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

Adopted 5/21/2024 Board of Education

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

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

EDUCATORS		
Cohort 1A - Educators Non-Tenured (Years 1 -3)	**Cohort 1B - Educators Non-Tenured (Year 4)**	**Cohort 2 - Educators Tenured**
5. Evaluator completes post-study feedback on ***Study Model*** form. 6. Educator completes post-study reflection on ***Study Model*** form. 7. Evaluator completes study model determination on ***Study Model*** form.	Educator and Evaluator have a post-observation conference and completed reflection on ***Observation Evidence*** form.	Educator and Evaluator have a post-observation conference and completed reflection on ***Observation Evidence*** form.
48 Hours Prior to Mid-Year Conference Educator completes mid-year self-reflection goals and domains on ***Mid-Year Check-In: Reflection, Adjustment(s) & Next Steps*** form. **By January 30th** 1. Individual Mid-Year Conference is held 2. Evaluator completes mid-year conference information on ***Mid-Year Check-In: Reflection, Adjustment(s) & Next Steps*** form.	**48 Hours Prior to Mid-Year Conference** Educator completes mid-year self-reflection goals and domains on ***Mid-Year Check-In: Reflection, Adjustment(s) & Next Steps*** form. **By January 30th** 1. Individual Mid-Year Conference is held 2. Evaluator completes mid-year conference information on ***Mid-Year Check-In: Reflection, Adjustment(s) & Next Steps*** form.	**48 Hours Prior to Mid-Year Conference** Educator completes mid-year self-reflection goals and domains on ***Mid-Year Check-In: Reflection, Adjustment(s) & Next Steps*** form. **By January 30th** 1. Individual or collaborative Mid-Year Conference is held 2. Evaluator completes mid-year conference information on ***Mid-Year Check-In: Reflection, Adjustment(s) & Next Steps*** form.
By April 15th **Study Model #2 or Formal Classroom Observation**	**By May 1st** **2nd Formal Classroom Observation**	**By May 1st** **2nd Formal Observation**
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INSTRUCTIONAL LEADERS (Program Coordinators & Instructional Coaches)		
Cohort 1A - Instructional Leaders Tenured Madison / New to Role (2 Yrs) New to Madison (2 Yrs)	**Cohort 1B - Instructional Leaders** New to Madison (Yrs 3-4)	**Cohort 2 - Instructional Leaders**
Year 1 (New to Madison): **Unit/Case Study Model Fall #1 / 3 formal classroom observations, and** **Leadership Study Model Spring #2 or formal leadership observation** **Year 1 (New to role only) or in Year 2 ALL:** **Leadership Study Model #1** **Leadership Study Model #2 or formal observation**	**2 Formal Leadership Observations**	**2 Formal Observations of Professional Practice**
By September 15th Attend school-wide orientation meeting	**By September 15th** Attend school-wide orientation meeting	**By September 15th** Attend school-wide orientation meeting
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Professional Development and Evaluation Committee (PDEC)

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

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

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

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

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

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

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

The Madison Educator and Leadership Evaluation Plan

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

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

When and how will orientation to the plan be provided?

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

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

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

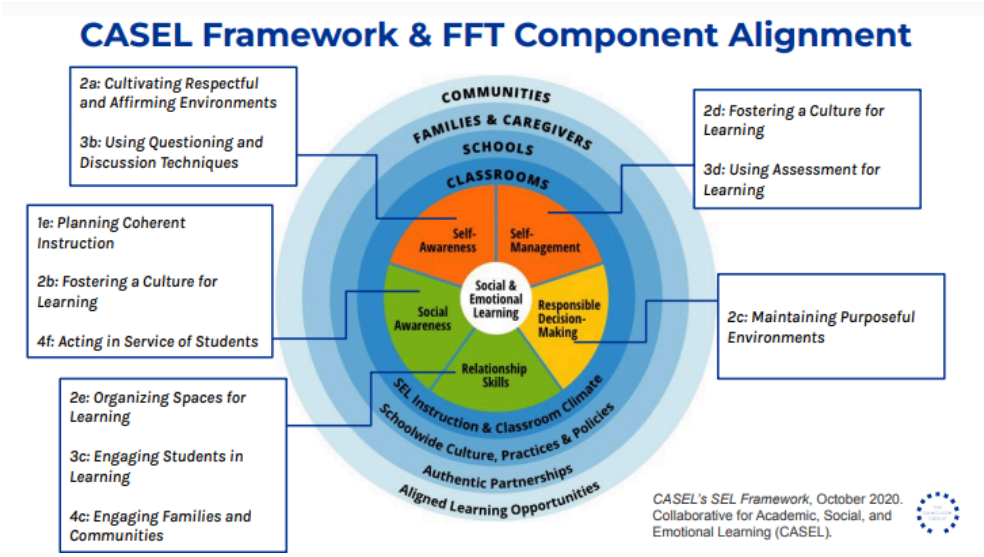
Evaluators for the Madison Public Schools will continue training in observation on an ongoing basis modeled from Research for Better Teaching(RBT). RBT has provided extensive training and calibration with Madison for over ten years thus, allowing evaluators to consistently demonstrate proficiency in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

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

The plan is anchored in standards of professional practice: *The Professional Standards for Educational Leaders (PSEL 2015)* and *The Common Core of Teaching (2017)*. The rubrics selected by the PDEC to translate these standards into practice are the PSEL standards (used as a single-point rubric) and the Danielson Framework for Teaching (FFT 2022). These standards and rubrics were selected for the emphasis they place on instructional excellence and equity. They matched the district vision of each educator and student experiencing safe and inclusive learning environments that promote joyful inquiry, efficacy, building knowledge and skills and the importance of practicing reflection.

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

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



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

Every educator is required to set at least one professional practice goal for growth through self-directed analysis, reflection, planning, implementation, and collaboration. The initial goal setting meeting

includes a dialogue between the educator and their evaluator around the initial self-reflection based on an examination of evidence, self-directed analysis, and reflection.

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

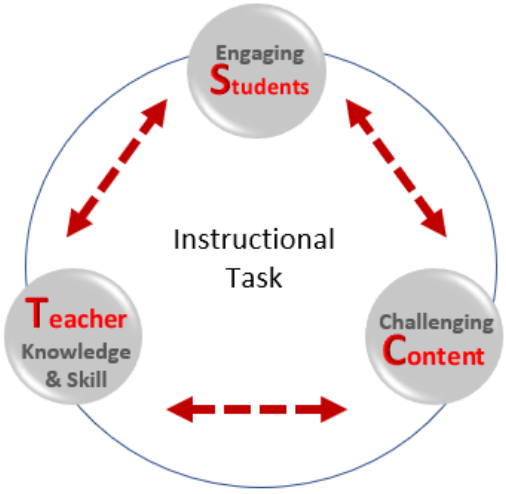
Research says that building social and emotional skills can increase student engagement and lead to improved academic performance (CASEL.org). In keeping with the research and the Madison Vision, we support educators who seek to set goals associated with social emotional learning (as well as other Domains/Components)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

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

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

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

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



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

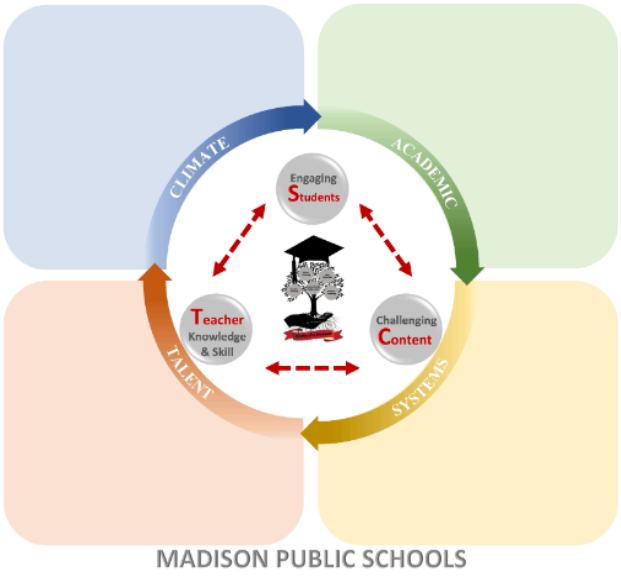
- Increase the educator's instructional knowledge and skill (Instructional Strategies)
- Increase the level of complexity of the content students must learn (Depth of Knowledge or Blooms Taxonomy)
- Change how the student engages in the instructional process (Capacity use, agency, etc.)

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

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

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

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



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

What is the Continuous Learning Process?

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

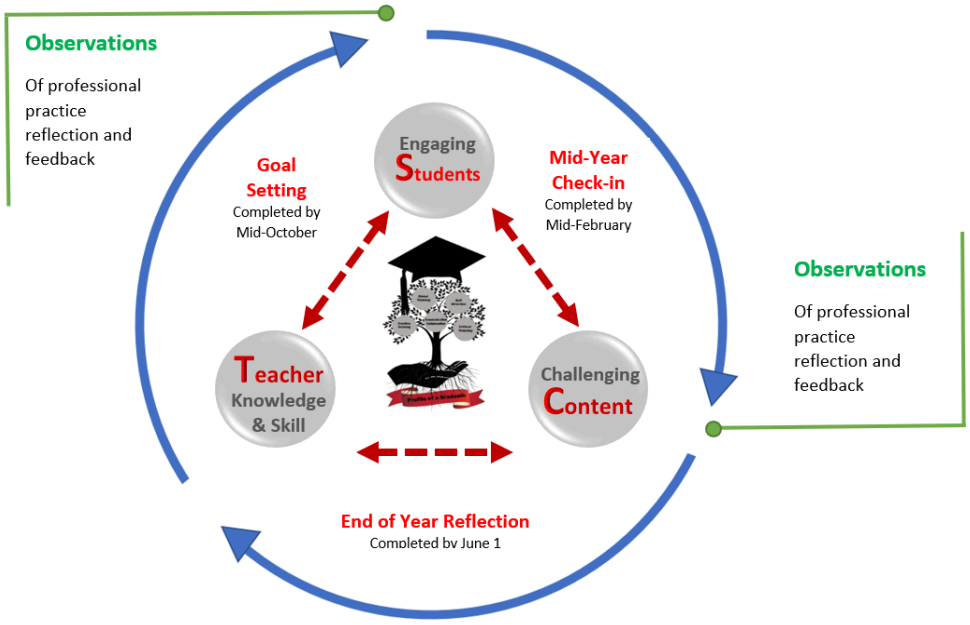
Within the continuous learning process, educator's check-in with their evaluator a minimum of three times a year (fall goal setting, mid-year check-in, and end-of-year reflection) to provide an opportunity for a reciprocal discussion of what is happening in their role, a sharing of evidence of professional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

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

Continuous Learning Process

Evaluation Orientation by September 15

Completed prior to the start of the Continuous Learning Process



The assignment of Cohorts (below) offers a supportive observational construct for the continuous learning process through a "Study" model for educators in Cohort 1. The "Study" model supports educators who are new to the profession and/or new to the district with timely feedback related to the primary responsibilities of their role.

How are cohorts determined?

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

	Cohort 1A	Cohort 1B	Cohort 2
Educators *certified staff*	• Non-Tenured • Years 1-3	• Non-Tenured • Year 4	• Tenured • After successful completion of Cohort 1
Instructional Leaders *instructional coaches/ coordinators/ curricular lead*	• Tenured in Madison (new to role) ○ Years 1-2 • New to Madison ○ Years 1-2	• New to Madison • Years 3-4	• Tenured • After successful completion of Cohort 1
Administrators *district and school administrative roles*	• Tenured in Madison (new to role) ○ Years 1-2 • New to Madison ○ Years 1-2	• New to Madison • Years 3-4	• Tenured • After successful completion of Cohort 1

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

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

The original Madison Evaluation Plan (adopted 2013) developed by the PDEC, deemed it important to hold a high threshold for teachers new to the district. This included a curriculum embedded professional development opportunity for teachers called **Unit Study**. Similar to some of the TEAM modules, this supported new teachers with the opportunity to explore the core aspects of goal setting, planning, assessing, teaching and learning. Many Madison teachers use components of their Unit Study for the TEAM reflective process. For educators working with students on individualized learning plans or goals, this same opportunity was created and named **Case Study**. Practitioners are trained in the fall and receive supporting materials to individually design their units or cases. All professionals share plans with evaluators, review and discuss goals for the unit(s), and pre-conference for the lessons planned in the 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 F) must be submitted by the educator to the evaluator and concurrently the evaluator's supervisor within three (3) school days. The content of the Appeal Process Form must relate the specific issue, clearly stated and correlated with the component of the performance evaluation process that is being questioned or challenged.

The PDEC Review Advisory Committee will consist of four members:

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

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 and Instructional Leader Evaluation and Professional Learning Plan

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

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

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

Danielson Teacher Rubric Map *(Please reference your school/district plans)*	

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

Madison Educator and Instructional Leader Evaluation and Professional Learning Plan

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

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

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

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

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

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

Madison Educator and Instructional Leader Evaluation and Professional Learning Plan

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

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

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

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

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

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

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

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

Madison Educator and Instructional Leader Evaluation and Professional Learning Plan

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

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

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

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

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

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

Madison Educator and Instructional Leader Evaluation and Professional Learning Plan

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

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

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

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

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

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 Administrator
Evaluation and Professional Learning Plan

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

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

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

(Please reference your school/district plans)	

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

Madison Administrator
Evaluation and Professional Learning Plan

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

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

Quantitative Evidence	*Administrator to Enter Text*

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

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

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

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

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

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

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

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

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

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

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

Madison Administrator
Evaluation and Professional Learning Plan

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

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

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

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

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

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

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

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

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

End-of-Year Self-Reflection - Domains (Administrator)			
Domain	**Developing**	**Meeting**	**Excelling**
8b. Create and sustain positive, collaborative and productive relationships with families and the community for the benefit of students. 8c. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems and accomplishments. 8d. Maintain a presence in the community to understand its strength and needs, develop productive relationships and engage its resources for the school. 8e. Create means for the school community to partner with families to support student learning in and out of school. 8f. Understand, value and employ the community's cultural, social, intellectual and political resources to promote student learning and school improvement. 8g. Develop and provide the school as a resource for families and the community. 8h. Advocate for the school and district and for the importance of education and student needs and priorities to families and the community. 8i. Advocate publicly for the needs and priorities of students, families and the community. 8j. Build and sustain productive partnerships with the public and private sectors to promote school improvement and student learning.			
Operations and Management 9a. Institute, manage and monitor operations and administrative systems that promote the mission and vision of the school. 9b. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.			

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

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

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

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

Madison Administrator
Evaluation and Professional Learning Plan

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

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

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

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

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

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

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

Madison Administrator
Evaluation and Professional Learning Plan

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

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

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

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

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

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

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

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

Madison Public Schools – Matrix Revised March 2020

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

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

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

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

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

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

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

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

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

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

Appendix C - Examples of Pathways for Professional Learning

Adapted from the 24 Connecticut Leader Evaluation and Support Plan 2024

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

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

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

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

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

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

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

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

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

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

professional literature study: Structures and collaborative processes in which individuals or groups of professionals engage in the examination and discussion of a relevant and informative text. The purpose of this study is to promote continuous learning, professional development, and the exchange of ideas and best practices within a specific field or

industry. By engaging in a professional book study, individuals can deepen their understanding of key concepts, stay 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.

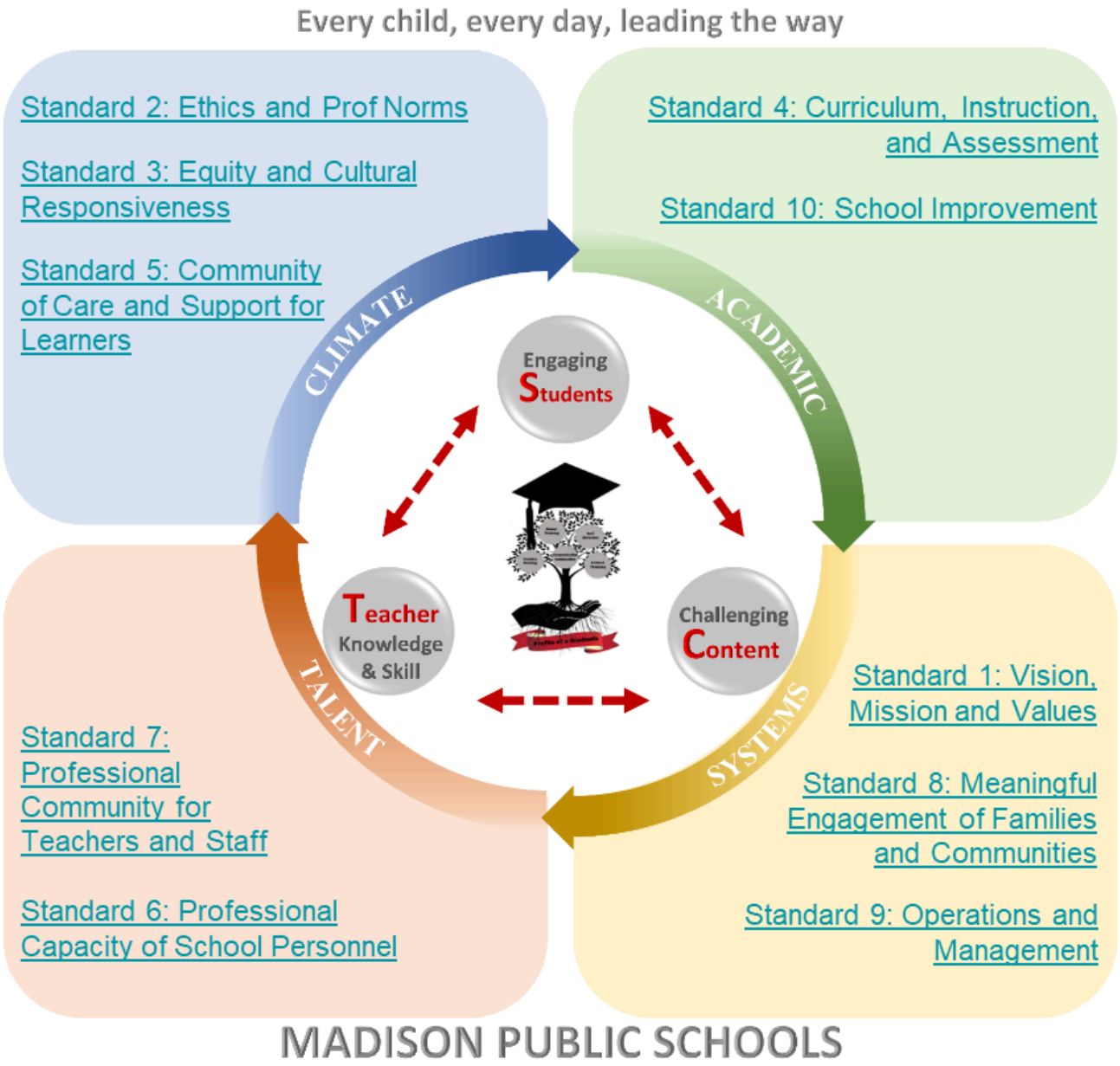
student shadow: Follow a particular student during the academic day for a designated time, for a particular identified purpose, i.e., engagement.

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.

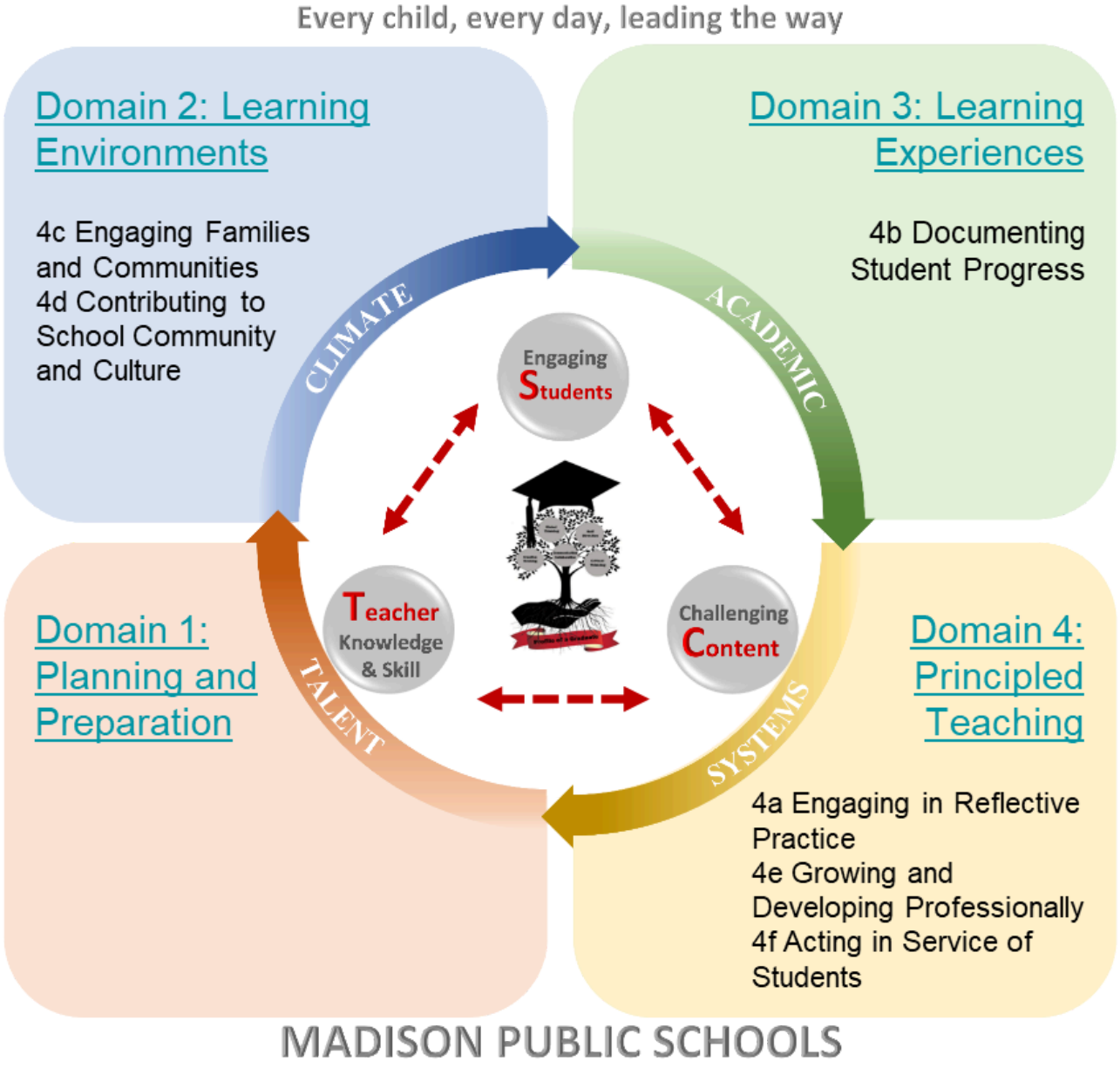
web-based learning: Use of online resources or learning activities to develop new learning or techniques for the classroom.

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



Appendix E - Strategic Zone Map for Danielson Standards



Appendix F - Request for Appeals Process

Request for Appeals Process

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

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

Aspects agreed upon by evaluator and educator

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

Attempts for Resolution (including associated timeline)

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

Written recommendation given within five days of meeting date

PDEC Review Advisory Committee Members:

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

Or, if no consensus, Chairperson recommendation:

Appendix G - Lesson Plan Template

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

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

Appendix L - Professional Standards for Educational Leaders

Professional Standards for Educational Leaders

STANDARD 1. MISSION, VISION, AND CORE VALUES

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

Effective leaders:

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

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

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

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

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

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

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

STANDARD 2. ETHICS AND PROFESSIONAL NORMS

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

Effective leaders:

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

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

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

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

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

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

STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS

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

Effective leaders:

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

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

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

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

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

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

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

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

STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT

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

Effective leaders:

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

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

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

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

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

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

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

STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

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

Effective leaders:

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

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

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

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

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

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

STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

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

Effective leaders:

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

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

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

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

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

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

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

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

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

STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

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

Effective leaders:

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

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

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

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

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

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

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

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

STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

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

Effective leaders:

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

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

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

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

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

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

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

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

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

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

STANDARD 9. OPERATIONS AND MANAGEMENT

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

Effective leaders:

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

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

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

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

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

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

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

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

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

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

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

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

STANDARD 10. SCHOOL IMPROVEMENT

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

Effective leaders:

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

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

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

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

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

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

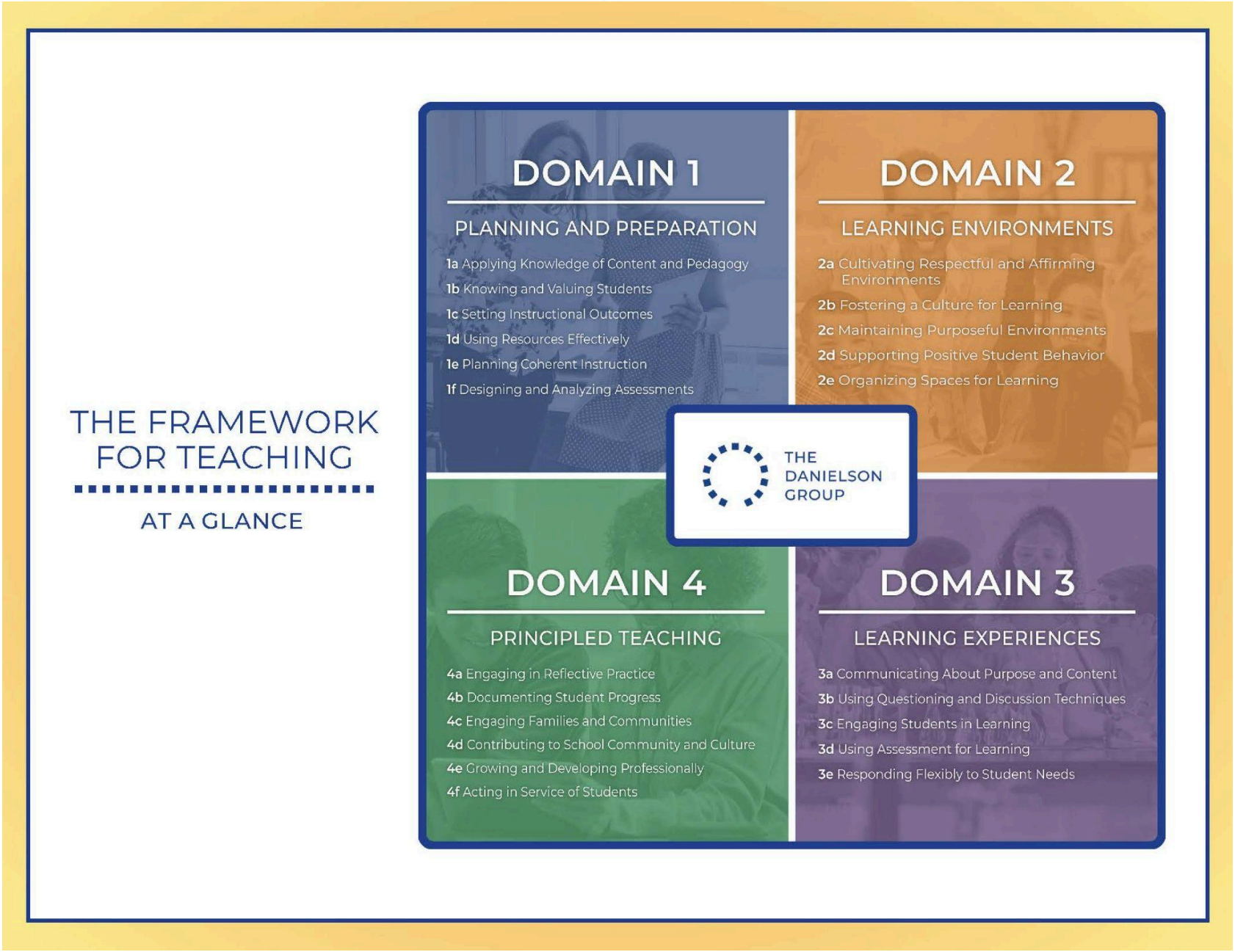
g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.

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

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

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

Appendix M - 2022 Danielson Rubric



DOMAIN 1 PLANNING AND PREPARATION

1a Applying Knowledge of Content and Pedagogy

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

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

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

1b Knowing and Valuing Students

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

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

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

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

1c Setting Instructional Outcomes

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

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

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

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

1d Using Resources Effectively

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

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

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

1e Planning Coherent Instruction

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

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

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

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

1f Designing and Analyzing Assessments

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

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

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

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

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1a: Applying Knowledge of Content and Pedagogy

CRITICAL ATTRIBUTES

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.
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-word 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.*

1b: Knowing and Valuing Students

CRITICAL ATTRIBUTES

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.
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

CRITICAL ATTRIBUTES

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.
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.
Instructional Materials			
*When instructional materials **are provided,** the teacher does not use or learn to effectively implement them.* *When instructional materials **are not provided,** the teacher uses inappropriate or ineffective materials of their own choosing that do not support rigorous instruction or engagement.*	*When instructional materials **are provided,** 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.* *When instructional materials **are not provided,** 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.*	*When instructional materials **are provided,** 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.* *When instructional materials **are not provided,** 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.*	*When instructional materials **are provided,** 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.* *When instructional materials **are not provided,** 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.*
Technology and Digital Resources			
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.*
Supports for Students			
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

CRITICAL ATTRIBUTES

Unsatisfactory	Basic	Proficient	Distinguished
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.
Tasks and Activities			
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.*
Flexible Learning			
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.*
Student Collaboration			
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.*
Structure and Flow			
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

CRITICAL ATTRIBUTES

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.
Congruence with Instructional Outcomes			
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.*
Criteria and Standards			
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.*
Planning Formative Assessments			
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.*
Analysis and Application			
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.*

DOMAIN 2 LEARNING ENVIRONMENTS

2a Cultivating Respectful and Affirming Environments

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

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

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

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

2b Fostering a Culture for Learning

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

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

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

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

2c Maintaining Purposeful Environments

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

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

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

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

2d Supporting Positive Student Behavior

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

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

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

2e Organizing Spaces for Learning

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

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

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

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2a: Cultivating Respectful and Affirming Environments

CRITICAL ATTRIBUTES

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.
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

CRITICAL ATTRIBUTES

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.
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

CRITICAL ATTRIBUTES

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.
Purposeful Collaboration			
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.*
Student Autonomy and Responsibility			
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.*
Equitable Access to Resources and Supports			
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.*
Non-Instructional Tasks			
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.*

2d: Supporting Positive Student Behavior

CRITICAL ATTRIBUTES

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.
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

CRITICAL ATTRIBUTES

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.
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.

3b Using Questioning and Discussion Techniques

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

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

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

3c Engaging Students in Learning

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

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

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

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

3d Using Assessment for Learning

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

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

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

3e Responding Flexibly to Student Needs

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

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

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

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3a: Communicating About Purpose and Content

CRITICAL ATTRIBUTES

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.
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 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.*

CRITICAL ATTRIBUTES

3c: Engaging Students in Learning

CRITICAL ATTRIBUTES

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.
Rich Learning Experiences			
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.*
Collaboration and Teamwork			
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.*
Use of Instructional Materials and Resources			
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.*
Opportunities for Thinking and Reflection			
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

CRITICAL ATTRIBUTES

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.
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
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.
CRITICAL ATTRIBUTES			
Evidence-Based Adjustments			
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.*
Receptiveness and Responsiveness			
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.*
Determination and Persistence			
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

CRITICAL ATTRIBUTES

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.
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.
CRITICAL ATTRIBUTES			
Student Progress Toward Mastery			
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.*
Shared Ownership			
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.*
Maintaining Reliable Records			
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.*

4c: Engaging Families and Communities

CRITICAL ATTRIBUTES

Unsatisfactory	Basic	Proficient	Distinguished
The teacher does not engage students' families or the community, engages them infrequently, or does so disrespectfully.	The teacher makes some efforts to engage families and communities and does so in a respectful manner.	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.	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.
Respect and Cultural Competence			
The teacher is unable to engage families or does so in ways that are disrespectful or demonstrate bias.	*The teacher's efforts to engage families and communities are respectful and demonstrate some cultural awareness and an attempt to learn more.*	*The teacher engages families and communities with respect and cultural awareness, learning and affirming their values and cultural backgrounds.*	*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.*
Community Values			
The teacher does not take the values of families into account when planning learning experiences or designing learning environments.	*The teacher makes some efforts to engage families and communities in contributing to the ethos and values of the learning community.*	*The teacher engages families in co-creating elements of the learning community that reflect the values of the community.*	*The teacher, students, and families partner together to establish a learning community that honors the ethos and values of all members.*
Instructional Program			
Little or no information about the standards, curriculum, or learning expectations is available to parents.	*The teacher shares basic information about the standards, curriculum, or learning expectations; the information is limited, inaccessible, or incomplete.*	*The teacher frequently shares accessible, informative updates about the standards, curriculum, and/or learning expectations and seeks input from families.*	*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.*
Engagement in Learning Experiences			
The teacher provides no opportunities for families to engage in learning experiences with students.	*The teacher invites families to engage in learning experiences with limited success.*	*The teacher includes families/caregivers in learning experiences by creating opportunities for them to support students and engage in the learning community.*	*The teacher views and incorporates families as essential partners in learning experiences.*

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.
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.*

CRITICAL ATTRIBUTES

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.
Curiosity and Autonomy			
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.*
Developing Cultural Competence			
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.*
Enhancing Knowledge and Skills			
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.*
Seeking and Acting on Feedback			
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

CRITICAL ATTRIBUTES

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.*