

SOUTH WINDSOR PUBLIC SCHOOLS

PORTRAIT OF A GRADUATE

DREAM • ACHIEVE • INSPIRE



Educator and Leader Evaluation and Development

Revised by the Professional Development and Evaluation Committee, May 2024; Approved by the South Windsor Board of Education on __

SOUTH WINDSOR PUBLIC SCHOOLS

PROFESSIONAL DEVELOPMENT AND EVALUATION COMMITTEE

2023-2024

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INTRODUCTION

02 Design Principles

Vision:

All Connecticut educators and leaders have the opportunity for continuous learning and feedback, to develop and grow, both individually and collectively, through the educator and leader evaluation and support system so that all Connecticut students experience growth and success.

CT Guidelines for Educator Evaluation (2023)

The CT Guidelines 2023, adopted by the State Board of Education on June 14, 2023, represent the collaborative work of the Educator Evaluation and Support (EES) Council 2022 to reimagine educator and leader evaluation and support. The foundational elements of the new model includes cyclical processes of continuous improvement, professional learning and action research, and reflective practice, feedback and support. The primary goal of the educator evaluation and support system is to strengthen individual and collective practices to increase student learning, growth and achievement.

Guiding Principles:

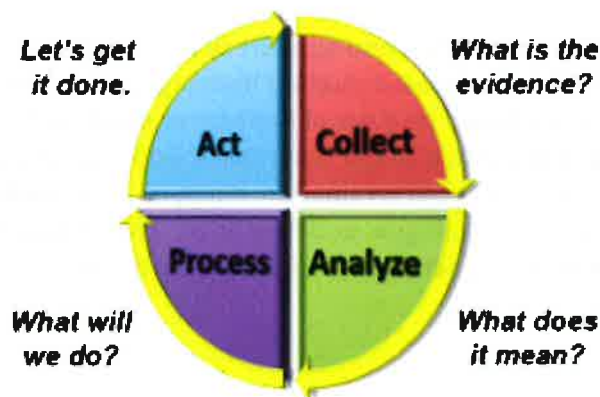
The EES Council 2022 engaged in a collaborative process to reach consensus on the design principles that would most impact the design of a transformative educator and leader evaluation and support system that uses high-quality professional learning to improve educator and leader practice and student outcomes. These include:

- **Allow for differentiation of roles** - (for example, teachers, counselors, instructional coaches, student support staff and leaders - Central office, principal, assistant principal, etc.)
- **Simplify and reduce the burden** - (for example, eliminate the technical challenge, reduce the number of steps, paperwork)
- **Focus on things that matter** - (Identify high leverage, mainstream goal focus areas.)
- **Connect to best practices aimed at the development of the whole child** - (including, but not limited to academic, social, emotional, and physical)
- **Focus on educator growth and agency** - (Meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus - see above, focus on things that matter.)
- **Meaningful connections to professional learning** (Provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).
- **Specific, timely, accurate, actionable, and reciprocal feedback**

Design Principles:

The following research-based elements guided the design of the educator and leader evaluation models:

- Incorporate a process for **providing specific and concrete feedback to educators** during the evaluation process as such feedback on teaching practices during pre- and post-observation conferences contributes to teacher self-efficacy.
- Align evaluation practices with **subsequent professional development** and support resources to ensure that teachers have the tools to engage in mastery experiences and improve their practice.
- Incorporate **action research and/or reflective action** to build self-awareness and mastery skills. This might require creating space in school leaders' time and workload to ensure that they have the capacity to engage in thorough teacher evaluations and provide specific feedback that leads to increases in teachers' sense of efficacy.
- **Focus on things that matter** - "Leaders of districts and schools would be wise to engage in discussions about priorities. What skills and outcomes are most important in the near term? In the far term? How can districts better prepare school leaders to evaluate and support teachers in these areas? How can districts provide teachers with the tools to self-assess the extent to which they are developing these skills?" (Donaldson, p. 73)
- **Accountability is an ineffective motivator** - "... accountability aims of teacher evaluation do not generally inspire teachers or leaders. Improving one's craft, on the other hand, generates much more enthusiasm." (Donaldson, p. 108)
- **Emphasize growth and development...** "... teacher evaluation works best when embedded in a larger culture of continuous learning. Thus, it cannot be considered a panacea but instead one of many structures that can hold teachers accountable and improve instruction."



Design Elements:

The design elements of the CT Guidelines for Educator Evaluation (2023) represent several shifts from what has become common practice when implementing the Connecticut Guidelines for Educator Evaluation (2017). These shifts are based on research and best practices from Connecticut educators and from other states, and represent changes in the following areas for both educators and leaders:

- Standards and Criteria
- Goal Setting Process
- Professional Practice and Student Growth
- Evaluator/Observer/Stakeholder Feedback and Engagement
- Process Elements
- Dispute Resolution

Focused Professional Learning Cycles using the CAPA Framework	Multiple Sources of Evidence	High-Quality Feedback
<ul style="list-style-type: none">• Set mutually agreed upon practice/learning goals focused on learning priorities to maximize improvement.• Use the CAPA professional learning cycle- Collect, Analyze, Process, Act- to engage in deep study of professional practice and take action for improvement.	<ul style="list-style-type: none">• Review multiple sources of evidence, including observational evidence and evidence or student learning aligned to CAPA cycle goals.• Reflect on practice using high leverage professional standards framed as single points for increased clarity to support improvement	<ul style="list-style-type: none">• Feedback based on the quality of evidence, reflection, learning and action within the CAPA professional learning process.• Ongoing formative feedback and opportunities to collaborate with evaluators, colleagues, students and/or families through the professional learning process.

Standards and Criteria for Educators

The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Educator practice discussions are based on a set of national or state performance standards set by professional organizations, aligned to a single point rubric and mutually agreed upon by the PDEC. The rubric serves as support for self-evaluation, dialogue, and feedback. While the rubric serves as support for self-evaluation, dialogue, and feedback. The single point rubric is used to provide focus for high leverage goal(s) setting and professional learning.

OVERVIEW

03 CAPA Cycle & Educator Evaluation

The CAPA cycle model focuses on a simplified process for meaningful professional learning in high-leverage areas with evidence-based reflection and feedback for improved practice and outcomes for each learner, aligned to the CT Guidelines for Educator Evaluation (2023)

The CAPA cycle aligns with non-negotiables and best practice preferences identified within the Guidelines 2023 including:

Standards and Criteria:

- Educator practice based on high-leverage, state or national standards framed as single point competencies for increased clarity. *See below.
- CAPA Cycle Educator and Leader Success Criteria is a single point competency used to reflect, determine next steps, and support the written summary of educator and leader practice.

** The following are the state or national standards used to develop job specific single point competencies included in our educator evaluation plan:*

- *School Psychology Guidelines*
- *Common Core Teaching CT 2017*
- *Service Delivery CT 2017*
- *Instructional Coach Standards*
- *School Social Workers of America*
- *American School Counselor Association*

Goal Setting Process:

- Through self-reflection and mutual agreement with their evaluator, educators and leaders set a strategy/goal focus for the CAPA cycle.
- A focus on high leverage goals that align with standards, district and building goals and informs professional learning and collaboration.
- Goals may be developed individually or collaboratively.

Professional Practice and Student Growth:

- Educator and Leader CAPA Cycle Success Criteria focus on evidence-based reflection and growth in the following areas: professional learning and improving practice, improving student learning, and positively impacting community.
- Multiple sources of evidence to inform reflection and improvement includes evidence of student learning aligned to goal and may include collaboration with colleagues, feedback from colleagues/ families/ students, other artifacts of teaching and learning.
- Observations with written feedback aligned to educator's CAPA cycle strategy/goal focus.

Evaluator/Observer/Stakeholder Feedback and Engagement:

- Opportunities for additional feedback from evaluator and collaboration with colleagues/other stakeholders as helpful throughout the CAPA professional learning cycle.
- End-of-cycle review of practice to support holistic reflection and feedback aligned to success criteria.

Process Elements:

- CAPA (collect, analyze, process, act) framework guides at least one annual 8-12 week cycle of action research, reflection, and improvement in a focused, high-leverage area.
- Each CAPA cycle includes a goal setting conversation, mid-cycle feedback, and an end-of-cycle conversation.
- Options for differentiation to promote educator growth, to support educators needing additional support within the CAPA cycle, and to support educators who have consistently not met the minimum standard.
- CAPA Cycle Orientation for all staff new to the process.
- Ongoing calibration and feedback training for evaluators.

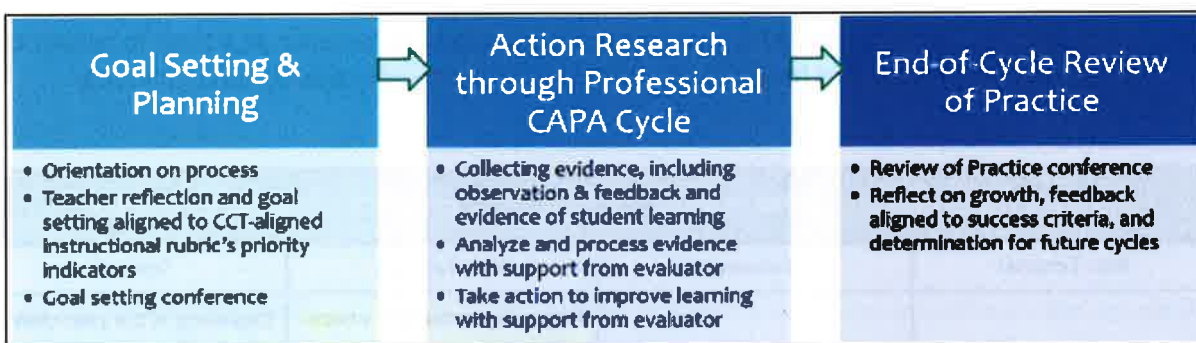
Differentiation/Dispute Resolution:

- Any disputes regarding meeting the success criteria in a CAPA cycle model shall be resolved using the existing dispute resolution process.

04 Evaluation Process and Timeline

The Annual CAPA cycle Process Schedule

To support a focus on meaningful strategy/goal focus areas and comprehensive action research that will enhance deep learning, each professional educator CAPA cycle is designed to take approximately 8-12 weeks. Educators will be placed in one of two cohorts throughout the school year.



Orientation

The district will facilitate an orientation for educators and leaders new to the process that will include the purpose, goals, and process of a successful CAPA cycle, as well as available differentiated supports.

Scheduling Flexibility

The CAPA cycle provides administrators the flexibility to schedule 8-12 week cycles of professional evaluation annually to give educators the attention and feedback they need to support improved practice.

Evaluators may gather and use input from staff to inform scheduling and consider existing professional learning structures and how they may support teachers' ongoing reflection and improvement aligned to the high-leverage indicators and CAPA cycle work.



Goal Setting and Planning

In alignment with the 2023 State guidelines, evaluation and support will be an on-going, cyclical progress monitoring process with evaluator and educator(s)/teams conferences in the fall/winter/spring.

- All educators regardless of their cohort assignment will have a beginning of the year check-in meeting and end of year check-in.
- Educators will meet with their supervisor three times during a cycle. The meetings should be approached in a spirit of continuous improvement, reflection, and collaboration. Goals should always be connected to adopted PDEC standards.
- The first meeting will be focused on goal setting, which can be completed either as an individual or as a collaborative group depending on the goal.
- In this process, the end-of-CAPA-cycle conversation should be used as a time to reflect on the current year/cycle and how it might inform/launch the next evaluation cycle/year.

Cohort 1 (September- December)		Cohort 2 (January- April)	
Non-Tenured	Tenured	Non-Tenured	Tenured
Beginning of the year CAPA Goal Setting Meeting (completed by 10/1)	Beginning of the year CAPA Goal Setting Meeting (completed by 10/1)	Beginning of the year check-in meeting (completed by 10/15)	Beginning of the year check-in meeting (completed by 10/15)
		CAPA Goal Setting Meeting (completed by 2/1)	CAPA Goal Setting Meeting (completed by 2/1)
Informal Observation # 1 (completed by 10/15)	Informal Observation # 1 (completed by 11/1)	Informal Observation # 1 (completed by 2/15)	Informal Observation # 1 (completed by 3/1)
Informal Observation # 2 (completed by 11/15)		Informal Observation # 2 (completed by 3/15)	
Mid Cycle CAPA Meeting (complete by 11/15)	Mid Cycle CAPA Meeting (complete by 11/15)	Mid Cycle CAPA Meeting (complete by 3/15)	Mid Cycle CAPA Meeting (complete by 3/15)
Informal Observation # 3 (complete by 12/1)	Informal Observation # 2 (completed by 12/1)	Informal Observation # 3 (complete by 4/1)	Informal Observation # 2 (completed by 4/1)
Review of Practice (complete by 12/15)	Review of Practice (complete by 12/15)	Review of Practice (complete by 4/15)	Review of Practice (complete by 4/15)
End of CAPA Cycle Meeting (complete by 12/15)	End of CAPA Cycle Meeting (complete by 12/15)	End of CAPA Cycle Meeting (complete by 4/15)	End of CAPA Cycle Meeting (complete by 4/15)
End of Year check-in (completed by the last day of school)	End of Year check-in (completed by the last day of school)	End of Year check-in (completed by the last day of school)	End of Year check-in (completed by the last day of school)

Goal Setting Steps and Resources

Each CAPA cycle includes a goal setting conversation through mutual agreement, mid-cycle feedback, and an end-of-cycle review of practice conversation to support growth and next steps aligned to the success criteria. Educators may have a one-, two-, or three-year goal/plan for professional growth. Through self-reflection and mutual agreement with their evaluator, educators and leaders set a strategy/goal focus for the CAPA cycle, including:

1. *What high-leverage indicator will you use as a focus to support the improvement?*
2. *What will you do to support the improvement process? How could you work with colleagues/students/families to support the improvement process?*
3. *What student skill/attribute do you want to improve?*
4. *How will they know if the student improvement occurred?*



Goals focus on high leverage learning aligned to role specific professional standards and the districts' portrait of a graduate. The high-leverage standards are framed as single point rubrics to support goal setting conversations.

Educators document their strategy/goal focus on the goal setting and progress monitoring forms.

CAPA CYCLE FRAMEWORK

Action Research 05 Through Professional Learning Cycles

Educators use the CAPA (collect, analyze, process, act) framework to guide focused professional learning and feedback for at least one annual 8-12-week cycle of action research, reflection, and improvement in a focused high-leverage area aligned with professional standards.

During the CAPA cycle, educators use the guiding prompts on the Goal Setting and Progress Monitoring Form to engage in the cycle of continuous improvement and document ongoing reflection, analysis of multiple sources (including evidence of student learning aligned with strategy/goal focus, observation/feedback, etc.).

The CAPA Form is customized by role (e.g., Goal Setting and Progress Monitoring Form for Teachers, Goal Setting and Progress Monitoring Form for Service Delivery Providers).

Collect- Analyze- Process- Act (CAPA) Cycle Protocol	
CAPA Cycle Planning- Strategy Focus/Goal Statement	
Feedback Cycle Step (from the educator)	Reflection/Notes/Feedback (educator and evaluator)
Collect	
Analyze	
Process	
Act	

Additional sources of evidence to inform educator reflection and improvement may include evidence of student learning aligned to goal and may include collaboration with colleagues, feedback from colleagues/families/students, and other artifacts of teaching and learning. Educators may engage in peer observation, share resources, or collaborate with colleagues to deepen understanding and improve practice and outcomes.

Evaluator Observations and Feedback Throughout the CAPA Cycle

There are multiple opportunities throughout the CAPA cycle for educators to receive focused feedback, tied to their identified high-leverage strategy/goal, to identify strengths and areas for advancement.

Within the context of the CAPA cycle, observations with written **and** verbal feedback include:

- Minimum of 2 informal observations and 1 review of practice for tenured educators in South Windsor Public School system
- Minimum of 3 informal observations and 1 review of practice for non-tenured teachers in South Windsor Public Schools

One observation typically occurs early in the cycle to support the educator's goal setting and/or "Collect" cycle step; another observation may take place at the end of the CAPA cycle to observe for evidence of improvement as a result of reflection and growth within the cycle.

Evaluators may schedule and conduct additional observations with written and verbal feedback as needed to support the educator's CAPA cycle process, and they may provide additional support and feedback as needed throughout the educator's CAPA cycle.

Observation Definitions

Informal Observation: In-class observations less than 20 minutes, with written **and** verbal feedback within 5 days of the observation/site visit/review of practice.

Review of Practice: Reviews of practice/non-classroom observations include, but are not limited to: observations of data team meetings, observations of coaching/mentoring, other teacher artifacts (including the end-of-cycle ROP)

**A review of practice/non-classroom observation may be used in place of informal observation (e.g., diagnostic reports, summary of counseling strategies used and impact on student progress, evidence of supporting students with the most significant needs, etc.) for non-classroom based educators, who are being evaluated using role specific professional standards and rubric/single point competencies.*

06 End of Cycle Review

Understanding and Planning for an End-of-CAPA-Cycle Conversation:

During the course of the CAPA cycle, educators collect multiple measures of learning, including evidence of student learning aligned to the educator's CAPA cycle strategy/goal focus. Additional sources of evidence to inform reflection and improvement, including but not limited to:

- Peer observation
- Collaboration with colleagues
- Lesson plans
- Feedback from colleagues, students, families
- Diagnostic reports
- Summary of counseling strategies used and impact on student progress,
- Evidence of supporting students with the most significant needs
- Other artifacts of teaching and learning

During the end-of-CAPA-cycle conversation, the educator and evaluator meet to reflect holistically on the work, learning, and improvement that occurred during the CAPA cycle process aligned to the CAPA Cycle Success Criteria. The evidence documented within the educator's CAPA form is referenced within the end-of-cycle conversation to support evidence-based reflection. The end-of-cycle Success Criteria are also referenced within the end of cycle conversation.

To plan for the conversation, evaluators should/may:

- Reflect on CAPA cycle evidence and feedback, including areas of strength/growth to inform the end-of-CAPA cycle conversation.
- Review the success criteria and the variety of possible sources of evidence that may align.
- Revisit the educators' Goal Setting and Progress Monitoring Form.
- Use the End-of-CAPA cycle sample questions to develop questions that you may ask during the conversation
- Other as needed

To plan for the conversation, educators should:

- Ensure all CAPA cycle evidence and reflection is documented on the CAPA form.
- Plan for the conversation by reflecting on the CAPA cycle experience (e.g., *What did you learn? How did you change your practice? How did student outcomes improve within your CAPA cycle? Consider the success criteria*).
- Be ready to add additional evidence to the CAPA form during the end-of-cycle conversation if deepened reflections/learning emerge.

CAPA Cycle Success Criteria

A successful CAPA cycle includes:

- Mutually agreed upon CAPA cycle strategy goal focus.
- Evidence of CAPA cycle work that reflects approximately 8-12 weeks of focused professional learning.
- Documented evidence, reflection, and growth aligned to the strategy goal focus on the CAPA form.
- Participation in observations and feedback conversation as required.
- Educator self-reflection and self-assessment aligned to ROP Success Criteria prior to the end of cycle conference.
- Educator participation in end of cycle conference to discuss evidence-based reflections on practice, learning and growth within the CAPA cycle aligned to the Success Criteria. Evaluator's share their determination regarding whether or not the criteria have been successfully met or not met.

CAPA Cycle Success Criteria Continued

Evaluator feedback about the CAPA cycle is based on the quality of evidence-based reflections related to practice, learning, and growth within the cycle process, in alignment with the educator success criteria. The educator success criteria is a single point competency and used to reflect, determine next steps, and support the written summary of educator practice.

"Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change" (Killian, 2019).

Quality Feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one's experiences and their implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/ or practices
- Is timely, frequent and reciprocal

Educator Status Determines Future Cycles

In alignment with the Guidelines 2023, an appropriate summary of the educator growth achieved through the process and the provision of a platform to consider future work will be provided by the evaluator on an annual basis. This summary should be tied to the agreed upon standards and goals upon which the process was based and will make a distinction regarding the educator's successful completion of evaluative cycle educator.

During the end of cycle conversation, the evaluator informs the educator of any immediate needed next steps and identifies any support that may be necessary (e.g., revise evidence and schedule a follow up, etc.). Based on the outcome of the Review of Practice, the evaluator informs the educator regarding their status condition and next steps, including another CAPA cycle if needed.

Written Summary of Educator Practice and CAPA Cycle Determination

Evaluator Assessment		
Areas of Strength	Criteria for Success	Opportunities for Growth/ Next Steps
	Development of New Learning & Impact on Practice <i>Educator can demonstrate how they developed new learning within the CAPA cycle through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their CAPA cycle goal/strategy focus.</i>	
	Impact On Students <i>Educator can demonstrate how they positively impacted student learning within the CAPA cycle using example evidence, and can articulate connections/rationals between the improved learning and their own changes in practice.</i>	
	Impact on Community <i>Educator can demonstrate how they worked effectively with colleagues/ families/ community to support learning and improvement within the CAPA cycle</i>	

07 Ensuring Fairness, Accuracy and Calibration to Deepen Learning

Adapted from the CT SEED Handbook 2017

All evaluators, including complementary observers, are expected to complete comprehensive training on Educator Evaluation and Support model. The purpose of training is to provide evaluators of educators with the tools, support, and community necessary to use the process to foster meaningful professional learning, feedback, and growth in high-leverage areas that results in improved practice and outcomes for each learner.

Comprehensive training will support evaluators in learning to:

- Explain the purpose, process, and alignment to professional learning across an educator's career.
- Use deep understanding of high-leverage practices aligned to role-specific standards to support goal setting, feedback, and improved learning aligned to high-leverage indicators.
- Use the CAPA framework to use multiple measures/evidences to provide focused and effective feedback for improved practice and outcomes.
- Supporting educators who have to met the standard through tiered support.

The training may be regional or customized by district and can be informed by guidance developed by the local PDEC. Ongoing calibration activities will ensure and support common practices and continuous individual and collective improvement beyond the initial training for evaluators.

Complementary Observers

Adapted from the CT SEED Handbook 2017

The primary evaluator for most educators will be the school principal, assistant principal, or curriculum specialist who will be responsible for the overall evaluation process. It may be decided to use complementary observers to assist the primary evaluator. Complementary observers are certified administrators. They may have specific content knowledge, such as department heads or curriculum coordinators. Complementary observers must be fully trained as evaluators in order to be authorized to serve in this role.

Complementary observers may assist primary evaluators by conducting observations, including collecting additional evidence, reviewing CAPA strategy/goal focus statements, and providing additional feedback. A complementary observer should share their feedback with the primary evaluator as it is collected and shared with educators.

Primary evaluators will have responsibility for the written summary of educator practice and CAPA cycle determination. Both primary evaluators and complementary observers must demonstrate proficiency in conducting standards-based observations and hold either an 092 or 093 certification.

Options for Differentiation and Support

Promoting Educator Growth

Options for differentiating the process to promote educator growth may include but are not limited to:

- Collaborative goal setting
- CAPA cycle strategy/goal focus areas related to teacher leadership

Supporting Educators During the CAPA Cycle

Options for differentiating the process to support educators during the CAPA cycle may include but are not limited to:

- Alternative strategy focus area
- Additional CAPA cycle
- Additional observations or feedback

Supporting Educators Who Have Not Met the Standard

Tiered Support

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. A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback, whether part of a CAPA cycle or not, or failure to meet the success criteria for multiple CAPA cycles 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.

Tier 1

It is the expectation that all educators consistently access opportunities for professional growth within the 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 (e.g., engaging in a professional learning opportunity, observation of specific classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator.

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 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may result in 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. The start date and duration of time an educator is receiving this level of support should be clearly documented.

Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback, whether as part of a CAPA cycle or not, or failure to meet the success criteria for multiple CAPA cycles 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 educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b.

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

- clear objectives specific to the well documented area of concern;
- resources, support, and interventions to address the area of concern;
- timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

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.

08 Dispute Resolution: Educator

Dispute-Resolution Process

South Windsor Public Schools believes a collaborative conversation between a certified staff member and his/her supervisor can resolve most concerns that may arise during the evaluation process. Thus, initiating the formal dispute resolution process should be a rare occasion, and only done after all informal options have been utilized.

When an issue/concern cannot be resolved informally, the certified staff member shall communicate his or her concern to the Assistant Superintendent for Personnel and Administration by submitting the Dispute Resolution form. The Assistant Superintendent shall work with the Co-Chairs of the Professional Development and Evaluation Committee (PDEC) and the South Windsor Educator Association (SWEA) Representative on PDEC to identify members of a Dispute Resolution Committee. This committee shall consist of the following representatives: SWEA PDEC Representative or Designee; Assistant Superintendent for Personnel and Administration; One teacher from PDEC; and One administrator from PDEC. The Dispute Resolution Committee will investigate the dispute and render a decision within fifteen (15) business days unless the Dispute Resolution Committee determines that there are extenuating circumstances. Should the process established not result in resolution of a given issue, the Superintendent shall make the final determination regarding that issue.

Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the current collective bargaining agreements between South Windsor Board of Education and South Windsor Educator Association (SWEA).

09 School Leader Evaluation

Although the leader evaluation and support plan mirror the vision, guiding principles, design elements and corrective support model of the educator evaluation and support plan, outlined below are some of the differences that pertain specifically to leaders.

Standards and Criteria for Leaders

One of the primary goals of the leader evaluation and support system is to ensure the growth and development of their staff so they in turn may develop and enhance personal and professional strengths to meet the needs of all the students they serve. Leader practice discussions are based on the Professional Standards for Educational Leaders, 2015 and mutually agreed upon by the PDEC. While a rubric serves as support for self-evaluation, dialogue, and feedback. The single point rubric is used to provide focus for high leverage goal(s) setting and professional learning.

Orientation on the leader evaluation and support process shall take place prior to the start of the process, no later than October 15. The orientation shall include:

- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observation of practice/site visits
- Tiered supports
- Dispute resolution

Annual training for evaluators as required by C.G.S. 10-151b will include engaging in and providing reciprocal feedback tied to standards and evidence of professional practice.

Written Summary of Leader Practice and CAPA Cycle Determination

Areas of Strength	Criteria for Success	Opportunities for Growth/ Next Steps
	Development of New Learning & Impact on Practice <i>The leader can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., observational feedback, data, walkthroughs, etc.) and how they used their new learning to improve practice.</i>	
	Impact On Organization <i>The leader can demonstrate how they positively impacted the organizational health and can articulate connections/rationale between the improved learning and their own changes in practice.</i>	
	Impact on Community <i>The leader can demonstrate how they worked effectively with colleagues/families/community.</i>	
Additional Comments/Reflections:		

Goal Setting Process

Leaders and their evaluators mutually agree upon a high leverage professional practice goal and develop a plan for professional learning and support that is consistent with their professional status and goals. Leaders may have a one-, two-, or three-year goal/plan for professional growth. Goals should always be connected to standards recommended by the PDEC.

This is a process of feedback, reflection, goal setting, opportunities for professional learning, observations by an evaluator, and collection of multiple measures of leader growth, educator growth, and impact on student learning, growth, and achievement. Within this process, the leader collaborates in a learning partnership with their evaluator. The continuous learning process begins with dialogue around leaders' self-reflection (based on review of evidence and practice) to the identified rubric while collecting and analyzing evidence to identify and support an area for leader practice, educator and student outcomes, and organizational growth.

The leader will:

- Self-assess using the identified rubric.
- Identify a high leverage goal that impacts leadership practice and educator and organizational growth.
- Identify an individual or a collaborative goal.
- Develop a proposed professional learning plan to build knowledge and skill.

The leader shares the above with their evaluator during an initial goal setting conference that consists of dialogue around the proposed goal(s) and professional learning plan. During this conference, reciprocal dialogue between the evaluator and leader takes place to refine the proposed goal and professional learning plan as needed. In partnership, the leader and evaluator come to mutual agreement on the goal(s), multiple measures of evidence, professional learning plan, and support to drive progress toward goal attainment.

Evaluation Process and Timeline

Midyear Check-in:

The midyear check-in provides an opportunity for the leader to self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on professional leadership practice; organizational growth; educator growth; and impact on student learning, growth, and achievement. Through reciprocal dialogue, the evaluator provides specific feedback based on evidence, standards, and the leader's goal(s). This is an overview of where the leader is in the process and what steps need to be taken to assist in continuous learning. During this check-in, revisions to the goal or learning plan, direction to tiered support, and next steps are documented.

End-of-Year Reflection/Summative Review:

End-of-year reflection provides an opportunity for the leader and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the leader's goal(s); professional learning as it relates to the leader's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact on leader practice and growth; possible next steps for the upcoming year; any concerns with the continuous learning process; new learning; and highlights of impact on educators, students, and school community; and completion of current goal or rationale for continuing the goal the following year. Analysis of evidence from the end-of-year summary is important for the leader's subsequent self-assessment and goal setting revisions or new goal(s).

This summary is based upon the mutually agreed upon goal(s) and identified standards and will make a distinction regarding the leader's successful completion of the professional learning process.

Observation of Professional Practice/Site Visits and Feedback:

Observation of professional practice or site visits occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide leaders with written and verbal feedback based on evidence, standards, and the educator's goal(s); ensure timely access to planned support(s); and collect evidence of leader practice and progress toward goal(s) through multiple sources of evidence including site visits, feedback, written and verbal, that is provided within five school days.

Evaluators of school leaders will hold either an 092 or 093 certificate.

Leader CAPA Cycle Pacing Guide
CAPA Goal Setting Meeting (completed by 11/1)
Site Visit # 1 (completed by 2/1)
Mid Cycle CAPA Meeting (complete by 3/1)
Site Visit # 2 (completed by 5/1)
Review of Practice (complete by 6/30)
End of CAPA Cycle Meeting (complete by 6/30)

10 Dispute Resolution: School Leader

Dispute-Resolution Process

South Windsor Public Schools believes a collaborative conversation between a certified staff member and his/her supervisor can resolve most concerns that may arise during the evaluation process. Thus, initiating the formal dispute resolution process should be a rare occasion, and only done after all informal options have been utilized.

When an issue/concern cannot be resolved informally, the certified staff member shall communicate his or her concern to the Assistant Superintendent for Personnel and Administration by submitting the Dispute Resolution form. The Assistant Superintendent shall work with the Co-Chairs of the Professional Development and Evaluation Committee (PDEC) and the South Windsor Administrator Association (SWAA) Representative on PDEC to identify members of a Dispute Resolution Committee. This committee shall consist of the following representatives: SWAA PDEC Representative or Designee; Assistant Superintendent for Personnel and Administration; and One administrator from PDEC. The Dispute Resolution Committee will investigate the dispute and render a decision within fifteen (15) business days unless the Dispute Resolution Committee determines that there are extenuating circumstances. Should the process established not result in resolution of a given issue, the Superintendent shall make the final determination regarding that issue.

Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the current collective bargaining agreements between South Windsor Board of Education and South Windsor Administrator Association (SWAA).

Supporting School Leaders Who Have Not Met the Standard

Tiered Support

All school leaders require access to high-quality, targeted professional learning support to improve practice over time. school leaders 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. A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback, whether part of a CAPA cycle or not, or failure to meet the success criteria for multiple CAPA cycles should lead to advancing levels of support with a defined process for placing a school leader 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, school leader, and their exclusive bargaining representative, if applicable.

Tier 1

It is the expectation that all school leaders consistently access opportunities for professional growth within the district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, site 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 school leaders (e.g., leadership 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 (e.g., observation of specific leadership practices, etc.) that can be either suggested by the school leader and/or recommended by an evaluator.

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 school leader and may be assigned by the evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may result in a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, school leader, and their exclusive bargaining representative for certified school leaders chosen pursuant to C.G.S. §10-153b. The start date and duration of time a school leader is receiving this level of support should be clearly documented.

Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback, whether as part of a CAPA cycle or not, or failure to meet the success criteria for multiple CAPA cycles should lead to advancing levels of support with a defined process for placing an school leader 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 school leader and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b.

The Corrective Support Plan is separate from the normal school leader growth model and must contain:

- clear objectives specific to the well documented area of concern;
- resources, support, and interventions to address the area of concern;
- timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

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

ROLES AND RESPONSIBILITIES

10 Professional Development & Evaluation Committee

The PDEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan to propose to the local board of education for mutual agreement.

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.

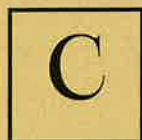
Appendix



Forms & Documents



Standards and Rubrics



Educator CAPA Cycle success Criteria



Sources References/Consulted

A Forms and Documents

- SWPS Goal Setting and Progress Monitoring Form Template
- SWPS Informal Observation Feedback Form and Evidence Collection Template
- Educator CAPA Cycle Success Criteria: End of Cycle Form
- Leader CAPA Cycle Success Criteria: End of Cycle Form
- Learning Log (optional)
- CAPA Cycle Pacing Guide

B Standards and Rubrics

Standards

- [Common Core Teaching CT 2017](#)
- [Instructional Coach Standards](#)
- [American School Counselor Association](#)
- [Professional Standards for Educational Leaders](#)
- [Service Delivery CT 2017](#)
- [School Psychology Guidelines](#)
- [School Social Workers of America](#)

Rubrics and Forms

- [Classroom Teacher](#)
- [Instructional Coach](#)
- [School Counselor](#)
- [School Leader](#)
- [School Psychologist](#)
- [Service Delivery Provider](#)
- [Social Worker](#)



CAPA Cycle Success Criteria

Educator CAPA Cycle Success Criteria

Criteria for Success	Outcome	Possible Sources of Evidence
Development of New Learning & Impact on Practice	<p>The educator has included multiple sources of evidence, including observational and student learning evidence, aligned to a high-leverage CCT indicator focus area as part of their reflections and analysis throughout the CAPA cycle.</p> <p>The educator has connected their analysis of multiple sources of evidence to specific reflections about their own practice and the new learning it has generated throughout the CAPA cycle.</p> <p>There is evidence that the educator has applied the knowledge/skills gained from feedback and new learning acquired through the CAPA cycle to change/improve professional practice aligned to the selected high-leverage indicator focus area.</p> <p>The educator has described, using specific examples/evidence, an understanding of a causal impact and how they changed/improved their professional practice aligned with the high-leverage indicator focus area as a result of the CAPA cycle.</p>	<ul style="list-style-type: none"> • Required observational evidence • Required student learning evidence aligned to high-leverage indicator focus • Lesson plan(s) • Educator created learning materials • Observational educator evidence • Numeric information about time, teacher practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc. • Educator self-reflection • Student learning artifacts • District created formative assessments • Student work samples/portfolios • Student surveys • Mastery-based demonstrations of academic achievement • Observational data of students' words, actions, interactions (including quotations when appropriate) • Rubrics • Curriculum-based assessments • Interim or benchmark assessments • Student self-reflection • Evidence of communications and/or collaborations with parents, colleagues, community • Shared resources reflective of communication/collaboration (e.g., meeting minutes, jointly developed learning materials, etc.) • Other artifacts/sources
Impact on Students	<p>The educator has demonstrated through the use of specific examples/evidence of student work, that they have positively impacted* student learning/performance aligned to the selected high-leverage indicator/goal.</p> <p>The educator has articulated the connections/rationale between the specific examples/evidence of student learning that have been collected and their own changes in practice.</p> <p><i>*if there is no evidence that student learning/performance has improved, the educator has articulated a theory/rationale as to why and has plans for additional feedback/learning and/or an additional CAPA cycle if needed.</i></p>	
Impact on Community	<p>The educator has demonstrated through the use of specific examples/evidence how they used culturally responsive communication to work effectively with colleagues/families/community to support learning and improvement throughout the CAPA cycle.</p>	

Leader CAPA Cycle Success Criteria

Criteria for Success	Outcome	Possible Sources of Evidence
<i>Development of New Learning & Impact on Practice</i>	The leader can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., observational feedback, data, walkthroughs, etc.) and how they used their new learning to improve practice.	<ul style="list-style-type: none"> • Information from site visits • Strategic plans • Learning walk/instructional rounds • Self-reflection (e.g., journals, learning logs) • Leader created professional learning materials • Operational artifacts (e.g., schedules, procedural revisions) • Educator learning outcomes • Policy updates • Community communications • Constituent feedback • Program development and implementation • Quantitative measure of whole child development (including, but not limited to, academic, social, emotional, and physical development) • Systems and structures
<i>Impact on Organization</i>	The leader can demonstrate how they positively impacted the organizational health and can articulate connections/ rationale between the improved learning and their own changes in practice.	
<i>Impact on Community</i>	The leader can demonstrate how they worked effectively with colleagues/ families/community	



Sources Referenced

Connecticut State Department of Education. The Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2017, <https://portal.ct.gov/-/media/SDE/Evaluation-and-Support/CCTRubricForEffectiveTeaching2017.pdf?la=en>

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Donaldson, Morgaen L. Multidisciplinary Perspectives on Teacher Evaluation: Understanding the Research and Theory. Routledge, 2021. Kindle.

"Educator Evaluation and Support Council 2022." CT.gov - Connecticut's Official State Website, portal.ct.gov/SDE/Evaluation-and-Support/Educator-Evaluation-and-Support-Council. Accessed 20 July 2023.

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