THE GILBERT SCHOOL

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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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.

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Growth and Evaluation Model Overview

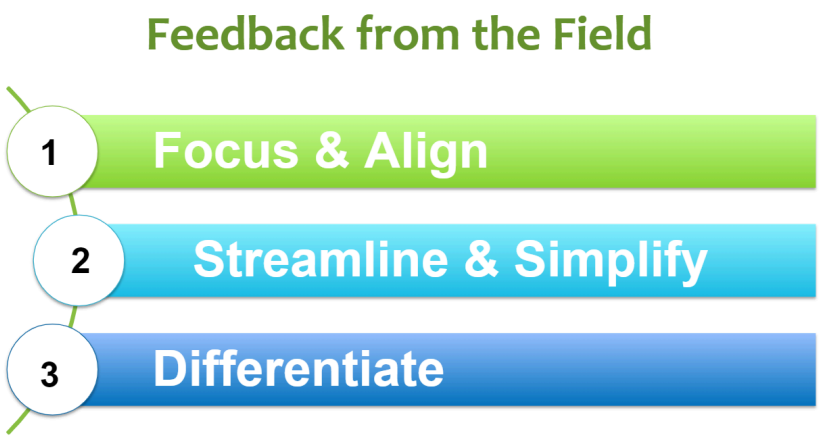
Review of Practice (ROP) for Professional Educators

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:



EdAdvance
Educate • Collaborate • Innovate

Core Design Principles

The following research-based elements guided the design of the teacher/leader 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

• Set mutually agreed upon practice/learning goals focused on learning priorities to maximize improvement:
  ○ Learning Environment
  ○ Cognitive Engagement
  ○ Feedback for Learning
• Use the CAPA professional learning cycle – *Collect*, *Analyze*, *Process*, *Act* – to engage in deep study of professional practice and take action for improvement.
	• Review multiple sources of evidence, including educator reflection, observational evidence and evidence of student learning aligned to CAPA cycle goals.
	• Reflect on practice using high leverage CCT-aligned standards framed as single points for increased clarity to support improvement.
		• Feedback based on the quality of evidence, reflection, learning and action within the CAPA professional learning process.
		• Ongoing formative feedback and opportunities to collaborate with evaluators, colleagues, students and/or families through the professional learning process.

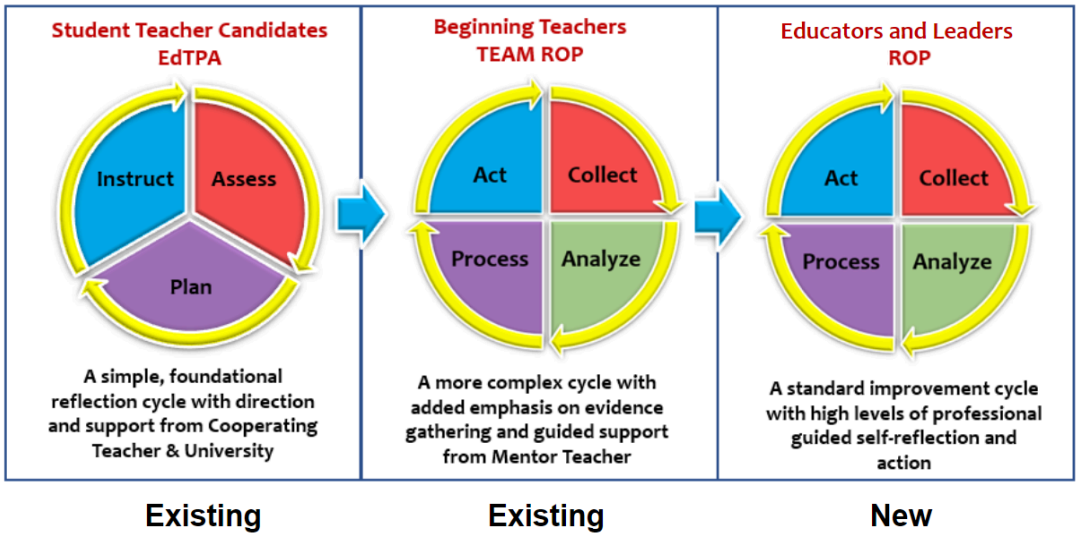
Our Process: Follow the Research and Build on Success

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 …



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.
- 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, 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). Based on the outcomes of the CAPA cycle, educators will have the opportunity to **either** complete a second CAPA cycle **or** maintain and evaluate their existing practice aligned with their goal.
- 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*
• Positive Learning Environment (CCT Rubric 1a) • Cognitive Engagement for Active Learning (CCT Rubric 3b) • Feedback for Active Learning (CCT Rubric 3c)		• New Learning and Impact on Practice • Positive Impact on Students • Impact on Community

**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. 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. Specific ROP process timelines for all educators are determined by local PDECs.

Goal Setting & Planning

- Orientation on process
- Teacher reflection and goal setting aligned to CCT-aligned instructional rubric's priority indicators
- Goal setting conference

Action Research through Professional CAPA Cycle

- Collecting evidence, including observation & feedback and evidence of student learning
- Analyze and process evidence with support from evaluator
- Take action to improve learning with support from evaluator

End-of-Cycle Review of Practice

- Review of Practice conference
- Reflect on growth, feedback aligned to success criteria, and determination for future cycles

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

August	**August - September (1st four weeks of school)**	**Goal Setting Conference- By October 30**	**CAPA Cycle 1 - November 1 - January 30**	**Mid-Year Check In - January 4- February 15**	**CAPA Cycle 2- February 1 -April 30**	**End-of-Year Meeting - By May 30**
ROP Orientation for both new and returning Educators, Service Delivery Providers *and* evaluators	Collect and analyze. Analyze relevant data. Set goals.	All educators	Educator Cohort 1: Focused CAPA cycle	All educators	Educator Cohort 1: Maintaining / extending CAPA cycle work	All educators, review of practice
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.						

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. Instruction for Active Learning
    c. Cognitive Engagement,
    d. Feedback for Active Learning,
    e. 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 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.

Educators document their strategy/goal focus on the CAPA form for Teachers or Service Delivery Providers.

CAPA Cycle Strategy/Goal Focus for Learning

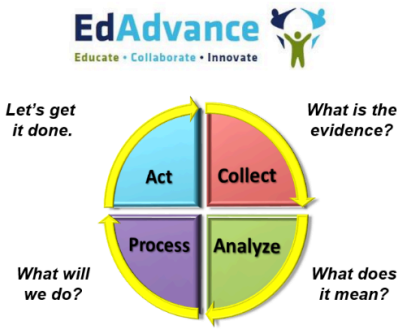
1. Which high-leverage indicator will you use as the focus of your improvement strategy?

- ***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:

- **Learning Environment** - Indicator 1a) Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.
- **Instruction** - Indicator 3a) Implementing instructional content for active learning.
- **Engagement** - 3b) Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.
- **Feedback** - 3c) Assessing student learning, providing feedback to students and adjusting instruction.

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:

- A minimum of 1 evaluation-focused observation and 1 review of practice for teachers with more than two years' experience
- A minimum of 2 evaluation-focused observations and 1 review of practice for teachers *new to Gilbert* for their first year at Gilbert
- A minimum of 3 evaluation-focused observations and 1 review of practice for first- and second-year teachers

Observation Definitions

- **Evaluation-Focused Observation**: In-class observations that last 15-20 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.).

A walkthrough is a short, unannounced visit to support the process of ongoing professional learning and supervision. Walkthroughs may occur at any point over the course of the year.

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

Evaluators may schedule and conduct additional observations with 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.

<table>
<tr><th>August</th><th>August - September (1st four weeks of school)</th><th>Late September /Early October</th><th>October - Late January</th><th>Early February</th><th>February - May</th><th>Mid to Late May</th></tr>
<tr><td>ROP orientation for both faculty and staff and evaluators</td><td>Collect and analyze

Analyze relevant data

Set goals</td><td>Goal setting meeting</td><td>Process and act

Participate in learning activities

Implement new learning</td><td>Mid-year meeting</td><td>EITHER complete CAPA cycle 2
OR
maintain and enhance/ elevate</td><td>End of year meeting/ review of practice</td></tr>
<tr><td rowspan="2"></td><td colspan="2" rowspan="2">First observation for new teachers</td><td colspan="2" rowspan="2">First observation for teachers new to Gilbert

Second observation for new teachers</td><td>Second observation for teachers new to Gilbert

Third observation for new teachers</td><td rowspan="2"></td></tr>
<tr><td colspan="3">One observation for veteran teachers</td></tr>
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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, 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 midyear 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 did you learn? How did you change your practice? How did student outcomes improve 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, include evidence of student learning aligned to the educator's CAPA cycle strategy/goal focus, as well as additional sources of evidence, including but 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:

ROP Success Criteria	Possible Sources of Evidence
Development of New Learning & Impact on Practice • 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 *Impact on Students* • 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. *Impact on Community* • Educator can demonstrate how they worked effectively with colleagues/ families/ community to support learning and improvement within the CAPA cycle	• Required observational evidence • Required student learning evidence aligned to high-leverage indicator focus • Lesson plan(s) • Teacher created learning materials • Observational teacher evidence • Numeric information about time, teacher practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc. • Teacher and/or student self-reflection • Student learning artifacts • Mastery-based demonstrations of academic achievement • Observational data of students' words, actions, interactions (including quotations when appropriate) • Rubrics, interim or benchmark assessments, other assessments • Evidence of communications and/or collaborations with parents, colleagues, community • Other artifacts/sources …

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

<table>
<tr><th colspan="3">Educator Self Reflection</th><th colspan="3">Evaluator Assessment</th></tr>
<tr><th>Areas of Strength</th><th>Criteria for Success</th><th>Opportunities for Growth/ Next Steps</th><th>Areas of Strength</th><th>Criteria for Success</th><th>Opportunities for Growth/ Next Steps</th></tr>
<tr><td rowspan="3"></td><td>Development of New Learning & Impact on Practice</td><td rowspan="3"></td><td rowspan="3"></td><td>Development of New Learning & Impact on Practice</td><td rowspan="3"></td></tr>
<tr><td>Impact On Students</td><td>Impact On Students</td></tr>
<tr><td>Impact on Community</td><td>Impact on Community</td></tr>
<tr><td colspan="3">Additional Comments/Reflections:</td><td colspan="3">Additional Comments/Feedback:</td></tr>
<tr><td colspan="6">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).</td></tr>
</table>

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 and/or 093 certification endorsement. The Gilbert School 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 training will ensure all stakeholders understand differentiated supports and processes.

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.

For example, an improvement and remediation plan might include:

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.]

Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the current collective bargaining organization.

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

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

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 Teaching (CCT) Rubric for Effective Teaching 2017*, https://portal.ct.gov/-/media/SDE/Evaluation-and-Support/CCTRubricForEffectiveTeaching2017.pdf?la=en

"Developing Efficacy Through Teacher Evaluations," Hanover Research, *June, 2022, 4401 Wilson Blvd #4th, Arlington, VA 22203*
Donaldson, Morgaen L. *Multidisciplinary Perspectives on Teacher Evaluation: Understanding the Research and Theory*. Routledge, 2021. Kindle.

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"SEED Handbook - Ct.Gov." Educator Evaluation, 2017, https://portal.ct.gov/-/media/SDE/SEED/2017_SEED_Handbook.pdf

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THE GILBERT SCHOOL

Leader

Review of Practice

(ROP) 2024-2025

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

Review of Practice (ROP) for Leaders

Purpose and Rationale

The Gilbert School's Review of Practice (ROP) model is designed to increase the likelihood that the educator and leader 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:

EdAdvance
Educate • Collaborate • Innovate

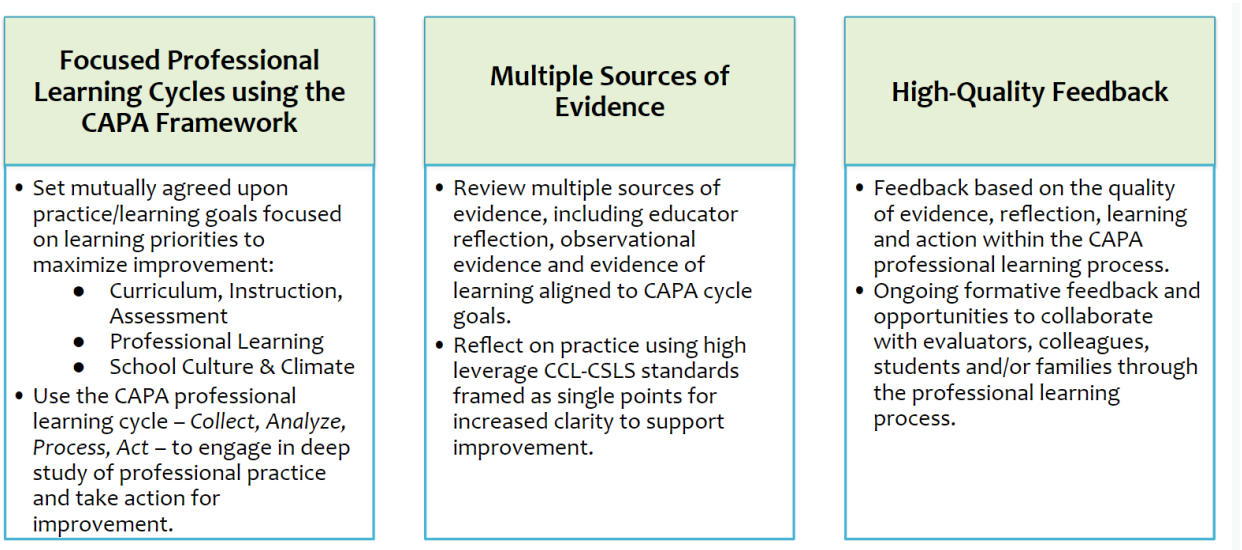
Core Design Principles

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 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;
- 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."



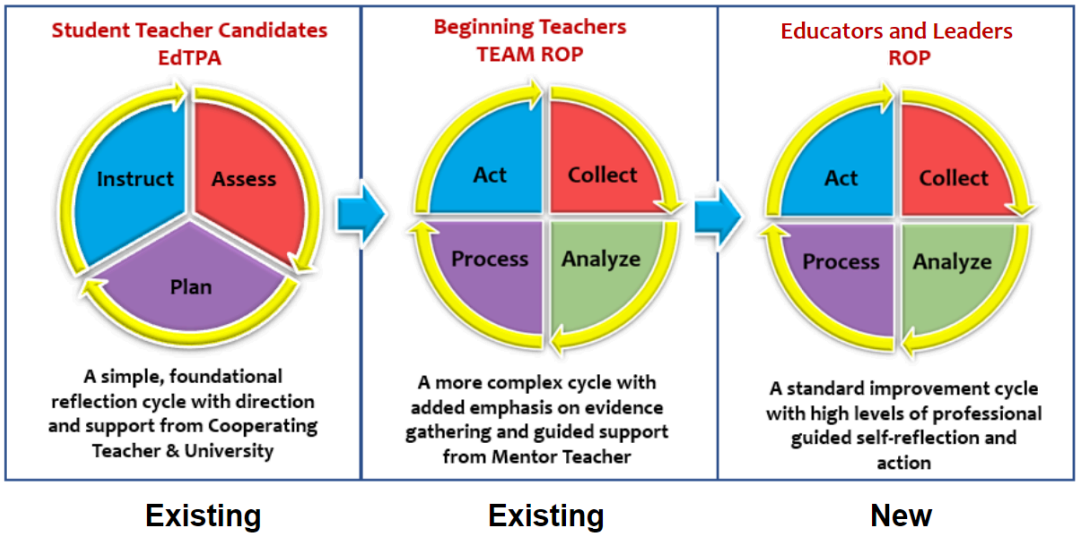
Our Process: Follow the Research and Build on Success

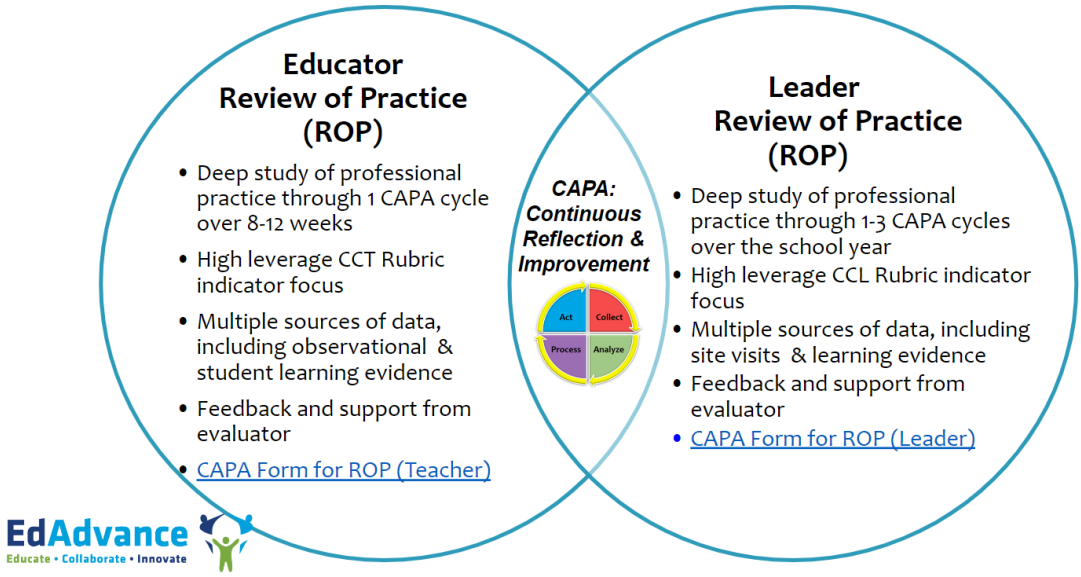
In 2018, EdAdvance created the TEAM Review of Practice (ROP) model to prepare beginning teachers for professional success and long-term growth to ensure improved student learning. It uses the existing TEAM infrastructure and leverages already existing local processes (the district's instructional practice 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 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 and achievement, 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 the 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.

Key Components of ROP

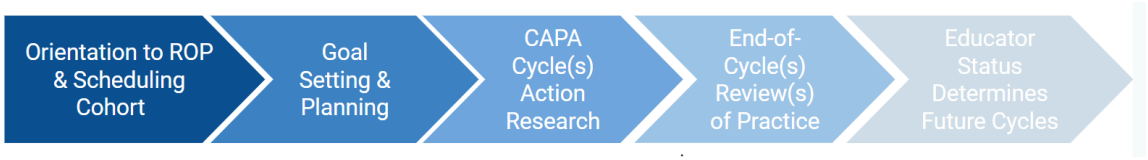
A Focus on High Leverage Practice Areas	The CAPA Cycle Framework 1-3 CAPA Cycles - School Year	Reflection and Feedback for Growth During CAPA Cycle
• Curriculum, Instruction & Assessment (CCL Rubric 1.2) • Professional Learning (CCL Rubric 2.2) • School Climate and Culture (CCL Rubric 4.2)		• New Learning and Impact on Practice • Positive Impact on Learners • Impact on Community

ROP Process and Timeline Overview

The Annual ROP Process Schedule

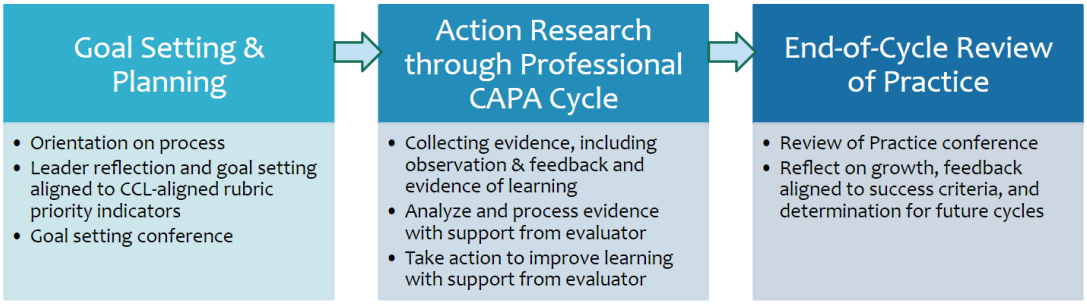
To support a focus on meaningful strategy/goal focus areas and comprehensive action research that will enhance deep learning, leader CAPA cycles are designed to span the course of the school year.

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 orientation for leaders new 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 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.

The primary evaluator must hold an 092 and/or 093 certification endorsement. Primary evaluators will have responsibility for the written summary of educator practice and CAPA cycle determination**.** Primary evaluators must demonstrate proficiency in conducting standards-based observations.

Leader Timeline

Goal Setting Conference- Early Fall	**Mid-Year Check In - Mid-Late Fall/Winter**	**End-of-Year Meeting Spring**
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.		

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 on the next page may provide some guidance in the process.*

Sample Year Long Leader ROP CAPA Cycle Schedule - <u>3 CAPA Cycles</u>			
August	**Early Fall**	**Mid-Late Fall/Winter**	**Winter/Spring**
Goal Setting	***CAPA Cycle 1***	***CAPA Cycle 2***	***CAPA Cycle 3***
• Goal setting conference • Mutually agree upon high-leverage strategy/goal focus in alignment with school/district improvement plan • CAPA cycle schedule designed to support success aligned to the goal	• Initial site visit/feedback to support leader's evidence collection • Leader works through CAPA cycle with evaluator support and collaboration as needed • End-of-cycle artifact review/review of practice to reflect on progress/learning within cycle aligned to success criteria and plan for next cycle	• Site visit/feedback to support leader's evidence collection and ongoing improvement • Leader works through CAPA cycle with evaluator support and collaboration as needed • End-of-cycle artifact review/review of practice to reflect on progress/learning within cycle aligned to success criteria and plan for next cycle	• If needed, site visit/feedback to support leader's evidence collection and ongoing improvement • Leader works through CAPA cycle with evaluator support and collaboration as needed • End-of-cycle artifact review/review of practice to reflect on progress/learning within cycle aligned to success criteria • Evaluator determines final status

Sample Year Long Leader ROP CAPA Cycle Schedule - <u>2 CAPA Cycles</u>		
August	**Fall**	**Winter/Spring**
Goal Setting & Planning	***CAPA Cycle 1***	***CAPA Cycle 2***
• Goal setting conference • Mutually agree upon high-leverage strategy/goal focus in alignment with school/district improvement plan	• Initial site visit/feedback to support leader's evidence collection and additional site visit/feedback as needed to support CAPA cycle work	• Site visit(s)/feedback to support leader's evidence collection and ongoing improvement • Leader works through CAPA cycle with evaluator

• CAPA cycle schedule designed to support success aligned to the goal	• Leader works through CAPA cycle with evaluator support and collaboration as needed • End-of-cycle artifact review/review of practice to reflect on progress/learning within cycle aligned to success criteria and plan for next cycle	support and collaboration as needed • End-of-cycle artifact review/review of practice to reflect on progress/learning within cycle aligned to success criteria • Evaluator determines final status

Sample Year Long Leader ROP CAPA Cycle Schedule - <u>1 CAPA Cycle</u>	
August	**Fall-Spring**
Goal Setting & Planning	***CAPA Cycle 1***

• Goal setting conference
• Mutually agree upon high-leverage strategy/goal focus in alignment with school/district improvement plan
• CAPA cycle schedule designed to support success aligned to the goal
	• Initial fall site visit/feedback to support leader's evidence collection
	• Leader works through CAPA cycle with evaluator support and collaboration as needed, including:
	  ○ Winter and spring site visits/feedback
	  ○ Mid-cycle artifact review
	  ○ Additional site visits/feedback as needed
	• End-of-cycle artifact review/review of practice to reflect on progress/learning within cycle aligned to success criteria
	• Evaluator determines final status

Goal-Setting and Planning

<u>Goal Setting Aligned to Guidelines 2023</u>

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 a year (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 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 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

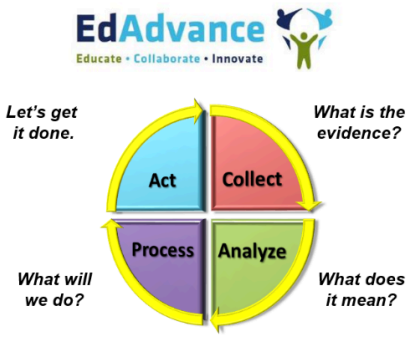
1. Which high-leverage indicator will you use as the focus of your improvement strategy?

- ***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 and achievement, organizational health, and educator and leader growth - mutually agreed upon during goal setting - to inform leader reflection and improvement, which may include but is 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 more than two years' experience
- Minimum of 3 site visits and 2 artifact review/review of practice for leaders who are new to the profession or district

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 and achievement, 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 and achievement, 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 of evidence 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:

ROP Success Criteria	Possible Sources of Evidence
Development of New Learning & Impact on Practice • 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 *Impact on Learners* • 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. *Impact on Community* • Leader can demonstrate how they worked effectively with colleagues/ families/ community to support learning and improvement within the CAPA cycle	• Required observational/site visit evidence • Required evidence of learner performance aligned to high-leverage indicator focus • Professional development sessions • Educator evaluation data • School or district improvement plan • Curriculum guides • Faculty meeting agendas, minutes, observations • School or district improvement plans • Leadership team agendas, minutes, observations • Professional learning survey or feedback • Discipline data • Student surveys • Observation of students and behaviors (cafeteria, halls, unstructured areas, etc.) • Faculty or departmental meeting agendas, minutes, observations • Observations of faculty • Other artifacts/sources …

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.

For example, an improvement and remediation plan might include:

1. Educator prepares for an initial comprehensive observation/site visit based on all indicators of the CT Leader Evaluation an 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 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 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.]

Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the current collective bargaining organization.

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

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APPENDIX A

A Continuous Process of Improvement:
Collect - Analyze - Process - Act (CAPA) Cycle Form

This feedback cycle of collecting evidence, analyzing its impact, determining and planning for appropriate improvements, and putting them into practice, builds the capacity of all staff to effectively apply an impactful improvement process to enhance teacher practice and improve student achievement.

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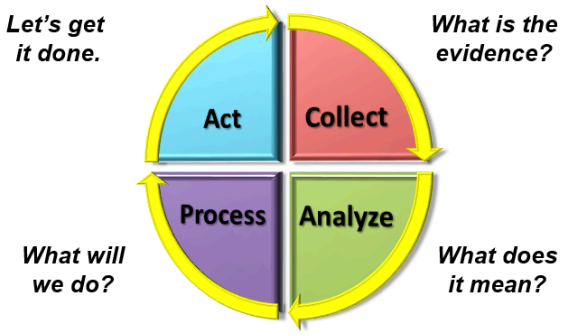

Collect - Analyze - Process - Act (CAPA) Cycle Protocol for Teachers, Round One

CAPA Cycle Plan

Anticipated CAPA Cycle Timeline:

Strategy Focus (High leverage instructional skills):

1. Which high-leverage CCT Rubric for Effective Teaching indicator will you use as the focus of your improvement strategy?

- ☐ Learning Environment - 1a) Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.
- ☐ Instruction - 3a) Implementing instructional content for active learning.
- ☐ Engagement - 3b) Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.
- ☐ Feedback - 3c) Assessing student learning, providing feedback to students and adjusting instruction.
- ☐ 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?

Goal Statement (High leverage student skills):

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

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

Feedback Cycle Step	Reflection/Notes
Collect ● Consider and plan to collect objective evidence aligned to the goal statement and the strategy statement. *Data collection sources aligned to the strategy/goal focus include:* Required: ☐ **Observations and written and/or verbal feedback** ☐ **Evidence of student learning** (e.g., student work, formative or summative assessment data, observation) Other/Additional Sources ⬜ Artifact review (e.g., curriculum, lesson plans, etc.) ⬜ Other evidence aligned to the strategy/goal focus ● What do you anticipate will be the impact on your strategy actions on student performance on the goal for learning? ● Complete the activity and employ an appropriate evidence gathering strategy(ies) according to your plan.	
Analyze ● Review and label your evidence for student or teacher origin. ● Sort for relevance if appropriate. ● How does the evidence align with the desired goal statement and strategy statement? ● Is your evidence representative of both teacher and student actions and allow for appropriate reflection on the goal and strategy statements? ● If not, what are the gaps and can they be filled after the fact? ● As needed, confer with evaluator, colleague(s), and/or mentor to support evidence analysis.	

APPENDIX A

Process ● Given the evidence, what is your assessment of the impact of your strategy on the targeted student performance goal? ● How might you summarize any trends or patterns in the evidence? What adult actions do you believe most influenced the results? ● Do any new questions arise as a result of your reflections on this evidence? ● What action step(s) are most likely to address the needs identified in the evidence? ● If no clear path is illustrated by the available data, what additional resource(s) or evidence(s) might lead to an actionable insight? ● As needed, confer with evaluator, colleague(s), and/or mentor to support processing.	
Act ● Based on role/audience/context, implement the plan. ● Engage in additional observation with written/verbal feedback as required/needed. ● Informally review results or initiate a new CAPA cycle. ● At the conclusion of cycle, engage in a **review of practice conversation** to reflect on growth and alignment with the ROP Educator Criteria for Success	

At the midyear meeting, the educator and evaluator will come to an agreement upon which pathway the educator will follow for the second half of the year. Complete the rest of the ROP CAPA form based on your pathway.

APPENDIX A

PATHWAY A: CAPA Cycle 2

Collect - Analyze - Process - Act (CAPA) Cycle Protocol for Teachers, Round Two

CAPA Cycle Plan

Anticipated CAPA Cycle Timeline:

Strategy Focus (High leverage instructional skills):

1. Which high-leverage CCT Rubric for Effective Teaching indicator will you use as the focus of your improvement strategy?

- ☐ ***Learning Environment*** - 1a) Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.
- ☐ ***Instruction*** - 3a) Implementing instructional content for active learning.
- ☐ ***Engagement*** - 3b) Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.
- ☐ ***Feedback*** - 3c) Assessing student learning, providing feedback to students and adjusting instruction.
- ☐ 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?

Goal Statement (High leverage student skills):

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

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

Feedback Cycle Step	Reflection/Notes
Collect ● Consider and plan to collect objective evidence aligned to the goal statement and the strategy statement. *Data collection sources aligned to the strategy/goal focus include:* Required: ☐ **Observations and written and/or verbal feedback** ☐ **Evidence of student learning** (e.g., student work, formative or summative assessment data, observation) Other/Additional Sources ⬜ Artifact review (e.g., curriculum, lesson plans, etc.)	

⬜ Other evidence aligned to the strategy/goal focus • What do you anticipate will be the impact on your strategy actions on student performance on the goal for learning? • Complete the activity and employ an appropriate evidence gathering strategy(ies) according to your plan.	
Analyze • Review and label your evidence for student or teacher origin. • Sort for relevance if appropriate. • How does the evidence align with the desired goal statement and strategy statement? • Is your evidence representative of both teacher and student actions and allow for appropriate reflection on the goal and strategy statements? • If not, what are the gaps and can they be filled after the fact? • As needed, confer with evaluator, colleague(s), and/or mentor to support evidence analysis.	
Process • Given the evidence, what is your assessment of the impact of your strategy on the targeted student performance goal? • How might you summarize any trends or patterns in the evidence? What adult actions do you believe most influenced the results? • Do any new questions arise as a result of your reflections on this evidence? • What action step(s) are most likely to address the needs identified in the evidence? • If no clear path is illustrated by the available data, what additional resource(s) or evidence(s) might lead to an actionable insight? • As needed, confer with evaluator, colleague(s), and/or mentor to support processing.	
Act • Based on role/audience/context, implement the plan. • Engage in additional observation with written/verbal feedback as required/needed. • Informally review results or initiate a new CAPA cycle. • At the conclusion of cycle, engage in a **review of practice conversation** to reflect on growth and alignment with the ROP Educator Criteria for Success	

APPENDIX A

PATHWAY B: Maintain and Elevate or Enhance

Maintain and Elevate or Enhance
Anticipated Timeline: **Strategy Focus (High leverage instructional skills):** *1. Which high-leverage CCT Rubric for Effective Teaching indicator will you use as the focus of your improvement strategy?* ☐ ***Learning Environment*** - 1a) Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. ☐ ***Instruction*** - 3a) Implementing instructional content for active learning. ☐ ***Engagement*** - 3b) Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. ☐ ***Feedback*** - 3c) Assessing student learning, providing feedback to students and adjusting instruction. ☐ Other indicator for special circumstances: *2. What will you do to maintain and enhance or elevate your performance in this area? How could you work with colleagues, students, and families to enhance learning and support your improvement process?* **Goal Statement (High leverage student skills):** *3. What student skill/attribute are we trying to improve?* *4. How will we know that student improvement has occurred ?*

Feedback Cycle Step	Reflection/Notes
Process and Act **Goal: To maintain AND to elevate or enhance the skills from your first CAPA cycle** ● What new learning activities will you participate in to elevate or enhance the skills and progress made during your first CAPA cycle? ● Consider risks you can take and innovative strategies that you can implement to elevate or enhance what is occurring in your classroom. ● Reflect upon the impact of this new learning and the implementation of new strategies.	

APPENDIX B

A Continuous Process of Improvement:
Collect - Analyze - Process - Act (CAPA) Cycle Form

This feedback cycle of collecting evidence, analyzing its impact, determining and planning for appropriate improvements, and putting them into practice, builds the capacity of all staff to effectively apply an impactful improvement process to enhance teacher practice and improve student achievement.

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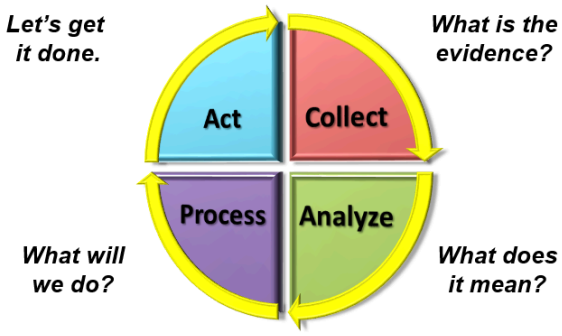

Collect - Analyze - Process - Act (CAPA) Cycle Protocol for Service Delivery Providers

CAPA Cycle Plan
Anticipated CAPA Cycle Timeline:

Strategy Focus (High leverage instructional skills):
1. Which high-leverage CCT Rubric for Effective Service Delivery indicator will you use as the focus of your improvement strategy?

- ☐ ***Learning Environment*** - 1a) Promoting a positive learning environment that is respectful and equitable.
- ☐ ***Instruction*** - 3a) Implementing instructional content for active learning.
- ☐ ***Engagement*** - 3b) Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.
- ☐ ***Feedback*** - 3c)Assessing learning, providing feedback and adjusting service delivery.
- ☐ 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?

Goal Statement (High leverage student skills):

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

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

Feedback Cycle Step	Reflection/Notes
Collect ● Consider and plan to collect objective evidence aligned to the goal statement and the strategy statement. *Data collection sources aligned to the strategy/goal focus include:* Required: ☐ **Observations and written and/or verbal feedback** ☐ **Evidence of student learning** (e.g., student work, formative or summative assessment data, observation) Other/Additional Sources ⬜ Artifact review (e.g., curriculum, lesson plans, etc.) ⬜ Other evidence aligned to the strategy/goal focus ● What do you anticipate will be the impact on your strategy actions on student performance on the goal for learning? ● Complete the activity and employ an appropriate evidence gathering strategy(ies) according to your plan.	
Analyze ● Review and label your evidence for student or teacher origin. ● Sort for relevance if appropriate. ● How does the evidence align with the desired goal statement and strategy statement? ● Is your evidence representative of both teacher and student actions and allow for appropriate reflection on the goal and strategy statements? ● If not, what are the gaps and can they be filled after	

the fact? ● As needed, confer with evaluator, colleague(s), and/or mentor to support evidence analysis.	
Process ● Given the evidence, what is your assessment of the impact of your strategy on the targeted student performance goal? ● How might you summarize any trends or patterns in the evidence? What adult actions do you believe most influenced the results? ● Do any new questions arise as a result of your reflections on this evidence? ● What action step(s) are most likely to address the needs identified in the evidence? ● If no clear path is illustrated by the available data, what additional resource(s) or evidence(s) might lead to an actionable insight? ● As needed, confer with evaluator, colleague(s), and/or mentor to support processing.	
Act ● Based on role/audience/context, implement the plan. ● Engage in additional observation with written/verbal feedback as required/needed. ● Informally review results or initiate a new CAPA cycle. ● At the conclusion of cycle, engage in a **review of practice conversation** to reflect on growth and alignment with the ROP Educator Criteria for Success	

At the midyear meeting, the educator and evaluator will come to an agreement upon which pathway the educator will follow for the second half of the year. Complete the rest of the ROP CAPA form based on your pathway.

APPENDIX B

PATHWAY A: CAPA Cycle 2

Collect - Analyze - Process - Act (CAPA) Cycle Protocol for Service Delivery Providers	
Anticipated Timeline: **Strategy Focus (High leverage instructional skills):** *1. Which high-leverage CCT Rubric for Effective Service Delivery indicator will you use as the focus of your improvement strategy?* ☐ ***Learning Environment*** - 1a) Promoting a positive learning environment that is respectful and equitable. ☐ ***Instruction*** - 3a) Implementing instructional content for active learning. ☐ ***Engagement*** - 3b) Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. ☐ ***Feedback*** - 3c)Assessing learning, providing feedback and adjusting service delivery. ☐ 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?* **Goal Statement (High leverage student skills):** *3. What student skill/attribute are we trying to improve?* *4. How will we know that student improvement has occurred ?*	
Feedback Cycle Step	**Reflection/Notes**
Collect ● Consider and plan to collect objective evidence aligned to the goal statement and the strategy statement. *Data collection sources aligned to the strategy/goal focus include:* Required: ☐ **Observations and written and/or verbal feedback** ☐ **Evidence of student learning** (e.g., student work, formative or summative assessment data, observation) Other/Additional Sources ☐ Artifact review (e.g., curriculum, lesson plans, etc.) ☐ Other evidence aligned to the strategy/goal focus	

• What do you anticipate will be the impact on your strategy actions on student performance on the goal for learning? • Complete the activity and employ an appropriate evidence gathering strategy(ies) according to your plan.	
Analyze • Review and label your evidence for student or teacher origin. • Sort for relevance if appropriate. • How does the evidence align with the desired goal statement and strategy statement? • Is your evidence representative of both teacher and student actions and allow for appropriate reflection on the goal and strategy statements? • If not, what are the gaps and can they be filled after the fact? • As needed, confer with evaluator, colleague(s), and/or mentor to support evidence analysis.	
Process • Given the evidence, what is your assessment of the impact of your strategy on the targeted student performance goal? • How might you summarize any trends or patterns in the evidence? What adult actions do you believe most influenced the results? • Do any new questions arise as a result of your reflections on this evidence? • What action step(s) are most likely to address the needs identified in the evidence? • If no clear path is illustrated by the available data, what additional resource(s) or evidence(s) might lead to an actionable insight? • As needed, confer with evaluator, colleague(s), and/or mentor to support processing.	
Act • Based on role/audience/context, implement the plan. • Engage in additional observation with written/verbal feedback as required/needed. • Informally review results or initiate a new CAPA cycle. • At the conclusion of cycle, engage in a **review of practice conversation** to reflect on growth and alignment with the ROP Educator Criteria for Success	

APPENDIX B

PATHWAY B: Maintain and Elevate or Enhance

Maintain and Elevate or Enhance	
Anticipated Timeline: **Strategy Focus (High leverage instructional skills):** *1. Which high-leverage CCT Rubric for Effective Teaching indicator will you use as the focus of your improvement strategy?* ☐ ***Learning Environment*** - 1a) Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. ☐ ***Instruction*** - 3a) Implementing instructional content for active learning. ☐ ***Engagement*** - 3b) Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. ☐ ***Feedback*** - 3c) Assessing student learning, providing feedback to students and adjusting instruction. ☐ Other indicator for special circumstances: *2. What will you do to maintain and enhance or elevate your performance in this area? How could you work with colleagues, students, and families to enhance learning and support your improvement process?* **Goal Statement (High leverage student skills):** *3. What student skill/attribute are we trying to improve?* *4. How will we know that student improvement has occurred ?*	
Feedback Cycle Step	**Reflection/Notes**
Process and Act **Goal: To maintain AND to elevate or enhance the skills from your first CAPA cycle** ● What new learning activities will you participate in to elevate or enhance the skills and progress made during your first CAPA cycle? ● Consider risks you can take and innovative strategies that you can implement to elevate or enhance what is occurring in your practice. ● Reflect upon the impact of this new learning and the implementation of new strategies.	

APPENDIX C

Teacher High Leverage Practice Single Point Competencies

CCT Rubric for Effective Teaching 2017

Positive Learning Environment		
Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by: ***INDICATOR 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.***		
Areas of Strength	*Effective Practice* *Adapted from the CCT Rubric for Effective Teaching 2017*	*Opportunities for Growth/ Next Steps*
	The teacher establishes a positive learning environment which: ● Includes consistently positive and respectful interactions between teacher and students ● Promotes positive social interactions among students ● Is consistently respectful of students' cultural, social and/or developmental differences ● Recognizes and incorporates students' diversity to enrich learning opportunities ● Establishes and consistently reinforces appropriate expectations for learning And where the students: ● Proactively demonstrate positive social interactions ● Take risks and responds to questions and challenges ● Feel safe to make and learn from mistakes ● Take responsibility for their learning	
Additional Comments:		

APPENDIX C

Instruction for Active Learning		
Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: ***INDICATOR 3a: Implementing instructional content for learning.***		
Areas of Strength	*Effective Practice* *Adapted from the CCT Rubric for Effective Teaching 2017*	*Opportunities for Growth/ Next Steps*
	The teacher implements effective instruction for active learning which: ● Clearly communicates learning expectations that are aligned with CT Core Standards and/or other appropriate content standards, and sets a specific purpose(s) for instruction ● Presents content accurately using content-specific language that leads to student understanding ● Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students ● Presents instruction that integrates literacy strategies and academic vocabulary within the lesson content And where the students: ● Communicate the learning expectations for the class period and the purpose of the instruction for the day ● Are challenged appropriately for their grade level ● Utilize academic vocabulary with the lesson	
Additional Comments:		

APPENDIX C

Cognitive Engagement for Active Learning		
Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: ***INDICATOR 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence based learning strategies.***		
Areas of Strength	*Effective Practice* *Adapted from the CCT Rubric for Effective Teaching 2017*	*Opportunities for Growth/ Next Steps*
	The teacher implements effective instruction for active learning which: ● Employs differentiated strategies, tasks, and questions that cognitively engage students through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry ● Uses resources and flexible groupings that cognitively engage students ● Fosters students' ownership, self-direction and choice of resources and/or flexible groupings to develop their learning ● Provides multiple opportunities for students to develop independence as learners And where the students: ● Demonstrate new learning in multiple ways, including application of new learning to make connections between concepts ● Generate their own questions and problem-solving strategies, and synthesize and communicate information ● Approach learning in ways that will be effective for them as individual learners	
Additional Comments:		

APPENDIX C

Feedback and Assessment for Active Learning		
Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: ***INDICATOR 3c: Assessing and monitoring student learning, providing feedback to students, and adjusting instruction.***		
Areas of Strength	*Effective Practice* *Adapted from the CCT Rubric for Effective Teaching 2017*	*Opportunities for Growth/ Next Steps*
	The teacher supports active learning by using effective feedback and assessment practices, including: ● Communicating specific observable and measurable criteria for student success ● Monitoring student learning with focus on eliciting evidence of learning at critical points in the lesson to assess individual and group progress toward achievement of the intended instructional outcome ● Providing individualized, descriptive feedback that is accurate, actionable and helps students advance their learning ● Adjusting instruction as necessary in response to individual and group performance And where the students: ● Are involved in developing or interpreting success criteria ● Self-monitor, self-assess, and self-reflect to improve their learning ● Provide peer feedback that focuses on advancing their learning ● Independently select strategies that will be effective for them as individual learners	
Additional Comments:		

APPENDIX D

Service Delivery Provider High Leverage Practice Single Point Competencies

CCT Rubric for Effective Service Delivery 2017

Positive Learning Environment		
Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by: ***INDICATOR 1a: Promoting a positive learning environment that is respectful and equitable.***		
Areas of Strength	*Effective Practice* *Adapted from the CCT Rubric for Effective Service Delivery 2017*	*Opportunities for Growth/ Next Steps*
	The service provider establishes a positive learning environment which: ● Includes consistently positive and respectful interactions between service provider and learners ● Promotes positive social interactions among learners ● Is consistently respectful of learners' cultural, social and/or developmental differences ● Recognizes and incorporates learners' diversity to enrich learning opportunities ● Establishes and consistently reinforces high and realistic expectations for learning/growth and development And where the learners: ● Proactively demonstrate positive social interactions ● Take risks and responds to questions and challenges ● Feel safe to make and learn from mistakes ● Take responsibility for their growth and development	
Additional Comments:		

Setting Goals for Service Delivery		
Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by: ***INDICATOR 3a: Implementing service delivery for learning.***		
Areas of Strength	*Effective Practice* *Adapted from the CCT Rubric for Effective Service Delivery 2017*	*Opportunities for Growth/ Next Steps*
	The service provider implements effective instruction for active learning which: ● Clearly communicates academic and/or social/behavioral expectations for service delivery and aligns the purpose of service delivery with relevant CT Core Standards and/or other appropriate content standards ● Delivers services accurately, resulting in learning ● Delivers services in a logical and purposeful progression that meet the needs of learners ● Consistently delivers services at a level of challenge that aligns to learners' needs And where the learners: ● Communicate the expectations and purpose of the lesson ● Learn at the appropriate level	
Additional Comments:		

Cognitive Engagement within Service Delivery		
Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by: ***INDICATOR 3b: Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.***		
Areas of Strength	*Effective Practice* *Adapted from the CCT Rubric for Effective Service Delivery 2017*	*Opportunities for Growth/ Next Steps*
	The service provider implements effective instruction for active learning which: ● Uses differentiated strategies, tasks, and questions that result in new and meaningful learning and promotes problem-solving, critical and creative thinking, purposeful discourse and/or inquiry ● Uses multiple resources and flexible groupings that cognitively engage learners in new learning ● Fosters learners' ownership, self-direction and choice of resources and/or flexible groupings to develop their learning ● Provides multiple opportunities for learners to develop independence and take responsibility for learning And where the learners: ● Demonstrate new learning by making connections between concepts and/or across settings ● Work collaboratively ● Generate their own questions and problem-solving strategies, and synthesize and communicate information ● Approach learning in ways that will be effective for them as individual learners	
Additional Comments:		

APPENDIX D

Feedback and Assessment within Service Delivery		
Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by: ***INDICATOR 3c: Assessing learning, providing feedback and adjusting service delivery.***		
Areas of Strength	*Effective Practice* *Adapted from the CCT Rubric for Effective Service Delivery 2017*	*Opportunities for Growth/ Next Steps*
	The service provider supports active learning by using effective feedback and assessment practices, including: ● Communicating specific observable and measurable criteria for learner success ● Monitoring learning with focus on eliciting evidence of learning at critical points to assess individual and group progress toward achievement of the intended purpose/objective ● Providing individualized, descriptive feedback that is specific, timely, accurate, and actionable and supports the improvement toward academic or social/behavioral outcomes ● Adjusting service delivery in response to learners' performance or engagement in tasks And where the learners: ● Are involved in developing or interpreting success criteria ● Self-monitor, self-assess, and self-reflect to improve their learning ● Provide peer feedback that focuses on advancing their learning ● Provide feedback to assist in adjustment of service delivery	
Additional Comments:		

APPENDIX E

Educator Review of Practice (ROP)
Criteria for Success

A successful ROP CAPA cycle(s) 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).

Criteria for Success	Outcome	Possible Sources of Evidence
Development of New Learning & Impact on Practice	The educator has included multiple sources of evidence, *including observational and student learning evidence*, aligned to a high-leverage CCT indicator focus area as part of their reflections and analysis throughout the CAPA cycle. The educator has connected their analysis of multiple sources of evidence to specific reflections about their own practice and the new learning it has generated throughout the CAPA cycle. There is evidence that the educator has applied the knowledge/skills gained from feedback and new learning acquired through the CAPA cycle to change/improve professional practice aligned to the selected high-leverage indicator focus area.	• Required observational evidence • Required student learning evidence aligned to high-leverage indicator focus • Lesson plan(s) • Educator created learning materials • Observational educator evidence • Numeric information about time, teacher practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc. • Educator self-reflection • Student learning artifacts • District created formative assessments • Student work samples/portfolios • Student surveys

	The educator has described, using specific examples/evidence, an understanding of a causal impact and how they changed/improved their professional practice aligned with the high-leverage indicator focus area as a result of the CAPA cycle.	● Mastery-based demonstrations of academic achievement ● Observational data of students' words, actions, interactions (including quotations when appropriate) ● Rubrics ● Curriculum-based assessments ● Interim or benchmark assessments ● Student self-reflection ● Evidence of communications and/or collaborations with parents, colleagues, community ● Shared resources reflective of communication/collaboration (e.g., meeting minutes, jointly developed learning materials, etc.) ● Other artifacts/sources
Impact on Students	The educator has demonstrated through the use of specific examples/evidence of student work, that they have positively impacted* student learning/performance aligned to the selected high-leverage indicator/goal. The educator has articulated the connections/rationale between the specific examples/evidence of student learning that have been collected and their own changes in practice. **If there is no evidence that student learning/ performance has improved, the educator has articulated a theory/rationale as to why and has plans for additional feedback/learning and/or an additional CAPA cycle if needed.*	
Impact on Community	The educator has demonstrated through the use of specific examples/evidence how they used culturally responsive communication to work effectively with colleagues/families/community to support learning and improvement throughout the CAPA cycle.	

APPENDIX E

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).					

CAPA Cycle Status - *to be recorded by evaluator:*

- ☐ The ROP Success Criteria have been **successfully met** within this CAPA cycle.
- ☐ The ROP Success Criteria have ***not yet*** **been successfully met** within this CAPA cycle.
  - Required next steps: use feedback to revise the CAPA cycle and schedule a follow up conversation.
  - Possible options: repeat the CAPA cycle with the same strategy/goal focus, initiate a new CAPA cycle, or other actions based on need.

APPENDIX F

The Gilbert School
Review of Practice (ROP) Model for Educator Evaluation

Timeline	Key Events	Educator's Tasks	Evaluator's Tasks
August	ROP Orientation	Participate in educator orientation	Participate in evaluator orientation and training
August-September (first four weeks of school)	Choose high leverage indicator Consider benchmark assessment data Collection of preliminary data Analyze data and set goal(s)	Choose high leverage indicator Collect relevant data Set goal for review at meeting	Conduct first observation of new teachers, completing the single competency rubrics
Late September/Early October	Initial Meeting:Goal-Setting Meeting	Bring CAPA paperwork with the collect, analyze, and goal sections completed	Review goals and data Provide constructive feedback Collaborate with educator to discover learning opportunities for the rest of the cycle
October- Late January	Learning Activities Implementation of New Learning Reevaluate (collect data and analyze)	Participate in learning activities Implement new learning Reevaluate CAPA plan so far-- collect additional data and analyze to determine progress towards goal and align with success criteria	Conduct second observation of new teachers, completing the single competency rubrics Conduct first observation of new to Gilbert teachers (if possible) Conduct observation of veteran teachers, completing the single competency rubrics
Early February	Mid-Year Meeting * IF goals are met at the mid-year meeting and satisfactory progress has been made, the evaluation process is done.	Finish CAPA paperwork for the first cycle Bring artifacts to support CAPA progress and align with success criteria Collaborate with evaluator to determine if CAPA cycle successfully completed or another needs to be completed	Review CAPA paperwork for first cycle to prepare for progress meeting Have observation paperwork ready for discussion Collaborate with educator to determine if CAPA cycle successfully completed or another needs to be completed
February- May	EITHER (a) Complete another CAPA cycle OR (b) Maintain and elevate or enhance	Pathway A Participate in learning activities Implement new learning Reevaluate CAPA plan so far-- collect additional data	Conduct third observation of new teachers and second observation of new to Gilbert teachers, completing the single competency rubrics

		and analyze to determine progress towards goal Pathway B Maintain and elevate or enhance Collect additional and artifacts that show evidence of elevation of goals from first CAPA style and align with success criteria	Conduct an observation of all veteran teachers not observed during cycle one Pathway A Support educators in continuation of new learning in an effort to help them meet their CAPA goals Pathway B Support educators in elevating their new learning, taking risks, and trying new strategies in the classroom
Mid to Late May	End of Year Meeting	Bring additional artifacts to support second CAPA cycle OR to show evidence of elevation or enhancement of goals from first CAPA cycle and align with success criteria Collaborate with evaluator to	