

Board of Education Regular Meeting

Tuesday, May 21, 2024 7:30 PM

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

I. Call to Order / Attendance

I.A. Pledge of Allegiance

II. School / Community Session

II.A. Public Participation

III. Board of Education Student Representatives' Report

Speaker (s): Eli Ackerman and Brooke Anderson

IV. Superintendent's Report

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

IV.A. 2024-2025 Budget Reduction of \$240,000

IV.B. Teacher Evaluation Plan

IV.C. Choice Program Update

V. Board Members' Comments

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

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

VII.A. Curriculum and Student Development

Speaker (s): Members: Steve Pynn, Chair; Catherine Miller, Mary Ann Connelly

VII.B. Facilities Committee

Speaker (s): Members: Emily Rosenthal, Chair, Steven Pynn, Diane Infantine-Vyce

VII.C. Finance Committee

Speaker (s): Members: Galen Cawley, Chair, Christine Maisano, Emily Rosenthal

VII.D. Personnel Committee

Speaker (s): Members: Maureen Lewis, Chair; Catherine Miller, Mary Ann Connelly

VII.E. Policy Committee

Speaker (s): Members: Diane Infantine-Vyce, Chair; Maureen Lewis, Galen Cawley

VII.E.1. Policy for Review, Second Reading:

- 9300 Ethical Standards for Board Members
- 9310 Board Member Conflict of Interest
- 9490/8201 Student Representatives
- 4400 Gifts to Employees - NEW

- 5120.3.3.2 Pediculosis
- 5090.3.3.1 Electronic Surveillance

VII.F. LEARN Liaison

Speaker (s): Mary Ann Connelly

VIII. **Action Item: Motion to approve a \$240,000 reduction to the 2024-2025 Board of Education budget as specified by the Superintendent.**

IX. **Action Item: Motion to approve the MPS Teacher Evaluation Plan.**

X. **Action Item: Motion to approve the Wellness Curriculum units.**

XI. **Action Item: Motion to approve the following policies: 9300 Ethical Standards for Board Members, 9310 Board Member Conflict of Interest, 9490/8201 Student Representatives, 4400 Gifts to Employees, 5120.3.3.2 Pediculosis, 5090.3.3.1 Electronic Surveillance**

XII. **Action Item: Motion to approve the minutes of the May 7, 2024 Board of Education Meeting (Ref. Bylaw #9540.9)**

XIII. **Future Agenda Items**

XIV. **Adjournment**

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



Madison Public Schools Vision

"Every child, every day"

Educator and Leadership Evaluation Plan

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



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**

Table of Contents

Timeline - Goals, Observations, Conferences and Reflections.....	3
Professional Development and Evaluation Committee (PDEC).....	10
The Madison Educator and Leadership Evaluation Plan.....	11
Forms - Educator and Instructional Leader	
Form A(1) Beginning of the Year Goal(s) and Planning.....	23
Form B(1) Mid-Year Check-In: Reflection, Adjustment(s) & Next Steps.....	26
Form C(1) End-of-Year Reflection & Feedback Process.....	29
Form D(1) Study Model Form.....	33
Form E(1) Observation Form.....	35
Forms - Administrator	
Form A(2) Beginning of the Year Goal(s) and Planning.....	38
Form B(2) Mid-Year Check-In: Reflection, Adjustment(s) & Next Steps.....	41
Form C(2) End-of-Year Reflection & Feedback Process.....	51
Form D(2) Study Model Form.....	62
Form E(2) Observation Form.....	64
Appendix Resources	
Appendix A - Examples of Evidence Types.....	68
Appendix B - Madison Public Schools Profile of a Graduate Capacities & Rubrics.....	69
Appendix C - Examples of Pathways for Professional Learning.....	75
Appendix D - Strategic Zone Map for PSEL Standards.....	77
Appendix E - Strategic Zone Map for Danielson Standards.....	78
Appendix F - Request for Appeals Process.....	79
Appendix G - Lesson Plan Template.....	80
Appendix H - Self-Reflection Sample Questions.....	82
Appendix I - Professional Learning and Action Questions.....	83
Appendix J - Self-Reflection Sample Questions for Unit/Case Study.....	84
Appendix K - Madison Public Schools Tier 3/ Corrective Action Plan.....	85
Appendix L - Professional Standards for Educational Leaders.....	86
Appendix M - 2022 Danielson Rubric.....	96

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

EDUCATORS

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

INSTRUCTIONAL LEADERS
(Program Coordinators & Instructional Coaches)

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

INSTRUCTIONAL LEADERS
(Program Coordinators & Instructional Coaches)

<p style="text-align: center;">Cohort 1A - Instructional Leaders Tenured Madison / New to Role (2 Yrs) New to Madison (2 Yrs)</p>	<p style="text-align: center;">Cohort 1B - Instructional Leaders New to Madison (Yrs 3-4)</p>	<p style="text-align: center;">Cohort 2 - Instructional Leaders</p>
<ol style="list-style-type: none"> 2. Three formal observations are completed. 3. Instructional leader completes post-study reflection on Study Model form. 4. Post-Study meeting is held 5. Evaluator completes post-study feedback on Study Model form. 6. Instructional Leader completes post-study reflection on Study Model form. 7. Evaluator completes study model determination on Study Model form. 	<p>and the Post-Observation Feedback on the Observation Evidence form.</p> <p style="text-align: center;">Optional Component</p> <p>Educator and Evaluator have a post-observation conference and completed reflection on Observation Evidence form.</p>	<p>and the Post-Observation Feedback on the Observation Evidence form.</p> <p style="text-align: center;">Optional Component</p> <p>Educator and Evaluator have a post-observation conference and completed reflection on Observation Evidence form.</p>
<p style="text-align: center;">48 Hours Prior to Mid-Year Conference</p> <p>Instructional Leader completes mid-year self reflection goals and domains on Mid-Year Check-In: Reflection, Adjustment(s) & Next Steps form.</p> <p style="text-align: center;">By January 30th</p> <ol style="list-style-type: none"> 1. Mid-Year individual conference is held 2. Evaluator completes mid-year conference information on Mid-Year Check-In: Reflection, Adjustment(s) & Next Steps form. 	<p style="text-align: center;">48 Hours Prior to Mid-Year Conference</p> <p>Instructional Leader completes mid-year self reflection goals and domains on Mid-Year Check-In: Reflection, Adjustment(s) & Next Steps form.</p> <p style="text-align: center;">By January 30th</p> <ol style="list-style-type: none"> 1. Mid-Year individual conference is held 2. Evaluator completes mid-year conference information on Mid-Year Check-In: Reflection, Adjustment(s) & Next Steps form. 	<p style="text-align: center;">48 Hours Prior to Mid-Year Conference</p> <p>Instructional Leader completes mid-year self reflection goals and domains on Mid-Year Check-In: Reflection, Adjustment(s) & Next Steps form.</p> <p style="text-align: center;">By January 30th</p> <ol style="list-style-type: none"> 1. Mid-Year individual or collaborative conference is held 2. Evaluator completes mid-year conference information on Mid-Year Check-In: Reflection, Adjustment(s) & Next Steps form.
<p style="text-align: center;">By April 15th Study Model #2 or Formal Observation</p>	<p style="text-align: center;">By May 1st 2nd Formal Observation</p>	<p style="text-align: center;">By May 1st 2nd Formal Observation</p>
<p style="text-align: center;">48 Hours Prior to End of Year Conference</p> <p>Instructional Leader completes end of year self-reflection on goals and domains on End-of-Year Reflection & Feedback Process form.</p> <p style="text-align: center;">By May 15th</p> <p>End-of-Year individual conference is held.</p>	<p style="text-align: center;">48 Hours Prior to End of Year Conference</p> <p>Instructional Leader completes end of year self-reflection on goals and domains on End-of-Year Reflection & Feedback Process form.</p> <p style="text-align: center;">By May 15th</p> <p>End-of-Year individual conference is held.</p>	<p style="text-align: center;">48 Hours Prior to End of Year Conference</p> <p>Instructional Leader completes end of year self-reflection on goals and domains on End-of-Year Reflection & Feedback Process form.</p> <p style="text-align: center;">By May 15th</p> <p>End-of-Year individual conference is held.</p>
<p style="text-align: center;">By June 1st</p> <ol style="list-style-type: none"> 1. Evaluator completes and signs End-of-Year 	<p style="text-align: center;">By June 1st</p> <ol style="list-style-type: none"> 1. Evaluator completes and signs End-of-Year 	<p style="text-align: center;">By June 1st</p> <ol style="list-style-type: none"> 1. Evaluator completes and signs End-of-Year

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
2. <i>Reflection & Feedback Process</i> form. Instructional Leader signs End-of-Year <i>Reflection & Feedback Process</i> form.	3. <i>Reflection & Feedback Process</i> form. Instructional Leader signs End-of-Year <i>Reflection & Feedback Process</i> form.	3. <i>Reflection & Feedback Process</i> form. Instructional Leader signs End-of-Year <i>Reflection & Feedback Process</i> form.

DRAFT

ADMINISTRATORS

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

ADMINISTRATORS

Cohort 1A Tenured Madison / New to Role (2 Yrs) New to Madison (2 Yrs)	Cohort 1B New to Madison (Yrs 3-4)	Cohort 2
6. Administrator completes post-study reflection on <i>Study Model</i> form. 7. Evaluator completes study model determination on <i>Study Model</i> form.	Evidence form.	Evidence form.
48 Hours Prior to Mid-Year Conference Administrator completes mid-year self reflection goals and domains on <i>Mid-Year Check-In: Reflection, Adjustment(s) & Next Steps</i> form. By January 30th 1. Individual Mid-Year Conference is held 2. Evaluator completes mid-year conference information on <i>Mid-Year Check-In: Reflection, Adjustment(s) & Next Steps</i> form.	48 Hours Prior to Mid-Year Conference Administrator completes mid-year self reflection goals and domains on <i>Mid-Year Check-In: Reflection, Adjustment(s) & Next Steps</i> form. By January 30th 1. Individual Mid-Year Conference is held 2. Evaluator completes mid-year conference information on <i>Mid-Year Check-In: Reflection, Adjustment(s) & Next Steps</i> form.	48 Hours Prior to Mid-Year Conference Administrator completes mid-year self reflection goals and domains on <i>Mid-Year Check-In: Reflection, Adjustment(s) & Next Steps</i> form. By January 30th 1. Individual or collaborative Mid-Year Conference is held 2. Evaluator completes mid-year conference information on <i>Mid-Year Check-In: Reflection, Adjustment(s) & Next Steps</i> form.
By April 15th Study Model #2 or Formal Observation	By May 1st 2nd Formal Observation	By May 1st 2nd Formal Observation
48 Hours Prior to End of Year Conference Administrator completes end of year self-reflection on goals and domains on <i>End-of-Year Reflection & Feedback Process</i> form. By May 15th Individual End-of-Year conference is held.	48 Hours Prior to End of Year Conference Administrator completes end of year self-reflection on goals and domains on <i>End-of-Year Reflection & Feedback Process</i> form. By May 15th Individual End-of-Year conference is held.	48 Hours Prior to End of Year Conference Administrator completes end of year self-reflection on goals and domains on <i>End-of-Year Reflection & Feedback Process</i> form. By May 15th Individual End-of-Year conference is held.
By June 1st 1. Evaluator completes and signs <i>End-of-Year Reflection & Feedback Process</i> form. 2. Administrator signs <i>End-of-Year Reflection & Feedback Process</i> form.	By June 1st 1. Evaluator completes and signs <i>End-of-Year Reflection & Feedback Process</i> form. 2. Administrator signs <i>End-of-Year Reflection & Feedback Process</i> form.	By June 1st 1. Evaluator completes and signs <i>End-of-Year Reflection & Feedback Process</i> form. 2. Administrator signs <i>End-of-Year Reflection & Feedback Process</i> form.

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

The Madison Educator and Leadership Evaluation Plan

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

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

When and how will orientation to the plan be provided?

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

1. Online digital library of orientation and training videos with archived supporting materials.
2. District training and initial implementation work occurring on or before October 1 annually.

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

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

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

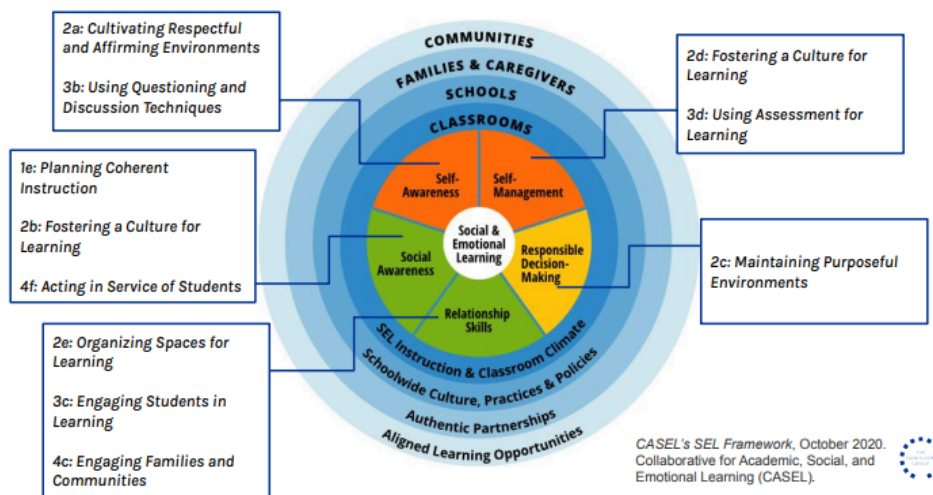
The plan is anchored in standards of professional practice: [The Professional Standards for Educational Leaders \(PSEL 2015\)](#) and [The Common Core of Teaching \(2017\)](#). The rubrics selected by the PDEC to translate these standards into practice are the PSEL standards (used as a single-point rubric) and the [Danielson Framework for Teaching](#) (FFT 2022). These standards and rubrics were selected for the

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

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

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

CASEL Framework & FFT Component Alignment



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

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

For certified staff, the professional practice goal(s) can be set in a mutually-agreed upon Danielson component in one of the four domains. For leaders, the goal(s) will be selected from the ten PSEL

leadership standards. The educator and evaluator will come to mutual agreement on a high-leverage professional practice goal for a one-year period for educators designated for Cohort One. Educators in Cohort Two can come to mutual agreement on one-, two-, or three-year goal(s).

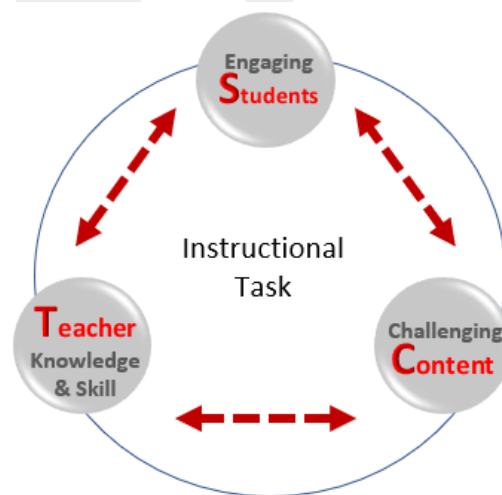
Research says that building social and emotional skills can increase student engagement and lead to improved academic performance (CASEL.org). In keeping with the research and the Madison Vision, we support educators who seek to set goals associated with social emotional learning (as well as other Domains/Components)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

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

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

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

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



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

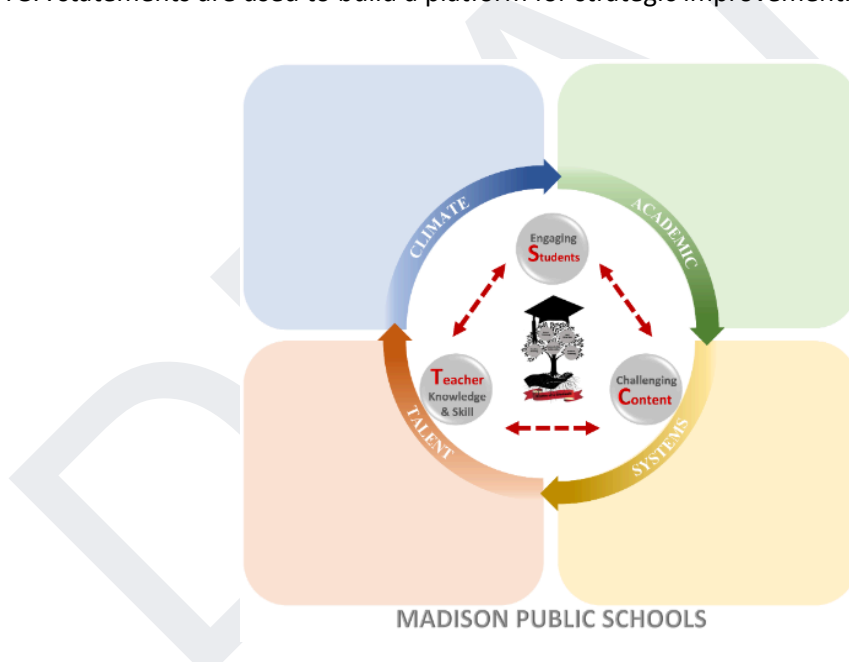
- Increase the educator’s instructional knowledge and skill (Instructional Strategies)
- Increase the level of complexity of the content students must learn (Depth of Knowledge or Blooms Taxonomy)
- Change how the student engages in the instructional process (Capacity use, agency, etc.)

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

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

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

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



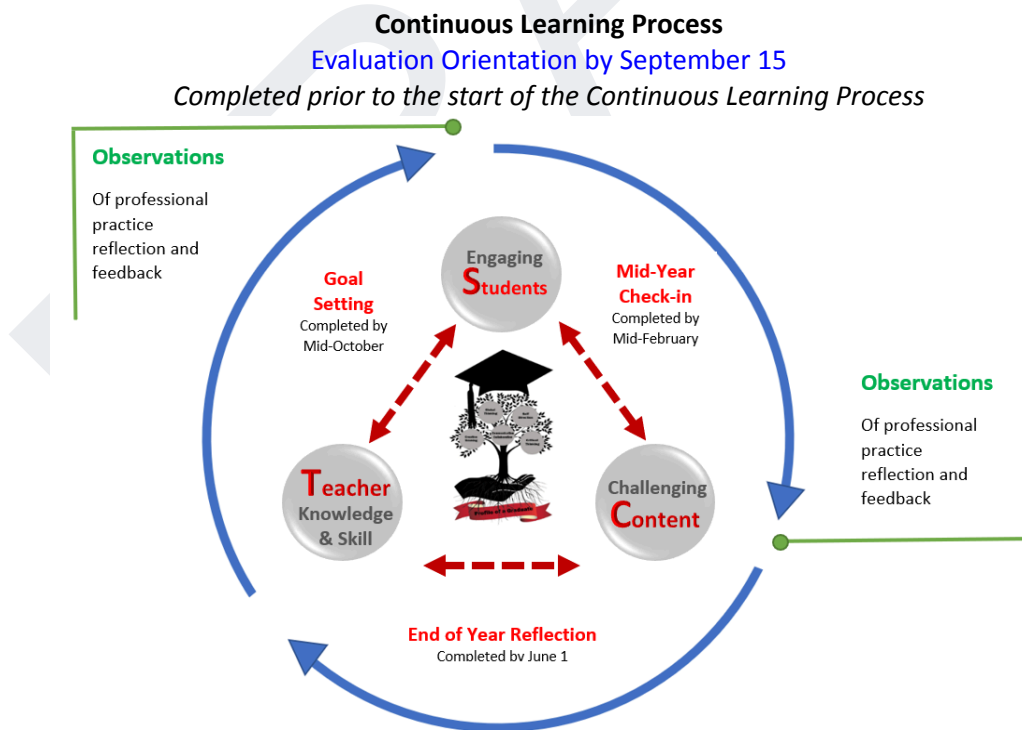
[Appendix D](#) is a standards-based leadership resource that maps the PSEL standards to each of the strategic zones (Climate, Academic, Systems and Talent) so building leaders can target goals for each quadrant of their School Improvement Plans for the coming school year(s). In similar fashion, [Appendix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

What is the Continuous Learning Process?

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

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

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



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 <i>certified staff</i>	<ul style="list-style-type: none"> ● Non-Tenured ● Years 1-3 	<ul style="list-style-type: none"> ● Non-Tenured ● Year 4 	<ul style="list-style-type: none"> ● Tenured ● After successful completion of Cohort 1
Instructional Leaders <i>instructional coaches/ coordinators/ curricular lead</i>	<ul style="list-style-type: none"> ● Tenured in Madison (new to role) <ul style="list-style-type: none"> ○ Years 1-2 ● New to Madison <ul style="list-style-type: none"> ○ Years 1-2 	<ul style="list-style-type: none"> ● New to Madison ● Years 3-4 	<ul style="list-style-type: none"> ● Tenured ● After successful completion of Cohort 1
Administrators <i>district and school administrative roles</i>	<ul style="list-style-type: none"> ● Tenured in Madison (new to role) <ul style="list-style-type: none"> ○ Years 1-2 ● New to Madison <ul style="list-style-type: none"> ○ Years 1-2 	<ul style="list-style-type: none"> ● New to Madison ● Years 3-4 	<ul style="list-style-type: none"> ● 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 and Support Plan, or assessed as “Not Meeting Standards” in a year-end summative evaluation. In a year-end summative evaluation, this would begin the appropriate level of support at the beginning of the subsequent school year. At any time, an educator or a leader experiencing difficulties in meeting the standards may be placed on an increased Tier of support by their primary evaluator. These tiered levels of support will be implemented prior to placement on a formal Corrective Plan.

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

Tier 1

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

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 an Corrective Support Plan within normal evaluation guidelines (i.e. the end of a school year), the evaluation period will extend into the next school year. The superintendent may assign other evaluators to assist in this process.
8. The educator will be permitted to have bargaining unit representation at all conferences if they desire and request such representation. The evaluator may invite other professional staff, including other administrators and educators (with prior approval of the teacher), to participate in all conferences.
9. If the educator does not agree with the content of the Corrective Support Plan, they may appeal to the superintendent as stated in the remainder of this section.

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

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

The educator will provide:

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

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

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

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

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

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

Danielson Teacher Rubric Map	
--	--

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

DRAFT



Madison Educator and Instructional Leader Evaluation and Professional Learning Plan

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

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

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

<p>Mid-Year Self-Reflection - Domains (Educator)</p>			
<p>Domain</p>	<p>Developing</p>	<p>Meeting</p>	<p>Excelling</p>
<p>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</p>	<p>You are primarily in 2 in the Danielson Rubric.</p> <p><i>Educators would click on the box of where they self-rate in each domain.</i></p>	<p>You are primarily in 3 in the Danielson Rubric.</p>	<p>You are primarily in 3-4 in the Danielson Rubric.</p>
<p>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</p>	<p>You are primarily in 2 in the Danielson Rubric.</p>	<p>You are primarily in 3 in the Danielson Rubric.</p>	<p>You are primarily in 3-4 in the Danielson Rubric.</p>
<p>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</p>	<p>You are primarily in 2 in the Danielson Rubric.</p>	<p>You are primarily in 3 in the Danielson Rubric.</p>	<p>You are primarily in 3-4 in the Danielson Rubric.</p>

Form B(1) - Educator and Instructional Leader Mid-Year Check-In Form

<p>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</p>	<p>You are primarily in 2 in the Danielson Rubric.</p>	<p>You are primarily in 3 in the Danielson Rubric.</p>	<p>You are primarily in 3-4 in the Danielson Rubric.</p>
---	--	--	--

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



Madison Educator and Instructional Leader Evaluation and Professional Learning Plan

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

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

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

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

End-of-Year Self-Reflection - Domains (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. <i>Educators would click on the box of where they self-rate in each domain.</i>	You are primarily in 3 in the Danielson Rubric.	You are primarily in 3-4 in the Danielson Rubric.
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.

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

<p>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</p>	<p>You are primarily in 2 in the Danielson Rubric.</p>	<p>You are primarily in 3 in the Danielson Rubric.</p>	<p>You are primarily in 3-4 in the Danielson Rubric.</p>
<p>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</p>	<p>You are primarily in 2 in the Danielson Rubric.</p>	<p>You are primarily in 3 in the Danielson Rubric.</p>	<p>You are primarily in 3-4 in the Danielson Rubric.</p>

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

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

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

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



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

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

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

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

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



Madison Educator and Instructional Leader Evaluation and Professional Learning Plan

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

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

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

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 Support Plan

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

Beginning of the Year Goal(s) and Planning	
Self Reflection (Administrator)	
Use the questions to self-reflect and guide your thinking (cite evidence and a rationale for your goal). Self-Reflection Questions	<i>Text Box</i> <i>Administrator to Enter Text</i>
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 <i>Mission, Vision and Core Values</i>
Optional Goal 2	<i>Mission, Vision and Core Values</i>
Optional Goal 3	<i>Mission, Vision and Core Values</i>
Goal Type	Individual ▾ <i>For electronic form: use checkboxes next to Individual or Group</i>
If Group Goal, list group members	

Form A(2) - Administrator Beginning of the Year Goal(s) and Planning

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

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

DRAFT



Madison Administrator Evaluation Support Plan

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

Mid-Year Check-In: Reflection, Adjustment(s) & Next Steps	
Goal	<i>Import from Goal Setting Form</i>
Optional Goal 2	<i>Import from Goal Setting Form</i>
Optional Goal 3	<i>Import from Goal Setting Form</i>
Qualitative Evidence	<i>Import from Goal Setting Form</i>
Quantitative Evidence	<i>Import from Goal Setting Form</i>
What is your learning plan to support achieving your goal(s)?	<i>Import from Goal Setting Form</i>
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?	<i>Text Box Administrator to Enter Text</i>
How do you know? Qualitative Evidence	<i>Text Box Administrator to Enter Text</i>
How do you know?	<i>Text Box</i>

Quantitative Evidence	<i>Administrator to Enter Text</i>
-----------------------	------------------------------------

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

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

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

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

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

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

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

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

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

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



Madison Administrator Evaluation Support Plan

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

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

Form C(2) - Administrator End-of-Year Reflection & Feedback Form

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

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

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

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

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

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

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

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

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

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

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

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

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

End of Year Conference (Evaluator)	
Conference Date	<i>Date / Time Box on Form</i>

Form C(2) - Administrator End-of-Year Reflection & Feedback Form

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

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



Madison Administrator Evaluation Support Plan

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

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

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

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

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

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

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



Madison Administrator Evaluation Support Plan

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

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

Observation Evidence (Evaluator) Claim, Evidence, Impact, Question (CEIQ)	
Date / Time	<i>System to have date / time stamp</i>
Claim	<i>Text Box</i>
Evidence	<i>Text Box</i>
Impact	<i>Text Box</i>
Judgment or Question	<i>Text Box</i>
Claim	<i>Text Box</i>
Evidence	<i>Text Box</i>
Impact	<i>Text Box</i>
Judgment or Question	<i>Text Box</i>
Additional Comments, if desired	<i>Text Box</i>
Conference Needed	<i>Yes</i>

Post-Observation Conference Feedback (Evaluator)
If desired / required as part of the evaluation plan

General Summary Conference
[Questioning Strands](#)

Text Box
Evaluator to enter Notes

Post-Observation Conference Reflection (Administrator)
If desired / required as part of the evaluation plan

How will our collaborative reflection help you move forward and apply your learning in your next steps?

Text Box
Administrator to enter Notes



Appendix Resources

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

Appendix A - Examples of Evidence Types

Examples of Evidence Types

This is NOT an all-encompassing list

Indicators that Provide Qualitative Data

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

Indicators that Provide Quantitative Data

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

Profile of a Graduate

Student Growth and Development Matrix

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

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

	1 Limited	2 Emerging	3 Present (MPS Standard)	4 Complex
<p>Inquiry</p> <p>Posing, pursuing, and refining significant questions to deepen understanding about a topic or issue.</p>	<p>I was unclear about the problem/topic and/or did not identify significant questions for investigation.</p>	<p>I clarified the problem/topic, but posed questions that may lack relevance or depth.</p> <p>I collected information from sources with limited perspectives, so there wasn't a variety of information to synthesize, and I relied heavily on my preconceptions.</p>	<p>I clarified the problem/topic and developed meaningful, relevant questions for investigation.</p> <p>I refined meaningful, relevant questions for investigation.</p> <p>I did this by collecting, organizing and synthesizing new and prior learning from a variety of sources to determine relevance.</p>	<p>I fully met the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"> • 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
<p>Analyzing</p> <p>Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences.</p>	<p>I looked at information/data/evidence considering limited perspectives/ strategies on a superficial level.</p> <p>I was not able to identify patterns or relationships, make inferences, draw conclusions, or create viable solutions.</p>	<p>I looked at information/data/evidence considering limited perspectives/ strategies that may have lacked relevance.</p> <p>I made literal interpretations and only identified the most obvious patterns and relationships in the information I examined. Therefore, my inferences, conclusions, and solutions are not well-supported and have limited meaning or workability.</p>	<p>I examined information/data/evidence considering multiple sources/strategies that were relevant to my focus, omitting extraneous information.</p> <p>I identified patterns, relationships, and underlying assumptions.</p> <p>This allowed me to make inferences; draw well-informed conclusions; and/or create workable solutions.</p>	<p>I fully met the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"> • 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
<p style="text-align: center;">Idea Generation</p> <p>Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations.</p>	<p>I showed little consideration of limitations and possible transformations of a problem, need, or exemplar.</p> <p>I developed my solution by considering a singular approach.</p> <p>I consistently fell back on a familiar solution, application, or inquiry.</p>	<p>I investigated an <i>existing</i> problem, need, or exemplar, but my possible solution was not realistic or viable and/or did not result in a meaningful solution or product.</p> <p>I developed my solution by considering only a few approaches.</p> <p>I conceived of an approach that is still heavily reliant on a familiar solution, application or inquiry.</p>	<p>I investigated an <i>existing</i> problem, need, or exemplar, in order to pose varied possible solutions/transformations/novel products.</p> <p>I developed my solutions by synthesizing different possible approaches.</p> <p>I considered all ideas without limiting my own thought process.</p> <p>I considered the limitations of potential solutions.</p>	<p>I fully met the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"> • 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
<p style="text-align: center;">Design</p> <p>Engaging in a process to refine a product for an intended audience and purpose.</p>	<p>I did not engage in a process that makes important or meaningful refinements to my product.</p> <p>I disregarded feedback.</p>	<p>I engaged in a limited process to develop a product.</p> <p>I made few meaningful revisions to my product based on feedback.</p> <p>My design led to an outcome misaligned to my audience/purpose</p> <p>I did not make continual progress without teacher support.</p>	<p>I engaged in a process to plan, develop and refine a product and considered my intended audience/purpose.</p> <p>During this process, I examined the impact of my choices, anticipated problems, and adjusted my approach as needed.</p> <p>I made purposeful revisions by reflecting on feedback.</p>	<p>I fully met the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"> • 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
<p>Collective Intelligence</p> <p>Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective.</p>	<p>I did not attempt to address the objective at hand, or did not contribute to the functionality of the group as a whole.</p> <p>I disregarded or disrespected the contributions of the other members.</p>	<p>I worked with others to achieve a common objective or goal by:</p> <ul style="list-style-type: none"> • 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. 	<p>I worked responsibly with others to achieve a common objective or goal by:</p> <ul style="list-style-type: none"> • 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. 	<p>I fully met the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"> • 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
<p>Product Creation</p> <p>Effectively use a medium to communicate important information.</p>	<p>I created a product that:</p> <ul style="list-style-type: none"> • shows little consideration for context or purpose. • is incomplete or confusing. • required teacher support to synthesize information. 	<p>I created a product that:</p> <ul style="list-style-type: none"> • 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. 	<p>I created an original product for an audience, using a particular medium, maximizing its features, to make powerful statements by:</p> <ul style="list-style-type: none"> • 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. 	<p>I fully met the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"> • 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
<p>Self-Awareness</p> <p>Examining current performance critically to identify steps/strategies to persist.</p>	<p>I reflected superficially or inaccurately on my progress, and struggled to determine next steps, or stopped trying to move towards my goal.</p> <p>I struggled to identify problem(s), disregarded, and/or did not consider [feelings, values/biases, contributions, successes, strengths and/or areas for growth]. As a result, I did not move towards my goal.</p>	<p>I reflected on my progress towards my goal, considering some rubrics, models and feedback, resulting in next steps that did not fully match my needs.</p> <p>I did not fully identify my [feelings, values/biases, contributions, successes, strengths and/or areas for growth], which resulted in a plan that was limited in its effectiveness to reach my goal.</p>	<p>I demonstrated resilience and a growth mindset by examining and reflecting upon rubrics, models, and feedback.</p> <p>I clearly identified my (feelings, values/biases, contributions, successes, strengths, and/or areas for growth), to develop a flexible plan to overcome challenges or modify behavior in pursuit of a specific and observable goal.</p>	<p>I fully met the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"> ● 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
<p>Decision Making</p> <p>Make responsible decisions, based on potential outcomes.</p>	<p>I did not manage my time well OR make a plan which considered time constraints, resources, and information available, resulting in an undesirable outcome.</p> <p>I did not make responsible and ethical decisions.</p>	<p>I made a plan to break my task/goal into bite-sized steps, but did not follow through, OR my plan did not adequately consider time constraints, resources, and information available.</p> <p>My decisions only met some of my needs and/or did not consider the impact on others.</p>	<p>I broke my task/goal into sequential, bite-sized steps based on the time constraints, resources, and information available to manage my social/emotional and academic needs.</p> <p>I proposed and carried out ethical, empathetic, responsible decisions by carefully evaluating the [context, data/evidence, resources, support, time constraints, safety, task parameters, etc.]</p> <p>My decisions were based on respect and safety for myself and others with consideration of possible consequences.</p>	<p>I fully met the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"> ● 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
<p style="text-align: center;">Citizenship</p> <p>Identify, analyze and contribute to critical issues in society in an ethical and responsible manner.</p>	<p>I showed an understanding of an issue only when it was pointed out to me. I did not develop ideas for how to solve it with information from all the stakeholders within my communities.</p>	<p>With my teacher’s support, I identified an issue in society. I began to develop a solution for that issue, but demonstrated a superficial understanding of the concerns of various stakeholders within my communities.</p>	<p>I identified an issue and then developed a response that incorporates understandings from a diversity of perspectives, backgrounds, and cultures. My response acknowledged the impact of decisions on present and future generations and sought shared gains within my [self/family/school/town/state/nation/planetary] communities.</p>	<p>I fully met the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"> • 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
<p style="text-align: center;">Alternate Perspectives</p> <p>Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective.</p>	<p>I examined an issue from only one perspective and did not recognize possible biases. My position disregarded differing perspectives.</p>	<p>I examined an issue from limited perspectives, possibly drawn from biased sources, resulting in a narrow position.</p>	<p>I explored an issue by drawing from a diversity of sources, and prior knowledge, to form my position.</p> <p>I examined the merits and limitations of others’ positions.</p> <p>In developing my own position, I demonstrated empathy towards the underlying values, beliefs, and interests of various stakeholders.</p>	<p>I fully met the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"> • 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.

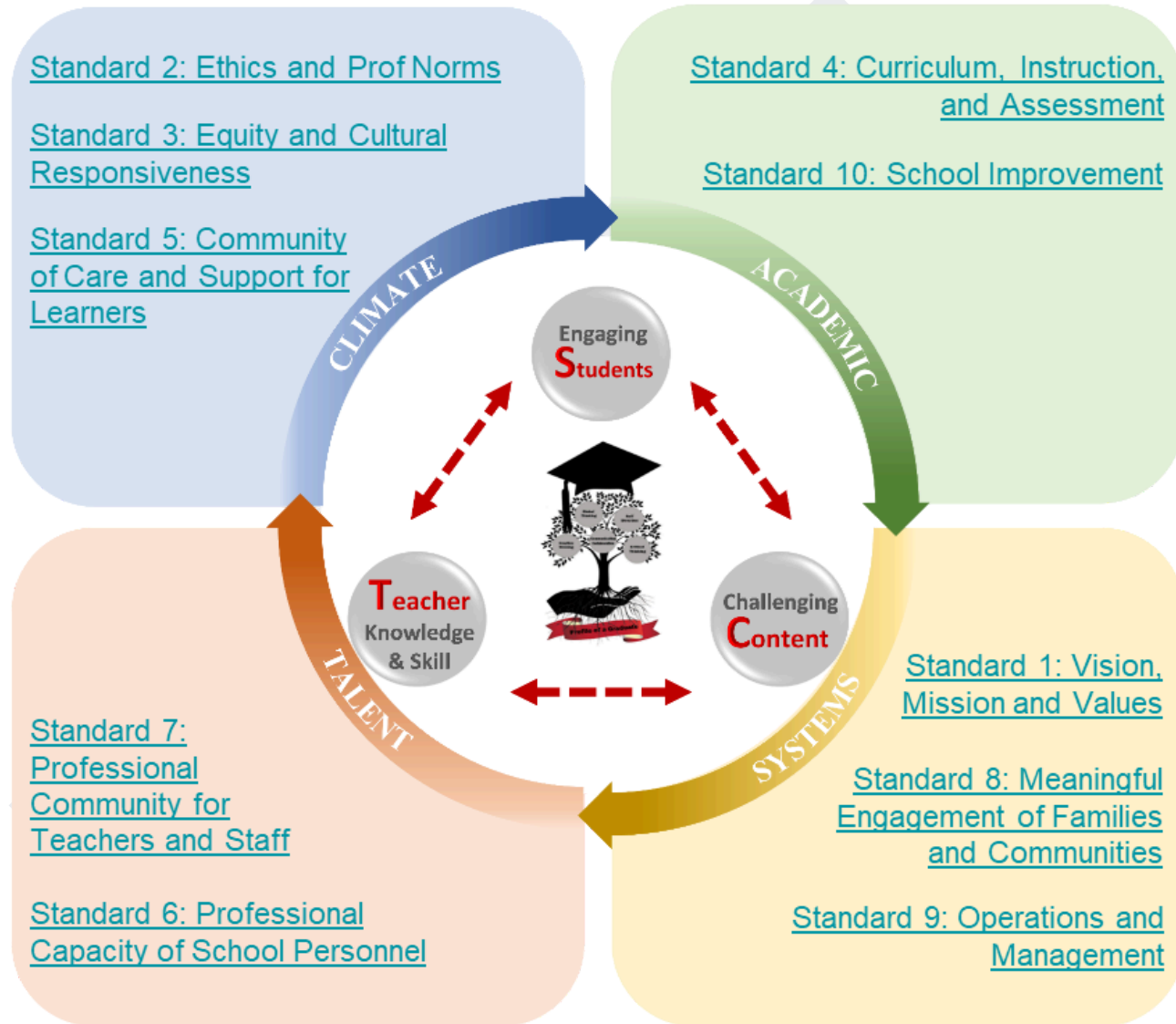
web-based learning: Use of online resources or learning activities to develop new learning or techniques for the classroom.

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



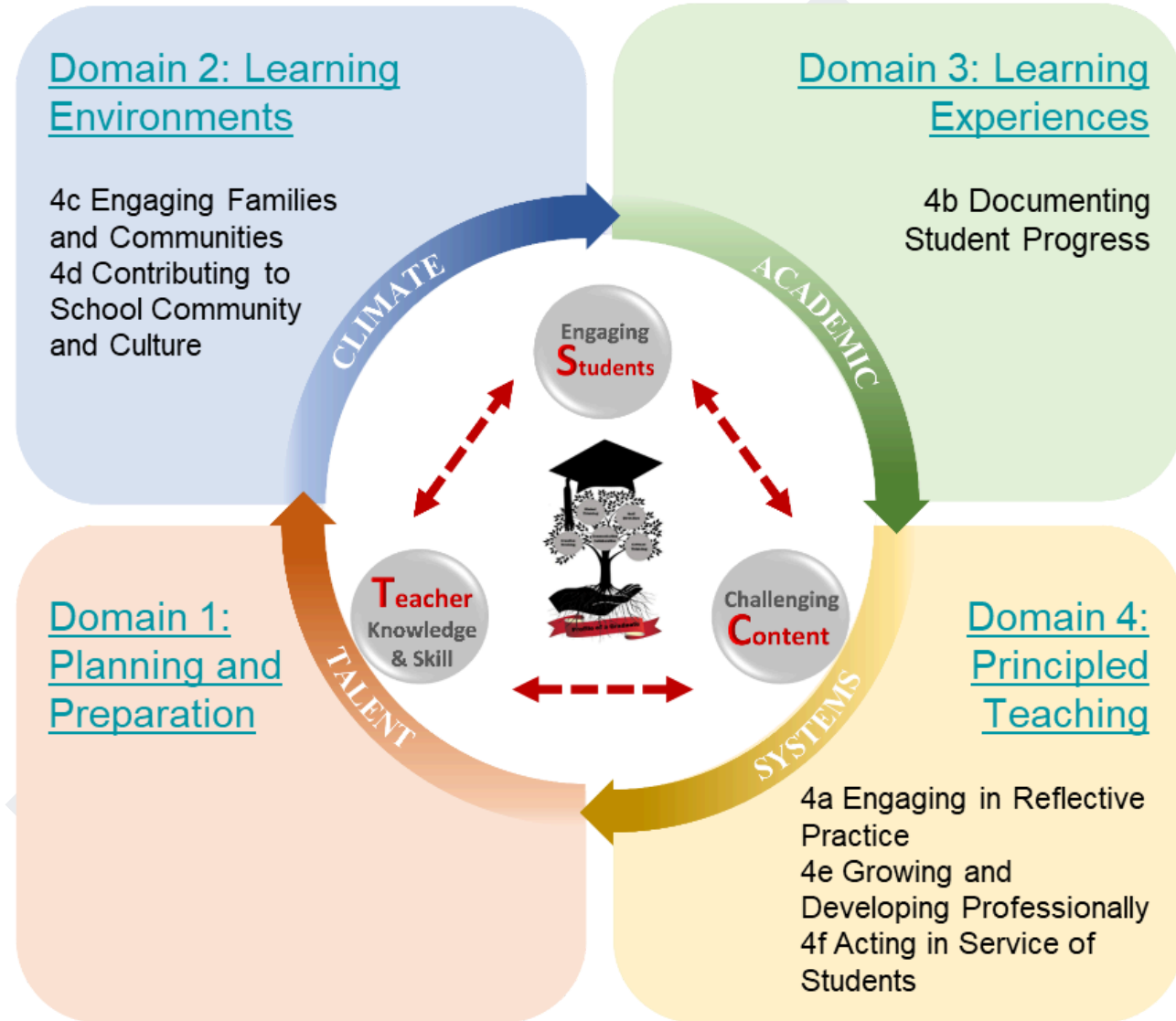
Every child, every day, leading the way



MADISON PUBLIC SCHOOLS



Every child, every day, leading the way



MADISON PUBLIC SCHOOLS



Request for Appeals Process

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

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

Aspects agreed upon by evaluator and educator

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

Attempts for Resolution (including associated timeline)

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

Written recommendation given within five days of meeting date

PDEC Review Advisory Committee Members:

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

Or, if no consensus, Chairperson recommendation:



NAME OF THE LESSON

Lesson Plan for Grade X, Social Science

Prepared by Ms. Writer

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

Text Box

OVERVIEW & PURPOSE

Text Box

STANDARDS ADDRESSED

- 1.
- 2.
- 3.

OBJECTIVES

- 1.
- 2.
- 3.

MATERIALS NEEDED

- 1.
- 2.

ASSESSMENT (Pre-assessment data and post)

Steps to check for student understanding

- 1.
- 2.

LEARNING SEQUENCE

Describe activity that will reinforce the lesson

DIFFERENTIATION AND PERSONALIZATION

Preparation for all students to succeed

NOTES:

Any additional information to give context to the lesson

Self-Reflection Sample Questions

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

Professional Learning and Action Questions

Indicators of success

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

Determine Evidence

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

Analysis of Evidence

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

Learning Reflection and Next Steps

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

Reflect on the Feedback Process

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

Questions to Consider when Reflecting on Unit/Case Study

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



Madison Public Schools Tier 3/ Corrective Action Plan

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

Tier 3 / Corrective Action Plan	
Areas of Focus /Objectives related to documented areas of concern.	<i>Text Box</i> <i>Evaluator to Enter Text</i>
Duration / Time Frame for phases of implementation of resources, support and intervention.	<i>Text Box</i> <i>Evaluator to Enter Text</i>
Resources, Supports, Interventions to address areas of concern.	<i>Text Box</i> <i>Evaluator to Enter Text</i>
Supportive Actions from the Evaluator	<i>Text Box</i> <i>Evaluator to Enter Text</i>
Next Steps	<div style="border: 1px solid #ccc; border-radius: 5px; padding: 2px; display: inline-block; margin-bottom: 5px;"> <i>Continuation of the Plan</i> ▾ </div> <i>Check box on electronic form</i>

Professional Standards for Educational Leaders

STANDARD 1. MISSION, VISION, AND CORE VALUES

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

Effective leaders:

- a) Develop an educational mission for the school to promote the academic success and well-being of each student.
- b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

STANDARD 2. ETHICS AND PROFESSIONAL NORMS

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

Effective leaders:

- a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership.
- b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- c) Place children at the center of education and accept responsibility for each student’s academic success and well-being.
- d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures.
- f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS

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

Effective leaders:

- a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student’s culture and context.
- b) Recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning.
- c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- h) Address matters of equity and cultural responsiveness in all aspects of leadership.

STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT

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

Effective leaders:

- a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- e) Promote the effective use of technology in the service of teaching and learning.
- f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

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

Effective leaders:

- a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e) Cultivate and reinforce student engagement in school and positive student conduct.
- f) Infuse the school's learning environment with the cultures and languages of the school's community.

STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

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

Effective leaders:

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

STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

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

Effective leaders:

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

STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

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

Effective leaders:

- a) Are approachable, accessible, and welcoming to families and members of the community.
- b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- e) Create means for the school community to partner with families to support student learning in and out of school.
- f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- g) Develop and provide the school as a resource for families and the community.
- h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- i) Advocate publicly for the needs and priorities of students, families, and the community.
- j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

STANDARD 9. OPERATIONS AND MANAGEMENT

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

Effective leaders:

- a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- d) Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
- e) Protect teachers' and other staff members' work and learning from disruption.
- f) Employ technology to improve the quality and efficiency of operations and management.
- g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j) Develop and manage productive relationships with the central office and school board.
- k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

STANDARD 10. SCHOOL IMPROVEMENT

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

Effective leaders:

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

THE FRAMEWORK FOR TEACHING

AT A GLANCE

DOMAIN 1

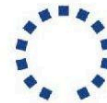
PLANNING AND PREPARATION

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

DOMAIN 2

LEARNING ENVIRONMENTS

- 2a Cultivating Respectful and Affirming Environments
- 2b Fostering a Culture for Learning
- 2c Maintaining Purposeful Environments
- 2d Supporting Positive Student Behavior
- 2e Organizing Spaces for Learning



THE
DANIELSON
GROUP

DOMAIN 4

PRINCIPLED TEACHING

- 4a Engaging in Reflective Practice
- 4b Documenting Student Progress
- 4c Engaging Families and Communities
- 4d Contributing to School Community and Culture
- 4e Growing and Developing Professionally
- 4f Acting in Service of Students

DOMAIN 3

LEARNING EXPERIENCES

- 3a Communicating About Purpose and Content
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment for Learning
- 3e Responding Flexibly to Student Needs

DOMAIN 1

PLANNING AND PREPARATION

- 1a Applying Knowledge of Content and Pedagogy**
 - Disciplinary Expertise
 - Pedagogical Content Knowledge
 - Knowledge of Interdisciplinary Relationships and Skills
- 1b Knowing and Valuing Students**
 - Respect for Students' Identities
 - Understanding of Students' Current Knowledge and Skills
 - Knowledge of Whole Child Development
 - Knowledge of the Learning Process and Learning Differences
- 1c Setting Instructional Outcomes**
 - Value and Relevance
 - Alignment to Grade-Level Standards
 - Clarity of Purpose
 - Integration of Multiple Aspects of Student Development
- 1d Using Resources Effectively**
 - Instructional Materials
 - Technology and Digital Resources
 - Supports for Students
- 1e Planning Coherent Instruction**
 - Tasks and Activities
 - Flexible Learning
 - Student Collaboration
 - Structure and Flow
- 1f Designing and Analyzing Assessments**
 - Congruence with Instructional Outcomes
 - Criteria and Standards
 - Planning Formative Assessments
 - Analysis and Application

DOMAIN 2

LEARNING ENVIRONMENTS

- 2a Cultivating Respectful and Affirming Environments**
 - Positive Relationships
 - Sense of Belonging
 - Cultural Responsiveness
 - Positive Conflict Resolution
- 2b Fostering a Culture for Learning**
 - Purpose and Motivation
 - Dispositions for Learning
 - Student Agency and Pride in Work
 - Support and Perseverance
- 2c Maintaining Purposeful Environments**
 - Productive Collaboration
 - Student Autonomy and Responsibility
 - Equitable Access to Resources and Supports
 - Non-Instructional Tasks
- 2d Supporting Positive Student Behavior**
 - Expectations for the Learning Community
 - Modeling and Teaching Habits of Character
 - Self-Monitoring and Collective Responsibility
- 2e Organizing Spaces for Learning**
 - Safety and Accessibility
 - Design for Learning and Development
 - Co-Creation and Shared Ownership

DOMAIN 3

LEARNING EXPERIENCES

- 3a Communicating About Purpose and Content**
 - Purpose for Learning and Criteria for Success
 - Specific Expectations
 - Explanations of Content
 - Use of Academic Language
- 3b Using Questioning and Discussion Techniques**
 - Critical Thinking and Deeper Learning
 - Reasoning and Reflection
 - Student Participation
- 3c Engaging Students in Learning**
 - Rich Learning Experiences
 - Collaboration and Teamwork
 - Use of Instructional Materials and Resources
 - Opportunities for Thinking and Reflection
- 3d Using Assessment for Learning**
 - Clear Standards for Success
 - Monitoring Student Understanding
 - Timely, Constructive Feedback
- 3e Responding Flexibly to Student Needs**
 - Evidence-Based Adjustments
 - Receptiveness and Responsiveness
 - Determination and Persistence

DOMAIN 4

PRINCIPLED TEACHING

- 4a Engaging in Reflective Practice**
 - Self-Assessment of Teaching
 - Analysis and Discovery
 - Application and Continuous Improvement
- 4b Documenting Student Progress**
 - Student Progress Toward Mastery
 - Shared Ownership
 - Maintaining Reliable Records
- 4c Engaging Families and Communities**
 - Respect and Cultural Competence
 - Community Values
 - Instructional Program
 - Engagement in Learning Experiences
- 4d Contributing to School Community and Culture**
 - Relational Trust and Collaborative Spirit
 - Culture of Inquiry and Innovation
 - Service to the School
- 4e Growing and Developing Professionally**
 - Curiosity and Autonomy
 - Developing Cultural Competence
 - Enhancing Knowledge and Skills
 - Seeking and Acting on Feedback
- 4f Acting in Service of Students**
 - Acting with Care, Honesty, and Integrity
 - Ethical Decision-Making
 - Advocacy

DOMAIN 1 PLANNING AND PREPARATION

1a Applying Knowledge of Content and Pedagogy

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

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

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

1c Setting Instructional Outcomes

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

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

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

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

1e Planning Coherent Instruction

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

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

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

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

1b Knowing and Valuing Students

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

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

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

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

1d Using Resources Effectively

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

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

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

1f Designing and Analyzing Assessments

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

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

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

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

DOMAIN 2 LEARNING ENVIRONMENTS

2a Cultivating Respectful and Affirming Environments

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

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

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

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

2c Maintaining Purposeful Environments

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

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

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

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

2e Organizing Spaces for Learning

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

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

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

2b Fostering a Culture for Learning

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

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

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

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

2d Supporting Positive Student Behavior

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

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

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

DOMAIN 3 LEARNING EXPERIENCES

3a Communicating About Purpose and Content

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

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

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

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

3c Engaging Students in Learning

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

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

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

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

3e Responding Flexibly to Student Needs

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

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

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

3b Using Questioning and Discussion Techniques

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

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

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

3d Using Assessment for Learning

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

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

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

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.

Code of Conduct for Board Members

It is the policy of the Madison Board of Education (the “Board”) that all members of the Board will:

1. adhere to all Board policies, rules and regulations;
2. conduct themselves in a fair and impartial manner;
3. refrain from interfering with the implementation of a Board policy decision by the administration;
4. refrain from interfering with the duties of any school district official; and
5. refrain from divulging to anyone any aspect of matters considered and discussed in executive session.

Each member of the Board shall act in complete accordance with the provisions and tenor of this policy. Should any member of the Board fail to so act, such failure shall constitute cause for censure or other such disciplinary action as deemed appropriate by the Board.

Procedures for Censure or Other Disciplinary Action

The following procedures shall be used in lieu of any procedures set forth in Robert’s Rules of Order with respect to any proposed action to censure or take other disciplinary action regarding a Board member for cause:

- 1) The Board shall review the performance and/or conduct of the Board member in open or executive session (as determined by the Board and the Board member in accordance with the Freedom of Information Act) at a regular or special meeting of the Board, prior to initiating any action to censure or take other disciplinary action regarding a Board member for cause. Such review must be added to a regular meeting agenda prior to its formal posting.
- 2) If the Board determines as a result of such discussion that censure or other disciplinary action concerning a Board member may be appropriate, the Board, after being authorized by a two-thirds vote of those Board members present and voting, shall provide the Board member with:
 - a) reasonable written notice of the Board’s intent to consider censure or other disciplinary action, including the factual basis for the claimed “cause” for the censure or disciplinary action against the member, ~~with such notice to be provided after being authorized by majority vote of those Board members present and voting;~~ and
 - b) an informal opportunity to be heard by the Board regarding such possible censure or other disciplinary action, at which the Board member shall have the right to be represented by counsel at the Board member’s own expense

47 and to present relevant evidence to the Board. The informal opportunity
48 to be heard shall take place in open or executive session (as determined by
49 the Board and the Board member in accordance with the Freedom of
50 Information Act) at a regular or special meeting of the Board.

51
52 3) Any action to censure or take other disciplinary action regarding a Board
53 member for cause following such informal hearing shall require an affirmative
54 vote by ~~a majority~~ two-thirds of all members of the Board.

55
56

57 Legal References:

58

59 Connecticut General Statutes

60 10-220 Duties of boards of education.

61

62 First Reading: May 7, 2024

63 Second Reading: May 21, 2024

#9300**Ethical Standards for Board Members**

Public office is a trust created by the confidence which the public places in the integrity of its public officers. To preserve this confidence, it is the desire of the Board to operate under the highest ethical standards.

Members of the Madison Board of Education will strive to improve public education, and to that end they will . . .

- render all decisions based on the available facts and independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
- strive to avoid being placed in a position of conflict of interest, and refrain from using a Board position for personal or partisan gain;
- take no private actions that will compromise the Board of Education or the administration, and respect the confidentiality of information that is privileged under applicable law; and
- remember always that the first and greatest concern of a Board member must be the educational welfare of the students attending the public schools.

In carrying out his / her fiduciary duties, a Board member will not:

- disclose or use confidential information acquired in the course of his / her official duties to further substantially his or her personal financial interests;
- accept a gift of substantial value or substantial economic benefit tantamount to a gift of substantial value which would tend to improperly influence a reasonable person in his or her position or which he or she knows or should know is primarily for the purpose of rewarding him / her for official action taken;

9300 (Continued)

- engage in a substantial financial transaction for his or her private business purposes with a person whom he or she supervises in the course of official duties;
- perform an official act which directly and substantially confers an economic benefit on a business or other undertaking in which he / she has a substantial financial interest, or in which he / she is engaged as a counsel, consultant, representative, agent or public speaker.

The phrase "economic benefit tantamount to a gift of substantial value" includes a loan at a rate of interest substantially lower than the prevailing commercial rate and compensation received for private services rendered at a rate substantially exceeding the fair market value.

It is permissible for a Board member to receive:

- an occasional non-pecuniary gift which is insignificant in value;
- non-pecuniary award publicly presented by a nonprofit organization in recognition of public service;
- payment or reimbursement for actual and necessary expenditures for travel and subsistence for attendance at a convention or other meeting at which he / she is scheduled to participate;
- reimbursement for or acceptance of any opportunity to participate in a social function or meeting which is not extraordinary when viewed in light of his / her position; and
- tickets to school-sponsored sporting, recreational, educational, or cultural events.

Date of Adoption: 4/4/95

Conflict of Interest

1. No member of the Madison Board of Education (the “Board”) shall be employed for compensation by the Board in any position in the school system.
2. If any member of the Board is employed contrary to the provisions of this bylaw, the office to which the Board member was elected or appointed shall become vacant.
3. In such instances where a Board member may have or appear to have a pecuniary interest in a contract with the District, the Board member shall declare it in open session and shall take such conflict into consideration prior to voting.

Legal Reference:

Connecticut General Statutes

10-232 Restrictions on employment of members of board of education

First Reading: May 7, 2024

Second Reading: May 21, 2024

#9310**Board Member Conflict of Interest**

The Board desires its members not only to adhere to all laws regarding conflict of interest, but to be alert to situations which have the appearance of a conflict of interest and to avoid actions that might embarrass themselves or the Board.

Two areas of Board operations must be guarded with particular care in order that there be no real or seeming conflict of interest. These are purchasing and hiring of personnel. Therefore,

- no member of the Board will have any direct pecuniary interest in a contract with the school district, nor furnish directly any labor, equipment, or supplies to the district. It is not the intent of this policy to prevent the district from contracting with corporations or businesses because a Board member is an employee of the firm. However, in such instances, the member may be expected to declare an association with the firm and refrain from debating or voting on the question; and
- no member of the immediate family or any member of the Board will be employed in any continuing capacity by the school system. This will not be construed as necessitating the resignation of any employee should a member of his or her immediate family be elected to the Board.

For the purpose of this Bylaw the term immediate family shall mean the following relatives of the Board member: father, mother, spouse and / or domestic partner, siblings, children, or the spouse and / or domestic partners of those individuals.

The closeness with which the Board works with other agencies of the Town may also give rise to situations in which the Board may be subject to charges of favoritism and / or involve itself in interagency disputes.

9310 (Continued)

Therefore,

- the Board will not engage the services of persons in the paid employ of other Town agencies on a continuing basis, except for employees who are hired on a joint basis. However, police, fire, and part-time clerical personnel may be employed on a noncontinuing basis when the employment of such persons is deemed to be in the best interest of the school system and the Town, as approved by the Board; and
- the Board will not make purchase from companies in which paid Town employees have a major financial interest, nor from companies by which they are employed.

Date of Adoption: 1/3/95

Student Representatives

The Madison Board of Education (the "Board") shall ~~seat~~ appoint two students from Daniel Hand High School, to serve as student representatives. The student representatives will report to the student body on the deliberations of the Board of Education.

Student representatives shall attend all public Board of Education meetings in a non-voting capacity. ~~in a non-voting capacity, at all public Board of Education meetings. The Board reserves the right to dismiss a student representative by an affirmative vote of 2/3 of the whole Board and call for the selection of a new member.~~

The two student representatives will not attend executive sessions of the Board of Education, - nor will they have access to- associated backup material.

The following guidelines will be followed for selection of the student representatives:

- Students interested in the role of Student Representative will submit an application to the high school principal.
- A committee comprised of relevant stakeholders including a member of the Board shall review all applications and select a candidate.
- It is understood that one student should be a member of the senior class and one student should be a member of the junior class.

Date of Adoption: 9/15/87 [as 9022 (a)]

1st Revision: 3/7/95

First Reading: May 7, 2024

Second Reading: May 21, 2024

#8201

Student Representation on the Board of Education

It will be the policy of the Madison Board of Education to seat two students from Daniel Hand High School, in a non-voting capacity, at all public Board of Education meetings. Student opinion will be solicited to give an added dimension to the Board's decision-making process.

The two student representatives will not attend executive sessions of the Board of Education nor will they have access to associated backup material.

The following procedures will be followed for the seating of the student representatives:

1. The members will be recommended by the Student Council, subject to the approval of the principal, the superintendent, and the Board of Education. It is understood that one student should be a member of the senior class and one student should be a member of the junior class.
2. Such students seated will be given an orientation session by the Superintendent of Schools after the students have been approved.
3. Student representatives may be removed from their position of nonvoting members of the Board of Education by an affirmative vote of 2/3 of the Board of Education.
4. At least one student representative must be present at each regular meeting of the Board of Education. If this is not possible, the representatives must advise the principal and the superintendent's office in advance of the meeting.
5. The Board of Education reserves the right to dismiss a student representative due to poor attendance and call for the selection of a new member.
6. The student representatives will report to the student body, through their student council representatives, on the deliberations of the Board of Education.
7. The student representative should be available for attendance at Board of Education meetings beginning with the start of the school year.

Date of Adoption: 9/15/87 [as 9200 (a)]

Adopted as 8201: 2/21/89

#4400

Gifts to Employees

1

2

3

4

5

6

7

Employees of the Madison Board of Education (the “Board”) shall refrain from soliciting, accepting, or receiving, directly or indirectly, from any person, by rebate, gifts, or otherwise, any money, or anything of value whatsoever, or any promise, obligation, or contract for future reward or compensation in exchange for the performance of their duties as a Board employee.

8

9

10

The Board recognizes that employees may receive gifts from students and their families. This policy is not intended to prevent employees from accepting reasonable and customary gifts typically associated with holidays, the end of the year or other special occasions.

11

12

No student or family shall be compelled to contribute, financially or otherwise, to a collective gift to an employee of the Board.

13

14

15

Any gift thought to be inappropriate or monetarily exorbitant shall not be automatically accepted by the employee, ~~as determined by~~ the employee’s responsible administrator or administrator’s designee shall make the final determination on acceptance in such cases .

16

17

First Reading: May 7, 2024

18

Second Reading: May 21, 2024

#5120.3.3.2

Pediculosis (Head Lice)

1
2
3
4 The Madison Public Schools (the District) maintains procedures concerning pediculosis or head
5 lice. ~~Superintendent shall work with the Coordinator of Health Services and School District~~
6 ~~Medical Advisor to develop and implement regulations concerning pediculosis or head lice.~~ The
7 regulations ~~are to~~ include identification and, treatment procedures, and notification process, ~~which~~
8 ~~will ensure prompt and medically accurate action for students having pediculosis.~~ The regulations
9 shall be regularly reviewed by the Coordinator of Health Services and School District Medical
10 Advisor ~~include~~, at a minimum, the following:

- 11
12 1. ~~The Madison Public Schools shall provide information regarding pediculosis in each school so that~~
13 ~~all staff members will be knowledgeable in the identification of head lice and nits.~~
- 14
15 2. ~~The principal shall designate qualified staff members, school nurses and health paraprofessionals to~~
16 ~~conduct head lice screening on suspected or referred students.~~
- 17
18 3. ~~Children suspected of having active infestation of head lice shall be identified by the school nurse~~
19 ~~who will then notify the child's parent/legal guardian. The student will be excluded from school,~~
20 ~~per nursing assessment, upon identification or at the end of the day. The child, the parent / legal~~
21 ~~guardian shall be referred to their health care provider for directions in the treatment of pediculosis~~
22 ~~and the care of personal effects.~~
- 23
24 4. ~~The parent / legal guardian shall be required to communicate with the school nurse regarding~~
25 ~~treatment. The child shall be free from active head lice before returning to school. Parental~~
26 ~~monitoring of the child's head is recommended for a period of at least two (2) weeks.~~
- 27
28 5. ~~The school nurse or principal's designee shall examine the child to verify that the child is free of~~
29 ~~active head lice before permitting the child to return.~~
- 30
31 6. ~~Control measures will be based on current data from the American Academy of Pediatrics.~~

32
33 Date of Adoption: April 2, 1996
34 Date of Revision: November 3, 1998
35 Date of Revision: April 6, 2004
36 Date of Revision: March 1, 2011
37 First Reading: May 7, 2024
38 Second Reading: May 21, 2024
39

Madison Public Schools Health Services

Clinical Protocol

HEAD LICE (Pediculosis Capitis)

DEFINITION: Very small reddish-brown parasites that live on the blood they draw from the human scalp. They deposit (“glue”) tiny pale eggs (nits) on the hair shaft very close to the scalp. Nits hatch within 6-10 days. *It takes 7 to 21 days for the louse to grow into a mature adult that can reproduce.* Once hatched, lice can only crawl; they cannot fly or jump. They cannot live away from the scalp for more than 1 day. They cannot transmit disease. Sensitivity to their saliva can cause itching and the scratching can cause a secondary skin infection.

HISTORY:

- The most common presenting symptom is scratching, especially behind the ears and at or near the nape of the neck.
- Since transmission requires direct contact with hair or something the hair has touched (especially combs, brushes, hats, helmets and fabric) within 24 hours, a careful history of exposure to a likely infestation is helpful. Sleepovers are a very common place of transmission. *Classroom transmission, in general, is negligible.*
- Previous infestation and treatment, especially if recent, can be important information in making an assessment.

ASSESSMENT:

- Have the student lean head forward.
- Examine the hair close to the scalp at the back of the neck, around the ears, and along the crown. It may be helpful to use a disposable applicator stick (without cotton tip) to partition long or thick hair.
- Lice may move quickly when exposed to light; each adult louse will lay 6 eggs/day.
- Unhatched nits will be 3-5mm from the scalp; egg casings or killed nits can stay on the hair as it grows.
- Examine scalp for irritation or signs of infection from excessive scratching.

MANAGEMENT:

Confirmed cases

- o Students identified with live organisms are excluded from school at the end of the day until treatment is performed.
- o Avoid activities that involve head to head contact and sharing of high-risk items.
- Notify parent/guardian and discuss possible sources of infestation
 - o Over the counter treatment should be attempted prior to contacting health care providers. Pharmacy staff can direct parents with choices.
 - o Send written Head Lice notification and information sheet home (see attached).
 - o Emphasize the importance of manually removing all lice and nits with an appropriate lice-comb that needs to be long-toothed with each tooth touching each other, metal, and able to be boiled e.g. the LiceMeister comb.
 - o Combing should be performed daily for 2 weeks for each active case.
- Examine all other students who are at risk for transmission based on nursing judgment.

- o Students should only be screened if symptomatic

Documentation: All results of head lice examinations and notifications.

Follow-Up: Recheck all confirmed students before returning to class.

- o Manage as a confirmed case if any live lice found within 1 cm of the scalp.
- o For students who have been treated and pass the initial recheck, a follow-up recheck in 1-2 weeks is only appropriate if the student remains symptomatic.
 - If those students are found to have a recurring case of head lice, follow the same exclusion criteria as a newly detected case.
 - Consider educational references and health care provider coordination to address unresolved infestation.

_____ Date: _____

Jonathan Stein, M.D.
School Medical Advisor

_____ Date: _____

Stephanie Lesnik BSN, RN
MPS Health Services Coordinator

Madison Public Schools Health Services

Date: _____

Dear Parent/Guardian:

As you may be aware, a case of head lice has been identified in your child's class. Head lice are not a source of infection or disease; they are simply a public health nuisance. They are a problem in many communities, and do not reflect poor hygiene or social status. Anyone can get head lice. They are spread mostly through direct head-to-head contact with someone who has lice, or possibly from sharing brushes, combs, hats, helmets, and other personal items. Social encounters and sleepovers are very common points of transmission. Research has shown that only a small percentage of cases have been transmitted in the school setting.

However, we can take steps to minimize transmission.

1. Parents should check their child(ren) daily for the next few weeks and on a regular basis thereafter. Lice infestation is much easier to treat if caught early.
2. If your child has long hair, please pull it back into a ponytail, braids, etc. before sending them to school.
3. Please read the attached Head Lice Fact Sheet. It contains information about head lice, and the most current advice for management.

If you discover lice or nits on your child's hair:

1. Contact your Health Care Provider for treatment recommendations.
2. Notify your child's school nurse.
3. Notify the parents of your child's playmates. This step is critical in preventing further transmission, and re-infestation of your own child.
4. After treatment, it is essential that you use a long-toothed metal lice comb everyday for at least 2 weeks to remove the nits that may have survived after treatment. It only takes 2 live nits to hatch & start the spread all over again.
5. After treatment, upon return to school, your child will need to be cleared by the school nurse before returning to class.

Parents are the first, middle and last line of defense against head lice. Routine screening at home – by all parents – is far more effective in terms of prevention and early identification than mass screenings in school can ever be.

Thank you for your cooperation. If you have further questions, please contact the school nurse.

Sincerely,
Valerie Alberti, RN, BSN
Brown Intermediate School

Sig. _____ Phone: _____

#4050

Electronic Monitoring

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20

The Madison Board of Education (the “Board”) reserves the right to engage in electronic monitoring including but not limited to the monitoring of email and other components of the Board’s computer systems, video and/or audio surveillance on school property and on school buses, and the school district’s telephone systems.

Pursuant to Section 31-48d of the Connecticut General Statutes requiring employers to provide notice to its employees if it intends to engage in any electronic monitoring, the Board shall provide such notice by posting a statement concerning the types of electronic monitoring which it may engage in, in a conspicuous place readily available for viewing by its employees.

Regulations shall be adopted concerning the notification and use of electronic monitoring.

First Reading: May 7, 2024

Second Reading: May 21, 2024

#4050 Regulation
Electronic Monitoring

NOTICE REGARDING ELECTRONIC MONITORING

[To be posted in a conspicuous place readily available for viewing by employees]

In accordance with the provisions of Connecticut General Statutes Section 31-48d, the Board of Education hereby gives notice to all its employees of the potential use of electronic monitoring in its workplace. While the Board may not actually engage in the use of electronic monitoring, it reserves the right to do so as the Board and/or the Administration deem appropriate in their discretion, consistent with the provisions set forth in this Notice.

“Electronic monitoring,” as defined by Connecticut General Statutes Section 31-48d, means the collection of information on the Board's premises concerning employees' activities or communications, by any means other than direct observation of the employees. Electronic monitoring includes the use of a computer, telephone, wire, radio, camera, electromagnetic, photoelectronic or photo-optical systems. The law does not cover the collection of information (A) for security purposes in any common areas of the Board's premises which are open to the public, or (B) which is prohibited under other state or federal law.

The following specific types of electronic monitoring may be used by the Board in its workplaces:

- Monitoring of e-mail and other components of the Board's computer systems, including monitoring of electronic devices such as PDAs, Smartphones, mobile or handheld devices that access the computer systems, for compliance with the Board's policies and regulations concerning use of such systems.
- Video and/or audio surveillance within school buildings (other than in restrooms, locker rooms, lounges and other areas designed for the health or personal comfort of employees or for the safeguarding of their possessions), on school grounds and on school buses and other vehicles providing transportation to students and/or employees of the school system.
- Monitoring of employee usage of the school district's telephone systems.

The law also provides that, where electronic monitoring may produce evidence of misconduct, the Board may use electronic monitoring without any prior notice when the Board has reasonable grounds to believe employees are engaged in conduct that: (i) violates the law, (ii) violates the legal rights of the Board or other employees, or (iii) creates a hostile work environment.

Questions about electronic monitoring in the workplace should be directed to the Superintendent.

47 Legal References:

48

49 Conn. Gen. Stat. § 31-48b

50 Conn. Gen. Stat. § 31-48d

51

#5090.3.3.1**Electronic Surveillance**

The Board of Education recognizes the district's responsibility to maintain order, discipline, safety and security on school property and in school vehicles. The Board also desires to afford students and staff privacy in respect to the records maintained by the district. The Board recognizes the value of electronic surveillance systems in monitoring activity on school property and in school vehicles in furtherance of protecting the health, welfare and safety of its students and staff. The students and staff of the district recognize that their security and safety depends upon the capacity of the district to maintain discipline, control building access, and that a certain amount of restraint upon the activities of students and building visitors is assumed and expected.

The Board of Education having carefully weighed and balanced the rights of privacy of students and staff against the district's duty to maintain order, discipline, safety and security finds that it is appropriate to provide for the use of video camera surveillance in its transportation vehicles and on school grounds as follows:

1. The district shall notify its students and staff that electronic surveillance may/will occur on any school property or on any transportation vehicle. The district shall incorporate said notice in the student handbook;
2. The District authorizes the use of electronic surveillance on school grounds and school transportation. Only authorized persons, as determined by the Superintendent of Schools or his / her designee, are allowed to view the recordings. Included among those authorized are: Superintendent, Branch Manager or District Manager of the bus company, principal, teacher, driver, coach, parent of student involved, if the student is the subject of disciplinary action, and the Police Department, if reasonably warranted by the circumstances. Recordings of a student's actions may be used to support disciplinary action;
3. The use of recordings from surveillance equipment shall be subject to the other policies of the district including policies concerning the confidentiality of student and personnel records;

#5090.3.3.1 (cont.)

4. Electronic surveillance shall only be used to promote the order, safety and security of students, staff and property.

Regulations shall be adopted concerning notification of the use of electronic surveillance in its transportation vehicles and on school grounds, the maintenance of recordings and limiting viewing of recordings.

Legal Reference: Title I - Amendments to the Individuals with Disabilities Act. (PL 105-17)
Family Educational Rights and Privacy Act, sec. 438, 20 U.S.C. sec. 1232g (1988)
Connecticut General Statutes
[10-221](#) Boards of Education to prescribe rules

Date of Adoption: October 17, 1995
Date of Revision: April 6, 1999
Date of Revision: April 4, 2014 (Previously Use of Video Cameras on School Buses)

Curriculum Unit Overviews

Wellness Courses Ready for Board of Education Adoption in May 2024

K-8

- *Grade K-5 Health*
- *Grade K-3 HPE: Cooperative Learning & Living*
- *Grade K-5 PE*

9-12

- *Net Games*
- *Outdoor Adventure*

Grade K-3 Health Units Overview

2023-2024

<p><u>Kindergarten</u> <u>Health</u> <i>Self-management Skills</i></p>	<p>In this unit, students will be introduced to health topics that will be built upon in upcoming grades. Students will engage with the health lessons through the lens of self-management, culminating in a performance-based assessment focused on demonstrating the self-management skills practiced throughout the unit.</p> <p>Lessons will include nutrition, hygiene, body health, and safety. Students will also have lessons in Sexual Assault and Abuse Prevention. At this age, it will focus on close family and what is appropriate touch (hugging parents, grandparents).</p> <p>Profile of a Graduate Capacities: Self-Awareness</p>
<p><u>Grade 1</u> <u>Health</u> <i>Self-management Skills</i></p>	<p>In this unit, students will be introduced to health topics that will be built upon in upcoming grades. Students will engage with the health lessons through the lens of self-management, culminating in a performance-based assessment focused on demonstrating the self-management skills practiced throughout the unit. Lessons will include nutrition, hygiene, body health, and safety. Students will also have lessons in Sexual Assault and Abuse Prevention. They will be learning ways to assertively say NO to any action that makes them feel uncomfortable, get away if they feel threatened, and tell a trusted adult. The lessons are designed to empower children with skills and information needed for personal protection.</p> <p>Profile of a Graduate Capacities: Self-Awareness</p>
<p><u>Grade 2</u> <u>Health</u> <i>Decision Making Skills</i></p>	<p>In this unit, students will be introduced to health topics that will be built upon in upcoming grades. Students will engage with the health lessons through the lens of decision-making. Throughout the unit, students will practice decision-making in each of content areas: nutrition, safety, disease prevention, and body systems. Students will also have lessons in Sexual Assault and Abuse Prevention. They will be learning ways to assertively say NO to any action that makes them feel uncomfortable, get away if they feel threatened, and tell a trusted adult. The lessons are designed to empower children with skills and information needed for personal protection.</p> <p>Profile of a Graduate Capacities: Decision Making</p>
<p><u>Grade 3</u> <u>Health</u> <i>Decision Making Skills</i></p>	<p>In this unit, students will review and expand upon health topics that were taught in prior grades. Students will engage with the health lessons through the lens of decision-making. Throughout the unit, students will practice decision-making in each of the content areas: nutrition, safety, disease prevention, and body systems. Students will also have lessons in Sexual Assault and Abuse Prevention. They will be learning ways to assertively say NO to any action that makes them feel uncomfortable, get away if they feel threatened, and tell a trusted adult. The lessons are designed to empower children with skills and information needed for personal protection.</p> <p>Profile of a Graduate Capacities: Decision Making</p>

Grade 4-5 Health Units Overview

2023-2024

<p><u>GR. 4 Health</u> <i>Social Health</i></p>	<p>Students will be introduced to what social skills are, learn the difference between positive and negative social behaviors, and be given tips to improve their social skills. Topics will include concepts of personal boundaries and consent, understanding bullying and how to be an upstander, and what are and how to utilize support systems by identifying people, resources, and services in the school and the community when dealing with issues, choices, and situations for themselves and others.</p> <p>Profile of a Graduate Capacities: Citizenship</p>
<p><u>Gr. 5 Health</u> <i>Coping Skills</i></p>	<p>Through engaging activities, students will identify feelings and emotions, learn about healthy and unhealthy ways to cope, explore a variety of coping strategies, learn about the connection between feelings, empathy, and kindness, and create a public service announcement with tips for dealing with stress and/or stressful situations.</p> <p>Profile of a Graduate Capacities: Citizenship</p>
<p><u>Gr. 4 & 5 Health</u> <i>Optimal Wellness</i></p>	<p>This unit emphasizes prioritizing healthy behaviors by focusing on a holistic approach to achieving the best health outcome. Optimal health is a state of complete physical, mental, and social well-being. The little choices you make daily have a lasting impact on your health and wellness. In a world where chronic conditions like heart disease and obesity run rampant, it has never been more important to take steps to improve your overall health. Throughout this unit, students will learn how simple habits like a healthy diet, good sleep, regular physical activity, and stress management built up over time can help keep you feeling your best by improving your mental health and overall well-being. This will also benefit your heart health and help you maintain a healthy body mass index. Students will also learn how bad habits will harm overall health over time.</p> <p>Students will also have lessons in Sexual Assault and Abuse Prevention. In grade 4, these lessons will build upon grade 3 lessons by continuing to focus on close family and what is appropriate touch (hugging parents, grandparents) and how to say no if uncomfortable. Emphasis will be on maintaining the personal space of self and others. In grade 5, students will receive a lesson about the difference between safe and unsafe touch, how to identify situations where appropriate touch is needed and situations where it is unwanted. Students will also review what a trusted adult is, identify those people, and understand that they can tell them if they feel uncomfortable with a situation. This lesson will be delivered by the school counselor and/or social worker. Parents will receive a letter prior to the lesson to inform them of the content and date.</p> <p>Profile of a Graduate Capacities: Decision Making</p>

Grade K-3 HPE Cooperative Learning & Living Curriculum Overview

2023-2024

<p><u>Kindergarten</u> <u>HPE</u></p>	<p>This health and physical education interdisciplinary unit will introduce the importance of working together to accomplish a goal. Through engaging in various cooperative games and activities, students will apply their understanding of respecting others through verbal and nonverbal communication and adhere to personal and social expectations during physical activity. Students will work together, and understand responsibility in social groups, including sharing equipment, appropriate dialogue, and working together.</p> <p>Profile of a Graduate Capacities: Collective Intelligence</p>
<p><u>Grade 1</u> <u>HPE</u></p>	<p>This health and physical education interdisciplinary unit focuses on the importance of working together to accomplish a goal. Students will review and build upon their learning from kindergarten as they participate in various cooperative games and activities. By applying their understanding of how to respect others, work together to find success, and use verbal and nonverbal communication, students will develop their personal and social responsibility skills. This includes safe and appropriate use of equipment and adherence to classroom expectations.</p> <p>Profile of a Graduate Capacities: Collective Intelligence</p>
<p><u>Grade 2</u> <u>HPE</u></p>	<p>In this unit, students will build upon the skills they learned and practiced in grade 1 during their cooperative learning unit. Students will participate in activities that increase their skills in being responsible for their role in group work to accomplish a task. Students will also continue to refine their cooperative skills by continuing to be responsible group members but also a partner. Students will also begin to be exposed to communication skills that will be expanded upon in grade 3. Emphasis will be placed on group processing/working together toward success and activities will include working in partner and small group activities.</p> <p>Profile of a Graduate Capacities: Collective Intelligence</p>
<p><u>Grade 3</u> <u>HPE</u></p>	<p>In this unit, students will build upon the skills they learned and practiced in grade 2 during their cooperative learning unit. Students will participate in activities that increase their team-building, communication, and problem-solving skills. Students will also engage in activities emphasizing learning, applying rules, and employing strategies to accomplish a common goal or task. As part of cooperation skills, students will be asked to be responsible for their role in a group and engaged in decision-making as a group by analyzing situations and considering how to act responsibly.</p> <p>Students will continue their work in cooperation, respect, and sportsmanship. Students will consider how to act responsibly and develop and maintain positive relationships through team building and sportsmanship activities such as: Star Wars, Return of the Jedi, Capture the Flag, Sharks and Lifeguards and parachute games.</p> <p>Profile of a Graduate Capacities: Collective Intelligence</p>

Kindergarten P.E. Curriculum Overview

2023-2024

<p>Unit 1 <i>Spatial Awareness and Locomotor Movements</i></p>	<p>In this unit, students will explore ways to move their bodies in general and personal space. Activities, such as polka dot spacing and personal bubble lessons to introduce them to the 8 basic locomotor movements (walk, jog, hop, jump, slide, gallop, skip, leap) and spatial relationships. Students will engage in tag games, musical movement games, and visual awareness. Emphasis will be placed on spatial relationships in terms of general space.</p> <p>Profile of a Graduate Capacities: Self-Awareness</p>
<p>Unit 2 <i>Manipulatives</i></p>	<p>In this unit, students will explore activities that help them develop eye-hand and eye-foot coordination with various equipment. Activities will include striking with hands and feet, and using implements as well as throwing and catching. Emphasis will be placed on keeping eyes on the ball to develop tracking ability and practicing the proper form for control.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p>Unit 3 <i>Movement and Rhythm</i></p>	<p>In this unit, students will explore basic body movements and body control. Lessons will include gymnastics (tumbling, balancing) jumping and landing, and rhythm. Emphasis will be placed on exploring ways to jump, land, and balance.</p> <p>Profile of a Graduate Capacities: Self-Awareness</p>

Grade 1 P.E. Curriculum Overview

2023-2024

<p><u>Unit 1</u> <i>Spatial Awareness and Locomotor Movements</i></p>	<p>In this unit, students will develop the 8 basic locomotor movements. Activities will include exploring traveling in general space at different speeds (fast, medium, slow) and pathways (zig zag, curvy, straight). Lessons will include explorations using hula-hoops (musical hoops, traveling, body positioning within personal space), tag games, and creative movement and pattern lessons.</p> <p>Emphasis is on the ability to create and navigate traveling through pathways.</p> <p>Profile of a Graduate Capacities: Self-Awareness</p>
<p><u>Unit 2</u> <i>Manipulatives</i></p>	<p>Students will continue to explore and develop eye-hand and eye-foot coordination through many different activities. Lessons will include developing proper form and tracking the ball by engaging in activities that require striking with hands, feet, and implements as well as throwing and catching.</p> <p>Emphasis will be placed on developing tracking skills that were explored in kindergarten as well as tracking skills with a partner. (using the oppositional form when striking and throwing to improve control and developing accuracy.)</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u>Unit 3</u> <i>Movement and Rhythm</i></p>	<p>Students will be able to perform activities that apply their movement skills with increased body control and spatial awareness. Students will continue to practice non-manipulative skills such as jumping and landing over stationary and moving equipment, simple gymnastics, balancing on structures, and rhythmic movements. Students will build on the skills they explored in kindergarten, such as jumping, landing, and balance so they can continue to apply these skills to new challenges.</p> <p>Profile of a Graduate Capacities: Self-Awareness</p>

Grade 2 P.E. Curriculum Overview

2023-2024

<p><u><i>Unit 1</i></u> <i>Spatial Awareness and Locomotor Movements</i></p>	<p>Students will develop their 8 basic locomotor movements that have been explored and practiced during grades K and 1. Students will be expected to demonstrate proficiency in the skills/forms/spatial awareness for each of the 8 locomotor skills. To prepare students to demonstrate their skills in the PBA, lessons will focus on locomotor Movements, space, direction, pathways, and speed.</p> <p>Profile of a Graduate Capacities: Self-Awareness</p>
<p><u><i>Unit 2</i></u> <i>Manipulatives</i></p>	<p>In this unit, students will focus on form as they move, strike, and dribble objects in different directions using different speeds. Students will review and practice skills they have learned in grades K and 1.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u><i>Unit 3</i></u> <i>Movement and Rhythm</i></p>	<p>In this unit, students will develop their body control as they participate in activities that involve jumping, landing, and balance. Students will be asked to refine their movements for each physical activity as well as increase the number of repetitions, their timing for finding success, and improve stamina in balancing. All students will practice these skills (repetitions, timing, refined movements, stamina, and balance) during jump roping. Jump roping will also include cardio instruction, patterns, and rhythm. Students will also engage in goal-setting as they strive to make improvements in the aforementioned areas.</p> <p>Profile of a Graduate Capacities: Self-Awareness</p>

Grade 3 P.E. Curriculum Overview

2023-2024

<p><u>Unit 1</u> <i>Movement and Fitness Concepts</i></p>	<p>Students will continue to develop their 8 basic locomotor movements that have been explored and practiced throughout their elementary years. Students will be expected to demonstrate proficiency in the skills/forms/spatial awareness for each of the 8 locomotor skills. Students will begin to learn about the health components of fitness which are assessed in grade 4 during the CT State Fitness Test. Students will begin to understand how and why these assessments are linked to their overall physical fitness. They will learn and practice each fitness test while also engaging in games and activities that support performance in these areas.</p> <p>Profile of a Graduate Capacities: Self-Awareness</p>
<p><u>Unit 2</u> <i>Manipulatives</i></p>	<p>Students will continue to develop the skills they have explored in previous grade levels and units. This will be accomplished by engaging in striking, throwing, and catching activities that emphasize control, form, aim, and power. Lessons will include working with partners and/or small groups in activities that require striking with hands, feet, and implements as well as throwing and catching. Emphasis will be placed on transferring previously learned skills into working with a partner with the purpose of refining control while improving accuracy.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u>Unit 3</u> <i>Movement and Rhythm</i></p>	<p>In grade 3, students will continue to refine their individual rhythmic and body movement skills in order to create a routine in a partner or small group setting.</p> <p>Throughout this unit, students will learn to create a process to plan, develop, and refine an original routine.</p> <p>Profile of a Graduate Capacities: Self-Awareness</p>

<p style="text-align: center;"><u>Unit 1</u> <i>Modified Lead Up and Small-sided Games</i></p>	<p>In this unit, students will actively participate in a wide range of sequential skill activities encompassing a variety of motor and complex locomotor movements resulting in playing a modified/small-sided game. These include manipulatives, individual skills, and team membership. During these lesson sequences, students will engage in a variety of activities that require them to demonstrate their understanding of the rules and expectations as well as learn and practice the associated skills. Emphasis will be placed on ensuring that students can independently perform the following activities to promote success as they move into small and large group games and activities:</p> <ul style="list-style-type: none"> ● Throwing skills <ul style="list-style-type: none"> ○ Football ○ Frisbee ○ basketball ● Kicking skills <ul style="list-style-type: none"> ○ soccer ● Invasion games <ul style="list-style-type: none"> ○ Tag games <p>As students continue to develop the skills to participate in games (i.e. dribbling, throwing, catching) in a larger setting, they will now incorporate collaboration with a partner or small group. Emphasis will be placed on continual development of skill and concept based movement as well as working positively with others. Finally students will be introduced to a variety of modified and lead-up games that will lead to a deeper understanding of how to successfully participate in a full game of one of the sports or activities that they have been engaging with on a smaller scale.</p> <p>Profile of a Graduate Capacities: Collective Intelligence</p>
<p style="text-align: center;"><u>Unit 2</u> <i>Health and Personal Fitness</i></p>	<p>In this unit, students will participate in the Connecticut Fitness Assessment which is mandated by the State Board of Education, They will be introduced to and learn the health related components of fitness that are being measured through participation of the assessment. Through the use of the Physical Activity Pyramid students will reflect on activities that they do everyday (activity pyramid) that have an impact on their personal health. Emphasis will be placed on the variety of activities, including those that are not sport-related, that can provide opportunities for physical activity for the recommended 60 minutes a day. Various health topics will be introduced and students will make a connection between the foods they eat and their overall wellbeing. The Physical Activity Pyramid was designed to help people to live an active lifestyle, receive the performance and fitness benefits of regular exercise, reduce the health risks associated with inactivity, and reduce the injury risk associated with too much activity. As a result of this unit will be able to make connections to their personal health, the fitness assessment, and their everyday physical activities.</p> <p>Profile of a Graduate Capacities: Self-Awareness</p>
<p style="text-align: center;"><u>Unit 3</u> <i>Manipulatives and Cooperative Activities and Games</i></p>	<p>In this unit, students will focus on self-evaluation as they engage in various individual and small-group activities such as paddle and racquet sports and cooperative activities. Student reflection will focus on working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective.</p> <p>Profile of a Graduate Capacities: Collective Intelligence</p>

Grade 4 P.E. Curriculum Overview

2023-2024

<p>Unit 4 <i>Leisure and Recreational Activities and Games</i></p>	<p>In this unit, students will identify health benefits from a variety of physical activities and games. Connect these activities to the Activity Pyramid to determine whether they meet the recommendations of leisure-time/recreational activities, strength/conditioning, aerobic and everyday movement, and limit sedentary activities.</p> <p>Profile of a Graduate Capacities: Self-Awareness</p>
---	--

Grade 5 P.E. Curriculum Overview

2023-2024

<p>Unit 1 <i>Modified Lead Up and Small-sided Games</i></p>	<p>In this unit, students will develop strategies with skills previously learned to accomplish common goals such as offensive and defensive tactics and appropriately apply skills necessary in the context of a modified game.</p> <p>During this lesson sequence, students will engage in a variety of activities that require them to demonstrate their understanding of the rules and expectations as well as learn and practice the associated skill. Students will review skills learned in grade 4 and add complexity through emphasis on moving toward modified and small-sided game situations specifically regarding strategies and tactics. Students will discuss how to create a positive and respectful environment when competing and working collaboratively towards the goal of successful participation in an activity. This will be a theme that is infused throughout the unit. The students will begin to utilize game strategies in a variety of settings while continuing to work on skills. They will be expected to apply these skills while also enacting strategies and tactic that promote successful play. Students will engage in a variety of modified and lead-up games that will lead to a deeper understanding of how to successfully participate in a full game of one of the sports or activities that they have been engaging with on a smaller scale.</p> <p>Profile of a Graduate Capacities: Collective Intelligence</p>
<p>Unit 2 <i>Health and Personal Fitness</i></p>	<p>In this unit students will build upon prior knowledge and skills from grade 4 as they analyze physical activity outside of physical education classes.</p> <p>Profile of a Graduate Capacities: Self-Awareness</p>
<p>Unit 3 <i>Manipulatives and Cooperative Activities and Games</i></p>	<p>In this unit, students will focus on self-evaluation as they engage in various individual and small-group activities such as paddle and racquet sports and cooperative activities. Student reflection will focus on working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. Throughout the unit which consists of a variety of games and activities utilizing manipulative and cooperative learning concepts, students have been working on being respectful to others and demonstrating personal responsibility for their behavior. To culminate the unit the students will participate in a game or activity, as a result of this, they will reflect on how their partner/teammate(s) showed/demonstrated respectful and responsible behaviors towards their classmates from both teams.</p> <p>Profile of a Graduate Capacities: Collective Intelligence</p>
<p>Unit 4 <i>Leisure and Recreational Activities and Games</i></p>	<p>Building upon prior knowledge and skills, students will compare the health benefits of a variety of physical activities. Students will make real life connections between life long activities and physical fitness. Connect activities pyramid or something similar. Leisure-time activities, strength and conditioning. Students will look at the impact decisions such as taking the stairs not an elevator could have on their overall physical fitness.</p> <p>Profile of a Graduate Capacities: Self-Awareness</p>

High School P.E. Net Games Curriculum Overview

2023-2024

<p>Unit 1 <i>Traditional Net Games</i></p>	<p>During this unit, students will engage in traditional team-oriented games that can be played with a ball and a net/goal. Two of the games they will participate in are the most popular sports in the Olympics which are basketball and Volleyball. Students will learn that each had their origins in the US in the state of Massachusetts where they were developed at Springfield College. While students are participating in these traditional team oriented games they learn the importance of teamwork which is necessary to be successful in all of the traditional games taught in this unit. Students will learn and apply skills, strategies, and tactics they can employ collectively during gameplay as it applies to each of the games. Examples of the games include, but are not limited to, basketball, soccer, volleyball, Spike Ball, and speedball.</p> <p>Profile of a Graduate Capacities: Analyzing, Collective Intelligence</p>
<p>Unit 2 <i>Racquet and Paddle Net Games</i></p>	<p>This unit emphasizes games that require a Racquet or a Paddle. These games will mainly be played in singles or pairs. Students will learn how to strategically apply a variety of offensive tactics like sequencing shots in order to gain a competitive edge against opponents. Students will improve upon their foundation of defensive skills, and learn defensive tactics to prevent opponents from scoring. Examples of the games include, but are not limited to Pickleball, Badminton, and Ping Pong. The overarching theme for this unit is to develop skills that you can employ when participating in any of the sports for leisure and recreation. The hope is to expose students to a variety of games that they can play throughout their lives to benefit their social, emotional and physical well-being.</p> <p>Profile of a Graduate Capacities: Analyzing, Collective Intelligence</p>
<p>Unit 3 <i>Role Models (Long-handled Implements)</i></p>	<p>This unit emphasizes games that require a long-handled implement or stick. These games will be small-group and team-oriented in which students will learn and apply offensive and defensive strategies and tactics to succeed during game play. There will be an emphasis on continuing to hone skills and teamwork. Examples of the games may include (but are not limited to) Floor Hockey, Floorball, and Lacrosse.</p> <p>Profile of a Graduate Capacities: Decision Making</p>
<p>Unit 4 <i>Non-Traditional Net Games</i></p>	<p>During this unit, students will engage in games that are unconventional. Students will gain familiarity with offensive and defensive skills, and offensive and defensive tactics to function as contributing members of a team. Examples of Non-traditional net games include (but are not limited to) Tchoukball, Team Handball, and Halo ball. Emphasis will be placed on the benefits of participating in lifelong physical activity for mental, emotional, social and physical health. Students will ultimately choose a non-traditional net game that they enjoyed and develop an idea of how to offer it outside of school. As part of this task, students will need to explain the benefits of lifelong activities and the physical and equipment requirements for the game.</p> <p>Profile of a Graduate Capacities: Product Creation</p>

High School P.E. Outdoor Adventure Curriculum Overview

2023-2024

<p><u>Unit 1</u> <i>Outdoor Challenge/Cooperation (Launch)</i></p>	<p>During this unit, students will engage in trust-building activities, small and large group challenges, and low ropes course activities with an emphasis on peer communication, collaboration, and building trusting respectful relationships. This unit is designed to encourage and create a positive class environment where all students will feel mentally, emotionally, and physically safe and welcome. This unit will also challenge students to work together to meet a common goal where they will learn that success is achieved through cooperation and communication.</p> <p>Profile of a Graduate Capacities: Collective Intelligence</p>
<p><u>Unit 2</u> <i>Navigating and Orienteering</i></p>	<p>The Navigation and Orienteering unit is designed to provide students with the knowledge and skills to utilize and navigate using a map and compass. Students will learn basic to moderate-level compass skills imperative to safety and survival while exploring the wilderness. These skills will be practiced and tested during the orienteering portion of this unit where students will use a list of bearings to navigate a course created by themselves and their peers.</p> <p>Profile of a Graduate Capacities: Design</p>
<p><u>Unit 3</u> <i>Outdoor Skills</i></p>	<p>In the Outdoor Skills unit, students will gain knowledge and skills that will give them the confidence to pursue camping trips for pleasure and relaxation. This unit provides students the opportunity to learn and practice planning a trip, understanding the different types of camping and basic survival skills such as what to do if you are lost in the woods, how to use or create an emergency shelter and how to signal for help when needed. These skills are necessary in order to enjoy living and connecting in nature whether it be for one night or an extended multi-day or week trip. Knowing how to properly plan a trip, understanding the different types of camping opportunities, and having basic survival skills and knowledge will open the doors to endless outdoor adventures.</p> <p>Profile of a Graduate Capacities: Collective Intelligence, Product Creation</p>
<p><u>Unit 4</u> <i>Hiking and Backpacking</i></p>	<p>This unit will encompass everything learned in previous units. From Planning, preparing, packing, gear lists, training, food planning, cooking, Hydration and water filtration, etc. Students will be learning and applying the Leave No Trace principles, the 10 essentials, and more by going on short day hikes around school and Bauer Park as well as longer and potentially more engaging day hikes.</p> <p>Profile of a Graduate Capacities: Collective Intelligence, Decision Making</p>

Subject to Approval

Meeting Minutes

Video documentation of these proceedings can be found in the Meetings/Minutes section of the website

I. Call to Order / Attendance

The regular meeting of the Madison Board of Education was called to order by Chairman Seth Klaskin at 7:30 p.m. Mr. Klaskin led the Pledge of Allegiance.

Present: Galen Cawley, Diane Infantine-Vyce, Seth Klaskin, Maureen Lewis, Cathy Miller, Steven Pynn, Emily Rosenthal

Also present: Craig Cooke, Ph.D., Superintendent; Gail Dahling-Hench, Assistant Superintendent; Anthony Salutari Jr., Daniel Hand High School Principal; Kathryn Hart, Polson Middle School Principal; members of the public

II. School / Community Session

No members of the public spoke.

III. Board of Education Student Representatives' Report

Eli Ackerman and Brooke Anderson

IV. Superintendent's Report

Craig A. Cooke, Ph.D.

- CAFE Student Leadership Awards - The CAFE Student Leadership Awards Program is designed to honor Connecticut high school and middle school students who exhibit exemplary leadership skills. The four student recipients were honored at the Board meeting. More information can be found here: <https://www.madison.k12.ct.us/district/communication/recent-news/cabe-2024-student-leadership-awards>
- Teacher Appreciation Week - Dr. Cooke thanked the 300 teachers in the district for the incredible work they do day in and day out to educate our students. MEA President Mike Ginsburg thanked the Board and Administration for their support.
- School Nurse Appreciation Day - Dr. Cooke thanked the school nurses on staff for their hard work and dedication to our students. Nursing Supervisor Stephanie Lesnik thanked the Board and Administration for their support.
- School Attendance & Academic Integrity Updates - DHHS Principal T.J. Salutari shared changes coming to the code of conduct regarding attendance and academic integrity. The presentation can be seen in full on the meeting recording.

- Teacher Evaluation Plan Updates - Dr. Cooke shared that the Teacher Evaluation plan has been approved by PDEC and was presented to the Curriculum committee earlier in the evening. The full board will be asked to approve the plan at the May 21 BOE meeting.

V. Board Members' Comments

Dr. Infantine-Vyce asked for data related to the AP test prep program. Mr. Klaskin echoed Dr. Cooke's comments regarding teacher and nurse appreciation. Dr. Infantine-Vyce thanked the PTOs for all their work during teacher Appreciation Week.

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

No members of the public spoke.

VII. Consent Agenda (Ref. Bylaw #9540.2)

- Line Item Transfers as of April 30, 2024
- Budget Expenditures as of April 30, 2024
- April 2024 Personnel Report

VIII. Action Item: Motion to approve the Consent Agenda

MOTION: by Rosenthal, seconded by Infantine-Vyce to approve the consent agenda.

AYES: Cawley, Infantine-Vyce, Klaskin, Lewis, Miller, Pynn, Rosenthal

NAYS:

ABSTAIN:

MOTION CARRIED: 7 – 0

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

Curriculum and Student Development

Members: Steve Pynn, Chair; Catherine Miller, Mary Ann Connelly

Mr. Pynn gave a report on the committee meeting that took place earlier in the evening. He shared that the committee received a presentation on Wellness curriculum units ready for adoption as well as the teacher evaluation plan. Both items will come before the full board for approval at the next meeting.

Facilities Committee

Members: Emily Rosenthal, Chair, Steven Pynn, Diane Infantine-Vyce

Mrs. Rosenthal gave a report on the meeting that took place earlier in the evening. Facilities Director Peter Anderson and Bill McMinn updated the committee on work scheduled to take place this summer, planned & cycled maintenance, and gave an update on the Polson project.

Finance Committee

Members: Galen Cawley, Chair, Christine Maisano, Emily Rosenthal

No report.

Personnel Committee

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

Mrs. Lewis reported that the committee has met to begin negotiations with the Teamsters union.

Policy Committee

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

Dr. Infantine-Vyce gave a report on the policies on the agenda for rescission or a first read.

Policy for Rescission, Waive Second Reading:

- 5170 Activities/Fees/Charges
- 5100.9.4 Physicals for School Athletics
- 5130 Awards, Honors and Scholarships
- 5180.4 Using Schools or Students for Publicity Purposes

Policy for Review, First Reading:

- 9300 Ethical Standards for Board Members
- 9310 Board Member Conflict of Interest
- 9490/8201 Student Representatives
- 4400 Gifts to Employees – NEW
- 5120.3.3.2 Pediculosis
- 5090.3.3.1 Electronic Surveillance

Regulation:

- Immunizations (attached to 5120.3 Health Assessments / Screenings and Oral Health Assessments)

LEARN Liaison

Mary Ann Connelly

Mrs. Connelly was not present. Mr. Klaskin passed out a flyer she received at the last LEARN meeting.

X. Action Item: Motion to waive the second reading and rescind the following policies: 5170 Activities/Fees/Charges, 5100.9.4 Physicals for School Athletics, 5130 Awards, Honors and Scholarships, 5180.4 Using Schools or Students for Publicity Purposes

MOTION: by Infantine-Vyce, seconded by Lewis to waive the second reading and rescind the following policies: 5170 Activities/Fees/Charges, 5100.9.4 Physicals for School Athletics, 5130 Awards, Honors and Scholarships, 5180.4 Using Schools or Students for Publicity Purposes.

AYES: Cawley, Infantine-Vyce, Klaskin, Lewis, Miller, Pynn, Rosenthal

NAYS:

ABSTAIN:

MOTION CARRIED: 7 – 0

XI. Action Item: Motion to approve the minutes of the April 23, 2024 Board of Education Meeting (Ref. Bylaw #9540.9)

MOTION: by Infantine-Vyce, seconded by Miller to approve the minutes of the April 23, 2024 Board of Education Meeting.

AYES: Cawley, Infantine-Vyce, Klaskin, Lewis, Miller, Pynn, Rosenthal

NAYS:

ABSTAIN:

MOTION CARRIED: 7 – 0

XII. Future Agenda Items

XIII. Adjournment

MOTION: by Infantine-Vyce, seconded by Cawley to adjourn at 9:12 p.m.

AYES: Cawley, Infantine-Vyce, Klaskin, Lewis, Miller, Pynn, Rosenthal

NAYS:

ABSTAIN:

MOTION CARRIED: 7 – 0

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