

## **The Madison Educator and Leadership Evaluation Plan**

The Madison Educator and Leadership Evaluation Plan has been developed, implemented, and refined in an extensive process involving numerous PDEC meetings, countless hours of development and refinement, expert consultations, and a true spirit of pride and ownership. The original steering committee was convened in 2012 to examine state documents, scholarly research, and the relationship between evaluation and professional growth. As the PDEC reviewed the Connecticut model released in 2024, it was clear that the current guidelines reflect the district philosophy of providing a supportive and stimulating environment for professional growth and the highest standards for learning. As a result, the core issues that once separated the state and the district, now provide coherence.

The revisions to this plan continue to honor professional learning at the core while recognizing the importance of systems working together to support professionals in the dynamic pursuit of individual and systemic improvement. Since continuous improvement of professional practice is a mutual commitment at all levels of the system, this document refers to *the same processes* that are shared by teachers and leaders in the Madison Evaluation Plan.

### **When and how will orientation to the plan be provided?**

The district will offer an annual orientation by September 15 of each school year of the Madison Educator and Leadership Evaluation Plan. The orientation will include opportunities for evaluators and teachers to meet and discuss the evaluation process and materials using one or both of the following methods:

1. Online digital library of orientation and training videos with archived supporting materials. **The digital library will include opportunities for ongoing training to ensure all stakeholders understand differentiated supports and process as described in pages 18-20.**
2. District training and initial implementation work occurring on or before October 1 annually.

Additionally, teachers new to the district will have an introduction to the plan at New Teacher Orientation with follow-up support from their evaluator or administrator. Annual training for evaluators as required by C.G.S. 10-151b will include engaging in reciprocal feedback tied to standards and evidence of professional practice. Training in the [Danielson 2022 Rubric](#) will be included for both evaluators and teachers. In year one of implementation, the district will provide training directly from The Danielson Group. Evaluators will be trained in observation techniques and use of the Danielson rubric for a full in-person day of professional development. In addition, all staff will attend 1.5-hour virtual Danielson Group training sessions in each school.

Evaluators for the Madison Public Schools will continue training in observation on an ongoing basis modeled from [Research for Better Teaching](#) (RBT). RBT has provided extensive training and calibration with Madison for over ten years thus, allowing evaluators to consistently demonstrate proficiency in conducting teacher evaluations.

### **What standards and rubrics are used in the Madison Evaluation Plan?**

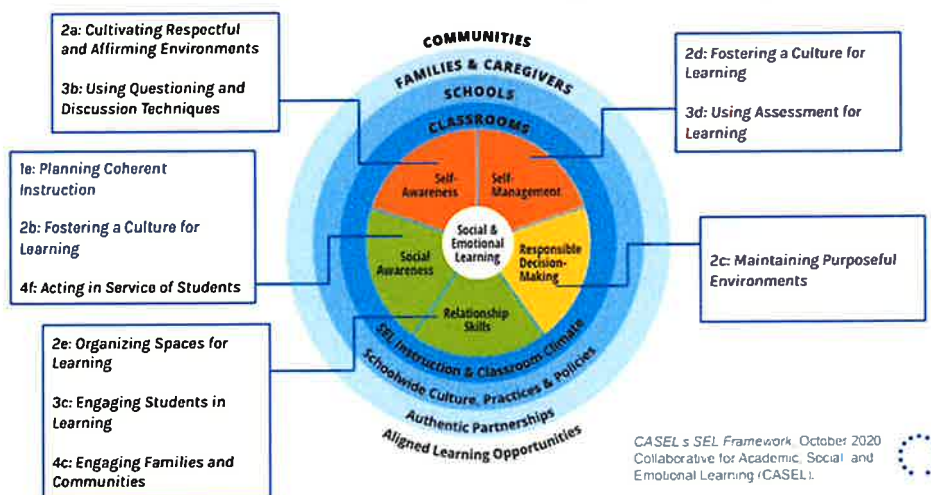
The plan is anchored in standards of professional practice: [The Professional Standards for Educational Leaders \(PSEL 2015\)](#) and [The Common Core of Teaching \(2017\)](#). The rubrics selected by the PDEC to translate these standards into practice are the PSEL standards (used as a single-point rubric) and the

[Danielson Framework for Teaching](#) (FFT 2022). These standards and rubrics were selected for the emphasis they place on instructional excellence and equity. They matched the district vision of each educator and student experiencing safe and inclusive learning environments that promote joyful inquiry, efficacy, building knowledge and skills and the importance of practicing reflection.

The newly revised 2022 Danielson rubric continues to be based on 4 Domains of Teaching Responsibility and 22 Components of Effective Teaching that provide clarity to promote educator growth beyond one year. The PDEC found that this framework allowed for the differentiation of roles while providing guidance and agency for continuous improvement of practice in high leverage areas. With the use of this rubric, special education teachers and general education teachers are now able to easily collaborate and set goals that will benefit all students (*J. Hattie and Visible Learning, 2018*). The attributes of the PSEL standards as a single point rubric also support professional growth with meaningful discussion and feedback on a standards-based model.

The MPS evaluation plan values social emotional learning and diversity, equity and inclusion. As such, the MPS evaluation plan incorporates the Collaborative for Academic, Social, and Emotional Learning (CASEL), which has been a leader in Social Emotional Learning. The Madison Board of Education has been steadfast in its dedication to the fulfillment of the Madison Vision Statement to foster inclusive and culturally responsive environments founded on respect for diverse backgrounds, identities, experiences, and a sense of belonging. The [2022 Danielson Framework for Teaching](#) (FFT) provides a component alignment that is illustrative of the manner in which the two frameworks work together.

### CASEL Framework & FFT Component Alignment



### How do I set my professional goal(s) and what would be indicators of progress/success?

Every educator is required to set at least one professional practice goal for growth through self-directed analysis, reflection, planning, implementation, and collaboration. The initial goal setting meeting includes a dialogue between the educator and their evaluator around the initial self-reflection based on an examination of evidence, self-directed analysis, and reflection.

For certified staff, the professional practice goal(s) can be set in a mutually-agreed upon Danielson component in one of the four domains. For leaders, the goal(s) will be selected from the ten PSEL leadership standards. The educator and evaluator will come to mutual agreement on a high-leverage professional practice goal for a one-year period for educators designated for Cohort One. Educators in Cohort Two can come to mutual agreement on one-, two-, or three-year goal(s).

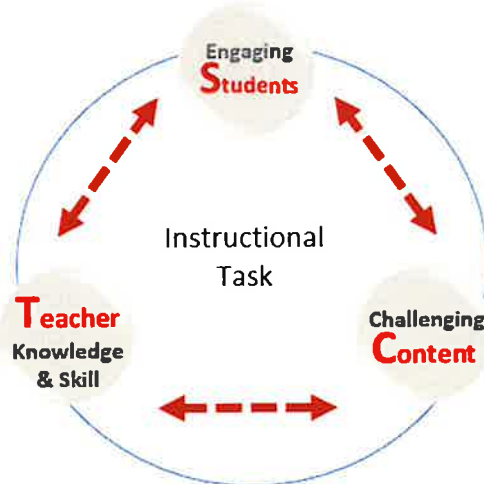
Research says that building social and emotional skills can increase student engagement and lead to improved academic performance (CASEL.org). In keeping with the research and the Madison Vision, we support educators who seek to set goals associated with social emotional learning (as well as other Domains/Components) in two ways:

1. In selecting a Professional Practice goal(s) from the associated Domain/Standards, and
2. Collecting evidence that demonstrates the impact on student learning (qualitative and quantitative) in both content *and* Madison capacities. ([See Appendix A](#))

Multiple measures of organizational health (leaders), leader and educator growth, and impact on student learning, growth, and achievement are noted as mutually agreed upon during the goal-setting process. The Madison Vision has been translated into specific student outcomes and is valued throughout the curriculum in all content areas. The Madison Profile of a Graduate was re-envisioned in 2020 to the ten capacities that students will experience and develop through their education at Madison Public Schools ([See Appendix B](#)). The Professional Practice goal(s) *must* have evidence of student learning in *both* content and capacity. The goal(s) must assess student growth using both qualitative and quantitative measures; some measures are related to capacity while the others are related to content. These measures are mutually agreed upon between evaluator and educator.

### How does Professional Practice impact student learning in content and capacities?

Instructional systems that seek to improve student learning at scale (more than just one classroom) are informed by the research from Richard Elmore (2009) and the instructional core:



Simply stated, it is the relationship among these three elements, and not the qualities of any one element, that determines the nature of instructional practice. When you change one element, the other two must also change to be impactful:

- Increase the educator's instructional knowledge and skill (Instructional Strategies)

- Increase the level of complexity of the content students must learn (Depth of Knowledge or Blooms Taxonomy)
- Change how the student engages in the instructional process (Capacity use, agency, etc.)

Embedded within the Madison plan are opportunities for all educators to self-select individual or group professional learning in order to focus on the goal(s). [Appendix C Pathways to Professional Learning](#) adapted from the CSDE's Leader and Educator Evaluation Support Plan (2024) illustrates pathways of self-directed learning that might include: Peer Observation; Lesson Study; Instructional Rounds; National Board Certification; Book Studies, and/or Lab Classrooms with coaches. These examples of professional learning can be a valuable resource when planning your professional learning opportunities associated with the goals you have established.

This helps to build a vision of instructional improvement across the system. Developing a relatively sophisticated instructional vision likely requires opportunities to see it in action and to develop an understanding of why the associated forms of teaching practices are critical for students' learning. (Cobb et al, 2018, p. 57). These mutually-agreed upon steps are selected and directed by the professional and are responsive to their learning needs as they progress in their pursuit of an instructional vision.

### **How can my goal(s) support the work of the MPS system and the work of my school?**

The District Development Plan is created every three years and is developed from the examination of current data, the incoming state legislation, and the aspirations of the district. A Theory of Action (TOA) is a set of causal relationships that are constructed by the leadership team in four strategic zones. These TOA statements are used to build a platform for strategic improvement.



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[Appendix D](#) is a standards-based leadership resource that maps the PSEL standards to each of the strategic zones (Climate, Academic, Systems and Talent) so building leaders can target goals for each quadrant of their School Improvement Plans for the coming school year(s). In similar fashion, [Appendix E](#) maps the 2022 Danielson Components for educators to consider upon reviewing targets in their School Improvement Plans. These resources are developed to create high-impact systemic supports to assist in the goal setting process for both leaders and educators.

## What is the Continuous Learning Process?

All certified staff participate in the same continuous learning process regardless of position. The goal of the continuous learning process is to provide educators with opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. In this process, the educator serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the educator through the learning and growth process. Within the process, the evaluator collaborates and serves as a reflective educator to determine mutually-agreed upon professional practice goal(s), indicators of growth, and observation/site visit and feedback focus. **Self-Reflection and Annual Summary are based on agreed upon standards and goals.** All educators are assigned a primary evaluator (092 or 093 certification).

Within the continuous learning process, educator's check-in with their evaluator a minimum of three times a year (fall goal setting, mid-year check-in, and end-of-year reflection) to provide an opportunity for a reciprocal discussion of what is happening in their role, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually-agreed upon next steps. Fall and mid-year check-ins can be collaborative or individual as mutually agreed upon. The End-of-Year check-in is one-on-one. **The annual summary includes a distinction regarding the leader's/educator's successful completion of the evaluative cycle.** This time for individual feedback and dialogue is important for personal reflection of all standards and the impact on goal setting for the following year.

Dialogue is important throughout the continuous learning cycle; however, there must be a balance of written and verbal feedback provided between check-ins based on observations/site visits, reviews of practice, and artifacts as required by the district plan, which must be provided periodically. Effective feedback is tied to standards and identifies strengths and areas of focus for growth.

