Sample Year-End Conference Protocol

This document is an example protocol for how a year-end conference might proceed. It is not a required document but is meant to be a sample for administrators to use in preparing for year-end conferences.

**Part 1. Framing the Conversation (3 Minutes)**

|  |  |
| --- | --- |
| **Key Points** | **Sample Phrases/Actions** |
| Welcome & frame the purpose | * “I want our conversation to be collaborative, helpful and focused on growing your impact.” * “During our conference, we will reflect on the year’s progress, identify strengths and areas for growth, and plan for your continued development next year.” * “At the end of our time together, I want you to have a clear understanding of the areas of strength and areas of growth within your teaching practice” |
| Lay out the structure of the conference | * “To start, I will share a copy of a Summative Evaluation Report that pulls together DPAS-II data into one place.” * “We will step back from the data, look at overall strengths and areas of growth, and collaboratively plan for your ongoing support and development.” * “My goals are to support your growth instructional, guide your development as a teacher, and continue cultivating the professionalism and reflective practices that are so important to us here.” * “Please take notes if it is helpful and ask questions so that this process is meaningful to you, and your efforts to internalize the feedback and own the next steps we develop.” * “Can I answer any questions now?” |
| Put in context | * “Even as we share Summative Evaluation results, this is a developmental conversation. I want you to have the space to reflect and chart a course that will improve your effectiveness and impact on students.” * “As much as this conversation is grounded in data specific to you, we also are simultaneously talking about how I can best support you in growing as an educator.” |

**Part 2. Walking Through the Summative Evaluation Rating (5 Minutes)**

|  |  |
| --- | --- |
| **Key Points** | **Sample Phrases/Actions** |
| Highlight the data | * “This report pulls together your results for Components one through five of the Delaware Framework for Teaching.” * “The report demonstrates how those measures are scored and weighted to arrive at a summative evaluation rating.” |
| Provide time for teacher to review and ask questions | * Provide time for the teacher to skim the first page of the report * Offer to ask any questions about the process and note that the remainder of the conversation will discuss the teacher’s practice and impact in specific areas |

**Part 3. Reviewing Student Progress Toward Goals (5 Minutes)**

|  |  |
| --- | --- |
| **Key Points** | **Sample Phrases/Actions** |
| Put in Context | * “The work we do is ultimately about student learning to prepare them for personal and professional success in life. As such, I want to spend a few minutes looking at student performance and the extent to which that performance met end of year goals.” |
| Review current data | * Look at data from summative assessments aligned to end of year goals. Note the number of students who met end of year goals and areas in which there was significant growth. * Ask the teacher to reflect on any major trends in the data:   + “What does the data tell you about the progress of your students?”   + “How is the data surprising (or not)?”   + “How does this data inform your thinking about your instruction this year?   + “How can this data inform our planning and instruction next year?” * Note any additional findings/reflections of your own. When possible, connect findings to instructional strategies or expectations as described in the rubric |
| Planning Ahead | * “Now that we have a shared, solid understanding of student performance, we are going to transition to reflecting upon and planning for the continued development of your instructional practice. As we move on, both of us should keep in mind the data we just reviewed and look for connections that confirm or challenge any ideas we are discussing.” |

**Part 4. Reflecting on Instructional Practice (15 Minutes)**

|  |  |  |
| --- | --- | --- |
| **Key Points** | **Sample Phrases/Actions** | |
| Put in Context | * “This is an opportunity to step-back and think about your instruction throughout the entire year.” * “I know you’ve heard this before, however, we think our expectations for instruction are a high bar. I want to reiterate that the rubric is a development tool as well as an evaluation tool and our work together is focused on your growth over time.” | |
| Invite Focused Reflection | * “As we think about your teaching practice, I’d love to start with some of your thoughts/reflections.” * Ask open-ended teacher reflection questions:   + “What do you see as some of the strengths in your teaching practice? What are the areas in which you want to grow/develop?”   + “In what areas of your instruction to you feel you’ve made growth/improvement in over the course of the year? What caused/contributed to that improvement? How can we push on that further and take it to a higher level?” | |
| Share Precise Praise | * + Share precise praise: “I want to first focus on some of the great things I see regularly in your classroom that are having a positive impact on student learning.”   + To ensure common language, use language from the rubric and cite specific evidence. This is an opportunity to look at a physical copy of the rubric together.   + When possible, precise praise should be tied to previous feedback or growth areas for the teacher.   + When possible, connect your precise praise to the teacher’s initial reflection. If not mentioned during the teacher’s initial reflection, ask for teacher reflection:“Do these strengths from this lesson resonate with you? What has helped you build your strengths in this area?” | |
| Share 1-2 growth areas | *There are two different strategies for sharing feedback with teachers at this point in the conversation.* | |
| **Share Direct Feedback**  This approach is best for teachers whose initial reflections were not accurate. | **Confirm & Inquire Deeper**  This approach is best for teachers who were able to accurately identify their strengths and growth areas. |
| * + “I want to share with you what I see as your core areas for development, which if you tackled, could take student learning to the next level.” This should be the practice that you see as the highest priority lever in getting more students to mastery of the aim/increases in achievement.   + Keep the conversation rooted in evidence.   + To ensure common language, use language from the rubric.   + Do an “alignment and investment” check. Ask the teacher, “Does this resonate? How would this drive improvement in your teaching?”   + Walk through specific strategies that the teacher can use to address this area in their future instruction. If possible and appropriate, discuss specific applicability to a lesson or lessons next week. Or, make a note to return to these strategies at the start of the next school year. | * + “I want to dive deeper into the reflections you just shared about areas for growth in your practice.”   + Confirm the teacher’s reflections and note specific evidence from your observations that exemplify these findings.     - “I completely agree that XXX is an area in which we can focus our work together in the coming year.”   + Inquire if the teacher has additional reflections or ideas for developing that area of their practice.     - “How do you see this playing out in your classroom currently? How has it changed over the course of the year?”     - “How have you approached this previously? How do you think we can approach this (differently) together?”   + Discuss possible strategies/methods for developing that area of practice. |

**Part 5. Closing (2 Minutes)**

|  |  |
| --- | --- |
| **Key Points** | **Sample Phrases/Actions** |
| Planning Ahead | * Summarize: “Based on our conversation, I hope it is clear that you have major strengths as a teacher and are making significant contributions to our community. I’m excited to continue working together the second half of this year to support your development.” * Review next steps for teacher and leader: “Based on our conversation, here are the next steps we have discussed…” * Finalize process: “I am going to update the Teacher Report and send you a copy via email within the next 48 hours.” |
| Thank you | * “Thank you again for your time today.” |