

# **Thomaston Professional Educator/ Leader Review of Practice 2024-2025**

**Using High Quality Feedback to Support  
Effective Instruction and Improve Student  
Learning**

**Growth and Evaluation Model Overview**

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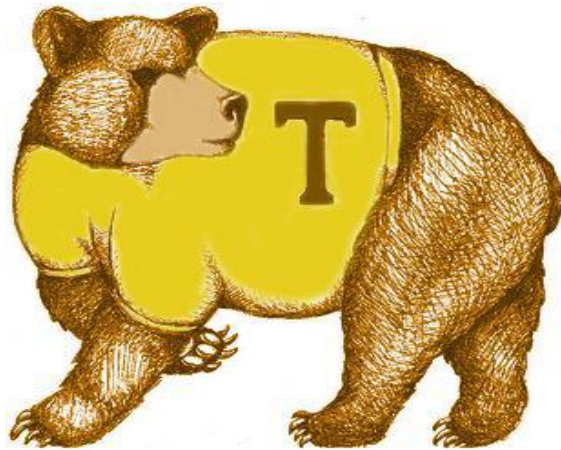
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**A note for local district Professional Development and Evaluation Committees (PDEC):**

The Review of Practice (ROP) Growth and Evaluation Model for professional educators focuses on improving practice and outcomes by aligning professional learning systems (edTPA, TEAM, evaluation) and focusing on high leverage action research, multiple measures of student and educator growth and achievement, and high-quality feedback in alignment with the new CSDE Educator Growth and Evaluation design principles. ***As expected by the CSDE design principles, the ROP model includes opportunities for PDEC involvement and decision making at the local level.***

Learn more about the alignment of the ROP model to the [CT Guidelines for Educator Evaluation \(2023\)](#) and opportunities for local customization (highlighted in green) within the [ROP/CT Guidelines for Educator Evaluation 2023 Crosswalk](#) and [ROP/CT Guidelines for Educator Evaluation 2023 Crosswalk](#) documents.

Additionally, PDECs may also reference [CT State Department's Connecticut Leader and Evaluation and Support Plan 2024](#). In some places, this document includes language from the state model, which districts may consider as they document their own evaluation and support model.



# ***Thomaston Professional Educator***

## **Review of Practice**

### **2024-2025**

**Using High Quality Feedback to Support  
Effective Instruction and Improve Student  
Learning**

**Growth and Evaluation Model Overview**



## Review of Practice (ROP) for Professional Educators

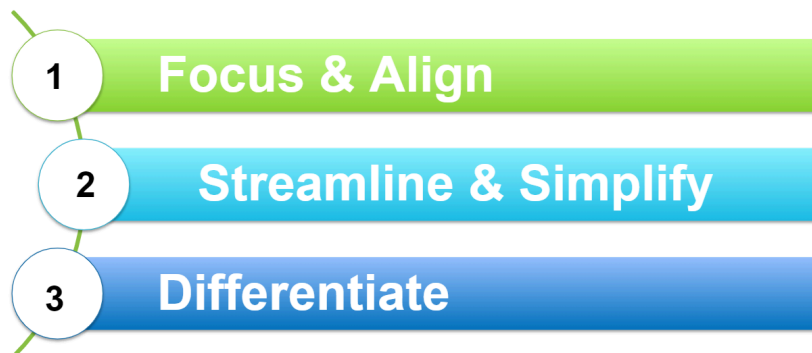
### Purpose and Rationale

EdAdvance's Professional Educator Review of Practice (ROP) model is designed to increase the likelihood that the educator evaluation and support process will have a positive impact on student learning and achievement as well as teacher professional practice.

Our design assumptions include:

1. Following the research and rebalancing with a focus on supporting growth through feedback will give us a better chance of attaining positive achievement outcomes.
2. Feedback from the field about needs from a teacher evaluation model was clear and unambiguous:

### Feedback from the Field



## Core Design Principles

The following research-based elements guided the design of the teacher and administrator evaluation models:

- Incorporate a process for **providing specific and concrete feedback to teachers** 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; and;
- 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."

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

## Our Process: Follow the Research and Build on Success

In 2018, EdAdvance created the TEAM Review of Practice (ROP) model to prepare educators for professional success and long-term growth to ensure improved student learning. It uses the existing TEAM infrastructure and leverages already existing local processes (the district's instructional practice rubric and a universal feedback process) to focus beginning teachers on the connection between their own instructional actions and student outcomes. To support this process, we built the CAPA model to ensure targeted, focused feedback to drive improvements in instruction and student learning. Beginning teachers set a goal, implement a strategy and use CAPA to reflect and act on feedback for improvement.

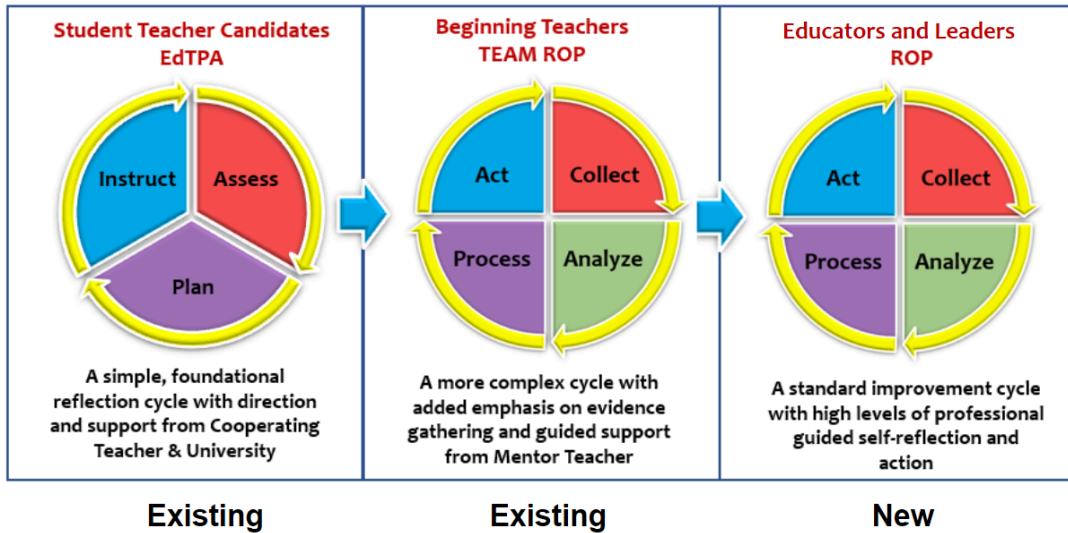
### CAPA Cycle



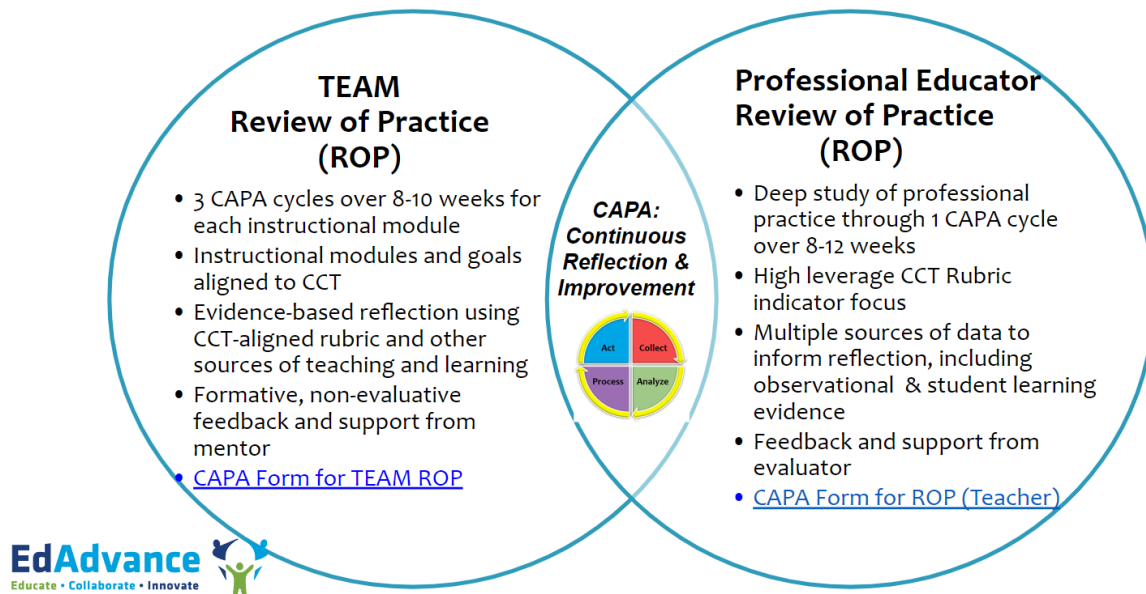
Based on years of TEAM ROP success, we continued to follow the research and build on what worked to design an aligned ROP model for evaluation and support. We believe that the most unified coherent approach, which is likely to result in the most efficient way to increase achievement across a learning organization, is to use the same feedback and continuous improvement process and language across all the stages of an educator's career.



Our rationale: Follow the research and build on success to support aligned professional growth ...



Using a familiar process to support professional growth...



## ROP & Educator Evaluation Overview

### CT Guidelines for Educator and Leader Evaluation (2023) - (Guidelines 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 evaluation and support system that uses high-quality professional learning to improve educator 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 Elements:

The design elements of the [CT Guidelines for Educator Evaluation \(2023\)](#) - (Guidelines 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

These elements include:

- **Non-Negotiable Components** that must be included in a district's educator evaluation and support plan (EESP), and
- **Best Practices Preference Components** that should be included in a district's EESP.

### Alignment of Review of Practice to the CT Guidelines for Educator Evaluation (2023) - (Guidelines 2023)

The ROP 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. ROP aligns with non-negotiables and best practice preferences identified within the Guidelines 2023, including:

#### Standards and Criteria:

- Educator practice discussion based on high-leverage CCT-aligned standards framed as single points for increased clarity (e.g., [High Leverage CCT Rubric for Effective Teaching Indicators: 1a, 3b, 3c](#) and [High Leverage CCT Rubric for Service Delivery Indicators: 1a, 3b, 3c](#)). Full rubrics may be used to develop feedback and support reflection as needed.
- [ROP Educator Success Criteria](#) (aligned with TEAM Success Criteria) is a single point competency and used to reflect, determine next steps, and support the written summary of teacher practice.

#### Goal Setting Process:

- Through self-reflection and mutual agreement with their evaluator, teachers set a strategy/goal focus for the CAPA cycle. A focus on high leverage goals aligns with a district's vision of a learner/graduate and informs professional learning and collaboration.
- Goals may be set for 1, 2, or 3 year periods. Goals may be developed individually or collaboratively. Thomaston recommends non-tenured staff develop an annual, individual goal.
- Beginning teachers in TEAM have a **choice** to set aligning evaluation and induction goals to focus and streamline improvement efforts.

#### Professional Practice and Student Growth:

- [ROP Educator Success Criteria](#) focus on evidence-based reflection and growth in the following areas: professional learning and improving teaching practice, improving student learning, and positively impacting community.
- Multiple measures of student learning, student and educator growth, and achievement inform teacher reflection and growth, which may include but is not not limited to evidence of student

learning aligned to goal, professional learning, collaboration with colleagues, feedback from colleagues/families/students, and other artifacts of teaching and learning.

- Observations with written and verbal 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 ROP Success Criteria.

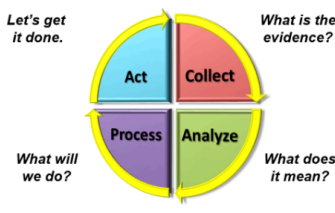
#### **Process Elements:**

- 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 instructional area: positive learning environment, cognitive engagement, or feedback for active learning.
- Each CAPA cycle includes a goal setting conversation, mid-year/cycle feedback, and an end-of-year/cycle review of practice conversation.
- While CAPA cycles may span approximately 8-12 weeks, *professional learning and growth aligned to the high-leverage strategy/goal focus continues for the full school year* (or beyond if developing a 2- or 3-year goal). Districts may use a variety of strategies to support continued learning and growth beyond the short-term CAPA cycle process (e.g., [learning log](#), professional learning on high leverage practices, etc.).
- As part of continuous ongoing training, annual ROP Orientation for all staff to the process, which includes understanding differentiated supports.
- Ongoing calibration and feedback training for evaluators.
- Beginning teachers will have the **choice** to: use TEAM ROP content and process as part of their ROP evaluation process; or complete their ROP evaluation process separately - and ideally, aligned - to their TEAM ROP content and process - saving both time and effort.

#### **Differentiation/Dispute Resolution:**

- 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.
- Any disputes regarding ratings in the ROP model shall be (or could be) resolved using the existing resolution process in the participating district. A district that wanted to adjust their process could, as long as it complies with the guidelines, or they could simply apply their existing model to ROP.

## Key Components of ROP

A Focus on High Leverage Practice Areas	The CAPA Cycle Framework* 1 Annual Cycle – 8-12 weeks	Reflection and Feedback for Growth During CAPA Cycle*
<ul style="list-style-type: none"> <li>• Positive Learning Environment (CCT Rubric 1a)</li> <li>• Cognitive Engagement for Active Learning (CCT Rubric 3b)</li> <li>• Feedback for Active Learning (CCT Rubric 3c)</li> </ul>		<ul style="list-style-type: none"> <li>• New Learning and Impact on Practice</li> <li>• Positive Impact on Students</li> <li>• Impact on Community</li> </ul>

*\*Aligned with TEAM ROP; beginning teachers have the option to use TEAM ROP content and process as part of their ROP evaluation process, reducing duplication of effort in the early states of their career.*

## ROP Process and Timeline Overview

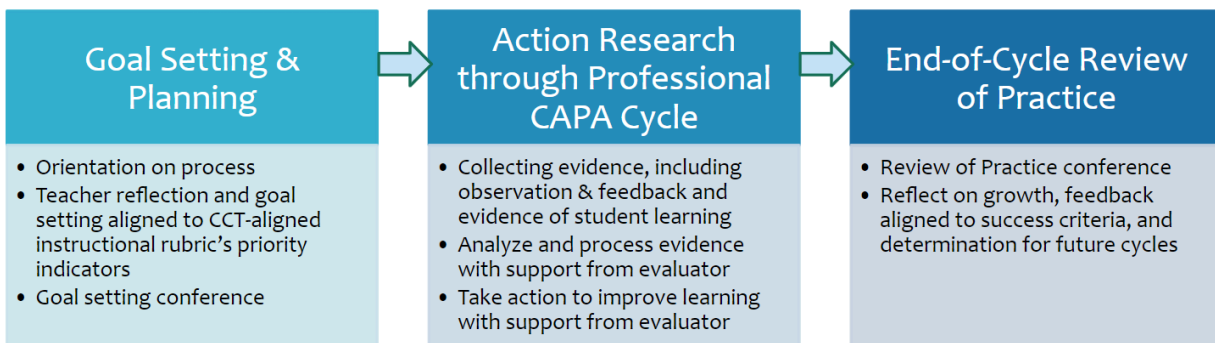
### The Annual ROP Process Schedule

To support a focus on meaningful strategy/goal focus areas and comprehensive action research that will enhance deep learning, each professional CAPA cycle is designed to take approximately 8-12 weeks.

Specific ROP process timelines for all educators are determined by local PDECs. When designing and implementing an ROP process timeline, leaders consider educator needs (e.g., level of experience, role, transfers to the district, etc.); for example, creating a CAPA cycle cohort of educators with similar roles, strategy goal/focus areas, or levels of experience in the district, etc. See ROP Scheduling Flexibility p. 12.

Additionally, year 1 or 2 beginning teachers in TEAM may **choose** to complete their CAPA cycle in alignment with TEAM instructional modules; novices' timelines may be adjusted to reflect the approximately 8-10 week TEAM instructional module process timeline.





## Orientation to the Process & Scheduling

### Orientation

Evaluators/PDECs facilitate an annual orientation for educators that will result in educators being able to describe the purpose, goals, and process of ROP - including differentiated supports - and explain what makes for a successful CAPA cycle.

### ROP Annual Timeline

Evaluation and support is an ongoing, cyclical process with a minimum of three conferences with supervisors annually (fall goal setting, mid-year review, end of year reflection and annual summary). Timelines and frameworks were created by PDEC consistent with established standards.

The tables below provide timelines for the beginning of year goal setting conference, mid-year check-in conference, and end of year reflection and summary conference for the annual evaluative process.

These conferences take place annually, in the fall for goal setting, mid-year check-in, and end-of-year reflection and annual summary, regardless of when a focused CAPA cycle takes place. For example, if a focused CAPA cycle takes place in the Fall, there is still midyear check-in, and an end-of-school year conference that includes results, reflections, and outcomes of professional learning from focused CAPA cycle. For a Spring CAPA cycle, educators are learning and collecting data to engage in their spring CAPA cycle. Additionally, educators are engaging in ongoing individual and collective professional learning to make and share connections to their annual goal and focused CAPA cycle work.

### EdAdvance Educator Timeline

Goal Setting	CAPA Cycle 1 -	Mid-Year Check In	CAPA Cycle 2-	End-of-Year
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Conference- By October 30	November 1 - January 30	- January 4- February 15	February 1 -April 30	Meeting - By May 30
All educators	Educator Cohort 1: Focused CAPA cycle	All educators	Educator Cohort 1: Maintaining/ extending CAPA cycle work	All educators
	Educator Cohort 2: Planning for CAPA cycle work		Educator Cohort 2: focused CAPA cycle	
All educators: Ongoing professional learning aligned to high leverage areas with opportunities to make connections between individual/collective professional learning and annual goal and focused CAPA cycle work.				

### **ROP Scheduling Flexibility**

ROP provides administrators the flexibility to schedule up to three 8-12 week waves of professional evaluation annually to level out the work and give teachers the attention and feedback they need to support improved practice. *See sample ROP scheduled below.* Thomaston will have two cohorts with a potential third cohort for staff who failed their CAPA cycle.

For any fall/early school year cohorts, an additional touch point meeting at the end of the year should be scheduled to follow up on any of the end of cycle reflections that came out of the fall CAPA cycle. This would satisfy the “end-of-year” meeting as written in the CT Guidelines 2023.

While CAPA cycles may span approximately 8-12 weeks, *professional learning and growth aligned to the high-leverage strategy/goal focus continues for the full school year* (or beyond if developing a 2- or 3-year goal). Districts may use a variety of strategies to support continued learning and growth beyond the short-term CAPA cycle process (e.g., [learning log](#), professional learning on high leverage practices, etc.).

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. Local PDECs determine the length of CAPA cycles and specific timelines to meet local needs.

### **Goal-Setting and Planning**

#### **Goal Setting Aligned to Guidelines 2023**

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

- Educators will meet with their supervisor three times annually (at minimum, fall goal setting, mid-year review/mid-CAPA-cycle, end of year/end-of-CAPA-cycle ROP reflection). The meetings should be approached in a spirit of continuous improvement, reflection, and collaboration. Goals should always be connected to adopted PDEC standards and informed by multiple measures of student learning, student and educator growth, and achievement, which are noted as mutually agreed upon during the goal-setting process.
- 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-year meeting/end-of-CAPA-cycle ROP conversation should be used as a time to reflect on the current year/cycle and how it might inform/launch the next evaluation cycle.
- Goals and the professional development plan are mutually agreed upon on an annual basis.

### **Goal Setting Steps and Resources within ROP**

Within ROP, each CAPA cycle includes a goal setting conversation through mutual agreement, mid-year/cycle feedback, and an end-of-year/cycle review of practice conversation to support growth and next steps aligned to the ROP Success Criteria (aligned with TEAM Success Criteria). Through self-reflection and mutual agreement with their evaluator, teachers 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?
  - a. Learning Environment,
  - b. Cognitive Engagement,
  - c. Feedback for Active Learning,
  - d. For special circumstances, other indicators.
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 instructional areas (positive learning environment, cognitive engagement, feedback for active learning) and high leverage learning aligned to districts' portrait of a learner/graduate. The high-leverage CCT-aligned standards framed as single points for increased may support goal setting conversations (e.g., [High Leverage CCT Rubric for Effective Teaching Indicators: 1a, 3b, 3c](#) and [High Leverage CCT Rubric for Service Delivery Indicators: 1a, 3b, 3c](#)), and full rubrics may be used to develop feedback and support reflection as needed.

Additionally, goals may be set for 1, 2, or 3 year periods. Goals may be developed individually or collaboratively. Beginning teachers in TEAM may set aligning evaluation and induction goals to focus and streamline improvement efforts. Thomaston recommends non-tenured staff to set individual, annual goals.



Educators document their strategy/goal focus on the CAPA form for [Teachers](#) or [Service Delivery Providers](#).

## CAPA Cycle Strategy/Goal Focus for Learning

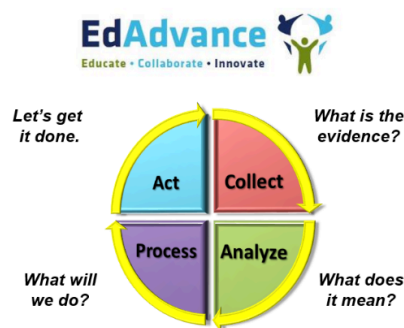
1. Which high-leverage indicator will you use as the focus of your improvement strategy?

- **Learning Environment**
- **Engagement**
- **Feedback**
- Other indicator for special circumstances:

2. What will you do to improve your performance in this area? How could you work with colleagues, students, and families to enhance learning and support your improvement process?

3. What student skill/attribute are we trying to improve?

4. How will we know that student improvement has occurred?



### [CAPA Form for Teachers](#)

## Action Research Through Professional CAPA Cycle

### CAPA Cycle Framework

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 instructional area:

- Positive learning environment,
- Cognitive engagement,
- Feedback for active learning,
- Other indicator for special circumstances.

During the CAPA cycle, educators use the guiding prompts on the ROP CAPA 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., [ROP CAPA Form for Teachers](#), [ROP CAPA Form for Service Delivery Providers](#)).

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, 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.

Beginning teachers in TEAM Beginning teachers will have the **choice** to: use TEAM ROP content and process as part of their ROP evaluation process; or complete their ROP evaluation process separately - and ideally, aligned - to their TEAM ROP content and process - saving both time and effort.

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	

### **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 focus, 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 teachers tenured in Thomaston
- Minimum of 3 informal observations and 1 review of practice for teachers non-tenured in Thomaston

### ***Observation Definitions***

- **Informal Observation:** In-class observations less than 20 minutes, with verbal and written feedback within five business days.
- **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)
- **Non-Classroom Based Educators, who are being evaluated using the Effective Service Delivery CCT rubric/single point competencies, review of practice/non-classroom observations may be**

**used in place for informal observations** (e.g., diagnostic reports, summary of counseling strategies used and impact on student progress, evidence of supporting students with the most significant needs, etc.).

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. See [Sample Evidence Collection/Feedback Tool](#).

Evaluators may schedule and conduct additional observations with 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 process.

The protocol for observations and feedback will be implemented annually for 1-, 2-, and 3-year goals.

Observation/review of practice feedback is provided within five business days.

### Sample CAPA Cycles with Observations by Teacher Category

<i>Teachers with More Than 2 Years Experience</i>		<i>First and Second Year/Novice Educators</i>	
Collect - Analyze - Process - Act (CAPA) Cycle Protocol		To inform the goal setting process before the CAPA cycle begins: Observation #1	
CAPA Student Growth Goal Planning - Goal Statement, Strategy Focus, Community Engagement Goal		Collect - Analyze - Process - Act (CAPA) Cycle Protocol	
Feedback Cycle Step (from the educator)	Reflection/Notes/Feedback (educator and supervisor)	Feedback Cycle Step (from the educator)	Reflection/Notes/Feedback (educator and supervisor)
Collect *Observation #1		Collect *Observation #2	
Analyze		Analyze	
Process		Process	
Act - *Observation #2		Act - *Observation #3	
*End-of-Cycle Review of Practice		*End-of-Cycle Review of Practice	

### End-of-Year/Cycle Review of Practice

#### Understanding and Planning for an End-of-CAPA-Cycle ROP Conversation

During the course of the CAPA cycle, educators collect multiple measures of student learning, student and educator growth, and achievement, 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
- Other artifacts of teaching and learning

During the end-of-CAPA-cycle review of practice 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 ROP Success Criteria. Evaluator feedback consists of multiple and varied quantitative and qualitative indicators of professional growth. The evidence documented within the educator's ROP CAPA form is referenced within the ROP conversation to support evidence-based reflection. The ROP Success Criteria are also referenced within the ROP conversation.

To plan for the conversation, evaluators should/may:

- Reflect on CAPA cycle evidence and feedback, including areas of strength/growth to inform the ROP conversation.
- Review the [ROP Success Criteria](#) and the variety of possible sources of evidence that may align.
- Revisit the teacher's CAPA Form.
- Use the [End-of-CAPA cycle ROP sample questions](#) to develop questions that you may ask during the ROP 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 you learn? How did you change your practice? How student outcomes improved within your CAPA cycle? Consider the [ROP Success Criteria](#)*).
- Be ready to add additional evidence to the CAPA form during the ROP 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 (Novice educators' timelines may be adjusted to align with the 8-10 week TEAM ROP module process).
- ☐ Documented evidence, reflection, and growth aligned to the strategy/goal focus on the ROP CAPA Form.
- ☐ Participation in observations and feedback conversations as required.
- ☐ Educator self-reflection and self-assessment aligned to ROP Success Criteria prior to the end-of-cycle ROP conference.
- ☐ Educator participation in end-of-cycle ROP conference to discuss evidence-based reflections on practice, learning, and growth within the CAPA cycle aligned to ROP Success Criteria. Evaluators share their determination regarding whether or not the criteria have been successfully met (should there be a discrepancy or scoring disagreement, the evaluator will assign the final score).

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 [ROP Educator Success Criteria](#) and reflects multiple and varied quantitative and qualitative indicators of professional growth. The ROP Educator Success Criteria (aligned with TEAM Success Criteria) is a single point competency and used to reflect, determine next steps, and support the written summary of teacher practice.

The ROP Success Criteria supports evaluators and educators in reflecting holistically on the collection and analysis of multiple measures of student learning, student and educator growth, and achievement, mutually agreed upon during goal setting, that resulted in new learning and improved practice and outcomes within each CAPA cycle. Multiple measures, including student learning evidence aligned to the educator's CAPA cycle strategy/goal focus, inform reflection, feedback and improvement. Additional sources of evidence may include but are not limited to:

- Peer observation
- Collaboration with colleagues
- Lesson plans
- Feedback from colleagues, students, families
- Other artifacts of teaching and learning

The ROP Educator Success Criteria includes:

<a href="#">ROP Success Criteria</a>	<i>Possible Sources of Evidence</i>
<p><b>Development of New Learning &amp; Impact on Practice</b></p> <ul style="list-style-type: none"> <li>● 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</li> </ul> <p><b>Impact on Students</b></p> <ul style="list-style-type: none"> <li>● Educator can demonstrate how they positively impacted student learning within the CAPA cycle using example evidence, and can articulate connections/rationale between the improved learning and their own changes in practice.</li> </ul> <p><b>Impact on Community</b></p> <ul style="list-style-type: none"> <li>● Educator can demonstrate how they worked effectively with colleagues/ families/ community to support learning and improvement within the CAPA cycle</li> </ul>	<ul style="list-style-type: none"> <li>● Required observational evidence</li> <li>● Required student learning evidence aligned to high-leverage indicator focus</li> <li>● Lesson plan(s)</li> <li>● Teacher created learning materials</li> <li>● Observational teacher evidence</li> <li>● Numeric information about time, teacher practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc.</li> <li>● Teacher and/or student self-reflection</li> <li>● Student learning artifacts</li> <li>● Mastery-based demonstrations of academic achievement</li> <li>● Observational data of students' words, actions, interactions (including quotations when appropriate)</li> <li>● Rubrics, interim or benchmark assessments, other assessments</li> <li>● Evidence of communications and/or collaborations with parents, colleagues, community</li> <li>● Other artifacts/sources ...</li> </ul>

## **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 ROP 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**

Educator Self Reflection			Evaluator Assessment		
Areas of Strength	Criteria for Success	Opportunities for Growth/ Next Steps	Areas of Strength	Criteria for Success	Opportunities for Growth/ Next Steps
	Development of New Learning & Impact on Practice			Development of New Learning & Impact on Practice	
	Impact On Students			Impact On Students	
	Impact on Community			Impact on Community	
Additional Comments/Reflections:			Additional Comments/Feedback:		
Educators and evaluators share their determination regarding whether or not the criteria have been successfully met (should there be a discrepancy or scoring disagreement, the evaluator will assign the final score).					

## **Complementary Observers**

*Adapted from the CT SEED Handbook 2017*

The primary evaluator for most teachers will be the school principal or assistant principal who will be responsible for the overall evaluation process. The primary evaluator must hold an 092 certification endorsement. Some districts may also decide to use complementary observers to assist the primary evaluator. Complementary observers are certified educators. 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.

## Ensuring Fairness, Accuracy, and Calibration to Deepen Learning: Evaluator Training

*Adapted from the CT SEED Handbook 2017*

All evaluators, including complementary observers, are expected to complete comprehensive training on the ROP 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 ROP process to foster meaningful professional learning, feedback, and growth in high-leverage areas that results in improved practice and outcomes for each learner.

Comprehensive ROP training will support evaluators in learning to:

- Explain ROP's purpose, process, and alignment to professional learning across an educator's career.
- Use deep understanding of high-leverage practices aligned to CCT standards to support goal setting, feedback, and improved learning aligned to high-leverage indicators.
- Use the CAPA framework to multiple measures/evidences to provide focused and effective feedback for improved practice and outcomes.

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

## Options for Differentiation and Support within ROP

### **Promoting Educator Growth**

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

- 1, 2, or 3-year goal setting
- 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

[Language from [CSDE CT Leader and Evaluation and Support Plans 2024](#):

### 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 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 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 (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 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. The start date and duration of time an educator is receiving this level of support should be clearly documented.]



### **Supporting Educators Who Consistently Have Not Met the Standard**

For educators who consistently have *not* met the minimum evidence standards in the CAPA Cycle (criteria *not* met for multiple cycles), a focused support and development is needed, which may include a focused support plan, more frequent observations with feedback, a focus on all/additional indicators of the CCT Rubric for Effective Teaching/Service Delivery, additional opportunities for professional learning.

This could be an example of a Corrective Support Plan:

1. Educator prepares for an initial comprehensive observation based on all indicators of the CCT Rubric for Effective Teaching/Service Delivery.
2. Evidence is used to identify areas of strength and areas for improvement on existing district instructional rubric.
3. A structured support plan is developed to assist an educator in consistently demonstrating proficiency. The support plan includes clearly defined goal(s) for improvement aligned to the rubric, a timeline for implementation (e.g., interim and final review dates in accordance with stages of support), and resources/strategies aligned to the improvement outcomes (e.g., increased supervisory observations and feedback, specialized professional learning, collegial and administrative assistance, etc.).
4. The structured support plan is implemented.
5. Educators meeting the support plan goals for improvement are then entered into the ROP Cycle.

[Language from [CSDE CT Leader and Evaluation and Support Plans 2024](#):

#### **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 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.

Connecticut Educator Evaluation and Support Plan 2024 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;
- well defined 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. See Appendix P for a Corrective Support Plan form and example.

### (Sample)

Educator A has consistently struggled with classroom management. Tiered supports have been provided by the evaluator throughout the year. Educator A has demonstrated a lack of growth/improvement, which has led the evaluator to assign a Corrective Support Plan.

#### Objective:

To improve classroom management practices in order to improve a positive learning environment (CCT – 1A) to support learning.

#### (Suggested) Resources:

- Observe a mutually agreed peer for structures, systems, and dispositions that support positive classroom management skills.
- Read and discuss “The First Six Weeks of School” - Center for Responsive Classroom with evaluator.
- Training in Restorative Practices.

#### Timeframes:

- Educator A will remain on this Corrective Support Plan for six weeks.
- Improvements in classroom management within this six-week duration will serve as criteria for successful completion of this plan.

#### Supportive Actions:

- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of building, as appropriate.
- Modeling of effective classroom management strategies
- Weekly, bi-weekly meetings with progress reporting from Teacher A and written feedback from evaluator (dependent upon need for plan)

#### Corrective Support Plan Template

(Educator being evaluated) has consistently struggled with \_\_\_\_\_. Tiered supports have been provided by the evaluator throughout the year. (Educator being evaluated) has demonstrated a lack of growth/improvement, which has led the (Evaluator) to assign a Corrective Support Plan.

Objective: To improve \_\_\_\_\_ (Indicate specific standard in your objective language)

(Possible) Resources:

A blend of opportunities and resources should be extended to the Educator being evaluated being supported on the Corrective Support Plan

- Mentor
- Coach
- Reading as appropriate

Timeframes:

- (Length of the Corrective Support Plan - typically six to eight weeks in length)
- Improvements in (standard) within this (Length of Corrective Support Plan) will serve as criteria for successful completion of this plan

Supportive Actions:

(Suggested supportive actions)

- Weekly, bi-weekly meetings with progress reporting from Educator A and written feedback from evaluator (dependent upon need for plan)
- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of building, as appropriate.]

## Dispute-Resolution Process

The local or regional board of education shall include a process for resolving disputes in cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. When such agreement cannot be reached, the issue in dispute will be referred for resolution to a subcommittee of the PDEC. The superintendent and the respective collective bargaining unit for the district will each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. In the event that the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding.

[Language from [CSDE CT Leader and Evaluation and Support Plans 2024](#):

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system. 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.

Ultimately, should an educator disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The educator being evaluated has the right to provide a statement identifying areas of concern with the goals/ objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan.

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed 30 workdays from the date the educator initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

#### Process

The educator being evaluated shall be entitled to collective bargaining representation at all levels of the process.

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the educator being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The educator being evaluated may choose between two options.
  - a. **Option 1:** The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party\*. The superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward.

*\*In the instance that a district is too small to have a full PDEC from which to select three individuals, the superintendent and educator may select three mutually agreed upon persons to serve as the neutral party for resolving the dispute. Each individual must be a Connecticut certified educator and may or may not be from within the district.*

- b. **Option 2:** The educator being evaluated requests that the superintendent solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and educator being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

#### Time Limits

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 within five workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five workdays, the educator shall be considered to have waived the right of appeal.
4. The educator being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.]

Finally, should an educator need to place a claim that any part of this process wasn't followed correctly, they should address the Director of Special Education Services. 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.

## Local and State Reporting

The superintendent shall report:

1. the status of teacher evaluations to the local or regional board of education on or before June 1 of each year; and
2. the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of teachers 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 "teacher" 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.

## **ROP Resources**

[Educator ROP Success Criteria](#)

[Professional Educator ROP – Summary of Steps, Responsibilities and Forms](#)

[ROP/CT Guidelines for Educator Evaluation 2023 Crosswalk](#)

[ROP Feedback Checklist Aligned to CAPA](#)

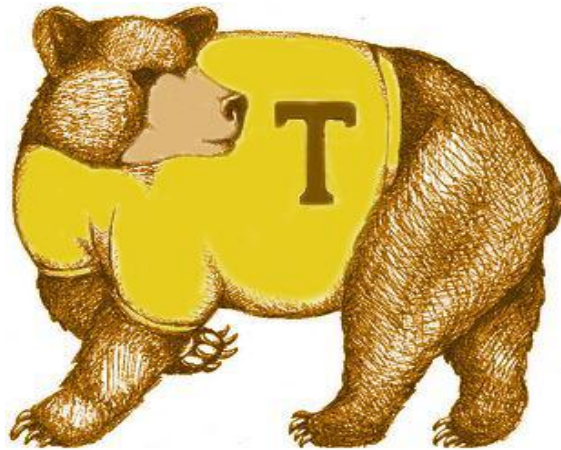
[Sample Evidence Collection/Feedback Tool](#)

[Service Delivery Provider High Leverage Practice Single Point Competencies](#)

[Service Delivery Provider ROP CAPA Form](#)

[Teacher High Leverage Practice Single Point Competencies](#)

[Teacher ROP CAPA Form](#)



***Leader***

# **Review of Practice**

## **2024-2025**

**Using High Quality Feedback to Support  
Effective Instruction and Improve Student  
Learning**

**Growth and Evaluation Model Overview**

## Review of Practice (ROP) for Leaders

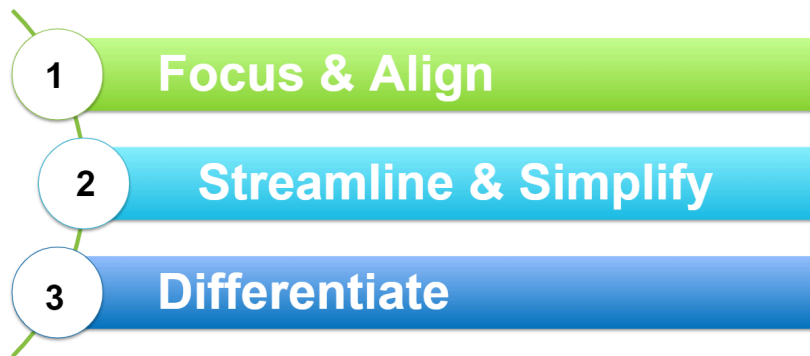
### Purpose and Rationale

EdAdvance's Review of Practice (ROP) model is designed to increase the likelihood that the educator evaluation and support process will have a positive impact on student learning and achievement as well as educator professional practice.

Our design assumptions include:

1. Following the research and rebalancing with a focus on supporting growth through feedback will give us a better chance of attaining positive achievement outcomes.
2. Feedback from the field about needs from an evaluation model was clear and unambiguous:

### Feedback from the Field



### Core Design Principles

The following research-based elements guided the design of the teacher and administrator/leader evaluation models:

- Incorporate a process for **providing specific and concrete feedback** during the evaluation process as such feedback on practices during observation conferences contributes to professional self-efficacy;



- Align evaluation practices with **subsequent professional development** and support access to 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.
- **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 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...** “... 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.”

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

### Our Process: Follow the Research and Build on Success

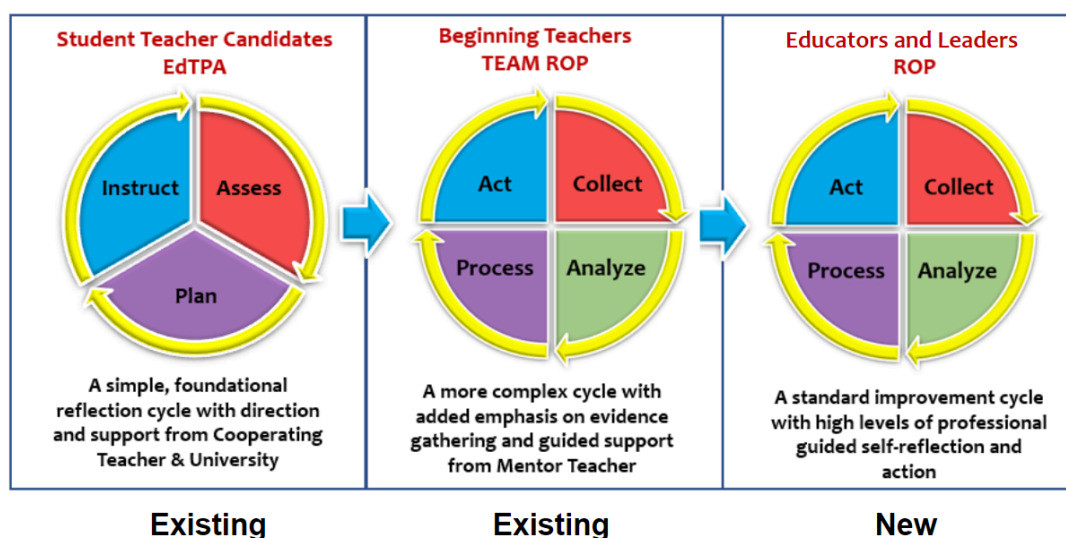
In 2018, EdAdvance created the TEAM Review of Practice (ROP) model to prepare beginning teachers for professional success and long-term growth to ensure improved student learning. It uses the existing TEAM infrastructure and leverages already existing local processes (the district’s instructional practice rubric and a universal feedback process) to focus beginning teachers on the connection between their own instructional actions and student outcomes. To support this process, we built the CAPA model to ensure targeted, focused feedback to drive improvements in instruction and student learning. Beginning teachers set a goal, implement a strategy and use CAPA to reflect and act on feedback for improvement.

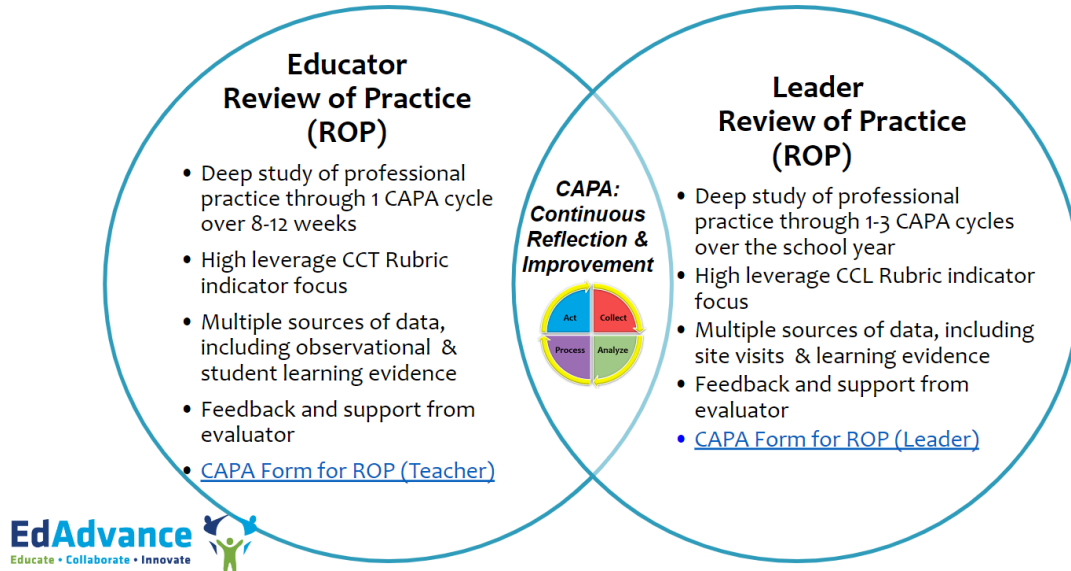
## CAPA Cycle



Based on years of TEAM ROP success, we continued to follow the research and build on what worked to design an aligned ROP model for evaluation and support. We believe that the most unified coherent approach, which is likely to result in the most efficient way to increase achievement across a learning organization, is to use the same feedback and continuous improvement process and language across all the stages of an educator's career.

## Our rationale: Follow the research and build on success to support aligned professional growth ...





## ROP & Leader Evaluation Overview

### CT Guidelines for Educator and Leader Evaluation (2023) - (Guidelines 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 evaluation and support system that uses high-quality professional learning to improve educator 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 Elements:**

The design elements of the *CT Guidelines for Educator Evaluation (2023)* - (*Guidelines 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 Leaders and from other states, and represent changes in the following areas for both Leaders and leaders:

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

These elements include:

- **Non-Negotiable Components** that must be included in a district's educator evaluation and support plan (EESP), and
- **Best Practices Preference Components** that should be included in a district's EESP.

### **Alignment of Review of Practice to the CT Guidelines for Educator Evaluation (2023) - (Guidelines 2023)**

The ROP 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. ROP aligns with non-negotiables and best practice preferences identified within the Guidelines 2023, including:

#### **Standards and Criteria:**

- Leader practice discussion based on high-leverage CCL-CSLS standards framed as single points for increased clarity (e.g., [High Leverage CT Leader Evaluation and Support Rubric Indicators: 1.2, 2.2, 4.2](#)). Full rubrics may be used to develop feedback and support reflection as needed.
- [ROP Leader Success Criteria](#) (aligned with TEAM Success Criteria) is a single point competency

and used to reflect, determine next steps, and support the written summary of leader practice.

### **Goal Setting Process:**

- Through self-reflection and mutual agreement with their evaluator, leaders set a strategy/goal focus for the CAPA cycle. Goals focus on high leverage practice areas and high leverage learning aligned to district/school improvement plan and district portrait of a learner/graduate.
- Goals may be set for 1, 2, or 3 year periods. Goals may be developed individually or collaboratively.

### **Professional Practice and Leader, Educator and Student Growth.**

[ROP Leader Success Criteria](#) focus on evidence-based reflection and growth in the following areas: professional learning and improving leadership practice, improving learner outcomes, and positively impacting community.

- Multiple measures of student learning, organizational health, and educator and leader growth, mutually agreed upon during goal setting, inform leader reflection and growth. Measures may include but are not limited to evidence of learning aligned to the goal, peer site visit/observation, collaboration with colleagues, feedback from colleagues/families/students, potential sources of evidence identified within the CT Leader Evaluation and Support Rubric 2017, and other artifacts.
- Observations with written and verbal feedback aligned to leader'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 ROP Success Criteria.


### **Process Elements:**

- CAPA (collect, analyze, process, act) framework guides 1-3 cycles of action research, reflection, and improvement across the school year aligned to a focused high-leverage practice area: curriculum, instruction, and assessment; professional learning; school culture and climate.
- CAPA cycles include a goal setting conversation, mid-year/cycle feedback, and an end-of-year/cycle review of practice conversation.
- As part of continuous ongoing training, annual ROP orientation for all leaders to the process, which includes understanding differentiated supports.
- Ongoing calibration and feedback training for evaluators.

## Differentiation/Dispute Resolution:

- Options for differentiation to promote educator growth, to support leaders needing additional support within the CAPA cycle, and to support leaders who have consistently not met the minimum standard.
- Any disputes regarding ratings in the ROP model shall be (or could be) resolved using the existing resolution process in the participating district. A district that wanted to adjust their process could, as long as it complies with the guidelines, or they could apply their existing model to ROP.
- 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.

## Key Components of ROP

A Focus on High Leverage Practice Areas	The CAPA Cycle Framework 1-3 CAPA Cycles - School Year	Reflection and Feedback for Growth During CAPA Cycle
<ul style="list-style-type: none"><li>• Curriculum, Instruction &amp; Assessment (CCL Rubric 1.2)</li><li>• Professional Learning (CCL Rubric 2.2)</li><li>• School Climate and Culture (CCL Rubric 4.2)</li></ul>		<ul style="list-style-type: none"><li>• New Learning and Impact on Practice</li><li>• Positive Impact on Learners</li><li>• Impact on Community</li></ul>

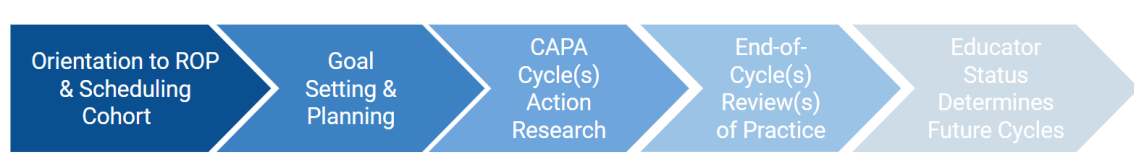
## ROP Process and Timeline Overview

### The Annual ROP Process Schedule

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

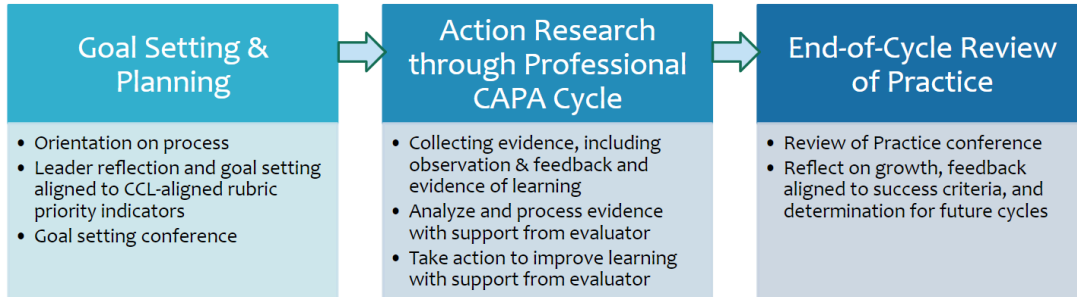
To support a focus on meaningful strategy/goal focus areas and comprehensive action research that will enhance deep learning, leader CAPA cycles are designed to span the course of the school year.

Specific ROP process timelines for all leaders are determined by local PDECs. When designing and implementing an ROP process timeline, leaders' needs are considered to inform support (e.g., level of experience, role, transfers to the district, etc.). See ROP Scheduling Flexibility p. 35.



## Process Schedule

To support a focus on meaningful practice/outcome goals and comprehensive action research that will enhance deep learning, leader CAPA cycles are designed to span the course of the school year.



### Orientation to the Process & Scheduling

#### Orientation

Evaluators/PDECs facilitate an annual orientation for leaders to the process that will result in leaders being able to describe the purpose, goals, and process of ROP - including differentiated supports - and explain what makes for a successful CAPA cycle.

#### ROP Annual Timelines

Evaluation and support is an ongoing, cyclical process with a minimum of three conferences with supervisor annually (fall goal setting, mid-year review, end of year reflection and annual summary). Timeline and frameworks were created by PDEC consistent with established standards.

The tables below provide timelines for beginning of year goal setting conference, mid-year check-in conference, and end of year reflection and summary conference for the annual evaluative process.

#### Leader Timeline

Goal Setting Conference- By October 30	Mid-Year Check In - By February 15	End-of-Year Meeting By May 30
All leaders	All leaders	All leaders
All Leaders engage in an annual, year-long CAPA cycle process. Based on mutual agreement during goal setting, the leader may organize their learning and growth in one year-long CAPA cycle, two CAPA cycles (one in semester 1 and one in semester 2), or three CAPA cycles (fall, winter, spring). See leader schedule examples. Thomaston recommends non-tenured staff complete individual, annual goals.		

### **ROP Scheduling Flexibility for Leaders**

There are varied ways to complete the expected 1-3 CAPA cycle(s) annually within the context of a leader's 1, 2 or 3 year goal. The leader's high-leverage strategy/goal focus should inform the CAPA cycle schedule planning and include the expected number of observations/site visits and reviews of practice. There may be some overlap and variation in how different leaders approach the cycle(s) in alignment to the success criteria to accomplish their goal. To align with CT Guidelines 2023, each leader's CAPA cycle schedule will include meeting with their supervisor three times a year (at minimum, fall goal setting, mid-year review/mid-CAPA-cycle, end of year/end-of-CAPA-cycle ROP reflection).

Evaluators may gather and use input from staff to inform scheduling and consider existing professional learning structures and how they may support leaders' ongoing reflection and improvement aligned to the high-leverage indicators and CAPA cycle work. Local PDECs determine specific timelines and may customize the schedule to meet local needs. *The samples below may provide some guidance in the process.*

<b><i>Sample Year Long Leader ROP CAPA Cycle Schedule - 3 CAPA Cycles</i></b>			
<b>August</b>	<b>Early Fall</b>	<b>Mid-Late Fall/Winter</b>	<b>Winter/Spring</b>
<b><i>Goal Setting</i></b>	<b><i>CAPA Cycle 1</i></b>	<b><i>CAPA Cycle 2</i></b>	<b><i>CAPA Cycle 3</i></b>
<ul style="list-style-type: none"><li>● Goal setting conference</li><li>● Mutually agree upon high-leverage strategy/goal focus in alignment with school/district improvement plan</li><li>● CAPA cycle schedule designed to support success aligned to the goal</li></ul>	<ul style="list-style-type: none"><li>● Initial site visit/feedback to support leader's evidence collection</li><li>● Leader works through CAPA cycle with evaluator support and collaboration as needed</li><li>● End-of-cycle artifact review/review of practice to reflect on progress/learning within cycle aligned to success criteria</li></ul>	<ul style="list-style-type: none"><li>● Site visit/feedback to support leader's evidence collection and ongoing improvement</li><li>● Leader works through CAPA cycle with evaluator support and collaboration as needed</li><li>● End-of-cycle artifact review/review of practice to reflect on progress/learning within cycle aligned to success criteria</li></ul>	<ul style="list-style-type: none"><li>● If needed, site visit/feedback to support leader's evidence collection and ongoing improvement</li><li>● Leader works through CAPA cycle with evaluator support and collaboration as needed</li><li>● End-of-cycle artifact review/review of practice to reflect on progress/learning within cycle aligned to success criteria</li></ul>



	and plan for next cycle	and plan for next cycle	<ul style="list-style-type: none"> <li>• Evaluator determines final status</li> </ul>
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<b><i>Sample Year Long Leader ROP CAPA Cycle Schedule - 2 CAPA Cycles</i></b>		
<b>August</b>	<b>Fall</b>	<b>Winter/Spring</b>
<b><i>Goal Setting &amp; Planning</i></b>	<b><i>CAPA Cycle 1</i></b>	<b><i>CAPA Cycle 2</i></b>
<ul style="list-style-type: none"> <li>• Goal setting conference</li> <li>• Mutually agree upon high-leverage strategy/goal focus in alignment with school/district improvement plan</li> <li>• CAPA cycle schedule designed to support success aligned to the goal</li> </ul>	<ul style="list-style-type: none"> <li>• Initial site visit/feedback to support leader's evidence collection and additional site visit/feedback as needed to support CAPA cycle work</li> <li>• Leader works through CAPA cycle with evaluator support and collaboration as needed</li> <li>• End-of-cycle artifact review/review of practice to reflect on progress/learning within cycle aligned to success criteria and plan for next cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Site visit(s)/feedback to support leader's evidence collection and ongoing improvement</li> <li>• Leader works through CAPA cycle with evaluator support and collaboration as needed</li> <li>• End-of-cycle artifact review/review of practice to reflect on progress/learning within cycle aligned to success criteria</li> <li>• Evaluator determines final status</li> </ul>

<b><i>Sample Year Long Leader ROP CAPA Cycle Schedule - 1 CAPA Cycle</i></b>	
<b>August</b>	<b>Fall-Spring</b>
<b><i>Goal Setting &amp; Planning</i></b>	<b><i>CAPA Cycle 1</i></b>
<ul style="list-style-type: none"> <li>• Goal setting conference</li> <li>• Mutually agree upon high-leverage strategy/goal focus in alignment with school/district improvement plan</li> <li>• CAPA cycle schedule designed to support success aligned to the goal</li> </ul>	<ul style="list-style-type: none"> <li>• Initial fall site visit/feedback to support leader's evidence collection</li> <li>• Leader works through CAPA cycle with evaluator support and collaboration as needed, including: <ul style="list-style-type: none"> <li>○ Winter and spring site visits/feedback</li> <li>○ Mid-cycle artifact review</li> <li>○ Additional site visits/feedback as needed</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• End-of-cycle artifact review/review of practice to reflect on progress/learning within cycle aligned to success criteria</li> <li>• Evaluator determines final status</li> </ul>
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## Goal-Setting and Planning

### **Goal Setting Aligned to Guidelines 2023**

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

- Leaders will meet with their supervisor three times annually (at minimum, fall goal setting, mid-year review/mid-CAPA-cycle, end of year/end-of-CAPA-cycle ROP reflection). The meetings should be approached in a spirit of continuous improvement, reflection, and collaboration. Goals should always be connected to adopted PDEC standards and informed by multiple measures of student learning, growth and achievement; organizational health; educator and leader growth, which are noted as mutually agreed upon during the goal-setting process.
- 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-year meeting/end-of-CAPA-cycle ROP conversation should be used as a time to reflect on the current year/cycle and how it might inform/launch the next evaluation cycle.
- Goals and the professional development plan are mutually agreed upon on an annual basis.

### **Goal Setting Steps and Resources within ROP**

Within ROP, each CAPA cycle includes a goal setting conversation through mutual agreement, mid-year/cycle feedback, and an end-of-year/cycle review of practice conversation to support growth and next steps aligned to the ROP Success Criteria (aligned with TEAM Success Criteria). Through self-reflection and mutual agreement with their evaluator, 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?
  - a. Curriculum, instruction, and assessment
  - b. Professional learning
  - c. School culture and climate
  - d. For special circumstances, other indicator.
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 learner skill/attribute do you want to improve?
4. How will they know if the learner improvement occurred?

Goals focus on high leverage instructional areas (curriculum, instruction, and assessment; professional learning; school culture and climate) and high leverage learning aligned to the district/school improvement plan and vision of a learner/graduate. Leader practice goals are based on high-leverage CCL-CSLS standards and framed as single points to support goal setting conversations, reflection, and growth (e.g., [High Leverage CT Leader Evaluation and Support Rubric Indicators 1.2, 2.2, 4.2](#)). Full rubrics may be used to develop feedback and support reflection as needed.

Additionally, goals may be set for 1, 2, or 3 year periods. Goals may be developed individually or collaboratively.

Leaders document their strategy/goal focus on the CAPA form for [Leaders](#).

## CAPA Cycle Strategy/Goal Focus for Learning

1. Which high-leverage indicator will you use as the focus of your improvement strategy?

- **Curriculum, instruction, assessment**
- **Professional learning**
- **School culture and climate**
- Other indicator for special circumstances:

2. What will you do to improve your performance in this area? How could you work with colleagues, students, and families to enhance learning and support your improvement process?

3. What learner skill/attribute are we trying to improve?

4. How will we know that learner improvement has occurred?



[CAPA Form for Leaders](#)

## Action Research Through Professional CAPA Cycle

### CAPA Cycle Framework

Leaders use the CAPA (collect, analyze, process, act) framework 1-3 times during the school year to guide focused professional learning and feedback through action research, reflection, and improvement in a focused high-leverage instructional area:

- Curriculum, instruction, and assessment
- Professional learning
- School culture and climate
- Other indicator for special circumstances.

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

Multiple measures of student learning, organizational health, and educator and leader growth - mutually agreed upon during goal setting - to inform leader reflection and improvement. Measures may include but are not limited to evidence of learning aligned to the goal, peer site visit/observation, collaboration with colleagues, feedback from colleagues/families/students, potential sources of evidence identified within the CT Leader Evaluation and Support Rubric 2017, and other artifacts. Leaders may engage in peer observation, share resources, or collaborate with colleagues to deepen understanding and improve practice and outcomes.

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	

### **Evaluator Observations and Feedback Throughout the CAPA Cycle**

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

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

- Minimum of 2 site visits and 1 artifact review/review of practice for leaders with tenure
- Minimum of 3 site visits and 2 artifact review/review of practice for leaders without tenure

See ROP Scheduling Flexibility for Leaders section of this document for suggested timeframes for observations within leader CAPA cycle(s). Evaluators may schedule and conduct additional observations/site visits with 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 process. See [Sample Evidence Collection/Feedback Tool](#).

The protocol for observations and feedback will be implemented annually for 1-, 2-, and 3-year goals.

Site visit/review of practice feedback is provided within five business days.

## End-of-Year/Cycle Review of Practice

### Understanding and Planning for an End-of-CAPA-Cycle ROP Conversation

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

- Peer site visit/observation
- Collaboration with colleagues
- Feedback from colleagues, students, families
- Potential sources of evidence, which may be identified within the *CT Leader Evaluation and Support Rubric 2017*
- Other artifacts

During the end-of-CAPA-cycle review of practice conversation, the leader and evaluator meet to reflect holistically on the work, learning, and improvement that occurred during the CAPA cycle process aligned to the ROP Success Criteria. Evaluator feedback consists of multiple and varied quantitative and qualitative indicators of professional growth. The evidence documented within the leaders's ROP CAPA form is referenced within the ROP conversation to support evidence-based reflection. The ROP Success Criteria are also referenced within the ROP conversation.

To plan for the conversation, evaluators should/may:

- Reflect on CAPA cycle evidence and feedback, including areas of strength/growth to inform the ROP conversation.
- Review the [ROP Leader Success Criteria](#) and the variety of possible sources of evidence that may align.
- Revisit the leader's CAPA Form.
- Use the [End-of-CAPA cycle ROP sample questions](#) to develop questions that you may ask during the ROP conversation.
- Other as needed ...

To plan for the conversation, leaders 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 you learn? How did you change your practice? How educator/learner outcomes improve within your CAPA cycle? Consider the [ROP Leader Success Criteria](#)*).
- Be ready to add additional evidence to the CAPA form during the ROP conversation if deepened reflections/learning emerge.

### CAPA Cycle Success Criteria

A successful CAPA cycle includes:

A successful ROP CAPA cycle(s) includes:

- ☐ Mutually agreed upon CAPA cycle strategy/goal focus.
- ☐ Evidence of 1-3 CAPA cycles that reflect focused professional learning across the school year.
- ☐ Documented evidence, reflection, and growth aligned to the strategy/goal focus on the ROP CAPA Form.
- ☐ Participation in site visits/observations and feedback conversations as required.
- ☐ Leader self-reflection and self-assessment aligned to ROP Success Criteria prior to the end-of-cycle ROP conference.
- ☐ Leader participation in end-of-cycle ROP conference to discuss evidence-based reflections on practice, learning, and growth within the CAPA cycle aligned to ROP Success Criteria. Evaluators share their determination regarding whether or not the criteria have been successfully met (should there be a discrepancy or scoring disagreement, the evaluator will assign the final score).

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 [ROP Leader Success Criteria](#). Evaluator feedback consists of multiple and varied quantitative and qualitative indicators of professional growth. The ROP Leader Success Criteria (aligned with TEAM Success Criteria) is a single point competency and used to reflect, determine next steps, and support the written summary of leader practice.

The ROP Success Criteria supports evaluators and leaders in reflecting holistically on the collection and analysis of multiple measures of student learning, organizational health, and educator and leader growth, mutually agreed upon during goal setting, that resulted in new learning and improved practice and outcomes within each CAPA cycle. Multiple measures inform reflection, feedback and improvement, including but not limited to:

- Peer site visit/observation
- Collaboration with colleagues
- Feedback from colleagues, students, families
- Potential sources of evidence, which may be identified within the *CT Leader Evaluation and Support Rubric 2017*
- Other artifacts

The ROP Leader Success Criteria includes:

<u>ROP Success Criteria</u>	<u>Possible Sources of Evidence</u>
<p><b>Development of New Learning &amp; Impact on Practice</b></p> <ul style="list-style-type: none"> <li>Leader 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</li> </ul> <p><b>Impact on Learners</b></p> <ul style="list-style-type: none"> <li>Leader can demonstrate how they positively impacted learning within the CAPA cycle using example evidence, and can articulate connections/rationale between the improved learning and their own changes in practice.</li> </ul> <p><b>Impact on Community</b></p> <ul style="list-style-type: none"> <li>Leader can demonstrate how they worked effectively with colleagues/ families/ community to support learning and improvement within the CAPA cycle</li> </ul>	<ul style="list-style-type: none"> <li>Required observational/site visit evidence</li> <li>Required evidence of learner performance aligned to high-leverage indicator focus</li> <li>Professional development sessions</li> <li>Educator evaluation data</li> <li>School or district improvement plan</li> <li>Curriculum guides</li> <li>Faculty meeting agendas, minutes, observations</li> <li>School or district improvement plans</li> <li>Leadership team agendas, minutes, observations</li> <li>Professional learning survey or feedback</li> <li>Discipline data</li> <li>Student surveys</li> <li>Observation of students and behaviors (cafeteria, halls, unstructured areas, etc.)</li> <li>Faculty or departmental meeting agendas, minutes, observations</li> <li>Observations of faculty</li> <li>Other artifacts/sources ...</li> </ul>

### **Leader Status Determines Future Cycles**

In alignment with the CT Guidelines 2023, an appropriate summary of the leader 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 ROP conversation, the evaluator informs the leader 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**

Leader Self Reflection			Evaluator Assessment		
Areas of Strength	Criteria for Success	Opportunities for Growth/ Next Steps	Areas of Strength	Criteria for Success	Opportunities for Growth/ Next Steps
	Development of New Learning & Impact on Practice			Development of New Learning & Impact on Practice	
	Impact On Learners			Impact On Learners	
	Impact on Community			Impact on Community	
Additional Comments/Reflections:			Additional Comments/Feedback:		
Leaders and evaluators share their determination regarding whether or not the criteria have been successfully met (should there be a discrepancy or scoring disagreement, the evaluator will assign the final score).					

## Ensuring Fairness, Accuracy, and Calibration to Deepen Learning: Evaluator Training

*Adapted from the CT SEED Handbook 2017*

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

Comprehensive ROP training will support evaluators in learning to:

- Explain ROP's purpose, process, and alignment to professional learning across an educator's career.
- Use deep understanding of high-leverage practices aligned to CCL standards to support goal setting, feedback, and improved learning aligned to high-leverage indicators.
- Use the CAPA framework to multiple measures/evidences to provide focused and effective feedback for improved practice and outcomes.

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



## Options for Differentiation and Support within ROP

### **Promoting Leader Growth**

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

- 1, 2, or 3-year goal setting
- Collaborative goal setting

### **Supporting Leaders During the CAPA Cycle**

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

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

[Language from [CSDE CT Leader and Evaluation and Support Plans 2024](#):

All leaders require access to high-quality, targeted professional learning support to improve practice over time. Leaders and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, with an evaluation process. All three tiers of support must be implemented prior to the development of 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 a 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, leader and their exclusive bargaining representative if applicable.

#### Tier 1

It is the expectation that all leaders 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 conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by your district PDEC and other leader supports (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 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 that are collaboratively discussed and may be assigned by an evaluator. Tier 3 supports 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, leader and their exclusive bargaining representative for certified leaders 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.]

### **Supporting Leaders Who Consistently Have Not Met the Standard**

For Leaders who consistently have *not* met the minimum evidence standards in the CAPA Cycle (criteria *not* met for multiple cycles), a focused support and development is needed, which may include a focused support plan, more frequent observations with feedback, a focus on all/additional indicators of the CCT Rubric for Effective Teaching/Service Delivery, additional opportunities for professional learning.

This could be an example of a Corrective Support Plan:

1. Educator prepares for an initial comprehensive observation/site visit based on all indicators of the CT Leader Evaluation and Support Rubric 2017.
2. Evidence is used to identify areas of strength and areas for improvement on existing district leadership rubric.
3. A structured support plan is developed to assist the leader in consistently demonstrating proficiency. The support plan includes clearly defined goal(s) for improvement aligned to the rubric, a timeline for implementation (e.g., interim and final review dates in accordance with stages of support), and resources/strategies aligned to the improvement outcomes (e.g., increased supervisory observations/site visits and feedback, specialized professional learning, collegial and administrative assistance, etc.).
4. The structured support plan is implemented.
5. Leaders meeting the support plan goals for improvement are then entered into the ROP Cycle.

[Language from [CSDE CT Leader and Evaluation and Support Plans 2024](#):

### **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 a 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, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b.

The Corrective Support Plan 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, leader and bargaining unit representative.

### (Sample)

Leader A has consistently struggled with communicating appropriately with a variety of constituents. Tiered supports have been provided by the evaluator throughout the year. Leader A has demonstrated a lack of growth/improvement, which has led the evaluator to assign a Corrective Support Plan.

Objective:

To improve engagement with families in communities (PSEL – Standard 8) and to improve operations in management (PSEL – Standard 9)

Resources:

- All communications previewed by the evaluator for content and timeliness.
- Collaboration with other district leaders for exemplars of communication.

Timeframes:

- Leader A will remain on this Corrective Support Plan for six weeks.
- Improvements in communication within this six-week duration will serve as criteria for successful completion of this plan.

Supportive Actions:

- Weekly, bi-weekly meetings with progress reporting from Leader A and written feedback from evaluator (dependent upon need for plan).
- All resources made available.
- Modeling of effective communication practices with role play opportunities.
- Timely feedback in person and in writing (weekly/bi-weekly meetings).
- Management of access to learning opportunities in and out of the building, as appropriate.

### Corrective Support Plan Template

(Leader being evaluated) has consistently struggled with \_\_\_\_\_. Tiered supports have been provided by the evaluator throughout the year. (Leader being evaluated) has demonstrated a lack of growth/improvement, which has led the (Evaluator) to assign a Corrective Support Plan.

Objective:

To improve \_\_\_\_\_  
\_\_\_\_\_ (Indicate specific standard in your objective language)

(Possible) Resources:

A blend of opportunities and resources should be extended to the Leader being evaluated being supported on the Corrective Support Plan

- Mentor
- Coach
- Reading as appropriate

Timeframes:

- (Length of the Corrective Support Plan – typically six to eight weeks in length)
- Improvements in (standard) within this (Length of Corrective Support Plan) will serve as criteria for successful completion of this plan

Supportive Actions:

(Suggested supportive actions)

- Weekly, bi-weekly meetings with progress reporting from Leader A and written feedback from evaluator (dependent upon need for plan)
- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of the building, as appropriate.]

## Dispute-Resolution Process

The local or regional board of education shall include a process for resolving disputes in cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. When such agreement cannot be reached, the issue in dispute will be referred for resolution to a subcommittee of the PDEC. The superintendent and the respective collective bargaining unit for the district will each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. In the event that the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding.

[Language from [CSDE CT Leader and Evaluation and Support Plans 2024](#):

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system. 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.

Ultimately, should a leader disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The leader being evaluated has the right to provide a statement identifying areas of concern with the goals/objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan.

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) workdays from the date the leader initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

#### Process

The leader being evaluated shall be entitled to collective bargaining representation at all levels of the process.

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the leader being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The leader being evaluated may choose between two options.
  - a. **Option 1:** The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party.\* The superintendent or designee and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward and to notify the superintendent of the decision.

*\*In the instance that a district is too small to have a full PDEC from which to select three individuals, the superintendent and leader may select three mutually agreed upon persons to serve as the neutral party for resolving the dispute. Each individual must be a Connecticut certified leader and may or may not be from within the district.*

- b. **Option 2:** The leader being evaluated requests that the superintendent or designee solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and leader being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

### Time Limits

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 leader being evaluated must initiate the appeals procedure within five workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five workdays, the leader shall be considered to have waived the right of appeal.
4. The leader being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.]

Finally, should an educator need to place a claim that any part of this process wasn't followed correctly, they should address the Director of Special Education Services. Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to grievance procedures by the current collective.

## Local and State Reporting

The superintendent shall report:

1. the status of teacher evaluations to the local or regional board of education on or before June 1 of each year; and
2. the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of teachers 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 "teacher" 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.

## ROP Resources

[Leader ROP CAPA Form](#)

[Leader High Leverage Practice Single Point Competencies](#)

[Leader ROP Success Criteria](#)

[Leader ROP – Summary of Steps, Responsibilities and Forms](#)

[ROP/CT Guidelines for Leader Evaluation 2023 Crosswalk](#)

[ROP Feedback Checklist Aligned to CAPA](#)

[Sample Evidence Collection/Feedback Tool](#)

## Sources Referenced/Consulted

Connecticut State Department of Education. Connecticut Leader and Educator Evaluation and Support Plans 2024,  
<https://portal.ct.gov/-/media/SDE/Evaluation-and-Support/CTLeaderEducatorEvalSupportPlan2024.pdf>

Connecticut State Department of Education. *The Connecticut Common Core of Leader (CCL) Evaluation and Support Rubric 2017*,  
<https://portal.ct.gov/-/media/SDE/Evaluation-and-Support/LeaderEvalRubric2017.pdf>

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