

# 3

## Summative Assessment: Evaluation Process

With higher standards for student learning, teachers are also expected to demonstrate higher standards of professional practice. While the NNPS assessment system as a whole is designed to support self-directed professional development, the division has a responsibility to its public to ensure that all children have the benefit of instruction at a high level of proficiency. Therefore, in accordance with Virginia law, section 22.1-295, 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. Probationary teachers follow the Summative Assessment process annually for their performance evaluation. The division's standards of practice are defined in the domains and components completely outlined in the Framework (see Section 6).

Evaluation of teaching is a legal responsibility outlined in the Code of Virginia. By its nature, evaluation is a judgment of performance according to the division's standards (see Section 1). 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 tables 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

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 3.

#### *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 **September 15**, 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. During assessor training, each principal receives guidelines for determining the teachers who are to be included in the Summative Assessment process.

#### *For probationary teachers only*

**During September and October, administrators 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.**

*\*Revised in accordance with General Assembly action on March 30, 2006. All references to a four-year cycle will be understood to mean a three-year cycle, including those references on pages 1:8, 1:9 and 5:7.*

*2. Teacher completes self-assessment; teacher and administrator hold conference.*

Prior to **November 1**, each teacher completes the Summative Self-Assessment Survey (Forms 3:9-3:10) and prepares for the Initial Summative Conference. The Agenda for Teacher's Initial Summative Conference (Form 3:16) and the performance tables (3:11-3:14) serve as the basis for conversation during the administrator-teacher conference. During this conference, teachers are to briefly discuss their performance in each of the four domains, how they learn about students' traits, needs, and characteristics, and the classroom management procedures they have established. Also at this conference, teachers turn in their completed Summative Support Team Option Form (Form 3:15).

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

The administrator also approves assignments to Summative Support Teams and notifies teachers of these assignments by **November 1**. 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. Probationary teachers should be placed on teams with continuing contract teachers. Teachers working with Instructional Mentors become a support pair and use the mentoring experience as the collaborative learning process.

*4. Teacher meets with support team.*

Teachers in the Summative Assessment process are expected 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 3:18) can serve as a basis of discussion during summative support team meetings. The Support Team Meeting Log (Form 3:17) is submitted to the appropriate administrator following each meeting.

*5. 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.

By **June 1**, the evidence submitted consists of:

- Information on knowledge of students and classroom management (provided during the **Initial Summative Conference**)
- One or two lesson plans (provided during the **Pre-Observation Conferences**)
- Evidence of reflection skills (provided during the **Post-Observation Conferences**)
- One instructional unit designed to last a minimum of one week
- Samples of student work submitted from this instructional unit (Form 3:22)
- Contacts established with students' families (Form 3:30 or its equivalent)
- Professional development attended and contributions made to the school, the division, and the community (Form 3:31 or its equivalent).

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. Administrator completes formal observation(s).*

The administrator completes a minimum of one formal classroom observation with each 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 (Form 3:19) and the Agenda for the Post-Observation Conference (Form 3:21) provides the discussion guides for these conferences. Teachers prepare for the observations by reviewing the conference agendas.

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.** 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. Also during this conference, teachers may wish to revise the information on classroom management or knowledge of students presented during the Initial Conference if the information has been revised or refined in a way that would have bearing on this planning-observation cycle. The plan presented and the resulting discussion provide evidence of the teacher's skill in planning (Domain 1).

During the formal observations, the administrator is responsible for collecting "evidence" of the teacher's skill in teaching, including both planning and implementation of instruction reflecting the division's philosophy of knowledge work. Observation notes can be recorded in a variety of ways: on Classroom Observation Record (Form 3:20) 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 Agenda for Post-Observation Conference (Form 3:21) is used to document a teacher's skill in reflecting (Domain 4). The conference following an observation should be held **at least 24 hours after 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.

[If a teacher is on a Plan of Action and the principal deems it necessary to recommend non-renewal, probation, or dismissal, the principal informs the teacher in writing by **February 15**. A copy of this recommendation is forwarded to the Human Resources Department. See Section 7 for Plan of Action information.]

*6a) Observation requirements for first and second year 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 administrator is required to complete **two formal observations** with these teachers. The first observation is to be completed by **Winter Break**. The second is to be completed by **February 1**.

*6b) Observation requirements for second-year probationary and all continuing contract teachers*

In addition, administrators 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.

(See page 4:10 for the complete Summative Assessment process for these teachers.)

Some of the evidence in the Summative Assessment process for teachers beyond their first year of employment is collected during the observation cycle. Flexibility is built into the cycle at this point, as teachers with different capabilities and levels of experience will provide differing amounts and qualities of evidence.

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

- Completing **one formal observation** (pre-conference, observation, and post-conference) prior to Winter Break for second-year and third-year probationary teachers or during the first semester for continuing contract teachers.
- Discussing the level of performance based on the evidence gathered to this point. If the performance rating meets division expectations and both parties agree, subsequent observation(s) can be informal.

If the results of the formal observation cannot be agreed upon or do not meet division expectations, additional formal observation(s) will be conducted in accordance with the timeline (by February 1 for probationary teachers and by March 1 for continuing contract teachers).

*7. Teacher prepares for Final Summative Conference*

Teachers, working with their support teams, continue to gather evidence that completes the documentation for Summative Assessment. A major piece of evidence submitted by a teacher is a Unit Plan. Planning of a unit demonstrates many things: a teacher's knowledge of content, the ability to choose appropriate instructional goals, methods of student assessment, and the coherence of instruction to name a few. Teachers are expected to submit **one unit plan** to the administrator during the year. The time frame of this unit should encompass at least one week. The topic and time of submittal is of the teacher's choosing, but must be received by the administrator by **June 1**.

Along with this unit, the teacher submits **student artifacts** collected from the unit. These artifacts are also submitted by **June 1**. Once again, the decision as to what to submit is the teacher's. **Form 3:22** provides some guidance for this requirement. Support teams may also provide some assistance with this decision. Regardless of what is determined, the teacher should be prepared to discuss the instructional unit and its artifacts during the Final Summative Conference (Form 3:23) with the administrator.

NOTE: The unit plan and student artifacts are not required of first-year and second-year teachers who are assigned an Instructional Mentor (see page 4:10 for requirements of the Final

Summative Conference for these teachers). First-year teachers who are not paired with an Instructional Mentor are responsible for providing a unit plan and artifacts for assessment as per the stated timeline.

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 3:30 and 3:31). 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 by **June 1**.

NOTE: A teacher may submit an instructional unit with student artifacts and/or the log information earlier than the June 1 date. A conference can be held on these pieces of evidence **earlier than June 1 if desired by the administrator**. Refer to the Agenda for Final Summative Conference (Form 3:23) for reflection and discussion questions on these pieces of evidence.

*8. Teacher and administrator 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. They discuss the items on the Agenda for the Final Summative Conference (Form 3:23) 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. 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.

*9. Administrator completes summative assessment.*

By **the employee's last contract day**, the administrator completes the evaluation process by writing the Summative Assessment Report (Form 3:24-3:28). 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 all four domains which delineate the Teacher Performance Standards. 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. Evidence is not submitted with the report to Human Resources.

Quick Reference:  
Summative Assessment  
Process Timeline

<b><u>Activities</u></b>	<b><u>Person(s) Responsible</u></b>	<b><u>Dates</u></b>
<b>Review Job Performance Responsibilities</b>	Administrator	Sept. 15
<b>Informal Observations of Probationary Teachers</b>	Administrator	Sept.- Oct.
<b>Initial Summative Conference Preparation</b> <ul style="list-style-type: none"> <li>• <i>Summative Self-Assessment (3:9-3:10)</i></li> <li>• <i>Summative Support Option Form (3:15)**</i></li> <li>• <i>Agenda for Initial Summative Conference (3:16)</i></li> </ul>	Teacher	Sept.- Oct.
<b>Initial Summative Conference</b> <ul style="list-style-type: none"> <li>• <i>Summative Self-Assessment (3:9-3:10)</i></li> <li>• <i>Summative Support Option Form (3:15)**</i></li> <li>• <i>Agenda for Initial Summative Conference (3:16)</i></li> </ul>	Administrator & Teacher	Nov. 1
<b>Support Team Defined</b>	Administrator	Nov. 1
<b>Support Team Meetings</b> <ul style="list-style-type: none"> <li>• <i>Summative Support Team Meeting Log (3:17)**</i></li> </ul>	Teacher	Nov.- May
<b>Formal Observation of First Year Teachers and Second Year Probationary Teachers with an Instructional Mentor</b> <ul style="list-style-type: none"> <li>• <i>Agenda for Pre-Observation Conference (3:19)</i></li> <li>• <i>Agenda for Post-Observation Conference (3:21)</i></li> </ul>		
1 <sup>st</sup> Observation	Administrator & Teacher	Winter Break
2 <sup>nd</sup> Observation	Administrator & Teacher	Feb. 1

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

**Formal Observation of Remaining Probationary and Continuing Contract Teachers**

- *Agenda for Pre-Observation Conference (3:19)*
- *Agenda for Post-Observation Conference (3:21)*

Administrator & Teacher

End of First Semester

**Additional Formal Observation(s) of Remaining Probationary and Continuing Contract Teachers**

- *Same as listed above*

Probationary Teachers

Administrator & Teacher

As agreed to by both parties

By Feb. 1

Continuing Contract Teachers

Administrator & Teacher

By March 1

**OR**

**Informal Observation(s) of Remaining Probationary and Continuing Contract Teachers**

Probationary Teachers

Administrator & Teacher

As agreed to by both parties

By Feb. 1

Continuing Contract Teachers

Administrator & Teacher

By March 1

**Final Summative Conference Preparation**

- *Instructional Unit and Unit Artifacts (3:22)\*\**
- *Family Contact Log (3:30)\*\**
- *Professional Development/Contributions Log (3:31)\*\**

Teacher

June 1

**Final Summative Assessment Conference**

- *Agenda for Final Summative Conference (3:23)*
- *Summative Assessment Report (3:24-3:28)\*\**

Administrator & Teacher

Employee's Last Contract Day (may be extended to June 30)

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

Begin Summative Assessment  
Process forms here

# Summative Support Team Option Form

**This is to be completed by the teacher and taken to the Initial Summative Conference with assessor by November 1.**

Name \_\_\_\_\_ School Year \_\_\_\_\_

List the names of three or four colleagues with whom you would be willing to work on a Summative Support Team.

\_\_\_\_\_  
\_\_\_\_\_

List the name of your mentor or mentee (if appropriate). \_\_\_\_\_

List areas of expertise you identified in your Self-Assessment Survey in which you would be willing to help others collect and reflect upon evidence.

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
**Administrator Signature**

\_\_\_\_\_  
**Date**

## Agenda for Initial Summative Conference

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

### Summative Self-Assessment

Following completion of your Summative Self-Assessment, discuss your **performance** in each of the four domains.

#### Knowledge of Students *(Evidence of Domain 1)*

State the **techniques** you use to become knowledgeable 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 the **background knowledge and skills** of your students.

#### Classroom Management Procedures *(Evidence of Domain 2)*

State 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.

State the reason(s) for your **room arrangement**.

#### Summative Support Team Option Form (Form 3:15)

Discuss your support team member options and submit the form to your assessor at the conclusion of this conference.

# Summative Support Team Meeting Log

Complete one form per team for each meeting held. Submit a copy to the administrator.

Meeting Date \_\_\_\_\_ Time \_\_\_\_\_ Place \_\_\_\_\_

Support Team Members Present \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Topics of Discussion  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Communication to Administrator (questions, assistance needed, etc.)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Next Meeting Date \_\_\_\_\_ Time \_\_\_\_\_ Place \_\_\_\_\_

Submitted by \_\_\_\_\_ Date \_\_\_\_\_

## Summative Support Team Review of Evidence

**These questions are to be used by Summative Support Teams when providing guidance to members on evidence gathering. These questions are to be used as discussion guides only.**

Tell us more about this artifact (work plan, unit, student work, etc.).

For which domain do you think it provides evidence? Why?

Is there a particular component of the domain that you think it best represents? If so, which component?

What makes this a quality piece of evidence?

What level on the performance tables do you think this evidence portrays? Why?

What concerns, if any, do you have about submitting this piece of evidence?

If you decide not to use this particular artifact, what else could you use?  
Are you considering other pieces that may document the same domain and/or component?

# Agenda for Summative Assessment Pre-Observation Conference

*(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?
- relate to other content areas?

Explain how your work plan incorporates the **design qualities** to engage your students in the work.

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

Explain the **difficulties** students typically experience in this area.

- How do you plan to anticipate those difficulties, enabling your students to persist with the work?

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

- What additional resources, if any, are available through the school or in the larger community that could be used to facilitate your students' learning of this topic/concept?

Explain how you plan to **assess** student achievement of the goals. (Test, performance tasks, scoring guides, rubrics can be used as evidence.)

- What procedures will you use?
- What products will the students produce?

Describe the **accommodations** in your work plan that address the special needs of your students and the diverse population of your class.

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 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 \_\_\_\_\_

2a: Respect and Rapport

3a: Clarity of Communication

2b: Culture for Learning

3b: Questioning and Discussion

2c: Classroom Procedures

3c: Student Engagement

2d: Student Behavior

3d: Feedback to Students

2e: Physical Environment

3e: Flexibility and Responsiveness

# Agenda for Summative Assessment Post-Observation Conference

*(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

*(Evidence of Domains 1 and 4)*

**The 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 \_\_\_\_\_

Unit Concept/Topic \_\_\_\_\_

Objectives/Goals for the Assignment/Student Artifacts Attached \_\_\_\_\_

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.

Attach an activity or assignment directions that engaged students in authentic work related to the concept or topic cited above. (e.g. project guidelines, problem(s), to solve, homework assignment, center activity)

Provide some evidence of student learning. This 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 3:23) for specific reflection guidelines).

# Agenda for Final Summative Conference

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 the **degree of persistence** the students demonstrated in producing it/them and their satisfaction with the completed product(s).
- Discuss how the artifact(s) was/were **assessed**.

## Family Contact Log and Professional Development/School, Division, and Community Contribution Log (*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 and other professionally-related activities in which you participated. Explain your contributions, as appropriate, and the **benefits** of this participation derived by you, the school and/or the division, and your students.

[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' mission, "...academic success for all students, regardless...".

# Summative Assessment Report

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 _____	SSN _____
School _____	Grade/Subject _____
Assessor _____	Date _____

<b>Domain 1     Designing Knowledge Work</b>	
Rating	Component
<b>1a</b>	<b>Demonstrating Knowledge of Content and Pedagogy</b>
<b>1b</b>	<b>Demonstrating Knowledge of Students</b>
<b>1c</b>	<b>Selecting Instructional Goals</b>
<b>1d</b>	<b>Demonstrating Knowledge of Resources</b>
<b>1e</b>	<b>Designing Coherent Instruction</b>
<b>1f</b>	<b>Assessing Student Learning Through Student-Generated Products</b>

**Summary for Domain 1**

**Suggestions for Domain 1**

Rating for Domain 1

	<b>Meets division expectations</b>
	<b>Exceeds division expectations</b>
	<b>Does not meet division expectations</b>

<b>Domain 2 Creating a Safe and Orderly Environment for Knowledge Work</b>	
Rating	Component
	<b>2a Creating an Environment of Respect and Rapport</b>
	<b>2b Establishing a Culture for Learning by Supporting the Beliefs, Vision, and Mission of Newport News Public Schools</b>
	<b>2c Managing Classroom Procedures</b>
	<b>2d Managing Student Behavior</b>
	<b>2e Managing Physical Space</b>
	<b>2f Managing School Procedures and Emergency Situations</b>

**Summary for Domain 2**

**Suggestions for Domain 2**

Rating for Domain 2

	<b>Meets division expectations</b>
	<b>Exceeds division expectations</b>
	<b>Does not meet division expectations</b>

<b>Domain 3 Facilitating Knowledge Work</b>	
Rating	Component
	<b>3a Communicating Clearly and Accurately</b>
	<b>3b Using Questioning and Discussion Techniques</b>
	<b>3c Engaging Students in the Work</b>
	<b>3d Affirming the Performance of Students</b>
	<b>3e Demonstrating Flexibility and Responsiveness Through Monitoring and Modifying the Work</b>

**Summary for Domain 3**

**Suggestions for Domain 3**

Rating for Domain 3

	<b>Meets division expectations</b>
	<b>Exceeds division expectations</b>
	<b>Does not meet division expectations</b>

<b>Domain 4 Professional and Leadership Responsibilities</b>	
Rating	Component
	<b>4a Reflecting on Teaching</b>
	<b>4b Maintaining Accurate Records</b>
	<b>4c Communicating with Families</b>
	<b>4d Contributing Leadership to the School and Division</b>
	<b>4e Growing and Developing Professionally</b>
	<b>4f Showing Professionalism</b>

**Summary for Domain 4**

**Suggestions for Domain 4**

Rating for Domain 4

	<b>Meets division expectations</b>
	<b>Exceeds division expectations</b>
	<b>Does not meet division expectations</b>

**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	_____ Meets or _____ 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
_____ recommended for continued employment with a Plan of Action for the _____ school year, <b>or</b>	_____ 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.

## Summative Assessment Process

### Optional Forms

Teachers may ***choose*** to submit these forms as documentation of the information needed for the Summative Assessment Process. Other methods of documentation commonly used by the teacher are acceptable.