

Watertown Public Schools
Educator Evaluation & Support Plan
June 10, 2024

Watertown Board of Education

61 Echo Lake Rd.
Watertown, CT 06795



John Trumbull Primary School
779 Buckingham Street
Oakville, CT 06779

Judson Elementary School
124 Hamilton Lane
Watertown, CT 06795

Polk Elementary School
435 Buckingham Street
Oakville, CT 06779

Swift Middle School
250 Colonial Street
Oakville, CT 06779

Watertown High School
324 French Street
Watertown, CT 06795

We believe every student deserves innovative and engaging learning experiences in every classroom, every day.

Watertown Public Schools Board of Education

June 1, 2024



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Watertown Board of Education Mission Statement

The mission of the Watertown School District, with determination to be a world-class educational leader and a centerpiece of a dynamic and growing community, is to meet the needs of each student – academic, artistic, athletic, emotional, ethical, social, and technological – to develop members of our community who:

Embrace life-long learning;
Are caring and responsible citizens;

This will be accomplished by:

Establishing high expectations for all students;
Partnering with parents and a community as a whole;
Providing the differentiated instruction, guidance and resources necessary to achieve these high expectations set forth for our students, staff, and community.

Watertown Public Schools

Professional Development and Evaluation Committee (PDEC)

Established February 2024



Name	Role	Representing
Lisa Fekete (Facilitator)	Director of Operations, C&I	Central Office
Dr. Alison Villanueva	Superintendent	Central Office/BOE
Laura Meka	Principal, JTPS	Primary Administrators
Kristin Raymond	Principal, Judson	Intermediate Administrators
Marylu Lerz	Principal, Swift Middle School	Middle School Administrators
Gianni Perugini	Principal, WHS	High School Administrators
Sean Blaney	Special Education Coordinator	Special Education Administrators
Hannah Plourde	Curriculum TOSA	TOSAs/SRBI Coordinators
Pauline Lagasse	Special Education TOSA	TOSAs
Judy White	Grade 1 Teacher, JTPS	Primary Teachers
Lauren O'Toole	Grade 4 Teacher, Judson	Intermediate Teachers
Samantha LaFlamme	Grade 8, Math Teacher	Middle School Teachers
Anthony Deziel	High School English	High School Teachers
Andrea Pannoni	Special Education, JTPS	Special Education Teachers
Rachel Lease	MLL Teacher	Related Service Providers
Ashley Coon	Literacy Specialist, Polk	Reading Teachers
Meghan Robinson	Counselor, WHS	Counselors
MaryEllen Lafferty	Computer Teacher, JTPS	Library Media, Computers & PE Teachers
Kathleen Cummings	Music Teacher, Judson & Polk	Art & Music Teachers
Andre Burgos	MLL Teacher	Liaison for CTE Teachers
Sue DiStasi	Paraeducator Liaison	Paraeducators

TABLE OF CONTENTS

Section	Page Number(s)
<u>THE WATERTOWN PUBLIC SCHOOLS PDEC</u>	1
<u>INTRODUCTION</u>	2-3
<u>GUIDING PRINCIPLES:</u>	4-5
<i><u>Connecticut State Department of Education</u></i>	4
<i><u>Watertown PDEC</u></i>	4-5
<u>PLAN COMPONENTS:</u>	6-20
<i><u>Standards</u></i>	6
<i><u>Reviews of Practice</u></i>	7
<i><u>CAPA Cycle</u></i>	8
<i><u>Successful Completion of CAPA Cycle</u></i>	9
<i><u>Mid-Year Review of Practice</u></i>	10
<i><u>End-of-Year Review of Practice</u></i>	10
<i><u>Possible Sources of Evidence/Artifacts</u></i>	11
<i><u>Comprehensive Observation and Walk-Through Framework</u></i>	12
<i><u>Tier 1 Reviews of Practice and Observation Cycles</u></i>	12
<i><u>Watertown's Educator Evaluation & Support Plan: Year at a Glance</u></i>	14
<i><u>Tier 1 Observation Descriptions</u></i>	15-16
<i><u>Tier 2, Tier 3, and Corrective Support</u></i>	17-18
<i><u>Dispute Resolution</u></i>	19-20
<u>GLOSSARY OF TERMS</u>	21-24
<u>FREQUENTLY ASKED QUESTIONS</u>	25-26
<u>RESOURCES</u>	27

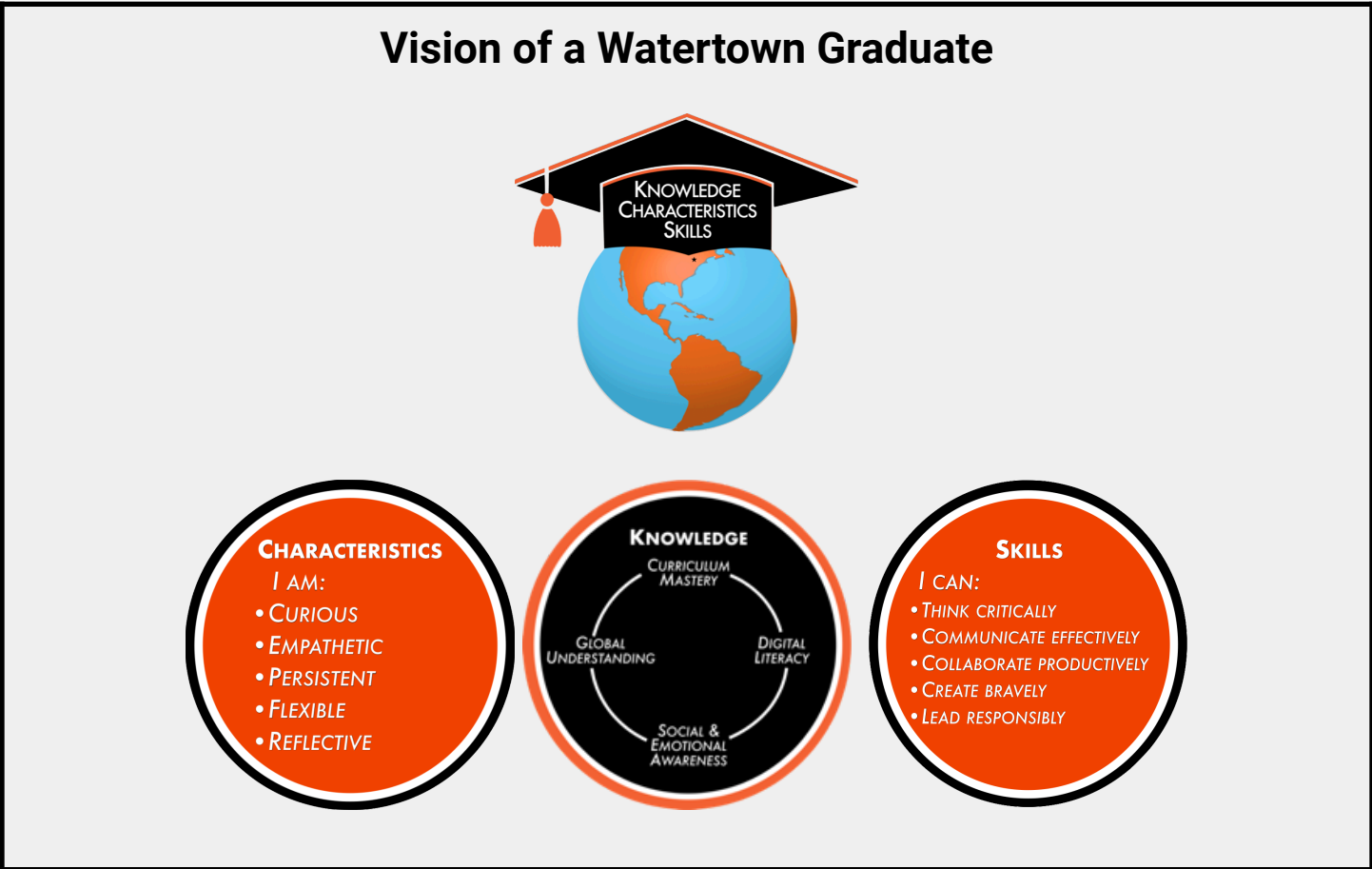
THE WATERTOWN PUBLIC SCHOOLS PDEC

The Watertown Public Schools District is deeply invested in fostering a true **collaborative** relationship with all stakeholders. The purpose of the **PDEC (Professional Development and Evaluation Committee)** is to design, implement, and continually revise a professional evaluation and support plan that is professionally engaging, relevant, and meaningful for educators. This plan aims to support genuine professional growth. All decisions made by the PDEC Committee follow a **consensus protocol** to ensure a democratic and inclusive process.

The committee itself is diverse, comprising multiple stakeholders from the Watertown Educators Association and the Watertown Administrators Association, representing various grade levels and content areas. The PDEC Committee will continue to inform professional learning opportunities for educators and collect feedback on the evaluation plan. Through this continuous cycle of feedback and improvement, the committee strives to enhance the professional evaluation process, making it more effective and impactful for all educators in the District. The duties of PDEC shall include, but are not limited to, participation in the development/adoption of the educator evaluation and support program for the District, pursuant to section 10-151b and the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees of the District.

INTRODUCTION

In Watertown Public Schools, we believe EVERY STUDENT deserves innovative and engaging learning experiences in EVERY CLASSROOM, EVERY DAY. Our Vision of a Watertown Graduate specifies the cognitive, personal, and interpersonal competencies that students should have when they graduate from Watertown High School. Students will acquire the knowledge, characteristics, and skills identified in the Vision through compelling learning experiences over the course of their PK-12 career. The goal of the District is to provide students and staff with the tools and resources necessary to ensure student success.



John Hattie, in his ground-breaking study “Visible Learning for Teachers” ranked 252 influences related to learning outcomes for students using a synthesis of well over 800 **meta-analyses** covering 50,000 studies. Hattie’s research revealed that “excellence in teaching is the single most powerful influence on student achievement.” Teachers drive the vast majority of the 252 influences and **collective teacher efficacy** is rated as the most powerful influence on student success. Hattie’s research shows that high-impact teaching, where teachers focus on the effects of their teaching and work collaboratively with other educators, is the most important factor for student learning.

In alignment with John Hattie's findings, Watertown ascribes to the following theory of action:

If education systems prioritize the development and support of teachers, versus compliance, by implementing an authentic, relevant and engaging Educator Evaluation and Support plan, then they can unlock the full potential of their teaching workforce and drive sustained improvements in academic achievement for all students.

To drive meaningful changes in teaching and improve student outcomes, Watertown Public Schools is committed to the growth and development of teachers by providing high quality professional learning and **timely/actionable feedback** through a clear Educator Evaluation and Support process that is supportive, collaborative and promotes reflection. Watertown's Educator Evaluation & Support Plan has been developed through an authentic, collaborative process with a diverse PDEC representing all stakeholder groups across the District. Guiding principles, mutually determined priorities and a consensus protocol were utilized to create a process that moves beyond a **compliance-focused approach**. Watertown's Educator Evaluation and Support process emphasizes professional growth, **teacher agency**, and sustained, collaborative learning opportunities tailored to teachers' needs and contexts.

GUIDING PRINCIPLES

Connecticut State Department of Education

The Connecticut State Department of Education developed key guiding principles that emphasize flexibility, growth-orientation, collaboration, tiered support, and alignment with professional standards - all aimed at creating a transformative educator evaluation and support system.

1. ***Allow for differentiation of roles*** - the guidelines should accommodate different types of educators such as teachers, counselors, instructional coaches, student support staff, and leaders (central office, principals, assistant principals, etc.).
2. ***Focus on growth and development rather than compliance*** - the evaluation and support system should be designed to promote continuous improvement and high-quality professional learning, not just meet compliance requirements.
3. ***Emphasize collaboration between evaluators and educators*** - the evaluation process should involve ongoing, two-way discussions and reflection between the evaluator and educator.
4. ***Establish a tiered system of support*** - the guidelines should include a clearly articulated support model with Tier 1, 2, 3 interventions and corrective support to address educator needs.
5. ***Reduce burden on beginning educators*** - the evaluation and support system should find ways to lessen the load on new educators without compromising the separation between induction and evaluation.
6. ***Align with state and national standards*** - the performance standards used to evaluate educators should be based on national or state standards set by professional organizations.

Watertown Professional Development & Evaluation Committee

Watertown's PDEC expanded on the CSDE Guiding Principles to focus and prioritize the development of this plan.

1. ***Alignment*** - there should be alignment between process elements and District systems and structures. Goals should be aligned to the District Vision: Watertown's Vision of a Graduate, and school goals, as applicable. Professional learning opportunities and PLCs should be aligned to goals. Content of discussions and reviews of practice should be aligned to goals and classroom observations/visits.
2. ***Teacher Choice*** - goals must be mutually agreed upon between the evaluator and educator, however, goals should reflect teacher needs, interests and preferences.
3. ***Evidence*** - evidence of student growth should be **robust and varied**.

4. **Observations/Walkthroughs** - there should be ongoing classroom visits throughout the school year.
5. **Feedback** - there should be many opportunities for two-way dialogue between the evaluator and educator, and feedback should be timely, actionable and grounded in standards.

PLAN COMPONENTS

Standards

The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Educator practice discussions are based on various sets of national or state performance standards, outlined below. A **single point competency** is selected from the sets of standards as the focus for **high leverage** goal setting and professional learning. The table below outlines the professional practice standards that ground this model's framework. Depending upon the varying roles of educators across our District, some stakeholder groups may have job responsibilities that are captured under more than one rubric. These groups of educators have been bolded and italicized. Educators and evaluators mutually agree upon the set of standards and single point competency selected and utilized annually.

Standards	Recommended For
<u>The Framework for Teaching (The FFT)</u>	<ul style="list-style-type: none"> ● Elementary Classroom & Special Area Teachers ● 6-12 Core Content Teachers ● 6-8 Unified Arts Teachers ● 9-12 Elective Teachers ● <i>K-12 Special Education Teachers</i> ● <i>K-12 Reading/Math Interventionists</i>
<u>Educator Competencies for Personalized, Learner-Centered Teaching</u>	<ul style="list-style-type: none"> ● <i>K-12 Special Education Teachers</i> ● <i>K-12 Reading/Math Interventionists</i> ● K-12 Service Providers (School Psychologists, Social Workers, Speech & Language) ● <i>3-5 SRBI Coordinators</i>
<u>Teacher Leader Model Standards</u>	<ul style="list-style-type: none"> ● <i>K-12 SRBI Coordinators</i> ● K-12 Special Education TOSA's ● K-12 Curriculum TOSA ● K-12 Dean of Students ● 6-12 School Counselors

Reviews of Practice

Watertown Public School has customized its goal setting and **review of practices** to prioritize growth and development over compliance. The process emphasizes collaboration between evaluators and educators, aligning with state and national standards while empowering teachers to make informed choices. It utilizes a robust collection of student evidence, providing a comprehensive view of each educator's performance and potential.

This approach helps teachers move from compliance to engagement, encouraging them to take an active role in their professional development. The alignment with standards and emphasis on teacher choice foster personalized growth plans that cater to individual strengths and needs. The use of **diverse student evidence** allows for a **holistic evaluation**, going beyond standardized test scores.

By embracing this customized evaluation process, Watertown Public School empowers its teachers to grow, innovate, and excel, creating a dynamic learning environment for all students.

1. Goal Setting

All educators engage in the goal setting process. Goal setting meetings take place annually by October 15th, and the goal setting template is finalized no later than November 15th :

- Prior to the goal-setting meeting, educators reflect and complete a provided template. This is based on a review of evidence and an analysis of their own practice in relation to state/national standards, as well as student learning, growth, and achievement.
- The initial goal-setting meeting includes a dialogue between the educator and their evaluator. They discuss the educator's initial self-reflection. Other portions of the plan are co-authored during the goal setting meeting.
- The educator and evaluator come to a **mutual agreement** on a **high-leverage** professional practice goal. This focuses on a single point competency or a small group of related standards, aligned with Watertown's Vision of a Graduate.
- Goals may be set for 1, 2, or 3 year periods, and may be developed individually or collaboratively.
- Educators and evaluators mutually agree upon the student sample size and multiple measures of evidence, at least two, one of which must be **quantitative** (No more than five total artifacts). The goal setting template may be in draft form at the completion of the meeting, especially if baseline data is needed. All templates must be finalized by November 15th.
- Educators and evaluators create an initial plan for utilizing the **CAPA (collect, analyze, process, act) framework**. This will guide focused professional learning and feedback for at least one annual 12-week cycle of action research, reflection, and improvement in their selected focus area. A timeline of action steps is drafted during goal setting.
- Beginning educators in the Teacher Education and Mentoring Program (TEAM) will utilize the focus area(s) from their required **TEAM Modules** for their goal.

The CAPA Cycle

The CAPA Cycle is a powerful continuous improvement framework that Watertown educators and administrators will formally adopt as the centerpiece of professional growth and development. This iterative process allows for ongoing identification of instructional needs, testing of potential solutions, and refinement of practices to drive sustained enhancement in teaching and learning. While educators are always informally engaged in multiple CAPA Cycles simultaneously as part of using data to inform instruction, formalizing these steps will concretize the cycle of collecting and analyzing evidence of student growth, reflecting on practices, planning data-driven instruction, and reassessing performance. By explicitly embracing the CAPA Cycle, Watertown can systematically pinpoint areas for improvement, pilot new approaches, and continuously optimize educational outcomes through this structured, yet flexible model of constant progress. [\(See Goal Setting Template in Appendix XXX\)](#)

1. **Collect:** In this step, educators engage in self-reflection and collect various data sets to identify areas for improvement. (May include student assessment data, gathering feedback from students and teachers, reviewing student work samples and examining instructional materials and processes.) [Drafted prior to the Goal Setting Conference.](#)
2. **Analyze:** Educators analyze data sets to identify trends and patterns; areas of strength/improvement and potential root causes of problems. Educators review standards, curriculum documents and pacing guides. [Drafted prior to the Goal Setting Conference.](#)
3. **Plan & Implement:** Educators collaborate with evaluators to select a single point competency/specific standards as an area of focus. Educators and evaluators collaborate to begin to draft an action plan to include: a professional learning plan where best practices can be reviewed; potential components for a SMART GOAL; assessments or artifacts that will be utilized; potential actions steps and a timeline for implementation. [Drafted during the Goal Setting Conference and revisited/discussed at the Mid-Year and End of Year Reviews of Practice.](#)
4. **Assess & Analyze:** Based on evaluation of the implementation plan in the previous step, educators decide whether to adopt, modify, or abandon the changes. If the changes are successful, they are implemented more broadly. If not, the cycle starts again with a new plan for improvement. [Discussed at the End-of-Year Review of Practice.](#)



Successful Completion of the CAPA Cycle

Successful completion of the CAPA Cycle for teaching and learning across a school year is not solely defined by students achieving the SMART Goal, or quantitative goal, set at the beginning of the cycle. Rather, the true purpose of engaging in the CAPA cycle is to reflect on professional practice, grow, and improve teaching methods to create the conditions for positive student outcomes.

The key to success in the CAPA cycle lies in how the teacher responds and adjusts their practice based on the results, rather than just the achievement of the SMART goal itself. Even if the SMART goal is not fully met, a successful CAPA cycle is one where the teacher:

Reflects on Professional Practice

- Carefully collects and analyzes data to understand the current state of student learning
- Identifies areas for improvement in their own teaching methods and strategies
- Develops a plan to address these areas and implement changes

Implements Adjustments

- Puts the plan into action, trying new approaches and techniques
- Monitors the impact of these changes on student learning

Continues the Cycle

- Evaluates the effectiveness of the adjustments made
- Identifies new areas for growth and improvement
- Starts the CAPA cycle again, building on the lessons learned

The ultimate goal of the CAPA cycle is not just to improve student outcomes, but to foster a culture of continuous professional development and growth among teachers. By reflecting on their practice, making adjustments, and engaging in an ongoing cycle of improvement, teachers can enhance their skills and create the conditions for greater student success.

Growth Criteria

- **Development of New Learning and Impact on Practice:** Educator can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their continuous learning process goal/strategy focus.
- **Impact on Students:** Educators can demonstrate how they positively impacted student learning within the continuous learning process using example evidence and can articulate connections/rationale between the improved learning and their own changes in practice.

2. *Mid-Year Review of Practice (ROP)*

Completed by February 15th each year, all educators engage in a mid-year review of practice meeting:

- Prior to the meeting, educators complete a mid-year reflection and prepare agreed-upon evidence/artifacts to demonstrate the status of the goal from the goal-setting conference. Educators address instructional decisions related to the selected single-point competency and their progress in the CAPA Cycle using a provided template.
- Educators and evaluators collaborate to review the evidence and discuss the status of the goal in relation to the standards and student outcomes.
- Educators and evaluators collaboratively determine what is going well and areas of focus moving forward through the end of the year. Next steps are identified.
- Educators and evaluators discuss classroom observation and walkthrough data to determine what is going well and areas of focus moving forward.
- The evaluator memorializes these conversations in real-time on the template by capturing notes during the conversation, including any potential next steps for the CAPA Cycle and classroom observations.

3. *End-of-Year Review of Practice (ROP)*

All educators engage in an end-of-year review of practice. End-of-year meetings take place by the Friday of the first full week in June each year, and all written final reviews of practice are completed and signed by both the educator and evaluator on or before the last day of the school year.

- Prior to the meeting, educators complete an end-of-year reflection and prepare agreed-upon evidence/artifacts to demonstrate the status of the goal from the goal-setting conference using a provided template.
- Educators and evaluators collaborate to review the evidence and discuss the status of the goal in relation to the standards, the impact on professional practice and student outcomes from the CAPA Cycle. **See Successful Completion of CAPA Cycle on Page 9*
- Educators and evaluators collaboratively identify areas of strength and areas of focus moving forward through the end of the year.
- Educators and evaluators discuss classroom observation and walkthrough data to determine what has gone well throughout the year and areas of focus moving forward.
- The educator and evaluator discuss how the outcomes from this year can be carried over into the next school year and how this might drive goal setting moving forward.
- The evaluator will provide written feedback to the educator detailing both commendations and recommendations, connected to the state/national standards addressing instructional decisions related to the single-point competency selected, the outcomes from the CAPA Cycle, and classroom observations/walkthroughs.

Possible Sources of Evidence/Artifacts

- **Mastery-based** demonstrations of achievement
- Quantitative student learning evidence aligned to high-leverage indicator focus
- **Qualitative** evidence
- Student learning artifacts
- Observational evidence of students' words, actions, interactions (including quotations when appropriate); **Anecdotal notes**
- Implementation plans; lesson plan(s)
- Educator learning logs; impact on practice reflection
- Educator created learning materials
- Evidence from observation of educator practice
- Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc.
- Educator and/or student self-reflection
- Rubrics, **interim** or **benchmark assessment**; other assessments
- Parent/Student feedback
- Other artifacts/sources

Comprehensive Observation and Walk-Through Framework

Watertown's strategic approach to observation cycles is essential for supporting teacher development and improving student outcomes. This **comprehensive framework** aligns these processes with national/state standards, the District's Vision of a Graduate, and school/District goals, ensuring feedback is meaningful and relevant.

Importantly, the systems have been designed to reduce administrative burdens on both evaluators and educators, allowing the focus to remain on teaching and learning. The increased frequency of classroom visits and timely feedback enable evaluators to provide meaningful support that helps teachers refine their practice.

Overall, Watertown's comprehensive observation and walk-through model is a key driver of continuous improvement, empowering educators to deliver high-quality instruction and foster student success.

This framework includes several types of classroom visits (informal observations and walkthroughs) to provide a comprehensive evaluation process. It also outlines differentiated observation cycles to be utilized with different stakeholder groups, ensuring a thorough and meaningful evaluation of classroom practices.

By incorporating a diverse range of observation techniques and tailoring the cycles to specific stakeholders, this framework ensures a comprehensive and personalized approach to teacher development and student success.

The following sections provide a comprehensive overview of the Educator Evaluation and Support process for educators across the District. First, a chart illustrates the educator and administrator touch points throughout the year for various stakeholder groups, including reviews of practice and classroom visits. This outlines the frequency of reviews of practice, observations, and walkthroughs during the academic year. Next, an infographic presents a detailed timeline for the Educator Evaluation and Support process, encompassing both reviews of practice and observation cycles. Finally, descriptions of each observation type are included, outlining the purpose, format, and key elements for each classroom visit.

Tier 1 Reviews of Practice & Observation Cycles

Stakeholder Group	Reviews of Practice (Minimum Requirement)	Observations Cycles "Classroom Visits" (Minimum Requirement)
<ul style="list-style-type: none"> Tenured Educators Non Tenured Educators Previously Tenured in Another Connecticut District 	3 Reviews of Practice <ul style="list-style-type: none"> Goal Setting Mid-Year End-Of-Year 	<ul style="list-style-type: none"> 1 Scheduled Informal 3 Unscheduled Walkthroughs
<ul style="list-style-type: none"> Non-Tenured Educators in the First Four Years of Their Career 	3 Reviews of Practice <ul style="list-style-type: none"> Goal Setting Mid-Year End-Of-Year <i>(If Participating in TEAM, Use TEAM Module/Papers as Focus Area(s) for Goal Setting)</i>	<ul style="list-style-type: none"> 1 Scheduled Informal-No Post 1 Scheduled Informal-w/ Post 2 Unscheduled Walkthroughs
<ul style="list-style-type: none"> Educators Hired Between December 1 and February 28 	2 Reviews of Practice <ul style="list-style-type: none"> Mid-Year Serves as Goal Setting End-Of-Year 	<ul style="list-style-type: none"> 1 Scheduled Informal December/January Hire - 2 Unscheduled Walkthroughs February or Later Hire - 1 Unscheduled Walkthrough
<ul style="list-style-type: none"> Educators Hired After March 1 	1 Review of Practice <ul style="list-style-type: none"> End-Of-Year 	<ul style="list-style-type: none"> 1 Scheduled Informal 1 Unscheduled Walkthrough

Some educators in the District have job responsibilities that do not logistically lend themselves to unscheduled walkthroughs, such as teacher leader positions and certain service providers. In such cases, evaluators and educators may mutually agree to conduct an additional informal observation in lieu of unscheduled walkthroughs. Although the type of observation is differentiated by stakeholder groups, all educators have at least four classroom observations each year. Reviews of practice and all observations follow a specific timeline, as follows:

Reviews of Practice	Classroom Observations
<ul style="list-style-type: none"> Goal Setting - Meeting by 10/15; Goal Finalized by 11/15 Mid-Year Review - Meeting by 2/15 End-Of-Year Review - Meeting by first Friday in June; Write up by last day of school 	<ul style="list-style-type: none"> Classroom Visit #1 by 11/15 Classroom Visit #2 by 1/31 Classroom Visit #3 by 3/31 Classroom Visit #4 by 5/31

Watertown's Educator Evaluation & Support Plan - Year at a Glance

WPS Educator Evaluation & Support General Timeline

September	Classroom Visit #1 (by 11/15)	Goal Setting Meeting (by 10/15)
October		
November		
December	Classroom Visit #2 (by 1/31)	Mid-Year Review of Practice (by 2/15)
January		
February	Classroom Visit #3 (by 3/31)	End-of-Year Review of Practice (by Last Day)
March		
April	Classroom Visit #4 (by 5/31)	End-of-Year Review of Practice (by Last Day)
May		
June		

In this sample, one classroom visit is an informal and the other three classroom visits are walkthroughs

Tier 1 Observation Descriptions

Scheduled Informal Observation

- These observations are strategically scheduled ahead of time through mutual agreement between the evaluator and the educator during a time when the educator is utilizing instructional strategies related to the standard(s) identified as single point competency and goal in the CAPA Cycle.
- The informal observations are at least 25 minutes in length.
- Written feedback related to the goal is provided within 5 school days of the observation using a template.
- Feedback includes both commendations and recommendations.
- The template includes an opportunity for reciprocal written communication between the evaluator and educator once the feedback is given.
- A post-conference is not mandatory, but both the evaluator and educator reserve the right to request a post-conference to debrief in person after the written feedback is given, if necessary.
- Observation notes from the informal observations are discussed at the Mid-Year and/or End-of-Year Reviews of Practice.

Unscheduled Walkthroughs

- A checklist of look-fors is developed related to District and/or school goals annually at the school level.
- The look-for checklist is utilized to capture observational data during walkthroughs.
- Walkthroughs are approximately 8-12 minutes in length.
- Evaluators complete the checklist along with at least one commendation and one question or recommendation in live time during the walkthrough.
- Educators receive this feedback digitally and immediately.
- The checklist template includes an opportunity for reciprocal written communication between the evaluator and educator once the feedback is given.
- A post-conference is not mandatory, however both the evaluator and educator reserve the right to request a post-conference to debrief in person after the written feedback is given, if necessary.
- Observation notes from walkthroughs are discussed at the Mid-Year and/or End-of-Year Reviews of Practice.

Scheduled Formal Observation

- Although not officially included as part of the Tier I classroom visits, an educator or evaluator may request a formal observation.
- Formal observations may also be included as part of Tier 2, Tier 3 or Corrective Support Plans, as defined in the next section of this document.
- These observations are scheduled for at least 45 minutes.
- The educator and evaluator engage in a pre-conference to review the lesson plan for the observation.
- The educator and evaluator engage in a post-conference within 48 hours to debrief the lesson.
- The evaluator memorializes these conversations in real-time on the template by capturing notes during the conversation, including any potential next steps.

Tier 2, Tier 3 and Corrective Support

All educators require access to high-quality, targeted professional learning support to improve practice over time. Options for differentiation promote educator growth, and support educators needing additional assistance. Educators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within this evaluation process. Tier 2 and Tier 3 plans are individualized to educator's needs with respect to content and timelines. 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 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.

Tier 2

An educator would receive Tier 2 support when there are persistent performance issues identified through the Tier 1 evaluation and support process. This support is intended to provide short-term assistance to address an area of focus or concern in its early stage. In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., engaging in a professional learning opportunity, observations of specific classroom practices, a formal observation, additional reviews of practice, etc.) that can be either suggested by the educator and/or recommended by an evaluator. A Tier 2 plan is collaboratively developed and would include a performance goal, defined action steps, identified measures of evidence and a clear timeline for implementation.

Tier 3

An educator would receive Tier 3 support if he/she/they does not meet the goal(s) of the Tier 2 support plan. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency, despite prior support efforts. 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, 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.

Corrective Support

An educator would receive corrective support when he/she/they does not meet the goal(s) of the Tier 3 support plan, or if an educator has received any assistance plan or plans in the previous school year and continues to demonstrate performance issues. This support is intended to build the staff member's competency. 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, leader and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b.

The Corrective Support Plan is separate from the normal 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.

**After consulting with the evaluator, school leadership, and the certified teachers' exclusive bargaining representative, educators may bypass lower tiers of support, but only in cases where there are serious breaches of policies, extremely concerning behavior, or other exceptional circumstances that clearly necessitate more intensive interventions.*

Dispute Resolution

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, and all parties are encouraged to resolve disagreements informally.

Dispute Resolution Process

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

STEP ONE:

Should an educator disagree with the evaluator's assessment and feedback, the educator being evaluated must initiate the appeal process in writing 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.

STEP TWO:

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. 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.

STEP THREE:

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 2). 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 or designee and the respective collective bargaining unit for the District may each select one representative from the PDEC

to constitute this subcommittee. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward, as soon as possible, but no longer than five school days from the date of the written communication to the superintendent or designee. The subcommittee of the Professional Development and Evaluation Committee will act as arbitrator and make a final decision, which shall be binding.

b. Option 2:

The educator being evaluated requests that the superintendent or designee solely arbitrate the issue in dispute. In this case, the superintendent or designee 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 or designee. The superintendent or designee 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 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.
4. 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.

Glossary of Terms

Anecdotal Notes: *Anecdotal notes are brief written records of a teacher's observations of a student's behavior, performance, or learning progress. They are typically focused on specific criteria or learning goals being observed, such as reading strategies, phonological awareness, sight word recognition, fluency, or engagement. They serve as a form of formative assessment, helping teachers track student progress, identify needs, and plan responsive instruction.*

Artifacts: *Artifacts are pieces of evidence that teachers can use to demonstrate their effectiveness in promoting student achievement and success. Some common examples of artifacts include, but are not limited to, student work samples, portfolios, formative/summative assessment results, pre/post test scores, benchmark data, lesson plans, data tracking sheets, reflections on assessment results, adjustments made to instruction based on data, samples of student self-assessments, goal-setting documents, documentation of interventions or tutoring, and survey results.*

Collection of Evidence "Robust": *A robust collection of evidence of student learning for teachers includes multiple and varied sources of direct evidence (artifacts) that demonstrate students' knowledge, skills, and understanding of the curriculum outcomes or learning goals.*

Benchmark Assessments: *A benchmark assessment is a test or evaluation given to students at periodic intervals throughout the academic year (typically three times per year) to measure students' progress towards mastering specific grade-level learning standards or goals.*

Consensus Protocol: *A consensus protocol is a structured set of rules and procedures that enables a committee or group of professionals to reach a unanimous agreement on a decision. It typically requires all members to approve the decision for it to be adopted. For instance, the Planning and Evaluation Committee (PDEC) utilized a 5-point consensus protocol, where a decision would only pass if every member voted with a score of 4 or 5. If any committee member voted below 4, the decision was not approved, prompting further deliberation and refinement of the proposed plan or solution. The consensus protocol ensures that all perspectives and concerns are thoroughly addressed before a final decision is made. It fosters a collaborative environment where diverse viewpoints are valued and incorporated into the decision-making process. By requiring unanimous agreement, the protocol encourages open dialogue, compromise, and the pursuit of solutions that satisfy the collective interests of the group.*

Collaboration vs Cooperation: *Collaboration requires active engagement, shared understanding, and joint decision-making among team members. The resulting end product is often unexpected and distinct from any one individual's initial conception. In contrast, cooperation involves individual efforts coordinated towards a common goal, with less emphasis on group discussions and consensus. Cooperation is more about harmonizing separate contributions into a unified whole based on an agreed-upon plan.*

Collective Teacher Efficacy: *Collective teacher efficacy refers to the shared belief among teachers in a school that through their unified efforts, they can positively influence student outcomes and overcome challenges.*

Compliance Focused Approach: *A compliance-focused approach refers to an organizational culture and mindset that prioritizes adherence to laws, regulations, ethical standards, and internal policies across all business operations and decision-making processes.*

Comprehensive Framework: *A comprehensive framework is a structured and all-encompassing set of guidelines, principles, or components designed to address a complex issue or achieve a specific goal in a holistic manner.*

Diverse Student Evidence: *Diverse student evidence refers to the various types of data and information that demonstrate the presence, experiences, and academic outcomes of students from diverse backgrounds within an educational setting.*

Formal Observation: *These observations are scheduled for at least 45 minutes; The educator and evaluator engage in a pre-conference to review the lesson plan for the observation; The educator and evaluator engage in a post-conference within 48 hours to debrief the lesson; The evaluator memorializes these conversations in real-time on the template by capturing notes during the conversation, including any potential next steps*

High Leverage Goal Setting: *High Leverage Goal Setting involves identifying and prioritizing fundamental teaching standards/strategies that are critical for helping students learn important content and develop socially and emotionally. These research-based practices are used constantly across subjects and grade levels, and are considered highly impactful for student learning.*

Holistic Evaluation: *Holistic evaluation of teaching practices involves a comprehensive assessment of various aspects of a teacher's performance, going beyond traditional measures like student test scores. It considers multiple dimensions, including reflection, instructional strategies in response to data, student engagement, professional development, and overall impact on teacher instructional decisions on student learning and growth.*

Indicators of Success: *Indicators of success are quantifiable or qualitative metrics used to measure the progress and achievement of specific goals or objectives within an organization or project. They serve as benchmarks to evaluate performance and determine whether the desired outcomes are being met.*

Informal Observations: *Informal observations are unannounced, brief classroom visits by an administrator to observe a teacher's instructional practices and classroom environment.*

Interim Assessments: *Interim assessments are periodic evaluations administered to students during the course of an academic year to measure their learning progress and achievement. They are designed to provide ongoing feedback and data to inform instructional decisions and interventions.*

Look-fors: *Look-fors are clear statements or descriptions that define observable teaching practices, student behaviors, classroom strategies, or learning outcomes related to a specific instructional approach or innovation.*

Mastery-based Demonstrations of Achievement: *Mastery-based demonstrations of achievement refer to assessments or tasks that allow students to demonstrate their mastery or proficiency in a subject or skill before progressing to the next level or topic. These demonstrations go beyond traditional tests and quizzes, focusing on applying knowledge and skills in authentic, real-world contexts. For example, these demonstrations of achievement may include performance tasks, project-based assessments, portfolios, etc.*

Meta Analysis: *Meta-analysis is a statistical technique that combines the results from multiple independent studies on the same research question to provide a quantitative summary of the overall evidence*

Mutual Agreement: *Mutual agreement refers to a consensus or understanding reached between two or more parties, where all parties voluntarily consent to the terms without coercion or undue influence. It is a meeting of minds on a particular matter or course of action*

Professional Development & Evaluation Committee: *A professional growth and evaluation committee, often referred to as PDEC (Professional Development and Evaluation Committee), is a committee within a school district or educational organization responsible for overseeing and guiding the professional development and evaluation processes for educators.*

Quantitative: *Quantitative refers to something that can be measured or expressed numerically, dealing with quantities.*

Qualitative: *Qualitative refers to the nature, essence, or qualities of something, relating to the inherent characteristics, attributes, or properties of something, rather than its amount or magnitude. It describes something in terms of its kind, type, or distinctive traits, not its numerical value. It involves distinctions based on qualities or qualities, not quantities.*

Reviews of Practice: *Reviews of practice in education refer to the systematic evaluation and analysis of teaching methods, instructional strategies, and educational approaches employed by educators. These reviews aim to assess the effectiveness, impact, and outcomes of various practices within the educational context.*

Single Point Competency: *A single-point competency in education is a description of a standard of behavior or performance that is framed as a single set of desired outcomes, rather than being laid out across a rating or scale of performance like a traditional rubric.*

SMART Goal: *A SMART goal is a framework for setting effective and achievable goals. The acronym SMART stands for:*

- *Specific: The goal should be clear, well-defined, and unambiguous. It should answer the questions of who, what, where, when, and why.*
- *Measurable: The goal should have specific criteria for measuring progress towards its achievement. This allows you to track your progress and stay motivated.*
- *Achievable/Attainable: The goal should be realistic and something you are able to accomplish given your available resources and constraints.*
- *Relevant: The goal should align with your broader objectives, values, and priorities. It should be worthwhile and contribute to your overall vision.*
- *Time-bound: The goal should have a clearly defined timeline or deadline for completion. This creates a sense of urgency and helps prioritize tasks.*

Teacher Agency: *Teacher agency refers to a teacher's capacity and ability to act purposefully and constructively to direct their professional growth and contribute to the growth of their colleagues.*

Timely Actionable Feedback: *Timely actionable feedback in education refers to feedback that is delivered promptly and provides specific, concrete guidance that educators can use to improve their performance. This type of feedback is essential for supporting educators' professional growth and enhancing their instructional practices.*

Walkthroughs: *In the context of education, a classroom walkthrough is a visit to a classroom by administrators, principals, or other educational leaders to observe the teaching-learning process.*

Frequently Asked Questions

How do you select the timing for the CAPA Cycle?

During the goal setting conference, the administrator and evaluator will begin to draft an action plan for the CAPA Cycle. There is a section on the template for timelines. This will provide both the educator and evaluator with a rough timeline for when the 8-12 week CAPA Cycle will commence and culminate.

Will everyone complete one CAPA Cycle each year?

Yes. All educators will complete at least one formal CAPA cycle each year, which will be memorialized on the Review of Practice Template. It is important to note, however, that educators are always informally engaged in multiple CAPA Cycles simultaneously as part of using data to inform instruction, which is considered a best practice.

Will multiple measures of evidence used for collaborative goal setting be individualized or based on group performance?

If artifacts developed collaboratively are utilized, multiple teachers may use the same piece of evidence. Typically, quantitative evidence would be individualized to the teacher. However, this may not be the case in co-teaching situations. Educators and evaluators mutually agree upon multiple measures of evidence, so various circumstances can be discussed and decided upon at the time of the conference.

How do multi-year goals work?

This plan provides flexibility and focuses educator reflection on their instructional decisions and their impact on professional practice. For example, an educator may set a more long-range goal, which would include a mix of goals that students can achieve in the near term as well as larger, overarching goals to work on over a longer period of time. This would be similar to breaking down one large objective into individual targets. Goals would be adjusted as needed based on student progress. Educators might modify the goals if circumstances or student needs change over the 2-3 year period of time. The key is to set goals that are tailored to the specific students, aligned with standards, and reviewed and updated collaboratively throughout the 3-year period. In another example, educators may begin with a one-year goal, and then decide to extend it to another year if the CAPA Cycle did not reveal the expected student outcomes. In this scenario, the educator may elect to extend the goal for another year and complete another CAPA Cycle with a new action plan. The emphasis in this reflective model empowers educators to make data-driven decisions that positively impact student achievement. The focus is on the process of improvement, not just the end results.

Can an observation or walkthrough be used for purposes other than evaluating teaching, such as facilitating a meeting, consulting with colleagues, or other professional activities?

Observations and walkthroughs can serve purposes beyond just evaluating teaching performance, depending on an individual's professional role and responsibilities. If teaching is the primary role, these activities should focus on providing feedback to improve instructional practices and student learning. However, if an educator's goals or action steps involve other responsibilities, such as working with colleagues or taking on leadership roles, observations and walkthroughs may occasionally be used to assess these other professional activities as well. For educators with split roles involving both student and adult interactions, observations and walkthroughs should aim to strike a balance between these two areas. In cases where an educator's role does not involve direct work with students, observations and walkthroughs would not include evaluating teaching, but would

instead focus on assessing performance in other professional responsibilities. By aligning these observations and walkthroughs with an individual's specific goals and context, they can become a versatile tool for supporting professional growth and development across a range of activities.

Why the increase in classroom visits/observations?

The PDEC (Professional Development and Evaluation Committee) members recognized the importance of providing more frequent and timely feedback to teachers about their professional practices throughout the school year. The revised classroom visit/observation cycles reflect this priority. There is not a significant increase in the total minutes a teacher is being observed. The change lies in the number of classroom visits, their strategic distribution across the school year, the purpose of the visits, and the immediacy and content of the feedback provided. The goal is to facilitate more ongoing, focused, and constructive feedback loops between teachers and evaluators.

Resources

Please Note: *The Resources Section of this document is still in draft form, and will be completed over the Summer. The rest of the document has been finalized and the document in its entirety has been approved by both the WPS PDEC and BOE.*

Templates

- [Reviews of Practice Template](#)
- Informal Observation Template
- Walkthrough Template
- Formal Observation Template
- Post Conference Template

Standards

- [The Framework for Teaching \(The FFT\)](#)
- [Educator Competencies for Personalized, Learner-Centered Teaching](#)
- [Teacher Leader Model Standards](#)

Samples and Models

- Samples of completed ROP Templates
- Examples of 1, 2 & 3 year goals
- Examples of Measures of Evidence
- Sample SMART Goals