

# Board of Education Special Meeting

Tuesday, May 12, 2026 6:00 PM

Town Campus Hammonasset Room/Zoom, 10 Campus Drive , Madison, CT 06443

## I. Call to Order / Attendance

I.A. Pledge of Allegiance

## II. School / Community Session

II.A. Public Participation

## III. Superintendent's Report

**Speaker(s):** Craig A. Cooke, Ph.D.

III.A.

- 2026-2027 Budget
- Teacher Evaluation Plan Revisions

## IV. Board Members' Comments

V. Audience Response to Information Presented  
(Ref. Bylaw #9540.10)

## VI. Consent Agenda (Ref. Bylaw #9540.2)

VI.A. Line Item Transfers as of April 30, 2026.

VI.B. Budget Expenditures as of April 30, 2026.

VI.C. April 2026 Personnel Report

## VII. Action Item: Motion to approve the Consent Agenda

VIII. Action Item: Motion to approve the revised Teacher Evaluation Plan.

IX. Action Item: Motion to approve reducing the 2026-2027 budget by \$100,000 as recommended by the Administration.

X. Action Item: Motion to waive the second reading and approve the following policies: 6010 Our Mission, 6163.32 Service Animals, 5120.3.6 Animals in Schools.

XI. Action Item: Motion to approve a donation from the Polson PTO to Polson Middle School in the amount of \$2,000 for the Grade 8 Holiday Hill field trip.

XII. Action Item: Motion to approve the minutes of the April 28, 2026 Board of Education Meeting (Ref. Bylaw #9540.9)

XIII. Future Agenda Items

## XIV. Adjournment

XV. The Town of Madison does not discriminate on the basis of disability, and the meeting facilities are ADA accessible. Individuals who need assistance are invited to make their needs known by contacting the Town ADA/Human

Resources Director, Debra Ferrante, at 203-245-6310 or by email at [ferranted@madisonct.org](mailto:ferranted@madisonct.org) at least five (5) business days prior to the meeting.



# 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

*March 2026 DRAFT for MPS Board of Education Consideration*



## 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.

**Madison Public Schools**  
**Educator and Leadership Evaluation Plan**

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## Timeline - Goals, Observations, Conferences and Reflections

<b>EDUCATORS</b>		
<b>Cohort 1A - Educators Non-Tenured (Years 1 -3)</b>	<b>Cohort 1B - Educators Non-Tenured (Year 4)</b>	<b>Cohort 2 - Educators Tenured</b>
<b>Study Model Fall #1 / 3 formal classroom observations Study Model Spring #2 or Formal Classroom Observation</b>	<b>2 Formal Classroom Observations</b>	<b>2 Formal Observations of Professional Practice</b>
<b>By September 15th</b> Attend school-wide orientation meeting	<b>By September 15th</b> Attend school-wide orientation meeting	<b>By September 15th</b> Attend school-wide orientation meeting
<p style="text-align: center;"><b>48 hours Prior to Goal Conference</b></p> <p>Educator completes <i>Beginning of the Year Goal(s) and Planning</i> form.</p> <ul style="list-style-type: none"> <li>● Self-Reflection</li> <li>● Goal, Rationale, Alignment and Professional Learning Plan</li> </ul> <p style="text-align: center;"><b>By September 30th</b></p> <p>Educator and Evaluator have individual Goal Setting Conference</p>	<p style="text-align: center;"><b>48 hours Prior to Goal Conference</b></p> <p>Educator completes <i>Beginning of the Year Goal(s) and Planning</i> form.</p> <ul style="list-style-type: none"> <li>● Self-Reflection</li> <li>● Goal, Rationale, Alignment and Professional Learning Plan</li> </ul> <p style="text-align: center;"><b>By September 30th</b></p> <p>Educator and Evaluator have individual Goal Setting Conference</p>	<p style="text-align: center;"><b>48 hours Prior to Goal Conference</b></p> <p>Educator completes <i>Beginning of the Year Goal(s) and Planning</i> form.</p> <ul style="list-style-type: none"> <li>● Self-Reflection</li> <li>● Goal, Rationale, Alignment and Professional Learning Plan</li> </ul> <p style="text-align: center;"><b>By September 30th</b></p> <p>Educator(s) and Evaluator have individual or collaborative Goal Setting Conference</p>
<b>By October 15th</b> Evaluator completes Goal Setting Conference information on <i>Beginning of the Year Goal(s) and Planning</i> form.	<b>By October 15th</b> Evaluator completes Goal Setting Conference information on <i>Beginning of the Year Goal(s) and Planning</i> form.	<b>By October 15th</b> Evaluator completes Goal Setting Conference information on <i>Beginning of the Year Goal(s) and Planning</i> form.
<p style="text-align: center;"><b>48 hours Prior to Pre-Study Meeting</b></p> <p>Educator completes Pre-Study Notes and uploads Core Planning Documents and Lesson/Meeting Plan on <i>Study Model</i> form.</p> <p style="text-align: center;"><b>By November 30th</b></p> <ol style="list-style-type: none"> <li>1. A Pre-Study meeting is held.</li> <li>2. Three Formal Observations are completed.</li> <li>3. Evaluator completes Post-Study Reflection on <i>Study Model</i> form.</li> <li>4. Post-Study meeting is held</li> </ol>	<p style="text-align: center;"><b>Optional Component</b></p> <p>Educator completes Pre-Observation Notes on <i>Observation Evidence</i> form.</p> <p style="text-align: center;"><b>Not-Optional: By December 15th</b></p> <p>Evaluator must complete at least 1 formal observation and the Post-Observation Feedback on the <i>Observation Evidence</i> form.</p> <p style="text-align: center;"><b>Optional Component</b></p>	<p style="text-align: center;"><b>Optional Component</b></p> <p>Educator completes Pre-Observation Notes on <i>Observation Evidence</i> form.</p> <p style="text-align: center;"><b>Not-Optional: By December 15th</b></p> <p>Evaluator must complete at least 1 formal observation and the Post-Observation Feedback on the <i>Observation Evidence</i> form.</p> <p style="text-align: center;"><b>Optional Component</b></p>

## EDUCATORS

Cohort 1A - Educators Non-Tenured (Years 1 -3)	Cohort 1B - Educators Non-Tenured (Year 4)	Cohort 2 - Educators Tenured
<ol style="list-style-type: none"> <li>5. Evaluator completes post-study feedback on <b>Study Model</b> form.</li> <li>6. Educator completes post-study reflection on <b>Study Model</b> form.</li> <li>7. Evaluator completes study model determination on <b>Study Model</b> form.</li> </ol>	<p>Educator and Evaluator have a post-observation conference and completed reflection on <b>Observation Evidence</b> form.</p>	<p>Educator and Evaluator have a post-observation conference and completed reflection on <b>Observation Evidence</b> form.</p>
<p style="text-align: center;"><b>48 Hours Prior to Mid-Year Conference</b></p> <p>Educator completes mid-year self-reflection goals and domains on <b>Mid-Year Check-In: Reflection, Adjustment(s) &amp; Next Steps</b> form.</p> <p style="text-align: center;"><b>By January 30th</b></p> <ol style="list-style-type: none"> <li>1. Individual Mid-Year Conference is held</li> <li>2. Evaluator completes mid-year conference information on <b>Mid-Year Check-In: Reflection, Adjustment(s) &amp; Next Steps</b> form.</li> </ol>	<p style="text-align: center;"><b>48 Hours Prior to Mid-Year Conference</b></p> <p>Educator completes mid-year self-reflection goals and domains on <b>Mid-Year Check-In: Reflection, Adjustment(s) &amp; Next Steps</b> form.</p> <p style="text-align: center;"><b>By January 30th</b></p> <ol style="list-style-type: none"> <li>1. Individual Mid-Year Conference is held</li> <li>2. Evaluator completes mid-year conference information on <b>Mid-Year Check-In: Reflection, Adjustment(s) &amp; Next Steps</b> form.</li> </ol>	<p style="text-align: center;"><b>48 Hours Prior to Mid-Year Conference</b></p> <p>Educator completes mid-year self-reflection goals and domains on <b>Mid-Year Check-In: Reflection, Adjustment(s) &amp; Next Steps</b> form.</p> <p style="text-align: center;"><b>By January 30th</b></p> <ol style="list-style-type: none"> <li>1. Individual or collaborative Mid-Year Conference is held</li> <li>2. Evaluator completes mid-year conference information on <b>Mid-Year Check-In: Reflection, Adjustment(s) &amp; Next Steps</b> form.</li> </ol>
<p><b>By April 15th</b></p> <p><b>Study Model #2 or Formal Classroom Observation</b></p>	<p><b>By May 1st</b></p> <p><b>2nd Formal Classroom Observation</b></p>	<p><b>By May 1st</b></p> <p><b>2nd Formal Observation</b></p>
<p style="text-align: center;"><b>48 Hours Prior to End of Year Conference</b></p> <p>Educator completes end of year self-reflection on goals and domains on <b>End-of-Year Reflection &amp; Feedback Process</b> form.</p> <p style="text-align: center;"><b>By May 15th</b></p> <p>End-of -Year individual conference is held.</p>	<p style="text-align: center;"><b>48 Hours Prior to End of Year Conference</b></p> <p>Educator completes end of year self-reflection on goals and domains on <b>End-of-Year Reflection &amp; Feedback Process</b> form.</p> <p style="text-align: center;"><b>By May 15th</b></p> <p>End-of-Year individual conference is held.</p>	<p style="text-align: center;"><b>48 Hours Prior to End of Year Conference</b></p> <p>Educator completes end of year self-reflection on goals and domains on <b>End-of-Year Reflection &amp; Feedback Process</b> form.</p> <p style="text-align: center;"><b>By May 15th</b></p> <p>End-of-Year individual conference is held.</p>
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**INSTRUCTIONAL LEADERS**  
**(Program Coordinators & Instructional Coaches)**

<p style="text-align: center;"><b>Cohort 1A - Instructional Leaders</b> Tenured Madison / New to Role (2 Yrs) New to Madison (2 Yrs)</p>	<p style="text-align: center;"><b>Cohort 1B - Instructional Leaders</b> New to Madison (Yrs 3-4)</p>	<p style="text-align: center;"><b>Cohort 2 - Instructional Leaders</b></p>
<p style="text-align: center;"><b>Year 1 (New to Madison):</b> <b>Unit/Case Study Model Fall #1 / 3 formal classroom observations, and Leadership Study Model Spring #2 or formal leadership observation</b></p> <p style="text-align: center;"><b>Year 1 (New to role only) or in Year 2 ALL:</b> <b>Leadership Study Model #1</b> <b>Leadership Study Model #2 or formal observation</b></p>	<p style="text-align: center;"><b>2 Formal Leadership Observations</b></p>	<p style="text-align: center;"><b>2 Formal Observations of Professional Practice</b></p>
<p style="text-align: center;"><b>By September 15th</b> Attend school-wide orientation meeting</p>	<p style="text-align: center;"><b>By September 15th</b> Attend school-wide orientation meeting</p>	<p style="text-align: center;"><b>By September 15th</b> Attend school-wide orientation meeting</p>
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**INSTRUCTIONAL LEADERS**  
**(Program Coordinators & Instructional Coaches)**

<p style="text-align: center;"><b>Cohort 1A - Instructional Leaders</b>                      Tenured Madison / New to Role (2 Yrs)                      New to Madison (2 Yrs)</p>	<p style="text-align: center;"><b>Cohort 1B - Instructional Leaders</b>                      New to Madison (Yrs 3-4)</p>	<p style="text-align: center;"><b>Cohort 2 - Instructional Leaders</b></p>
<p style="text-align: center;"><b>By June 1st</b></p> <ol style="list-style-type: none"> <li>1. Evaluator completes and signs <b><i>End-of-Year Reflection &amp; Feedback Process</i></b> form.</li> <li>2. Instructional Leader signs <b><i>End-of Year Reflection &amp; Feedback Process</i></b> form.</li> </ol>	<p style="text-align: center;"><b>By June 1st</b></p> <ol style="list-style-type: none"> <li>1. Evaluator completes and signs <b><i>End-of-Year Reflection &amp; Feedback Process</i></b> form.</li> <li>3. Instructional Leader signs <b><i>End-of-Year Reflection &amp; Feedback Process</i></b> form.</li> </ol>	<p style="text-align: center;"><b>By June 1st</b></p> <ol style="list-style-type: none"> <li>1. Evaluator completes and signs <b><i>End-of-Year Reflection &amp; Feedback Process</i></b> form.</li> <li>3. Instructional Leader signs <b><i>End-of-Year Reflection &amp; Feedback Process</i></b> form.</li> </ol>

## ADMINISTRATORS

Cohort 1A Tenured Madison / New to Role (2 Yrs) New to Madison (2 Yrs)	Cohort 1B New to Madison (Yrs 3-4)	Cohort 2
<b>Leadership Study Model Fall #1 / 3 formal observations Leadership Study Model Spring #2 or Formal Observation</b>	<b>2 Formal Leadership Observations</b>	<b>2 Formal Observations of Professional Practice</b>
<b>By September 15th</b> Participate in school-wide orientation meeting	<b>By September 15th</b> Participate in school-wide orientation meeting	<b>By September 15th</b> Participate in school-wide orientation meeting
<p style="text-align: center;"><b>48 hours Prior to Goal Conference</b></p> <p>Administrator completes <b><i>Beginning of the Year Goal(s) and Planning</i></b> form.</p> <ul style="list-style-type: none"> <li>● Self-Reflection</li> <li>● Goal, Rationale, Alignment and Professional Learning Plan</li> </ul> <p style="text-align: center;"><b>By September 30th</b></p> <p>Administrator and Evaluator have individual Goal Setting Conference</p>	<p style="text-align: center;"><b>48 hours Prior to Goal Conference</b></p> <p>Administrator completes <b><i>Beginning of the Year Goal(s) and Planning</i></b> form.</p> <ul style="list-style-type: none"> <li>● Self-Reflection</li> <li>● Goal, Rationale, Alignment and Professional Learning Plan</li> </ul> <p style="text-align: center;"><b>By September 30th</b></p> <p>Administrator and Evaluator have individual Goal Setting Conference</p>	<p style="text-align: center;"><b>48 hours Prior to Goal Conference</b></p> <p>Administrator completes <b><i>Beginning of the Year Goal(s) and Planning</i></b> form.</p> <ul style="list-style-type: none"> <li>● Self-Reflection</li> <li>● Goal, Rationale, Alignment and Professional Learning Plan</li> </ul> <p style="text-align: center;"><b>By September 30th</b></p> <p>Administrator and Evaluator have individual or collaborative Goal Setting Conference</p>
<b>By October 15th</b> Evaluator completes Goal Setting Conference information on <b><i>Beginning of the Year Goal(s) and Planning</i></b> form.	<b>By October 15th</b> Evaluator completes Goal Setting Conference information on <b><i>Beginning of the Year Goal(s) and Planning</i></b> form.	<b>By October 15th</b> Evaluator completes Goal Setting Conference information on <b><i>Beginning of the Year Goal(s) and Planning</i></b> form.
<p style="text-align: center;"><b>48 hours Prior to Pre-Study Meeting</b></p> <p>Administrator completes Pre-Study Notes and uploads Core Planning Documents and Lesson/Meeting Plan on <b><i>Study Model</i></b> form.</p> <p style="text-align: center;"><b>By November 30th</b></p> <ol style="list-style-type: none"> <li>1. A Pre-Study meeting is held.</li> <li>2. Three formal observations are completed.</li> <li>3. Evaluator Leader completes Post-Study Reflection on <b><i>Study Model</i></b> form.</li> <li>4. Post-Study meeting is held</li> <li>5. Evaluator completes post-study feedback on</li> </ol>	<p style="text-align: center;"><b>Optional Component</b></p> <p>Educator completes Pre-Observation Notes on <b><i>Observation Evidence</i></b> form.</p> <p style="text-align: center;"><b>Not-Optional: By December 15th</b></p> <p>Evaluator must complete at least 1 formal observation and the Post-Observation Feedback on the <b><i>Observation Evidence</i></b> form.</p> <p style="text-align: center;"><b>Optional Component</b></p> <p>Educator and Evaluator have a post-observation</p>	<p style="text-align: center;"><b>Optional Component</b></p> <p>Educator completes Pre-Observation Notes on <b><i>Observation Evidence</i></b> form.</p> <p style="text-align: center;"><b>Not-Optional: By December 15th</b></p> <p>Evaluator must complete at least 1 formal observation and the Post-Observation Feedback on the <b><i>Observation Evidence</i></b> form.</p> <p style="text-align: center;"><b>Optional Component</b></p> <p>Educator and Evaluator have a post-observation</p>

## ADMINISTRATORS

Cohort 1A Tenured Madison / New to Role (2 Yrs) New to Madison (2 Yrs)	Cohort 1B New to Madison (Yrs 3-4)	Cohort 2
<p><b>Study Model</b> form.</p> <p>6. Administrator completes post-study reflection on <b>Study Model</b> form.</p> <p>7. Evaluator completes study model determination on <b>Study Model</b> form.</p>	<p>conference and completed reflection on <b>Observation Evidence</b> form.</p>	<p>conference and completed reflection on <b>Observation Evidence</b> form.</p>
<p><b>48 Hours Prior to Mid-Year Conference</b> Administrator completes mid-year self-reflection goals and domains on <b>Mid-Year Check-In: Reflection, Adjustment(s) &amp; Next Steps</b> form.</p> <p style="text-align: center;"><b>By January 30th</b></p> <ol style="list-style-type: none"> <li>Individual Mid-Year Conference is held</li> <li>Evaluator completes mid-year conference information on <b>Mid-Year Check-In: Reflection, Adjustment(s) &amp; Next Steps</b> form.</li> </ol>	<p><b>48 Hours Prior to Mid-Year Conference</b> Administrator completes mid-year self-reflection goals and domains on <b>Mid-Year Check-In: Reflection, Adjustment(s) &amp; Next Steps</b> form.</p> <p style="text-align: center;"><b>By January 30th</b></p> <ol style="list-style-type: none"> <li>Individual Mid-Year Conference is held</li> <li>Evaluator completes mid-year conference information on <b>Mid-Year Check-In: Reflection, Adjustment(s) &amp; Next Steps</b> form.</li> </ol>	<p><b>48 Hours Prior to Mid-Year Conference</b> Administrator completes mid-year self-reflection goals and domains on <b>Mid-Year Check-In: Reflection, Adjustment(s) &amp; Next Steps</b> form.</p> <p style="text-align: center;"><b>By January 30th</b></p> <ol style="list-style-type: none"> <li>Individual or collaborative Mid-Year Conference is held</li> <li>Evaluator completes mid-year conference information on <b>Mid-Year Check-In: Reflection, Adjustment(s) &amp; Next Steps</b> form.</li> </ol>
<p><b>By April 15th</b> <b>Study Model #2 or Formal Observation</b></p>	<p><b>By May 1st</b> <b>2nd Formal Observation</b></p>	<p><b>By May 1st</b> <b>2nd Formal Observation</b></p>
<p><b>48 Hours Prior to End of Year Conference</b> Administrator completes end of year self-reflection on goals and domains on <b>End-of-Year Reflection &amp; Feedback Process</b> form.</p> <p style="text-align: center;"><b>By May 15th</b></p> <p>Individual End-of-Year conference is held.</p>	<p><b>48 Hours Prior to End of Year Conference</b> Administrator completes end of year self-reflection on goals and domains on <b>End-of-Year Reflection &amp; Feedback Process</b> form.</p> <p style="text-align: center;"><b>By May 15th</b></p> <p>Individual End-of-Year conference is held.</p>	<p><b>48 Hours Prior to End of Year Conference</b> Administrator completes end of year self-reflection on goals and domains on <b>End-of-Year Reflection &amp; Feedback Process</b> form.</p> <p style="text-align: center;"><b>By May 15th</b></p> <p>Individual End-of-Year conference is held.</p>
<p style="text-align: center;"><b>By June 1st</b></p> <ol style="list-style-type: none"> <li>Evaluator completes and signs <b>End-of-Year Reflection &amp; Feedback Process</b> form.</li> <li>Administrator signs <b>End-of-Year Reflection &amp; Feedback Process</b> form.</li> </ol>	<p style="text-align: center;"><b>By June 1st</b></p> <ol style="list-style-type: none"> <li>Evaluator completes and signs <b>End-of-Year Reflection &amp; Feedback Process</b> form.</li> <li>Administrator signs <b>End-of-Year Reflection &amp; Feedback Process</b> form.</li> </ol>	<p style="text-align: center;"><b>By June 1st</b></p> <ol style="list-style-type: none"> <li>Evaluator completes and signs <b>End-of-Year Reflection &amp; Feedback Process</b> form.</li> <li>Administrator signs <b>End-of-Year Reflection &amp; Feedback Process</b> form.</li> </ol>

## 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 2025-2026 PDEC are as follows:

<b>PDEC Administrator Members</b>			
<b>Craig A. Cooke, Ph.D.</b> <i>Superintendent</i>	<b>Gail Dahling-Hench</b> <i>Assistant Superintendent</i>	<b>Dr. Liz Battaglia</b> <i>Director of Special Education</i>	<b>Brian Bodner</b> <i>DHHS Assistant Principal</i>
<b>Martha Curran</b> <i>Polson Assistant Principal</i>	<b>Heather Dobson</b> <i>Director of Human Resources</i>	<b>Sherry Farmer</b> <i>Neck River Assistant Principal</i>	<b>Rebecca Frost</b> <i>Neck River Principal</i>
<b>PDEC Members Teacher-Coaches-Coordinators-Paraprofessional</b>			
<b>Jennifer Aguzzi</b> <i>World Languages Coordinator 9-12</i>	<b>Lisa Caldwell</b> <i>Literacy Coach Grades 2-3-4</i>	<b>Kathleen Durkin</b> <i>Paraprofessional</i>	<b>Michelle Horn</b> <i>Curriculum generalist Pre-K-12</i>
<b>Michael Ginsburg</b> <i>STEAM &amp; CTE Teacher Instructional Technology Specialist</i>	<b>Michael Kiefer</b> <i>Independent Study Teacher Instructional Technology Specialist</i>	<b>Angela Lischeid</b> <i>Special Education Coordinator 9-12</i>	<b>Paul Mezick</b> <i>Science Coordinator 9-12</i>
<b>Christopher Pagliuco</b> <i>Social Studies Coordinator 6-8</i>	<b>Tyler Pucci</b> <i>Physical Education Teacher Grade 6-12</i>	<b>Drew Sellitti</b> <i>ELA &amp; SS Teacher Grade 5</i>	

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

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

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

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

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

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

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

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

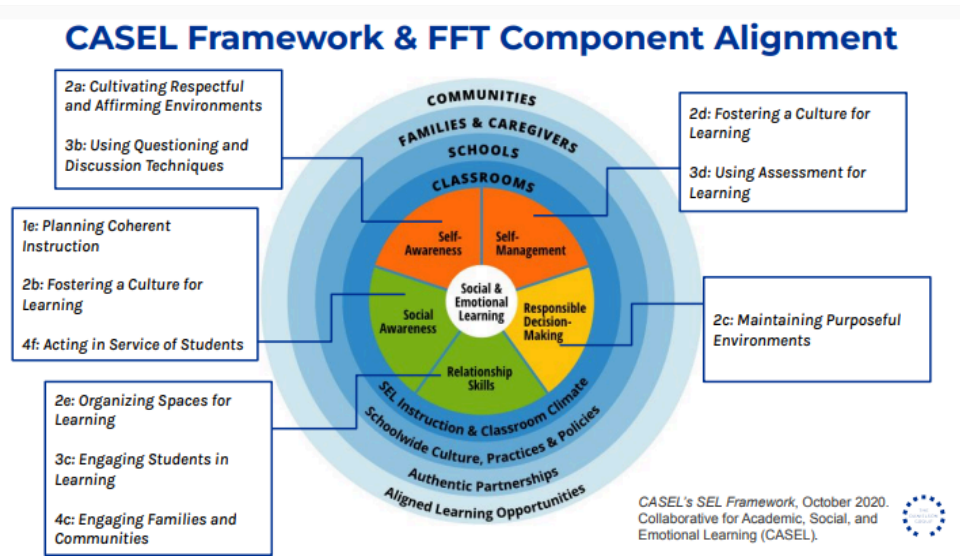
### **What standards and rubrics are used in the Madison Evaluation Plan?**

The plan is anchored in standards of professional practice: [The Professional Standards for Educational Leaders \(PSEL 2015\)](#) and [The Common Core of Teaching \(2017\)](#). The rubrics selected by the PDEC to

translate these standards into practice are the PSEL standards (used as a single-point rubric) and the [Danielson Framework for Teaching](#) (FFT 2022). These standards and rubrics were selected for the emphasis they place on instructional excellence and equity. They matched the district vision of each educator and student experiencing safe and inclusive learning environments that promote joyful inquiry, efficacy, building knowledge and skills and the importance of practicing reflection. In 2026, the PDEC recognized that the roles best described as Instructional Leaders, such as coordinators and coaches, required a merging of selected Domains in the PSEL standards (specifically listed) and the Danielson FFT (Domains 1 and 4). These roles needed language that would be suitable for professional growth and goal setting within their unique positions. The improvement to their practice could be inside the classroom, and/or leading adult learning. The addition of Appendix M, [Maryland Professional Standards for Educational Leader Rubric](#), was added in 2026 to serve as an additional resource for administrators and Instructional Leaders seeking to develop and grow their professional practice and set aspirational goals.

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. **For instructional leaders, the professional practice goal(s) can be set in a mutually-agreed upon component in their identified Danielson domains or the specific PSEL standards.** The educator and evaluator will come to mutual agreement on a high-leverage professional practice goal for a one-year period for educators designated for Cohort One. Educators in Cohort Two can come to mutual agreement on one-, two-, or three-year goal(s).

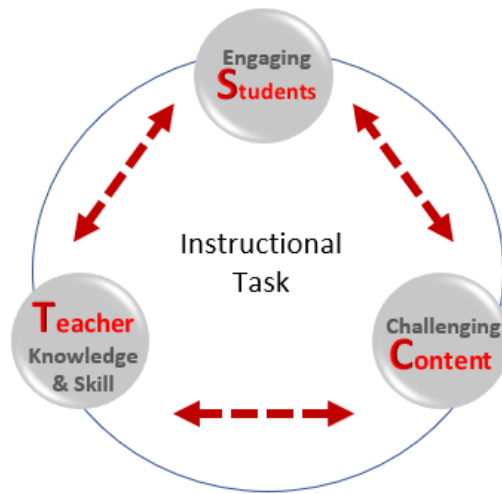
Research says that building social and emotional skills can increase student engagement and lead to improved academic performance (CASEL.org). In keeping with the research and the Madison Vision, we support educators who seek to set goals associated with social emotional learning (as well as other Domains/Components)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

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

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

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

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



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

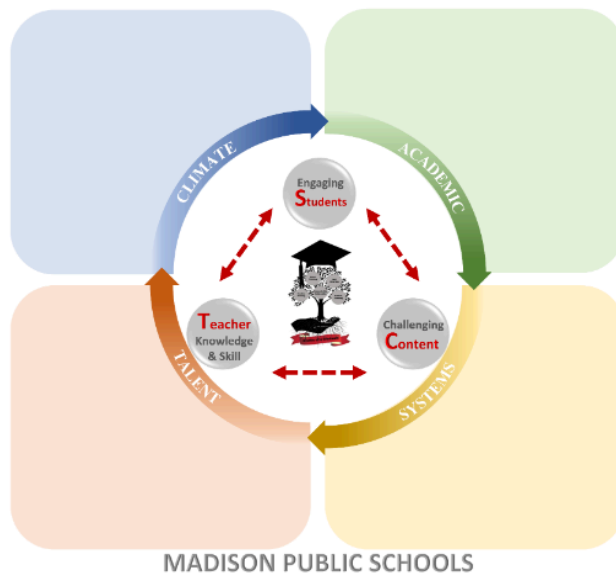
- Increase the educator’s instructional knowledge and skill (Instructional Strategies)
- Increase the level of complexity of the content students must learn (Depth of Knowledge or Blooms Taxonomy)
- Change how the student engages in the instructional process (Capacity use, agency, etc.)

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

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

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

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



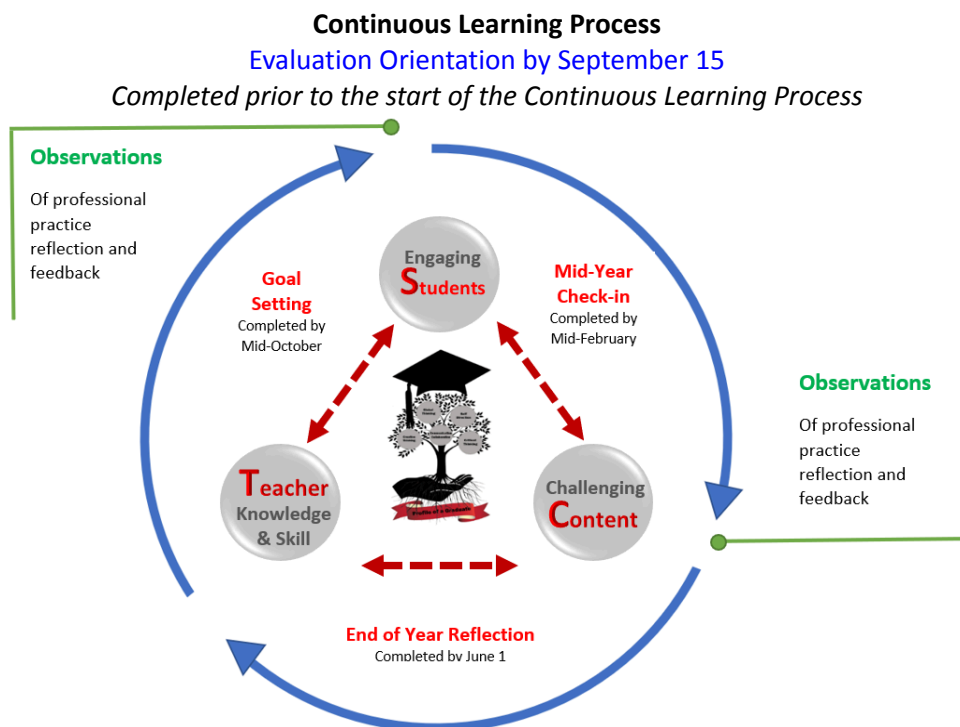
[Appendix D](#) is a standards-based leadership resource that maps the PSEL standards to each of the strategic zones (Climate, Academic, Systems and Talent) so building leaders can target goals for each quadrant of their School Improvement Plans for the coming school year(s). In similar fashion, [Appendix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

### **What is the Continuous Learning Process?**

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

Within the continuous learning process, 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. The annual summary includes a distinction regarding the leader's/educator's successful completion of the evaluative cycle. This time for individual feedback and dialogue is important for personal reflection of all standards and the impact on goal setting for the following year.

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



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 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.

	<b>Cohort 1A</b>	<b>Cohort 1B</b>	<b>Cohort 2</b>
<b>Educators</b> <i>certified staff</i>	<ul style="list-style-type: none"> <li>● Non-Tenured</li> <li>● Years 1-3</li> </ul>	<ul style="list-style-type: none"> <li>● Non-Tenured</li> <li>● Year 4</li> </ul>	<ul style="list-style-type: none"> <li>● Tenured</li> <li>● After successful completion of Cohort 1</li> </ul>
<b>Instructional Leaders</b> <i>instructional coaches/ coordinators/</i>	<ul style="list-style-type: none"> <li>● Tenured in Madison (new to role)               <ul style="list-style-type: none"> <li>○ Years 1-2</li> </ul> </li> <li>● New to Madison               <ul style="list-style-type: none"> <li>○ Years 1-2</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● New to Madison</li> <li>● Years 3-4</li> </ul>	<ul style="list-style-type: none"> <li>● Tenured</li> <li>● After successful completion of Cohort 1</li> </ul>

<i>curricular lead</i>			
<b>Administrators</b> <i>district and school administrative roles</i>	<ul style="list-style-type: none"> <li>● Tenured in Madison (new to role) <ul style="list-style-type: none"> <li>○ Years 1-2</li> </ul> </li> <li>● New to Madison <ul style="list-style-type: none"> <li>○ Years 1-2</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● New to Madison</li> <li>● Years 3-4</li> </ul>	<ul style="list-style-type: none"> <li>● Tenured</li> <li>● After successful completion of Cohort 1</li> </ul>

**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 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
- 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 Professional Learning 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 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.

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 a 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 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 E](#)) 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

### **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.



## Madison Educator Evaluation and Professional Learning Plan

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

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

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

Goal Type	<i>Individual</i> ▾ <i>For electronic form: use checkboxes next to Individual or Group</i>
If Group Goal, list group members	
Projected Goal Duration	<i>1 Year</i> ▾ <i>For electronic form: use checkboxes next to 1 Year, 2 Year, 3 Year</i>
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)?	<i>Text Box</i> <i>Educator to Enter Text</i>
What evidence of educator learning, student learning, growth and achievement will you use to reflect, monitor and adjust your goal? <b>Note: Evidence must include academic content and capacity growth.</b>	
<b>Qualitative</b> <i>Observable</i> <a href="#">Evidence Types</a>	<i>Text Box</i> <i>Educator to Enter Text</i>
<b>Quantitative</b> <i>Measurable</i> <a href="#">Evidence Types</a>	<i>Text Box</i> <i>Educator to Enter Text</i>
What is your learning plan to support achieving your goal(s)? <a href="#">Professional Learning &amp; Action Questions</a>	<i>Text Box</i> <i>Educator to Enter Text</i>
In what ways might this goal(s) contribute to the school and/or district's vision, mission and strategic goals? <a href="#">PSEL Standards Map</a>	<i>Text Box</i> <i>Educator to Enter Text</i>

<p><a href="#">Danielson Teacher Rubric Map</a>  <i>(Please reference your school/district plans)</i></p>	
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<p><b>Goal Setting Conference (Evaluator)</b></p>	
<p>Evaluator Comments</p>	<p><i>Text Box</i>  <i>Evaluator to Enter Text</i></p>
<p>Supports Required / Requested  <a href="#">Tiered Support or Corrective Support Plan</a></p>	<p><i>Tier 1 ▾</i>  <i>For electronic form: use checkboxes for Tier 1, Tier 2, Tier 3</i></p>



## Madison Educator Evaluation and Professional Learning Plan

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

<b>Form B(1) - Educator Mid-Year Check-In: Reflection, Adjustment(s) &amp; Next Steps</b>	
Goal	<i>Import from Goal Setting Form</i>
Optional Goal 2	<i>Import from Goal Setting Form</i>
Optional Goal 3	<i>Import from Goal Setting Form</i>
If Group Goal, list group members	<i>Import from Goal Setting Form</i>
Qualitative Evidence	<i>Import from Goal Setting Form</i>
Quantitative Evidence	<i>Import from Goal Setting Form</i>
What is your learning plan to support achieving your goal(s)?	<i>Import from Goal Setting Form</i>
<b>Mid-Year Self-Reflection - Goals (Educator)</b>	
What has been your progress to-date on your professional learning plan and your goal(s)?	<i>Text Box Educator to Enter Text</i>
How do you know? Qualitative Evidence	<i>Text Box Educator to Enter Text</i>

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

Form B(1) - Educator Mid-Year Check-In Form

<p><b>Principled Teaching</b>  <a href="#">4a. Engaging in Reflective Practice</a>  <a href="#">4b. Documenting Student Progress</a>  <a href="#">4c. Engaging Families and Communities</a>  <a href="#">4d. Contributing to School Community and Culture</a>  <a href="#">4e. Growing and Developing Professionally</a>  <a href="#">4f. Acting in Service of Students</a></p>	<p>You are primarily in 2 in the Danielson Rubric.</p>	<p>You are primarily in 3 in the Danielson Rubric.</p>	<p>You are primarily in 3-4 in the Danielson Rubric.</p>
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<p style="text-align: center;"><b>Mid-Year Conference (Evaluator)</b></p>	
<p>Conference Date</p>	<p><i>Date / Time Box on Form</i></p>
<p>Evaluator Feedback on Professional Learning Goal(s)</p>	<p><i>Text Box Evaluator to Enter Text</i></p>
<p>To what extent does the evaluator agree with educator’s self-assessment on domains?</p>	<p><i>Text Box Evaluator to Enter Text</i></p>
<p>Change in Tier Support, if needed</p>	<p><i>Tier 1 ▾ For electronic form: use checkboxes for Tier 1, Tier 2, Tier 3</i></p>
<p>Supports for Tier 3 or Collaborative Action Plan</p>	<p><i>File Upload</i></p>



## Madison Educator Evaluation and Professional Learning Plan

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

<b>Form C(1) - Educator End-of-Year Reflection &amp; Feedback Process</b>	
Goal	<i>Import from Goal Setting Form</i>
Optional Goal 2	<i>Import from Goal Setting Form</i>
Optional Goal 3	<i>Import from Goal Setting Form</i>
If Group Goal, list group members	<i>Import from Goal Setting Form</i>
Qualitative Evidence	<i>Import from Goal Setting Form</i>
Quantitative Evidence	<i>Import from Goal Setting Form</i>
Learning Plan from Initial Goal Setting	<i>Import from Goal Setting Form</i>
Progress from Mid-Year	<i>Import from Mid-Year Form: What has been your progress to-date on your professional learning plan and your goal(s)?</i>
<b>End-of-Year Self-Reflection - Goals (Educator)</b>	
What impact did your new learning have on your practice/goal(s), and how do you know?	<i>Text Box Educator to Enter Text</i>

Form C(1) - Educator End of the Year Reflection and Feedback Form

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

**End-of-Year Self-Reflection - Domains (Educator)**

<b>Domain</b>	<b>Developing</b>	<b>Meeting</b>	<b>Excelling</b>
<b>Planning &amp; Preparing</b> <a href="#">1a. Applying Knowledge of Content &amp; Pedagogy</a> <a href="#">1b. Knowing &amp; Valuing Students</a> <a href="#">1c. Setting Instructional Outcomes</a> <a href="#">1d. Using Resources Effectively</a> <a href="#">1e. Planning Coherent Instruction</a> <a href="#">1f. Designing and Analyzing Assessments</a>	You are primarily in 2 in the Danielson Rubric.  <i>Educators would click on the box of where they self-rate in each domain.</i>	You are primarily in 3 in the Danielson Rubric.	You are primarily in 3-4 in the Danielson Rubric.
<b>Learning Environments</b> <a href="#">2a. Cultivating Respectful and Affirming Environments</a> <a href="#">2b. Fostering a Culture for Learning</a> <a href="#">2c. Maintaining Purposeful Environments</a> <a href="#">2d. Supporting Positive Student Behavior</a> <a href="#">2e. Organizing Spaces for Learning</a>	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.

Form C(1) - Educator End of the Year Reflection and Feedback Form

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

<p style="text-align: center;"><b>End-of-Year Conference (Evaluator)</b></p>	
<p>Conference Date</p>	<p><i>Date / Time Box on Form</i></p>
<p>Summative Feedback to Educator                      Progress on professional learning and progress toward goal(s).</p>	<p><i>Text Box</i>  <i>Evaluator to Enter Text</i></p>
<p>Summative Feedback to Educator                      Impact of new learning on student growth and achievement</p>	<p><i>Text Box</i>  <i>Evaluator to Enter Text</i></p>

Form C(1) - Educator End of the Year Reflection and Feedback Form

<p>For multi-year goals only:</p> <ul style="list-style-type: none"> <li>• What adjustments are needed to the goal(s)?</li> <li>• Why?</li> <li>• How might adjustments impact the timing of the goal(s)?</li> </ul>	<p><i>Text Box</i> <i>Evaluator to Enter Text</i></p>
	<p><i>Educator will continue multi-year goal. ▾</i> <i>For electronic form: use checkboxes for Responses</i></p>
<p>To what extent does the evaluator agree with educator’s self-assessment on domains?</p>	<p><i>Text Box</i> <i>Evaluator to Enter Text</i></p>
<p>Successful Completion of Evaluative Cycle</p>	<p><i>Yes ▾</i> <i>For electronic form: use checkboxes for Yes, No</i></p>
<p>Supports Required / Suggested (All tiered supports required above and beyond Tier 1, included in feedback above).</p>	<p><i>Not Applicable ▾</i> <i>For electronic form: use checkboxes for Not Applicable, Tier 2, Tier 3</i></p>
<p>Supports for Tier 3 or Collaborative Action Plan</p>	<p><i>File Upload</i></p>

<p><b>Evaluator Signature</b></p>	<p><i>Electronic Signature</i></p>	<p>Date</p>	<p><i>System to select date</i></p>
<p><b>Employee Signature</b></p>	<p><i>Electronic Signature</i></p>	<p>Date</p>	<p><i>System to select date</i></p>



## Madison Educator Evaluation and Professional Learning Plan

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

<b>Form D(1) - Educator Study Model Form</b>	
<b>Pre-Study (Educator)</b>	
Goal	<i>Import from Goal Setting Form</i>
Optional Goal 2	<i>Import from Goal Setting Form</i>
Optional Goal 3	<i>Import from Goal Setting Form</i>
What is your learning plan to support achieving your goal(s)?	<i>Import from Goal Setting Form</i>
Type of Study	<span style="background-color: #e0e0e0; padding: 2px;"><b>Unit Study</b></span> ▾ <i>On electronic form, use check box for types of study (unit, case, leadership)</i>
Key Planning Documents for Study Model <i>(Upload Unit /IEP (redacted) / School Development Plan)</i>	<i>File Upload</i>
Pre-Conference Notes	<i>Text Box</i> <i>Educator to Enter Text</i>

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

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

Post-Study Conference (Evaluator)	
General Summary Conference (Review of Student Work/ Review of Meeting Outcomes)  <a href="#">Questioning Strands</a>	<i>Text Box Evaluator to enter Notes</i>

Evaluator Study Determination (Evaluator)	
	<p><b>Successful Completion of Study Model</b> -</p> <p><i>For electronic form: use checkboxes for Successful Completion of Study Model, Report Study Process, Spring Formal Observation</i></p>



## Madison Educator Evaluation and Professional Learning Plan

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

<b>Form E(1) - Observation Form</b>	
<b>Pre-Observation (Educator)</b> <i>If desired as part of evaluation plan</i>	
Goal	<i>Import from Goal Setting Form</i>
Optional Goal 2	<i>Import from Goal Setting Form</i>
Optional Goal 3	<i>Import from Goal Setting Form</i>
What is your learning plan to support achieving your goal(s)?	<i>Import from Goal Setting Form</i>
Pre-Observation Notes <i>(added context for the observation)</i>	<i>Text Box Educator to Enter Text, if needed</i>

<b>Observation Evidence (Evaluator)</b> <b>Claim, Evidence, Impact, Question (CEIJ or Q)</b>	
Date / Time	<i>System to have date / time stamp</i>
Claim	<i>Text Box</i>
Evidence	<i>Text Box</i>
Impact on Student Learning	<i>Text Box</i>
Judgment or Question	<i>Text Box</i>
Claim	<i>Text Box</i>
Evidence (bullets)	<i>Text Box</i>
Impact on Student Learning	<i>Text Box</i>
Judgment or Question	<i>Text Box</i>
Additional Comments, if desired	<i>Text Box</i>
Conference Needed	Yes ▾

**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*

## Madison Instructional Leader (Program Coordinators and Coaches) Evaluation and Professional Learning Plan

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

Form A(2) - Instructional Leader Beginning of the Year Goal(s) and Planning	
Self-Reflection (Instructional Leader)	
<p>Use the questions to self-reflect and guide your thinking (cite evidence and a rationale for your goal). <a href="#">Self-Reflection Questions</a></p> <p><a href="#">Self-Reflection Questions for Unit/Case Study</a></p>	<p><i>Text Box</i> <i>Educator to Enter Text</i></p>
Goal, Rationale, Alignment and Professional Learning Plan (Instructional Leader)	
<p><b>Professional Practice Goal(s):</b> Based on your analysis above, what is/are your goal(s)? <a href="#">Danielson 2022 Rubric</a> <a href="#">PSEL Rubric</a> <a href="#">PSEL-Maryland Rubric (pages 8-17)</a></p>	<p><b>Domain Elements</b></p> <p>1a. Applying Knowledge of Content &amp; Pedagogy ▾</p> <p>PSEL-S2-a ▾</p>
<p>Optional Goal 2</p>	<p>1a. Applying Knowledge of Content &amp; Pedagogy ▾</p>

Form A(2) – Instructional Leader Beginning of the Year Goal(s) and Planning

	PSEL-S2-a ▾
Optional Goal 3	1a. Applying Knowledge of Content & Pedagogy ▾ PSEL-S2-a ▾
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? <b>Note: Evidence must include academic content and capacity growth.</b>	
<b>Qualitative</b> Observable <a href="#">Evidence Types</a>	Text Box Educator to Enter Text
<b>Quantitative</b> Measurable <a href="#">Evidence Types</a>	Text Box Educator to Enter Text
What is your learning plan to support achieving your goal(s)? <a href="#">Professional Learning &amp; Action Questions</a>	Text Box Educator to Enter Text

Form A(2) – Instructional Leader Beginning of the Year Goal(s) and Planning

<p>In what ways might this goal(s) contribute to the school and/or district’s vision, mission and strategic goals?  <a href="#">PSEL Standards Map</a>  <a href="#">Danielson Teacher Rubric Map</a>  <i>(Please reference your school/district plans)</i></p>	<p><i>Text Box</i>  <i>Educator to Enter Text</i></p>
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<p><b>Goal Setting Conference (Evaluator)</b></p>	
<p>Evaluator Comments</p>	<p><i>Text Box</i>  <i>Evaluator to Enter Text</i></p>
<p>Supports Required / Requested  <a href="#">Tiered Support or Corrective Support Plan</a></p>	<p><i>Tier 1</i> ▾  <i>For electronic form: use checkboxes for Tier 1, Tier 2, Tier 3</i></p>



## Madison Instructional Leader (Program Coordinators and Coaches) Evaluation and Professional Learning Plan

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

<b>Form B(2) - Instructional Leader Mid-Year Check-In: Reflection, Adjustment(s) &amp; Next Steps</b>	
Goal	<i>Import from Goal Setting Form</i>
Optional Goal 2	<i>Import from Goal Setting Form</i>
Optional Goal 3	<i>Import from Goal Setting Form</i>
If Group Goal, list group members	<i>Import from Goal Setting Form</i>
Qualitative Evidence	<i>Import from Goal Setting Form</i>
Quantitative Evidence	<i>Import from Goal Setting Form</i>
What is your learning plan to support achieving your goal(s)?	<i>Import from Goal Setting Form</i>
<b>Mid-Year Self-Reflection - Goals (Instructional Leaders)</b>	
What has been your progress to-date on your professional learning plan and your goal(s)?	<i>Text Box Educator to Enter Text</i>

Form B(2) – Instructional Leader Mid-Year Check-In Form

<p>How do you know? Qualitative Evidence</p>	<p><i>Text Box</i> <i>Educator to Enter Text</i></p>
<p>How do you know? Quantitative Evidence</p>	<p><i>Text Box</i> <i>Educator to Enter Text</i></p>

<p><b>Mid-Year Self-Reflection - Domains (Instructional Leader)</b></p>			
<p><b>Domain</b></p>	<p><b>Developing</b></p>	<p><b>Meeting</b></p>	<p><b>Excelling</b></p>
<p><b>Planning &amp; Preparing</b>  <a href="#">1a. Applying Knowledge of Content &amp; Pedagogy</a>  <a href="#">1b. Knowing &amp; Valuing Students</a>  <a href="#">1c. Setting Instructional Outcomes</a>  <a href="#">1d. Using Resources Effectively</a>  <a href="#">1e. Planning Coherent Instruction</a>  <a href="#">1f. Designing and Analyzing Assessments</a></p>	<p>You are primarily in 2 in the Danielson Rubric.</p> <p><i>Program Coordinators/ Instructional Leaders would click on the box of where they self-rate in each domain.</i></p>	<p>You are primarily in 3 in the Danielson Rubric.</p>	<p>You are primarily in 3-4 in the Danielson Rubric.</p>
<p><b>Curriculum, Instruction &amp; Assessment</b>  <b>PSEL-S3-f)</b> Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.  <b>PSEL-S4-a)</b> 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.</p>			

Mid-Year Self-Reflection - Domains (Instructional Leader)			
Domain	Developing	Meeting	Excelling
<p><b>PSEL-S4-b)</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.</p> <p><b>PSEL-S4-c)</b> Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.</p> <p><b>PSEL-S4-d)</b> Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.</p> <p><b>PSEL-S4-g)</b> Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.</p>			
<p><b>Principled Teaching</b></p> <p><a href="#">4a. Engaging in Reflective Practice</a></p> <p><a href="#">4b. Documenting Student Progress</a></p> <p><a href="#">4c. Engaging Families and Communities</a></p> <p><a href="#">4d. Contributing to School Community and Culture</a></p> <p><a href="#">4e. Growing and Developing Professionally</a></p> <p><a href="#">4f. Acting in Service of Students</a></p>	<p>You are primarily in 2 in the Danielson Rubric.</p>	<p>You are primarily in 3 in the Danielson Rubric.</p>	<p>You are primarily in 3-4 in the Danielson Rubric.</p>

<b>Mid-Year Self-Reflection - Domains (Instructional Leader)</b>			
<b>Domain</b>	<b>Developing</b>	<b>Meeting</b>	<b>Excelling</b>
<p><b>PSEL-S2-a)</b> Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership.</p> <p><b>PSEL-S2-e)</b> Lead with interpersonal and communication skills, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures.</p> <p><b>PSEL-S3-g)</b> Act with cultural competence and responsiveness in all aspects of leadership.</p> <p><b>PSEL-S7-e)</b> Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.</p>			
<p><b>Professional Capacity of School Personnel</b></p> <p><b>PSEL-S6-c)</b> 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.</p> <p><b>PSEL-S6-d)</b> Foster continuous improvement of individual and collective</p>			

<b>Mid-Year Self-Reflection - Domains (Instructional Leader)</b>			
<b>Domain</b>	<b>Developing</b>	<b>Meeting</b>	<b>Excelling</b>
<p>instructional capacity to achieve outcomes envisioned for each student.</p> <p><b>PSEL-S6-e)</b> 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.</p> <p><b>PSEL-S6-f)</b> Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.</p> <p><b>PSEL-S7-g)</b> Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.</p> <p><b>PSEL-S10-d)</b> Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.</p> <p><b>PSEL-S10-j)</b> Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.</p>			

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



## Madison Instructional Leader (Program Coordinators and Coaches) Evaluation and Professional Learning Plan

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

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

Form C(2) - Instructional Leader End of the Year Reflection and Feedback Form

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

**End of Year Self-Reflection - Domains (Instructional Leader)**

<b>Domain</b>	<b>Developing</b>	<b>Meeting</b>	<b>Excelling</b>
<b>Planning &amp; Preparing</b> <a href="#">1a. Applying Knowledge of Content &amp; Pedagogy</a> <a href="#">1b. Knowing &amp; Valuing Students</a> <a href="#">1c. Setting Instructional Outcomes</a> <a href="#">1d. Using Resources Effectively</a> <a href="#">1e. Planning Coherent Instruction</a> <a href="#">1f. Designing and Analyzing Assessments</a>	You are primarily in 2 in the Danielson Rubric.  <i>Program Coordinators/ Instructional Leaders would click on the box of where they self-rate in each domain.</i>	You are primarily in 3 in the Danielson Rubric.	You are primarily in 3-4 in the Danielson Rubric.
<b>Curriculum, Instruction &amp; Assessment</b> <b>PSEL-S3-f)</b> Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society. <b>PSEL-S4-a)</b> Implement coherent systems of curriculum, instruction, and assessment			

End of Year Self-Reflection - Domains (Instructional Leader)			
Domain	Developing	Meeting	Excelling
<p>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.</p> <p><b>PSEL-S4-b)</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.</p> <p><b>PSEL-S4-c)</b> Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.</p> <p><b>PSEL-S4-d)</b> Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.</p> <p><b>PSEL-S4-g)</b> Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.</p>			
<p><b>Principled Teaching</b></p> <p><a href="#">4a. Engaging in Reflective Practice</a></p> <p><a href="#">4b. Documenting Student Progress</a></p> <p><a href="#">4c. Engaging Families and Communities</a></p>	<p>You are primarily in 2 in the Danielson Rubric.</p>	<p>You are primarily in 3 in the Danielson Rubric.</p>	<p>You are primarily in 3-4 in the Danielson Rubric.</p>

End of Year Self-Reflection - Domains (Instructional Leader)			
Domain	Developing	Meeting	Excelling
<p><a href="#">4d. Contributing to School Community and Culture</a></p> <p><a href="#">4e. Growing and Developing Professionally</a></p> <p><a href="#">4f. Acting in Service of Students</a></p> <p><b>PSEL-S2-a)</b> Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership.</p> <p><b>PSEL-S2-e)</b> Lead with interpersonal and communication skills, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures.</p> <p><b>PSEL-S3-g)</b> Act with cultural competence and responsiveness in all aspects of leadership.</p> <p><b>PSEL-S7-e)</b> Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.</p>			

End of Year Self-Reflection - Domains (Instructional Leader)			
Domain	Developing	Meeting	Excelling
<p><b>Professional Capacity of School Personnel</b></p> <p><b>PSEL-S6-c)</b> 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.</p> <p><b>PSEL-S6-d)</b> Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.</p> <p><b>PSEL-S6-e)</b> 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.</p> <p><b>PSEL-S6-f)</b> Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.</p> <p><b>PSEL-S7-g)</b> Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.</p> <p><b>PSEL-S10-d)</b> Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for</p>			

End of Year Self-Reflection - Domains (Instructional Leader)			
Domain	Developing	Meeting	Excelling
continuous school and classroom improvement. <b>PSEL-S10-j)</b> 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	<i>Date / Time Box on Form</i>
Summative Feedback to Educator Progress on professional learning and progress toward goal(s).	<i>Text Box Evaluator to Enter Text</i>
Summative Feedback to Educator Impact of new learning on student growth and achievement	<i>Text Box Evaluator to Enter Text</i>
For multi-year goals only: <ul style="list-style-type: none"> <li>● What adjustments are needed to the goal(s)?</li> <li>● Why?</li> <li>● How might adjustments impact the timing of the goal(s)?</li> </ul>	<i>Text Box Evaluator to Enter Text</i>

Form C(2) - Instructional Leader End of the Year Reflection and Feedback Form

	<p><b>Educator will continue multi-year goal.</b> ▾  <i>For electronic form: use checkboxes for Responses</i></p>
To what extent does the evaluator agree with educator’s self-assessment on domains?	<p><i>Text Box</i>  <i>Evaluator to Enter Text</i></p>
Successful Completion of Evaluative Cycle	<p><b>Yes</b> ▾  <i>For electronic form: use checkboxes for Yes, No</i></p>
Supports Required / Suggested (All tiered supports required above and beyond Tier 1, included in feedback above).	<p><b>Not Applicable</b> ▾  <i>For electronic form: use checkboxes for Not Applicable, Tier 2, Tier 3</i></p>
Supports for Tier 3 or Collaborative Action Plan	<p><i>File Upload</i></p>

<b>Evaluator Signature</b>	<i>Electronic Signature</i>	Date	<i>System to select date</i>
<b>Employee Signature</b>	<i>Electronic Signature</i>	Date	<i>System to select date</i>



## Madison Instructional Leader (Program Coordinators and Coaches) Evaluation and Professional Learning Plan

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

Form D(2) - Instructional Leader Study Model Form	
Pre-Study (Instructional Leader)	
Goal	<i>Import from Goal Setting Form</i>
Optional Goal 2	<i>Import from Goal Setting Form</i>
Optional Goal 3	<i>Import from Goal Setting Form</i>
What is your learning plan to support achieving your goal(s)?	<i>Import from Goal Setting Form</i>
Type of Study	<span style="background-color: #e0e0e0; padding: 2px;">Unit Study ▾</span> <i>On electronic form, use check box for types of study (unit, case, leadership)</i>
Key Planning Documents for Study Model <i>(Upload Unit /IEP (redacted) / School Development Plan)</i>	<i>File Upload</i>
Pre-Conference Notes	<i>Text Box</i> <i>Educator to Enter Text</i>

Pre-Study Meeting (Instructional Leader/Evaluator)	
Lesson Plan/ Meeting Plan	<i>File Upload</i>
	<i>Text Box Educator / Evaluator to Enter Text, if needed</i>

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

Post-Study Conference (Evaluator)	
General Summary Conference (Review of Student Work/ Review of Meeting Outcomes)  <a href="#">Questioning Strands</a>	<i>Text Box Evaluator to enter Notes</i>

Evaluator Study Determination (Evaluator)	
	<div style="background-color: #e0e0e0; padding: 2px; display: inline-block;"> <b>Successful Completion of Study Model</b> ▾         </div> <i>For electronic form: use checkboxes for Successful Completion of Study Model, Report Study Process, Spring Formal Observation</i>



## Madison Instructional Leader (Program Coordinators and Coaches) Evaluation and Professional Learning Plan

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

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

<b>Observation Evidence (Evaluator)</b> <b>Claim, Evidence, Impact, Question (CEIJ or Q)</b>	
Date / Time	<i>System to have date / time stamp</i>
Claim	<i>Text Box</i>
Evidence	<i>Text Box</i>
Impact on Student Learning	<i>Text Box</i>
Judgment or Question	<i>Text Box</i>
Claim	<i>Text Box</i>
Evidence (bullets)	<i>Text Box</i>
Impact on Student Learning	<i>Text Box</i>
Judgment or Question	<i>Text Box</i>
Additional Comments, if desired	<i>Text Box</i>
Conference Needed	Yes ▾

**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 (Instructional Leader)**

*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*



## Madison Administrator Evaluation and Professional Learning Plan

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

Form A(3) - Administrator 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). <a href="#">Self-Reflection Questions</a>	<i>Text Box</i> <i>Administrator to Enter Text</i>
Goal, Rationale, Alignment and Professional Learning Plan (Administrator)	
<b>Professional Practice Goal(s):</b> Based on your analysis above, what is/are your goal(s)? <a href="#">PSEL Rubric</a> <a href="#">PSEL-Maryland Rubric</a>	<b>Domain Elements</b> Mission, Vision and Core Values ▾
Optional Goal 2	Mission, Vision and Core Values ▾
Optional Goal 3	Mission, Vision and Core Values ▾
Goal Type	Individual ▾ <i>For electronic form: use checkboxes next to Individual or Group</i>

Form A(3) - Administrator Beginning of the Year Goal(s) and Planning

If Group Goal, list group members	
Projected Goal Duration	<p>1 Year ▾</p> <p><i>For electronic form: use checkboxes next to 1 Year, 2 Year, 3 Year</i></p>
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)?	<p><i>Text Box</i></p> <p><i>Administrator to Enter Text</i></p>
<p>What evidence of educator learning, student learning, growth and achievement will you use to reflect, monitor and adjust your goal?</p> <p><b>Note: Evidence must include academic content and capacity growth.</b></p>	
<p><b>Qualitative</b> Observable <a href="#">Evidence Types</a></p>	<p><i>Text Box</i></p> <p><i>Administrator to Enter Text</i></p>
<p><b>Quantitative</b> Measurable <a href="#">Evidence Types</a></p>	<p><i>Text Box</i></p> <p><i>Administrator to Enter Text</i></p>
<p>What is your learning plan to support achieving your goal(s)? <a href="#">Professional Learning &amp; Action Questions</a></p>	<p><i>Text Box</i></p> <p><i>Administrator to Enter Text</i></p>
<p>In what ways might this goal(s) contribute to the school and/or district's vision, mission and strategic goals? <a href="#">PSEL Standards Map</a> <a href="#">Danielson Teacher Rubric Map</a></p>	<p><i>Text Box</i></p> <p><i>Administrator to Enter Text</i></p>

<i>(Please reference your school/district plans)</i>	
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<b>Goal Setting Conference (Evaluator)</b>	
Evaluator Comments	<i>Text Box Evaluator to Enter Text</i>
Supports Required / Suggested <a href="#">Tiered Support or Corrective Support Plan</a>	<div data-bbox="724 516 856 553" style="border: 1px solid #ccc; border-radius: 4px; padding: 2px 5px; display: inline-block;">Tier 1 ▾</div> <i>For electronic form: use checkboxes for Tier 1, Tier 2, Tier 3</i>



## Madison Administrator Evaluation and Professional Learning Plan

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

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

Quantitative Evidence	<i>Administrator to Enter Text</i>
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<b>Mid-Year Self-Reflection - Domains (Administrator)</b>			
<b>Standard</b>	<b>Developing</b>	<b>Meeting</b>	<b>Excelling</b>
<p><b>Mission, Vision, and Core Values</b></p> <p>1a. Develop an educational mission for the school to promote the academic success and well-being of each student.</p> <p>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.</p> <p>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.</p> <p>1d. Strategically develop, implement and evaluate actions to achieve the vision for the school.</p> <p>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.</p> <p>1f. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.</p> <p>1g. Model and pursue the school’s mission, vision and core value in all aspects of leadership.</p>	<p><i>Administrators would click on the box of where they self-rate in each domain.</i></p>		
<p><b>Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being</b></p> <p>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.</p>			

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

<b>Mid-Year Self-Reflection - Domains (Administrator)</b>			
<b>Standard</b>	<b>Developing</b>	<b>Meeting</b>	<b>Excelling</b>
<p>3g. Act with cultural competence and responsiveness in their interactions, decision making and practice.</p> <p>3h. Address matters of equity and cultural responsiveness in all aspects of leadership.</p>			
<p><b>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.</b></p> <p>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.</p> <p>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.</p> <p>4c. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy and the needs of each student.</p> <p>4d. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths and is differentiated and personalized.</p> <p>4e. Promote the effective use of technology in the service of teaching and learning.</p> <p>4f. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.</p> <p>4g. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.</p>			

<b>Mid-Year Self-Reflection - Domains (Administrator)</b>			
<b>Standard</b>	<b>Developing</b>	<b>Meeting</b>	<b>Excelling</b>
<p><b>Community of Care and Support for Students</b></p> <p>5a. Build and maintain a safe, caring and healthy school environment that meets the academic, social, emotional and physical needs of each student.</p> <p>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.</p> <p>5c. Provide coherent systems of academic and social supports, services, extracurricular activities and accommodations to meet the range of learning needs of each student.</p> <p>5d. Promote adult-student, student-peer and school-community relationships that value and support academic learning and positive social and emotional development.</p> <p>5e. Cultivate and reinforce student engagement in school and positive student conduct.</p> <p>5f. Infuse the school’s learning environment with the cultures and languages of the school’s community.</p>			
<p><b>Professional Capacity of School Personnel</b></p> <p>6a. Recruit, hire, support, develop and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.</p> <p>6b. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.</p> <p>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.</p>			

<b>Mid-Year Self-Reflection - Domains (Administrator)</b>			
<b>Standard</b>	<b>Developing</b>	<b>Meeting</b>	<b>Excelling</b>
<p>6d. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.</p> <p>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.</p> <p>6f. Empower and motivate teachers and staff to the highest level of professional practice and to continuous learning and improvement.</p> <p>6g. Develop the capacity, opportunities and support for teacher leadership and leadership from other members of the school community.</p> <p>6h. Promote the personal and professional health, well-being and work-life balance of faculty and staff.</p> <p>6i. Tend to their own learning and effectiveness through reflection, study and improvement, maintaining a health work-life balance.</p>			
<p><b>Professional Community for Teachers and Staff</b></p> <p>7a. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice and student learning.</p> <p>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.</p> <p>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;</p>			

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

<b>Mid-Year Self-Reflection - Domains (Administrator)</b>			
<b>Standard</b>	<b>Developing</b>	<b>Meeting</b>	<b>Excelling</b>
<p>8f. Understand, value and employ the community’s cultural, social, intellectual and political resources to promote student learning and school improvement.</p> <p>8g. Develop and provide the school as a resource for families and the community.</p> <p>8h. Advocate for the school and district and for the importance of education and student needs and priorities to families and the community.</p> <p>8i. Advocate publicly for the needs and priorities of students, families and the community.</p> <p>8j. Build and sustain productive partnerships with the public and private sectors to promote school improvement and student learning.</p>			
<p><b>Operations and Management</b></p> <p>9a. Institute, manage and monitor operations and administrative systems that promote the mission and vision of the school.</p> <p>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.</p> <p>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.</p> <p>9d. Are responsible, ethical and accountable stewards of the school’s monetary and non-monetary resources, engaging in effective budgeting and accounting practices.</p> <p>9e. Protect teachers’ and other staff members’ work and learning from disruption.</p> <p>9f. Employ technology to improve the quality and efficiency of operations and management.</p>			

<b>Mid-Year Self-Reflection - Domains (Administrator)</b>			
<b>Standard</b>	<b>Developing</b>	<b>Meeting</b>	<b>Excelling</b>
<p>9g. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.</p> <p>9h. Know, comply with and help the community understand local, state and federal laws, rights, policies and regulations so as to promote student success.</p> <p>9i. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.</p> <p>9j. Develop and manage productive relationships with the central office and school board.</p> <p>9k. Develop and administer systems for fair and equitable management of conflict among students, faculty, staff, leaders, families and community.</p> <p>9l. Manage governance processes and internal and external politics toward achieving the school’s mission and vision.</p>			
<p><b>School Improvement</b></p> <p>10a. Seek to make school more effective for each student, teachers and staff, families and the community.</p> <p>10b. Use methods of continuous improvement to achieve the vision, fulfill the mission and promote the core values of the school.</p> <p>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.</p> <p>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.</p>			

<b>Mid-Year Self-Reflection - Domains (Administrator)</b>			
<b>Standard</b>	<b>Developing</b>	<b>Meeting</b>	<b>Excelling</b>
<p>10e. Employee situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.</p> <p>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.</p> <p>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.</p> <p>10h. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs and services.</p> <p>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.</p> <p>10j. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation and initiating and implementing improvement.</p>			

<b>Mid-Year Conference (Evaluator)</b>	
Conference Date	<i>Date / Time Box on Form</i>
Evaluator Feedback on Professional Learning Goal(s)	<i>Text Box Evaluator to Enter Text</i>

Form B(3) - Administrator Mid-Year Check-In Form

<p>To what extent does the evaluator agree with the Administrator's self-assessment on domains?</p>	<p><i>Text Box</i> <i>Evaluator to Enter Text</i></p>
<p>Change in Tier Support, if needed</p>	<p><i>Tier 1 ▾</i> <i>For electronic form: use checkboxes for Tier 1, Tier 2, Tier 3</i></p>
<p>Attach a Collaborative Action Plan or Tier 3 Supports</p>	<p><i>File Upload</i></p>



## Madison Administrator Evaluation and Professional Learning Plan

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

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

Form C(3) - Administrator End-of-Year Reflection & Feedback Form

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

**End-of-Year Self-Reflection - Domains (Administrator)**

Domain	Developing	Meeting	Excelling
<p><b>Mission, Vision, and Core Values</b></p> <p>1a. Develop an educational mission for the school to promote the academic success and well-being of each student.</p> <p>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.</p> <p>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.</p> <p>1d. Strategically develop, implement and evaluate actions to achieve the vision for the school.</p> <p>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.</p> <p>1f. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.</p> <p>1g. Model and pursue the school’s mission, vision and core value in all aspects of leadership.</p>	<p><i>Administrators would click on the box of where they self-rate in each domain.</i></p>		

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

<b>End-of-Year Self-Reflection - Domains (Administrator)</b>			
<b>Domain</b>	<b>Developing</b>	<b>Meeting</b>	<b>Excelling</b>
<p>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.</p> <p>3f. Promote the preparation of students to live productively in and contribute to diverse cultural contexts of a global society.</p> <p>3g. Act with cultural competence and responsiveness in their interactions, decision making and practice.</p> <p>3h. Address matters of equity and cultural responsiveness in all aspects of leadership.</p>			
<p><b>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.</b></p> <p>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.</p> <p>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.</p> <p>4c. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy and the needs of each student.</p> <p>4d. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths and is differentiated and personalized.</p>			

<b>End-of-Year Self-Reflection - Domains (Administrator)</b>			
<b>Domain</b>	<b>Developing</b>	<b>Meeting</b>	<b>Excelling</b>
<p>4e. Promote the effective use of technology in the service of teaching and learning.</p> <p>4f. Employee valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.</p> <p>4g. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.</p>			
<p><b>Community of Care and Support for Students</b></p> <p>5a. Build and maintain a safe, caring and healthy school environment that meets the academic, social, emotional and physical needs of each student.</p> <p>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.</p> <p>5c. Provide coherent systems of academic and social supports, services, extracurricular activities and accommodations to meet the range of learning needs of each student.</p> <p>5d. Promote adult-student, student-peer and school-community relationships that value and support academic learning and positive social and emotional development.</p> <p>5e. Cultivate and reinforce student engagement in school and positive student conduct.</p> <p>5f. Infuse the school’s learning environment with the cultures and languages of the school’s community.</p>			
<b>Professional Capacity of School Personnel</b>			

<b>End-of-Year Self-Reflection - Domains (Administrator)</b>			
<b>Domain</b>	<b>Developing</b>	<b>Meeting</b>	<b>Excelling</b>
<p>6a. Recruit, hire, support, develop and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.</p> <p>6b. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.</p> <p>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.</p> <p>6d. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.</p> <p>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.</p> <p>6f. Empower and motivate teachers and staff to the highest level of professional practice and to continuous learning and improvement.</p> <p>6g. Develop the capacity, opportunities and support for teacher leadership and leadership from other members of the school community.</p> <p>6h. Promote the personal and professional health, well-being and work-life balance of faculty and staff.</p> <p>6i. Tend to their own learning and effectiveness through reflection, study and improvement, maintaining a healthy work-life balance.</p>			
<b>Professional Community for Teachers and Staff</b>			

<b>End-of-Year Self-Reflection - Domains (Administrator)</b>			
<b>Domain</b>	<b>Developing</b>	<b>Meeting</b>	<b>Excelling</b>
<p>7a. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice and student learning.</p> <p>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.</p> <p>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.</p> <p>7d. Promote mutual accountability among teachers and other professional staff for each student’s success and the effectiveness of the school as a whole.</p> <p>7e. Develop and support open, productive, caring, trusting working relationships among leaders, faculty and staff to promote professional capacity and the improvement of practice.</p> <p>7f. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.</p> <p>7g. Provide opportunities for collaborative examination of practice, collegial feedback and collective learning.</p> <p>7h. Encourage faculty-initiated improvement of program and practices.</p>			
<p><b>Meaningful Engagement of Families and Community</b></p> <p>8a. Are approachable, accessible and welcoming to families and members of the community.</p>			

**End-of-Year Self-Reflection - Domains (Administrator)**

<b>Domain</b>	<b>Developing</b>	<b>Meeting</b>	<b>Excelling</b>
<p>8b. Create and sustain positive, collaborative and productive relationships with families and the community for the benefit of students.</p> <p>8c. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems and accomplishments.</p> <p>8d. Maintain a presence in the community to understand its strength and needs, develop productive relationships and engage its resources for the school.</p> <p>8e. Create means for the school community to partner with families to support student learning in and out of school.</p> <p>8f. Understand, value and employ the community’s cultural, social, intellectual and political resources to promote student learning and school improvement.</p> <p>8g. Develop and provide the school as a resource for families and the community.</p> <p>8h. Advocate for the school and district and for the importance of education and student needs and priorities to families and the community.</p> <p>8i. Advocate publicly for the needs and priorities of students, families and the community.</p> <p>8j. Build and sustain productive partnerships with the public and private sectors to promote school improvement and student learning.</p>			
<p><b>Operations and Management</b></p> <p>9a. Institute, manage and monitor operations and administrative systems that promote the mission and vision of the school.</p> <p>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.</p>			

<b>End-of-Year Self-Reflection - Domains (Administrator)</b>			
<b>Domain</b>	<b>Developing</b>	<b>Meeting</b>	<b>Excelling</b>
<p>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.</p> <p>9d. Are responsible, ethical and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.</p> <p>9e. Protect teachers' and other staff members' work and learning from disruption.</p> <p>9f. Employ technology to improve the quality and efficiency of operations and management.</p> <p>9g. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.</p> <p>9h. Know, comply with and help the community understand local, state and federal laws, rights, policies and regulations so as to promote student success.</p> <p>9i. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.</p> <p>9j. Develop and manage productive relationships with the central office and school board.</p> <p>9k. Develop and administer systems for fair and equitable management of conflict among students, faculty, staff, leaders, families and community.</p> <p>9l. Manage governance processes and internal and external politics toward achieving the school's mission and vision.</p>			
<p><b>School Improvement</b></p> <p>10a. Seek to make school more effective for each student, teachers and staff, families and the community.</p>			

<b>End-of-Year Self-Reflection - Domains (Administrator)</b>			
<b>Domain</b>	<b>Developing</b>	<b>Meeting</b>	<b>Excelling</b>
<p>10b. Use methods of continuous improvement to achieve the vision, fulfill the mission and promote the core values of the school.</p> <p>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.</p> <p>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.</p> <p>10e. Employee situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.</p> <p>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.</p> <p>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.</p> <p>10h. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs and services.</p> <p>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.</p> <p>10j. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation and initiating and implementing improvement.</p>			

<b>End of Year Conference (Evaluator)</b>	
Conference Date	<i>Date / Time Box on Form</i>
Summative Feedback to Administrator Progress on professional learning and progress toward goal(s).	<i>Text Box Evaluator to Enter Text</i>
Summative Feedback to Administrator Impact of new learning on student growth and achievement	<i>Text Box Evaluator to Enter Text</i>
For multi-year goals only: <ul style="list-style-type: none"> <li>● What adjustments are needed to the goal(s)?</li> <li>● Why?</li> <li>● How might adjustments impact the timing of the goal(s)?</li> </ul>	<i>Text Box Evaluator to Enter Text</i>
To what extent does the evaluator agree with the Administrator's self-assessment on domains?	<i>Text Box Evaluator to Enter Text</i>
Successful Completion of Evaluative Cycle	<i>Yes ▾ For electronic form: use checkboxes for Yes, No</i>
Supports Required / Suggested (All tiered supports required above and beyond Tier 1, included in feedback above).	<i>Not Applicable ▾ For electronic form: use checkboxes for Not Applicable, Tier 2, Tier 3</i>
Attach a Collaborative Action Plan or Tier 3 Supports	<i>File Upload</i>

<b>Evaluator Signature</b>	<i>Electronic Signature</i>	Date	<i>System to select date</i>
<b>Employee Signature</b>	<i>Electronic Signature</i>	Date	<i>System to select date</i>



## Madison Administrator Evaluation and Professional Learning Plan

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

<b>Form D(3) - Administrator Study Model Form</b>	
<b>Pre-Study (Administrator)</b>	
Goal	<i>Import from Goal Setting Form</i>
Optional Goal 2	<i>Import from Goal Setting Form</i>
Optional Goal 3	<i>Import from Goal Setting Form</i>
What is your learning plan to support achieving your goal(s)?	<i>Import from Goal Setting Form</i>
Type of Study	<div style="border: 1px solid #ccc; padding: 2px; display: inline-block;">Unit Study ▾</div> <i>On electronic form, use check box for types of study (unit, case, leadership)</i>
Core Planning Documents <i>(School Development Plan)</i>	<i>File Upload</i>
Pre-Conference Notes	<i>Text Box</i> <i>Administrator to Enter Text</i>

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

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

Post-Study Conference (Evaluator)	
General Summary Conference <a href="#">Questioning Strands</a>	<i>Text Box</i> <i>Evaluator to enter Notes</i>

Post-Observation Conference Reflection (Administrator)	
General Summary Conference (Review of Meeting Outcomes)	<i>Text Box</i> <i>Administrator to enter Notes</i>

Evaluator Study Determination (Evaluator)	
	<p><b>Successful Completion of Study Model</b> ▾</p> <p><i>For electronic form: use checkboxes for Successful Completion of Study Model, Report Study Process, Spring Formal Observation</i></p>



## Madison Administrator Evaluation and Professional Learning Plan

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

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

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

Claim	<i>Text Box</i>
Evidence	<i>Text Box</i>
Impact	<i>Text Box</i>
Judgment or Question	<i>Text Box</i>

Additional Comments, if desired	<i>Text Box</i>
Conference Needed	Yes ▾

**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*



## Appendix Resources

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## Appendix A - Examples of Evidence Types

### 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

## Profile of a Graduate Student Growth and Development Matrix

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

Madison Public Schools – Matrix Revised March 2020

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

	1 Limited	2 Emerging	<b>3 Present (MPS Standard)</b>	4 Complex
<p><b>Inquiry</b></p> <p>Posing, pursuing, and refining significant questions to deepen understanding about a topic or issue.</p>	<p>I was unclear about the problem/topic and/or did not identify significant questions for investigation.</p>	<p>I clarified the problem/topic, but posed questions that may lack relevance or depth.</p> <p>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.</p>	<p>I clarified the problem/topic and developed meaningful, relevant questions for investigation.</p> <p>I refined meaningful, relevant questions for investigation.</p> <p>I did this by collecting, organizing and synthesizing new and prior learning from a variety of sources to determine relevance.</p>	<p>I fully met the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"> <li>• Continuing my initial investigation with new questions, deeper investigations through a variety of sources</li> <li>• Pursuing a broader and deeper scope of knowledge about a topic or issue from my initial conception</li> <li>• Expressing a nuanced understanding of the problem</li> </ul>
<p><b>Analyzing</b></p> <p>Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences.</p>	<p>I looked at information/data/evidence considering limited perspectives/ strategies on a superficial level.</p> <p>I was not able to identify patterns or relationships, make inferences, draw conclusions, or create viable solutions.</p>	<p>I looked at information/data/evidence considering limited perspectives/ strategies that may have lacked relevance.</p> <p>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.</p>	<p>I examined information/data/evidence considering multiple sources/strategies that were relevant to my focus, omitting extraneous information.</p> <p>I identified patterns, relationships, and underlying assumptions.</p> <p>This allowed me to make inferences; draw well-informed conclusions; and/or create workable solutions.</p>	<p>I fully met the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"> <li>• Carefully and independently synthesizing disparate sources/strategies</li> <li>• Making insightful inferences</li> <li>• Drawing complex, nuanced, well-informed conclusions</li> <li>• Creating novel solutions</li> <li>• Forming interpretations supported by multiple instances/data points/strategies.</li> </ul>

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

	1 Limited	2 Emerging	3 Present (MPS Standard)	4 Complex
<p style="text-align: center;"><b>Idea Generation</b></p> <p>Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations.</p>	<p>I showed little consideration of limitations and possible transformations of a problem, need, or exemplar.</p> <p>I developed my solution by considering a singular approach.</p> <p>I consistently fell back on a familiar solution, application, or inquiry.</p>	<p>I investigated an <i>existing</i> problem, need, or exemplar, but my possible solution was not realistic or viable and/or did not result in a meaningful solution or product.</p> <p>I developed my solution by considering only a few approaches.</p> <p>I conceived of an approach that is still heavily reliant on a familiar solution, application or inquiry.</p>	<p>I investigated an <i>existing</i> problem, need, or exemplar, in order to pose varied possible solutions/transformations/novel products.</p> <p>I developed my solutions by synthesizing different possible approaches.</p> <p>I considered all ideas without limiting my own thought process.</p> <p>I considered the limitations of potential solutions.</p>	<p>I fully met the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"> <li>• Imagining a novel approach/product based on background knowledge and experiences</li> <li>• Pursuing divergent or seemingly contradictory ideas</li> <li>• Seeking out other resources to expand my thinking</li> <li>• Anticipating problems and posing possible solutions</li> </ul>
<p style="text-align: center;"><b>Design</b></p> <p>Engaging in a process to refine a product for an intended audience and purpose.</p>	<p>I did not engage in a process that makes important or meaningful refinements to my product.</p> <p>I disregarded feedback.</p>	<p>I engaged in a limited process to develop a product.</p> <p>I made few meaningful revisions to my product based on feedback.</p> <p>My design led to an outcome misaligned to my audience/purpose</p> <p>I did not make continual progress without teacher support.</p>	<p>I engaged in a process to plan, develop and refine a product and considered my intended audience/purpose.</p> <p>During this process, I examined the impact of my choices, anticipated problems, and adjusted my approach as needed.</p> <p>I made purposeful revisions by reflecting on feedback.</p>	<p>I fully met the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"> <li>• Continually examining the impact of each step toward the finished product for my intended audience/purpose</li> <li>• Evaluating my own work in progress to make appropriate adjustments</li> <li>• Demonstrating initiative to seek feedback and make changes</li> </ul>

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

	1 Limited	2 Emerging	3 Present (MPS Standard)	4 Complex
<p style="text-align: center;"><b>Collective Intelligence</b></p> <p style="text-align: center;">Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective.</p>	<p>I did not attempt to address the objective at hand, or did not contribute to the functionality of the group as a whole.</p> <p>I disregarded or disrespected the contributions of the other members.</p>	<p>I worked with others to achieve a common objective or goal by:</p> <ul style="list-style-type: none"> <li>• listening to other members' ideas, but sometimes I let my own opinions/biases devalue the contributions of others.</li> <li>• attempting to share responsibilities, but they were not equitably or purposefully divided.</li> <li>• partially fulfilling my responsibilities to my group.</li> <li>• exchanging ideas with my partner/group/ team but not evaluating the ideas critically.</li> </ul>	<p>I worked responsibly with others to achieve a common objective or goal by:</p> <ul style="list-style-type: none"> <li>• respectfully communicating and exchanging individual ideas.</li> <li>• equitably and purposefully dividing roles/responsibilities to encourage collaboration from each individual.</li> <li>• listening carefully to and evaluating other members' contributions.</li> <li>• constructively building upon the thinking of others and questioning group assumptions to achieve the objective or goal.</li> </ul>	<p>I fully met the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"> <li>• Listening carefully to and valuing other members' contributions and synthesizing them with personal knowledge and insightful ideas</li> <li>• Showing leadership by employing the expertise of members when equitably dividing the roles/ responsibilities</li> <li>• Drawing out my peers' ideas and participation through constructive questioning of group assumptions</li> <li>• Advocating for my or underrepresented perspectives or views when necessary</li> </ul>
<p style="text-align: center;"><b>Product Creation</b></p> <p style="text-align: center;">Effectively use a medium to communicate important information.</p>	<p>I created a product that:</p> <ul style="list-style-type: none"> <li>• shows little consideration for context or purpose.</li> <li>• is incomplete or confusing.</li> <li>• required teacher support to synthesize information.</li> </ul>	<p>I created a product that:</p> <ul style="list-style-type: none"> <li>• uses a medium that may not match the intended purpose for a given audience.</li> <li>• communicates ideas with a vague sense of purpose.</li> <li>• conveys statements that may be unrelated to the importance of the topic.</li> <li>• required some teacher support to synthesize information.</li> </ul>	<p>I created an original product for an audience, using a particular medium, maximizing its features, to make powerful statements by:</p> <ul style="list-style-type: none"> <li>• communicating important ideas for a given purpose.</li> <li>• making connections between sources, self, and world.</li> <li>• purposefully synthesizing information, models, strategies, mentor texts, and peer or teacher feedback.</li> </ul>	<p>I fully met the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"> <li>• I created a novel product or used my product in an inventive manner to match my purpose and audience</li> <li>• I skillfully used a particular medium, maximizing its features, to expertly convey ideas</li> <li>• I made insightful connections between sources, self and world</li> </ul>

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

	1 Limited	2 Emerging	<b>3 Present (MPS Standard)</b>	4 Complex
<p><b>Self-Awareness</b></p> <p>Examining current performance critically to identify steps/strategies to persist.</p>	<p>I reflected superficially or inaccurately on my progress, and struggled to determine next steps, or stopped trying to move towards my goal.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>I demonstrated resilience and a growth mindset by examining and reflecting upon rubrics, models, and feedback.</p> <p>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.</p>	<p>I fully met the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"> <li>● 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</li> <li>● Taking risks as I continued toward my goal, making several attempts to overcome challenges/obstacles</li> </ul>
<p><b>Decision Making</b></p> <p>Make responsible decisions, based on potential outcomes.</p>	<p>I did not manage my time well OR make a plan which considered time constraints, resources, and information available, resulting in an undesirable outcome.</p> <p>I did not make responsible and ethical decisions.</p>	<p>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.</p> <p>My decisions only met some of my needs and/or did not consider the impact on others.</p>	<p>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.</p> <p>I proposed and carried out ethical, empathetic, responsible decisions by carefully evaluating the [context, data/evidence, resources, support, time constraints, safety, task parameters, etc.]</p> <p>My decisions were based on respect and safety for myself and others with consideration of possible consequences.</p>	<p>I fully met the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"> <li>● Building in time to reflect and being considerate to other people's schedules</li> <li>● Identifying and evaluating what was and was not working to determine alternate approaches/decisions as needed</li> <li>● Considering unintended consequences</li> <li>● Independently seeking out resources or support for myself and/or others</li> </ul>

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

	1 Limited	2 Emerging	<b>3 Present (MPS Standard)</b>	4 Complex
<p style="text-align: center;"><b>Citizenship</b></p> <p style="text-align: center;">Identify, analyze and contribute to critical issues in society in an ethical and responsible manner.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>I fully met the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"> <li>• Independently identifying (an) underlying systemic/cultural cause(s) of an issue</li> <li>• Synthesizing seemingly contrasting perspectives</li> <li>• Developing a plan to transform a community in my life</li> </ul>
<p style="text-align: center;"><b>Alternate Perspectives</b></p> <p style="text-align: center;">Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective.</p>	<p>I examined an issue from only one perspective and did not recognize possible biases. My position disregarded differing perspectives.</p>	<p>I examined an issue from limited perspectives, possibly drawn from biased sources, resulting in a narrow position.</p>	<p>I explored an issue by drawing from a diversity of sources, and prior knowledge, to form my position.</p> <p>I examined the merits and limitations of others’ positions.</p> <p>In developing my own position, I demonstrated empathy towards the underlying values, beliefs, and interests of various stakeholders.</p>	<p>I fully met the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"> <li>• Seeking out and independently gathering resources with attention toward underrepresented views</li> <li>• Challenging the premise of differing viewpoints or possibilities using dispassionate, objective reasoning and facts</li> <li>• Incorporating others’ perspectives in the pursuit of just outcomes</li> </ul>

## 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 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.

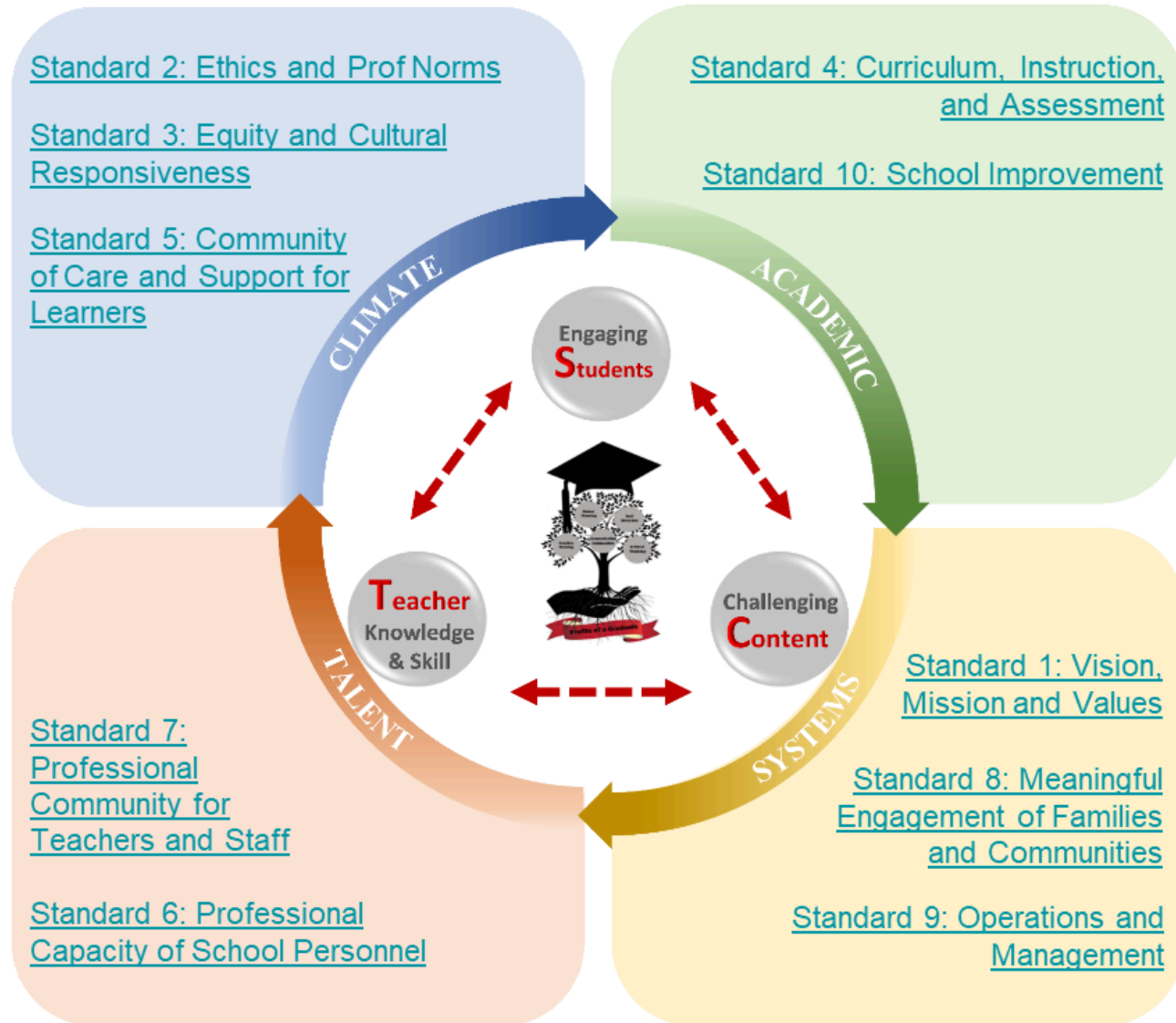
web-based learning: Use of online resources or learning activities to develop new learning or techniques for the classroom.

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.

Appendix D - Strategic Zone Map for PSEL Standards



Every child, every day, leading the way

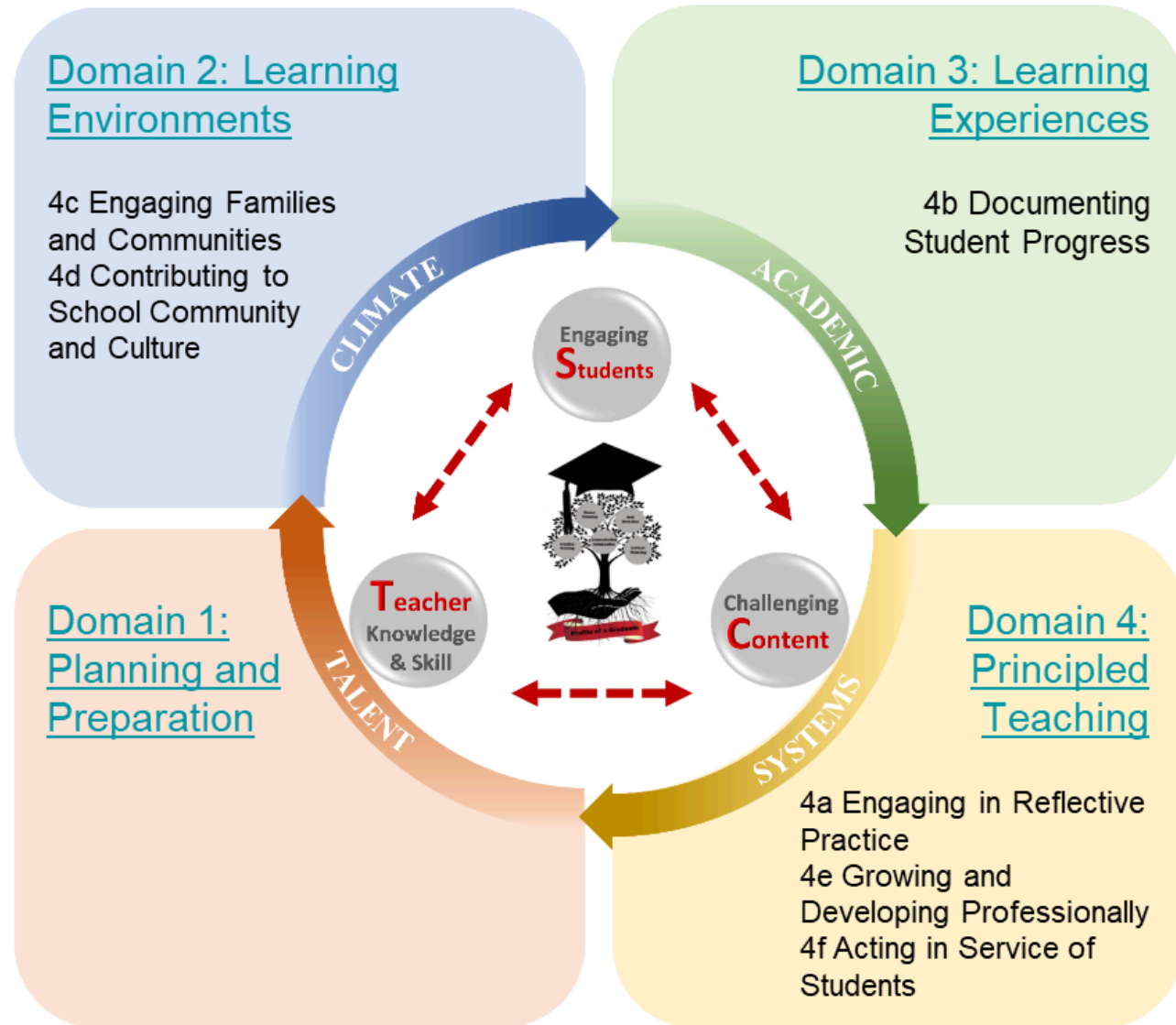


MADISON PUBLIC SCHOOLS

Appendix E - Strategic Zone Map for Danielson Standards



Every child, every day, leading the way



MADISON PUBLIC SCHOOLS



## 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:**



# 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.

## 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*

### **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?

## **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?

## **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?



## Madison Public Schools Tier 3/ Corrective Action Plan

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

<b>Tier 3 / Corrective Action Plan</b>	
Areas of Focus /Objectives related to documented areas of concern.	<i>Text Box</i> <i>Evaluator to Enter Text</i>
Duration / Time Frame for phases of implementation of resources, support and intervention.	<i>Text Box</i> <i>Evaluator to Enter Text</i>
Resources, Supports, Interventions to address areas of concern.	<i>Text Box</i> <i>Evaluator to Enter Text</i>
Supportive Actions from the Evaluator	<i>Text Box</i> <i>Evaluator to Enter Text</i>
Next Steps	<div style="background-color: #e0e0e0; padding: 2px; display: inline-block;"><i>Continuation of the Plan</i> ▾</div> <i>Check box on electronic form</i>

## 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.



# PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS RUBRIC

OCTOBER 2019

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Funding provided by the Southern Regional Educational Board

### OVERVIEW

In February 2005, Maryland responded to the need for an increased focus on instructional leadership by developing and adopting the Maryland Instructional Leadership Framework. In 2008, the Interstate School Leaders Licensure Consortium (ISLLC) Standards were released. Since that time, the Maryland Instructional Leadership Framework and ISLLC standards have been used extensively as a means for validating principal preparation and licensure in Maryland. In 2012, The Maryland State Board of Education adopted regulations for teacher and principal evaluations. The Maryland Instructional Leadership Framework and ISLLC Standards created the foundation for evaluating the professional practice of principals.

In 2015, the Professional Standards for Educational Leaders (PSEL) was released. The Maryland State Department of Education participated on the PSEL's Workgroup for Completing the Standards. The PSEL maintains the priority of instructional leadership while elevating the focus to the overall success and well-being of each student. In February 2017, the Maryland State Board of Education adopted the PSEL. These standards replace the Maryland Instructional Leadership Framework and ISLLC Standards to guide administrator preparation, licensure, and evaluation in Maryland.

### RUBRIC DEVELOPMENT

The PSEL defines the practice of an effective leader. There are ten interdependent standards in the PSEL which reflect leadership work that research and practice suggest is essential to student success. The Maryland PSEL rubric builds off of the practices identified for an effective leader in the PSEL document by expanding the definition to include practices of highly effective, developing, and ineffective administrators. MSDE collaborated with the Community Training and Assistance Center (CTAC), educational leaders from Maryland school systems, and administrator preparation faculty from Maryland institutions of higher education to develop the rubric.

In January 2018, the draft rubric was shared with 78 principal supervisors representing 22 school systems. Principal supervisors provided feedback to inform revisions to the rubric. In February 2018, the revised rubric was shared with the Maryland Association of Elementary School Principals and the Maryland Association of Secondary School Principals. In June 2018, the rubric was shared with the Maryland Parent Teacher Association. Feedback from these organizations was used to inform revisions to the rubric. From April-June 2018, the rubric was posted for public feedback before making the final revisions. Over 200 people representing teachers, principals, assistant principals, and parents provided input through the online survey. Survey comments were reviewed and used to inform revisions to the rubric. Ultimately, the rubric is grounded in the empirical research that was used to develop the PSEL and enhanced by stakeholders to address the unique needs of Maryland school leaders.

The rubric is a resource to inform professional learning experiences for school-based administrators that will elevate their professional practice by identifying areas of promise and opportunities for growth within in each standard. The rubric provides a common language and clear expectations of a highly effective, effective, developing, and ineffective school leader. It should be noted that the rubric does not encompass the totality of actions that may be observed within each of the four tiers. The rubric is designed to establish a common foundation that school system leaders may build upon to inform the evaluation of principals.

### PSEL RUBRIC STRUCTURE

The rubric conveys how each standard manifests across four levels of practice: highly effective, effective, developing, and ineffective. The effective level presents bulleted practices aligned to one or more PSEL elements which are referenced by letter. For example, PSEL Standard 1: *Mission*,

**PRINCIPAL PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS RUBRIC**

Vision, and Core Values elements a-g align with the bulleted effective column in the rubric. Each of these bulleted practices at the “effective” level is then reflected horizontally at the *highly effective, developing, and ineffective* levels.

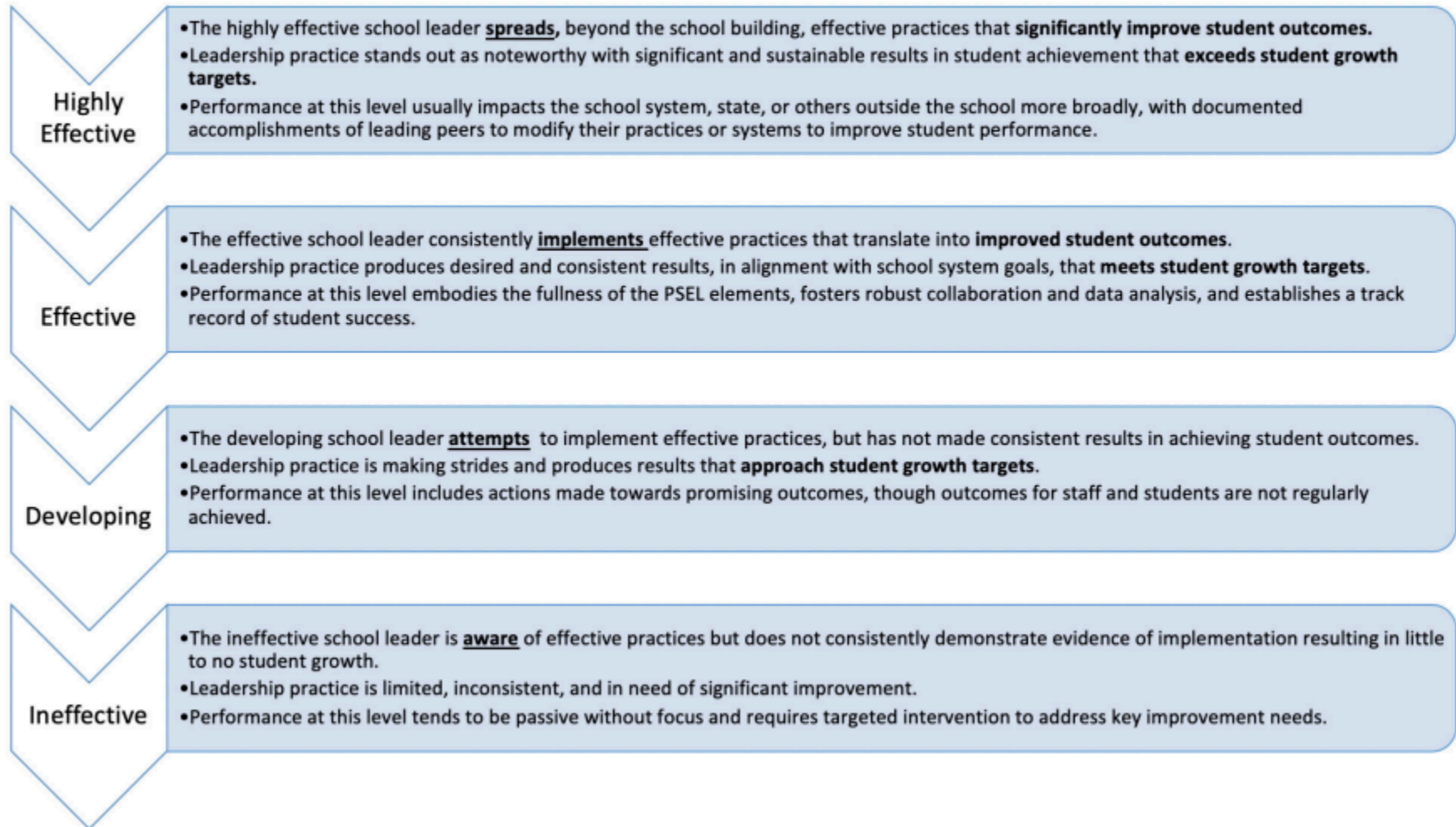
**Example: Maryland PSEL Rubric Standard 1: Mission, Vision, and Core Values**

	An Ineffective School Leader...	A Developing School Leader...	An Effective School Leader...	A Highly Effective School Leader...
<p><b>Descriptors show horizontal alignment across three levels of practice.</b></p>	<p>Inconsistently...</p> <ul style="list-style-type: none"> <li>Develops and communicates the school’s vision, mission, and core values. (a, b)</li> <li>Uses data to inform continuous improvement that promotes the success of each student. (b, c, e)</li> <li>Involves stakeholders to promote implementation of vision, mission, and/or core values that support student learning. (b, e, f)</li> <li>Evaluates actions to achieve the school’s vision. (d)</li> </ul>	<ul style="list-style-type: none"> <li>Communicates the school vision, mission, and core values to stakeholders (e.g. parents, teachers, community members). (a, b)</li> <li>Facilitates opportunities for stakeholders to collaborate to promote student success. (b, f)</li> <li>Identifies a set of core values that recognizes the importance of student-centered education. (c, f)</li> <li>Initiates continuous improvement efforts. (c, d)</li> <li>Uses data to inform school actions that promote student success in alignment with school’s vision, mission, or core values.(d, e)</li> </ul>	<p>...reaches the “developing” level and...</p> <ul style="list-style-type: none"> <li>Collaboratively develops and implements a student-centered mission and vision that are aligned with the school system’s mission and vision. (a, f)</li> <li>Uses data and input from stakeholders to inform the development of a mission and vision that promotes effective organizational practices, high-quality education, and academic success for each student. (b)</li> <li>Articulates and advocates a core set of values that defines the school’s culture and stress the imperative for student-centered education, high expectation and student support; equity, inclusiveness, and social justice; and continuous improvement. (c)</li> <li>Reviews and evaluates stakeholder (e.g. parents, teachers, students, community members) feedback and other data sets regularly and collaboratively to identify strengths, address challenges, and adapt the school mission, vision, and/or values as needed. (d, e)</li> <li>Models and pursues the school’s mission, vision, and core values in all aspects of leadership. (g)</li> </ul>	<p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> <li>Provides evidence that stakeholder groups (e.g. parents, teachers, students, community members) advocate for and is supportive of the school’s vision, mission, and core values.</li> <li>Aligns partnerships (e.g. community organizations, vendors) to support implementation of vision, mission, and core values.</li> </ul>

Aligns with PSEL Standard 1: Mission, Vision, and Core Values indicator (c).

Represents all of the effective tier with additional descriptors of practice.

DEFINITIONS OF EFFECTIVENESS



**PRINCIPAL PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS RUBRIC**

**Standard 1: Mission, Vision, and Core Values**

AN INEFFECTIVE SCHOOL LEADER...	A DEVELOPING SCHOOL LEADER...	AN EFFECTIVE SCHOOL LEADER...	A HIGHLY EFFECTIVE SCHOOL LEADER...
<p>Inconsistently...</p> <ul style="list-style-type: none"> <li>• Develops and communicates the school's vision, mission, and core values. (a, b)</li> <li>• Uses data to inform continuous improvement that promotes the success of each student. (b, c, e)</li> <li>• Involves stakeholders to promote implementation of vision, mission, and/or core values that support student learning. (b, e, f)</li> <li>• Evaluates actions to achieve the school's vision. (d)</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates the school vision, mission, and core values to stakeholders (e.g. parents, teachers, community members). (a, b)</li> <li>• Facilitates opportunities for stakeholders to collaborate to promote student success. (b, f)</li> <li>• Identifies a set of core values that recognizes the importance of student-centered education. (c, f)</li> <li>• Initiates continuous improvement efforts. (c, d)</li> <li>• Uses data to inform school actions that promote student success in alignment with school's vision, mission, or core values.(d, e)</li> </ul>	<p>...reaches the "developing" level and...</p> <ul style="list-style-type: none"> <li>• Collaboratively develops and implements a student-centered mission and vision that are aligned with the school system's mission, vision and well-being of all student groups. (a, f)</li> <li>• Uses data and input from stakeholders to inform the development of a mission and vision that promotes effective organizational practices, high-quality education, and academic success for each student. (b)</li> <li>• Articulates and advocates a core set of values that defines the school's culture, vision and mission and stress the imperative for student-centered education, high expectation and student support; equity, inclusiveness, and social justice; and continuous improvement. (c)</li> <li>• Reviews and evaluates stakeholder (e.g. parents, teachers, students, community members) feedback and other data sets regularly and collaboratively to identify strengths, address challenges, and modify the school mission and vision, as needed. (d, e)</li> <li>• Models and pursues the school's mission, vision, and core values in all aspects of leadership. (g)</li> </ul>	<p>...reaches and maintains the "effective" level and...</p> <ul style="list-style-type: none"> <li>• Provides evidence that stakeholder groups (e.g. parents, teachers, students, community members) advocate for and is supportive of the school's vision, mission, and core values.</li> <li>• Aligns partnerships (e.g. community organizations, vendors, professional organizations) to support implementation of vision, mission, and core values.</li> </ul>

Student groups include but are not limited to economically disadvantaged students; students from major racial and ethnic groups; students with disabilities; English learners; and gifted and talented students.

Standard 2: Ethics and Professional Norms

AN INEFFECTIVE SCHOOL LEADER...	A DEVELOPING SCHOOL LEADER...	AN EFFECTIVE SCHOOL LEADER...	A HIGHLY EFFECTIVE SCHOOL LEADER...
<p>Inconsistently....</p> <ul style="list-style-type: none"> <li>• Applies local, state, and federal laws, regulations, and policies. (a, b)</li> <li>• Communicates expectations of professional norms and ethical practices to school staff. (f)</li> <li>• Applies professional norms and ethical practices. (b, c, d)</li> <li>• Demonstrates understanding of school demographics including student and staff backgrounds and culture. (e)</li> </ul>	<ul style="list-style-type: none"> <li>• Implements local, state, and federal laws, regulations, and policies. (a)</li> <li>• Communicates responsibilities and expectations for ethical behavior and professional norms to school staff. (d, f)</li> <li>• Implements professional norms to promote a collaborative work culture. (f)</li> <li>• Demonstrates understanding of student and staff backgrounds and culture. (e)</li> </ul>	<p>...reaches the “developing” level and...</p> <ul style="list-style-type: none"> <li>• Makes the well-being of students the fundamental value in all decision making and actions<sup>1</sup>. (a, c)</li> <li>• Places students at the center of education and accepts responsibility for each student’s academic success and well-being. (c)</li> <li>• Fulfills all professional duties with honesty, transparency and integrity<sup>1</sup>. (b)</li> <li>• Holds self and staff accountable for implementation of local, state, and federal laws, regulations, and policies. (a)</li> <li>• Promotes ethical and professional behavior among faculty and staff aligned with the school system’s code of conduct and professional norms. (f)</li> <li>• Implements professional norms for collaborative work that promote respect, transparency, equity, integrity, fairness, trust, and perseverance among school staff. (d, f).</li> <li>• Demonstrates effective ethical and professional communication skills that reflect knowledge and acceptance of all students, staff backgrounds, social-emotional well-being, disabilities and cultures. (e)</li> </ul>	<p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> <li>• Informs the development or revision of school system and/or state policies focused on ethics or professional norms.</li> <li>• Leads professional learning experiences; publishes reports, articles, or blogs; or engages in public speaking engagements for professional organizations that advance effective ethical and professional practices of educators.</li> </ul>

<sup>1</sup> Retried from National Association of Elementary School Principals’ Code of Conduct: <http://www.naesp.org/sites/default/files/CodeofEthicsWeb.pdf>

Standard 3: Equity and Cultural Responsiveness

AN INEFFECTIVE SCHOOL LEADER...	A DEVELOPING SCHOOL LEADER...	AN EFFECTIVE SCHOOL LEADER...	A HIGHLY EFFECTIVE SCHOOL LEADER...
<p>Inconsistently...</p> <p>Demonstrates equitable and culturally responsive<sup>2</sup> practices. (h)</p> <p>Provides student access to learning experiences that promote equity<sup>3</sup> and culturally responsiveness<sup>2</sup>. (a, b)</p> <p>Demonstrates an understanding of data related to course enrollment, educator effectiveness, student achievement, and school climate. (c, f)</p> <p>Demonstrates an understanding of local, state, and federal laws, regulations, or policies that foster equitable practices. (g, h)</p>	<p>Communicates equity<sup>3</sup> and cultural responsiveness<sup>2</sup> as a priority. (h)</p> <p>Demonstrates understanding of data related to equity<sup>3</sup> such as school climate, educator effectiveness, course enrollment, and student achievement. (a, b)</p> <p>Uses data to identify achievement gaps among student groups. (c, f)</p> <p>Identifies institutional and school biases. (e)</p> <p>Improves student policies based on his/her perspective. (d)</p> <p>Provides students accommodations and services in accordance with local, state, and federal laws, regulations, or policies. (g, h)</p>	<p>...reaches the “developing” level and...</p> <p>Implements and expects equity and cultural responsiveness<sup>2</sup> initiatives. (h)</p> <p>Collaboratively establishes specific and measurable goals for equity<sup>3</sup> that are informed by data and are in alignment with student needs. (a, b)</p> <p>Collaboratively develops and implements an action plan to address the disproportionality of inequities. (a, c, e)</p> <p>Collects and analyzes data to monitor progress towards achieving equity goals and informing continuous improvement. (c, f)</p> <p>Partners with stakeholders to provide learning experiences and resources for all student groups that promote cultural responsiveness<sup>2</sup> and equitable practices. (c, e)</p> <p>Aligns and allocates resources to foster equitable student learning environments (This includes but is not limited to access to high-quality instructional materials, effective educators, rigorous courses, and extracurricular experiences.) (c, f)</p> <p>Holds self and staff accountable for engaging in equitable and culturally responsive practices. (a, g)</p> <p>Aligns and coordinates student services to address student needs and promote student academic success and well-being. (c)</p> <p>Involves stakeholders in the development or revision of school policies that promote equitable and culturally responsive practices. (d)</p>	<p>...reaches and maintains the “effective” level and...</p> <p>Informs school system, state or, professional organizations on matters related to equity<sup>3</sup> and/or cultural responsiveness<sup>2</sup>.</p> <p>Serves as a coach or mentor for other school leaders to support the implementation of equitable leadership practices.</p>

<sup>2</sup> Cultural responsiveness: Refers to a disposition of valuing the cultures and contexts of others as an asset to learning, ([https://www.ccsso.org/sites/default/files/2018-01/Leading%20for%20Equity\\_011618.pdf](https://www.ccsso.org/sites/default/files/2018-01/Leading%20for%20Equity_011618.pdf))

<sup>3</sup> Equity: All student groups (e.g. Race, sexual orientation, learning disability) have full access to educational opportunities. ([https://www.ccsso.org/sites/default/files/2018-01/Leading%20for%20Equity\\_011618.pdf](https://www.ccsso.org/sites/default/files/2018-01/Leading%20for%20Equity_011618.pdf))

Standard 4: Curriculum, Instruction, and Assessment

AN INEFFECTIVE SCHOOL LEADER...	A DEVELOPING SCHOOL LEADER...	AN EFFECTIVE SCHOOL LEADER...	A HIGHLY EFFECTIVE SCHOOL LEADER...
<p>Inconsistently....</p> <ul style="list-style-type: none"> <li>Provides feedback to teachers on curriculum, instruction, and/or assessment. (c, d)</li> <li>Requires teachers to collaborate within grade levels and/or disciplines. (a, b)</li> <li>Reviews student data to monitor student progress. (g)</li> <li>Uses assessments to inform instruction. (f)</li> <li>Implements curriculum in alignment with school system requirements. (b)</li> <li>Provides technology for student learning. (e)</li> </ul>	<ul style="list-style-type: none"> <li>Provides feedback to teachers on curriculum, instruction, and/or assessment. (c, d)</li> <li>Provides time in the schedule for teachers to work collaboratively within grade levels and/or disciplines. (a, b)</li> <li>Reviews data to monitor student progress. (g)</li> <li>Implements assessments in alignment with school system and state requirements. (f)</li> <li>Implements curriculum in alignment with school system requirements. (b)</li> <li>Promotes appropriate technology use in and out of the classroom. (e)</li> </ul>	<p>...reaches the “developing” level and...</p> <ul style="list-style-type: none"> <li>Communicates rigorous student learning expectations, assessment information, and instructional practices to parents, students, teachers, and other stakeholder groups. (a)</li> <li>Provides actionable feedback to teachers that improves implementation of curriculum, assessment, and evidence based instructional practices aligned to an integrated tiered system of supports that meet the diverse needs of student learners. (c, d)</li> <li>Provides time in the schedule for teachers to collaborate on curriculum, instruction, and assessment within and across grade levels and/or disciplines, to improve coherence and alignment. (a, b)</li> <li>Implements a formative assessment process to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes (e.g. growth targets). (f, g)</li> <li>Leads school educators on effective practices that are evidence based to improve instruction (e.g. differentiation, universal design, personalized learning, and specialized instruction). (a, c, d)</li> <li>Works collaboratively with teachers to collect and share data in an understandable way to monitor and inform improvements in instructional practices for all student groups. (c)</li> <li>Establishes expectations and monitors the use of technology and literacy to support teaching and learning in alignment with grade-level or course standards (e.g. rigor and fidelity). (e)</li> </ul>	<p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> <li>Informs curriculum, instruction, assessment practices, or professional learning experiences for the school system, state, or professional organizations.</li> <li>Serves as a mentor or coach to other school leaders.</li> <li>Demonstrates sustained high levels of student academic growth and achievement in alignment with school system and state requirements.</li> </ul>

Standard 5: Community of Care and Support for Students

AN INEFFECTIVE SCHOOL LEADER...	A DEVELOPING SCHOOL LEADER...	AN EFFECTIVE SCHOOL LEADER...	A HIGHLY EFFECTIVE SCHOOL LEADER...
<p>Inconsistently...</p> <ul style="list-style-type: none"> <li>• Reviews school data. (e)</li> <li>• Adheres to school system policies regarding safety and security. (a, c)</li> <li>• Demonstrates mutual respect and trust in working with students, teachers, and/or stakeholder groups (e.g. parents, community members) (d).</li> <li>• Demonstrates an understanding of students' cultures and languages. (f)</li> </ul>	<ul style="list-style-type: none"> <li>• Reviews school data (e.g. school climate, suspension, attendance). (e)</li> <li>• Implements academic and socio-emotional resources provided by the school system. (c)</li> <li>• Shares student handbook in compliance with school system requirements. (a, e)</li> <li>• Implements school security and safety procedures (e.g. visitor sign-in, emergency preparedness drills) in alignment with school system requirements. (a, e)</li> <li>• Demonstrates an understanding of students' cultures and languages. (f)</li> </ul>	<p>...reaches the "developing" level and...</p> <ul style="list-style-type: none"> <li>• Collaboratively establishes a continuum of academic and socio-emotional supports, informed by data, to address the needs and range of learners of each student group (e.g. ensuring that students with disabilities and English language learners have opportunities to learn with their non-disabled and English proficient peers). (c)</li> <li>• Uses data (e.g. school climate, suspension, attendance) to monitor and evaluate effectiveness of academic and socio-emotional supports to students. (c)</li> <li>• Partners with stakeholders (e.g. parents, community members) to provide resources that support the academic success and well-being of each student. (b, d)</li> <li>• Establishes, implements, and monitors protocols and processes that foster a safe and secure school environment in alignment with school system policies. (a, e)</li> <li>• Develops, and reinforces student engagement; implements, communicates, and enforces a student code of conduct outlining expectations for positive student behavior in aligned to school system's policies. (e)</li> <li>• Infuses the school environment with students' cultures and languages. (f)</li> <li>• Communicates directly with students celebrating success and affirming student value. (b, d)</li> <li>• Establishes trusting relationships with school staff and community members. (f)</li> </ul>	<p>...reaches and maintains the "effective" level and...</p> <ul style="list-style-type: none"> <li>• Informs the development or revisions of policies, resources, or practices that relate to school culture and climate at the school system or state level.</li> <li>• Facilitates professional learning experiences on school culture and climate for the school system, state, or professional organizations.</li> <li>• Provides a platform for various student engagement and leadership opportunities for academic, school improvement, and other efforts in the school.</li> </ul>

Standard 6: Professional Capacity of School Personnel

AN INEFFECTIVE SCHOOL LEADER...	A DEVELOPING SCHOOL LEADER...	AN EFFECTIVE SCHOOL LEADER...	A HIGHLY EFFECTIVE SCHOOL LEADER...
<p>Inconsistently....</p> <ul style="list-style-type: none"> <li>• Demonstrates effective hiring practices. (a)</li> <li>• Conducts evaluation of assistant principals and teachers. (d, e, f)</li> <li>• Provides feedback to assistant principals and teachers that inform improvement to their professional practice. (e)</li> <li>• Participates in professional learning opportunities to enhance professional practice of self. (i)</li> </ul>	<ul style="list-style-type: none"> <li>• Conducts hiring processes in accordance with school system practices. (a)</li> <li>• Responds to staff turnover as it occurs. (b, g)</li> <li>• Provides data-informed professional learning experiences. (c, d, h)</li> <li>• Conducts evaluation of teachers in accordance with school system policies. (d, e, f)</li> <li>• Identifies and participates in professional learning opportunities to enhance professional practice of self. (i)</li> </ul>	<p>...reaches the "developing" level and...</p> <ul style="list-style-type: none"> <li>• Develops explicit criteria to recruit, hire, support, develop, and retain staff in alignment with school needs. (a)</li> <li>• Establishes performance expectations for all staff members and holds staff members accountable for meeting expectations through the evaluation cycle in a collaborative process with celebration of success. (d, e, f)</li> <li>• Creates, implements and evaluates plan for staff turnover and succession. (b, g)</li> <li>• Implements strategies to foster the professional growth of staff at all career stages in alignment with school and school system needs (e.g. provides high quality professional learning experiences with follow up coaching). (b, g)</li> <li>• Provides job embedded professional learning and continuous improvement experiences that are differentiated, data-informed and results in improvements to professional practice, student learning, and work life balance of faculty and staff. (c, d, h)</li> <li>• Communicates feedback to assistant principals, teachers, and staff through the observation and evaluation process that is characterized by frequent, individualized, actionable and timely feedback, which informs professional practice. (d, e,)</li> <li>• Collaboratively develops and uses data to inform a plan to foster professional growth of self. (i)</li> </ul>	<p>...reaches and maintains the "effective" level and...</p> <ul style="list-style-type: none"> <li>• Informs professional learning experiences at the school system or state level to build the capacity of school personnel.</li> <li>• Advances the professional growth of assistant principals and teachers as evidenced by evaluation records, student academic performance, and promotion to leadership positions.</li> <li>• Provides evidence of assistant principals, teacher leaders, or other staff facilitating effective professional learning experiences to inform the professional practice of other educators within the school system, state, and/or professional organizations.</li> </ul>

Standard 7: Professional Community for Teachers and Staff

AN INEFFECTIVE SCHOOL LEADER...	A DEVELOPING SCHOOL LEADER...	AN EFFECTIVE SCHOOL LEADER...	A HIGHLY EFFECTIVE SCHOOL LEADER...
<p>Inconsistently.....</p> <ul style="list-style-type: none"> <li>Provides professional learning experiences to staff. (e, f, g)</li> <li>Includes staff input to inform school decisions. (b)</li> <li>Reviews staff perception data. (c)</li> </ul>	<ul style="list-style-type: none"> <li>Adheres to the professional learning processes of the school system. (e, f, g)</li> <li>Provides professional learning experiences for staff. (e, f, g)</li> <li>Creates a school leadership team that works in isolation with limited input from other staff members. (b, h)</li> <li>Reviews staff perception data. (c)</li> </ul>	<p>...reaches the “developing” level and...</p> <ul style="list-style-type: none"> <li>Establishes workplace conditions for staff that promotes professional learning, collaborative practices, and mutual accountability to advance student learning and socio-emotional well-being. (a, b)</li> <li>Analyzes data on staff perceptions of school practices and procedures to identify areas of sustainability and growth. (c)</li> <li>Distributes leadership opportunities to staff for the purpose of advancing student learning and socio-emotional well-being. (b, c, h)</li> <li>Provides opportunities and structures for staff to learn from each other and design professional learning experiences to improve student learning. (c, e, f, g)</li> <li>Provides explicit structures for staff to reflect on and strategize for student and school-wide progress that all staff is responsible for. (c, d)</li> <li>Interacts with staff in a way that reflects trust, transparency, and positive intention which improves professional practice. (e)</li> </ul>	<p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> <li>Leverages staff expertise to design and implement job-embedded professional learning opportunities in alignment with school goals.</li> <li>Implements one or more faculty-initiated improvement efforts successfully.</li> <li>Demonstrates evidence of assistant principals, teachers, counselors, and/or other staff members actively participating and contributing to professional organizations and/or communities of practice in alignment with school goals.</li> </ul>

Standard 8: Meaningful Engagement of Families and Community

AN INEFFECTIVE SCHOOL LEADER...	A DEVELOPING SCHOOL LEADER...	AN EFFECTIVE SCHOOL LEADER...	A HIGHLY EFFECTIVE SCHOOL LEADER...
<p>Inconsistently.....</p> <ul style="list-style-type: none"> <li>• Communicates with families and community members. (c)</li> <li>• Partners with families and community members to address school needs. (b, e, f, g, j)</li> <li>• Participates in community events. (d)</li> </ul>	<ul style="list-style-type: none"> <li>• Creates limited partnerships to support school goals. (b, e, f, g, j)</li> <li>• Communicates to families and community members. (c)</li> <li>• Participates in community events. (d)</li> <li>• Communicates to staff the need for engaging families but does not hold staff accountable for engagement. (c)</li> <li>• Provides the school as a resource for families and the community. (g)</li> </ul>	<p>...reaches the “developing” level and...</p> <ul style="list-style-type: none"> <li>• Establishes a network of partners and community resources to promote student achievement and family and community well-being. (b, e, f, g, j)</li> <li>• Establishes structures to facilitate continuous engagement of families and community members to support student learning and socio-emotional well-being (e.g. working with families of students with disabilities to be able to fully communicate the student’s needs to teachers and appropriate staff). (a, b)</li> <li>• Employs a variety of communication strategies to effectively engage in two-way communication with families and community members that support student needs. (c)</li> <li>• Holds self and staff accountable for regularly engaging with families and community members to support student learning. (e, f)</li> <li>• Participates in community events to develop an understanding of its strengths, develops relationships, and leverages resources for the school. (d)</li> <li>• Creates reciprocal opportunities throughout the year for collaboration and partnerships that result in improvements in student learning. (b, e, f, g, j).</li> <li>• Builds and sustains productive partnerships to promote school improvement and student learning. (j).</li> <li>• Advocates publically on behalf of the school system for the need for family and community support of schools (h, i)</li> </ul>	<p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> <li>• Demonstrates sustained partnerships with positive results on student achievement.</li> <li>• Provides support to other school leaders in the school system, state, and/or professional organizations on how to engage families and community members.</li> <li>• Establishes partnerships that positively affect the school system.</li> </ul>

Standard 9: Operations and Management

AN INEFFECTIVE SCHOOL LEADER...	A DEVELOPING SCHOOL LEADER...	AN EFFECTIVE SCHOOL LEADER...	A HIGHLY EFFECTIVE SCHOOL LEADER...
<p>Inconsistently....</p> <ul style="list-style-type: none"> <li>• Manages resources. (a, c)</li> <li>• Demonstrates fiscal responsibility. (d)</li> <li>• Demonstrates understanding of school, local, state, and federal policies to promote student success. (h, i)</li> <li>• Resolves conflicts. (k)</li> <li>• Implements technological solutions for operational management. (f, g)</li> <li>• Communicates with colleagues or central office staff. (l, j)</li> </ul>	<ul style="list-style-type: none"> <li>• Manages resources to meet staff and student needs. (a, c)</li> <li>• Demonstrates fiscal responsibility. (d)</li> <li>• Demonstrates understanding of school, local, state, and federal policies to promote student success. (h, i)</li> <li>• Applies technology to support school operations. (f, g)</li> <li>• Implements conflict resolution strategies. (k)</li> <li>• Communicates with central office staff and colleges within the school system. (i, j)</li> </ul>	<p>...reaches the “developing” level and...</p> <ul style="list-style-type: none"> <li>• Advocates for and seeks to acquire resources that meet the needs of staff and students. (c)</li> <li>• Establishes and implements systems to monitor and evaluate resources used to ensure effective resource management in alignment with the school’s vision, mission, and core values (e.g. ensuring that all student groups’ academic needs are being met). (a, c)</li> <li>• Assigns and schedules staff to roles and responsibilities that optimizes their professional capacity to address the learning needs of students (e.g. school schedule is created with all student groups in mind, meeting accommodation needs for students with disabilities). (b)</li> <li>• Protects student learning time and teacher professional learning time from disruptions. (e)</li> <li>• Establishes systems and processes for fair and equitable conflict resolution. (k)</li> <li>• Demonstrates ethical and responsible budgeting and accounting practices. (d)</li> <li>• Employs technology to improve operational efficiency which includes but is not limited to data and communication systems that monitor and improve school outcomes. (f, g)</li> <li>• Builds school community understanding of school, local, state, and federal policies to promote student success (e.g. feeder patterns). (h, i)</li> <li>• Develops and manages productive relationships with central office staff and colleagues within the school system to support student learning. (l, j)</li> </ul>	<p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> <li>• Demonstrates sustained improved operational efficiencies resulting from strategic implementation of targeted strategies.</li> <li>• Improves teaching and learning outcomes resulting from implementation of targeted operational and management strategies.</li> <li>• Provides professional learning experiences to other leaders in the school system, state, and/or professional organizations that focus on effective operations and management.</li> </ul>

Standard 10: School Improvement

AN INEFFECTIVE SCHOOL LEADER...	A DEVELOPING SCHOOL LEADER...	AN EFFECTIVE SCHOOL LEADER...	A HIGHLY EFFECTIVE SCHOOL LEADER...
<p>Inconsistently....</p> <ul style="list-style-type: none"> <li>• Uses research to inform school improvement strategies. (d, f, g)</li> <li>• Implements a school improvement plan. (b, d)</li> <li>• Reviews data to monitor school improvement progress. (b, d, g)</li> <li>• Communicates with stakeholders. (c, d, i)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses data to inform school improvement. (g)</li> <li>• Applies research to inform improvement strategies. (d, f, g)</li> <li>• Creates and implements a school improvement plan. (b, d)</li> <li>• Informs stakeholders of school improvement goals. (d, g)</li> <li>• Establishes coherence across initiatives in support of school improvement goals. (h, i)</li> <li>• Reviews data to monitor school improvement progress. (b, d, g)</li> </ul>	<p>...reaches the “developing” level and...</p> <ul style="list-style-type: none"> <li>• Communicates school improvement as a priority to students, staff, and other stakeholder groups (e.g. parents, community members). (c, d, i)</li> <li>• Establishes high expectations for student achievement (e.g. all student groups’ needs are identified and met). (c)</li> <li>• Collaboratively establishes strategic priorities for school improvement informed by data and in alignment with school’s mission, vision, and core values. (b, d)</li> <li>• Collaborates with stakeholders throughout the cycle of continuous improvement. (d)</li> <li>• Establishes and implements a shared accountability structure for implementing and monitoring school improvement strategies. (c, i)</li> <li>• Establishes a master schedule that prioritizes and maximizes student instructional time and teacher professional learning time. (a)</li> <li>• Establishes and implements a process to diagnose and respond to student learning needs. (b)</li> <li>• Uses data to prioritize needs and identify evidence-based strategies to address identified needs. (d, g)</li> <li>• Unifies improvement strategies and resources to align with identified needs. (h, i)</li> <li>• Establishes and implements a system to monitor progress towards meeting identified improvement goals. (c, d)</li> <li>• Adjusts improvement strategies as necessary to meet established improvement goals. (d, e)</li> <li>• Provides opportunities for staff or stakeholders to lead improvement initiatives. (f, j)</li> <li>• Demonstrates significant gains in student achievement. (a)</li> </ul>	<p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> <li>• Demonstrates significant and sustained gains in school improvement.</li> <li>• Leads professional learning experiences for the school system, state and/or professional organizations focused on school improvement.</li> <li>• Serves as a mentor or coach to school leaders.</li> </ul>

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THE FRAMEWORK  
FOR TEACHING  
-----  
AT A GLANCE

**DOMAIN 1**  
PLANNING AND PREPARATION

- 1a Applying Knowledge of Content and Pedagogy
- 1b Knowing and Valuing Students
- 1c Setting Instructional Outcomes
- 1d Using Resources Effectively
- 1e Planning Coherent Instruction
- 1f Designing and Analyzing Assessments

**DOMAIN 2**  
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

**DOMAIN 3**  
LEARNING EXPERIENCES

- 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

**DOMAIN 4**  
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

THE DANIELSON GROUP

# 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.

## 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.

## 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.

## 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.

## 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.

## 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.

# 1a: Applying Knowledge of Content and Pedagogy

	Unsatisfactory	Basic	Proficient	Distinguished
	The teacher lacks sufficient knowledge of content and pedagogy to support student learning of the content.	The teachers' understanding of content and pedagogy partially supports student learning of the content.	The teachers' understanding of content and pedagogy supports student learning of the content.	The teachers' understanding of content and pedagogy fosters deeper learning, student agency, and intellectual dispositions such as curiosity, reasoning, and reflection.
CRITICAL ATTRIBUTES	Disciplinary Expertise			
	Planning and preparation include content errors or demonstrate a lack of understanding of the content.	Planning and preparation indicate partial understanding of the central concepts of the discipline and their relationship to one another.	Planning and preparation reflect solid understanding of content and the structure of the discipline being taught.	Planning and preparation reflect extensive knowledge of important concepts and how they relate to one another, as well as recent developments in the discipline.
	Pedagogical Content Knowledge			
	Lesson and unit plans lack consideration for prerequisite knowledge and possible student misconceptions.	Lesson and unit plans include instructional strategies and representations of content that are partially suitable and show some consideration for prerequisite knowledge important to student learning of the content.	Lesson and unit plans include a variety of strategies and representations of content appropriate to the discipline, use a range of pedagogical approaches, and demonstrate understanding of prerequisite relationships among topics and concepts.	In lessons and units planned or adapted, instructional strategies and representations of content are chosen wisely and explicitly for their suitability to the content and their ability to foster high-levels of intellectual engagement, skill development, and critical thinking.
Knowledge of Interdisciplinary Relationships and Skills				
No interdisciplinary relationships are identified in plans or preparation.	Plans and preparation cite some relevant connections to concepts in other disciplines and to skills that transfer across disciplines.	Plans and preparation demonstrate knowledge of interdisciplinary relationships and skills to be explored and their real-world application.	Lessons and units planned or adapted focus on connecting concepts to other disciplines, prioritizing skills that transfer across disciplines and emphasizing real-world applications of these concepts and skills.	

## Tb: Knowing and Valuing Students

	Unsatisfactory	Basic	Proficient	Distinguished
	The teacher lacks sufficient knowledge of students to support student learning or development.	The teacher's knowledge of students' identities, as well as their strengths and needs partially supports learning and development.	The teacher's knowledge of students supports learning and development, and enables the teacher to build upon student assets.	The teacher's knowledge of students is extensive and fosters student learning and development to support academic and personal success.
CRITICAL ATTRIBUTES	Respect for Students' Identities			
	The teacher is not aware of or pays little attention to students' race, culture, or identity.	The teacher applies knowledge of students' race, culture, and identities to planning and preparation with limited success.	The teacher successfully incorporates knowledge of students' race, culture, and identities into planning and preparation.	The teacher recognizes and appreciates students' race, culture, and unique identities, designing culturally responsive and affirming learning experiences with them in mind.
	Understanding of Students' Current Knowledge and Skills			
	The teacher does not try to ascertain information about students' varied prior knowledge, skills, or mindsets.	The teacher applies an understanding of students' varied knowledge and skill levels, as well as mindsets related to learning, with limited success.	The teacher successfully applies an understanding of students' levels of knowledge and skill, as well as their mindsets about learning, in planning and preparation.	The teacher's deep understanding of each student's knowledge, skills, and mindsets ensures that students receive appropriate scaffolds when necessary, meet rigorous outcomes, and are challenged to do their best work.
	Knowledge of Whole Child Development			
	The teacher does not attend to or understand students' cognitive, social, emotional, and character development.	The teacher's understanding of students' cognitive, social, emotional, and character development in planning and preparation with limited success.	The teacher successfully incorporates an understanding of students' cognitive, social, emotional, and character development is successfully incorporated into planning and preparation.	The teacher deeply understands and integrates students' cognitive, social, emotional, and character development to model and teach habits and mindsets that promote student assumption of responsibility.
	Knowledge of the Learning Process and Learning Differences			
The teacher displays insufficient understanding of how students learn and develop in general or of individual differences for students in the class.	The teacher has limited understanding of the learning process and of individual learning differences.	The teacher's accurate understanding of how students learn and learn differently is evident in planning and preparation.	In lessons planned or adapted, the teacher uses extensive knowledge of the learning process and learning differences to design experiences that are engaging and successful.	

# 1c: Setting Instructional Outcomes

	Unsatisfactory	Basic	Proficient	Distinguished
	Instructional outcomes are not identified, are not rigorous, or are inappropriate.	Instructional outcomes are moderately rigorous and are appropriate for most students in the class.	Instructional outcomes are rigorous and appropriate for students.	Instructional outcomes represent high-level learning of important content and support student autonomy, curiosity, and intellectual risk-taking.
CRITICAL ATTRIBUTES	Value and Relevance			
	Instructional outcomes are not relevant or meaningful or do not reflect important learning.	Instructional outcomes are somewhat relevant and partially reflect important learning and development.	Instructional outcomes are mostly relevant and reflect important learning and development.	Instructional outcomes consistently reflect important, meaningful, and relevant learning for students.
	Alignment to Grade-Level Standards			
	Instructional outcomes do not reflect grade-level standards.	Instructional outcomes partially reflect grade-level standards.	Instructional outcomes mostly reflect grade-level standards.	Instructional outcomes consistently reflect grade-level standards that challenge all students in the class and encourage intellectual risk taking.
	Clarity of Purpose			
	Instructional outcomes are unclear or are stated as activities.	Instructional outcomes are somewhat clear and partially describe what students will learn.	Instructional outcomes are mostly clear and specific, likely to ensure that students understand what they will learn and how.	Instructional outcomes are uniformly clear and specific and support students to extend their learning.
Integration of Multiple Aspects of Student Development				
Instructional outcomes do not reflect a range of purposes.	Instructional outcomes target different types of outcomes beyond academic knowledge and skills with partial success.	Instructional outcomes represent a range of high-priority, developmentally appropriate purposes, including academic, social-emotional, and character development goals.	Instructional outcomes integrate academic, social-emotional, and character development goals rather than treating them separately.	

# 1d: Using Resources Effectively

CRITICAL ATTRIBUTES

Unsatisfactory	Basic	Proficient	Distinguished
The teacher is not aware of, or does not appropriately or effectively use instructional materials and other resources to support student learning and development.	The teacher understands and uses instructional materials and other resources to support student learning and development, but these resources represent only a narrow band of what is available.	The teacher's knowledge of instructional materials and other resources leads to discerning choices to support learning and development.	The teacher makes deliberate decisions in the use of instructional materials and other resources to meet individual student needs and support student autonomy and intellectual engagement.
<b>Instructional Materials</b>			
<p>When instructional materials <b>are provided</b>, the teacher does not use or learn to effectively implement them.</p> <p>When instructional materials <b>are not provided</b>, the teacher uses inappropriate or ineffective materials of their own choosing that do not support rigorous instruction or engagement.</p>	<p>When instructional materials <b>are provided</b>, the teacher implements them with some success, is developing understanding of their features and design, and is sometimes able to recognize and adjust for gaps or deficiencies in the materials.</p> <p>When instructional materials <b>are not provided</b>, the teacher selects and uses materials that are partially aligned to standards to serve as the core of instruction and support student learning and development.</p>	<p>When instructional materials <b>are provided</b>, the teacher's understanding of the materials supports appropriate choices based on the specific needs of students in the class that increase the effectiveness of the curriculum.</p> <p>When instructional materials <b>are not provided</b>, the teacher relies on a strong core set of instructional materials aligned to rigorous standards and makes choices based on the specific needs of students in the class that increase the effectiveness of those materials.</p>	<p>When instructional materials <b>are provided</b>, the teacher uses them wisely, integrating other resources if appropriate, to support each student's mastery of outcomes, further learning and development, deep intellectual engagement, and autonomy.</p> <p>When instructional materials <b>are not provided</b>, the teacher relies on a strong core set of instructional materials and uses them wisely, integrating other resources if appropriate to support each student's mastery of outcomes, further learning and development, and deep intellectual engagement.</p>
<b>Technology and Digital Resources</b>			
The teacher does not appropriately access digital resources to support student learning and development.	The teacher uses technology and accesses digital resources that partially support student learning but may be primarily a substitution for other resources.	Technology and other digital resources are used effectively to support equitable student learning and exploration, as well as connection and development.	Technology and other digital resources support intellectual engagement, personalized instructional pathways for student learning and development.
<b>Supports for Students</b>			
The teacher does not inquire about or seek out resources to support individual student needs.	The teacher seeks some additional resources and supports aligned to the individual needs of students.	The teacher provides resources and supports aligned to their individual needs and learning differences, allowing each student to access the curriculum and meet the learning outcomes.	Resources and supports provided or suggested by the teacher promote student agency and increase efficacy in utilizing resources to support their own learning and development.

## 1e: Planning Coherent Instruction

	Unsatisfactory	Basic	Proficient	Distinguished
CRITICAL ATTRIBUTES	The design of learning experiences does not support student engagement with important content.	Learning experiences are somewhat coherent in structure, within and across lessons, partially supporting students to meet the intended outcomes.	Learning experiences are challenging and engaging; they are designed to meet the needs of students in the class.	Learning experiences prioritize the needs of individual students, ensure all students can meet the intended outcomes, and support student assumption of responsibility for learning.
	<b>Tasks and Activities</b>			
	Tasks and activities are uninteresting to students, do not challenge them, and/or do not align to instructional outcomes.	Tasks and activities are partially aligned to the instructional outcomes and represent a modest level of intellectual challenge.	Tasks and activities are aligned with learning outcomes and provide opportunities for higher-level thinking.	Tasks and activities encourage student agency and create authentic opportunities to engage with meaningful content.
	<b>Flexible Learning</b>			
	There is only a single approach or activity planned for students to learn the content.	There are multiple ways for students to learn the content and a variety of strategies are used with some success during the lesson.	Multiple strategies and approaches are tailored to the needs of various students to accelerate and support their success.	Lessons provide opportunities for students to engage beyond the content of the lesson; and, when appropriate, the teacher works with students to co-design learning experiences.
	<b>Student Collaboration</b>			
	Student groupings are not used or do not support learning.	Students are in groups that are only partially appropriate to the learning activities or goals.	Instructional groups are organized thoughtfully to maximize learning and build on students' strengths.	Collaboration through teacher-designed and student-chosen instructional groups is an essential component of learning and development.
<b>Structure and Flow</b>				
Plans for learning are not well structured or sequenced.	Plans for learning are partially well structured but may not be realistic about time expectations.	Plans for learning are well structured and have a flow that allows for student learning and reflection.	Plans for learning are well structured and have a flow that supports student autonomy in the learning process.	

# 1f: Designing and Analyzing Assessments

	Unsatisfactory	Basic	Proficient	Distinguished
	There is no plan for assessment or the assessments will not provide evidence that students have learned the intended outcomes.	Assessments will partially help the teacher determine whether students have learned or are learning the intended outcomes.	Assessments are planned throughout the instructional process and provide timely and valuable information to teachers and feedback to students.	Students will have the opportunity to demonstrate mastery of content and analyze their own progress through multiple, flexible assessments.
	<b>Congruence with Instructional Outcomes</b>			
	Assessments are not aligned to the instructional outcomes.	Assessments are partially aligned to instructional outcomes but may not assess them completely.	Assessments will fully and fairly provide evidence of student understanding of the content and mastery of outcomes, as well as reveal specific misunderstandings.	Students have varied and multiple opportunities to demonstrate mastery of outcomes; assessments allow for the analysis of student misunderstandings, revealing how and why the misunderstanding occurred.
	<b>Criteria and Standards</b>			
	Assessments lack criteria by which student performance can be accurately assessed.	Assessment criteria and standards have been developed, but they are unclear or too vague.	Assessment criteria and standards are established, clear, and fully understood by students.	Assessment criteria and standards are clear, and students have contributed to their development.
	<b>Planning Formative Assessments</b>			
	There are no formative assessments planned.	Some formative assessments are planned and will give a partially accurate picture of student learning throughout the lesson.	Formative assessments will give an accurate picture of student learning, and plans for lessons indicate possible adjustments based on formative assessment data.	Formative assessments will provide accurate and timely information to teachers and students, allowing students to adjust course with minimal teacher guidance.
	<b>Analysis and Application</b>			
	Assessment results are not relevant or used for future planning.	Assessment results are used in future planning for some students, groups of students, or the class as a whole.	Assessment results from prior lessons and units are a key tool used by the teacher in planning future instruction.	Assessment results consistently drive planning and preparation to inform instructional decision making and instructional pathways for students.

CRITICAL ATTRIBUTES

## 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.

### 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.

### 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.

### 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.

### 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.

## 2a: Cultivating Respectful and Affirming Environments

	Unsatisfactory	Basic	Proficient	Distinguished
	Students do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict.	Learning environments are partially characterized by caring and respectful interactions.	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated.	Students play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued, and connected.
CRITICAL ATTRIBUTES	Positive Relationships			
	Classroom interactions, both between the teacher and students and among students, are frequently negative, uncaring, inappropriate, or insensitive to students' identities and developmental levels.	Classroom interactions, both between the teacher and students and among students, are inconsistently caring and respectful, but form a foundation for positive relationships to develop.	Classroom interactions, both between the teacher and students and among students, demonstrate caring and respect that honors students' identities, race, and cultural background.	Patterns of interacting in the classroom are culturally responsive; the teacher's own cultural competence and critical consciousness foster positive relationships and students take an active role in developing and sustaining positive relationships.
	Sense of Belonging			
	Some students' verbal or nonverbal communication indicates that they feel isolated, insecure, or not part of the classroom community.	Verbal and nonverbal communication indicates that many students feel part of a classroom community that welcomes and honors their individual identity.	Verbal and nonverbal participation indicates most students participate in a class community that reflects their collective identity while honoring individual variations.	Student participation indicates they are co-creating a community that reflects their unique collective identity and interests as a class while honoring individual identity.
	Cultural Responsiveness			
	Learning environments do not reflect the individual racial and cultural identities of students.	Learning environments reflect and honor some elements of students' individual and shared racial and cultural identities.	Learning environments reflect elements of students' racial and cultural identities while recognizing, addressing, and honoring differences between students' and teachers' unique identities.	Students have helped create a unique identity for their class that includes all, celebrates each individual's racial and cultural identity, honors diversity, and acknowledges and addresses racial and cultural dynamics at play in the environment.
Positive Conflict Resolution				
Conflict and disrespectful interactions occur in the classroom and are neither addressed nor resolved.	Conflict and disrespectful interactions are addressed by the teacher, with uneven results.	The teacher and students effectively use a clear and culturally competent approach to conflict resolution to resolve conflicts and restore trust.	Students in the class are responsible for resolving conflict and actively follow established processes or norms for resolving conflict and restoring trust.	

## 2b: Fostering a Culture for Learning

	Unsatisfactory	Basic	Proficient	Distinguished
	The culture of the class is not conducive to learning and does not support development.	The culture of the class is somewhat conducive to learning and development.	The culture of the class is characterized by high expectations and supports students' learning and development.	Students play an active role in establishing a culture that consistently fosters dialogue, reflection, and growth, allowing all students to experience success.
CRITICAL ATTRIBUTES	Purpose and Motivation			
	There is little or no sense of purpose for the work or the reasons for doing it are external demands.	The teacher communicates the importance of content, the ultimate purpose of learning, and the value of personal growth with some success.	The teacher and students demonstrate a belief in the importance of learning and personal growth that motivates them to succeed and flourish.	The teacher and students display dedication to learning the content and a sense of purpose for their learning; both content mastery and personal growth are valued by the teacher and students.
	Dispositions for Learning			
	The teacher ignores or discourages student curiosity and does not ask students to think critically or to reason and reflect.	The teacher occasionally encourages student curiosity, critical thinking, reasoning, and reflection.	The teacher encourages and intentionally develops student curiosity, critical thinking, reasoning, and reflection.	Student curiosity, critical thinking, reasoning, and reflection are clearly evident in the classroom and have a direct effect on instruction, student learning, and development.
	Student Agency and Pride in Work			
	Students have little or no agency in learning experiences or classroom life.	Students are given some opportunities to exercise agency, though they may not be taken up or may be infrequent.	Students have multiple opportunities to exercise agency, and autonomy is intentionally developed and celebrated.	Students clearly exercise autonomy in their learning and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.
Support and Perseverance				
The teacher conveys that the work is too challenging for all or some of the students or that they lack the perseverance to succeed; students are allowed or expected to quit.	The teacher encourages confidence, resilience, persistence, and teamwork, promoting a conviction that with hard work and perseverance all students can master the content.	The teacher intentionally develops and celebrates confidence, resilience, persistence, and teamwork that support student perseverance.	Students encourage one another to persevere and use strategies to support each other through challenging work.	

## 2c: Maintaining Purposeful Environments

	Unsatisfactory	Basic	Proficient	Distinguished
	Student learning and development are hindered by a lack of routines or inefficient classroom procedures.	Classroom routines and procedures, established or managed primarily by the teacher, support opportunities for student learning and development.	Shared routines and efficient procedures are largely student-directed and maximize opportunities for student learning and development.	Students have a voice and play an active role in designing and adjusting routines and procedures that actively create a respectful learning environment and support the growth of each community member.
	<b>Purposeful Collaboration</b>			
	Students are not engaged during group work.	Students are partially engaged in group work.	Students are productively engaged during small group work, working purposefully and collaboratively with their peers.	Students play an active role in ensuring their time in groups is used purposefully and meets their individual and group needs.
	<b>Student Autonomy and Responsibility</b>			
	Routines do not support student autonomy or assumption of responsibility.	Routines and procedures partially support student autonomy and assumption of responsibility.	Routines and procedures allow students to operate autonomously and take responsibility for their learning.	Students take responsibility for routines and procedures and take initiative to suggest adjustments that would further support their learning and development.
	<b>Equitable Access to Resources and Supports</b>			
	Resources and supports are not deployed efficiently, effectively, or equitably.	Resources and supports are managed somewhat efficiently and effectively, though students may not have equitable access.	Resources and supports are deployed efficiently and effectively; all students are able to access what they need.	Resources and supports are deployed equitably; students take initiative in accessing resources and identifying additional supports they need.
	<b>Non-Instructional Tasks</b>			
	Non-instructional tasks are not completed or completed inefficiently, resulting in loss of instructional time or potential danger to students.	Non-instructional tasks are completed with some efficiency, but instructional time is lost.	Most non-instructional tasks are completed efficiently, with little loss of instructional time.	Non-instructional tasks are completed seamlessly with no loss of instructional time.

CRITICAL ATTRIBUTES

## 2d: Supporting Positive Student Behavior

	Unsatisfactory	Basic	Proficient	Distinguished
	There is little evidence of explicit modeling, instruction, or guidance related to positive student behavior.	Positive behavior is modeled by the teacher and occasionally taught explicitly.	Students display positive behaviors, which are modeled by teachers and reinforced to promote reflection and recalibration rather than compliance.	Students consistently and independently display positive behaviors and seek opportunities to build a better classroom community.
CRITICAL ATTRIBUTES	Expectations for the Learning Community			
	The teacher does not communicate expectations or address negative behavior.	The teacher establishes expectations to promote positive behavior but with uneven success.	The teacher and students have successfully established and agreed upon expectations.	Students play an active role in establishing and maintaining expectations, with regular opportunities for critical reflection both individually and as a group.
	Modeling and Teaching Habits of Character			
	The teacher does not explicitly model or teach habits of character.	The teacher models and teaches habits of character but with uneven success.	The teacher models, explicitly teaches, and reinforces habits of character to promote learning, ethical behavior, and citizenship.	Students take initiative in explicitly discussing and reinforcing habits of character that contribute to a safe and productive learning environment.
	Self-Monitoring and Collective Responsibility			
Students take no responsibility for their own behavior and do not display awareness of their impact on others.	The teacher encourages students to monitor their own and one another's behavior and emphasizes collective responsibility but with uneven success.	Students successfully monitor their own behavior and attend to their impact on other students.	Students successfully monitor their own behavior and appropriately support one another in demonstrating positive behavior.	

## 2e: Organizing Spaces for Learning

	Unsatisfactory	Basic	Proficient	Distinguished
	Learning spaces are unsafe, inaccessible, and/or not conducive to learning and development.	Learning spaces are safe and accessible; the arrangement and use of resources partially supports student learning and development.	Learning spaces are thoughtfully designed to address the needs of individual learners within the context of shared experiences.	Learning spaces are thoughtfully co-designed and modified as needed by members of the learning community to address the needs of individuals and create collaborative, joyful spaces for all to learn and grow.
CRITICAL ATTRIBUTES	Safety and Accessibility			
	The space endangers student safety or is not accessible to all students.	The space is generally safe and accessible with some issues that need to be addressed.	The space is safe and accessible to all students.	Modifications are made to the environment as necessary by students and teachers to accommodate individual needs.
	Design for Learning and Development			
	The design of the space is an impediment to learning and development.	The design of the space is not an impediment to learning but does not enhance it.	The design of the space supports student learning and development and is appropriate for the goals and activities.	The design of the space optimizes learning and development and is appropriately adjusted to align to goals and activities.
Co-Creation and Shared Ownership				
Students do not help create or arrange the space for learning and demonstrate little pride or ownership in the space.	Students have some voice in creating the space and demonstrate some ownership of it.	Students have a voice in creating the space and demonstrate shared ownership of it.	Students take initiative in designing the space, demonstrate a sense of pride and ownership, and adjust the space as necessary to create a more beautiful and joyful environment.	

## 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.

### 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.

### 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.

### 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.

### 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.

### 3a: Communicating About Purpose and Content

	Unsatisfactory	Basic	Proficient	Distinguished
	Communication about purpose and content is unclear or confusing and hinders student learning.	Communication about purpose and content is mostly clear and accurate; it partially supports learning.	Communication about purpose and content is accurate and clear to students; it supports their active engagement in learning experiences and models effective use of language.	Communication about purpose and content is rich, nuanced, and relevant to students inviting them to think critically and contribute intellectually; it encourages curiosity and supports student autonomy.
CRITICAL ATTRIBUTES	Purpose for Learning and Criteria for Success			
	The teacher does not convey to students what they will be learning.	The teacher partially explains the purpose of learning but with little elaboration or specificity.	The teacher clearly explains what students will be learning and why, how it is situated within broader purposes, how they will learn it, and what success will look like.	Students are able to explain the purpose and value of what they are learning and connect it to broader purposes, both within the curriculum and their own lives.
	Specific Expectations			
	The teacher's unclear or incomplete explanation of the learning activities hinders student engagement.	Expectations for the learning activities are somewhat clear to students.	The teacher clearly explains and models, if appropriate, the learning activities, consistently supporting and reinforcing student engagement.	The teacher and students anticipate and address possible challenges within the learning activities; students use or suggest other strategies, approaches, or processes for learning.
	Explanations of Content			
	The teacher makes significant content errors or fails to provide clear explanations, affecting student understanding of the content.	The teacher makes minor content errors or provides explanations of the content that are somewhat confusing and only invite minimal participation or engagement by students.	The teacher's explanations of content are accurate, appropriately scaffolded, and relevant to the experiences of students; content is explained in multiple, engaging ways to support conceptual understanding.	Students discuss and explain content clearly and precisely; their communication about content and its application demonstrate critical thinking, curiosity, and understanding of its purpose and relevance.
	Use of Academic Language			
	The teacher's communications include incorrect or imprecise use of academic language.	The teacher's use of academic language is generally correct but may need further explanation or be too simplistic to support student learning.	The teacher's content-specific language and vocabulary are accurate, academically rigorous, and well-suited to students and lessons, providing a model to support student development.	Rich and rigorous language and vocabulary are consistently and effectively used by the teacher and students

### 3b: Using Questioning and Discussion Techniques

	Unsatisfactory	Basic	Proficient	Distinguished
	Questioning and discussion are absent or do not support learning and development.	Questioning and discussion, primarily framed and led by the teacher, are used to support student learning and development.	Questioning and discussion, framed or led by the teacher and students, effectively support critical thinking, reasoning, and reflection.	Students intentionally use questioning and discussion to develop their own and others' thinking, reasoning skills, and habits of reflection.
CRITICAL ATTRIBUTES	Critical Thinking and Deeper Learning			
	Questioning and discussion do not invite student thinking, are of little cognitive challenge, and often have a single correct response.	The teacher frames questions to promote critical thinking and deeper understanding but with uneven success.	Open-ended and higher-level questions and genuine discussions allow students to think critically and offer multiple perspectives, challenging them to deepen understanding.	Students initiate higher-order questions and extend discussions with confidence, applying and developing critical thinking, curiosity, and deeper understanding.
	Reasoning and Reflection			
	Questioning and discussion do not invite or require students to explain their thinking.	Questioning and discussion invite students to explain their thinking and reflect on their learning, but students are only somewhat successful at doing so.	Through questioning and discussion, students have the opportunity to reason, reflect on learning, and justify their thinking, and successfully do so.	Students use questions and discussions to challenge one another's thinking with respect and humility, successfully justify their reasoning, and collaboratively generate new ideas and lines of inquiry.
	Student Participation			
Questions and discussions are between teacher and select students; students do not engage in dialogue with one another or ask each other questions.	The teacher calls on many students or invites them to respond directly to one another, but only some students answer or participate in the discussion.	The teacher successfully engages students in discussion; students actively participate and ask questions of one another.	Students formulate questions, initiate discussion, and assume responsibility for ensuring that all voices are heard.	

### 3c: Engaging Students in Learning

	Unsatisfactory	Basic	Proficient	Distinguished
	Learning experiences do not require active intellectual engagement by students.	Learning experiences partially engage students intellectually; the activities require students to do some thinking.	Learning experiences support curiosity and exploration and encourage higher-order thinking; students engage in multiple ways and represent their ideas and responses through multiple means.	Students take initiative to increase the challenge or complexity of learning experiences and make suggestions for modifications that increase meaning and relevance.
CRITICAL ATTRIBUTES	<b>Rich Learning Experiences</b>			
	Tasks are inappropriate for students in the class, many students are not engaged in them, or they may only require recall or use a single approach.	Students are partially engaged in tasks that require thinking as opposed to only recall; some tasks have multiple correct responses or approaches.	All students engage in activities that support agency and require critical thinking; tasks require high levels of intellectual engagement and students explain their thinking.	Through choices provided by the teacher or their own initiative, students modify learning tasks to make them more meaningful or challenging.
	<b>Collaboration and Teamwork</b>			
	Students do not collaborate, they do not engage with one another effectively, and/or instructional groupings are inappropriate for the task.	Students collaborate during the lesson in ways that are mostly suitable to the activities and outcomes and partially support learning for each student; they work well together during group activities.	Student collaboration is a key component of learning and engagement in the class, instructional groupings are strategically arranged to support learning and engagement, and effective teamwork is explicitly taught and celebrated.	Students take initiative to collaborate in new or unplanned ways that further their learning; they actively serve as resources for one another and focus on making their learning more engaging and meaningful.
	<b>Use of Instructional Materials and Resources</b>			
	Instructional materials and resources are not used correctly or effectively by the students, are not supportive of their learning, and/or are not equitably available.	Instructional materials and resources are used by the students with some success to support learning, and students have equitable access to them.	Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content; they are varied and used to support equitable access to the content.	Students take initiative in using instructional materials and resources by adapting them appropriately for their own needs; they suggest modifications or additions to make them more relevant or challenging.
<b>Opportunities for Thinking and Reflection</b>				
The pace of the lesson is too slow or is rushed, or opportunities for thought and reflection are poorly implemented; students do not have time to reflect or consolidate understanding.	The pacing of the lesson provides opportunities for some thought and reflection, allowing students to engage and develop understanding.	The pacing of the lesson supports high levels of intellectual engagement and deeper learning; students have multiple and effective opportunities to think, reflect, and consolidate understanding.	Through opportunities provided by the teacher or their own initiative, students demonstrate autonomy and effective use of strategies for reflection; they are able to identify and advocate for their own need to engage in further processing or reflection in order to consolidate understanding and solidify new learning.	

### 3d: Using Assessment for Learning

	Unsatisfactory	Basic	Proficient	Distinguished
	Formative assessment is not used during instruction or does not support student learning and development.	Formative assessment partially supports student learning and development.	The teacher and students use formative assessments to elicit evidence of understanding, analyze progress, and provide constructive feedback.	Students take initiative to analyze their own progress against a clear standard in order to achieve the outcome and identify new opportunities and challenges.
CRITICAL ATTRIBUTES	Clear Standards for Success			
	The teacher does not share assessment criteria, describe what high-quality work looks like, or explain how students will know they are successful.	Students partially understand how they will know they are progressing successfully and how their work will be evaluated.	The standards of high-quality work and success are clear to students and provide the opportunity for self-assessment.	Students and those who support them clearly understand how their progress is being assessed; they have an active voice in establishing standards for success that are relevant and ambitious.
	Monitoring Student Understanding			
	The teacher does not determine whether students are progressing toward mastery of the goals and provides no structured opportunities for students to monitor their own progress.	The teacher's attempts to monitor student understanding and support self-assessment are limited or only partially effective.	The teacher uses questions and assessments to elicit accurate evidence of student understanding and models strategies for self-assessment, allowing students to successfully analyze their own progress toward goals.	Students take initiative to monitor their own understanding through planned tasks, assessments, and strategies of self-assessment to understand their progress, make adjustments, and identify new or alternative pathways and goals.
	Timely, Constructive Feedback			
Students receive no feedback, or the only feedback given is global or for only a few students.	The teacher provides some feedback, but the feedback is unclear or not oriented toward improvement or mastery.	Students receive timely, constructive feedback from the teacher or others that advances learning.	Students make decisions and assume responsibility for their learning using high-quality, improvement-focused feedback from many sources.	

### 3e: Responding Flexibly to Student Needs

	Unsatisfactory	Basic	Proficient	Distinguished
CRITICAL ATTRIBUTES	The teacher makes no adjustments to learning experiences, even when warranted, and is not responsive to student needs.	The teacher makes some adjustments to learning experiences and is responsive to student needs with partial success.	The teacher's adjustments and responsiveness lead to deeper understanding for students and/or new learning experiences.	Based on self-monitoring and reflection, students voice their needs, ask questions, and make suggestions that lead to adjustments and modifications or spark new learning opportunities.
	<b>Evidence-Based Adjustments</b>			
	The teacher does not recognize, or ignores, evidence of low engagement or lack of student understanding.	The teacher attempts to adjust learning experiences based on evidence but is only partially successful.	The teacher effectively adjusts learning experiences based on real-time evidence and students' individual and specific needs.	Students voice their needs and assume responsibility for their own learning by making necessary adjustments to the learning experiences with the support and encouragement of the teacher.
	<b>Receptiveness and Responsiveness</b>			
	The teacher brushes aside or does not fully address students' questions or difficulties.	The teacher attempts to incorporate students' questions and respond to their interests but only minimally or with limited success.	The teacher incorporates students' interests and questions into learning experiences to deepen understanding and encourage curiosity and autonomy.	Students identify new learning opportunities and take the initiative to pursue them on their own, with their peers, or with the support of the teacher or others in the school and beyond.
	<b>Determination and Persistence</b>			
The teacher does not convey a level of responsibility for student learning and success or is uncertain about how to assist students.	The teacher conveys responsibility and commitment to efficacy but lacks certainty or is only partially successful in responding to student difficulties.	Drawing on a broad repertoire of strategies, the teacher persists in seeking alternative approaches and pathways when students experience difficulty.	Students demonstrate determination and persistence when they experience difficulties; they seek and receive effective support from the teacher and others.	

## 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.

## 4a: Engaging in Reflective Practice

	Unsatisfactory	Basic	Proficient	Distinguished
	The teacher does not appear to engage in reflective practice, does not know whether students achieved the outcomes, or misjudges the success of instruction.	The teacher's reflective practice leads to some accurate assessment of student success of instruction but does not follow through with analysis and changes to practice.	The teacher's reflective practice, based on consideration of evidence of student learning and development, leads to an accurate assessment of the success of instruction and results in specific changes and adjustments.	The teacher consistently engages in reflective practice that leads to a thorough and accurate assessment of the success of instruction, exploration of new ideas and approaches, and ongoing changes to practices and mindsets focused on supporting students who need it most.
CRITICAL ATTRIBUTES	Self-Assessment of Teaching			
	The teacher does not reflect on experiences or draws inaccurate or incomplete conclusions about their success.	The teacher has a partially accurate but incomplete sense about whether or not instructional practices were successful or had the desired impact on student learning and development.	The teacher draws on evidence from the lesson, including student work, to assess the effectiveness of specific elements of instruction and their impact on student learning and development.	The teacher's assessment of the lesson is based on multiple sources of evidence, leads to a thoughtful and accurate analysis of practice, and addresses the specific impact of the design or execution of elements of instruction on student learning and development.
	Analysis and Discovery			
	The teacher does not or is unable to analyze their impact on student success and/or makes no suggestions for growth or improvement.	The teacher analyzes some aspects of their practice but may not consider alternative approaches, recognize the impact of their own mindsets or beliefs, and/or be willing to explore new strategies or ideas.	The teacher analyzes the impact of their own actions and beliefs on student learning, learns about alternative perspectives and approaches, and begins to build new knowledge and skills that enhance learning.	The teacher critically analyzes the impact of practices, values, and beliefs on student learning and consistently focuses on acquiring new knowledge and skills to enhance learning, prioritizing improvement for students who need it the most.
Application and Continuous Improvement				
The teacher does not plan for or consider opportunities to improve practice.	Based on reflection, the teacher has some plans for future action that will better support student learning and development.	Based on reflection, the teacher considers multiple paths forward, communicates a commitment to the success of all students, and plans, practices, and implements improvements.	Based on reflection, the teacher focuses on the best course of action for student success, demonstrates perseverance in the face of challenges, implements new ideas and strategies and continues to reflect on and analyze the results.	

## 4b: Documenting Student Progress

	Unsatisfactory	Basic	Proficient	Distinguished
	There is no system for documenting student progress, the system is ineffective and inefficient, or it does not provide relevant information to students and those who support them.	The teacher documents some aspects of student progress in a manner that is accessible to students and those who support them.	The teacher documents and celebrates student progress toward mastery, focusing on the attainment of learning and developmental goals; students and those who support engage in reflection on their progress.	Students monitor progress toward mastery and their own attainment of learning and development goals; they analyze and discuss their progress with the teacher and those who support them.
	<b>Student Progress Toward Mastery</b>			
	The teacher does not adequately track student progress or the approach is not focused on mastery or aligned to goals.	The teacher tracks student progress toward mastery but it is not comprehensive or may not be useful to students and those who support them.	There is a clear system for tracking progress toward mastery and the teacher communicates understandable and useful information to students and those who support them.	Students are consistently aware of their own progress toward mastery of their goals; they are able to identify, reflect on, and discuss their strengths and needs based on clear evidence of progress.
	<b>Shared Ownership</b>			
	The teacher does not engage students or those who support them in setting, understanding, or monitoring progress toward goals.	The teacher makes attempts to engage students and those who support them in identifying goals and monitoring progress toward them, with partial success.	The teacher engages students and those who support them in setting and monitoring their progress toward their goals; students play an active role in analyzing and celebrating their success.	Students and those who support them are engaged as full partners in setting goals, monitoring progress, and evaluating and celebrating success.
	<b>Maintaining Reliable Records</b>			
	The teacher does not have systems for tracking student learning or other records, or the systems are inaccurate, confusing, or inaccessible.	The teacher has systems for tracking student learning and other records that are accessible to students and those who support them, but they are partially inaccurate or may not be comprehensive.	The teacher has accurate and accessible systems for tracking student learning and other records; they use these systems efficiently and effectively.	The teacher's systems are consistently accurate and effective; as appropriate, students contribute information and participate in maintaining reliable evidence of their learning and other records.

CRITICAL ATTRIBUTES

## 4c: Engaging Families and Communities

	Unsatisfactory	Basic	Proficient	Distinguished
CRITICAL ATTRIBUTES	<p>The teacher does not engage students' families or the community, engages them infrequently, or does so disrespectfully.</p>			
	<p>The teacher makes some efforts to engage families and communities and does so in a respectful manner.</p>			
	<p>The teacher's engagement of families and communities is culturally responsive, demonstrates a clear value for the role they play in student learning, and furthers students' academic and personal success.</p>			
	<p>The teacher's engagement of students, families, and communities focuses on supporting the academic and personal success of each student, especially students who have been marginalized.</p>			
	<p><b>Respect and Cultural Competence</b></p>			
	<p>The teacher is unable to engage families or does so in ways that are disrespectful or demonstrate bias.</p>	<p>The teacher's efforts to engage families and communities are respectful and demonstrate some cultural awareness and an attempt to learn more.</p>	<p>The teacher engages families and communities with respect and cultural awareness, learning and affirming their values and cultural backgrounds.</p>	<p>The teacher, students, and families partner together to support student success in a manner that honors the contributions of all focuses on meeting the needs of all students.</p>
	<p><b>Community Values</b></p>			
	<p>The teacher does not take the values of families into account when planning learning experiences or designing learning environments.</p>	<p>The teacher makes some efforts to engage families and communities in contributing to the ethos and values of the learning community.</p>	<p>The teacher engages families in co-creating elements of the learning community that reflect the values of the community.</p>	<p>The teacher, students, and families partner together to establish a learning community that honors the ethos and values of all members.</p>
	<p><b>Instructional Program</b></p>			
	<p>Little or no information about the standards, curriculum, or learning expectations is available to parents.</p>	<p>The teacher shares basic information about the standards, curriculum, or learning expectations; the information is limited, inaccessible, or incomplete.</p>	<p>The teacher frequently shares accessible, informative updates about the standards, curriculum, and/or learning expectations and seeks input from families.</p>	<p>The teacher partners with families to ensure that everyone who supports students understands the instructional program and has opportunities to engage thoughtfully in its development.</p>
<p><b>Engagement in Learning Experiences</b></p>				
<p>The teacher provides no opportunities for families to engage in learning experiences with students.</p>	<p>The teacher invites families to engage in learning experiences with limited success.</p>	<p>The teacher includes families/caregivers in learning experiences by creating opportunities for them to support students and engage in the learning community.</p>	<p>The teacher views and incorporates families as essential partners in learning experiences.</p>	

## 4d: Contributing to School Community and Culture

	Unsatisfactory	Basic	Proficient	Distinguished
	The teacher is not an active member of the school community or contributes negatively to the culture of learning and values of the school.	The teacher makes some contributions to the school culture, supporting professional learning and upholding the values of the school.	The teacher takes initiative in contributing to and leading events, programs, or activities that further the culture of learning in the school and bring the values of the school to life through modeling and positive action.	The teacher takes a leadership role in defining, modeling, and holding self and peers accountable to the values and intellectual life of the school, leading with an emphasis on meeting the needs of students and families who have been marginalized.
CRITICAL ATTRIBUTES	Relational Trust and Collaborative Spirit			
	The teacher's relationships with colleagues are characterized by negativity or combativeness.	The teacher has cordial relationships with colleagues but may not have established many trusting or collaborative relationships with colleagues.	The teacher has supportive and collaborative relationships with colleagues that are built on mutual respect and trust.	The teacher actively builds relational trust with colleagues and models collaboration focused on student success.
	Culture of Inquiry and Innovation			
	The teacher avoids activities promoting professional inquiry or only participates when required, making few or negative contributions.	The teacher participates in professional inquiry with colleagues when invited to do so and occasionally contributes to their success.	The teacher regularly and actively participates in and contributes thoughtfully to professional inquiry.	The teacher takes a leadership role in promoting and ensuring the success of professional inquiry, modeling and supporting a culture of inquiry across the school.
Service to the School				
The teacher avoids involvement in school events, projects, and initiatives.	The teacher participates in school events, projects, and initiatives as expected.	The teacher makes a substantial contribution to school events, projects, and initiatives.	The teacher takes a leadership role in events, projects, and initiatives that contribute to the overall success of the school.	

## 4e: Growing and Developing Professionally

	Unsatisfactory	Basic	Proficient	Distinguished
	The teacher does not engage in professional inquiry or learning focused on developing knowledge, skills, and mindsets, or does so reluctantly.	The teacher engages in professional inquiry and learning focused on developing knowledge, skills, and mindsets individually and with colleagues that is often determined or directed by others.	The teacher directs their own professional inquiry and learning in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and growth focused on developing knowledge, skills, and mindsets.	The teacher appropriately exercises autonomy to direct professional learning for themselves and their colleagues, taking a leadership role in the school, setting direction, and supporting colleagues to engage in inquiry and innovation.
	<b>Curiosity and Autonomy</b>			
	The teacher demonstrates little or no interest in professional learning and takes no initiative to improve.	The teacher engages in recommended and available professional learning opportunities and takes some initiative in seeking additional opportunities for professional growth.	The teacher regularly seeks out and identifies high-quality opportunities to grow and learn, identifying problems of practice or areas of inquiry that inform individual and collaborative learning opportunities.	The teacher takes a leadership role in the school, directing their own and others' learning as appropriate based on an inquiry-driven approach that prioritizes the needs of students.
	<b>Developing Cultural Competence</b>			
	The teacher demonstrates little or no cultural knowledge or awareness and/or assigns negative value to cultural differences.	The teacher has some cultural knowledge, is developing understanding of the values and beliefs of other cultures, and is beginning to engage in the reflective work necessary to become more culturally competent.	The teacher accepts and respects cultural differences and actively seeks to understand the influence of culture, bias, and inequities on students' success.	The teacher demonstrates cultural competence, is continually assessing and developing their own knowledge and skills, and leads others in the school community to develop new approaches that value differences and address inequities.
	<b>Enhancing Knowledge and Skills</b>			
	The teacher does not stay current on content and pedagogical knowledge.	The teacher engages in activities designed specifically strengthen content and pedagogical knowledge and deeper understanding of curriculum.	The teacher takes initiative in deepening content knowledge and understanding the curriculum individually and in collaboration with colleagues.	The teacher is an expert and leader in understanding and continuously improving and refining their knowledge of content, pedagogy, and curriculum.
	<b>Seeking and Acting on Feedback</b>			
	The teacher resists discussing feedback on their practice or ignores feedback that is given.	The teacher invites, accepts, and acts on feedback given by colleagues.	The teacher invites feedback from colleagues, plays an active role in the analysis of practice, and works collaboratively to understand and act on feedback.	The teacher takes a leadership role in supporting a school culture of growth and modeling a process for seeking, providing, and acting on feedback.

CRITICAL ATTRIBUTES

## 4f: Acting in Service of Students

	Unsatisfactory	Basic	Proficient	Distinguished
	The teacher acts unethically and does not understand the needs of students or make decisions in their best interest.	The teacher acts ethically and attempts to make deliberate decisions in the best interest of students, families, and colleagues.	The teacher models high standards of ethical practice and wise decision making on behalf of students, families, and colleagues.	The teacher is a leader in the school in defining and upholding high standards of ethical practice and modeling wise decision-making that honors the inherent worth and dignity of each and every student and prioritizes their needs.
	Acting with Care, Honesty, and Integrity			
	The teacher's actions are uncaring or dishonest.	The teacher acts honestly and with care and integrity.	The teacher is known for and looked to as a model of care, honesty, and integrity.	The teacher is a leader in the school in modeling and upholding care, honesty, and integrity, and encourages students and teachers to seek opportunities to develop these qualities.
	Ethical Decision-Making			
	The teacher makes unwise, rushed, or heated decisions or makes decisions that are self-serving.	The teacher seeks to make wise, discerning decisions in the best interest of students and engages other stakeholders in these decisions whenever possible or practical.	The teacher makes wise, discerning decisions in the best interest of students even under challenging circumstances or when priorities or values collide.	The teacher is a leader in the school in modeling and upholding wise decision making that is in the best interest of students, families, and colleagues, and supports students and colleagues to develop their capacity to be more discerning.
	Advocacy			
	The teacher fails to act on behalf of students when deliberate action is warranted.	The teacher addresses the needs of students through their actions but may do so inconsistently or with partial success.	The teacher is an advocate for all students in and beyond the classroom, taking deliberate action on their behalf that aligns with the school's and community's values, even when it may not be popular.	The teacher serves as a model of advocacy for students and acts as a leader in the school, identifying and working to change policies and practices that do not align with community values or may cause harm to students.

CRITICAL ATTRIBUTES

## MADISON PUBLIC SCHOOLS LINE ITEM TRANSFERS 4.30.26

JOURNAL	LINE	SOURCE	EFF DATE	ORG	OBJECT	ACCOUNT NAME	COMMENT	INCR/DECR	AMOUNT
	234	1 BUA	04/08/2026	SE36210B	51130	BCBA	coverage BCBA on leave	DECR	13,396
	234	2 BUA	04/08/2026	SE23010D	53222	EVALUATION SERVICES - IN DISTR	coverage BCBA on leave	INCR	13,396
	379	1 BUA	04/13/2026	SE23010D	53300	PROF & TECH/IN DISTR OT/PT	B.C. Evaluation CCSN	DECR	13,000
	379	2 BUA	04/13/2026	SE23010D	53222	EVALUATION SERVICES - IN DISTR	B.C. Evaluation CCSN	INCR	13,000
	500	1 BUA	04/15/2026	BF55110K	51320	CUSTODIAL OVERTIME	EOYLIT#2A	INCR	20,000
	500	2 BUA	04/15/2026	BF55210K	54220	SNOW REMOVAL	EOYLIT#2A	INCR	135,000
	500	3 BUA	04/15/2026	SE22610B	55630	EXT PLACEMENT PRIVATE	EOYLIT#2A	INCR	50,000
	500	4 BUA	04/15/2026	GE11540B	51110	CERTIFIED TEACHERS	EOYLIT#2A	INCR	352
	500	5 BUA	04/15/2026	SE92010C	52200	SOCIAL SECURITY	EOYLIT#2A	DECR	50,000
	500	6 BUA	04/15/2026	GE52028I	51111	CERT/ADMINISTRATORS	EOYLIT#2A	DECR	5,641
	500	7 BUA	04/15/2026	SE31310D	51110	CERTIFIED TEACHERS	EOYLIT#2A	DECR	227
	500	8 BUA	04/15/2026	GE32028D	51110	CERTIFIED TEACHERS	EOYLIT#2A	DECR	408
	500	9 BUA	04/15/2026	GE41210B	51110	CERTIFIED TEACHERS	EOYLIT#2A	DECR	532
	500	10 BUA	04/15/2026	SE23028B	51110	CERTIFIED TEACHERS	EOYLIT#2A	DECR	630
	500	11 BUA	04/15/2026	GE10228B	51110	CERTIFIED TEACHERS	EOYLIT#2A	DECR	630
	500	12 BUA	04/15/2026	GE10428B	51110	CERTIFIED TEACHERS	EOYLIT#2A	DECR	720
	500	13 BUA	04/15/2026	GE10830B	51110	CERTIFIED TEACHERS	EOYLIT#2A	DECR	1,181
	500	14 BUA	04/15/2026	SE35510D	51110	CERTIFIED TEACHERS	EOYLIT#2A	DECR	1,236
	500	15 BUA	04/15/2026	SE23040B	51110	CERTIFIED TEACHERS	EOYLIT#2A	DECR	1,490
	500	16 BUA	04/15/2026	GE32023D	51110	CERTIFIED TEACHERS	EOYLIT#2A	DECR	1,633
	500	17 BUA	04/15/2026	GE10640B	51110	CERTIFIED TEACHERS	EOYLIT#2A	DECR	1,861
	500	18 BUA	04/15/2026	GE10523B	51110	CERTIFIED TEACHERS	EOYLIT#2A	DECR	2,029
	500	19 BUA	04/15/2026	GE11530B	51110	CERTIFIED TEACHERS	EOYLIT#2A	DECR	2,173
	500	20 BUA	04/15/2026	SE23030B	51110	CERTIFIED TEACHERS	EOYLIT#2A	DECR	2,464
	500	21 BUA	04/15/2026	GE10510B	51110	CERTIFIED TEACHERS	EOYLIT#2A	DECR	2,919
	500	22 BUA	04/15/2026	GE10240B	51110	CERTIFIED TEACHERS	EOYLIT#2A	DECR	3,662
	500	23 BUA	04/15/2026	GE11423B	51110	CERTIFIED TEACHERS	EOYLIT#2A	DECR	3,768
	500	24 BUA	04/15/2026	GE11428B	51110	CERTIFIED TEACHERS	EOYLIT#2A	DECR	3,768
	500	25 BUA	04/15/2026	GE16930B	51110	CERTIFIED TEACHERS	EOYLIT#2A	DECR	4,300
	500	26 BUA	04/15/2026	GE10440B	51110	CERTIFIED TEACHERS	EOYLIT#2A	DECR	7,208
	500	27 BUA	04/15/2026	SE30023B	51110	CERTIFIED TEACHERS	EOYLIT#2A	DECR	7,452
	500	28 BUA	04/15/2026	GE10123B	51110	CERTIFIED TEACHERS	EOYLIT#2A	DECR	7,923

## MADISON PUBLIC SCHOOLS LINE ITEM TRANSFERS 4.30.26

JOURNAL	LINE	SOURCE	EFF DATE	ORG	OBJECT	ACCOUNT NAME	COMMENT	INCR/DECR	AMOUNT
500	29	BUA	04/15/2026	GE10740B	51110	CERTIFIED TEACHERS	EOYLIT#2A	DECR	8,054
500	30	BUA	04/15/2026	GE11130B	51110	CERTIFIED TEACHERS	EOYLIT#2A	DECR	8,163
500	31	BUA	04/15/2026	GE11340B	51110	CERTIFIED TEACHERS	EOYLIT#2A	DECR	8,829
500	32	BUA	04/15/2026	GE10423B	51110	CERTIFIED TEACHERS	EOYLIT#2A	DECR	9,580
500	33	BUA	04/15/2026	GE10730B	51110	CERTIFIED TEACHERS	EOYLIT#2A	DECR	10,667
500	34	BUA	04/15/2026	GE11140B	51110	CERTIFIED TEACHERS	EOYLIT#2A	DECR	12,235
500	35	BUA	04/15/2026	GE11230B	51110	CERTIFIED TEACHERS	EOYLIT#2A	DECR	21,316
500	36	BUA	04/15/2026	GE51010H	51120	OFFICE STAFF	EOYLIT#2A	DECR	12,652
964	1	BUA	04/30/2026	GE10123B	51121	INSTRUCTIONAL PARAS	EOYLIT3	DECR	163
964	2	BUA	04/30/2026	GE10128B	51121	INSTRUCTIONAL PARAS	EOYLIT3	DECR	9,444
964	3	BUA	04/30/2026	GE52040B	51121	INSTRUCTIONAL PARAS	EOYLIT3	DECR	9,712
964	4	BUA	04/30/2026	SE23028B	51121	INSTRUCTIONAL PARAS	EOYLIT3	DECR	3,261
964	5	BUA	04/30/2026	SE23030B	51121	INSTRUCTIONAL PARAS	EOYLIT3	DECR	15,656
964	6	BUA	04/30/2026	SE23140B	51121	INSTRUCTIONAL PARAS	EOYLIT3	DECR	199
964	7	BUA	04/30/2026	SE36228B	51121	INSTRUCTIONAL PARAS	EOYLIT3	DECR	72
964	8	BUA	04/30/2026	SE36230B	51121	INSTRUCTIONAL PARAS	EOYLIT3	DECR	2,988
964	9	BUA	04/30/2026	SE36240B	51121	INSTRUCTIONAL PARAS	EOYLIT3	DECR	323
964	10	BUA	04/30/2026	GE52023I	51120	OFFICE STAFF	EOYLIT3	DECR	8,182
964	11	BUA	04/30/2026	BF92010K	52200	SOCIAL SECURITY	EOYLIT3	DECR	40,000
964	12	BUA	04/30/2026	GE22510B	55640	SCHOOL CHOICE	EOYLIT3	DECR	40,000
964	13	BUA	04/30/2026	SE30028B	55608	TUITION TYPICALS	EOYLIT3	DECR	30,000
964	14	BUA	04/30/2026	SE22610B	55610	EXTERNAL PLACEMENTS PUBLIC	EOYLIT3	INCR	58,382
964	15	BUA	04/30/2026	SE22610B	55630	EXTERNAL PLACEMENTS PRIVATE	EOYLIT3	INCR	41,618
964	16	BUA	04/30/2026	GE11925P	57301	EQUIPMENT MIDDLE SCHOOL	EOYLIT3	INCR	40,000
964	17	BUA	04/30/2026	GE11925Q	55110	STUDENT ACTIVITY TRANS	EOYLIT3	INCR	20,000
967	1	BUA	04/30/2026	BF55210K	54220	SNOW REMOVAL	EOY RECON 3	INCR	33,000
967	2	BUA	04/30/2026	GE53110M	51120	OFFICE STAFF	EOY RECON 3	DECR	10,000
967	3	BUA	04/30/2026	GE55010F	51120	OFFICE STAFF	EOY RECON 3	DECR	23,000

## 2025-2026 MADISON PUBLIC SCHOOLS EXPENDITURE REPORT THROUGH 5.7.26

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL		REVISED			AVAILABLE	
		APPROP	TRNFRS/ADJSMT	BUDGET	YTD EXPENDED	ENCUMBRANCES	BUDGET	% USED
51108	51108 AP TESTING	15,000		15,000	1,804		13,196	12.00
51110	51110 TEACHERS	25,777,296	(604,918)	25,172,377	19,620,256	5,540,012	12,109	100.00
51111	51111 ADMINISTRATORS	2,605,975	870	2,606,844	2,312,154	294,690		100.00
51112	51112 EPED	314,893	11,306	326,199	164,053	162,147		100.00
51113	51113 CO CURRICULAR	635,070	52,581	687,651	421,404	248,330	17,917	97.40
51114	51114 EARLY RETIREMENT	23,577	5,707	29,284			29,284	0.00
51116	51116 DIRECTORS / MANAGERS	419,463	15,937	435,400	386,634	48,766		100.00
51120	51120 OFFICE STAFF	1,510,721	14,646	1,525,366	1,291,504	220,154	13,708	97.00
51121	51121 INSTRUCTIONAL PARAPROFES	1,918,489	(227,187)	1,691,302	1,364,778	325,818	706	100.00
51122	51122 CUSTODIANS	1,934,582	(1,462)	1,933,120	1,541,891	360,270	30,958	98.40
51123	51123 MEDIA / TECH PARAPROFESS	300,317	29,278	329,595	270,089	59,015	490	99.90
51124	51124 SECURITY / SUSPENSION	654,450		654,450	571,127	82,506	817	99.90
51126	51126 SCHOOL HEALTH SERVICES	402,637	(2,772)	399,865	324,924	73,242	1,698	99.60
51128	51128 ATHLETIC TRAINER	60,392		60,392	54,640	5,752		100.00
51129	51129 ATTENDANCE INCENTIVE	14,500	1,462	15,962			15,962	0.00
51130	51130 THERAPISTS / OCCUP & PHY	478,279	(4,546)	473,733	376,598	94,103	3,033	99.40
51210	51210 SUBSTITUTE TEACHERS	666,920	148,218	815,138	588,939	83,282	142,916	82.50
51212	51212 SUBS / SCHOOL HEALTH SER	17,000		17,000	12,399		4,601	72.90
51221	51221 CLASSIFIED SUBS	15,000	7,500	22,500	17,855		4,645	79.40
51320	51320 OVERTIME	70,638	61,907	132,544	105,210		27,334	79.40
51321	51321 CUSTODIAL/CASUAL LABOR	42,806		42,806	9,884		32,922	23.10
52130	52130 LIFE INSURANCE	49,200		49,200	43,920	4,137	1,144	97.70
52200	52200 SOCIAL SECURITY	643,899	(90,000)	553,899	293,327		260,572	53.00
52201	52201 MEDICARE	563,912		563,912	563,912			100.00
52202	52202 FSA ADMINISTRATION	1,750		1,750	731	162	857	51.00
52300	52300 PENSION-DEF BENEFIT	1,115,153		1,115,153	1,020,241	42,055	52,857	95.30
52301	52301 PENSION-DEF CONTRIBUTION	94,000	21,826	115,826	83,666		32,160	72.20
52500	52500 UNEMPLOYMENT	25,000	44,675	69,675	60,240	7,500	1,935	97.20
52600	52600 WORKER'S COMP	236,163	(85,406)	150,757	135,737		15,020	90.00
52700	52700 DISABILITY INSURANCE	65,500		65,500	55,731	5,082	4,687	92.80
53000	53000 FOOD SERVICE PROGRAM	75,000		75,000	75,000			100.00
53101	53101 LABOR & LEGAL SVCES	120,000	(25,000)	95,000	58,519	21,369	15,113	84.10
53222	53222 EVALUATION SERVICES	142,125	19,044	161,169	70,285	85,171	5,713	96.50
53224	53224 STAFF DEVELOPMENT	254,566	(7,589)	246,977	144,249	31,933	70,795	71.30
53225	53225 NEASC ACCREDITATION SERV	5,110		5,110	4,515		595	88.40
53230	53230 STUDENT SUPPORT SERVICES	54,000	15,531	69,531	32,116	11,780	25,635	63.10

## 2025-2026 MADISON PUBLIC SCHOOLS EXPENDITURE REPORT THROUGH 5.7.26

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL		REVISED			AVAILABLE	
		APPROP	TRNFRS/ADJSMT	BUDGET	YTD EXPENDED	ENCUMBRANCES	BUDGET	% USED
53231	53231 ADULT EDUCATION	46,000	(4,000)	42,000	42,000			100.00
53300	53300 PROF / TECH SVCES	1,503,619	(56,639)	1,446,980	1,257,349	104,577	85,054	94.10
53305	53305 PROF TECH MEDICAL	35,603	(3,398)	32,206	32,006	200		100.00
54210	54210 DISPOSAL / RECYCLING	113,200		113,200	85,507	9,135	18,557	83.60
54220	54220 STORM EVENTS	64,946	218,000	282,946	272,395	10,000	551	113.00
54300	54300 REPAIRS & MAINT	548,168	105,036	653,204	571,190	51,790	30,225	95.40
54307	54307 TECH / INFRASTRUCTURE	42,000		42,000	42,000			100.00
54308	54308 PLANNED AND CYCLED MAINT	489,500	42,000	531,500	531,500			100.00
54309	54309 EMERGENCY MAINTENANCE	50,000	(50,000)					0.00
54310	54310 KITCHEN MAINTENANCE	13,401		13,401	4,243	2,832	6,326	52.80
54313	54313 TREATMENT PLANT REPAIRS	29,000	(10,000)	19,000	10,400	342	8,258	56.50
54320	54320 REPAIR / CONTRACTS	36,500	(30,000)	6,500	(3,144)	3,114	6,530	-0.50
54330	54330 ALARM SERVICES	12,372		12,372	5,230		7,142	42.30
54340	54340 TELEPHONE MAINTENANCE	14,024		14,024	9,394	875	3,755	73.20
54420	54420 RENTAL AGREEMENTS	20,086	1,000	21,086	18,394	2,652	40	99.80
54600	54600 TREE SERVICES	8,828	(4,000)	4,828	4,800		28	99.40
54900	54900 PURCHASE SVCES	155		155			155	0.00
55110	55110 STUDENT ACTIV TRANS	20,508	59,475	79,984	48,935	1,855	29,194	63.50
55111	55111 REGULAR TRANSPORTATION	2,181,000		2,181,000	1,545,891	189,190	445,919	79.60
55113	55113 FUEL / TRANSPORTATION	315,000	(30,000)	285,000	164,588		120,412	57.80
55114	55114 SCHOOL CHOICE TRANSPORT	75,500		75,500	51,473	6,138	17,889	76.30
55120	55120 SPED TRANSPORTATION	1,418,439		1,418,439	1,097,924	397,847	(77,332)	105.50
55201	55201 GENERAL INSURANCE	350,698		350,698	328,618	15,500	6,580	98.10
55203	55203 STUDENT INSURANCE	22,594		22,594	22,594			100.00
55301	55301 TELECOMMUNICATIONS	160,629	(12,280)	148,349	108,900	29,442	10,007	93.30
55302	55302 POSTAGE	20,159	(2,180)	17,980	14,514	1,093	2,373	86.80
55303	55303 REPORTS/PUBLIC RELATIONS	4,651	9,000	13,651	11,534		2,117	84.50
55500	55500 PRINTING & BINDING	40,560		40,560	37,518	821	2,221	94.50
55501	55501 PRINTING / INSTRU SUPPLI	37,334	(368)	36,966	28,348	18	8,599	76.70
55608	55608 TUITION / TYPICALS	(70,000)	(30,000)	(100,000)	(113,578)		13,578	113.60
55610	55610 EXT PLACEMENTS / PUBLIC	589,232	58,382	647,614	546,496	101,118		100.00
55630	55630 EXT PLACEMENTS / PRIVATE	1,885,542	316,618	2,202,160	1,669,382	551,859	(19,081)	100.90
55640	55640 SCHOOL CHOICE TUITION	76,000	(40,000)	36,000		35,970	30	99.90
55641	55641 EXTENDED YEAR SERVICES /	130,529	(9,878)	120,651	120,120	261	270	99.80
55643	55643 EXT PLACEMENT/ GENERAL E	10,000	(10,000)					0.00

## 2025-2026 MADISON PUBLIC SCHOOLS EXPENDITURE REPORT THROUGH 5.7.26

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL		REVISED			AVAILABLE	
		APPROP	TRNFRS/ADJSMT	BUDGET	YTD EXPENDED	ENCUMBRANCES	BUDGET	% USED
55801	55801 TRAVEL (STAFF)	24,630		24,630	16,752	1,364	6,514	73.60
55802	55802 TRAVEL (BOE)	320	(320)					0.00
55900	55900 MISC PURCH SERVICES	10,850		10,850	7,036	2,960	854	92.10
56101	56101 OFFICE SUPPLIES	39,372	(306)	39,066	25,988	3,426	9,652	75.30
56110	56110 INSTRUCTIONAL SUPPLIES	510,763	75,206	585,969	484,175	39,390	62,405	89.40
56111	56111 FAB LAB INSTRUCTIONAL SU	20,000		20,000	6,690	2,834	10,476	47.60
56112	56112 STEAM	13,000		13,000	4,531	1,740	6,729	48.20
56120	56120 INSTRUCTIONAL SOFTWARE	54,380	13,860	68,240	64,311	240	3,689	94.60
56130	56130 CUSTODIAL SUPPLIES	127,132	(1,196)	125,936	99,073	9,583	17,279	86.30
56131	56131 MAINTENANCE SUPPLIES	78,000		78,000	61,465	8,490	8,045	89.70
56140	56140 FIELDS MAINTENANCE	112,900	(13,000)	99,900	83,451	10,420	6,029	94.00
56206	56206 GAS SERVICES	235,068	(20,000)	215,068	179,909		35,159	83.70
56210	56210 WATER	49,875		49,875	31,675		18,200	63.50
56220	56220 ELECTRICITY	1,028,480	(60,000)	968,480	690,398	48	278,034	71.30
56260	56260 EQUIPMENT MAINTENANCE	21,672		21,672	3,602	412	17,658	18.50
56410	56410 TEXTBOOKS & REPLACEMENT	43,122	(5,594)	37,528	26,235	8,195	3,097	91.70
56411	56411 TEXTBOOKS / NEW	36,500	(14,313)	22,188	7,764		14,424	35.00
56420	56420 AWARDS	3,800	(2,854)	946	946			100.00
56421	56421 MEDIA SUPPLIES	26,971	1,000	27,971	19,697	2,566	5,708	79.60
56422	56422 PERIODICALS	24,663	201	24,863	22,255		2,608	89.50
56423	56423 PRINT COLLECTION	154,000		154,000	13,727	3,805	136,469	11.40
56550	56550 STAFF UNIFORMS	5,258	1,196	6,454	6,454			100.00
56551	56551 UNIFORMS / STUDENT GROUP	29,000		29,000	21,314	7,686		100.00
56900	56900 SUPPLIES	42,983	9,733	52,716	34,284	4,967	13,465	74.50
56902	56902 PROGRAM SUPPLIES	25,000	(3,637)	21,363	(14,606)	25,997	9,971	53.30
57301	57301 EQUIPMENT	192,928	37,711	230,639	142,545	12,538	75,556	67.20
57302	57302 OS SOFTWARE	359,840		359,840	337,690	15,911	6,239	98.30
57303	57303 EQUIP - LEASE/PURCHASE	39,120		39,120	32,710		6,410	83.60
57304	57304 COMPUTER HARDWARE	542,700	12,000	554,700	498,186	47,750	8,763	98.40
57330	57330 FURNISHINGS & FIXTURES	41,990	41,990	41,990	3,920	37,934	135	99.70
57400	57400 PUBLIC SAFETY	6,623	10	6,633	6,424	58	152	97.70
58100	58100 DUES, FEES & MEMBSHPS	99,878	9,937	109,814	99,534	4,042	6,238	94.30
<b>Grand Total</b>		<b>55,577,986</b>		<b>55,577,986</b>	<b>43,662,987</b>	<b>9,576,259</b>	<b>2,338,740</b>	<b>95.79%</b>

**Madison Board of Education - April 2026 Personnel Report**

<b>BOE Meeting Date:</b>	5/12/26	<b>Reporting Period:</b>	4/1-4/30/26
<b>New Hires / Reappointments</b>			
<b>First Name</b>	<b>Last Name</b>	<b>Position</b>	<b>Location</b>
<b>Reassignments / Transfers</b>			
<b>First Name</b>	<b>Last Name</b>	<b>Position</b>	<b>Location</b>
<b>Retirements / Resignations / Separations</b>			
<b>First Name</b>	<b>Last Name</b>	<b>Position</b>	<b>Location</b>
Victor	Morales	Custodian	Facilities
Kristy	Burns	Health Aide	DHHS
Mark	Imbriglio	Custodian	Facilities
Jena	Brady	Special Education	Neck River



# Policy Committee

## Exhibits

### **Policies for Review, First Reading:**

- 3323 Soliciting Prices (Bids and Quotations) Purchasing
- 6142.101 Student Wellness

### **Policies for Review, Waive Second Reading:**

- 6010 Our Mission
- 6163.32 Service Animals
- 5120.3.6 Animals in Schools

## Policy Summary

May 12, 2026

### **Policies for Review, First Reading**

#### **3323 Soliciting Prices (Bids and Quotations) Purchasing**

Recommend repealing this policy and replacing it with the S&G model policy Purchasing. We recommend that the Board review its Town Charter to ensure compliance with any specific town requirements. The policy was further reviewed and revised with Director of Planning and Construction Ben Whittaker to ensure the policy reflects current town and Board purchasing procedures.

#### **6142.101 Student Wellness**

S&G recommend that the Board repeal this policy and replace it with the S&G Model Policy Wellness, for consistency and legal compliance. As the District does not follow the National School Lunch Program (NSLP), the Board is not required to have a Wellness Policy. However, the Administration would like to maintain a brief policy on this topic.

### **Policies for Review, waive second reading**

#### **6010 Our Mission**

The Board recently adopted a revised mission and vision. The policy has been updated to reflect the changes.

#### **6163.32 Service Animals**

This policy is not mandatory; however, the Board recently enacted this policy and thus may wish to maintain the policy in the manual. The policy appears legally compliant, after a brief review. The Board may wish to consider expanding this policy to identify rules for the use of therapy dogs on school grounds. We are happy to assist in this revision, if requested. Further recommend that the Board review this current policy for grammatical issues. Specifically, Sections G and F refer to lists (ex: "one of the following . . ."); however, presentation of the list is first interrupted by a separate paragraph.

#### **5120.3.6 Animals in Schools**

This policy is not mandatory and may be repealed. If the Board wishes to maintain the policy, we recommend that the Board develop a brief policy and move the current content to an administrative regulation because the current requirements are significantly detailed and involve the day-to-day operation of the schools. We further recommend administrative review to ensure the policy's requirements are being, and are able to be, followed by the schools. We also recommend legal review to add clear language identifying that service animals are permitted.

**Purchasing (Formerly “Soliciting Prices”)**

The Madison Board of Education (the “Board”) is aware of its responsibility to utilize public funds in a manner which yields the greatest possible educational value to students and long-term economic value to infrastructure and systems. This policy sets the parameters for executing purchases in a structured, responsible, equitable, and legally compliant fashion that can be universally implemented across Madison Public Schools (the “District”), yet remain flexible enough to accommodate differing needs and circumstances.

**I. Purchasing Thresholds**

The following requirements apply for any purchase of an item (including a group of like items) or service with a total cost of:

- Up to \$5,000- at least (1) quotation.
- Between \$5,001 and \$10,000- at least two (2) written quotations.
- Between \$10,001-\$25,000- at least three (3) written quotations.
- Over \$25,000- Formal and public Invitation to Bid (ITB) or Request for Proposal (RFP) process. The process utilized will be selected by the Superintendent or superintendent’s designee depending on the circumstances of the purchase. Utilization of an in-place government contract or approved purchasing consortium is acceptable in lieu of an ITB or RFP- see details in section below.

**II. Process for Obtaining Quotations**

Generally, quotations, either oral or written should be solicited by the Superintendent or superintendent’s designee from 1 to 3 vendors depending on total cost or obtained from current catalogues or price sheets. The refusal of an otherwise valid supplier to quote shall qualify as a quotation. The quotation process does not require a public opening, and the Superintendent or superintendent’s designee may send requests to a limited number of selected vendors. If such request includes a date for submission of quotations, vendors must furnish all of the necessary information to the Superintendent or superintendent’s designee by the specified date.

The purchase shall be awarded to the provider whose quotation is deemed to best provide the good and/or service desired, taking into account cost and the project requirements, and after consideration of a cooperative agreement with the municipality.

**III. Invitation to Bid and Request for Proposals Process Criteria**

43 A. Invitation to Bid

44 An Invitation to Bid (ITB) process is utilized to solicit sealed bids for a product, project, or service  
45 based on a detailed set of specifications. All requirements and terms and conditions describing  
46 and detailing the goods or services to be purchased must be included in the bid specifications. The  
47 bid specifications should define the requirements for quality of materials, equipment and/or  
48 services to be procured, and as such, they should clearly and accurately reflect the required  
49 characteristics of the goods and services. The bid specifications should also include any vendor  
50 or contractor qualification requirements, a District contact person responsible for all  
51 communications with prospective bidders, a requirement that all communications between the  
52 school district contact person and prospective bidders be in writing and, if the purchase will require  
53 entering into a contract, a draft contract whenever possible.

54 The Superintendent or superintendent’s designee shall develop ITB templates and must review  
55 and approve of the proposed bid specifications and other bid documents before they are published.

56 Award is made to the lowest-cost responsive and responsible bidder who meets all of the minimum  
57 qualification requirements.

58 B. Requests for Proposals

59 A Request for Proposals (RFP) process seeks to obtain the best value for the product or service  
60 where quality, cost, efficiency, and service are optimized among responsive and responsible  
61 vendors, and award is not made solely on lowest price. An RFP may be used in situations  
62 including, but not limited to, the following:

- 63
- 64 • Limited specifications are available and/or it is more cost effective to have vendors supply  
65 different approaches or options rather than supply vendors a detailed set of specifications.
- 66
- 67 • The exact solution, method, or product is unknown and it would be advantageous to look to  
68 the marketplace to propose appropriate solutions.
- 69
- 70 • “On-call” or “as-needed” services where the scope is not limited to a specifically defined  
71 project or task.
- 72
- 73 • The nature of the service or required product support is heavily dependent on the reputation,  
74 experience, and quality of the vendor or contractor.
- 75
- 76 • Flexibility on final pricing is desired based on the evolution of the project scope. Variables  
77 may include:
  - 78 a. Cost of maintenance or life cycle cost
  - 79 b. Product performance or applicability of solution
  - 80 c. Quality or craftsmanship

81 Whenever any contract is awarded on the basis of best value instead of solely the lowest- cost  
82 responsive and responsible bidder, the basis for determining best value shall be thoroughly and

83 accurately documented.

84  
85 **C. Bid Security**

86 When, in the judgment of the Superintendent or superintendent's designee, bid security is  
87 advisable, all bids must be accompanied by security in one of the following forms - certified  
88 check, cashier's check, personal money order, letter of credit or bid bond. The requirement for,  
89 and the amount of, the security must be set forth in the bid advertisement. All security presented  
90 must show the "Madison Board of Education" as the payee.

91  
92 **D. Advertising and Opening of Invitation to Bids and Request for Proposals**

93 The Superintendent, or superintendent's designee shall begin the formal process of accepting  
94 sealed bids or proposals by giving ten calendar days public notice thereof. All Invitations to Bid  
95 and Requests for Proposals shall also be advertised on the Town of Madison's website and the  
96 State of CT Department of Administrative Services Procurement Portal to ensure adequate  
97 exposure to all prospective bidders/proposers – including women-owned, minority-owned and  
98 small business firms. The notice shall contain a general description of the goods or services  
99 being bid, the school district contact person, the day, hour and place of the bid opening, and may  
100 contain other information relating to the bid including, but not limited to, where and when bid  
101 packages may be obtained.

102 Bids / proposals shall be opened in public and read aloud at the time stated in the legal notice in  
103 the presence of at least two witnesses whose names shall be recorded as a permanent record of  
104 such procedures. No bids /proposals shall be accepted, or opened, that were not submitted in  
105 compliance with the procedures set forth in the notice advertising the bid / proposal. In the case  
106 of bids, the firm name of the bidder and the price of the bid will be read aloud and recorded. In  
107 the case of proposals, the firm name of the submitter will be read aloud and recorded. The recorded  
108 results will be tabulated and posted on the Town of Madison's website within a reasonable time  
109 following the bid / proposal opening by the Superintendent or superintendent's designee.

110 A record of all bids submitted, giving the names of the bidders, the amounts of the bids and  
111 indicating the successful bidder, shall be preserved by the Superintendent or superintendent's  
112 designee in accordance with State law.

113 **E. Award of Contracts based on Invitation to Bid or Request for Proposals Processes**

114 • **Invitation to Bid Award Criteria**

115 The award shall be made to the bidder whose bid meets the requirements, terms and  
116 conditions contained in the bid specifications and is the lowest among those bidders  
117 possessing the skill, ability and integrity necessary for faithful performance of the work  
118 based on objective criteria considering past performance and financial responsibility (the  
119 "Lowest Cost Responsible and Responsive Qualified Bidder"), and after consideration of  
120 a cooperative agreement with the municipality as described in this policy.

121  
122 In determining the Lowest Cost Responsible and Responsive Qualified Bidder the  
123 following criteria will be considered, as applicable:

- 124  
125 (1) The ability and capacity of the bidder to perform the work based on an  
126 evaluation of the character, integrity, reputation and experience of the  
127 bidder. Consideration shall be given to previous work performed by the  
128 bidder for the Board or for other agencies, including the quality and degree  
129 of satisfaction with the work performed.
- 130 (2) The financial resources of the bidder and the bidder's ability to secure any  
131 required bonds and/or insurance.
- 132
- 133 (3) Compliance by the bidder with all applicable federal, state and local laws,  
134 including any licensing requirements.
- 135 (4) Delivery or completion time.
- 136 (5) Cost.
- 137 (6) Involvement in litigation.
- 138

139 Should a situation arise where it is impossible to distinguish between two bidders  
140 to identify the Lowest Cost Responsible and Responsive Qualified Bidder, and  
141 one of the bidders has its principal place of business located within the Town of  
142 Madison, the award will be made to the local bidder. Unless otherwise required  
143 by law, the Board reserves the right to award the bid to a selected bidder that is  
144 not the lowest bidder. In such instances, the reason for the selection shall be  
145 documented and preserved by the superintendent or as may be required by law.

146

147 • Request for Proposals Award Criteria

148 A formal evaluation of proposals to determine the “best value” to the district shall be  
149 conducted by an individual or group approved by the Superintendent or superintendent’s  
150 designee to undertake such task.

151

152 Determination of “best-value” through an RFP process shall include a formal evaluation  
153 and rating of proposals which uses objective and quantifiable analysis against clearly  
154 described and documented criteria. Such criteria may include, but are not limited to, the  
155 following:

- 156 a. Overall quality of RFP response and approach to service delivery
- 157 b. Relevance of experience
- 158 c. Strength of references
- 159 d. Pricing
- 160 e. Proximity to the service area (local preference)
- 161

162 Award shall be made to the firm whose proposal is deemed to best provide the services  
163 desired, taking into account cost and the requirements, terms and conditions contained in  
164 the RFP.

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- Rejection of Bids / Proposals

The Superintendent or superintendent’s designee has the right to reject any and all bids / proposals in whole or in part. Any or all bids / proposals may be rejected if there is any reason to believe that collusion exists among the bidders / proposers. Individual bids / proposals may be rejected for irregularities of any kind, including, without limitation, alteration of form, additions not called for, conditional bids, incomplete bids and unexplained erasures.

The Superintendent or superintendent’s designee retains the right to waive any formality or procedural irregularities in the bids /proposals received. Nothing in this Section should be construed to limit in any way the right of the Superintendent or superintendent’s designee to reject any and all bids.

Award of any contract that is the result of an Invitation to Bid or Request for Proposals process must be authorized by the Board if the total purchase value is over \$50,000.

Award of any contract with a total value less than \$50,000 must be authorized by the Superintendent, who shall inform the Board of all such contracts through an informational report presented at a public Board meeting.

Upon acceptance of the selected Bidder, a letter will be sent to the successful bidder(s) announcing the selection of the chosen bidder. All unsuccessful bidders will be sent a letter notifying them that they were not selected.

F. Exclusions/Exceptions to ITB/RFP Requirements

In certain situations, the bidding or proposal processes described above may be waived, at the discretion of the Superintendent, even though the estimated cost exceeds the dollar threshold established by the Board. The formal processes may be waived for any of the following reasons:

1. Consortium or Government Contracts- Contracts resulting from a competitive public process and awarded by legal public purchasing consortiums or other public entities (such Federal, State, municipal, and quasi-public agencies) can be used to purchase goods and services without adhering to the amounts and requirements listed in the Purchasing Thresholds above. A review of the competitive contracting process and a review of the terms and conditions of the contract shall be done prior to use of the contract to ensure fair and open competition. If more than one contract is available for use, obtaining multiple proposals is encouraged to ensure best value. Both reviews and consortium contract information shall be noted in the contract file.
2. Emergencies – Making a purchase or awarding a contract due to a sudden and unexpected occurrence or condition whereby life, health, safety, property, or interruption of the regular operation of the school system would be negatively impacted if immediate action was not taken. Emergency purchases may only be determined and authorized by the Superintendent. The Board will be notified of emergency purchases as soon as practical.

204

- 205 3. Sole Source- A condition where only one (1) reasonable or qualified source can be  
206 identified for the item or the compatibility of equipment, accessories, service, or  
207 replacement parts is the paramount consideration. In the case of instructional related  
208 materials and instructional service needs, a case must be presented in writing to the  
209 Superintendent that it would be impractical to seek or utilize another source. Certain  
210 software (hosted in-house or software-as-a service), licensing/maintenance fees related  
211 to existing equipment may also be considered sole-source at the discretion of the  
212 Superintendent. Most public utility services are considered sole-source.  
213
- 214 4. Time is a critical factor, and taking the time necessary to comply with the formal process  
215 would not be in the best interests of the school district.  
216
- 217 5. A special source, including but not limited to a sale, purchasing plan, government discount  
218 or trade-in allowance, will supply a lower cost than that which would result from a bid  
219 process.  
220
- 221 6. A formal process would result in substantially higher costs to the school district, or  
222 inefficient use of personnel, or cause substantial disruption of school district operations.  
223
- 224 7. Prices of goods or services are subject to specific federal or state competitive bidding  
225 requirements, including, but not limited to, "school building projects" as defined in the  
226 Connecticut General Statutes.  
227
- 228 8. Regional or cooperative purchases.  
229
- 230 9. Cooperative agreement with the local municipality.

231

232 IV. State of Connecticut Required Language Regarding Consultation with Municipality  
233 Regarding Contracts for Goods or Services, Including Insurance and Payroll Software

234 After going out to bid for a good or service and receiving submissions, if the local municipality  
235 uses such good or service, the Board shall consult with the legislative body of the municipality,  
236 and, if the equivalent level of such good or service is provided by the municipality through a  
237 municipal contract for a lower cost than the lowest qualified bid submission received by the Board,  
238 the Board will consider a cooperative agreement with the local municipality for the provision of  
239 such good or service.

240 Further, the Board will consult with the local municipality's legislative body, prior to purchasing  
241 payroll processing or accounts payable software systems to determine whether such systems may  
242 be purchased or shared on a regional basis.  
243

244 When possible, the Board will consult with the local municipality's legislative body, regarding the  
245 joint purchasing of property insurance, casualty insurance, and workers 'compensation

246 insurance.

247  
248 V. Procurement of Property and Services Under a Federal Award

249 When procuring property and/or services under a Federal award, the Board will comply with  
250 relevant regulations in the Code of Federal Regulations, as described in 2 C.F.R. § 200.318  
251 through 2 C.F.R. § 200.326, as amended from time to time, to the extent it is required to do so.  
252 Specific items in these sections that are not addressed elsewhere in this policy, but must be  
253 adhered to when purchasing under a Federal award include:

- 254
- 255 a. Avoid acquisition of unnecessary or duplicative items. (Section 200.318 – D)
  - 256 b. Be responsible for the settlement of all issues. (Section 200.318 – K)
  - 257 c. Conduct procurement providing full / open competition. (Section 200.319 – A)
  - 258 d. Prohibit state or local geographic preferences. (Section 200.319 – B)
  - 259 e. Perform independent cost or price analysis, before bids. (Section 200.323 – A)
  - 260 f. If no competition, negotiate profit as a separate element. (Section 200.323 – B)
  - 261 g. Cannot use price + % of cost, or % of construction cost method. (Section 200.323 – D)
  - 262 h. Comply with section 6002 of Solid Waste Disposal Act. (Section 200.322)
  - 263 i. Be free from real or apparent conflicts of interest. (Section 200.318 - C1)
  - 264 j. Comply with federal cost principals. (Section 200.323 – C)
- 265

266 VI. Compliance with Grants

267  
268 When procuring goods or services pursuant to a Federal or State grant or award, the Board will comply with  
269 applicable grant or award requirements and assurances made in connection with such funds. Such  
270 requirements may include, but are not limited to, use of such funds for authorized purposes and the inclusion  
271 of required contract provisions in any contract funded by Federal or State grants.

272  
273 VII. Other Considerations

- 274 • This policy must be adhered to regardless of the funding source of the purchase.
  - 275
  - 276 • All staff must comply with Board Policy regarding conflicts of interest and actions of staff  
277 engaged in the selection, award and administration of contracts.
  - 278
  - 279 • The District will make purchases locally whenever bids and prices are fully comparable with  
280 those of outside bidders but the lowest bid and the lowest price for goods and services will  
281 generally be accepted.
  - 282
  - 283 • Sustainable purchases are products or services that have a lesser or reduced negative impact  
284 on human health, environment, and society when compared with competing products or  
285 services serving a similar purpose. The District prefers to partner and establish contracts  
286 with suppliers who offer environmentally preferable and sustainable goods and services at  
287 competitive prices. This is done by considering environmental criteria wherever applicable in  
288 purchasing and contracting efforts.
- 289

- 290 • Records of all bids, proposals, selection analysis, and awards/results shall be kept in the offices  
291 of the Madison Public Schools / Town of Madison Facilities Department where they can be  
292 made readily available and open to public inspection in accordance with Freedom of  
293 Information Act provisions.
- 294
- 295 • No transaction shall be divided for the purpose of evading the provisions of this policy.
- 296
- 297 • Awards will not be made to a vendor who owes delinquent tax to the Town of Madison  
298 Vendors certify by virtue of their signature on the bid/proposal sheet that neither they nor any  
299 business or corporation in which they own an interest is delinquent in tax obligations to the  
300 Town.
- 301
- 302 • The Board may periodically engage an independent audit firm to review the purchasing procedures  
303 outlined in this policy.

304  
305 Legal References:

306  
307 State Law:

308 Conn. Gen. Stat. §10-241c Local board of education to consult with  
309 municipality re joint purchasing of property insurance, casualty insurance  
310 and workers' compensation insurance.

311 Conn. Gen. Stat. §10-241d Local board of education consultation with  
312 municipality re goods and services. Cooperative arrangements.

313 Conn. Gen. Stat. §10-241e Local board of education consultation with  
314 municipality prior to purchase of payroll processing or accounts payable  
315 software program.

316 Federal Law:

- 317
- 318 2 C.F.R. § 200.317 through 2 § C.F.R. 200.327.
- 319 2 C.F.R. § 200.81 (definition of property).
- 320 7 C.F.R. § 210.21 through 2 C.F.R. § 210.23

321  
322  
323  
324 First Reading: May 12, 2026



#3323

**Soliciting Prices (Bids and Quotations)**

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This policy shall be followed when the Superintendent determines that it is in the best interests of the Board that prices be solicited. Equipment, supplies, and operational services exceeding \$10,000.00 shall be bid. Quotes shall be received for equipment, supplies, and operational services exceeding \$5000.00 but less than \$10,000.00.

1. The Superintendent (or designee) shall periodically estimate requirements of standard items or classes of items and make any possible quantity purchases, thereby effecting economies. Whenever storage facilities or other conditions make it impractical to receive all of any item at one time, the total quantity should be bid or quotations received and staggered delivery dates made a part of the specifications, or quantities estimated with deliveries to be made as requested;
2. Instructions and specifications should be clear and complete, setting forth all necessary conditions conducive to competition.
3. Bids or quotes should be sought, whenever possible, from at least three sources able to offer the best prices, consistent with quality, delivery and service unless covered by local, state, or federal purchasing agreements.
4. The bid or quote award shall be made in the best interest of the school district and not necessarily be the lowest bid or quote.
5. The bids shall be opened at the prescribed time and place and tabulated for study. Whether or not bid opening occurs exactly at time advertised, no bids may be accepted after said advertised time. The bid tabulation shall include the Board of Education budgeted amount and a cost estimate prior to receiving bids.

6. After the bids have been opened and tabulated, they will be available for those interested to copy or study. They shall not, however, be removed from the bidding location by such interested persons.
7. Prices or fees for goods and services shall be verified periodically to assure competitiveness.
8. Sole source bids and quotes may be sought when specified by curriculum needs or compatibility needs to be maintained.
9. Bids and quotes need not be sought when an emergency exists and to maintain the least interruption to instruction.
10. Results of bids or quotes exceeding \$25,000.00 shall be reported to the Board.
11. The Board may request a report on specific bids or quotes.

Adopted: July 8, 1988  
Revised: October 7, 1997

The Madison Public Schools (the “District”) is committed to providing a school environment that enhances learning and the development of lifelong wellness practices. The Board of Education (the “Board”) recognizes that wellness and healthy eating are important to the physical and academic achievement of all children. ~~Further, healthy eating and appropriate physical activity are linked to reduced risk for mortality and the development of many chronic diseases. Therefore,~~

~~As~~ part of the total learning environment, the Madison Public Schools promotes student health by supporting, as integral components of a coordinated approach to student health, good nutrition, regular physical activity, planned sequential health education, health services, counseling, psychological and social services, staff wellness, a healthful school environment, and parent and community participation.

~~While the primary responsibility for instilling healthy lifestyle choices in children resides with families, the Board supports families through policies and procedures that support health and wellness practices for students and staff and discourages practices that do not support health or promote wellness, or which give students contradictory messages. To promote the health and well-being of all students, the district shall adhere to the following components of a coordinated approach to achieving student wellness.~~

~~Student wellness, including good nutrition and physical activity, shall be promoted in the district's educational program, school activities, and meal programs. This policy shall be interpreted consistent with Section 204 of the Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296).~~

### Goals for Nutrition Education

The goals for addressing nutrition education include the following:

- Schools will support and promote good nutrition for students consistent with applicable federal and state requirements.
- Schools will foster the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition education will be part of the District's comprehensive school health education curriculum and will be integrated into other classroom content areas, as appropriate.

### Goals for Physical Activity

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.
- Physical education will be taught in all grades and shall include a standards-based, developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle.
- Unless otherwise exempted, all students will be required to engage in the District's physical education program.

39 **Nutrition Guidelines for Foods Available in Schools**

40 Students will be offered and schools will promote nutritious food choices, focused on moderating calories,  
41 limiting fats, sodium and sugars and increasing consumption of nutrient-rich foods such as fruits, vegetables,  
42 whole grains, low-fat dairy, lean meats and legumes. Food and beverages that compete with the District's non-  
43 profit food service program will not be sold. The District shall restrict the sale of foods of minimal nutritional  
44 value as defined by the U.S. Department of Agriculture and will ensure that all foods sold or served to students  
45 separately from school meals meet the District's Nutrition Standards. All beverages sold or served to students on  
46 school premises will meet the requirements of state statute and USDA beverage requirements. (Schools must  
47 follow whichever requirements are stricter.)

48 On an annual basis, the Board will determine if it will participate in the optional Healthy Food Certification  
49 Program of the State of Connecticut. Should the Board decide to participate, the District will follow Connecticut  
50 standards for food and beverages. The Board will also determine if events are exempt from the nutritional  
51 requirements for food and beverages.

52 All sources of food sales to students at school must comply with the District Nutrition Standards, including, but  
53 not limited to, cafeteria a la carte sales, vending machines, school stores and fundraisers. The District shall ensure  
54 that all beverages sold to students comply with the requirements of state statute and USDA beverage  
55 requirements. The District shall ensure compliance with allowable time frames for the sale of competitive foods  
56 as specified by state law.

57 **Reimbursable School Meals**

58 To the extent the district participates in the National School Lunch and/or School Breakfast Programs,  
59 reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the  
60 National School Lunch Program and/or School Breakfast Program.

61 **Monitoring**

62 The Superintendent or superintendent's designee shall provide periodic updates to the Board concerning this  
63 policy's implementation sufficient to allow the Board to monitor and adjust the policy.

64 **Community Input**

65 ~~The Superintendent or designee will invite suggestions and comments concerning the development,  
66 implementation, periodic review and improvement of the school wellness policy from school community  
67 members, including parents, students, and representatives of the school food authority, teachers of physical  
68 education, school health professionals, members of the Board of Education, school administrators, and the public.~~

69 **Evaluation of Wellness Policy**

70 In an effort to measure the implementation of this policy, the Board of Education designates the Superintendent or  
71 his/hersuperintendent's designee be responsible for ensuring that each school meets the goals outlined in this  
72 policy.

73  
74 ~~(cf. 5100.5—Student Fundraising Activities)~~  
75 ~~(cf. 5120.3.4—Managing Student Food Allergies)~~

76 ~~(cf. 6080.6— Physical Education, Instruction)~~

77 ~~(cf. 6080.14— Health Education, Instruction)~~

78 Legal Reference: Connecticut General Statutes

79 ~~10-16b Prescribed courses of study.~~

80 10-21i Red Ribbon PASS Program

81 ~~10-215 Lunches, breakfasts and the feeding programs for public school children and employees.~~

82 ~~10-221 Boards of education to prescribe rules, policies and procedures.~~

83 ~~10-215a Non public school participation in feeding program.~~

84 10-215d Regulations re nutrition standard for school breakfasts and lunches ~~Duties of state board of education~~

85 ~~re: feeding programs.~~

86 ~~10-216 Payment of expenses.~~

87 ~~10-215e Nutrition standards for food that is not part of lunch or breakfast program~~

88 10-215f Certification that food meets nutrition standards.

89 10-221o Lunch periods. Recess.

90 10-221p Boards to make available for purchase nutritious, low-fat foods.

91 10-221q Sale of beverages.

92

93 Federal:

94 42 U.S.C. 1751

95 ~~Regulations of Connecticut State Agencies~~

96 ~~10-215b-1 Competitive foods.~~

97 ~~10-215b-23 Income from the sale of food items.~~

98 ~~National School Lunch Program and School Breakfast Program; Competitive Food~~

99 ~~Services. (7 CFR Parts 210.11 and 220.12)~~

100 ~~The Child Nutrition and WIC Reauthorization Act of 2004, Public Law 108-265~~

101 ~~Nutrition Standards in the National School Lunch and School Breakfast Programs, 7~~

102 ~~CFR Parts 210 & 220~~

103 Richard B. Russell National School Lunch Act 9(f)91) and 17(a), codified at 42 U.S.C. 1758(f)(1), 42 U.S.C.

104 1758b and 42 U.S.C. 1766, as amended by Pub. L. 111-296, Healthy, Hunger-Free Kids Act of 2010, P.L. 111-

105 296, 42 U.S.C. 1751

106 20 U.S.C. § 7118, as amended by Pub. L. 114-95, Every Student Succeeds Act.

107 7 C.F.R. § 210.10 Meal requirements for lunches and requirements for afterschool snacks.

108 7 C.F.R. § 210.11 Competitive food service and standards.

109 7 C.F.R. § 210.31 Local school wellness policy.

110 7 C.F.R. § 220.8 Meal requirements for breakfasts.

111

112 ~~Child Nutrition Act of 1966 (as amended by P.L. 108-269, July 2, 2004)~~

113 ~~School Breakfast Program, 7 C.F.R. Part 220 (2006)~~

114 ~~National School Lunch Program or School Breakfast Program: Nutrition Standards for~~

115 ~~All Foods Sold in School (Federal Register, Vol. 78, No. 125, June 28, 2013)~~

116 Date of Adopted: August 22, 2006

117 Date of Revision: January 19, 2016

118 First Reading: May 12, 2026

**Madison Public Schools**

**Every Child, Every Day**

**Vision:**

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

**Mission:**

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 academics and educators, we endeavor to continually empower all our students to become upstanding, constructive members of a rapidly changing global society. We see it as our collective responsibility to design and engage in practices that ensure that every individual will succeed.

**Beliefs:**

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.
- learn with a high quality teacher in every classroom.

Date of Adoption: October 1, 1996  
Revised: November 7, 2006  
Revised: September 3, 2013

First Reading: May 12, 2026

Madison Public Schools  
Vision for 21<sup>st</sup> Century Education

*The Madison Public Schools: “Every child, every day, leading the way”*

The Madison Public Schools are driven by a mission to prepare all learners to make a unique, positive contribution in a complex, global society. We are committed to fostering the diverse talents and abilities of each and every child in an emotionally and physically safe environment. We envision learning as joyful and learners as passionate. We support our educators as innovators in a dynamic pursuit of continuous improvement.

We are committed to the work that will lead to the development of all learners’ capacities to:

- put ideas into action by thinking critically and creatively to identify and solve authentic, complex problems;
- communicate and collaborate purposefully and effectively using a variety of media;
- approach learning with effort and persistence while responding to success and failure with resiliency, reflection, and adaptability in an ever-changing world;
- make ethical and responsible decisions.

Date of Adoption: October 1, 1996  
Revised: November 7, 2006  
Revised: September 3, 2013

Service Animals

The Madison Board of Education (the “Board”) complies with all applicable federal and state laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities because of a disability, subject to the conditions and limitations established by law. Accordingly, the Board shall make reasonable modifications to its policies, practices and procedures to permit an individual with a disability to use a service animal on school property and/or at school-sponsored programs or activities in accordance with Title II of the Americans with Disabilities Act (“ADA”), applicable state laws and this policy.

~~Service animals are not subject to Policy #5120.3.6, Animals in Schools.~~

A. Definitions

1. “**Service animal**” means any dog regardless of breed or size (“service dog”) or miniature horse (“service horse”) that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to a physical; sensory; psychiatric; intellectual; or other mental disability. The work or tasks performed by a service animal must be directly related to the individual's disability. In other words, the animal must be required for the individual with a disability, and must be individually trained to do work or a task for the individual with a disability. For purposes of this policy, 1) a service animal includes a *guide dog* or *assistance dog* for a blind, deaf or mobility impaired person as outlined in Conn. Gen. Stat. § 46a-44; 2) service animal is **not** a pet; 3) a service animal in-training is **not** a service animal except for a dog being trained to assist a blind, deaf or mobility impaired individual; 4) companionship, comfort, therapy or emotional support animals do **not** qualify as service animals and 5) other species of animals, whether wild or domestic, trained or untrained are **not** service animals.
2. “**Work or tasks**” include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks; alerting individuals who are deaf or hard of hearing to the presence of people or sounds; alerting individuals to the onset of medical conditions; alerting individuals to the presence of allergens; assisting individuals with limited use of their limbs with tasks such as carrying items, opening doors, turning on lights, retrieving items and/or pulling a wheelchair; assisting individuals with intellectual or cognitive disabilities locate places or misplaced items; providing physical support and assistance with balance and stability to individuals with mobility disabilities; and/or performing tasks for individuals with psychiatric and neurological disabilities such as preventing or interrupting impulsive or destructive behaviors or reminding an individual to take prescribed medication. The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship do **not** constitute work or tasks for the purposes of this policy.

- 47 3. “**Handler**” is an individual with a disability who is accompanied by a service  
48 animal, or a third party who accompanies an individual with a disability to assist  
49 with ~~his or her~~their service animal. For purposes of this policy, a handler may, in  
50 limited circumstances, include a person training a *guide* or *assistance dog* for a  
51 blind, deaf or mobility impaired person provided the trainer is employed by and  
52 authorized to engage in designated training activities by a guide or assistance dog  
53 organization that complies with the criteria for membership in a professional  
54 association of guide dog or assistance dog schools and carries photographic  
55 identification indicating such employment and authorization, or a person who  
56 volunteers for a guide or assistance dog organization that authorizes such  
57 volunteers to raise dogs to become guide dogs or assistance dogs and causes the  
58 identification of such dog with (a) identification tags, (b) ear tattoos, (c)  
59 identifying bandanas on puppies, (d) identifying coats on adult dogs, or (e) leashes  
60 and collars, as outlined in Conn. Gen. Stat. § 46a-44.

61  
62 B. Access to Board Property, Programs and/or Activities

63  
64 Generally, a service animal shall be permitted to accompany a handler in all areas of  
65 Board property to the same extent that the handler has the right 1) to be present on  
66 school property or facilities; 2) to attend and/or participate in a Board-sponsored  
67 program or activity, including but not limited to, attending sporting events and student  
68 theatrical productions open to the general public; or 3) to be transported in a vehicle  
69 operated by or on behalf of the Board. Under no circumstances shall a handler be  
70 permitted to access a place where ~~s/he~~the handler would not otherwise be allowed  
71 access without the service animal.

72  
73 The Board prohibits inquiries of a handler (or ~~his/her~~the handler’s  
74 parent(s)/guardian(s) in the case of a young child) about the nature of ~~his/her~~their  
75 disability. Additionally, ~~Board personnel~~a school official may not ask a handler (or  
76 ~~his/her~~the handler’s parent(s)/guardian(s) in the case of a young child) to pay an  
77 additional fee to comply with any condition not outlined in this policy and/or request  
78 documentation such as proof of licensure, certification or any other proof of the  
79 service animal’s training, including, but not limited to, demanding the animal perform  
80 a particular task. In instances where it is not readily apparent whether an animal  
81 qualifies as a *service animal*, ~~Board personnel~~a school official may **only** make the  
82 following **two** inquiries of a handler (or ~~the handler’s~~his/her parent(s)/guardian(s) in  
83 the case of a young child):

- 84  
85 • *Is the dog (or miniature horse) a service animal required because of a*  
86 *disability?*  
87  
88 • *What work or task(s) has the dog (or miniature horse) been trained to*  
89 *perform?*  
90

91 C. Management of Service Animals; Responsibilities of Handlers and Liability

92

- 93 1. Service animals are working animals, not pets. Accordingly, service animals  
94 should not be petted, provoked or otherwise distracted, including, but not limited:  
95 talking to or saying the animal’s name.  
96
- | 97 2. A service animal must be harnessed, leashed, or tethered while on school property  
98 or at a school-sponsored program or activity unless such devices interfere with the  
99 service animal's work or the handler's disability prevents use of such devices. In  
100 that case, the handler must use voice, signal, or other effective means to maintain  
101 control of the animal.  
102
- 103 3. A service animal must be housebroken.  
104
- 105 4. A service animal must be under the control of its handler at all times while on  
106 Board property or at a Board-sponsored program or activity. Where a service  
107 animal is out of control and the handler does not take effective action to control it,  
|108 ~~Board personnel~~ a school official may request that the animal be removed from  
109 the property or a Board-sponsored program or activity. In the event that the  
|110 handler is unable or unwilling to remove a properly excluded animal, ~~Board~~  
|111 ~~personnel~~ school officials are authorized to take appropriate action necessary to  
112 remove the animal and ensure the health and/or safety of individuals attending  
113 and/or participating in a Board-sponsored program or activity. In certain limited  
114 instances (e.g., younger children), the Board may provide reasonable  
|115 accommodations to enable a handler to control ~~his/her~~ their service animal. In  
116 such instances, the reasonable accommodations shall be determined on case-by-  
117 case basis at a meeting with school officials, parent(s)/ guardian(s) and the  
118 handler, where appropriate.  
119
- 120 5. Service animals are generally the sole responsibility of their handlers, who must  
121 take appropriate precautions to prevent damage or injury to persons or property  
122 from the actions of their service animals. The Board shall not be responsible for  
123 the care or supervision of service animals, including but not limited to the cost of  
124 veterinary care, supplies or equipment; provision of food and/or water; walking  
125 the service animal; responding to the service animal’s toileting needs, including  
126 accidents; and/or grooming the service animal. Accordingly, handlers (or if a  
127 minor, their parent(s)/guardian(s)) are liable for any harm, damage, or injury  
128 caused by the service animal to students, staff, visitors, and/or property to the  
129 same extent other individuals who cause harm, damage or injury to persons or  
130 property are responsible for such harm, damage or injuries.  
131
- 132 6. Handlers shall ensure that service animals comply with all generally applicable  
133 state and local animal control and public health requirements, including, but not  
134 limited vaccinations registration and/or licensure requirements.  
135
- 136 7. All service animals should be kept clean and groomed to avoid shedding and  
137 dander, where possible. All service animals should be treated for, and kept free  
138 of, fleas and ticks.  
139

140 D. Students with Individualized Education Programs (“IEPs”) and/or Section 504 Plans

141  
142 An inquiry by a planning and placement team (“PPT”) and/or Section 504 team  
143 concerning whether a service animal is necessary for a student with a disability to  
144 receive a free and appropriate public education (“FAPE”) under the Individuals with  
145 Disabilities Education Act or the Section 504 of the Rehabilitation Act is separate  
146 from the analysis and inquiry related to service animals under the ADA and  
147 applicable state laws. Any decisions with respect to whether a service animal is  
148 necessary in order to provide a student FAPE will be made by the student’s PPT or  
149 Section 504 team, as applicable. Where a service animal is not required for a student  
150 with a disability to receive a FAPE, the Board shall permit the use of a service animal  
151 in the Board’s programs or activities in accordance with the law and this policy.

152  
153 E. Exclusion and/or Removal of a Service Animal

154  
155 The Board shall not exclude a service animal based on assumptions or stereotypes or  
156 general fears about how a service animal or particular breed of dog might behave.  
157 However, a school official may ask a handler to remove a service animal from Board  
158 property, or a Board-sponsored program or activity in the event of one of the  
159 following:

- 160  
161 1. The service animal is out of control and the service animal’s handler does not take  
162 effective action to control it;
- 163  
164 2. The service animal is not housebroken;
- 165  
166 3. The service animal’s presence would “fundamentally alter” the nature of the  
167 service, program, or activity; and/or
- 168  
169 4. The service animal’s actual behavior poses a direct threat to the health and/or  
170 safety of others that cannot be eliminated by reasonable modifications to policies,  
171 practices or procedures; or has a history of such behavior.

172  
173 Where a service animal is properly excluded, the Board shall permit the handler to  
174 remain on Board property and/or participate in the Board-sponsored program or  
175 activity without the service animal unless such handler otherwise violated a Board  
176 policy or state or federal law which warrants the removal of the individual. In the  
177 event that the handler is unable or unwilling to remove a properly excluded animal,  
178 ~~Board personnel~~ school officials are authorized to take appropriate action necessary to  
179 remove the animal and ensure the health and/or safety of individuals attending and/or  
180 participating in a Board-sponsored program or activity.

181  
182 F. Special Provisions Applicable to Service Horses

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184 The Board shall modify its policies, practices or procedures to permit a handler to use  
185 miniature horses, where reasonable. In determining whether reasonable modifications  
186 can be made to allow a service horse into a specific facility, the Board shall consider:

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1. Whether the facility can accommodate the miniature horse’s type, size, and weight;
2. Whether the handler has control of the miniature horse;
3. Whether the miniature horse is housebroken; and
4. Whether the miniature horse’s presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

The Board shall promptly notify a handler (or ~~his/her~~the handler’s parent(s)/guardian(s) in the case of a young child) in writing whether reasonable modifications may be made to permit a service horse into a specific facility.

G. Conflicting Disabilities

In instances where an individual has an allergy significant to qualify as a disability, or have another disability that conflicts with the disability requiring the use of a service animal, the individual shall immediately notify a building administrator or the school official in charge of Board-sponsored program or activity. The Board, through its administration, shall consider the needs of each individual and balance the rights of the individuals involved. The Board shall work to resolve the conflict as efficiently and expeditiously as possible in order to meet its obligations to reasonably accommodate individuals with disabilities.

H. Grievances

Any person who believes s/he has been discriminated against because of ~~his/her~~their disability by a ~~Board personnel school official~~ or student, or has been aggrieved by a decision concerning a service animal may file a complaint or appeal to:

~~[insert name, title and contact information, including physical and electronic addresses]~~  
Director of Special Education  
10 Campus Drive, Madison CT 06443  
203-245-6300 ]

You may also file a complaint with the following agencies, via mail, telephone, fax and/or online:

US Department of Justice  
950 Pennsylvania Avenue, NW  
Civil Rights Division  
Disability Rights Section – 1425 NYAV  
Washington, D.C. 20530

234 Fax: (202) 307-1197  
235 <https://www.ada.gov/complaint/>

236  
237 Washington DC (Metro)  
238 Office for Civil Rights  
239 U.S. Department of Education  
240 400 Maryland Avenue, SW  
241 Washington, D.C. 20202-1475

242  
243  
244 Telephone: 202-453-6020  
245 FAX: 202-453-6021; TDD: 800-877-8339  
246 Email: OCR.DC@ed.gov

247 Boston Office  
248 Office for Civil Rights  
249 US Department of Education  
250 5 Post Office Square, 8th Floor  
251 Boston, MA 02109-3921  
252 Telephone: (617) 289-0111  
253 Fax: (617) 289-0150  
254 TDD: (800) 877-8339  
255 Email: OCR.Boston@ed.gov  
256 <https://ocreas.ed.gov/>

257  
258 U.S. Equal Employment Opportunity Commission  
259 John F. Kennedy Federal Building  
260 475 Government Center 15 New Sudbury Street  
261 Boston, MA 02203  
262 Telephone: (800) 669-4000  
263 Fax: (617) 565-3196  
264 TTY: (800) 669-6820  
265 ASL Video Phone: (844) 234-5122  
266 <https://publicportal.eeoc.gov/portal/>

267  
268  
269  
270 **Legal References:**

271  
272 State Law:  
273  
274 Conn. Gen. Stat. §22-339b  
275  
276 Conn. Gen. Stat. § 46a-44  
277  
278 Conn. Gen. Stat. § 46a-64

279  
280 Federal law:  
281

282 Americans with Disabilities Act of 1990, as amended

283

284 28 C.F.R. § 35.104

285

286 28 C.F.R. § 35.136

287

288 28 C.F.R. § 36.302(c)

289

290 Date of Adoption: December 4, 2018

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292 First Reading: May 12, 2026

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The Madison Board of Education recognizes that animals can provide valuable educational opportunities for students in school. The Board directs the Superintendent to develop regulations outlining proper procedures and protocols for animals in school buildings and/or on school property. The guidelines established by the Superintendent do not apply to recognized service animals.

Legal Reference: Connecticut General Statutes

10-221 Boards of Education to prescribe rules, policies and procedures

Federal law:

Americans with Disabilities Act of 1990, as amended

28 C.F.R. § 35.104

First Reading: May 12, 2026

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**Regulation #51240.3.6**  
**Animals in Schools**

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4 The following guidelines are adopted regarding animals in school buildings or on school  
5 grounds. The guidelines set forth in this regulation do not apply to recognized service animals.

- 6 • All requests to have animals in the classroom or on school property must be submitted to  
7 the Principal or principal's designee in writing. Included in the request should be a  
8 description of the activity, type of animal, educational objective/benefit, length of  
9 activity, and a plan for the care of the animal. The Principal or principal's designee has  
10 the discretion to permit or deny a request at any time.
- 11 • Students and staff with allergies or immunodeficiencies must receive special  
12 consideration before animals are brought into a school. Prior to any exposure to animals  
13 in school, the teacher and principal should be aware of any medical or emotional  
14 condition which could be exacerbated by exposure to those animals. Appropriate and  
15 reasonable accommodations will be accorded to protect the health and well-being of such  
16 individuals.
- 17 • Parents/guardians must be notified in writing prior to any activity in which animals are  
18 directly involved with students. Passive animal displays, such as an aquarium or  
19 terrarium in a common area, are exceptions and do not require parental notification.
- 20 • Proper evidence of rabies immunization must be provided for any animal brought onto  
21 school grounds or into school buildings if the animal falls within the class of animals  
22 requiring the vaccine by state statute.
- 23 • Any animal brought to school must be appropriately contained by leash, cage or suitable  
24 carrier. No animals are allowed free range in any school facility. The Principal reserves  
25 the right to limit the presence of certain animals to exterior school grounds only.
- 26 • Animals are not allowed on school buses

27 **Animals used in educational presentations**

- 28 • No wild (non-domesticated) or protected animals will be purposely brought to school or  
29 grounds by anyone other than an authorized or licensed handler/unless under the control
-

30 of an individual trained in the care and management of the animals and subject to the  
31 provided documents as detailed below:

- 32 ○ Exhibitor's license issued by the US Department of Agriculture (mammals only)
- 33 ○ An official interstate health certificate signed by a veterinarian and dated no  
34 earlier than 60 days prior to entry into Connecticut (mammals only)
- 35 ○ Permit from the DEEP Wildlife Division authorizing the exhibitor to import or  
36 possess a wild bird, wild mammal, reptile, amphibian or invertebrate (where  
37 applicable)
- 38 ○ List and description of the animals to be exhibited
- 39 ○ Exhibitor's written statement that describes how the animals will be exhibited,  
40 securely confined when not on display, and prevented from having direct contact  
41 with people or being approached by the public. Direct contact between animals  
42 and students will only be permitted if such contact is an integral part of the  
43 program's objectives and with prior written consent of the Principal and  
44 parents/guardians of students involved.

#### 45 **Animals in the classroom**

- 46 ● Animals will be allowed to be housed in the classroom only for a specified and  
47 appropriate educational purpose for the time necessary to achieve the educational goal.  
48 The staff member must receive written approval from the Superintendent and building  
49 principal prior to housing any animal in the classroom.
  - 50 ● The following animals shall not be kept in the classroom under any circumstance: Bats,  
51 Parrots, parakeets and other psittacine birds, Red-eared turtles, skunks, ferrets, raccoons,  
52 poisonous animals or insects, and insects that sting or bite.
  - 53 ● The Superintendent reserves the right to reject any and all requests to house an animal in  
54 a school building.
  - 55 ● Animals ~~temporarily~~ residing in the classroom shall not be sent home with students  
56 during weekends or holidays.
  - 57 ● The staff member is responsible for developing a plan ~~Plans must be made~~ for the food,  
58 housing and general comfort of an animal before it is brought into the classroom.
-

- 59 • The staff member is responsible for ensuring the aAnimal housing ~~must be is~~ kept in a  
60 clean, sanitary condition, free of odor.
- 61 • Teachers must emphasize hand-washing with soap and water by students (and staff)  
62 immediately after handling animals and prior to any further school or classroom activity.  
63 Eating/drinking will not be allowed during activities involving animals.

64 **Deceased Animals**

- 65 • Non-living animals may be brought into the classroom for educational purposes such as  
66 artistic study or scientific observation or dissection. Care should be taken to observe strict  
67 hand-washing protocols or scientific procedures to prevent any contact with zoonotic  
68 diseases.

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**#5120.3.6**  
**Animals in Schools**

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The Board of Education recognizes that animals can provide opportunities for valuable academic and social/emotional growth in school. Animals are part of our natural environment and can be used effectively as teaching aids, and the positive benefits of the human-animal bond are well established. The presence of animals in school must not interfere with the health and safety of the school community, however, and the humane and proper care and treatment of the animals must be assured. The following guidelines are adopted regarding all animals in school buildings or on school grounds.

- All requests to have animals in the classroom or on school property must be submitted to the Principal in writing. Included in the request should be a description of the activity, type of animal, educational objective/benefit, length of activity, and a plan for the care of the animal. The Principal has the discretion to permit or deny a request at any time.
  - Students and staff with allergies or immunodeficiencies must receive special consideration before animals are brought into a school. Prior to any exposure to animals in school, the teacher and principal should be aware of any medical or emotional condition which could be exacerbated by exposure to those animals. Appropriate and reasonable accommodations will be accorded to protect the health and well-being of such individuals.
  - Fur- and feather-bearing animals must have designated safe space.
  - Parents/guardians must be notified in writing prior to any activity in which animals are directly involved with students. Passive animal displays, such as an aquarium or terrarium in a common area, are exceptions and do not require parental notification.
  - Proper evidence of rabies immunization must be provided for any animal brought onto school grounds or into school buildings if the animal falls within the class of animals requiring the vaccine by state statute. Any domesticated mammal that is too young to be immunized for rabies will not be handled by students.
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**5120.3.6 (continued)**

- Any animal brought to school must be appropriately contained by leash, cage or suitable carrier. No animals are allowed free range in any school facility. The Principal reserves the right to limit the presence of certain animals to exterior school grounds only.
- Animals are not allowed on school buses, with the exception of service animals (see below)
- No poisonous or venomous animals are allowed in school
- If a student or staff member is injured by an animal, an allergic response is suspected, or an incident occurs which could otherwise have an adverse effect on physical or emotional health:
  - The animal shall be immediately isolated
  - Appropriate medical care shall be provided to the injured party. The Principal and parents/guardians shall be notified as soon as possible
  - An incident report will be completed by the supervising teacher and submitted to the principal if the injury requires treatment outside the classroom

**Animals used in educational presentations**

- No wild (non-domesticated) or protected animals will be purposely brought to school or grounds by anyone other than an authorized or licensed handler/unless under the control of an individual trained in the care and management of the animals and subject to the provided documents as detailed below:
  - Exhibitor's license issued by the US Department of Agriculture (mammals only)
  - An official interstate health certificate signed by a veterinarian and dated no earlier than 60 days prior to entry into Connecticut (mammals only)
  - Permit from the DEP Wildlife Division authorizing the exhibitor to import or possess a wild bird, wild mammal, reptile, amphibian or invertebrate (where applicable)
  - List and description of the animals to be exhibited
  - Exhibitor's written statement that describes how the animals will be exhibited, securely confined when not on display, and prevented from having direct contact

**5120.3.6 (continued)**

with people or being approached by the public. Direct contact between animals and students will only be permitted if such contact is an integral part of the program's objectives and with prior written consent of the Principal and parents/guardians of students involved.

- Each teacher is responsible for the proper supervision and control of students under his/her direction whenever there is an exhibit or activity involving animals in school.

**Animals in the classroom**

- Teachers are responsible for being familiar with the requirements of and providing a plan of care for classroom animals which must include provisions for weekend, vacation and emergency closure care. Students shall not clean animal housing or come into contact with animal waste [without a signed parental/guardian waiver].
- Teachers are responsible for the control and handling of classroom animals to insure the safety of both animals and students. This includes providing adequate protective housing and establishing and supervising safe handling procedures.
- Teachers must emphasize hand-washing with soap and water by students (and staff) immediately after handling animals and prior to any further school or classroom activity. Eating/drinking will not be allowed during activities involving animals.

Animals will be allowed to be housed in the classroom only for a specified and appropriate educational purpose for the time necessary to achieve the educational goal.

**Animals on Field Trips**

- All requests to take field trips involving animals must be submitted to the Principal in writing. In determining whether to grant the request, the Principal shall be guided by the district policy on field trips and shall also take into consideration any known allergies among the students and the possible side effects of the planned exposure to animals.

**5120.3.6 (continued)****Service Animals**

- Service dogs are permitted on school buses and in school facilities to perform the functions for which they are trained. Such animals must wear a “harness or an orange-colored leash and collar which makes it readily identifiable as a guide dog” that is licensed.
- Fees cannot be assessed due to the presence of the dog, but if the dog causes any damage to the premises, the dog user or his/her parents/guardians are liable.
- Owners/users are expected to ensure the good conduct, health, care and protection of their service animal.
- The service animal must be kept under control at all times and must not be left unattended at any time on school grounds.

**Deceased Animals**

- Non-living animals may be brought into the classroom for educational purposes such as artistic study or scientific observation or dissection. Care should be taken to observe strict hand-washing protocols or scientific procedures to prevent any contact with zoonotic diseases.

**Restrictions**

- Bats shall not be kept, as they are known carriers of the rabies virus.
  - Parrots, parakeets and other psittacine birds may be carriers of human respiratory diseases and shall not be kept in schools unless they have been tested and certified as psittacosis-free.
  - Red-eared turtles, also known as painted turtles, are known carriers of salmonella, and shall not be kept in a classroom unless the supplier provides written documentation that the turtle is salmonella-free. Many other reptiles also harbor salmonella bacteria and must be handled cautiously and only by the teacher.
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**5120.3.6 (continued)**

- Raccoons, ferrets and skunks shall not be brought to school because they may inflict severe bites.
- Poisonous animals and insects are prohibited.
- Insects that sting or bite shall not be intentionally brought into the classroom.
- Plans must be made for the food, housing and general comfort of an animal before it is brought into the classroom.
- Animal housing must be kept in a clean, sanitary condition, free of odor. Waste shall be disposed of in a tied plastic bag.
- All animal bites, stings or scratches shall be reported immediately to the school nurse and Principal, and a local health authority should be consulted for advice. Teachers shall inform the parent/guardian of the injury and complete a student accident report form.

Legal Reference: Connecticut General Statutes

10-221 Boards of Education to prescribe rules, policies and procedures  
46a-42 Mobility impaired person  
46a-44 through 46a-64 Public accommodations and transportation, admittance to. (Access of guide and assistance dogs to modes of public transportation and in places of public accommodation)  
Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b)  
American Disability Act of 1989, 1990  
28 C.F.R. Parts 35 & 36, "Nondiscrimination on the Basis of Disabilities in State and Local Government Services, Final Rule"

Policy adopted: January 3, 2012

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**Donation (Cash / Property) to the Madison Public Schools**

Completion of this form is required prior to the district's consideration of a proposed donation to the Madison Public Schools. This form is to be completed in its entirety and submitted to the building principal / assistant principal, Athletic Director, or Superintendent prior to receipt of any donated goods, services, or funds. The school principal may approve gifts to a school that are valued at \$500 to \$,1000 and meet criteria established by the administrative regulations established in accordance with this policy. Donations valued in excess of \$1,000 must be approved by the Board of Education. (Reference Policy #3281)

Date Form Completed: April 29, 2026

Organization / Individual Making Donation: Polson PTO

Address: 302 Green Hill Road, Madison, CT 06443  
(Street, city, zip)

Phone #: (203) 245-6480

Description of Donation / Gift and intended use: Donation toward the grade 8 Holiday Hill field trip

Approximate Value: \$2,000.00

Recipient(s) name: Polson Middle School

Acknowledgements: (optional)

In honor/memory of: \_\_\_\_\_

Acknowledgement Contact: \_\_\_\_\_

Acknowledgement Address: \_\_\_\_\_

***This request cannot be acted up on before the building Principal / Assistant Principal, Athletic Director, or Superintendent has been consulted concerning this gift. Please provide the name/signature of the person who was consulted.***

Signature of Person Consulted: Kathryn Hart

Are there conditions of use attached to the gift/donation:  Yes  No

If yes, please explain conditions: \_\_\_\_\_

Are there installation, site preparation, labor, or equipment costs needed for installation, etc.?  Yes  No  
If yes, who is responsible for the costs? \_\_\_\_\_

What is the annual maintenance cost of the donation, if any?  Yes  No

Are there any other additional costs to the District?  Yes  No

Kelly B. Hunt  
(Signature of Donor)

For Central Office Use Only

Accepted by Superintendent: [Signature]  
Signature

4/29/26  
Date

Accepted by Board of Education on: \_\_\_\_\_  
Date

Board of Education Regular Meeting  
Tuesday, April 28, 2026 7:00 PM

Town Campus Hammonasset Room/Zoom  
10 Campus Drive  
Madison, CT 06443

## Subject to Approval

## Meeting Minutes

### I. Call to Order / Attendance

The regular meeting of the Board of Education was called to order at 7:02 p.m. by Chairman Seth Klaskin. Mr. Klaskin led the pledge of allegiance.

Present: Galen Cawley, Mary Ann Connelly, Lisa Deane, Diane Infantine-Vyce, Seth Klaskin, Maureen Lewis (on Zoom), Cathy Miller, Emily Rosenthal, Jessica Wilen

Also present: Craig A Cooke, Ph.D., Superintendent of Schools; Gail Dahling-Hench, Assistant Superintendent

### II. School / Community Session

No members of the public spoke.

### III. Board of Education Student Representatives' Report

*Grace Ackerman and Katherine Rizzo*

Grace shared a voter registration event for students is happening May 18, May 1 is future commitment day for seniors, the world language honors society applications will open soon, May 9 is the hands-on wheels fundraiser, and AP testing starts next week. Kate shared that the college and career fair is April 29, the spring musical was a big success, NHS applications are in, class officer applications just opened, and the Madison Youth and Services board rep application has opened.

### IV. Superintendent's Report

*Craig A. Cooke, Ph.D.*

- End-of-Year Events – Dr. Cooke shared with Board members a number of end-of-year celebrations they will be invited to including Polson Promotion and the Class of 2026 Graduation.
- Legislative Updates -Dr. Cooke shared that the legislative session will end May 6 and the District is awaiting more details on a number of bills including ones focused on homeschooling and cell phones in schools.

### V. Board Members' Comments

Mr. Klaskin expressed condolences on the passing of Madison VFW Commander Larry Brundrett, a local veteran who helped bring programming to the schools on Veterans Day and Memorial Day.

Dr. Infantine-Vyce congratulated Fencing Coach Mike Ginsburg on being named Fencing Coach of the Year.

### VI. Audience Response to Information Presented (Ref. Bylaw #9540.10)

No members of the public spoke.

VII. Board Committees / Liaison Updates (Ref. Bylaw #9450)

Curriculum and Student Development

*Members: Catherine Miller, Chair; Mary Ann Connelly, Jessica Wilen*

No report.

Facilities Committee

*Members: Emily Rosenthal, Chair; Diane Infantine-Vyce, Lisa Deane*

No report.

Finance Committee

*Members: Galen Cawley, Chair, Emily Rosenthal, Jessica Wilen*

No report.

Personnel Committee

*Members: Maureen Lewis, Chair; Catherine Miller, Mary Ann Connelly*

No report.

Policy Committee

*Members: Diane Infantine-Vyce, Chair; Maureen Lewis, Galen Cawley*

Dr. Infantine-Vyce gave a report on the policy committee meeting that took place earlier in the evening. She said the committee discussed five policies, all of which will be moved forward to the full Board next meeting.

LEARN Liaison

*Galen Cawley*

No report.

VIII. Discuss and take possible action on the proposed New Board Member Handbook.

MOTION: by Infantine-Vyce, seconded by Connelly to adopt the proposed New Board Member Handbook.

AYES: Cawley, Connelly, Deane, Infantine-Vyce, Klaskin, Lewis Miller, Rosenthal, Wilen

NAYS:

ABSTAIN:

MOTION CARRIED: 9 – 0

IX. Discuss and take possible action on the Board's position on cell phones.

*Discussion can be heard in full on the meeting recording posted on the District website.*

MOTION: by Miller, seconded by Connelly to recommend directing the Superintendent to develop and implement, in accordance with state law, a bell-to-bell personal wireless communication device ban to be implemented PreK-12 for

the 2026-2027 school year. The Board further instructs the policy committee to revise and/or develop policies to enforce the personal wireless communication device ban.

AYES: Cawley, Connelly, Deane, Infantine-Vyce, Klaskin, Lewis Miller, Rosenthal, Wilen

NAYS:

ABSTAIN:

MOTION CARRIED: 9 – 0

X. Action Item: Motion to approve the minutes of the April 7, 2026 Board of Education Meeting (Ref. Bylaw #9540.9)

MOTION: by Rosenthal, seconded by Infantine-Vyce to approve the minutes of the April 7, 2026 Board of Education Meeting.

AYES: Cawley, Connelly, Deane, Infantine-Vyce, Klaskin, Lewis Miller, Rosenthal, Wilen

NAYS:

ABSTAIN:

MOTION CARRIED: 9 – 0

XI. Future Agenda Items

XII. Adjournment

MOTION: by Infantine-Vyce, seconded by Wilen to adjourn at 7:55 pm.

AYES: Cawley, Connelly, Deane, Infantine-Vyce, Klaskin, Lewis Miller, Rosenthal, Wilen

NAYS:

ABSTAIN:

MOTION CARRIED: 9 – 0

The Town of Madison does not discriminate on the basis of disability, and the meeting facilities are ADA accessible. Individuals who need assistance are invited to make their needs known by contacting the Town ADA/Human Resources Director, Debra Ferrante, at 203-245-6310 or by email at [ferranted@madisonct.org](mailto:ferranted@madisonct.org) at least five (5) business days prior to the meeting.