

Describe how these practices were established.

Describe what, if anything, an observer should know about the learning environment which may impact your students' learning.

Explain your **room arrangement and how it is working for teaching and learning**.

Verification of Mentoring (*Required by state code*)

Confirm that a mentor has been assigned and that the appropriate mentoring materials can be accessed.

**Agenda for
Pre-Observation Conference
With Novice and New Teachers**
(Evidence of Domain 1)

This information is to be provided by the teacher in conference with the assessor prior to each formal classroom observation.

Plan for a Single Lesson

State your **goals** for the lesson. What do you expect the students to learn?

How do these goals

- reflect the needs of your students?
- reflect your SOL's and curriculum as a whole?

Explain how your plan reflects the **NNPS Instructional Model**.

- What will you do?
- What will your students do?
- How much time will be used?

Explain how this plan is designed to engage your students and help them meet the expectations of the curriculum.

- How will the students be physically engaged in learning?
- How will the students be intellectually engaged in learning?
- Why will this lesson be meaningful to students?

State the **instructional materials and/or other resources** you will use.

- How will these materials and/or resources be used to engage students?
- Why did you choose these materials and/or resources?

Explain how you will know the students are learning what you expect them to learn. Describe how the students will know if they are meeting the expectations.

Explain anything else the observer should know about your class or your classroom procedures.

If the administrator does not observe this specific lesson, the teacher is not expected to repeat the formal pre-observation conference.

**Summative Assessment
For New and Novice Teachers
Classroom Observation Record**

(Evidence of Domains 2 and 3)

This form may be used by the assessor during a formal observation and taken to the post-observation conference.

Teacher's Name _____ Subject/Grade Taught _____

Subject/Grade Observed _____ Observation Date _____

Evidence of **2a: Respect and Rapport**

Evidence of **3c: Student Engagement**

Evidence of **2c: Classroom Procedures**

Evidence of **3d: Feedback to Students and
3e: Flexibility and Responsiveness**

Evidence of **2d: Student Behavior**

**Agenda for
Post-Observation Conference
With New and Novice Teachers**

(Evidence of Domain 4)

This information is to be provided by the teacher during the Post-Observation Conference. The Post-Observation Conference is to be scheduled at least 24 hours after the classroom observation.

As I reflect on the lesson, were the students productively engaged in the work? How do I know?

Did the students learn what I expected them to learn? Were the instructional goals met? How do I know?
If I don't know at this point, when will I know? How will I know?

Did I alter my goals or my work plan as I taught this lesson? Why? How?

If I had the opportunity to teach this lesson again to the same group of students, what would I do differently?
Why?

Instructional Unit and Unit Artifacts for Summative Assessment (Required of Year 2 Teachers Only)

(Evidence of Domains 1 and 4)

The **2nd year teacher** is to provide an instructional unit of at least one week in length, artifacts from that unit, and the following information prior to June 1. This evidence is submitted in preparation for the Final Summative Conference.

Name _____ Grade/Subject Taught _____

Grade/Subject of the Unit and Artifacts _____ Dates of the Unit _____

Essential Question(s) for the Unit _____

The assignment or student artifacts attached demonstrate that the students know and are able to do

Attach a copy of a unit which you have used in your classroom this year. The unit can be in any format you wish and taken from any point during the year. Prepare to explain why this unit is appropriate for use with your particular group of students.

Attach an activity or assignment that engaged students in authentic work related to the Essential Question or the expected knowledge and skills were to gain from this unit. (e.g. project guidelines, problem(s), to solve, center activity)

Provide samples that show evidence of student learning. These samples should reflect the full range of student achievement levels in your class and should include feedback you provided to your students on their work. (e.g. samples of student work, photographs, audio or video tapes)

Be prepared to reflect on the artifacts and the unit in your Final Summative Conference (see Form N3:16) for specific reflection guidelines).

Agenda for Final Summative Conference With New and Novice Teachers

This information is to be provided by the teacher in the conference with the assessor by the teacher's last contract day of the Summative Assessment year.

Record Keeping and Family Contact Log (*Evidence of Domain 4*)

Discuss the logs or equivalent information you have kept. In your discussion:

- Explain the kinds of records you keep and the reason for maintaining them.
- Explain your **record-keeping system** and the reasons for maintaining records in this manner.
- Explain the **types of contacts** you have had with your students' families and your reason for using these types of contacts.

[NOTE: If the teacher desires, any of these pieces of evidence may be submitted prior to the June 1 and the conference on them held prior to the teacher's last contract day.]

Summary of Evidence and Judgment of Performance

Reflect upon all the evidence that has been gathered by both the teacher and the assessor in all four domains. In your discussion:

- Describe how this collection illustrates the professional expectations for Newport News Public Schools teachers. Indicate in this discussion the level of performance this evidence represents (Unsatisfactory, Basic, Proficient, Distinguished).
- Discuss how the evidence collection relates to the Newport News Public Schools Teacher Performance Standards (meets, exceeds, does not meet division expectations).
- Discuss how this collection reflects the defining focus of Newport News Public Schools on "Smart, Safe Schools".

Agenda for Final Summative Conference With Second Year Teachers

This information is to be provided by the teacher in the conference with the assessor by the teacher's last contract day of the Summative Assessment year.

Instructional Unit and Artifact(s) from the Unit (*Evidence of Domains 1 and 4*)

Discuss how this unit was developed. In your discussion:

- Explain **why** the content of this unit was chosen and how the goals were determined.
- Explain how you determined what **content and resources** to include and the factors that influenced your decisions (e.g. needs of students, interdisciplinary connections, availability of materials).
- Explain how you determined the **sequence** of the content and the activities in this unit.
- Describe how you determined when to **assess** and what to assess in this unit.
- Explain the **connection** between this unit and what followed.

Discuss the student artifact(s) you have provided from this unit. In your discussion:

- Explain **why** the artifact(s) was/were chosen.
- Discuss the artifact(s) in light of the **range of student responses** to the assigned work.
- Explain how the artifact(s) illustrates what the students **know and are able to do** in relation to the **Essential Question**.
- Discuss how the artifact(s) was/were **assessed**.

Family Contact and Professional Development Logs (*Evidence of Domain 4*)

Discuss the logs or equivalent information you have kept. In your discussion:

- Explain your **record-keeping system** and the reasons for maintaining records in this manner.
- Explain the **types of contacts** you have had with your students' families and your reason for using these types of contacts.
- Summarize the professional development in which you participated. Explain how this professional development helps you attain your initial license or renew your license.

[NOTE: If the teacher desires, any of these pieces of evidence may be submitted prior to the June 1 and the conference on them held prior to the teacher's last contract day.]

Summary of Evidence and Judgment of Performance

Reflect upon all the evidence that has been gathered by both the teacher and the assessor in all four domains. In your discussion:

- Describe how this collection illustrates the professional expectations for Newport News Public Schools teachers. Indicate in this discussion the level of performance this evidence represents (Unsatisfactory, Basic, Proficient, Distinguished).
- Discuss how the evidence collection relates to the Newport News Public Schools Teacher Performance Standards (meets, exceeds, does not meet division expectations).
- Discuss how this collection reflects the defining focus of Newport News Public Schools on "Smart, Safe Schools".

Summative Assessment Report For New and Novice Teachers

Assess the teacher in all domains as related to the Teacher Performance Standards. **Based on the evidence gathered** since the previous Summative Assessment, note the level of performance as described by the performance tables (U=Unsatisfactory, B=Basic, P=Proficient, D=Distinguished) to rate all components in each domain. Complete the narrative sections for each domain. Rate each domain according to division expectations.

Name _____
 School _____
 Assessor _____

Employee ID _____
 Grade/Subject _____
 Date _____

Domain 1 Designing Knowledge Work	
Rating	Component
1a	Demonstrating Knowledge of Content and Pedagogy
1b	Demonstrating Knowledge of Students
1c	Selecting Instructional Goals

Add for Year 2 Teachers

1e	Designing Coherent Instruction
-----------	---------------------------------------

Summary for Domain 1

Suggestions for Domain 1

Rating for Domain 1

	Meets division expectations
	Exceeds division expectations
	Does not meet division expectations

Domain 2 Creating a Safe and Orderly Environment for Knowledge Work	
Rating	Component
	2a Creating an Environment of Respect and Rapport
	2c Managing Classroom Procedures
	2d Managing Student Behavior
	2f Managing School Procedures and Emergency Situations

Add for Year 2 Teachers

	2b Establishing a Culture for Learning by Supporting the Beliefs, Vision, and Mission of Newport News Public Schools
--	---

Summary for Domain 2

Suggestions for Domain 2

Rating for Domain 2

	Meets division expectations
	Exceeds division expectations
	Does not meet division expectations

Domain 3 Facilitating Knowledge Work	
Rating	Component
	3c Engaging Students in the Work
	3d Affirming the Performance of Students

Add for Year 2 Teachers

	3e Demonstrating Flexibility and Responsiveness Through Monitoring and Modifying the Work
--	--

Summary for Domain 3

Suggestions for Domain 3

Rating for Domain 3

	Meets division expectations
	Exceeds division expectations
	Does not meet division expectations

Domain 4 Professional and Leadership Responsibilities	
Rating	Component
	4b Maintaining Accurate Records
	4c Communicating with Families

Add for Year 2 Teachers

	4a Reflecting on Teaching
	4e Growing and Developing Professionally

Summary for Domain 4

Suggestions for Domain 4

Rating for Domain 4

	Meets division expectations
	Exceeds division expectations
	Does not meet division expectations

Newport News Public Schools Teacher Performance Standards

- The teacher supports the beliefs, vision, and mission adopted by the Newport News Public Schools.
- The teacher designs knowledge work containing customer-focused design qualities.
- The teacher manages the resources of time, people, space, information and technology in order to enhance the quality of the work provided to students.
- The teacher continuously monitors the extent to which students are engaging in the work, persisting with the work, experiencing satisfaction in products of the work, and learning what is expected as a result of doing the work, and modifies the work accordingly.
- The teacher demonstrates leadership patterns that are consistent with expectations of outstanding teachers in Newport News Public Schools.

_____ Teacher's Name	<input type="checkbox"/> Meets or <input type="checkbox"/> Exceeds
Newport News Public Schools Standards for Teacher Performance and is recommended for continued employment.	

OR

_____ Teacher's Name	does not meet the Newport News Public Schools Standards for Teacher Performance and is
<input type="checkbox"/> recommended for continued employment with a Plan of Action for the _____ school year, or	<input type="checkbox"/> not recommended for continued employment.

Assessor's Signature

Date

Teacher's Signature

Date

NOTE: My signature on this summative assessment indicates that I have seen this document. It does not necessarily indicate that I agree with the assessment. I understand that I have the right to respond in writing to the statements and/or assessors within ten working days and my comments will be attached to the summative assessment form in my file in the Human Resources Department.

1 copy-Teacher

1 copy-Assessor

1 copy- Human Resources File