

End of the Year Conversation Protocol

COMPREHENSIVE only

We believe:

- Equal and active participation in this conversation by both teacher and administrator is optimal.
- Professional conversations create opportunities for shared understanding.
- Self-assessment and reflection enhance professional growth.

Purpose	Concepts
The end of the year conversation provides an opportunity for a teacher and his or her administrator to meet and discuss performance over the year, themes, student growth data and summative scoring. Achievement of Student Growth Goal(s), is the only additional evidence collected during this conversation. Following this conversation, the administrator will provide a Summative Scoring Report to the teacher within 5 days.	Student Growth Data: A teacher will present data collected from multiple measures related to his or her student growth goals. Teacher and his or her administrator will jointly determine a score for 3.2 and/or 6.2 Achievement of Student Growth Goal(s). Evidence for 8.1 Establishes Team Student Growth Goal(s) may be collected and scored at this time.
	Component Scoring: A teacher and his or her administrator will review evidence gathered over the year and growth in performance as needed for components where evidence of performance has been mixed or rated below proficient. It is not necessary to discuss every component. Any component score of 2-Basic or 1-Unsatisfactory will be discussed.
	Reflection and Next Steps: Consider the evidence of performance over time. What are your areas of strength? What have you identified as areas of continued learning and growth?

Student Growth Data

In this portion of the conversation, teachers will present student growth data he or she has collected and used to monitor student progress and modify instruction related to his or her student growth goal. This includes teachers evaluated on Criterion 8.

Principal will ask clarifying questions to ensure a shared understanding of the achievement of the goal(s).

After reviewing growth or achievement data from multiple measures and considering the conversation, the teacher and administrator will jointly determine a score for Component 3.2 and/or 6.2 based on bargained percentages. When needed, Component 8.1 will be scored using the state criteria rubric.

<i>Unsatisfactory Level (1)</i>	<i>Shows no growth for more than 50% of the students</i>
<i>Basic Level (2)</i>	<i>Shows growth for 50 – 74% of the students</i>
<i>Proficient Level (3)</i>	<i>Shows growth for 75 – 84% of the students</i>
<i>Distinguished Level (4)</i>	<i>Shows growth for 85 – 100% of the students</i>

In preparation, teachers should consider the question: How can I demonstrate and communicate the achievement and growth of my students related to the established goals? This *could* include:

- A brief summary of your (or your team's) rationale and thinking regarding the establishment of your student growth goal(s)
- A brief sharing of your baseline assessment data and an explanation of how you used this data to plan for instruction
- A description of the additional multiple measures and data you used to monitor student progress and plan for instruction:
 - What did the data tell you?
 - What instructional modifications did you make, if any?
 - What were the student achievement results of the modifications you made, if applicable?
- A brief sharing of post-assessment data and what it shows about your students' growth
- What percentage of students showed progress in relation to the established goal(s)?
- A few samples of student work to illustrate an individual or group of students' growth over time

Component Scoring/Reflections

In this portion of the conversation, the teacher and his or her administrator will discuss levels of performance in components within the teacher's evaluated criteria. Not all components require conversation.

Areas of Strength

1. Teacher will share his or her reflections: As you reflect on your evaluated components, what are your strengths? In which have you demonstrated the most growth and learning over the course of this school year? What evidence (from your practice or student achievement results) do you have to support these?
2. Administrator will then share the areas he or she have determined as strengths or areas where performance evidence shows growth within the evaluated components.

Areas of Growth

1. Teacher reflections: In which components have you identified areas of growth or need for improvement? What is your plan to make these improvements? Are there ways your administrator can support you in this work?
2. Administrator will share areas of needed improvement that he or she have determined. A discussion including a review of performance evidence used to determine a score should be discussed for any component score of 2-Basic or 1-Unsatisfactory.

Next Steps

To conclude the conversation, the teacher and administrator will discuss plans for next year's evaluation process.

1. If the teacher is on Focused, what should their evaluation criterion be?
2. If the teacher needs more support, will they be placed on comprehensive?