Madison Public Schools Vision

"Every child, every day"

Educator and Leadership Evaluation Plan

Madison Public Schools
P.O. Drawer 71 / 10 Campus Drive
Madison, Connecticut 06443

Madison Public Schools Vision

The Madison Public Schools: Every child, every day…

The Madison Public Schools are driven by a mission to prepare all learners to make positive contributions in a complex, global society through the dynamic pursuit of continuous improvement and growth.

Madison Public Schools is a welcoming community, committed to providing an accepting and safe place for all to learn and work. We seek to foster inclusive and culturally responsive environments founded on respect for diverse backgrounds, identities, experiences, and a sense of belonging. We are committed to fostering the different interests, talents and abilities of every child in an emotionally and physically safe environment. We invite all individuals across the system to be engaged in passionate and joyful pursuits of learning.

Through our efforts as educators, we endeavor to continually empower all our students to become upstanding, constructive members of a diverse global society. We see this commitment to championing equity and inclusion in our schools as our collective responsibility to ensure every individual will succeed.

We believe that all students can:

- put ideas into action by thinking critically and creatively to identify and solve authentic, complex problems;
- communicate and collaborate purposefully and effectively;
- approach learning with effort and persistence while responding to success and failure with resiliency, reflection, and adaptability;
- make ethical and responsible decisions; demonstrate behaviors that promote kindness and inclusivity;
- form an awareness of diversity in thought, culture, identities and experience;
- develop empathy to construct a global perspective.

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Madison Public Schools
Educator and Leadership Evaluation Plan

Table of Contents

Timeline - Goals, Observations, Conferences and Reflections..... 3
Professional Development and Evaluation Committee (PDEC)..... 10
The Madison Educator and Leadership Evaluation Plan..... 11

Forms - Educator and Instructional Leader

Form A(1) Beginning of the Year Goal(s) and Planning..... 23
Form B(1) Mid-Year Check-In: Reflection, Adjustment(s) & Next Steps..... 26
Form C(1) End-of-Year Reflection & Feedback Process..... 29
Form D(1) Study Model Form..... 33
Form E(1) Observation Form..... 35

Forms - Administrator

Form A(2) Beginning of the Year Goal(s) and Planning..... 38
Form B(2) Mid-Year Check-In: Reflection, Adjustment(s) & Next Steps..... 41
Form C(2) End-of-Year Reflection & Feedback Process..... 51
Form D(2) Study Model Form..... 62
Form E(2) Observation Form..... 64

Appendix Resources

Appendix A - Examples of Evidence Types..... 68
Appendix B - Madison Public Schools Profile of a Graduate Capacities & Rubrics..... 69
Appendix C - Examples of Pathways for Professional Learning..... 75
Appendix D - Strategic Zone Map for PSEL Standards..... 77
Appendix E - Strategic Zone Map for Danielson Standards..... 78
Appendix F - Request for Appeals Process..... 79
Appendix G - Lesson Plan Template..... 80
Appendix H - Self-Reflection Sample Questions..... 82
Appendix I - Professional Learning and Action Questions..... 83
Appendix J - Self-Reflection Sample Questions for Unit/Case Study..... 84
Appendix K - Madison Public Schools Tier 3/ Corrective Action Plan..... 85
Appendix L - Professional Standards for Educational Leaders..... 86
Appendix M - 2022 Danielson Rubric..... 96

DRAFT

Timeline - Goals, Observations, Conferences and Reflections

EDUCATORS		
Cohort 1A - Educators Non-Tenured (Years 1 -3)	**Cohort 1B - Educators Non-Tenured (Year 4)**	**Cohort 2 - Educators Tenured**
Study Model Fall #1 / 3 formal classroom observations Study Model Spring #2 or Formal Classroom Observation	**2 Formal Classroom Observations**	**2 Formal Observations of Professional Practice**
By September 15th Attend school-wide orientation meeting	**By September 15th** Attend school-wide orientation meeting	**By September 15th** Attend school-wide orientation meeting
48 hours Prior to Goal Conference Educator completes ***Beginning of the Year Goal(s) and Planning*** form. ● Self-Reflection ● Goal, Rationale, Alignment and Professional Learning Plan **By September 30th** Educator and Evaluator have individual Goal Setting Conference	**48 hours Prior to Goal Conference** Educator completes ***Beginning of the Year Goal(s) and Planning*** form. ● Self-Reflection ● Goal, Rationale, Alignment and Professional Learning Plan **By September 30th** Educator and Evaluator have individual Goal Setting Conference	**48 hours Prior to Goal Conference** Educator completes ***Beginning of the Year Goal(s) and Planning*** form. ● Self-Reflection ● Goal, Rationale, Alignment and Professional Learning Plan **By September 30th** Educator(s) and Evaluator have individual or collaborative Goal Setting Conference
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48 hours Prior to Pre-Study Meeting Educator completes Pre-Study Notes and uploads Core Planning Documents and Lesson/Meeting Plan on ***Study Model*** form. **By November 30th** 1. A Pre-Study meeting is held. 2. Three Formal Observations are completed. 3. Evaluator completes Post-Study Reflection on ***Study Model*** form. 4. Post-Study meeting is held 5. Evaluator completes post-study feedback on	**Optional Component** Educator completes Pre-Observation Notes on ***Observation Evidence*** form. **Not-Optional: By December 15th** Evaluator must complete at least 1 formal observation and the Post-Observation Feedback on the ***Observation Evidence*** form. **Optional Component** Educator and Evaluator have a post-observation	**Optional Component** Educator completes Pre-Observation Notes on ***Observation Evidence*** form. **Not-Optional: By December 15th** Evaluator must complete at least 1 formal observation and the Post-Observation Feedback on the ***Observation Evidence*** form. **Optional Component** Educator and Evaluator have a post-observation

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EDUCATORS		
Cohort 1A - Educators Non-Tenured (Years 1 -3)	**Cohort 1B - Educators Non-Tenured (Year 4)**	**Cohort 2 - Educators Tenured**
Study Model form. 6. Educator completes post-study reflection on ***Study Model*** form. 7. Evaluator completes study model determination on ***Study Model*** form.	conference and completed reflection on ***Observation Evidence*** form.	conference and completed reflection on ***Observation Evidence*** form.
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By April 15th **Study Model #2 or Formal Classroom Observation**	**By May 1st** **2nd Formal Classroom Observation**	**By May 1st** **2nd Formal Observation**
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INSTRUCTIONAL LEADERS
(Program Coordinators & Instructional Coaches)

Cohort 1A - Instructional Leaders Tenured Madison / New to Role (2 Yrs) New to Madison (2 Yrs)	**Cohort 1B - Instructional Leaders** New to Madison (Yrs 3-4)	**Cohort 2 - Instructional Leaders**
Year 1 (New to Madison): **Unit/Case Study Model Fall #1 / 3 formal classroom observations, and** **Leadership Study Model Spring #2 or formal leadership observation** **Year 1 (New to role only) or in Year 2 ALL:** **Leadership Study Model #1** **Leadership Study Model #2 or formal observation**	**2 Formal Leadership Observations**	**2 Formal Observations of Professional Practice**
By September 15th Attend school-wide orientation meeting	**By September 15th** Attend school-wide orientation meeting	**By September 15th** Attend school-wide orientation meeting
48 hours Prior to Goal Conference Instructional Leader completes ***Beginning of the Year Goal(s) and Planning*** form. ● Self-Reflection ● Goal, Rationale, Alignment and Professional Learning Plan **By September 30th** Instructional Leader and Evaluator have individual Goal Setting Conference	**48 hours Prior to Goal Conference** Instructional Leader completes ***Beginning of the Year Goal(s) and Planning*** form. ● Self-Reflection ● Goal, Rationale, Alignment and Professional Learning Plan **By September 30th** Instructional Leader and Evaluator have individual Goal Setting Conference	**48 hours Prior to Goal Conference** Instructional Leader completes ***Beginning of the Year Goal(s) and Planning*** form. ● Self-Reflection ● Goal, Rationale, Alignment and Professional Learning Plan **By September 30th** Instructional Leader and Evaluator have individual or collaborative Goal Setting Conference
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INSTRUCTIONAL LEADERS
(Program Coordinators & Instructional Coaches)

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2. Three formal observations are completed. 3. Instructional leader completes post-study reflection on ***Study Model*** form. 4. Post-Study meeting is held 5. Evaluator completes post-study feedback on ***Study Model*** form. 6. Instructional Leader completes post-study reflection on ***Study Model*** form. 7. Evaluator completes study model determination on ***Study Model*** form.	and the Post-Observation Feedback on the ***Observation Evidence*** form. **Optional Component** Educator and Evaluator have a post-observation conference and completed reflection on ***Observation Evidence*** form.	and the Post-Observation Feedback on the ***Observation Evidence*** form. **Optional Component** Educator and Evaluator have a post-observation conference and completed reflection on ***Observation Evidence*** form.
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Professional Development and Evaluation Committee (PDEC)

Many thanks to the members of the Professional Development and Evaluation Committee (PDEC) for the countless hours of investigation, consideration and deliberation to develop a meaningful plan for Madison Public Schools. The PDEC serves as the collaborative decision maker responsible for the creation, revision, and monitoring of the evaluation and support model, as well as the professional learning plan.

Pursuant to Connecticut General Statute 10-220a and Public Act 23-159 Section 11 (b) (3), each local and regional board of education must establish a professional development and evaluation committee (PDEC) to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate.

The duties of PDECs shall include, but are not limited to:

- participation in the development or adoption of a teacher evaluation and support program for the district, pursuant to section 10-151b;
- the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees of the district; and
- the development and annual updating of a comprehensive local professional development plan for paraeducators of the district.

The educator and leader evaluation and support program was developed through mutual agreement between Madison Board of Education and the PDEC.

The membership of the 2023-2024 PDEC are as follows:

PDEC Administrator Members			
Craig Cooke, Ph.D. *Superintendent*	**Gail Dahling-Hench** *Assistant Superintendent*	**Dr. Liz Battaglia** *Director of Special Education*	
Rebecca Frost *Jeffrey Principal*	**Brian Bodner** *DHHS Assistant Principal*	**Martha Curran** *Polson Assistant Principal*	**Heather Dobson** *Human Resources Director*
PDEC Teacher-Coaches-Coordinators -Paraprofessional Members			
Jennifer Aguzzi *World Languages Coordinator 9-12*	**Michelle Bond** *Elementary Health/PE Teacher*	**Lisa Caldwell** *Literacy Coach*	**Jenny Coniff** *ELA/SS Grade 6 Teacher*
Kimberly Dunn *Special Education Coordinator 9-12*	**Kathleen Durkin** *Paraprofessional*	**Sherry Farmer** *Special Education Coordinator K-3*	**Mike Ginsburg** *Instructional Technology Specialist STEAM Teacher*
Michelle Horn *Literacy Coach*	**Mike Kiefer** *Instructional Technology Specialist*	**Paul Mezick** *Science Coordinator 9-12*	**Christopher Pagliuco** *Social Studies Coordinator K-8*
Dawn Perrotti *Special Education Teacher*	**Brenda Schull** *Grade 2 Teacher*	**Drew Sellitti** *Kindergarten Teacher*	

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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.
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

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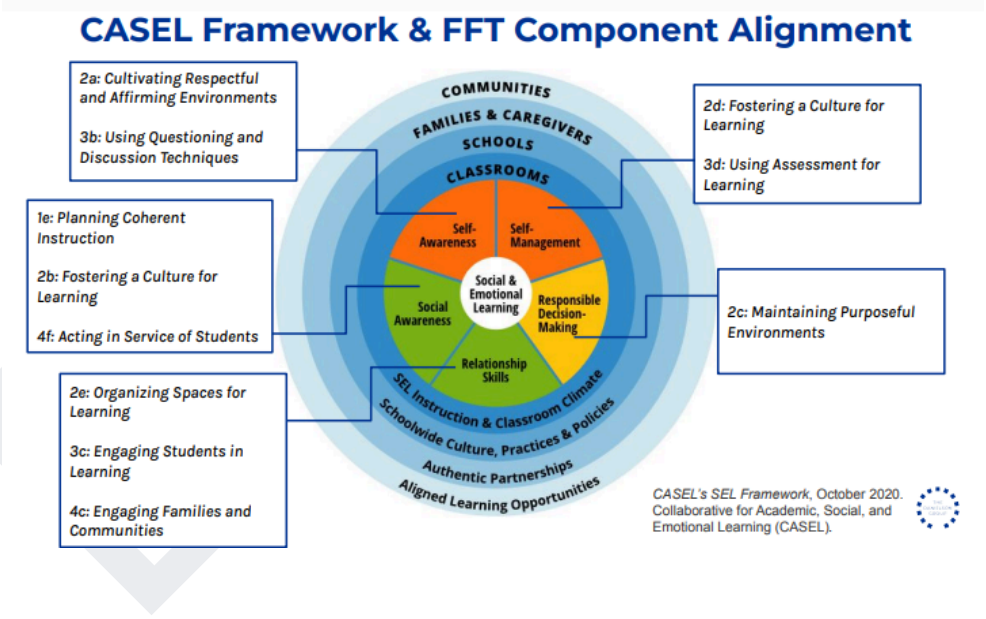
emphasis they place on instructional excellence and equity. They matched the district vision of each educator and student experiencing safe and inclusive learning environments that promote joyful inquiry, efficacy, building knowledge and skills and the importance of practicing reflection.

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.



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).

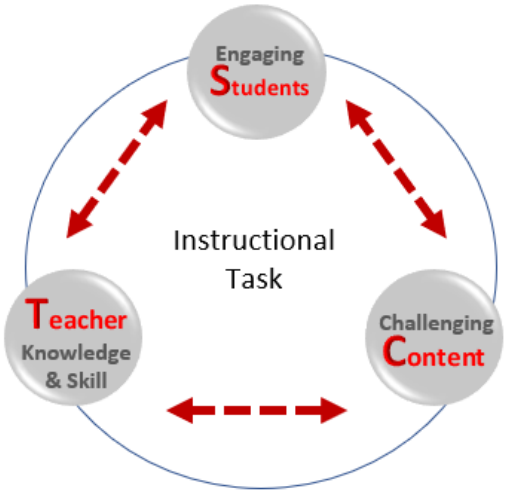
Research says that building social and emotional skills can increase student engagement and lead to improved academic performance (CASEL.org). In keeping with the research and the Madison Vision, we support educators who seek to set goals associated with social emotional learning (as well as other Domains/Components)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

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 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.)

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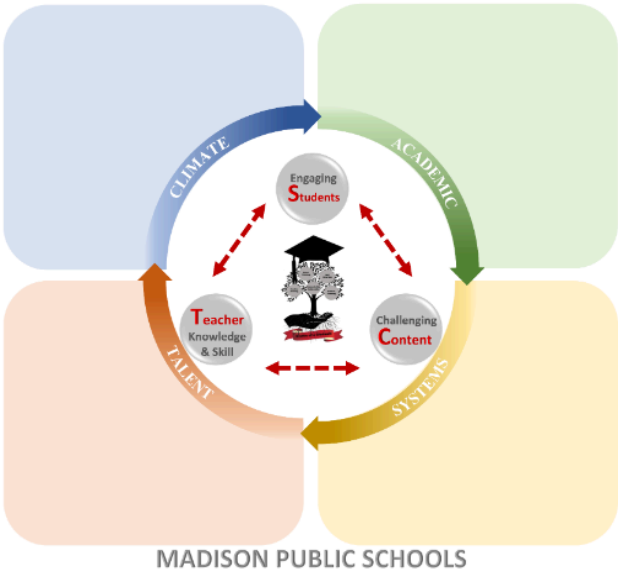
Embedded within the Madison plan are opportunities for all educators to self-select individual or group professional learning in order to focus on the goal(s). Appendix C Pathways to Professional Learning adapted from the CSDE's Leader and Educator Evaluation Support Plan (2024) illustrates pathways 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 causational relationships that are constructed by the leadership team in four strategic zones. These TOA statements are used to build a platform for strategic improvement.



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. All educators are assigned a primary evaluator (092 or 093 certification).

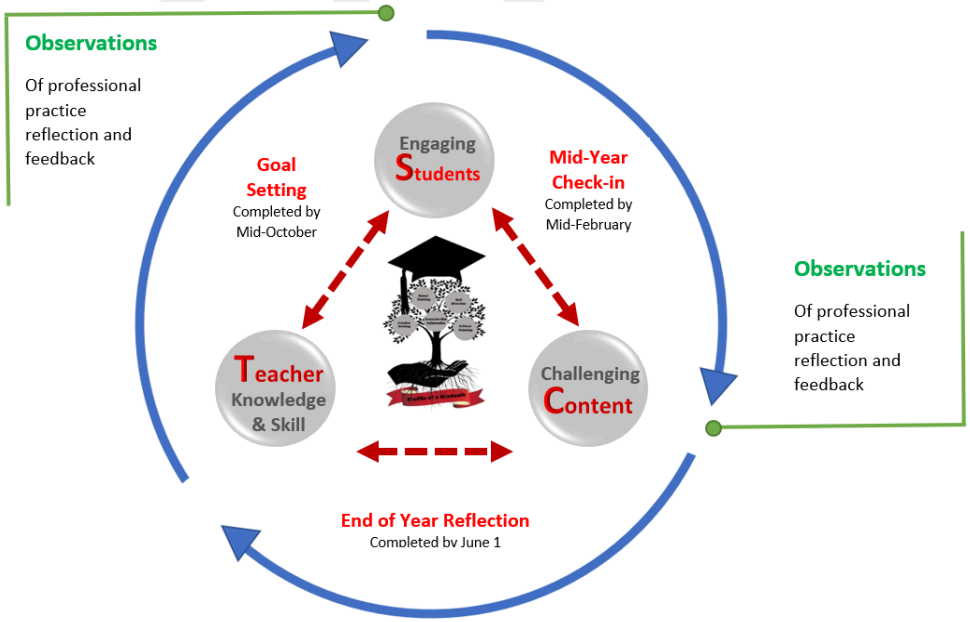
Within the continuous learning process, educators check-in with their evaluator a minimum of three times a year (fall goal setting, mid-year check-in, and end-of-year reflection) to provide an opportunity for a reciprocal discussion of what is happening in their role, a sharing of evidence of professional 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. 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.

Continuous Learning Process

Evaluation Orientation by September 15

Completed prior to the start of the Continuous Learning Process



The assignment of Cohorts (below) offers a supportive observational construct for the continuous learning process through a "Study" model for educators in Cohort 1. The "Study" model supports

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educators who are new to the profession and/or new to the district with timely feedback related to the primary responsibilities of their role.

How are cohorts determined?

The cohorts are determined by two factors: time in the LEA, and time in the professional role. The cohort table below is not a complete description of the evaluation process but simply an overview of the criteria used to assign an educator to a cohort. See the timelines for a detailed description of what each cohort is expected to work on and complete.

	Cohort 1A	Cohort 1B	Cohort 2
Educators *certified staff*	• Non-Tenured • Years 1-3	• Non-Tenured • Year 4	• Tenured • After successful completion of Cohort 1

Instructional Leaders
instructional coaches/ coordinators/ curricular lead
	• Tenured in Madison (new to role)
	  ○ Years 1-2
	• New to Madison
	  ○ Years 1-2
		• New to Madison
		• Years 3-4
			• Tenured
			• After successful completion of Cohort 1

Administrators
district and school administrative roles
	• Tenured in Madison (new to role)
	  ○ Years 1-2
	• New to Madison
	  ○ Years 1-2
		• New to Madison
		• Years 3-4
			• Tenured
			• After successful completion of Cohort 1

What is the difference between Unit Study, Case Study, and Leadership Study?

The Professional Goal setting process and cycle of check-ins described in this document is another dimension of the **Study Model.** Accomplished through **Unit Study, Case Study,** and **Leadership Study,** the Study Model is the vehicle by which these goals are developed and observed. It provides an additional orientation to the work and expectations of the district by the very nature of the design of the study itself. Prior to selecting their professional goal(s), professionals in Cohort One should review supporting documents such as curriculum, IEPs, performance data, and school development plans that may offer supplemental resources and direction for meaningful growth in professional practice.

The original Madison Evaluation Plan (adopted 2013) developed by the PDEC, deemed it important to hold a high threshold for teachers new to the district. This included a curriculum embedded professional development opportunity for teachers called **Unit Study**. Similar to some of the TEAM modules, this supported new teachers with the opportunity to explore the core aspects of goal setting, planning, assessing, teaching and learning. Many Madison teachers use components of their Unit Study for the TEAM reflective process. For educators working with students on individualized learning plans or goals, this same opportunity was created and named **Case Study**. Practitioners are trained in the fall and receive supporting materials to individually design their units or cases. All professionals share plans with evaluators, review and discuss goals for the unit(s), and pre-conference for the lessons planned in the

DRAFT

unit/case design. Teachers are formally observed three times during the course of the unit/case study in the appropriate setting. Observation feedback is written and the teacher has opportunities to reflect upon the unit/case progress and make adjustments accordingly. Teacher and evaluator may conference at any time to review post-observation feedback during the course of the unit/case study. All teachers must have a conference with the evaluator post-unit to review student work and assess progress toward the goals.

This model was so successful that the PDEC developed a similar model for professionals who work directly with educators called **Leadership Study**. Individuals who are new to the role of coordinators or coaches (Danielson 2022 rubric) and administrators (PSEL standards) all have the opportunity to receive feedback on their leadership work. In Leadership Study, the leader examines the district/school development plans prior to goal setting. In selecting a goal, they consider the type of professional learning that they will need to lead in order to best impact improvement in the instructional core. This work ties directly to the goals associated with their Building/Department Development Plans and honors the importance of change leadership work. The three formal observations will provide feedback on leadership in multiple settings; designed from a macro-lens to a micro-lens. For example an administrator might be observed leading: a staff meeting, Instructional Rounds, and perhaps co-facilitating a department meeting with a coordinator. A coordinator might be observed: leading a discussion or article review in a building level leadership team, leading a department PLC, and perhaps a post-observation conference on Unit/Case Study.

Assignment to Cohort One in any model does not limit professionals new to the district from participation in shared goals or options such as instructional rounds, book study, lesson study, etc. as part of their self-directed learning plan. The Study Model is designed to be supportive in the orientation to the work of the district and expectations of their professional practice in Madison.

What is the difference between formal and informal observation?

Formal observations of practice, announced or unannounced, will utilize Form E in the Madison Educator and Leader Evaluation Plan. Observations and feedback are modeled after the research-base of Jon Saphier, *Research for Better Teaching*, in the Claim, Evidence, Interpretation and Judgement format. (footnote: referenced in Massachusetts Department of Education, and The Principals Center). All *formal* observations (announced or unannounced) shall be followed with timely written feedback.

Saphier's research identifies skillful teaching that includes anything a teacher does that impacts the probability of intended learning. Thus it includes a wide array of skills such as:

- Communicating their belief in students' capabilities
- Motivating and engaging students
- Demonstrating cultural proficiency
- Planning engaging lessons
- Making concepts and skills clear and accessible
- Continuously assessing student understanding

It also includes quite a range of activities beyond interactive classroom behaviors, such as:

- Analyzing data
- Designing re-teaching

DRAFT

- Involving families
- Being a good colleague and team member

Saphier further describes skillful leaders as educators who develop a common language and concept system about effective instruction; honing skills in implementing teacher evaluation systems with rigor and fidelity; shepherding change; coaching and using data effectively; and developing strong, healthy Adult Professional Cultures of openness and constant learning.

Any and all educators may have informal observations that can be announced or unannounced. After an informal observation, an educator may request feedback. Informal observations may yield feedback using one of the following communication methods:

- Verbal.
- Email: content reflecting standards with Claim(s), Evidence and Impact on learning.
- Written: using Form E in the Forms Index.

Evaluators or educators can request a face-to-face meeting to review informal or formal feedback and such requests will be accommodated by both parties.

What if there is a need for support, or a level of concern?

All educators require access to high-quality, targeted professional learning support to improve practice over time. Educators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within an evaluation process. All three tiers of support must be implemented prior to the development of a corrective plan. It is important to consider if a change in roles or assignments might prompt a collaborative agreement to provide an educator with resources offered in Tier 2 support in addition to Tier 1. Tiers 1-3 are supportive in nature. However, Tier 3 and/or a Corrective Support Plan is used for any educator experiencing difficulties in meeting the standards in the Madison Educator or Leader Evaluation and Support Plan, or assessed as "Not Meeting Standards" in a year-end summative evaluation. In a year-end summative evaluation, this would begin the appropriate level of support at the beginning of the subsequent school year. At any time, an educator or a leader experiencing difficulties in meeting the standards may be placed on an increased Tier of support by their primary evaluator. These tiered levels of support will be implemented prior to placement on a formal Corrective Plan.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative if applicable. All educators or leaders who have been "Meeting Standards" may be assigned to an advanced level of support if an informal or formal observation or review of practice results in a concern about the educator's practice.

Tier 1

It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities developed and designed by

DRAFT

district PDEC, and other general support for all educators (e.g., instructional coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus that can be either suggested by the educator and/or recommended by an evaluator. In Tier 2, the new learning and the application of learning is primarily the responsibility of the educator.

Examples of **Tier 2** plans may include:

- Repeating or initiating the Unit Study/Case/Leadership Study Process as outlined in the plan;
- Coaching support;
- Analysis and reflection to identify critical targets;
- Engaging in a professional learning opportunity;
- Observation of specific classroom practices and targets for data collection; etc.

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the educator and may be assigned by the evaluator. Tier 3 support have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. Once an educator is placed on a Tier 3 plan, another bargaining unit member may no longer evaluate the educator. The design and management of the plan along with all evaluations related to the plan will become the responsibility of a Madison Public Schools administrator or Central Office as appropriate to the role of the educator. The start date and duration of time an educator is receiving this level of support should be clearly documented and not extended beyond 6 weeks unless success is documented and agreed upon at an earlier date.

This **Tier 3 plan** will be collaboratively developed by the educator, the bargaining unit representative, and the evaluating administrator. The responsibility for offering the reasonable and appropriate support and structures, as outlined below, lies with the Madison Public Schools. The responsibility for making and sustaining improvement lies directly with the educator. When an educator successfully completes the Tier 3 Plan, they return to Tier 2 or Tier 1. Any recurrence of concerns will result in the educator being immediately placed on a Corrective Support Plan. The format of a Tier 3 plan will follow the district template *for Tier 3/Corrective Action Plan*.

What is a Corrective Support Plan?

An educator who does not improve their current performance to meet the specific standard(s) within a reasonable amount of time (6 weeks), or whose difficulties reoccur (within a reasonable amount of time) or intensify, will be moved to a Corrective Support Plan. A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support (unless prior Tier 3 plan was completed within a reasonable amount of time prior to the development of a Corrective Support Plan). The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative chosen pursuant to C.G.S. §10-153b.

DRAFT

The Corrective Support Plan is separate from the normal educator/leader growth model and must:

1. The specific standard(s) not currently being met in the appropriate model with citations from the rubric(s) will be clearly identified. This will include observation(s) and/or records, as well as additional sources of data which specifically describe the gap in current performance relative to the specific standard(s) from the Evaluation Rubric.
2. State the evaluator's requirements for improvement in meeting the standard(s).
3. Identifies the steps the educator will take, the evidence the educator will provide to demonstrate improvement, and appropriate resources to improve performance.
4. Provides a reasonable and specific time period in which improvement will be made.
5. Provides a monitoring system to be used in a supportive fashion, and includes a specific schedule of observations (announced or unannounced) and/or conferences as well as review of other appropriate data sources.
6. The evaluator will offer support and any additional resources appropriate to assist the educator in meeting the standard(s).
7. Whenever the evaluator notes a serious performance concern at a time that does not permit the implementation of an Corrective Support Plan within normal evaluation guidelines (i.e. the end of a school year), the evaluation period will extend into the next school year. The superintendent may assign other evaluators to assist in this process.
8. The educator will be permitted to have bargaining unit representation at all conferences if they desire and request such representation. The evaluator may invite other professional staff, including other administrators and educators (with prior approval of the teacher), to participate in all conferences.
9. If the educator does not agree with the content of the Corrective Support Plan, they may appeal to the superintendent as stated in the remainder of this section.

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, educator, and bargaining unit representative.

At the end of the period specified by the evaluator in the plan,

The educator will provide:

- Evidence that they have taken the steps necessary for improvement, and
- A record of the steps taken and resources used.

The evaluator will provide the educator with a formal written assessment that will contain:

- ➢ A record of the observations and/or conferences, as well as any reviews of other appropriate data sources held to monitor performance.
- ➢ An assessment of performance in meeting the specific standard(s) identified as not being met as of the date of the assessment.
- ➢ A statement that the current performance meets the specific standard(s) from the 2022 Danielson Rubric or the Leader PSEL Standards, or a recommendation for further administrative action which, depending upon the seriousness of the gap in current performance relative to the

DRAFT

specific standard(s) may include, as appropriate, recommendation for other administrative action including, but not limited to, recommendation for termination of employment.

A copy of the written assessment will be given to the educator; the evaluator will keep one and one will be kept in the educator's personnel file in the Central Office. The educator will have the right to review the written assessment and may add written comments. The educator may have bargaining unit representation at all conferences if desired and they request such representation. The Superintendent, or their designee, may assign other evaluators to assist in this process.

Successful completion of the Corrective Support Plan will include, but not be limited to, observations, data sources and other evidence that supports the evaluator in the determination that standards have been met.

With the exception of failure to follow the evaluation procedures, substantive evaluative decisions shall not be subject to the grievance process and arbitration procedure.

Dispute-Resolution

The Madison Board of Education has the following process for resolving disputes in cases where the evaluator and educator cannot agree on goals, the evaluation period, or implementation of the evaluation plan as written. As our evaluation and support system is designed to ensure continuous, constructive and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally.

Appeals Process

The right of appeal is available to all persons at any point in the implementation of the performance evaluation program. It is expected that most disagreements between an evaluator and a staff member will be worked out informally within the context of the performance evaluation process. In the event that the issue(s) cannot be resolved through these collaborative efforts/dialogue, an appeal process is provided to serve as a means to bring resolution to the issue(s).

If the need for resolution of an issue(s) requires mediation by the PDEC Review Advisory Committee, an Appeal Process Form (Appendix F) must be submitted by the educator to the evaluator and concurrently the evaluator's supervisor within three (3) school days. The content of the Appeal Process Form must relate the specific issue, clearly stated and correlated with the component of the performance evaluation process that is being questioned or challenged.

The PDEC Review Advisory Committee will consist of four members:

1. The Superintendent or his/her designee will act as the committee chair
2. The evaluator will select one PDEC member
3. The educator will select one PDEC member
4. A mutually agreed upon (between the superintendent and collective bargaining unit) PDEC member

DRAFT

Appeal Process and Timeline

Process of the appeal will be:

1. The committee will meet with the educator and the evaluator within ten (10) school days after receipt of the Appeal Process Form.
2. At that meeting, both parties will have the opportunity to present their concern(s).
3. Following the meeting, the committee will reach consensus regarding recommendations.
4. The Chairperson will prepare written recommendation(s) for actions and present them to both parties and the superintendent within five (5) school days of the decision. If no resolution is agreed upon, the Chairperson will forward all documentation to the Superintendent as soon as possible but not longer than five (5) school days.
5. In the event the designated committee does not reach a unanimous decision, the issue and all applicable documentation shall be considered by the superintendent whose decision shall be binding (no longer than five (5) school days after receipt of the notification from the Chairperson).

Appeal Process Time Limitations

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. The educator being evaluated must initiate the appeals procedure in writing within the time limits. If no written initiation of a dispute is received by the evaluator within three (3) school days, the educator shall be considered to have waived the right of appeal.

This provision is to be utilized in accordance with the specified processes and parameters regarding goals, evaluation period, feedback, and professional development contained in the document entitled Connecticut Guidelines for Educator and Leader Evaluation and Support 2023 (CT Guidelines 2023) do not result in resolution of a given issue, the determination regarding that issue shall be made by the superintendent.

What is the annual mandated evaluation reporting that Madison must provide to the state?

The Superintendent shall report:

- the status of educator evaluations to the local or regional board of education on or before June 1 of each year; and
- the status of the implementation of the educator evaluation and support program, including the frequency of evaluations, the number of educators who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.

For purposes of this section, the term “educator” shall include each professional employee of a board of education, below the rank of Superintendent, who holds a certificate or permit issued by the State Board of Education.

DRAFT

Madison Educator and Instructional Leader Evaluation and Professional Learning Plan

System to Populate: Name, Location, Position, Grade Level

Beginning of the Year Goal(s) and Planning	
Self Reflection (Educator)	
Use the questions to self-reflect and guide your thinking (cite evidence and a rationale for your goal). Self-Reflection Questions Self Reflection Questions for Unit/Case Study	*Text Box* *Educator to Enter Text*
Goal, Rationale, Alignment and Professional Learning Plan (Educator)	
Professional Practice Goal(s): Based on your analysis above, what is/are your goal(s)? Danielson 2022 Rubric	***Domain Elements*** *1a. Applying Knowledge of Content and Pedagogy*
Optional Goal 2	*1a. Applying Knowledge of Content and Pedagogy*
Optional Goal 3	*1a. Applying Knowledge of Content and Pedagogy*

DRAFT

Form A(1) - Educator and Instructional Leader Beginning of the Year Goal(s) and Planning

Goal Type	*Individual* *For electronic form: use checkboxes next to Individual or Group*
If Group Goal, list group members	
Projected Goal Duration	*1 Year* *For electronic form: use checkboxes next to 1 Year, 2 Year, 3 Year*
For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?	*Text Box* *Educator to Enter Text*
What evidence of educator learning, student learning, growth and achievement will you use to reflect, monitor and adjust your goal? **Note: Evidence must include academic content and capacity growth.**	
Qualitative *Observable* Evidence Types	*Text Box* *Educator to Enter Text*
Quantitative *Measureable* Evidence Types	*Text Box* *Educator to Enter Text*
What is your learning plan to support achieving your goal(s)? Professional Learning & Action Questions	*Text Box* *Educator to Enter Text*
In what ways might this goal(s) contribute to the school and/or district's vision, mission and strategic goals? PSEL Standards Map	*Text Box* *Educator to Enter Text*

DRAFT

Danielson Teacher Rubric Map	

Goal Setting Conference (Evaluator)	
Evaluator Comments	*Text Box* *Evaluator to Enter Text*
Supports Required / Requested Tiered Support or Corrective Support Plan	*Tier 1* *For electronic form: use checkboxes for Tier 1, Tier 2, Tier 3*

DRAFT

Madison Educator and Instructional Leader Evaluation and Professional Learning Plan

System to Populate: Name, Location, Position, Grade Level

Mid-Year Check-In: Reflection, Adjustment(s) & Next Steps	
Goal	*Import from Goal Setting Form*
Optional Goal 2	*Import from Goal Setting Form*
Optional Goal 3	*Import from Goal Setting Form*
If Group Goal, list group members	*Import from Goal Setting Form*
Qualitative Evidence	*Import from Goal Setting Form*
Quantitative Evidence	*Import from Goal Setting Form*
What is your learning plan to support achieving your goal(s)?	*Import from Goal Setting Form*
Mid-Year Self-Reflection - Goals (Educator)	
What has been your progress to-date on your professional learning plan and your goal(s)?	*Text Box* *Educator to Enter Text*
How do you know? Qualitative Evidence	*Text Box* *Educator to Enter Text*

DRAFT

How do you know? Quantitative Evidence	*Text Box* *Educator to Enter Text*

Mid-Year Self-Reflection - Domains (Educator)			
Domain	**Developing**	**Meeting**	**Excelling**
Planning & Preparing 1a. Applying Knowledge of Content & Pedagogy 1b. Knowing & Valuing Students 1c. Setting Instructional Outcomes 1d. Using Resources Effectively 1e. Planning Coherent Instruction 1f. Designing and Analyzing Assessments	You are primarily in 2 in the Danielson Rubric. *Educators would click on the box of where they self-rate in each domain.*	You are primarily in 3 in the Danielson Rubric.	You are primarily in 3-4 in the Danielson Rubric.
Learning Environments 2a. Cultivating Respectful and Affirming Environments 2b. Fostering a Culture for Learning 2c. Maintaining Purposeful Environments 2d. Supporting Positive Student Behavior 2e. Organizing Spaces for Learning	You are primarily in 2 in the Danielson Rubric.	You are primarily in 3 in the Danielson Rubric.	You are primarily in 3-4 in the Danielson Rubric.
Learning Experience 3a. Communicating about purpose and content 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment for Learning 3e. Responding Flexibly to Student Needs	You are primarily in 2 in the Danielson Rubric.	You are primarily in 3 in the Danielson Rubric.	You are primarily in 3-4 in the Danielson Rubric.

DRAFT

Principled Teaching 4a. Engaging in Reflective Practice 4b. Documenting Student Progress 4c. Engaging Families and Communities 4d. Contributing to School Community and Culture 4e. Growing and Developing Professionally 4f. Acting in Service of Students	You are primarily in 2 in the Danielson Rubric.	You are primarily in 3 in the Danielson Rubric.	You are primarily in 3-4 in the Danielson Rubric.

Mid-Year Conference (Evaluator)	
Conference Date	*Date / Time Box on Form*
Evaluator Feedback on Professional Learning Goal(s)	*Text Box* *Evaluator to Enter Text*
To what extent does the evaluator agree with educator's self-assessment on domains?	*Text Box* *Evaluator to Enter Text*
Change in Tier Support, if needed	*Tier 1* *For electronic form: use checkboxes for Tier 1, Tier 2, Tier 3*
Supports for Tier 3 or Collaborative Action Plan	*File Upload*

DRAFT

Madison Educator and Instructional Leader Evaluation and Professional Learning Plan

System to Populate: Name, Location, Position, Grade Level

End-of-Year Reflection & Feedback Process	
Goal	*Import from Goal Setting Form*
Optional Goal 2	*Import from Goal Setting Form*
Optional Goal 3	*Import from Goal Setting Form*
If Group Goal, list group members	*Import from Goal Setting Form*
Qualitative Evidence	*Import from Goal Setting Form*
Quantitative Evidence	*Import from Goal Setting Form*
Learning Plan from Initial Goal Setting	*Import from Goal Setting Form*
Progress from Mid-Year	*Import from Mid-Year Form: What has been your progress to-date on your professional learning plan and your goal(s)?*
End-of-Year Self-Reflection - Goals (Educator)	
What impact did your new learning have on your practice/goal(s), and how do you know?	*Text Box* *Educator to Enter Text*

DRAFT

What challenges did you encounter and what are your next steps with your professional learning?	*Educator to Enter Text*
What impact did your new learning have on student growth and/or achievement?	*Educator to Enter Text*
How do you know? Qualitative Evidence	*Text Box* *Educator to Enter Text*
How do you know? Quantitative Evidence	*Text Box* *Educator to Enter Text*

End-of-Year Self-Reflection - Domains (Educator)			
Domain	**Developing**	**Meeting**	**Excelling**
Planning & Preparing 1a. Applying Knowledge of Content & Pedagogy 1b. Knowing & Valuing Students 1c. Setting Instructional Outcomes 1d. Using Resources Effectively 1e. Planning Coherent Instruction 1f. Designing and Analyzing Assessments	You are primarily in 2 in the Danielson Rubric. *Educators would click on the box of where they self-rate in each domain.*	You are primarily in 3 in the Danielson Rubric.	You are primarily in 3-4 in the Danielson Rubric.
Learning Environments 2a. Cultivating Respectful and Affirming Environments 2b. Fostering a Culture for Learning 2c. Maintaining Purposeful Environments 2d. Supporting Positive Student Behavior 2e. Organizing Spaces for Learning	You are primarily in 2 in the Danielson Rubric.	You are primarily in 3 in the Danielson Rubric.	You are primarily in 3-4 in the Danielson Rubric.

DRAFT

Learning Experience 3a. Communicating about purpose and content 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment for Learning 3e. Responding Flexibly to Student Needs	You are primarily in 2 in the Danielson Rubric.	You are primarily in 3 in the Danielson Rubric.	You are primarily in 3-4 in the Danielson Rubric.
Principled Teaching 4a. Engaging in Reflective Practice 4b. Documenting Student Progress 4c. Engaging Families and Communities 4d. Contributing to School Community and Culture 4e. Growing and Developing Professionally 4f. Acting in Service of Students	You are primarily in 2 in the Danielson Rubric.	You are primarily in 3 in the Danielson Rubric.	You are primarily in 3-4 in the Danielson Rubric.

End-of-Year Conference (Evaluator)	
Conference Date	*Date / Time Box on Form*
Summative Feedback to Educator Progress on professional learning and progress toward goal(s).	*Text Box* *Evaluator to Enter Text*
Summative Feedback to Educator Impact of new learning on student growth and achievement	*Text Box* *Evaluator to Enter Text*

DRAFT

For multi-year goals only: ● What adjustments are needed to the goal(s)? ● Why? ● How might adjustments impact the timing of the goal(s)?	*Text Box* *Evaluator to Enter Text*
	Educator will continue multi-year goal. *For electronic form: use checkboxes for Responses*
To what extent does the evaluator agree with educator's self-assessment on domains?	*Text Box* *Evaluator to Enter Text*
Successful Completion of Evaluative Cycle	*Yes* *For electronic form: use checkboxes for Yes, No*
Supports Required / Suggested (All tiered supports required above and beyond Tier 1, included in feedback above).	*Not Applicable* *For electronic form: use checkboxes for Not Applicable, Tier 2, Tier 3*
Supports for Tier 3 or Collaborative Action Plan	*File Upload*

Evaluator Signature	*Electronic Signature*	Date	*System to select date*
Employee Signature	*Electronic Signature*	Date	*System to select date*

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Madison Educator and Instructional Leader Evaluation and Professional Learning Plan

System to Populate: Name, Location, Position, Grade Level

Study Model Form	
Pre-Study (Educator)	
Goal	*Import from Goal Setting Form*
Optional Goal 2	*Import from Goal Setting Form*
Optional Goal 3	*Import from Goal Setting Form*
What is your learning plan to support achieving your goal(s)?	*Import from Goal Setting Form*
Type of Study	*Unit Study* ▾ *On electronic form, use check box for types of study (unit, case, leadership)*
Key Planning Documents for Study Model *(Upload Unit /IEP (redacted) / School Development Plan)*	*File Upload*
Pre-Conference Notes	*Text Box* *Educator to Enter Text*

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Pre-Study Meeting (Educator/Evaluator)	
Lesson Plan/ Meeting Plan	*File Upload*
	Text Box *Educator / Evaluator to Enter Text, if needed*

Post-Study Reflection (Educator)	
What worked and what didn't work and how do you know? (Refer to feedback from observations)	*Text Box* *Educator Enter Text*

Post-Study Conference (Evaluator)	
General Summary Conference (Review of Student Work/ Review of Meeting Outcomes) Questioning Strands	*Text Box* *Evaluator to enter Notes*

Evaluator Study Determination (Evaluator)	
	Successful Completion of Study Model *For electronic form: use checkboxes for Successful Completion of Study Model, Report Study Process, Spring Formal Observation*

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Madison Educator and Instructional Leader Evaluation and Professional Learning Plan

System to Populate: Name, Location, Position, Grade Level

Observation Form	
Pre-Observation (Educator) ***If desired as part of evaluation plan***	
Goal	*Import from Goal Setting Form*
Optional Goal 2	*Import from Goal Setting Form*
Optional Goal 3	*Import from Goal Setting Form*
What is your learning plan to support achieving your goal(s)?	*Import from Goal Setting Form*
Pre-Observation Notes *(added context for the observation)*	*Text Box* *Educator to Enter Text, if needed*

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Observation Evidence (Evaluator) **Claim, Evidence, Impact, Question (CEIJ or Q)**	
Date / Time	*System to have date / time stamp*
Claim	*Text Box*
Evidence	*Text Box*
Impact on Student Learning	*Text Box*
Judgment or Question	*Text Box*

Claim	*Text Box*
Evidence (bullets)	*Text Box*
Impact on Student Learning	*Text Box*
Judgment or Question	*Text Box*

Additional Comments, if desired	*Text Box*
Conference Needed	*Yes*

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Post-Observation Conference Feedback (Evaluator) ***If desired / required as part of the evaluation plan***	
General Summary Conference Questioning Strands	*Text Box* *Evaluator to enter Notes*

Post-Observation Conference Reflection (Educator) ***If desired / required as part of the evaluation plan***	
How will our collaborative reflection help you move forward and apply your learning in your next steps?	*Text Box* *Educator to enter Notes*

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Madison Administrator Evaluation Support Plan

System to Populate: Name, Location, Position, Grade Level

Beginning of the Year Goal(s) and Planning	
Self Reflection (Administrator)	
Use the questions to self-reflect and guide your thinking (cite evidence and a rationale for your goal). Self-Reflection Questions	*Text Box* *Administrator to Enter Text*
Goal, Rationale, Alignment and Professional Learning Plan (Educational Leader)	
Professional Practice Goal(s): Based on your analysis above, what is/are your goal(s)? PSEL Rubric	***Domain Elements*** *Mission, Vision and Core Values*
Optional Goal 2	*Mission, Vision and Core Values*
Optional Goal 3	*Mission, Vision and Core Values*
Goal Type	*Individual* *For electronic form: use checkboxes next to Individual or Group*
If Group Goal, list group members	

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Projected Goal Duration	*1 Year* *For electronic form: use checkboxes next to 1 Year, 2 Year, 3 Year*
For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?	*Text Box* *Administrator to Enter Text*
What evidence of educator learning, student learning, growth and achievement will you use to reflect, monitor and adjust your goal? **Note: Evidence must include academic content and capacity growth.**	
Qualitative Observable Evidence Types	*Text Box* *Administrator to Enter Text*
Quantitative Measurable Evidence Types	*Text Box* *Administrator to Enter Text*
What is your learning plan to support achieving your goal(s)? Professional Learning & Action Questions	*Text Box* *Administrator to Enter Text*
In what ways might this goal(s) contribute to the school and/or district's vision, mission and strategic goals? PSEL Standards Map Danielson Teacher Rubric Map	*Text Box* *Administrator to Enter Text*

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Goal Setting Conference (Evaluator)	
Evaluator Comments	*Text Box* *Evaluator to Enter Text*
Supports Required / Suggested Tiered Support or Corrective Support Plan	*Tier 1* *For electronic form: use checkboxes for Tier 1, Tier 2, Tier 3*

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Madison Administrator Evaluation Support Plan

System to Populate: Name, Location, Position, Grade Level

Mid-Year Check-In: Reflection, Adjustment(s) & Next Steps	
Goal	*Import from Goal Setting Form*
Optional Goal 2	*Import from Goal Setting Form*
Optional Goal 3	*Import from Goal Setting Form*
Qualitative Evidence	*Import from Goal Setting Form*
Quantitative Evidence	*Import from Goal Setting Form*
What is your learning plan to support achieving your goal(s)?	*Import from Goal Setting Form*
Mid-Year Self-Reflection - Goals (Educational Leader)	
What has been your progress to-date on your professional learning plan and your goal(s)? How do you know?	*Text Box* *Administrator to Enter Text*
How do you know? Qualitative Evidence	*Text Box* *Administrator to Enter Text*
How do you know?	*Text Box*

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Quantitative Evidence	*Administrator to Enter Text*

Mid-Year Self-Reflection - Domains (Educational Leader)			
Standard	**Developing**	**Meeting**	**Excelling**
Mission, Vision, and Core Values 1a. Develop an educational mission for the school to promote the academic success and well-being of each student. 1b. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on the instructional and organization practices that promote such success. 1c. Articulate, advocate and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness and social justice; openness, caring and trust and continuous improvement. 1d. Strategically develop, implement and evaluate actions to achieve the vision for the school. 1e. Review the school's mission and vision and adjust them to changing expectations and opportunities for the school and changing needs and situations of students. 1f. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community. 1g. Model and pursue the school's mission, vision and core value in all aspects of leadership.	*Administrators would click on the box of where they self-rate in each domain.*		
Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being 2a. Act ethically and professionally in personal conduct, relationship with others, decision-making, stewardship of the school's resources and all aspects of school leadership.			

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Mid-Year Self-Reflection - Domains (Educational Leader)			
Standard	**Developing**	**Meeting**	**Excelling**
2b. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement. 2c. Place children at the center of education and accept responsibility for each student's academic success and well-being. 2d. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community and diversity. 2e. Lead with interpersonal and communication skills, social-emotional insight and understanding of all students' and staff members' backgrounds and cultures. 2f. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.			
Equity and Cultural Responsiveness 3a. Ensure that each student is treated fairly, respectfully and with an understanding of each student's culture and context. 3b. Recognize, respect and employ each student's strengths, diversity and culture as assets for teaching and learning. 3c. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support and other resources necessary for success. 3d. Develop student policies and address student misconduct in a positive, fair and unbiased manner. 3e. Confront and alter institutional biases of student marginalization, deficit-based schooling and low expectations associated with race, class, culture, language, gender, sexual orientation and disability or special status. 3f. Promote the preparation of students to live productively in and contribute to diverse cultural contexts of a global society.			

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Mid-Year Self-Reflection - Domains (Educational Leader)			
Standard	**Developing**	**Meeting**	**Excelling**
3g. Act with cultural competence and responsiveness in their interactions, decision making and practice. 3h. Address matters of equity and cultural responsiveness in all aspects of leadership.			
Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction and assessment to promote each student's academic success and well-being. 4a. Implement coherent systems of curriculum, instruction and assessment that promote the mission, vision and core values of the school, embody high expectations for student learning, align with academic standards and are culturally responsive. 4b. Align and focus systems of curriculum, instruction and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners and healthy sense of self. 4c. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy and the needs of each student. 4d. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths and is differentiated and personalized. 4e. Promote the effective use of technology in the service of teaching and learning. 4f. Employe valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement. 4g. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.			

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Mid-Year Self-Reflection - Domains (Educational Leader)			
Standard	**Developing**	**Meeting**	**Excelling**
Community of Care and Support for Students 5a. Build and maintain a safe, caring and healthy school environment that meets the academic, social, emotional and physical needs of each student. 5b. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for and encouraged to be an active and responsible member of the school community. 5c. Provide coherent systems of academic and social supports, services, extracurricular activities and accommodations to meet the range of learning needs of each student. 5d. Promote adult-student, student-peer and school-community relationships that value and support academic learning and positive social and emotional development. 5e. Cultivate and reinforce student engagement in school and positive student conduct. 5f. Infuse the school's learning environment with the cultures and languages of the school's community.			
Professional Capacity of School Personnel 6a. Recruit, hire, support, develop and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty. 6b. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel. 6c. Develop teachers' and staff members' professional knowledge, skills and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.			

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Mid-Year Self-Reflection - Domains (Educational Leader)			
Standard	**Developing**	**Meeting**	**Excelling**
6d. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student. 6e. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills and practice. 6f. Empower and motivate teachers and staff to the highest level of professional practice and to continuous learning and improvement. 6g. Develop the capacity, opportunities and support for teacher leadership and leadership from other members of the school community. 6h. Promote the personal and professional health, well-being and work-life balance of faculty and staff. 6i. Tend to their own learning and effectiveness through reflection, study and improvement, maintaining a health work-life balance.			
Professional Community for Teachers and Staff 7a. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice and student learning. 7b. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional and physical needs of each student, pursuant to the mission, vision and core values of the school. 7c. Establish and sustain a professional culture of engagement and commitment to shared vision, goals and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy and continuous individual and organizational learning and improvement.			

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Mid-Year Self-Reflection - Domains (Educational Leader)			
Standard	**Developing**	**Meeting**	**Excelling**
7d. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole. 7e. Develop and support open, productive, caring, trusting working relationships among leaders, faculty and staff to promote professional capacity and the improvement of practice. 7f. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff. 7g. Provide opportunities for collaborative examination of practice, collegial feedback and collective learning. 7h. Encourage faculty-initiated improvement of program and practices.			
Meaningful Engagement of Families and Community 8a. Are approachable, accessible and welcoming to families and members of the community. 8b. Create and sustain positive, collaborative and productive relationships with families and the community for the benefit of students. 8c. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems and accomplishments. 8d. Maintain a presence in the community to understand its strength and needs, develop productive relationships and engage its resources for the school. 8e. Create means for the school community to partner with families to support student learning in and out of school. 8f. Understand, value and employ the community's cultural, social, intellectual and political resources to promote student learning and school improvement. 8g. Develop and provide the school as a resource for families and the community.			

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Mid-Year Self-Reflection - Domains (Educational Leader)			
Standard	**Developing**	**Meeting**	**Excelling**
8h. Advocate for the school and district and for the importance of education and student needs and priorities to families and the community. 8i. Advocate publicly for the needs and priorities of students, families and the community. 8j. Build and sustain productive partnerships with the public and private sectors to promote school improvement and student learning.			
Operations and Management 9a. Institute, manage and monitor operations and administrative systems that promote the mission and vision of the school. 9b. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs. 9c. Seek, acquire and manage fiscal, physical and other resources to support curriculum, instruction and assessment, student learning community; professional capacity and community; and family and community engagement. 9d. Are responsible, ethical and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices. 9e. Protect teachers' and other staff members' work and learning from disruption. 9f. Employ technology to improve the quality and efficiency of operations and management. 9g. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement. 9h. Know, complywith and help the community understand local, state and federal laws, rights, policies and regulations so as to promote student success.			

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Mid-Year Self-Reflection - Domains (Educational Leader)			
Standard	**Developing**	**Meeting**	**Excelling**
9i. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation. 9j. Develop and manage productive relationships with the central office and school board. 9k. Develop and administer systems for fair and equitable management of conflict among students, faculty, staff, leaders, families and community. 9l. Manage governance processes and internal and external politics toward achieving the school's mission and vision.			
School Improvement 10a. Seek to make school more effective for each student, teachers and staff, families and the community. 10b. Use methods of continuous improvement to achieve the vision, fulfill the mission and promote the core values of the school. 10c. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability and developing the knowledge, skills and motivation to succeed in improvement. 10d. Engage others in an ongoing process for evidence-based inquiry, learning, strategic goal setting, planning, implementation and evaluation for continuous school and classroom improvement. 10e. Employee situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation. 10f. Assess and develop the capacity for staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement. 10g. Develop technically appropriate systems of data collection, management, analysis and use, connecting as needed to the district			

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Mid-Year Self-Reflection - Domains (Educational Leader)			
Standard	**Developing**	**Meeting**	**Excelling**
office and external partners for support in planning, implementation, monitoring, feedback and evaluation. 10h. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs and services. 10i. Manage uncertainty, risk, competing initiatives and politics of change with courage and perseverance, providing support and encouragement and openly communicating the need for, process for and outcomes for improvement efforts. 10j. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation and initiating and implementing improvement.			

Mid-Year Conference (Evaluator)	
Conference Date	*Date / Time Box on Form*
Evaluator Feedback on Professional Learning Goal(s)	*Text Box* *Evaluator to Enter Text*
To what extent does the evaluator agree with the Administrator's self-assessment on domains?	*Text Box* *Evaluator to Enter Text*
Change in Tier Support, if needed	*Tier 1* *For electronic form: use checkboxes for Tier 1, Tier 2, Tier 3*
Attach a Collaborative Action Plan or Tier 3 Supports	*File Upload*

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Madison Administrator Evaluation Support Plan

System to Populate: Name, Location, Position, Grade Level

End-of-Year Reflection & Feedback Process	
Goal	*Import from Goal Setting Form*
Optional Goal 2	*Import from Goal Setting Form*
Optional Goal 3	*Import from Goal Setting Form*
If Group Goal, list group members	*Import from Goal Setting Form*
Qualitative Evidence	*Import from Goal Setting Form*
Quantitative Evidence	*Import from Goal Setting Form*
Learning Plan from Initial Goal Setting	*Import from Goal Setting Form*
Progress from Mid-Year	*Import from Mid-Year Form: What has been your progress to-date on your professional learning plan and your goal(s)?*
End-of-Year Self-Reflection - Goals (Administrator)	
What impact did your new learning have on your practice/goal(s), and how do you know?	*Text Box* *Administrator to Enter Text*
What challenges did you encounter and what are your next steps with your professional learning?	*Administrator to Enter Text*

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What impact did your new learning have on student growth and/or achievement?	*Administrator to Enter Text*
How do you know? Qualitative Evidence	*Text Box* *Administrator to Enter Text*
How do you know? Quantitative Evidence	*Text Box* *Administrator to Enter Text*

End-of-Year Self-Reflection - Domains (Administrator)			
Domain	**Developing**	**Meeting**	**Excelling**
Mission, Vision, and Core Values 1a. Develop an educational mission for the school to promote the academic success and well-being of each student. 1b. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on the instructional and organization practices that promote such success. 1c. Articulate, advocate and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness and social justice; openness, caring and trust and continuous improvement. 1d. Strategically develop, implement and evaluate actions to achieve the vision for the school. 1e. Review the school's mission and vision and adjust them to changing expectations and opportunities for the school and changing needs and situations of students. 1f. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community. 1g. Model and pursue the school's mission, vision and core value in all aspects of leadership.	*Administrators would click on the box of where they self-rate in each domain.*		

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End-of-Year Self-Reflection - Domains (Administrator)			
Domain	**Developing**	**Meeting**	**Excelling**
Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being 2a. Act ethically and professionally in personal conduct, relationship with others, decision-making, stewardship of the school's resources and all aspects of school leadership. 2b. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement. 2c. Place children at the center of education and accept responsibility for each student's academic success and well-being. 2d. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community and diversity. 2e. Lead with interpersonal and communication skill, social-emotional insight and understanding of all students' and staff members' backgrounds and cultures. 2f. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.			
Equity and Cultural Responsiveness 3a. Ensure that each student is treated fairly, respectfully and with an understanding of each student's culture and context. 3b. Recognize, respect and employ each student's strengths, diversity and culture as assets for teaching and learning. 3c. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support and other resources necessary for success. 3d. Develop student policies and address student misconduct in a positive, fair and unbiased manner.			

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End-of-Year Self-Reflection - Domains (Administrator)			
Domain	**Developing**	**Meeting**	**Excelling**
3e. Confront and alter institutional biases of student marginalization, deficit-based schooling and low expectations associated with race, class, culture, language, gender, sexual orientation and disability or special status. 3f. Promote the preparation of students to live productively in and contribute to diverse cultural contexts of a global society. 3g. Act with cultural competence and responsiveness in their interactions, decision making and practice. 3h. Address matters of equity and cultural responsiveness in all aspects of leadership.			
Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction and assessment to promote each student's academic success and well-being. 4a. Implement coherent systems of curriculum, instruction and assessment that promote the mission, vision and core values of the school, embody high expectations for student learning, align with academic standards and are culturally responsive. 4b. Align and focus systems of curriculum, instruction and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners and healthy sense of self. 4c. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy and the needs of each student. 4d. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths and is differentiated and personalized. 4e. Promote the effective use of technology in the service of teaching and learning.			

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End-of-Year Self-Reflection - Domains (Administrator)			
Domain	**Developing**	**Meeting**	**Excelling**
4f. Employe valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement. 4g. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.			
Community of Care and Support for Students 5a. Build and maintain a safe, caring and healthy school environment that meets the academic, social, emotional and physical needs of each student. 5b. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for and encouraged to be an active and responsible member of the school community. 5c. Provide coherent systems of academic and social supports, services, extracurricular activities and accommodations to meet the range of learning needs of each student. 5d. Promote adult-student, student-peer and school-community relationships that value and support academic learning and positive social and emotional development. 5e. Cultivate and reinforce student engagement in school and positive student conduct. 5f. Infuse the school's learning environment with the cultures and languages of the school's community.			
Professional Capacity of School Personnel 6a. Recruit, hire, support, develop and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.			

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End-of-Year Self-Reflection - Domains (Administrator)			
Domain	**Developing**	**Meeting**	**Excelling**
6b. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel. 6c. Develop teachers' and staff members' professional knowledge, skills and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development. 6d. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student. 6e. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills and practice. 6f. Empower and motivate teachers and staff to the highest level of professional practice and to continuous learning and improvement. 6g. Develop the capacity, opportunities and support for teacher leadership and leadership from other members of the school community. 6h. Promote the personal and professional health, well-being and work-life balance of faculty and staff. 6i. Tend to their own learning and effectiveness through reflection, study and improvement, maintaining a health work-life balance.			
Professional Community for Teachers and Staff 7a. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice and student learning. 7b. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional and			

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End-of-Year Self-Reflection - Domains (Administrator)			
Domain	**Developing**	**Meeting**	**Excelling**
physical needs of each student, pursuant to the mission, vision and core values of the school. 7c. Establish and sustain a professional culture of engagement and commitment to shared vision, goals and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy and continuous individual and organizational learning and improvement. 7d. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole. 7e. Develop and support open, productive, caring, trusting working relationships among leaders, faculty and staff to promote professional capacity and the improvement of practice. 7f. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff. 7g. Provide opportunities for collaborative examination of practice, collegial feedback and collective learning. 7h. Encourage faculty-initiated improvement of program and practices.			
Meaningful Engagement of Families and Community 8a. Are approachable, accessible and welcoming to families and members of the community. 8b. Create and sustain positive, collaborative and productive relationships with families and the community for the benefit of students. 8c. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems and accomplishments.			

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End-of-Year Self-Reflection - Domains (Administrator)			
Domain	**Developing**	**Meeting**	**Excelling**
8d. Maintain a presence in the community to understand its strength and needs, develop productive relationships and engage its resources for the school. 8e. Create means for the school community to partner with families to support student learning in and out of school. 8f. Understand, value and employ the community's cultural, social, intellectual and political resources to promote student learning and school improvement. 8g. Develop and provide the school as a resource for families and the community. 8h. Advocate for the school and district and for the importance of education and student needs and priorities to families and the community. 8i. Advocate publicly for the needs and priorities of students, families and the community. 8j. Build and sustain productive partnerships with the public and private sectors to promote school improvement and student learning.			
Operations and Management 9a. Institute, manage and monitor operations and administrative systems that promote the mission and vision of the school. 9b. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs. 9c. Seek, acquire and manage fiscal, physical and other resources to support curriculum, instruction and assessment, student learning community; professional capacity and community; and family and community engagement. 9d. Are responsible, ethical and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.			

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End-of-Year Self-Reflection - Domains (Administrator)			
Domain	**Developing**	**Meeting**	**Excelling**
9e. Protect teachers' and other staff members' work and learning from disruption. 9f. Employ technology to improve the quality and efficiency of operations and management. 9g. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement. 9h. Know, complywith and help the community understand local, state and federal laws, rights, policies and regulations so as to promote student success. 9i. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation. 9j. Develop and manage productive relationships with the central office and school board. 9k. Develop and administer systems for fair and equitable management of conflict among students, faculty, staff, leaders, families and community. 9l. Manage governance processes and internal and external politics toward achieving the school's mission and vision.			
School Improvement 10a. Seek to make school more effective for each student, teachers and staff, families and the community. 10b. Use methods of continuous improvement to achieve the vision, fulfill the mission and promote the core values of the school. 10c. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability and developing the knowledge, skills and motivation to succeed in improvement.			

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End-of-Year Self-Reflection - Domains (Administrator)			
Domain	**Developing**	**Meeting**	**Excelling**
10d. Engage others in an ongoing process for evidence-based inquiry, learning, strategic goal setting, planning, implementation and evaluation for continuous school and classroom improvement. 10e. Employee situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation. 10f. Assess and develop the capacity for staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement. 10g. Develop technically appropriate systems of data collection, management, analysis and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback and evaluation. 10h. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs and services. 10i. Manage uncertainty, risk, competing initiatives and politics of change with courage and perseverance, providing support and encouragement and openly communicating the need for, process for and outcomes for improvement efforts. 10j. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation and initiating and implementing improvement.			

End of Year Conference (Evaluator)	
Conference Date	*Date / Time Box on Form*

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Summative Feedback to Administrator Progress on professional learning and progress toward goal(s).	*Text Box* *Evaluator to Enter Text*
Summative Feedback to Administrator Impact of new learning on student growth and achievement	*Text Box* *Evaluator to Enter Text*
For multi-year goals only: ● What adjustments are needed to the goal(s)? ● Why? ● How might adjustments impact the timing of the goal(s)?	*Text Box* *Evaluator to Enter Text*
To what extent does the evaluator agree with the Administrator's self-assessment on domains?	*Text Box* *Evaluator to Enter Text*
Successful Completion of Evaluative Cycle	*Yes* *For electronic form: use checkboxes for Yes, No*
Supports Required / Suggested (All tiered supports required above and beyond Tier 1, included in feedback above).	*Not Applicable* *For electronic form: use checkboxes for Not Applicable, Tier 2, Tier 3*
Attach a Collaborative Action Plan or Tier 3 Supports	*File Upload*

Evaluator Signature	*Electronic Signature*	Date	*System to select date*
Employee Signature	*Electronic Signature*	Date	*System to select date*

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Madison Administrator Evaluation Support Plan

System to Populate: Name, Location, Position, Grade Level

Study Model Form	
Pre-Study (Administrator)	
Goal	*Import from Goal Setting Form*
Optional Goal 2	*Import from Goal Setting Form*
Optional Goal 3	*Import from Goal Setting Form*
What is your learning plan to support achieving your goal(s)?	*Import from Goal Setting Form*
Type of Study	Unit Study *On electronic form, use check box for types of study (unit, case, leadership)*
Core Planning Documents *(School Development Plan)*	*File Upload*
Pre-Conference Notes	*Text Box* *Administrator to Enter Text*

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Pre-Study Meeting (Administrator/Evaluator)	
Meeting Plan	*File Upload*
	Text Box *Administrator / Evaluator to Enter Text, if needed*

Post-Study Reflection (Administrator)	
What worked and what didn't work and how do you know? (Refer to feedback from observations)	*Text Box* *Educational Leader Enter Text, if needed*

Post-Study Conference (Evaluator)	
General Summary Conference Questioning Strands	*Text Box* *Evaluator to enter Notes*

Post-Observation Conference Reflection (Educational Leader)	
General Summary Conference (Review of Meeting Outcomes)	*Text Box* *Administrator to enter Notes*

Evaluator Study Determination (Evaluator)	
	Successful Completion of Study Model *For electronic form: use checkboxes for Successful Completion of Study Model, Report Study Process, Spring Formal Observation*

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Madison Administrator Evaluation Support Plan

System to Populate: Name, Location, Position, Grade Level

Observation Form	
Pre-Observation (Administrator) ***If desired as part of evaluation plan***	
Goal	*Import from Goal Setting Form*
Optional Goal 2	*Import from Goal Setting Form*
Optional Goal 3	*Import from Goal Setting Form*
What is your learning plan to support achieving your goal(s)?	*Import from Goal Setting Form*
Pre-Observation Notes *(added context for the observation)*	*Text Box* *Administrator to Enter Text, if needed*

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Observation Evidence (Evaluator) **Claim, Evidence, Impact, Question (CEIQ)**	
Date / Time	*System to have date / time stamp*
Claim	*Text Box*
Evidence	*Text Box*
Impact	*Text Box*
Judgment or Question	*Text Box*

Claim	*Text Box*
Evidence	*Text Box*
Impact	*Text Box*
Judgment or Question	*Text Box*

Additional Comments, if desired	*Text Box*
Conference Needed	*Yes*

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Post-Observation Conference Feedback (Evaluator) ***If desired / required as part of the evaluation plan***	
General Summary Conference Questioning Strands	*Text Box* *Evaluator to enter Notes*

Post-Observation Conference Reflection (Administrator) ***If desired / required as part of the evaluation plan***	
How will our collaborative reflection help you move forward and apply your learning in your next steps?	*Text Box* *Administrator to enter Notes*

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Appendix Resources

Appendix A - Examples of Evidence Types 68

Appendix B - Madison Public Schools Profile of a Graduate Capacities & Rubrics 69

Appendix C - Examples of Pathways for Professional Learning 75

Appendix D - Strategic Zone Map for PSEL Standards 77

Appendix E - Strategic Zone Map for Danielson Standards 78

Appendix F - Request for Appeals Process 79

Appendix G - Lesson Plan Template 80

Appendix H - Self-Reflection Sample Questions 82

Appendix I - Professional Learning and Action Questions 83

Appendix J - Self-Reflection Sample Questions for Unit/Case Study 84

Appendix K - Madison Public Schools Tier 3/ Corrective Action Plan 85

Appendix L - Professional Standards for Educational Leaders 86

Appendix M - 2022 Danielson Rubric 96

DRAFT

Examples of Evidence Types

This is NOT an all-encompassing list

Indicators that Provide Qualitative Data

Anecdotal notes on progress toward capacities
Teacher observations
Notes/transcription of interview with focus group of students
Outline of points made during student to student debate
Portfolios of student work
Notes of small group and whole-class discussion
Student notes
Journal entry
Student self-assessment, reflection, checklists
Student survey (comments)
Script of questions asked by students and teacher
Conferring records
Video, photos, audio, or other electronic evidence

Indicators that Provide Quantitative Data

Anything graded against a rubric
District-adopted benchmark assessments
Mid-term and final exam
Percentage of students below, near, meeting, and exceeding grade level expectations
Unit test and quiz
Culminating project
Data from in-class assessments
Exit slip aligned with lesson/unit objective
Journal entry
HW completion data
Writing prompts, compositions, paper, essay
Lab report
Measures of student engagement (rubric, self-assessment, etc.)
Student surveys
Performance-based assessment (PBA's)
Research project
Universal Assessment
Transfer Tasks

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Profile of a Graduate
Student Growth and Development Matrix

Critical Thinking	Creative Thinking	Collaboration/ Communication	Self-Direction	Global Thinking
Inquiry Posing, pursuing, and refining significant questions to deepen understanding about a topic or issue.	**Idea Generation** Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations.	**Collective Intelligence** Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective.	**Self-Awareness** Examining current performance critically to identify steps/strategies to persist.	**Citizenship** Identify, analyze and contribute to critical issues in society in an ethical and responsible manner.
Analyzing Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences.	**Design** Engaging in a process to refine a product for an intended audience and purpose.	**Product Creation** Effectively use a medium to communicate important information.	**Decision Making** Make responsible decisions, based on potential outcomes.	**Alternate Perspectives** Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective.

Madison Public Schools – Matrix Revised March 2020

Profile of a Graduate Capacity: **Critical Thinking**

	1 Limited	2 Emerging	**3 Present (MPS Standard)**	4 Complex
Inquiry Posing, pursuing, and refining significant questions to deepen understanding about a topic or issue.	I was unclear about the problem/topic and/or did not identify significant questions for investigation.	I clarified the problem/topic, but posed questions that may lack relevance or depth. I collected information from sources with limited perspectives, so there wasn't a variety of information to synthesize, and I relied heavily on my preconceptions.	I clarified the problem/topic and developed meaningful, relevant questions for investigation. I refined meaningful, relevant questions for investigation. I did this by collecting, organizing and synthesizing new and prior learning from a variety of sources to determine relevance.	I fully met the MPS standard with at least one of the following: • Continuing my initial investigation with new questions, deeper investigations through a variety of sources • Pursuing a broader and deeper scope of knowledge about a topic or issue from my initial conception • Expressing a nuanced understanding of the problem
Analyzing Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences.	I looked at information/data/ evidence considering limited perspectives/ strategies on a superficial level. I was not able to identify patterns or relationships, make inferences, draw conclusions, or create viable solutions.	I looked at information/data/ evidence considering limited perspectives/ strategies that may have lacked relevance. I made literal interpretations and only identified the most obvious patterns and relationships in the information I examined. Therefore, my inferences, conclusions, and solutions are not well-supported and have limited meaning or workability.	I examined information/data/ evidence considering multiple sources/strategies that were relevant to my focus, omitting extraneous information. I identified patterns, relationships, and underlying assumptions. This allowed me to make inferences; draw well-informed conclusions; and/or create workable solutions.	I fully met the MPS standard with at least one of the following: • Carefully and independently synthesizing disparate sources/strategies • Making insightful inferences • Drawing complex, nuanced, well-informed conclusions • Creating novel solutions • Forming interpretations supported by multiple instances/data points/strategies.

Profile of a Graduate Capacity: **Creative Thinking**

	1 Limited	2 Emerging	**3 Present (MPS Standard)**	4 Complex
Idea Generation Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations.	I showed little consideration of limitations and possible transformations of a problem, need, or exemplar. I developed my solution by considering a singular approach. I consistently fell back on a familiar solution, application, or inquiry.	I investigated an *existing* problem, need, or exemplar, but my possible solution was not realistic or viable and/or did not result in a meaningful solution or product. I developed my solution by considering only a few approaches. I conceived of an approach that is still heavily reliant on a familiar solution, application or inquiry.	I investigated an *existing* problem, need, or exemplar, in order to pose varied possible solutions/ transformations/novel products. I developed my solutions by synthesizing different possible approaches. I considered all ideas without limiting my own thought process. I considered the limitations of potential solutions.	I fully met the MPS standard with at least one of the following: • Imagining a novel approach/product based on background knowledge and experiences • Pursuing divergent or seemingly contradictory ideas • Seeking out other resources to expand my thinking • Anticipating problems and posing possible solutions
Design Engaging in a process to refine a product for an intended audience and purpose.	I did not engage in a process that makes important or meaningful refinements to my product. I disregarded feedback.	I engaged in a limited process to develop a product. I made few meaningful revisions to my product based on feedback. My design led to an outcome misaligned to my audience/purpose I did not make continual progress without teacher support.	I engaged in a process to plan, develop and refine a product and considered my intended audience/purpose. During this process, I examined the impact of my choices, anticipated problems, and adjusted my approach as needed. I made purposeful revisions by reflecting on feedback.	I fully met the MPS standard with at least one of the following: • Continually examining the impact of each step toward the finished product for my intended audience/purpose • Evaluating my own work in progress to make appropriate adjustments • Demonstrating initiative to seek feedback and make changes

Profile of a Graduate Capacity: **Collaboration / Communication**

	1 Limited	2 Emerging	**3 Present (MPS Standard)**	4 Complex
Collective Intelligence Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective.	I did not attempt to address the objective at hand, or did not contribute to the functionality of the group as a whole. I disregarded or disrespected the contributions of the other members.	I worked with others to achieve a common objective or goal by: • listening to other members' ideas, but sometimes I let my own opinions/biases devalue the contributions of others. • attempting to share responsibilities, but they were not equitably or purposefully divided. • partially fulfilling my responsibilities to my group. • exchanging ideas with my partner/group/ team but not evaluating the ideas critically.	I worked responsibly with others to achieve a common objective or goal by: • respectfully communicating and exchanging individual ideas. • equitably and purposefully dividing roles/responsibilities to encourage collaboration from each individual. • listening carefully to and evaluating other members' contributions. • constructively building upon the thinking of others and questioning group assumptions to achieve the objective or goal.	I fully met the MPS standard with at least one of the following: • Listening carefully to and valuing other members' contributions and synthesizing them with personal knowledge and insightful ideas • Showing leadership by employing the expertise of members when equitably dividing the roles/ responsibilities • Drawing out my peers' ideas and participation through constructive questioning of group assumptions • Advocating for my or underrepresented perspectives or views when necessary
Product Creation Effectively use a medium to communicate important information.	I created a product that: • shows little consideration for context or purpose. • is incomplete or confusing. • required teacher support to synthesize information.	I created a product that: • uses a medium that may not match the intended purpose for a given audience. • communicates ideas with a vague sense of purpose. • conveys statements that may be unrelated to the importance of the topic. • required some teacher support to synthesize information.	I created an original product for an audience, using a particular medium, maximizing its features, to make powerful statements by: • communicating important ideas for a given purpose. • making connections between sources, self, and world. • purposefully synthesizing information, models, strategies, mentor texts, and peer or teacher feedback.	I fully met the MPS standard with at least one of the following: • I created a novel product or used my product in an inventive manner to match my purpose and audience • I skillfully used a particular medium, maximizing its features, to expertly convey ideas • I made insightful connections between sources, self and world

Profile of a Graduate Capacity: **Self-Direction**

	1 Limited	2 Emerging	**3 Present (MPS Standard)**	4 Complex
Self-Awareness Examining current performance critically to identify steps/strategies to persist.	I reflected superficially or inaccurately on my progress, and struggled to determine next steps, or stopped trying to move towards my goal. I struggled to identify problem(s), disregarded, and/or did not consider [feelings, values/biases, contributions, successes, strengths and/or areas for growth]. As a result, I did not move towards my goal.	I reflected on my progress towards my goal, considering some rubrics, models and feedback, resulting in next steps that did not fully match my needs. I did not fully identify my [feelings, values/biases, contributions, successes, strengths and/or areas for growth], which resulted in a plan that was limited in its effectiveness to reach my goal.	I demonstrated resilience and a growth mindset by examining and reflecting upon rubrics, models, and feedback. I clearly identified my (feelings, values/biases, contributions, successes, strengths, and/or areas for growth), to develop a flexible plan to overcome challenges or modify behavior in pursuit of a specific and observable goal.	I fully met the MPS standard with at least one of the following: • Reflecting with intention upon rubrics, models, and feedback, as well as my own insight, resulting in a plan that was flexible and closely matched what I needed to achieve my goal • Taking risks as I continued toward my goal, making several attempts to overcome challenges/ obstacles
Decision Making Make responsible decisions, based on potential outcomes.	I did not manage my time well OR make a plan which considered time constraints, resources, and information available, resulting in an undesirable outcome. I did not make responsible and ethical decisions.	I made a plan to break my task/goal into bite-sized steps, but did not follow through, OR my plan did not adequately consider time constraints, resources, and information available. My decisions only met some of my needs and/or did not consider the impact on others.	I broke my task/goal into sequential, bite-sized steps based on the time constraints, resources, and information available to manage my social/emotional and academic needs. I proposed and carried out ethical, empathetic, responsible decisions by carefully evaluating the [context, data/evidence, resources, support, time constraints, safety, task parameters, etc.] My decisions were based on respect and safety for myself and others with consideration of possible consequences.	I fully met the MPS standard with at least one of the following: • Building in time to reflect and being considerate to other people's schedules • Identifying and evaluating what was and was not working to determine alternate approaches/decisions as needed • Considering unintended consequences • Independently seeking out resources or support for myself and/or others

Profile of a Graduate Capacity: **Global Thinking**

	1 Limited	2 Emerging	**3 Present (MPS Standard)**	4 Complex
Citizenship Identify, analyze and contribute to critical issues in society in an ethical and responsible manner.	I showed an understanding of an issue only when it was pointed out to me. I did not develop ideas for how to solve it with information from all the stakeholders within my communities.	With my teacher's support, I identified an issue in society. I began to develop a solution for that issue, but demonstrated a superficial understanding of the concerns of various stakeholders within my communities.	I identified an issue and then developed a response that incorporates understandings from a diversity of perspectives, backgrounds, and cultures. My response acknowledged the impact of decisions on present and future generations and sought shared gains within my [self/family/school/ town/state/nation/planetary] communities.	I fully met the MPS standard with at least one of the following: • Independently identifying (an) underlying systemic/cultural cause(s) of an issue • Synthesizing seemingly contrasting perspectives • Developing a plan to transform a community in my life
Alternate Perspectives Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective.	I examined an issue from only one perspective and did not recognize possible biases. My position disregarded differing perspectives.	I examined an issue from limited perspectives, possibly drawn from biased sources, resulting in a narrow position.	I explored an issue by drawing from a diversity of sources, and prior knowledge, to form my position. I examined the merits and limitations of others' positions. In developing my own position, I demonstrated empathy towards the underlying values, beliefs, and interests of various stakeholders.	I fully met the MPS standard with at least one of the following: • Seeking out and independently gathering resources with attention toward underrepresented views • Challenging the premise of differing viewpoints or possibilities using dispassionate, objective reasoning and facts • Incorporating others' perspectives in the pursuit of just outcomes

Appendix C - Examples of Pathways for Professional Learning

Adapted from the 24 Connecticut Leader Evaluation and Support Plan 2024

High quality professional learning enhances both leader practice and outcomes for each and every educator and student. High quality professional learning integrates research on effective adult learning and uses interactive, flexible designs to achieve intended outcomes.

case study: A team that engages in a case study using information in a student's cumulative folder or other documented information with the intention of determining next steps, i.e., IEP review or attendance records.

coaching: A process based on trust in which professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems.

examination of student work: Individuals or groups of educators review samples of work from various students. They identify strengths, areas for improvement, and design instructional plans as a result of the examination.

job-embedded: Any activity that is tied in with authentic classroom practice.

May include, but is not limited to:
- Examining student data
- Mentoring
- Book study (see below)
- Co-planning
- Investigating print and online resources
- Self-reflection
- Visitations/observations within a school

lesson study: Groups of teachers planning a lesson, observing one present the lesson, and then reflecting on it afterwards.

mentoring: A relationship between a less experienced educator and a more experienced mentor, in which the mentor provides guidance and feedback regarding practice.

peer observation: An opportunity for teachers to observe each other during classroom instruction. Teachers may want to observe peers to see a new teaching strategy in action, learn a new model of instruction, or analyze classroom processes and procedures.

personal professional reading: Individual, self-driven reading and processing of texts in order to improve one's own teaching practice.

professional literature study: Structures and collaborative processes in which individuals or groups of professionals engage in the examination and discussion of a relevant and informative text. The purpose of this study is to promote continuous learning, professional development, and the exchange of ideas and best practices within a specific field or industry. By engaging in a professional book study, individuals can deepen their understanding of key concepts, stay

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current in their field, and enhance their ability to apply new knowledge to their professional practice. This collaborative and structured approach to learning helps foster a culture of continuous improvement and professional growth within a community of practitioners.

protocols: A learning tool that is rule-based. Often implemented to aid in new learning for groups or individuals. May include article discussions, case studies, book reviews, and other procedures used in its workshops and other learning designs.

school visits: Observation of practice or teaching at a different school or institution to gain new knowledge, ideas, or activities.

student shadow: Follow a particular student during the academic day for a designated time, for a particular identified purpose, i.e., engagement.

walkthroughs: A team of leaders who visit classrooms to find evidence for a particular problem of practice. This evidence is reviewed, and next steps are determined as a result of this practice.

web-based learning: Use of online resources or learning activities to develop new learning or techniques for the classroom.

workshops: Meetings where participants are involved in group discussions or learning experiences and are normally organized around one or more theme areas. Workshops allow participants with differing values and priorities to build a common understanding of the problems and opportunities confronting them. May take place at school or outside.

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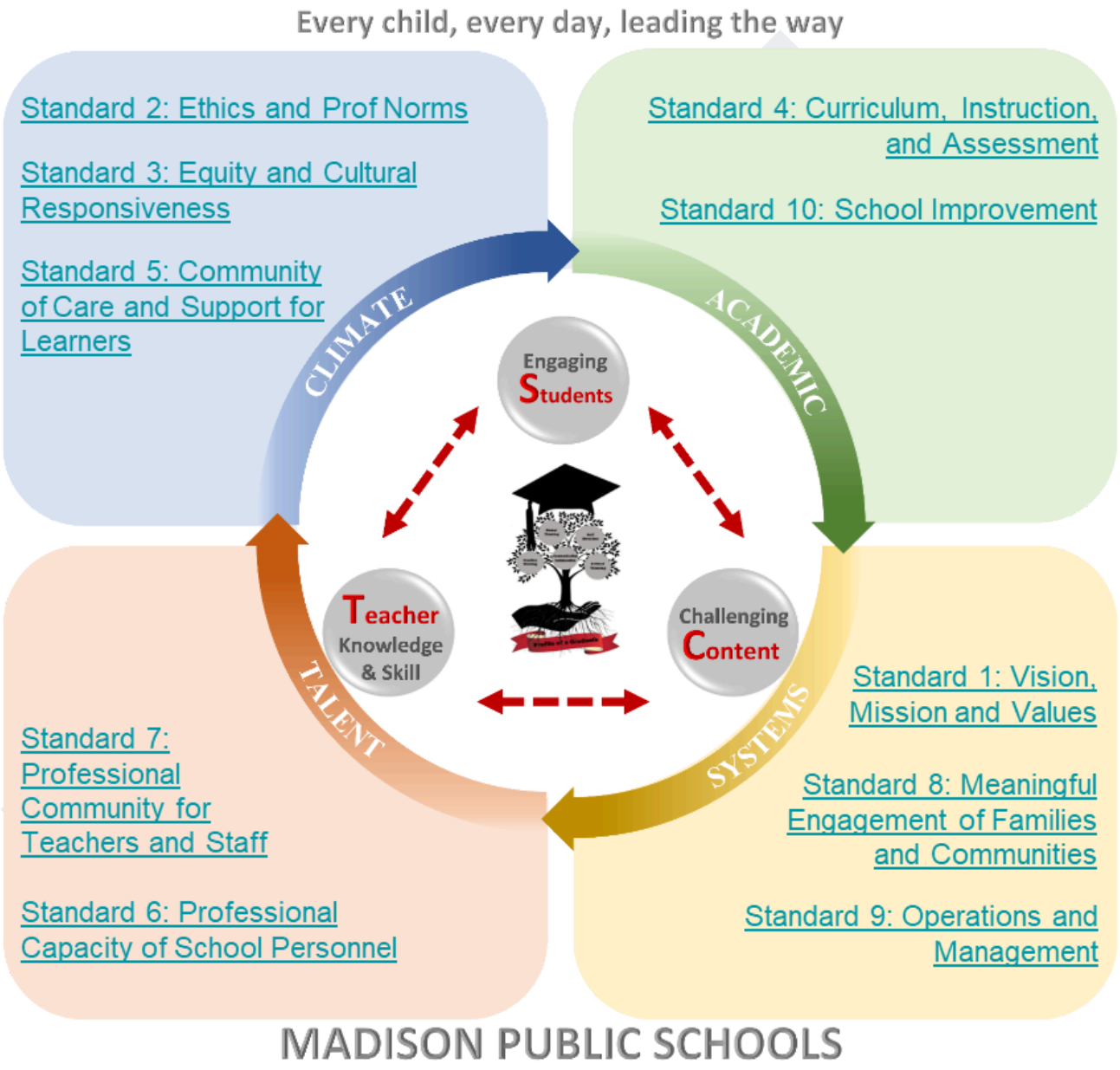
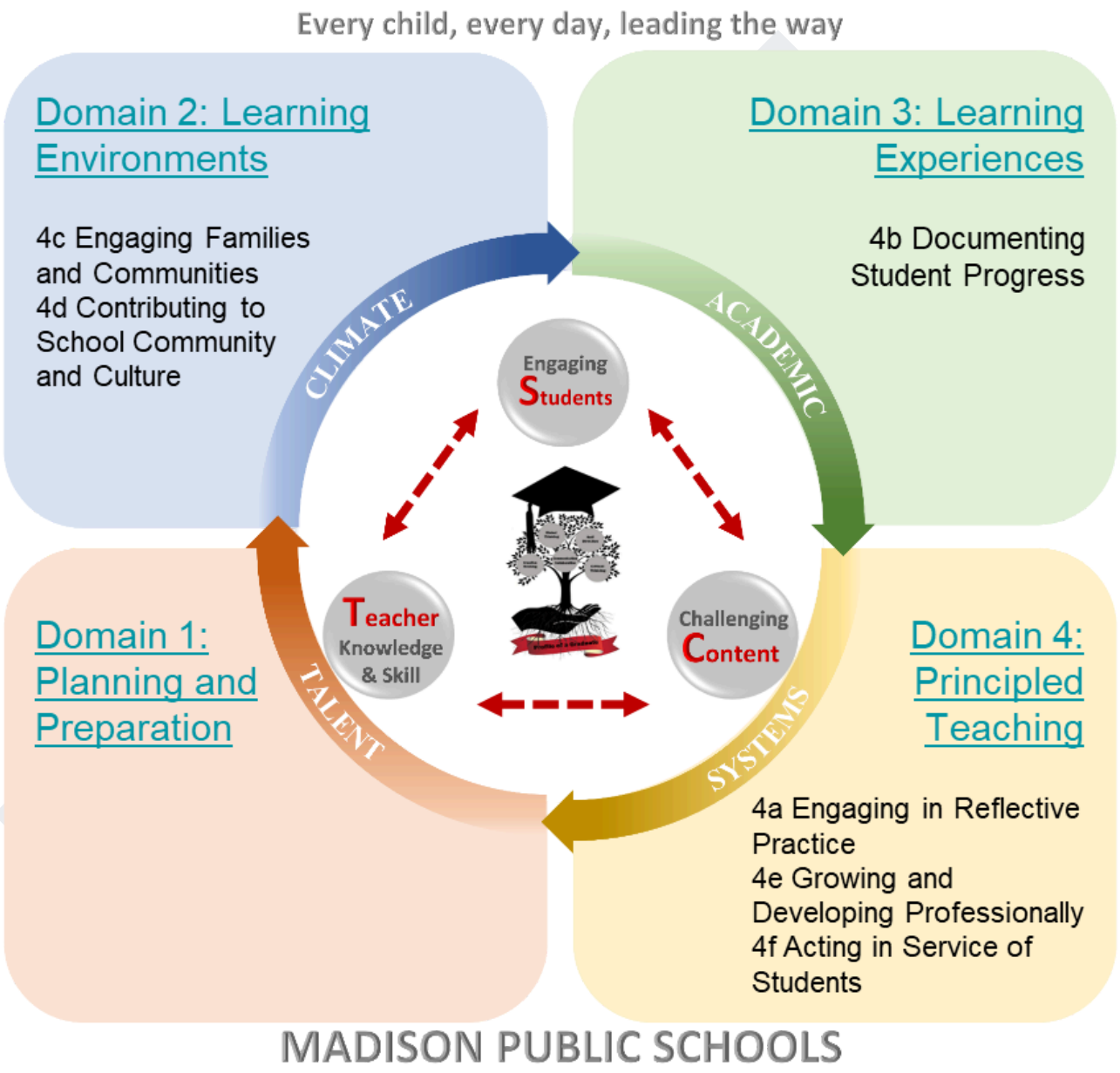
Appendix D - Strategic Zone Map for PSEL Standards



Appendix E - Strategic Zone Map for Danielson Standards



Appendix F - Request for Appeals Process

Request for Appeals Process

Purpose: *Where the evaluator and educator cannot agree on goals, the evaluation period, or implementation of the evaluation plan as written.*

Timeframe: *The educator being evaluated must initiate the appeals procedure in writing within five workdays of the scheduled meeting in which the feedback was presented. Must be submitted by the educator to the evaluator's supervisor, with a copy concurrently forwarded to the evaluator. Meeting is held within 10 workdays after receipt.*

Aspects agreed upon by evaluator and educator

Nature of the Appeal (Specific point of disagreement correlated with the component of the performance evaluation process)

Attempts for Resolution (including associated timeline)

Meeting Date(to be determined by PDEC Review Advisory Committee):

Written recommendation given within five days of meeting date

PDEC Review Advisory Committee Members:

Recommendations as follows(consensus from the PDEC Review Advisory Committee)**:**

Or, if no consensus, Chairperson recommendation:

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NAME OF THE LESSON

Lesson Plan for Grade X, Social Science
Prepared by Ms. Writer

UNIT: (Cite where this lesson falls within Stage 3 learning activities-can be newly developed to meet the needs of your students)

Text Box

OVERVIEW & PURPOSE

Text Box

STANDARDS ADDRESSED

1.
2.
3.

OBJECTIVES

1.
2.
3.

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MATERIALS NEEDED

1.
2.

ASSESSMENT (Pre-assessment data and post)

Steps to check for student understanding

1.
2.

LEARNING SEQUENCE

Describe activity that will reinforce the lesson

DIFFERENTIATION AND PERSONALIZATION

Preparation for all students to succeed

NOTES:

Any additional information to give context to the lesson

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Self-Reflection Sample Questions

- Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have? What new learning might you want to explore to inform your understanding of these questions and professional leadership practice?
- In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice?
- Based on your current (organization's, students' or adult learners) strengths and needs, and/or knowledge of district/school/ program goals, what new learning might you explore to address the needs?
- Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?
- How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of a Graduate and what strategies can you learn more about to support that focus?
- What are you considering for your learning goal?
- What will it look like when you achieve your goal?

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Professional Learning and Action Questions

Indicators of success

- What question will you focus on to address your goals?
- What are the criteria for an accomplished practice?
- How do you plan to collect and analyze evidence to assess progress toward your goals?
- What research/professional readings might you explore to support your professional learning and achieve your goal?
- What specific professional learning might you need to achieve your goal?
- What support might you need from your colleagues, supervisor, others? How frequently?
- How might you apply your learning to practice? How often?

Determine Evidence

- What evidence might you collect and analyze to understand progress toward your goal? (be sure to include quantitative and qualitative evidence of both content and capacity)
- What ways would you like me as your evaluator to collect data/evidence for feedback?
- From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning to your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

Analysis of Evidence

- What do you observe in your evidence?
- What patterns, themes, or outliers do you notice?
- What does the evidence say about how you are doing in relation to your goal and indicators of success?
- Based on the evidence and your practice overall, what are your strengths?
- In what aspect do you want to continue to grow or refine your knowledge, skill, practice?

Learning Reflection and Next Steps

- What is clear to you now?
- What are you learning?
- What do you understand now that you didn't understand as clearly before?
- How will this learning influence future actions?
- What is a single sentence conclusion that represents your learning?
- Under what circumstance might this conclusion not be true?
- What are ways you continue to refine your practice?
- What more do you want to learn and practice?
- How might you accomplish that? What is your next plan?
- What resources and support do you want or need?
- Once learning has been implemented: What effect did the learning have on practice, students?

Reflect on the Feedback Process

- In what ways did my engagement with you support your learning?
- What did I do as a learning partner that helped you as a learner and how did it help?

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Questions to Consider when Reflecting on Unit/Case Study

- What indicators of academic growth were used by you and students?
- Did the indicators used reliably measure the content and skill objectives you aimed to?
- What would you change about the indicators for future years? Why?
- What were the students' work level in the beginning of the unit/year, and their final growth level at the end of the unit/ year, based on work done over time? (e.g., did most students start at the basic level and progress to proficient? Did most students progress by one proficiency level?)
- If all students remained at their starting levels of proficiency, what may have contributed to this?
- How does the data from the various indicators interconnect?
- What student strengths and weaknesses did your body of indicators help you identify?
- Were there any inconsistencies in the data provided by your indicators? What do you believe caused this?
- What other extenuating circumstances or factors may have supported or hindered student performance? How did you respond to, or try to deal with, these?
- Over the span of the unit, what decisions did you make based on the data you had available to you at that time? What data might you consider using differently?
- How did students use data on their own performance over the span of the unit/year?
- What changes will you make to this unit's instructional, curricular, and/or assessment design for the next time it is taught? Why?
- How will you apply what you have learned from this unit to future units this year?

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Madison Public Schools
Tier 3/ Corrective Action Plan

System to Populate: Name, Location, Position, Grade Level

Tier 3 / Corrective Action Plan	
Areas of Focus /Objectives related to documented areas of concern.	*Text Box* *Evaluator to Enter Text*
Duration / Time Frame for phases of implementation of resources, support and intervention.	*Text Box* *Evaluator to Enter Text*
Resources, Supports, Interventions to address areas of concern.	*Text Box* *Evaluator to Enter Text*
Supportive Actions from the Evaluator	*Text Box* *Evaluator to Enter Text*
Next Steps	*Continuation of the Plan* *Check box on electronic form*

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Professional Standards for Educational Leaders

STANDARD 1. MISSION, VISION, AND CORE VALUES

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Effective leaders:

a) Develop an educational mission for the school to promote the academic success and well-being of each student.

b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.

c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.

e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.

f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.

g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

STANDARD 2. ETHICS AND PROFESSIONAL NORMS

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Effective leaders:

a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.

b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

c) Place children at the center of education and accept responsibility for each student's academic success and well-being.

d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Effective leaders:

a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.

b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.

c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.

d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.

e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.

g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.

h) Address matters of equity and cultural responsiveness in all aspects of leadership.

STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Effective leaders:

a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.

b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.

c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.

d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

e) Promote the effective use of technology in the service of teaching and learning.

f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.

g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Effective leaders:

a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.

b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

e) Cultivate and reinforce student engagement in school and positive student conduct.

f) Infuse the school's learning environment with the cultures and languages of the school's community.

STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Effective leaders:

a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.

b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.

c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.

f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.

h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.

i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Effective leaders:

a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.

h) Encourage faculty-initiated improvement of programs and practices.

STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Effective leaders:

a) Are approachable, accessible, and welcoming to families and members of the community.

b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.

c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.

d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

e) Create means for the school community to partner with families to support student learning in and out of school.

f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.

g) Develop and provide the school as a resource for families and the community.

h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.

i) Advocate publicly for the needs and priorities of students, families, and the community.

j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

STANDARD 9. OPERATIONS AND MANAGEMENT

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Effective leaders:

a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

d) Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.

e) Protect teachers' and other staff members' work and learning from disruption.

f) Employ technology to improve the quality and efficiency of operations and management.

g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

j) Develop and manage productive relationships with the central office and school board.

k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

STANDARD 10. SCHOOL IMPROVEMENT

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Effective leaders:

a) Seek to make school more effective for each student, teachers and staff, families, and the community.

b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.

c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.

d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.

e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.

g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.

h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.

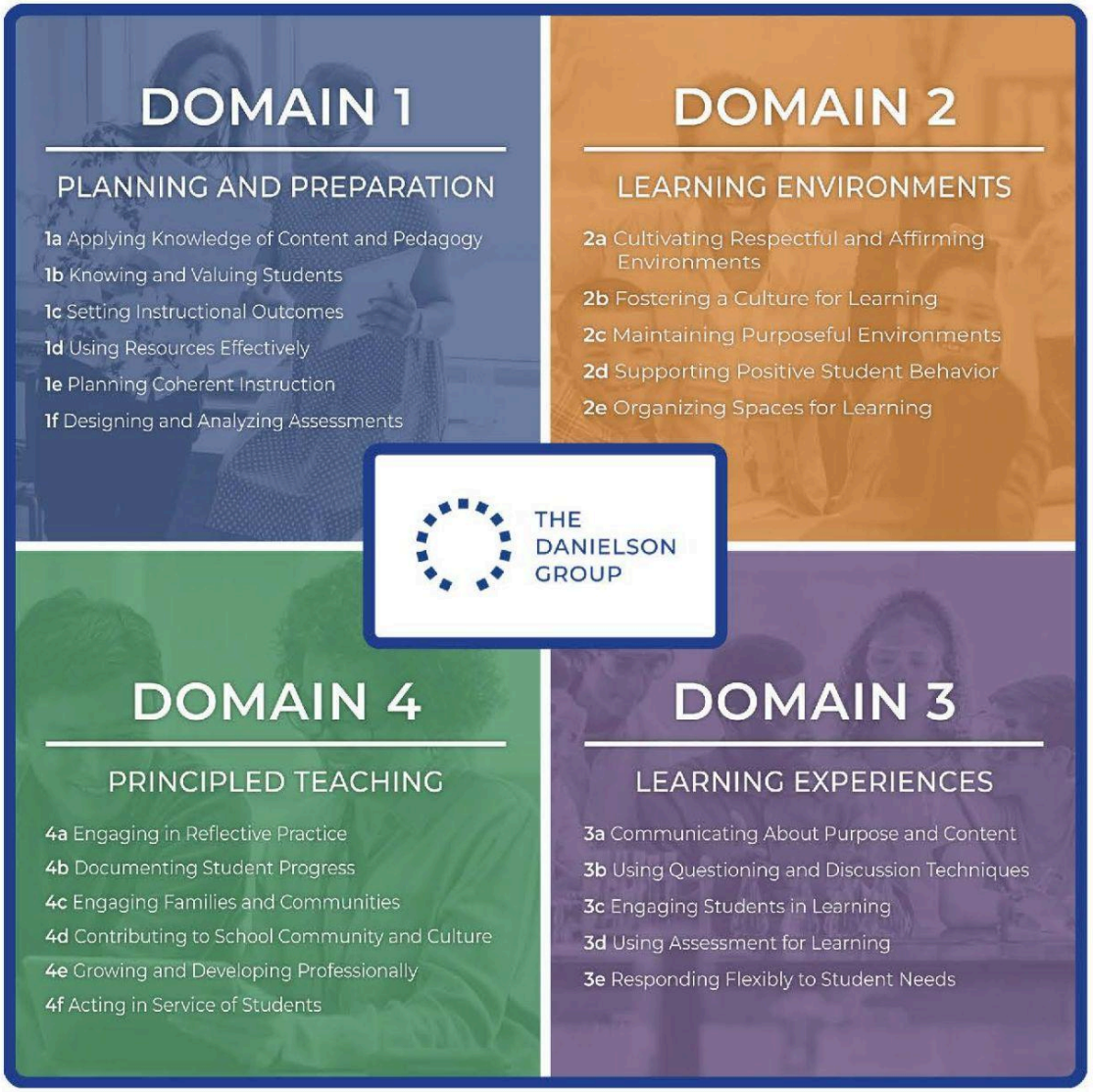
i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Appendix M - 2022 Danielson Rubric

THE FRAMEWORK FOR TEACHING

AT A GLANCE



DOMAIN 1

PLANNING AND PREPARATION

1a Applying Knowledge of Content and Pedagogy
- Disciplinary Expertise
- Pedagogical Content Knowledge
- Knowledge of Interdisciplinary Relationships and Skills

1b Knowing and Valuing Students
- Respect for Students' Identities
- Understanding of Students' Current Knowledge and Skills
- Knowledge of Whole Child Development
- Knowledge of the Learning Process and Learning Differences

1c Setting Instructional Outcomes
- Value and Relevance
- Alignment to Grade-Level Standards
- Clarity of Purpose
- Integration of Multiple Aspects of Student Development

1d Using Resources Effectively
- Instructional Materials
- Technology and Digital Resources
- Supports for Students

1e Planning Coherent Instruction
- Tasks and Activities
- Flexible Learning
- Student Collaboration
- Structure and Flow

1f Designing and Analyzing Assessments
- Congruence with Instructional Outcomes
- Criteria and Standards
- Planning Formative Assessments
- Analysis and Application

DOMAIN 2

LEARNING ENVIRONMENTS

2a Cultivating Respectful and Affirming Environments
- Positive Relationships
- Sense of Belonging
- Cultural Responsiveness
- Positive Conflict Resolution

2b Fostering a Culture for Learning
- Purpose and Motivation
- Dispositions for Learning
- Student Agency and Pride in Work
- Support and Perseverance

2c Maintaining Purposeful Environments
- Productive Collaboration
- Student Autonomy and Responsibility
- Equitable Access to Resources and Supports
- Non-Instructional Tasks

2d Supporting Positive Student Behavior
- Expectations for the Learning Community
- Modeling and Teaching Habits of Character
- Self-Monitoring and Collective Responsibility

2e Organizing Spaces for Learning
- Safety and Accessibility
- Design for Learning and Development
- Co-Creation and Shared Ownership

DOMAIN 3

LEARNING EXPERIENCES

3a Communicating About Purpose and Content
- Purpose for Learning and Criteria for Success
- Specific Expectations
- Explanations of Content
- Use of Academic Language

3b Using Questioning and Discussion Techniques
- Critical Thinking and Deeper Learning
- Reasoning and Reflection
- Student Participation

3c Engaging Students in Learning
- Rich Learning Experiences
- Collaboration and Teamwork
- Use of Instructional Materials and Resources
- Opportunities for Thinking and Reflection

3d Using Assessment for Learning
- Clear Standards for Success
- Monitoring Student Understanding
- Timely, Constructive Feedback

3e Responding Flexibly to Student Needs
- Evidence-Based Adjustments
- Receptiveness and Responsiveness
- Determination and Persistence

DOMAIN 4

PRINCIPLED TEACHING

4a Engaging in Reflective Practice
- Self-Assessment of Teaching
- Analysis and Discovery
- Application and Continuous Improvement

4b Documenting Student Progress
- Student Progress Toward Mastery
- Shared Ownership
- Maintaining Reliable Records

4c Engaging Families and Communities
- Respect and Cultural Competence
- Community Values
- Instructional Program
- Engagement in Learning Experiences

4d Contributing to School Community and Culture
- Relational Trust and Collaborative Spirit
- Culture of Inquiry and Innovation
- Service to the School

4e Growing and Developing Professionally
- Curiosity and Autonomy
- Developing Cultural Competence
- Enhancing Knowledge and Skills
- Seeking and Acting on Feedback

4f Acting in Service of Students
- Acting with Care, Honesty, and Integrity
- Ethical Decision-Making
- Advocacy

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DOMAIN 1 PLANNING AND PREPARATION

1a Applying Knowledge of Content and Pedagogy

Disciplinary Expertise: Teachers have deep knowledge of the disciplines they teach, including structures, central concepts and skills, prerequisite relationships, and methods of inquiry.

Pedagogical Content Knowledge: Teachers make content accessible to students by understanding and addressing preconceptions, presenting ideas in comprehensible and powerful ways, and thoughtfully implementing the most effective pedagogical approaches.

Knowledge of Interdisciplinary Relationships and Skills: Teachers make interdisciplinary connections to scaffold learning, support engagement, and build essential knowledge and skills that cross disciplines and support student learning in multiple contexts.

1b Knowing and Valuing Students

Respect for Students' Identities: Students' lived experiences and funds of knowledge are the foundation for the development of identity, purpose, intellect, and character.

Understanding of Students' Current Knowledge and Skills: Learning experiences reflect what students bring and are designed with their current knowledge and skills in mind.

Knowledge of Whole Child Development: Students' cognitive, physical, social, and emotional development are all addressed in the design of learning environments and experiences to promote student success and autonomy.

Knowledge of the Learning Process and Learning Differences: Learning requires active intellectual engagement and appropriate support aligned to students' individual differences and needs.

1c Setting Instructional Outcomes

Value and Relevance: Instructional outcomes represent ambitious learning of important content and meaningful opportunities to support student learning and development.

Alignment to Grade-Level Standards: Instructional outcomes reflect appropriate grade-level standards and communicate high expectations for each student.

Clarity of Purpose: Instructional outcomes clearly define what will be learned, why it is important, and how students will develop and demonstrate mastery of content and skills.

Integration of Multiple Aspects of Student Development: Instructional outcomes integrate academic and social-emotional development to complement and build on one another.

1d Using Resources Effectively

Instructional Materials: Teachers utilize high-quality instructional materials to ensure access to rigorous content and support specific student needs, furthering engagement and mastery.

Technology and Digital Resources: Technological and digital resources support personalized instruction, equitable learning, engagement, exploration, connection, and student development.

Supports for Students: Teachers seek and provide additional aligned resources and supports that make content and curriculum materials accessible to students and address their individual needs.

1e Planning Coherent Instruction

Tasks and Activities: Tasks and activities are specifically matched to learning outcomes, encourage higher-level thinking and student agency, and create authentic opportunities to engage with meaningful content.

Flexible Learning: Multiple strategies and approaches are tailored to individual student needs to create the appropriate level of challenge and support for each student.

Student Collaboration: Student groups are an essential component of learning and development, and are organized thoughtfully to maximize opportunities and build on students' strengths.

Structure and Flow: Lesson and unit plans are well structured and flow from one to the next to support student learning and development.

1f Designing and Analyzing Assessments

Congruence with Instructional Outcomes: Aligned assessments provide accurate, clear evidence and allow for the analysis of student understanding and mastery of instructional outcomes.

Criteria and Standards: Criteria and standards for assessment are appropriate and aligned, clearly communicated, and whenever possible have been developed with student input.

Planning Formative Assessments: Teachers plan formative assessments to monitor student progress toward instructional outcomes and support students to monitor their own learning.

Analysis and Application: Teachers consistently use assessment data to direct planning and preparation and to support individualized student instruction.

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DOMAIN 2 LEARNING ENVIRONMENTS

2a Cultivating Respectful and Affirming Environments

Positive Relationships: Teacher-student and student-student interactions demonstrate caring and respect, and honor the dignity of each member of the community.

Sense of Belonging: Teachers and students co-create a community that reflects their unique collective identity and interests as a class while honoring individual identities.

Cultural Responsiveness: Ways of interacting in the classroom are culturally responsive, and they are supported by teachers' own cultural competence and understanding of societal dynamics and their impact on learning environments.

Positive Conflict Resolution: A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.

2b Fostering a Culture for Learning

Purpose and Motivation: Teachers and students share an overarching dedication to both content mastery and personal growth.

Dispositions for Learning: Teachers model, encourage, explicitly teach, and reinforce curiosity, critical thinking, reasoning, and reflection to support student success and their social, emotional, and academic growth.

Student Agency and Pride in Work: Students make informed choices, devote energy to learning, take pride in their accomplishments, and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.

Support and Perseverance: Teachers and students encourage one another to persevere and use strategies to support each other through challenging work.

2c Maintaining Purposeful Environments

Productive Collaboration: Collaboration is modeled, taught, and reinforced so that students work purposefully and cooperatively in groups, to support one another's success.

Student Autonomy and Responsibility: Routines support student assumption of responsibility and the development of skills, habits, and mindsets that promote student autonomy.

Equitable Access to Resources and Supports: Resources and supports are deployed efficiently, effectively, and equitably for the benefit of all students.

Non-Instructional Tasks: Teachers complete non-instructional tasks with little to no loss of instructional time or disruption to lesson delivery.

2d Supporting Positive Student Behavior

Expectations for the Learning Community: Students play an active role in establishing and maintaining expectations for the learning community with regular opportunities for critical reflection both individually and as a group.

Modeling and Teaching Habits of Character: Teachers model, explicitly teach, and reinforce habits that promote learning, ethical behavior, and citizenship.

Self-Monitoring and Collective Responsibility: Students successfully monitor their own behavior, attend to their impact on other students, and appropriately support one another.

2e Organizing Spaces for Learning

Safety and Accessibility: The learning space is safe and accessible to all students and is modified if necessary by students or teachers to accommodate individual student needs.

Design for Learning and Development: The learning space is thoughtfully designed and adjusted as necessary to support and facilitate learning activities.

Co-Creation and Shared Ownership: Students play a role in the design and adjustment of the learning space and demonstrate a sense of ownership through appropriate participation and interaction.

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DOMAIN 3 LEARNING EXPERIENCES

3a Communicating About Purpose and Content

Purpose for Learning and Criteria for Success: Teachers communicate the goals and objectives of learning activities and outline an instructional pathway for students to meet the established criteria for success.

Specific Expectations: Student actions during each step of learning activities are clearly and effectively communicated with specific expectations articulated and reinforced throughout.

Explanations of Content: Content knowledge is scaffolded and presented in multiple, engaging ways with frequent, integrated checks for student understanding.

Use of Academic Language: Verbal and written content-related language used by teachers and students is academically rigorous, accurate, and subject and grade appropriate.

3b Using Questioning and Discussion Techniques

Critical Thinking and Deeper Learning: Questions and discussions require critical thinking, have multiple answers, and are used to deepen student understanding of content, themselves, and the larger world.

Reasoning and Reflection: Questions and discussions challenge students to reason, reflect on learning, justify their thinking, and generate ideas for future inquiry.

Student Participation: Students demonstrate curiosity and engage one another through questions and dialogue, challenging each other's thinking with respect and humility.

3c Engaging Students in Learning

Rich Learning Experiences: Students demonstrate agency and critical thinking in completion of tasks and activities that require high levels of intellectual engagement.

Collaboration and Teamwork: Student collaboration is a key component of learning and engagement, and students take initiative to collaborate in new or unplanned ways that further their learning and make it more engaging and meaningful.

Use of Instructional Materials and Resources: Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content.

Opportunities for Thinking and Reflection: Individual lessons, activities, and tasks, as well as instructional pathways, have multiple and effective opportunities to think, reflect, and consolidate understanding.

3d Using Assessment for Learning

Clear Standards for Success: Collaborative goals, the characteristics of high-quality work, and the criteria established as evidence of success are clear to students and those supporting them.

Monitoring Student Understanding: Teachers and students are constantly monitoring learning and making use of specific strategies to elicit evidence of understanding.

Timely, Constructive Feedback: High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

3e Responding Flexibly to Student Needs

Evidence-Based Adjustments: When appropriate, teachers use their expertise to alter or replace pre-planned activities based on students' understanding, questions, and interests.

Receptiveness and Responsiveness: Teachers are open to and capitalize upon unexpected student actions, questions, and internal and external events; they encourage and support students to pursue new learning and opportunities on their own.

Determination and Persistence: Teachers are committed to efficacy, even when students encounter difficulty in learning, and pursue alternative approaches when necessary to help students be successful.

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DOMAIN 4 PRINCIPLED TEACHING

4a Engaging in Reflective Practice

Self-Assessment of Teaching: Teachers use evidence from activities and assessments to identify the impact of different elements of practice on student learning and evaluate the success of learning experiences.

Analysis and Discovery: Based on their self-assessment, teachers consider alternative approaches or perspectives, question their own ideas or beliefs, and learn new ways to further advance student learning.

Application and Continuous Improvement: Teachers demonstrate commitment to the success of each student by planning, practicing, and trying new approaches to enhance their teaching based on their assessment and analysis.

4b Documenting Student Progress

Student Progress Toward Mastery: The teacher documents student progress toward learning and developmental goals and shares information with students, parents, and educational collaborators.

Shared Ownership: With support from teachers, students utilize resources to monitor their progress toward learning and developmental goals and regularly analyze and discuss their progress with teachers and caregivers.

Maintaining Reliable Records: The teacher consistently gathers, updates, and shares data that is accurate, accessible, and clear to students and families.

4c Engaging Families and Communities

Respect and Cultural Competence: Teachers interact with families and the community in ways that respect their values and cultural backgrounds.

Community Values: Learning experiences and environments are extensions of the community and uphold its values, creating a shared vision of student success.

Instructional Program: Established structures and processes keep families informed about the instructional program and provide opportunities for input and feedback.

Engagement in Learning Experiences: Teachers connect students' out-of-school learning and lives to their efforts in school and take the lead in forming partnerships and relationships to strengthen those connections.

4d Contributing to School Community and Culture

Relational Trust and Collaborative Spirit: Teachers develop strong relationships with students and colleagues that support professional learning, collaboration, mutual trust, and student success.

Culture of Inquiry and Innovation: Teachers contribute to the culture of the school by modeling school values, helping to identify underlying problems, and taking positive action toward their solution.

Service to the School: Teachers extend their influence beyond their classrooms by leading and contributing to school events, projects, and initiatives.

4e Growing and Developing Professionally

Curiosity and Autonomy: Teachers identify personal and professional growth areas and independently seek opportunities to develop and refine their knowledge.

Developing Cultural Competence: Teachers seek knowledge regarding the students and community they serve and apply findings to their practice and development of the school culture.

Enhancing Knowledge and Skills: Teachers work to deepen content and pedagogical knowledge and exchange new learning with colleagues.

Seeking and Acting on Feedback: Teachers seek opportunities to receive and provide feedback and work collaboratively and constructively to utilize feedback effectively.

4f Acting in Service of Students

Acting with Care, Honesty, and Integrity: Teachers consistently model care, honesty, and integrity in interactions with students, families, and colleagues.

Ethical Decision-Making: Teachers make wise decisions, especially under challenging circumstances, that are in the best interest of students and their families.

Advocacy: Teachers are active advocates for students, their families, and colleagues and lead in taking action on their behalf.

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