

## DHHS SERVE Summative Cycle Overview

### **The Summative Cycle is designed for Experienced Teachers who**

- Are in the first year of their 5-year licensure renewal cycle
- Were rated less than Proficient on the SERVE Profile of Performance
- Are in their first year of a new teaching assignment (school/facility, level, area)
- Are probationary because
  - they came from another North Carolina LEA where they had career status (need 1 year to have career status in DHHS/OES---must also be observed 4 times, not 2)
  - they came from another North Carolina LEA where they did not have career status (need 4 years to have career status in DHHS/OES---must be observed 4 times)
  - they came from another state (need 4 years to have career status in DHHS/OES---must also be observed 4 times, not 2)

### **Steps in the Summative Cycle Year (names of forms/documents are in boldface)**

1. Self-assess Using **Summative Scoring Matrix**.
2. Create or update **Individual Growth Plan** by October 1.
3. Observation #1 by October 31.
4. Participate in the **Post-Observation Dialogue** within 10-15 school days of the observation.
5. Meet to review the **IGP** between December 1 and February 1.
6. Observation #2 between November 1 and April 15.
7. Participate in the **Post-Observation Dialogue** within 10-15 school days of the observation.
8. Participate in the **Summative Interview** between April 15 and May 15.
9. Complete **Summative Cycle Profile of Performance** and Year-end **IGP** review between April 15 and May 15 (no more than 10-15 school days after Step #8).

### **Important Notes about the Summative Cycle Year**

- The timeframes for the 4 observations of experienced probationary teachers are by September 30, by November 30, by February 15, and by April 15.
- When 2 observations are done in a year, 1 must be announced with a pre-and post-observation dialogue. When completing the 4 observations required for a probationary teacher, at least the first one should be announced with a pre- and post-observation dialogue.
- Whenever possible, the pre-and post-observation dialogues should occur in the teacher's classroom or workspace and should be arranged at a mutually agreeable time.
- The completion of the Profile of Performance should hold no surprises for the teacher. Acknowledgements of strengths and areas for improvement related to teacher performance should be part of the continuous, professional dialogue between the principal and teacher.
- At any time a problem is observed, the principal should do a formal observation, including pre- and post-observation dialogues. If the performance does not improve, the principal should do a second observation, with pre-and post-observation dialogues, and complete a Summative Profile of Performance. If the teacher is rated below Proficient on more than 5 of the dimensions OR more than 2 dimensions in any major area of the Matrix, then the teacher should be placed on an Action Plan immediately.

### **Documents to be Filed from the Summative Cycle Year**

1. Individual Growth Plan (signed 3 times: beginning, middle, and end)
2. A minimum of 2 (minimum of 4 for probationary experienced) Summative Cycle Observation and Dialogue Forms (signed by the observer and teacher)
3. One Summative Interview Form
4. One Summative Cycle Profile of Performance and Recommendation Form (signed by the evaluator and teacher)
5. Action Plans and accompanying documentation, if applicable