

## **SUMMATIVE ASSESSMENT:**

### **Evaluation Process**

With higher standards for student learning, teachers are also expected to demonstrate higher standards of professional practice. While the CH-UH assessment system as a whole is designed to support self-directed professional development, the District has a responsibility to its public to ensure that all children have the benefit of instruction at a high level of proficiency. Therefore, once every three years or when deemed necessary by an administrator, continuing contract teachers follow the Summative Assessment process for the purpose of evaluating their performance. Limited Contract teachers follow the Summative Assessment process annually for their performance evaluation. The District's standards of practice are defined in the domains and components completely outlined in the Framework.

Evaluation of teaching is a legal responsibility outlined in the Ohio Revised Code. By its nature, evaluation is a judgment of performance according to the District's standards. In the process described in this section, the judgment is made on the basis of evidence collected and the dialogue that accompanies this evidence. The performance rubrics should be used at every step in the process to clarify and enrich the discussion and to guide the judgment of the evidence presented.

### **Steps in the Process**

#### **1. Administrator reviews job performance expectations with teachers.**

A fundamental premise of assessment is that people should be evaluated on the performance expectations of which they have been notified. Prior to October 1, administrators inform any teachers who are to undergo a summative evaluation 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. The Human Resources Department will provide each administrator a list of teachers who are required to be included in the Summative Assessment process.

- (a) During September and October, administrators will conduct informal observations of limited contract 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 teacher with assistance before a situation has a chance to escalate.

2. **Teacher completes Self-Evaluation (3:10). Entry year teachers review this with their mentors and set goals. Other experienced teachers work with an ARC representative.** This document should be completed by October 15<sup>th</sup>. While it is not required, the teacher is encouraged to share this self-evaluation with their evaluator. This dialogue can be extremely informative for both, as it builds a common language and understanding of what good teaching looks like. The performance rubrics (3:11-3:14) serve as the basis for conversation during the mentor-teacher conferences as well as teacher evaluator conferences.
3. **Evaluator and teacher complete Formal Observation(s) process.**

The evaluator completes a minimum of **ONE** formal classroom observation with each continuing contract teacher and **TWO** formal classroom observations with each limited contract teacher in the Summative Assessment process.

A formal observation consists of a **Pre-observation Conference**, an **Observation**, and a **Post-observation conference**. The Agenda for the Pre-Observation Conference (3:15) and the Agenda for the Post-Observation Conference (3:17) provide the discussion guides for these conferences. Teachers prepare for the observations by reviewing the conference agendas, and completing the questions. The evaluator will complete and provide a limited contract teacher with the Evaluation – Observation 1 for Limited Contract Observation (3:18) following the first observation cycle. Observation 2 for Limited Contract teachers will follow the same format. The evaluator will then complete the **FINAL Summative Assessment Report (Form 3:21)** and share with the limited contract teacher. Continuing Contract teachers will need to go through the same Observation Cycle, but are only required to have **ONE** observation instead of two. The evaluator will also complete the **FINAL Summative Assessment Report** for the continuing contract teacher.

During the Pre-observation conference, teachers are expected to **provide a copy of their plans for the observed lesson**. No special lesson plan format is required. During the conference, it is the teacher’s responsibility to talk through the lesson plan, using the discussion points on the Pre-Observation Conference Agenda. The plan presented and the resulting discussion provides evidence of the teacher’s skill in planning (Domain 1).

During the formal observations, the evaluator 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 Summative Classroom Observation Record (3:16) or if the evaluator 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 (Domains 2 and 3) and should be used for reference during the Post-Observation Conference(s).

The Agenda for Post-Observation Conference(s) (Form 3:17) is used to provide Evidence of Domain 4. The conference follows an observation and should be held soon after or **within 2 work days after the observation**. The Post Observation (3:17) is intended to encourage new and alternative strategies and provide evidence of the teacher's ability to be reflective. Written responses are required by the teacher and should be submitted to the evaluator as soon as possible. The conference provides the opportunity for the evaluator to probe into the lesson as well as clarify any questions. The responses and form 3:17 provide the evidence needed to complete Domain 4.

NOTE: The intention is for the observation cycle to be completed on a specific instructional timeframe of at least forty (40) minutes. 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.

[If a teacher has been on an Intervention Support Plan and the principal deems it necessary to recommend non-renewal, the teacher shall be notified in writing on or before **April 30<sup>th</sup>** as prescribed by Ohio Revised Code.]

**3a. Observation requirements for Limited Contract teachers assigned to Instructional Mentors**

The bulk of the evidence in the Summative Assessment process for new teachers is collected during the observation cycles. This evidence thoroughly covers Domains 1 through 3 as well as Component 4a (Reflecting on Teaching) and directly aligns with the coaching that these teachers are receiving from their Instructional Mentors.

The evaluator is required to complete **two formal observations** with limited contract teachers. The first observation cycle is to be completed by **December 15<sup>th</sup>**. The second observation cycle including the Final Assessment Report is to be completed by **April 1<sup>st</sup>**.

In addition, evaluators may wish to conduct informal observations of these new teachers, especially early in the year. These observations can help establish a baseline of performance and allow the new teacher to become comfortable with an observer in the room before a formal observation is conducted.

(Refer to the Summative Teacher Assessment Checklist)

**3b. Observation requirements for all Limited Contract teachers**

Experienced teachers who are still on limited contract status follow the exact observation cycle as our entry year teacher. Their requirements and deadlines

are the same. The major difference is that the entry year teachers work with their mentors in completing the Self-Evaluation, as well as the Pre and Post Observation paperwork.

### **3c. Observation requirements for all continuing contract teachers**

During the observation cycle, evaluators and teachers are responsible for:

- Completing **one formal observation** (pre-conference, observation, and post-conference) prior to **June 1** for continuing contract teachers.
- Final Summative assessment Report (3:21)

### **3d. Employment status recommendation – Limited Contract Teachers**

An employment status recommendation shall be completed, reviewed, and submitted to the Director of Human Resources by the evaluator as part of the Final Summative Assessment Report on or before **April 1<sup>st</sup>** (Form 3:21).

## **4. Teacher gathers evidence to document professional performance.**

The evidence gathered and explained by the teacher is meant to be a snapshot of current performance in all four domains. Teachers are not expected to present for evaluation purposes 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 year 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.

Required evidence is to be collected by both the teacher and the teacher’s administrative assessor throughout the year. **3:15, 3:17, 3:23, 3:24**

The evidence submitted consists of:

- **Lesson Plan** (provided during the **Pre-Observation Conferences (Form 3:15)**)
- Evidence of reflection skills (provided during the **Post-Observation Conferences (Form 3:17)**)
- **Family Log**...contacts established with students’ families (**Form 3:23**) or teacher generated equivalent)
- **Professional Development Log** ....professional development attended and contributions made to the school, the department, grade level, and the community (**Form 3:24**) or teacher generated equivalent).

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

**5. Teacher prepares for Final Summative Conference**

During the year, teachers are also expected to document their contact with students' families as well as their participation in professional development activities and contributions they are making to the professional life of the school, division, and community. Log forms for these expectations are provided (Forms 3:23 and 3:24). However, if teachers routinely keep these records in an equivalent format, these may be submitted in place of the forms. These logs or their equivalents are submitted to the administrator at the post-observation conference(s).

**6. Teacher and evaluator hold the Final Summative Conference.**

While evidence may seem self-explanatory, it is critical that the teacher is able to explain how the evidence reflects his or her performance. In this last administrator-teacher conference, the two review the planning documents, instructional artifacts, and log forms submitted by the teacher if required. They discuss the items on the Agenda for the Final Summative Conference (Form 3:19) 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 (Form 3:11-3:14) should be used to guide the discussion of this evidence.

**7. Administrator completes Final Summative Assessment Report.**

After completing the post-observation conference(s), reviewing the evidence gathered during the observation(s), from the forms submitted, and/or as provided by the teacher, the administrator completes the evaluation process by writing the Final Summative Assessment Report (Form 3:21). The narrative should reflect the quality of performance based on the evidence collected by both teacher and evaluator and discussion(s) about these artifacts. In summative assessment, the teacher is evaluated on all four domains which delineate the Teacher Performance Standards. Since the performance rubrics 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.

The teacher signs the Summative Assessment Report form (Form 3:21); copies are filed with the teacher, administrator, and Human Resources Department.

**OPTIONAL:**

**8. Administrative finalization of support teams and notification of teachers.**

The administrator also approves assignments to Summative Support Teams and notifies teachers of these assignments. Only teachers who are going through summative assessment are assigned to the Summative Support Teams. Summative Support Teams have no size or composition restrictions; however a heterogeneous mix of experience levels, background, grade levels and subjects for each team is optimal. Limited contract teachers should be placed on teams with continuing contract teachers. Teachers working with district assigned Instructional Mentors become a support pair and use the mentoring experience as the collaborative learning process.

**9. Teacher meets with support team.**

Teachers in the Summative Assessment process are encouraged to meet monthly with their support teams. These teams work as Collegial Friends. Their purpose is to

- clarify their understanding of the domains and components,
- help prepare each other for the summative conferences held throughout the year by using the conference agendas as guides.
- help each other reflect on the quality of the evidence collected for all domains, and
- assist team members as needed in the gathering of evidence.

The professional growth aspect of the Summative Assessment process should not be overlooked by support teams. In fact, working together so all members grow professionally during the summative year may be the most important task of the Summative Support Teams. A review of evidence can lead to rich dialogue among members about the cycle of teaching and learning, the process of designing knowledge work, and the meaning and challenge of engaging students.

Questions on the Review of Evidence (Form 3:27) can serve as a basis of discussion during summative support team meetings. The Support Team Meeting Log (Form 3:17) may be submitted to the appropriate administrator as a form of evidence.

Teachers participating in a Summative Support Team may earn professional development units (PDU's) from the Local Professional Development Committee (LPDC). Forms 3:26 and 3:27 are required to be submitted to the LPDC as evidence in order for the professional development units to be awarded.