**Mid-Year Conference (Support Professional)**

***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 1: Collaboration** | |
| **Component** | **Formative Score** |
| 1A. Works with educators and families to develop strategies and resources to meet the needs of students |  |
| 1B. Uses and models effective communication with learners, colleagues and/or stakeholders |  |
| 1C. Builds rapport with students promoting effective implantation of services |  |
| 1D. Demonstrates flexibility and responsiveness |  |

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| **Domain 2: Service Delivery** | |
| **Component** | **Formative Score** |
| 2A. Establishes service delivery and/or program goals and develops a plan to evaluate them |  |
| 2B. Plans effectively for service delivery that is based on student data and knowledge of child development |  |
| 2C. Implements service delivery to ensure learners understand, are focused on, and accountable for results |  |
| 2D. Uses appropriate assessments to diagnose or identify and monitor student issues or programmatic progress and to adjust service/program delivery |  |

***Professional Responsibilities***

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| **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** |
| PR6: 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 the support professional’s practice |  |

***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 support professional 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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