

# Mid-Year Conference January/February: Guidance for Evaluators of Teachers

## Outcomes

The goal of the mid-year conference is for the teacher and the evaluator to engage in a professional dialogue focused on examining progress and reviewing results for the first half of the year for all components of the evaluation system, especially the student learning objectives (SLOs) and performance and practice goals. Evaluators may deliver mid-year formative information from observations for which evidence has been gathered and analyzed. **Providing a rating at this time is not required.** Additionally, the Mid-Year Conference is an opportunity for the teacher to share artifacts, experiences, data and anecdotal information about student performance and professional practice that might provide evidence for Domain 3 (*Planning for Active Learning*) and Domain 6 (*Professional Responsibility and Teacher Leadership*). During this conversation, the teacher and evaluator can also discuss any extenuating circumstances that might warrant revisions to the SLOs/IAGDs. If it becomes clear that SLOs/IAGDs can be improved or are no longer appropriate, adjustments may be considered if:

- Based on new information gathered since the SLOs/IAGDs were set, the objectives fail to address the most important learning challenges in the classroom and/or school.
- New, more reliable sources of evidence are available.
- Class composition has significantly changed.
- Teaching schedule, assignment or personal circumstance has significantly changed.

## Tips to Ensure a Productive Conference

- **Establish a specific timeframe (15-30 minutes).**
- **Communicate expected outcomes for the Mid-Year Conference to teachers.** Suggest that teachers use the Mid-Year Conference Form to guide their own preparation. Teachers should be prepared to share interim results and predictions, using multiple measures related to student performance, as established within their Initial Goal Setting Conference. The following list describes possible sources of evidence to assist teachers in their preparation:

*Analysis of classroom assessments *Evidence of communication with families *Reflective teacher and/or student journals	*Examples of collaborative work with colleagues *Record of PD activities *Differentiated lesson plan samples *Student intervention plans *Annotated photographs of classroom activities	Student Work Samples *Graphs, tables or rubrics describing student results *Video/audio samples of instruction
---	---	--

- **Plan the conference around progress toward SLOs within the 45%.** Post observation conferences and feedback have likely provided opportunities for discussion and evidence collection within the 40%. Discussions around progress for the Parent/Peer Feedback (10%) and the Whole School Student Learning Indicator/Student Feedback (5%) can occur as a part of team/faculty meetings.
- **Provide a “general impression” of the teacher’s evaluation rating.** Teachers may want to know where you see them within the continuum of performance at this point in the year. This is your opportunity to further discuss a specific professional learning plan to move the teacher along the performance continuum.
- **Complete the Mid-Year Summary Form** and share it with the teacher.

## ***45% Student Learning Objectives***

- How are students progressing toward the IAGDs you've set for their learning this year?
- What evidence/data do you have to support your thinking about student progress?
- Are some students demonstrating more progress than others?
- Tell me what we have to celebrate. What might explain the successes you've documented?
- Tell me about your challenges. What might explain slower progress than you expected?
- Are the growth targets that you set at the beginning of year attainable?
- Based on your current review of student progress, what are your plans for achieving your goals by the end of the year?
- What additional supports do you need to ensure that you are successful with your students?

**Note:** If revisions are mutually agreed upon, consider determining an additional check in to determine progress. Additionally, refer to the criteria used to approve SLOs at the initial goal setting conference.

## ***40% Observation of Practice***

- Tell me about your learning relative to your performance and practice area of focus.
- Are you working with a colleague(s) to develop and/or expand instructional strategies? Can I connect you with someone who may be able to offer additional guidance (e.g. special education teacher, ELL teacher, library media specialist, counselor etc.).
- What are you learning about your practice that is helping you to grow as a teacher? Have you shared your new learning with your colleagues?
- Let me share some of my observations with you. Let's talk about how I can assist you moving forward.

## ***10% Parent and/or Peer Feedback***

### ***(Parent Feedback)***

- Tell me about your parent feedback goal as it relates to our school wide goal.
- What evidence have you gathered to support your progress toward your parent feedback goal?

### ***(Peer Feedback)***

- Tell me about your collaborative work with a colleague(s).
- What is your contribution to the partnership/team and what have you gained through the collaborative process?

## ***5% Whole-School Student Learning Indicator and/or Student Feedback***

- Tell me about student progress as it relates to our whole school student learning indicator goal. (This may already have been addressed in the 45% conversation).
- As you review the goal for student feedback, what strategies/actions have you put into place that you expect to positively influence your expected outcome?