**Support Professional Mid-Year Conference Form**

***Note:*** The *Mid-Year Conference Form* is an optional resource for educators implementing the Rhode Island Model Teacher Evaluation and Support System that mirrors the form in the Educator Performance and Support System (EPSS). For additional information about Mid-Year Conferences, including scoring guidance, please reference the Rhode Island Model Edition II guidebook.

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| Staff: | Date: |
| Evaluator: |  |
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| **Student Outcome Objectives** |
| Mid-Year Student Outcome Objective Revisions: Yes / NoComments: |

**Professional Practice****Domain 1: Collaboration**  |

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| PP 1a: Works with educators and families to develop strategies and resources to meet the needs of students |
| Formative Score: *(circle one)* 1 2 3 4 Need addl. info | Priority Feedback |
| PP 1b: Uses and models effective communication with all stakeholders |
| Formative Score: *(circle one)* 1 2 3 4 Need addl. info | Priority Feedback |
| PP 1c: Creates and/or contributes to an environment of trust, respect, and rapport |
| Formative Score: *(circle one)* 1 2 3 4 Need addl. info | Priority Feedback |

**Domain 2: Service Delivery**

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| PP 2a: Establishes service delivery and/or program goals and develops a plan to evaluate them  |
| Formative Score: *(circle one)* 1 2 3 4 Need addl. info | Priority Feedback |
| PP 2b: Plans effectively for service delivery that is based on student data and knowledge of child development |
| Formative Score: *(circle one)* 1 2 3 4 Need addl. info | Priority Feedback |
| PP 2c: Implements service delivery to ensure learners understand, are focused on, and accountable for results |
| Formative Score: *(circle one)* 1 2 3 4 Need addl. info | Priority Feedback |
| PP 2d: Demonstrates flexibility and responsiveness  |
| Formative Score: *(circle one)* 1 2 3 4 Need addl. info | Priority Feedback |
| PP 2e: Uses appropriate assessments to diagnose or identify and monitor student progress issues or programmatic progress and to  adjust service/program delivery  |
| Formative Score: *(circle one)* 1 2 3 4 Need addl. info | Priority Feedback |

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| **Professional Foundations** ***Note:*** The six components of the Professional Foundations rubric are scored holistically at the end of the school year, but evaluators can assign a *Formative Score* at the Mid-Year, to help communicate performance to date. Written feedback is not required for all of the components, but should be provided for any component that is assigned a *Formative Score*. |
| PF1: Understands and participates in school/district-based initiatives and activities. |
| Formative Score: *(circle one)* 1 2 3 Need addl. info | Priority Feedback |
| PF2: Solicits, maintains records of, and communicates appropriate information about students’ behavior, learning needs, and  academic progress |
| Formative Score: *(circle one)* 1 2 3 Need addl. info | Priority Feedback  |
| PF3: Acts on the belief that all students can learn and advocates for students’ best interests |
| Formative Score: *(circle one)* 1 2 3 Need addl. info | Priority Feedback |
| PF4: Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators,  students, parents, and other community members, in all actions and interactions |
| Formative Score: *(circle one)* 1 2 3 Need addl. info | Priority Feedback |
| PF5: Acts ethically and with integrity while following all school, districts and state policies |
| Formative Score: *(circle one)* 1 2 3 Need addl. info | Priority Feedback |
| PF6: Engages meaningfully in the professional development process and enhances professional learning by giving and seeking  assistance from other educators in order to improve student learning. |
| Formative Score: *(circle one)* 1 2 3 Need addl. info | Priority Feedback |

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| **Professional Growth Plan** |
| Professional Growth Plan Reviewed: Yes / NoComments: |

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| **Educator Acknowledgement** |
| I have read this form and have had an opportunity to comment. My signature does not signify agreement or disagreement.Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Comments: |