**Mid-Year Conference (Teacher)**

***For more information, visit the RI Model Guidebooks & Forms page found at*** [www.ride.ri.gov/EdEval-RIModel-GuidesForms](http://www.ride.ri.gov/EdEval-RIModel-GuidesForms).

**Date of Conference:** ­­­­­­­­­­­­­­\_\_\_\_\_\_/\_\_\_\_\_\_\_/\_\_\_\_\_\_\_

***Student Learning/Outcome Objectives***

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| **Mid-Year Student Learning/Outcome Objective Revisions** | | | | | | | | |
| (Circle One) | | *No Revisions Needed* | | *Requested and Approved* | | *Requested and Denied* | | |
| If revised, reason for revision: | | | | | | | |
| *Objectives fail to address the most important learning challenges* | *New, more reliable sources of evidence are available* | | *Class compositions have changed significantly* | | *Teaching schedule/assignment changed significantly* | | *Extenuating Circumstance* |

***Professional Practice***

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| --- | --- | --- | --- | --- |
| **Domain 2: Classroom Environment** | | | | |
| **Component** | **Observation 1** | **Observation 2** | **Observation 3** | **Component Average** |
| 2a: Creating an Environment of Respect and Rapport |  |  |  |  |
| 2b: Establishing a Culture for Learning |  |  |  |  |
| 2c: Managing Classroom Procedures |  |  |  |  |
| 2d: Managing Student Behavior |  |  |  |  |
|  |  |  | **TOTAL SCORE:** |  |

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| **Domain 3: Instruction** | | | | |
| **Component** | **Observation 1** | **Observation 2** | **Observation 3** | **Component Average** |
| 3a: Communicating with Students |  |  |  |  |
| 3b: Using Questioning and Discussion Techniques |  |  |  |  |
| 3c: Engaging Students in Learning |  |  |  |  |
| 3d: Using Assessment in Instruction |  |  |  |  |
|  |  |  | **TOTAL SCORE:** |  |

***Professional Responsibilities***

|  |  |
| --- | --- |
| **Domain 1: School Responsibilities and Communication** | |
| **Component** | **Formative Score** |
| PR1. Understands and participates in school/district-based initiatives and activities |  |
| PR2. Solicits, maintains records of, and communicates appropriate information about students’ behavior, learning needs, and academic progress |  |

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| **Domain 2: Professionalism** | |
| **Component** | **Formative Score** |
| PR3. Acts on the belief that all students can learn and advocates for students’ best interests |  |
| PR4. 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 |  |
| PR5. Acts ethically and with integrity while following all school, district, and state policies |  |

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| **Domain 3: Professional Growth** | |
| **Component** | **Formative Score** |
| PR 6: Engages meaningfully in school and district professional growth opportunities and enhances professional growth by giving and seeking assistance from other educators in order to improve student learning |  |
| PR7: Writes and implements a Professional Growth Goal that addresses personal, school, or district needs and aims at improving teacher practice |  |

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| **Domain 4: Planning** | |
| **Component** | **Formative Score** |
| PR8. Plans effectively based on accurate knowledge of how children learn and develop |  |
| PR9. Uses data appropriately to plan instruction for a diverse group of learners |  |

***Additional Information***

*Additional Comments*

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**Professional Growth Plan reviewed?** *(Circle One) Yes No*

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***Acknowledgement*** *(To be completed by the teacher after being evaluated)*

I have read this form and have had an opportunity to comment. My signature does not signify agreement or disagreement.

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