

At a Glance: Best Practices for Summative End of Year Conferences

This document helps administrators consider strategies for having meaningful Summative End of Year Conferences with their teachers. Please note that when required elements for the Summative End of Year Conference are included they have been underlined; the other strategies described are optional best practices for administrators to consider as they prepare for and complete the conferences.

Please refer to the Policy Guidance for End of Year Requirements (April 2014) and the Advance FAQs for complete policy information related to the Summative End of Year Conference.

Preparing for the Summative End of Year Conference:

- **Plan ahead:** Assess the status of *Advance* requirements for each teacher.
 - Review artifacts, observation reports, and outside evidence to determine whether you are missing evidence to rate each teacher on any of the 12 required components in Domains 1 and 4 at this time.
 - If evidence is missing in Domains 1 and/or 4 after the artifact submission deadline (April 11, 2014) action must be taken to cover the missing components. Options include: using outside evidence or requesting additional artifacts to cover the components before completing the End of Year Artifact Rating, and/or conducting additional observations.
- **Schedule conferences between April 25 and June 20.**
 - Determine the order in which you will schedule conferences.
 - Identify which evaluator will lead each conference.
 - Leave open days in the schedule, especially toward the end of the conference window, to allow for re-scheduling as necessary.
- **Determine common expectations and procedures for conducting the conferences with your leadership team.**
 - Consider rehearsing a sample conference and establishing common norms.
 - Communicate with teachers about those expectations and procedures.
- **Communicate ahead:** Let your teachers know that you're ready to listen, learn, and engage in a professional conversation.
 - Share information about the purpose and benefits of the conferences along with a sample agenda (*see p.2*) and optional suggestions for preparation.
 - Invite teachers to self-reflect on their teaching practice and evidence of student learning prior to the conference.
- **Prepare any materials needed for the conferences: include completed observation reports and all teacher-submitted artifacts.**
 - Use support staff to help gather any paperwork that you plan to have available during the conference, including copies of the Danielson *Framework for Teaching* for reference.
- **Reflect prior to conferences:**
 - What do I know about each teacher's practice and student learning?
 - What questions can I ask to better understand each teacher's practice?
 - What supports can I suggest to support each teacher's development?

During the Summative End of Year Conference:

- **Establish an environment that invites and values teacher input.**
 - Elicit teachers' reflections on teaching and learning throughout the conversation.
 - Consider asking teachers what feedback was most helpful to them in improving their practice.
 - Invite the teacher to co-create next steps for development.
- **Use an agenda to manage time during the conversation.**
 - Reflect on how you spent time during the first few conferences and adjust your practice, as necessary, to ensure that you can have meaningful conversations with all teachers in the available time.

After The Summative End of Year Conference:

- **Reflect on each conference:**
 - How did I facilitate a dialogue where the teacher was actively engaged in the conversation?
 - Is there anything I would change for future end of year conferences?
 - Next year, how can I best continue to support this teacher's development?
- **Record next steps for follow up.**
 - Consider creating a list of the next steps discussed in each conference along with a plan for follow through.
- **Produce an End of Year Artifact Rating.**
 - Within 10 days of the Summative End of Year Conference, produce a final Evaluator Form 1 (End of Year Artifact Rating) with ratings for Domains 1 and 4 components based on artifacts and/or outside evidence.
- **Reflect on your professional development plan for the summer and next year.**
 - Based on the Summative End of Year Conferences, should you adjust your goals and plans for professional development?

Best Practice: Follow an Agenda

Below is a sample agenda for this conference. Depending upon school leader and teachers' contexts, the conversation may vary in length and topics discussed. All the required elements of this conference are underlined.

1. **Review and Reflect**

- Review classroom observations and rated evaluations with the teacher.
- If the teacher chose to reflect on his or her development and professional goals, invite the teacher to share insights and lessons learned.

2. **Artifact Review**

- Submitted artifacts, as well as any outside evidence collected by the evaluator, are reviewed.
- The teacher has the opportunity to present, explain, and answer any questions the evaluator may have regarding their submitted artifacts.

3. **Focus on Development**

- Summative End of Year Conferences are the time to extend a meaningful conversation between the evaluator and teacher about the ways to improve teaching practice.
- Identify areas of improvement observed throughout the school year and next steps for future growth.
- Consider crafting a professional growth plan: the teacher and the evaluator agree on next steps, including dates and specific outcomes (e.g., summer PD, specific development actions toward goals).