Professional Educator Review of Practice (ROP) 2023

Using Effective Feedback to Improve Instruction and Student Learning

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What the research on teacher evaluation says….

• 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.

Hanover Research

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What the research on learning impact says: John Hattie

→ Providing formative evaluation	0,9
Comprehensive interventions for learning disabled students	0,77
Reciprocal teaching	0,74
→ Feedback	0,73
Spaced vs. mass practice	0,71
→ Meta-cognitive strategies	0,69

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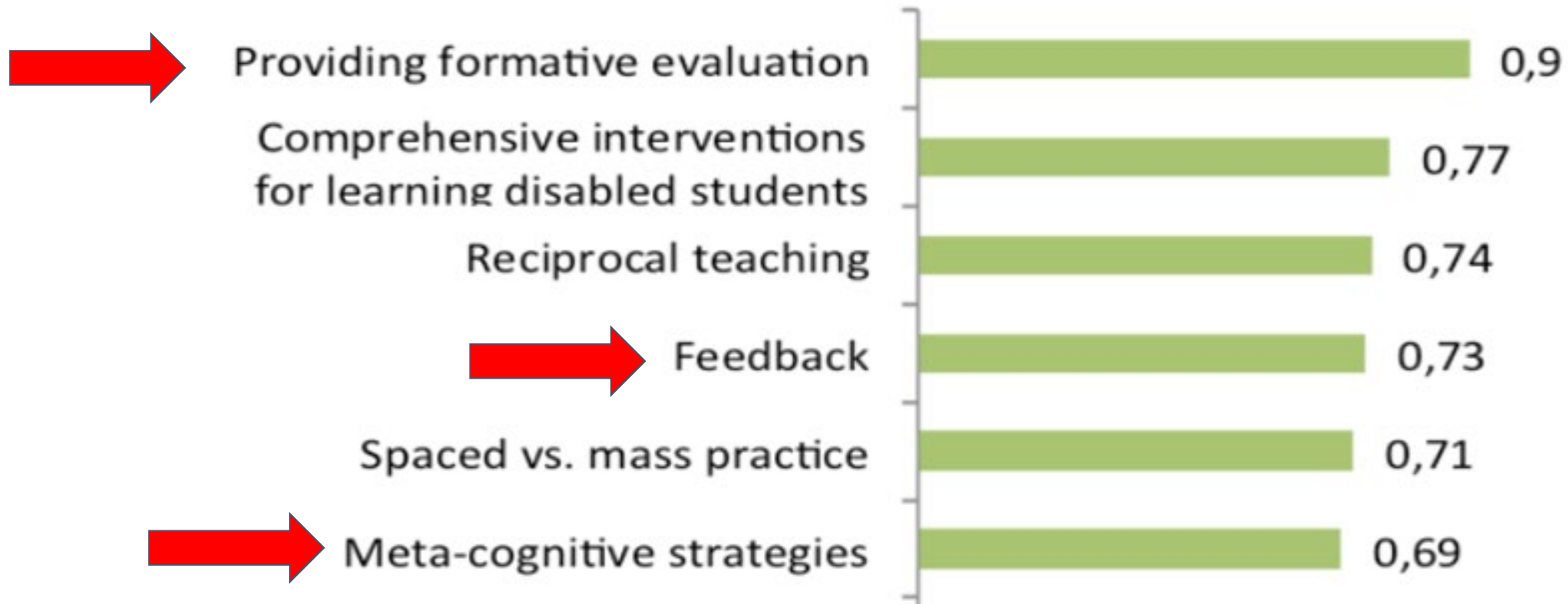
What the research on teacher evaluation says: Morgaen Donaldson

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, page 108)

Intrinsic motivation and educator agency...

"In general, the intrinsic motivational mechanisms of teacher evaluation systems are more powerful. Through good feedback and goal setting, teacher evaluations systems support a teacher's sense of competency and autonomy. Across the country, the main extrinsic aspects of new teacher evaluation systems are numeric ratings and consequences for performance."

(Donaldson, page 36)

Emphasis on 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."

(Donaldson, page 226)

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, page 73)

What the experts say about the power of feedback: Amy Tepper & Patrick Flynn

For years, evaluation, observation, and the support of teachers through feedback only focused on the *teaching* occurring in the classroom. Much of the feedback consisted of summaries, narratives, or lists of evidence. As a result, feedback was not conveying information about how teachers' practices were leading (or not leading) to learning or how teachers were creating outcomes through their choices, strategies, and tasks. (Tepper and Flynn, *Learner Focused Feedback* (pg. 10))

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Feedback from the Field

1 Focus & Align

2 Streamline & Simplify

3 Differentiate

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A process to bring that research into design practice.

When creating TEAM Review of Practice (2016) to support beginning teachers in induction, 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.

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Three critical research-based elements of ROP's design …

Focused Professional Learning Cycles using the CAPA Framework

- 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.
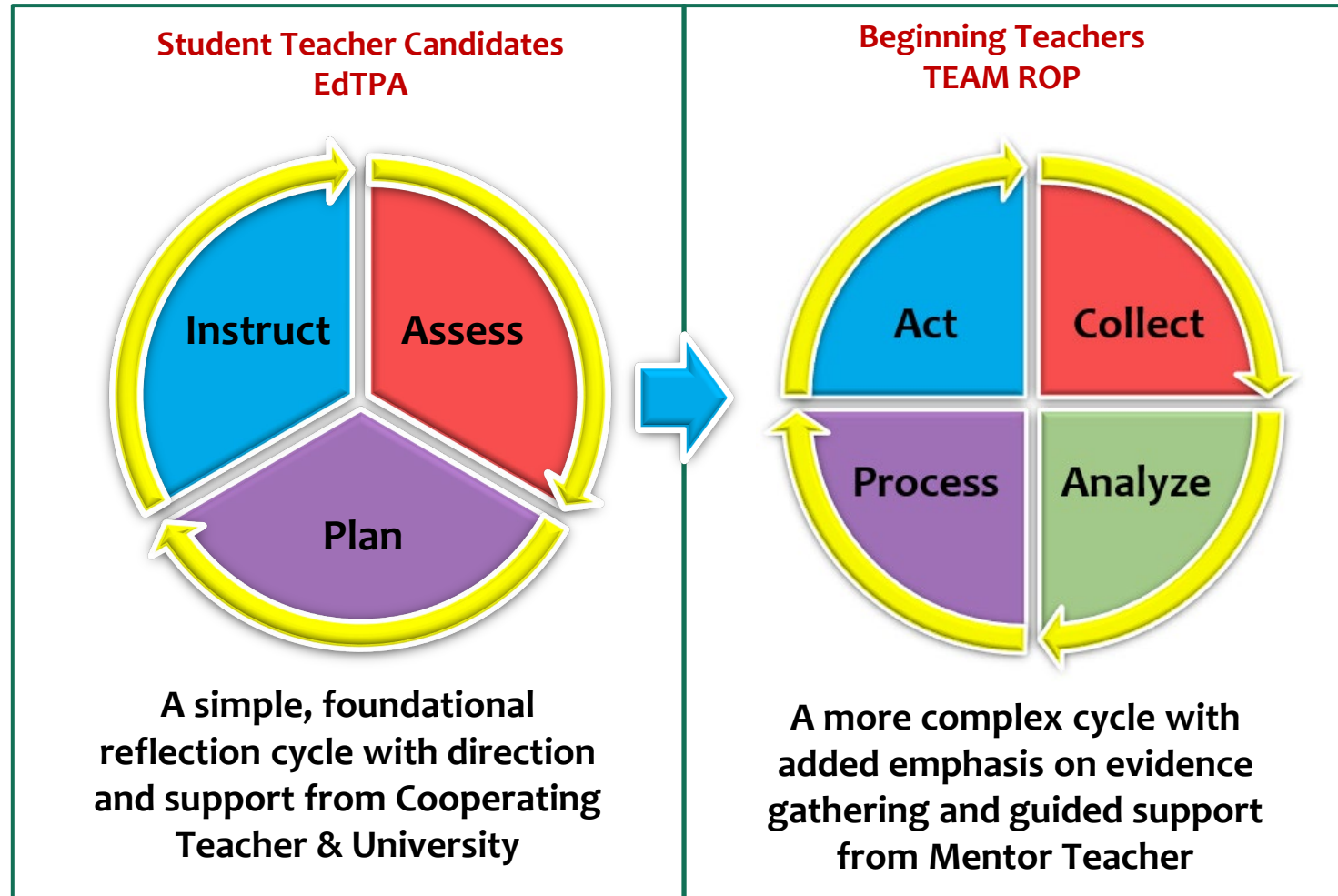
Multiple Sources of Evidence

- Review multiple sources of evidence, including 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.
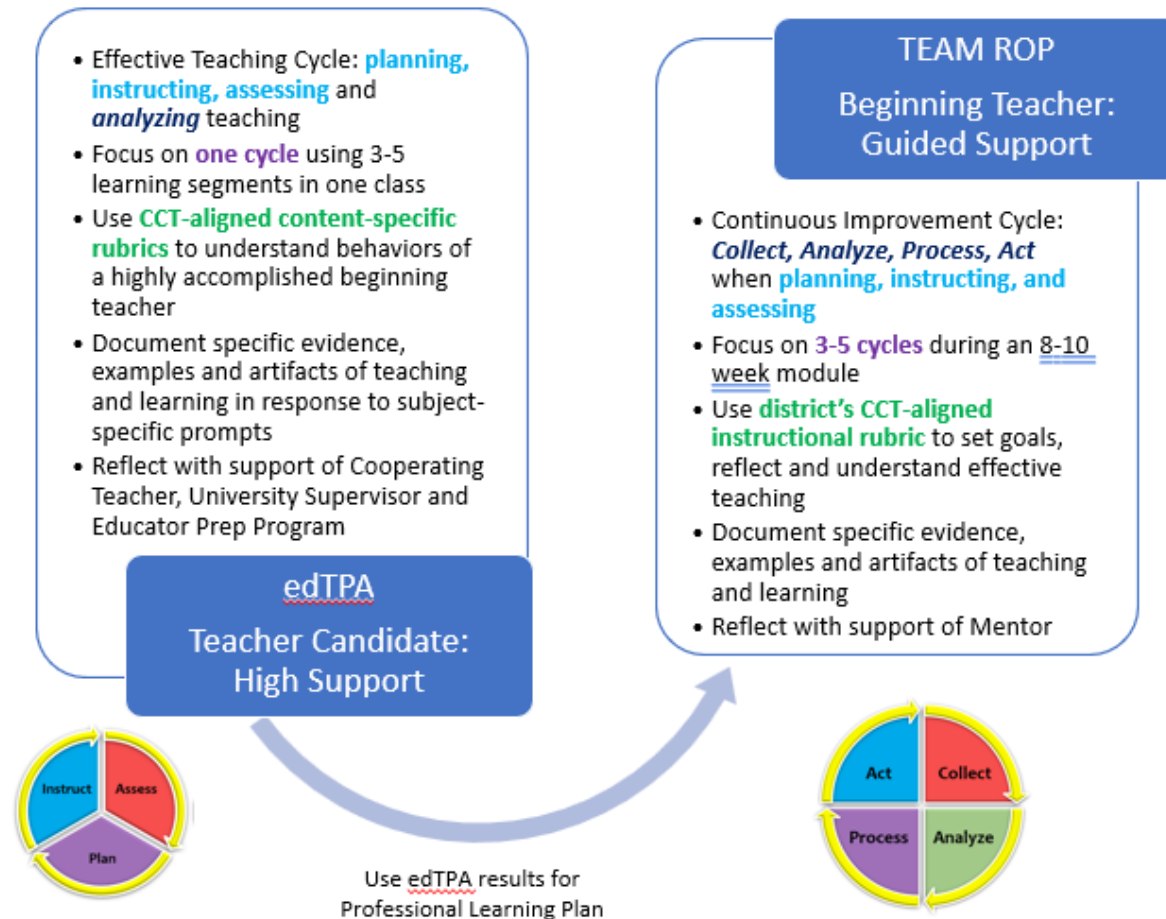
High-Quality Feedback

- 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.

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Our first step: TEAM Redesign (2016)

**Student Teacher Candidates
EdTPA**

Instruct · Assess · Plan

A simple, foundational reflection cycle with direction and support from Cooperating Teacher & University

**Beginning Teachers
TEAM ROP**

Act · Collect · Process · Analyze

A more complex cycle with added emphasis on evidence gathering and guided support from Mentor Teacher

Our first step: TEAM Redesign (2016)

- Effective Teaching Cycle: **planning, instructing, assessing** and *analyzing* teaching
- Focus on **one cycle** using 3-5 learning segments in one class
- Use **CCT-aligned content-specific rubrics** to understand behaviors of a highly accomplished beginning teacher
- Document specific evidence, examples and artifacts of teaching and learning in response to subject-specific prompts
- Reflect with support of Cooperating Teacher, University Supervisor and Educator Prep Program

edTPA
Teacher Candidate: High Support

TEAM ROP
Beginning Teacher: Guided Support

- Continuous Improvement Cycle: *Collect, Analyze, Process, Act* when **planning, instructing, and assessing**
- Focus on **3-5 cycles** during an 8-10 week module
- Use **district's CCT-aligned instructional rubric** to set goals, reflect and understand effective teaching
- Document specific evidence, examples and artifacts of teaching and learning
- Reflect with support of Mentor

Use edTPA results for Professional Learning Plan

Instruct | Assess | Plan

Act | Collect | Process | Analyze

Process Outline: CAPA Reflection Framework

Collect - Analyze - Process - Act (CAPA) Cycle Protocol	
CAPA Pre-Planning Lesson Focus: - Goal Statement (High leverage student skills) - Strategy Focus (High leverage instructional skills)	
Feedback Cycle Step (from the educator)	**Reflection/Notes/Feedback (educator and supervisor)**
Collect	
Analyze	
Process	
Act	

Our Experience: Constituent feedback on Team ROP

Teachers from the following districts have been using our reflective feedback CAPA cycle in the field since 2017…

Barkhamsted, Bethel, Bethlehem, Canaan, Cornwall, Goshen, Kent, Morris, New Hartford, New Milford, Newtown, North Canaan, Norfolk, Region 1, Region 6, Region 14, Salisbury, Sharon, Sherman, Thomaston, Torrington, Warren, Woodbury, Winchester

Here is what they have to say about it….

01 Impact on Respondents' Practice

92% of respondents revealed that TEAM ROP allowed them to undertake *new teaching strategies, broader discussions of practice* with mentor/mentee, *better tracking of learning objectives*, and *more effective use of data*. Additionally, 96% of respondents involved with the program for at least a year indicated TEAM ROP supports *greater self-reflection* when compared to TEAM.

02 Effect on Student Outcomes

Of those surveyed, 92% felt that TEAM ROP gives teachers the tools to *analyze, reflect, and inform instruction* which allows them to better support student success. The same number of respondents also stated that *student learning is enhanced* by ROP's more direct approach to understanding student needs while allowing new teachers to *examine and improve their practice* more effectively.

03 Preparing Teachers for expected Processes and Practices

According to 80% of respondents, TEAM ROP made *objectives more explicit* for teachers AND students; provided a *clearer understanding* of an on-going *reflection and improvement process* and allowed for the improved use of available data to help create a *better classroom experience.*

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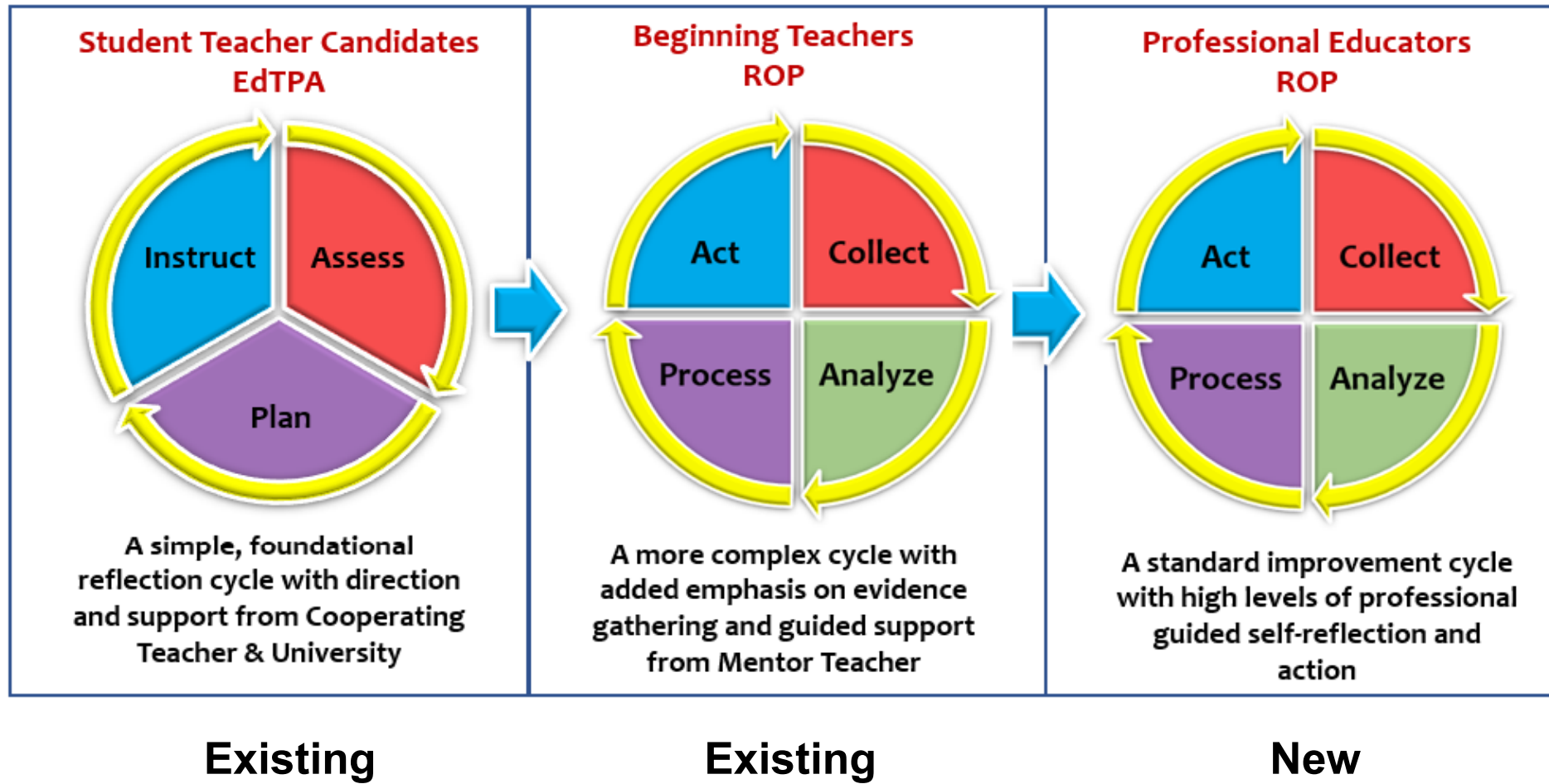# Our experience… constituent feedback regarding TEAM ROP

"The Region One conversion to the ROP cycle as the core curriculum for the TEAM process has resulted in a more authentic and meaningful experience for our new teachers and their mentors. The ability for a new teacher to continuously revisit the learning target for each module until a level of mastery is achieved yields much stronger professional growth, which of course is better for our students. Many thanks to Carly and the EdAdvance team for creating a framework that promotes a meaningful new teacher/mentor relationship and that supports sustainable effective practice for our new teachers."
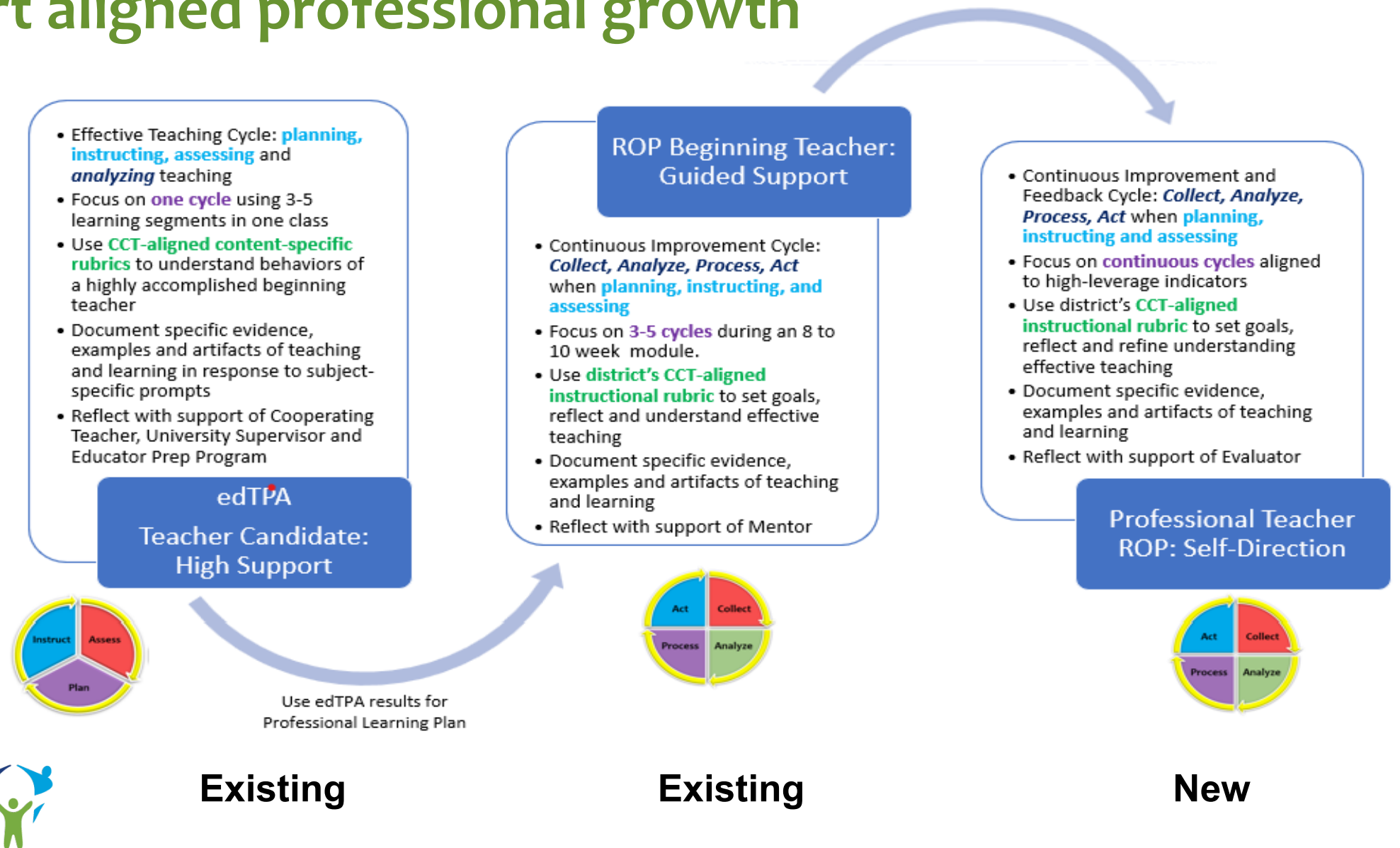
- Lisa Carter, Region One Superintendent

"New teachers are excited to see how their EdTPA score reports connect with both TEAM ROP modules they work through as well as how they can use their report to create a Performance and Practice goal for themselves through the teacher evaluation process. Over the course of the year, mentors have been able to observe their mentees teaching units with a focus on the module the mentee is working on. This has resulted in targeted feedback in real-time grounded in data and observation, making reflective conversations about practice relevant and meaningful."

- Alisha DiCorpo, New Milford Superintendent

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

Student Teacher Candidates EdTPA

- Instruct
- Assess
- Plan

A simple, foundational reflection cycle with direction and support from Cooperating Teacher & University

Existing

Beginning Teachers ROP

- Act
- Collect
- Process
- Analyze

A more complex cycle with added emphasis on evidence gathering and guided support from Mentor Teacher

Existing

Professional Educators ROP

- Act
- Collect
- Process
- Analyze

A standard improvement cycle with high levels of professional guided self-reflection and action

New

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

edTPA Teacher Candidate: High Support

- Effective Teaching Cycle: planning, instructing, assessing and analyzing teaching
- Focus on one cycle using 3-5 learning segments in one class
- Use CCT-aligned content-specific rubrics to understand behaviors of a highly accomplished beginning teacher
- Document specific evidence, examples and artifacts of teaching and learning in response to subject-specific prompts
- Reflect with support of Cooperating Teacher, University Supervisor and Educator Prep Program

Use edTPA results for Professional Learning Plan

ROP Beginning Teacher: Guided Support

- Continuous Improvement Cycle: Collect, Analyze, Process, Act when planning, instructing, and assessing
- Focus on 3-5 cycles during an 8 to 10 week module.
- Use district's CCT-aligned instructional rubric to set goals, reflect and understand effective teaching
- Document specific evidence, examples and artifacts of teaching and learning
- Reflect with support of Mentor

Professional Teacher ROP: Self-Direction

- Continuous Improvement and Feedback Cycle: Collect, Analyze, Process, Act when planning, instructing and assessing
- Focus on continuous cycles aligned to high-leverage indicators
- Use district's CCT-aligned instructional rubric to set goals, reflect and refine understanding effective teaching
- Document specific evidence, examples and artifacts of teaching and learning
- Reflect with support of Evaluator

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Existing   Existing   New

Using a familiar process to support professional growth...

TEAM
Review of Practice (ROP)

- 3 CAPA cycles over 8-10 weeks for each instructional module
- Instructional modules and goals aligned to CCT
- Data driven reflection using CCT-aligned rubric and other sources of teaching and learning
- Formative, non-evaluative feedback and support from mentor
- CAPA Form for TEAM ROP

CAPA:
Continuous Reflection & Improvement
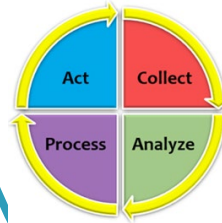
Professional Educator
Review of Practice (ROP)

- Deep study of professional practice through 1 CAPA cycle over 8-12 weeks
- High leverage CCT Rubric indicator focus
- Multiple sources of data, including observational & student learning evidence
- Feedback and support from evaluator
- CAPA Form for ROP (Teacher)

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ROP's Alignment to CSDE Design Principles

We designed and implemented Professional Educator ROP in the fall of 2022 in alignment with the existing CT Educator Evaluation Guidelines.

Based on initial feedback and lessons learned, we refined the ROP model to for greater focus, simplicity, and alignment to the new CSDE Educator Growth and Evaluation design principles in non-negotiable and best practice areas (see **CSDE design principles/ROP crosswalk**).

ROP model enhancements include:

- *High leverage CCT aligned standards framed as single points for increased clarity*
- *Simplified success criteria that focus on teacher reflection and growth - not a rating*
- *Streamlined goal/strategy focus for targeted learning and growth*
- *Additional options for differentiation (e.g., by role, need, etc.)*

In alignment with CSDE design principles, the ROP model includes opportunities for PDEC involvement and decision making at the local level.

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ROP Process Steps and Role Responsibilities

Before the process starts for any teacher….

Before ROP	Evaluator Responsibility	Educator Responsibility	Forms and Evidence
Orientation to ROP	Conduct/facilitate an orientation that will result in educators being able to: • Describe the purpose, goals, and process of ROP • Explain what makes for a successful CAPA cycle	Participate in an orientation and demonstrate understanding of the purpose, goals, process, and success criteria within ROP	[ROP Orientation Slide Deck](#) & supporting ROP materials [ROP Success Criteria](#)

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ROP Process Steps and Role Responsibilities

Step One:

Item	Evaluator Responsibility	Educator Responsibility	Forms and Evidence
Scheduling Professional Educator ROP Cohorts	Create and communicate a schedule of up to three 8-12 week ROP cohort waves May gather and use input from staff to inform scheduling Consider existing professional learning structures and how they may support teachers' ongoing reflection and improvement aligned to the high-leverage indicators and CAPA cycle work	Review the ROP schedule May provide input to inform scheduling preferences	ROP Schedule

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ROP Process Steps and Role Responsibilities

Step Two:

Item	Evaluator Responsibility	Educator Responsibility	Forms and Evidence
Goal Setting & Planning	Schedule and confirm a date/time and location for a goal setting conversation Goals may be set for 1, 2, or 3 year periods. Goals may be developed individually or collaboratively. Participate in a goal setting conversation resulting in: • Common understanding of the CAPA cycle process • Use of the district's CCT-aligned high leverage indicator single point competencies to support reflection and goal setting • Mutually agreed upon strategy/goal focus • If necessary, plans to inform the evaluator's observation related to the mutually agreed upon goals	Prior to the goal setting conversation, reflect on evidence of teaching and learning using the district's CCT-aligned high leverage indicator single point competencies Participate in a goal setting conversation by sharing evidence-based reflections and ideas for CAPA cycle work to determine mutually agreed upon strategy/goal focus and document it on the CAPA form	CAPA Form for Teachers CAPA Form for Service Delivery Providers High Leverage Indicator Single Point Competencies (Teachers) High Leverage Indicator Single Point Competencies (Service Delivery Providers)

ROP Process Steps and Role Responsibilities

Step Three:

Item	Evaluator Responsibility	Educator Responsibility	Forms and Evidence
Action Research through Professional CAPA Cycle	Schedule and conduct observations with written and/or verbal feedback, including: • Minimum of 2 informal observations and 1 review of practice for teachers with more than two years experience • Minimum of 3 informal observations and 1 review of practice for first and second year teachers Focus observational evidence collection and feedback on an educator's strategy/goal focus area Within the CAPA process, one observation should occur early in the cycle to support the educator's Collect cycle step; another observation may take place at the end of the CAPA cycle Schedule/conduct additional observations with feedback as needed to support the educator's CAPA cycle process Provide support and feedback as needed throughout the educator's CAPA cycle process	Complete the required evidence collection during the "Collect" CAPA step to inform reflection and actions, including: • Participate in evaluator observation and feedback/post-conference aligned to goals • Gather evidence of student learning aligned to goals • Collect any additional evidence (e.g., observations, artifacts, etc.) as needed to inform reflection and next steps • Participate in additional observations as needed Engage in the Analyze, Process, and Act steps of the CAPA cycle process, reaching out to evaluator, colleagues, or others as needed to deepen reflection, learning, and improvement Document evidence, learning, and reflection on the CAPA form throughout the cycle	[Sample Evidence Collection Form](#) [Feedback Checklist Aligned to CAPA](#)

ROP Process Steps and Role Responsibilities

Step Four:

Item	Evaluator Responsibility	Educator Responsibility	Forms and Evidence
End-of-CAPA Cycle Review of Practice	Schedule and confirm a date/time and location for a review of practice conversation Participate in a review of practice conversation resulting in: • Holistic reflection of the CAPA cycle process aligned to the success criteria • Ratings and feedback about the quality of evidence collected and the ways it informed reflection, growth, and improvement during the CAPA cycle	Prior to the review of practice conversation, reflect on evidence of teaching and learning throughout the CAPA cycle aligned to the success criteria Participate in a review of practice conversation by sharing evidence-based reflections about new learning, impact on practice, and positive impact on students throughout the CAPA cycle	ROP Criteria for Success End-of-CAPA Cycle Review of Practice Reflective Questions

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Successful CAPA Cycle Evidence

A successful ROP CAPA Cycle must include...

☐ 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).

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ROP Success Criteria & Possible Sources of Evidence

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 …

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CAPA Cycle Determination

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

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Focus on Connecting Process with Outcomes

This rating system moves the focus of the professional evaluation process toward ensuring that educators are Learning and Leading as part of their professional improvement journey.

Organizational Results

Lucky	**Leading**
• Good results with no understanding of the reason. • Replication of success not probable.	• Good results with clear understanding of the reason. • Replication of success very probable.
Losing	**Learning**
• Poor results with no understanding of the reasons. • Replication neither probable or desirable.	• Poor results with clear understanding of the reason. • Replication of mistakes not probable.

Antecedents of Excellence

This grid is from Douglas B. Reeves' book *Transforming Professional Development Into Student Results*.

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ROP Process Steps and Role Responsibilities

Step Five:

Item	Evaluator Responsibility	Educator Responsibility	Forms and Evidence
Professional Educator Status Determination for Future Cycles	Based on the outcome of the Review of Practice, the Evaluator informs the Professional Educator regarding his/her status condition and next steps, including another CAPA cycle if needed.	Discuss any needed next steps and identify any supports that may be necessary for success	Ratings summary and next steps from the ROP Criteria for Success

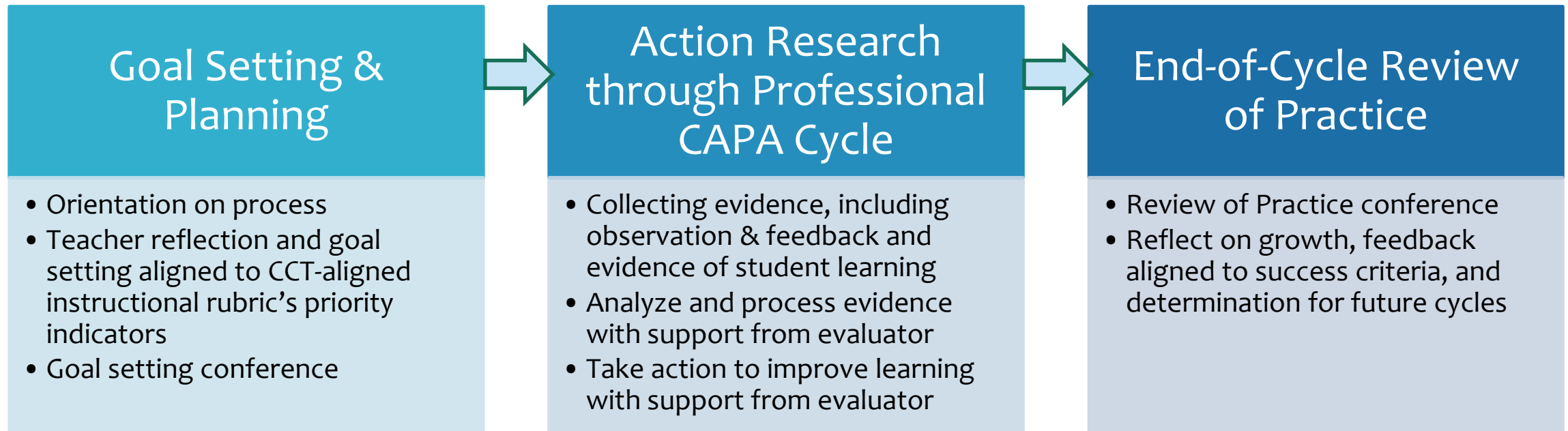# Dispute-Resolution Process

SEED Handbook:

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.

ROP:

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.

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Process Schedule

To support a focus on meaningful practice/outcome goals and comprehensive action research that will enhance deep learning, each professional CAPA cycle is designed to span approximately 8-12 weeks*.

Goal Setting & Planning	Action Research through Professional CAPA Cycle	End-of-Cycle Review of Practice
• Orientation on process • Teacher reflection and goal setting aligned to CCT-aligned instructional rubric's priority indicators • Goal setting conference	• 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	• Review of Practice conference • Reflect on growth, feedback aligned to success criteria, and determination for future cycles

*Year 1 or 2 beginning teachers may complete their professional 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.

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Scheduling Flexibility

ROP provides administrators the flexibility to schedule _up to three 8-12 week, waves_ of professional evaluation annually to level out the work and give teachers the attention and feedback they need to support improved practice.

Sample ROP Schedule			
Evaluation Components	**Goal Setting & Planning**	**Mid-Year Check In & End of Year Review**	
Sample ROP Schedule	**August-Week 4** • ROP Orientation • Teacher reflection & goal setting • Gather input to inform cohorts	**Week 4-14** _Professional Educator ROP Cohort #1_	**Week 15-25** _Professional Educator ROP Cohort #2_	**Week 26-36** _Professional Educator ROP Cohort #3_
	Throughout the school year: Ongoing opportunities for district/school-based professional learning, collaboration, and feedback aligned to high-leverage focus area(s)		

Required Evidences and Outcomes:

Required Observational Evidence:

Educator Categories	ROP
First and Second Year/ Novice Educators	Minimum of 2 informal observations and 1 review of practice for teachers with more than two years experience
Teachers with more than 2 years experience	Minimum of 3 informal observations and 1 review of practice for first and second year teachers

Additional sources of evidence to inform reflection and improvement, including but not limited to:

- Evidence of student learning aligned to the goal (required)
- Peer observation
- Collaboration with colleagues
- Lesson plans
- Feedback from colleagues, students and/or families
- Other artifacts of teaching and learning

Documentation of ongoing reflection and improvement using the CAPA Form

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Sample CAPA Cycles with Observations by Teacher Category

Teachers with More Than 2 Years Experience

Collect - Analyze - Process - Act (CAPA) Cycle Protocol	
CAPA Student Growth Goal Planning - Goal Statement, Strategy Focus, Community Engagement Goal	
Feedback Cycle Step (from the educator)	Reflection/Notes/Feedback (educator and supervisor)
Collect *Observation #1	
Analyze	
Process	
Act - *Observation #2	
*End-of-Cycle Review of Practice	

First and Second Year/Novice Educators

To inform the goal setting process before the CAPA cycle begins: Observation #1	
Collect - Analyze - Process - Act (CAPA) Cycle Protocol	
CAPA Student Growth Goal Planning - Goal Statement, Strategy Focus, Community Engagement Goal	
Feedback Cycle Step (from the educator)	Reflection/Notes/Feedback (educator and supervisor)
Collect *Observation #2	
Analyze	
Process	
Act - *Observation #3	
*End-of-Cycle Review of Practice	

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CAPA – the heart of the self reflection and action research ROP process.

Collect - Analyze - Process - Act (CAPA) Cycle Protocol	
CAPA Student Growth Goal Planning - Goal Statement, Strategy Focus, Community Engagement Goal	
Feedback Cycle Step (from the educator)	**Reflection/Notes/Feedback (educator and supervisor)**
Collect	
Analyze	
Process	
Act	

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Evidence Collection & Feedback for Learning

Evidence Collection

- Focused on a high-leverage goal (learning environment, engagement, feedback)
- Based on objective evidence
- Representative of teacher and student performance/learning

Feedback for Learning

- Warm - strengths aligned to focus
- Cool - opportunities for growth aligned to focus
- Action steps

Sample Evidence Collection Form

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Educator's Role and Responsibility

- Remain committed to improvement through reflection and deep learning.
- Develop professional CAPA goal(s) through mutual agreement.
- Engage in aligned professional development, coaching, and feedback to support actions for growth.
- Use the district's CCT-aligned high leverage indicator single point competencies as a source of common language to support ongoing reflection and learning.
- Document ongoing reflection and growth using the CAPA Form for ROP.
- Reflect on your own learning by reviewing multiple sources of evidence and feedback aligned to the success criteria.

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Evaluator's Role and Responsibility

- Participate in comprehensive and ongoing evaluator training so that you may provide authentic reflection and feedback to educators to support their improvement for deep learning.*

- Provide an orientation to the process for all educators to ensure common understanding.

- Ensure logistical support (scheduling, record keeping, and making time for meetings and feedback) and adhere to the process guidelines.

- Support goal setting through mutual agreement.

- Demonstrate a mastery of understanding of the district's CCT-aligned instructional rubric and use it as source of common language to support ongoing reflection and learning.*

- Provide aligned professional development, coaching, and feedback to support educator growth.*

- Provide ongoing feedback and ratings based on the quality of evidence, learning, and reflection within CAPA cycles.*

*These functions are aligned with Connecticut's Standards for School Leaders, the Learning Forward Standards, and Professional Standards for Educational Leaders.

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Process Outline: Differentiation Pathways

Options for differentiation could include but not limited to:

- Promoting educator growth through 1, 2 or 3 year goal setting, collaborative goal setting, strategy/focus goals related to teacher leadership.
- Supporting educators who need additional support within the CAPA cycle through alternative strategy focus area, additional CAPA cycle, additional observations and feedback
- Supporting educators who consistently have *not* met the minimum evidence standard (criteria not met for multiple cycles) through focused support plan, more frequent observations with feedback, a focus on all/additional indicators of the *CCT Rubric* for improvement, additional opportunities for professional learning

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Comparing Existing Educator Evaluation & ROP

What is the Same?	What is Different?
• Aligns with the CCT Leadership Rubric - Domain 2 Talent Management. • Uses the *CCT Rubric for Effective Teaching/Service Delivery* (or another locally determined CCT-aligned rubric) to define and reflect upon effective practice. • Focuses on evidence-based observation and reviews of practice. • Builds on what CT administrators have learned in the state-wide *Foundational Skills for Evaluators of Teachers* training. • Aligns with Connecticut Professional Learning Standards.	• Provides a process, skillset, and focus that can be applied at every level for aligned and improved outcomes • Focuses professional learning and feedback on three high-leverage priorities framed as single point competencies. • Engages teachers and administrators in new learning through action research • Incorporates options for differentiation and support in unique circumstances • Includes written and verbal feedback based on the quality of evidence, observational documentation, and reflection within action research

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Key Expected Benefits

- **Maximizes improvement across all levels and contributes to a larger culture of continuous learning.**

- **Aligns expectations across an educator's career continuum from preparation through professional practice.**

- **Focuses efforts on learning priorities.**

- **Appeals to educators' autonomy, expertise, and interest in continuous improvement.**

- **Reduces the evaluation overlap/workload for beginning teachers, supporting improved recruitment and retention.**

Reducing the burden on beginning teachers…

The alignment between TEAM ROP and ROP allow beginning teachers to reduce duplication of effort in the early stages of their career thus supporting efforts to retain new teachers.

Beginning teachers will have the option 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.

Local and regional boards of education shall not consider a teacher's completion of the teacher education and mentoring program as a factor in its decision to continue a teacher's employment in the district.

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Sample Teacher ROP Forms

- CAPA Form for Teachers
- Teacher High Leverage Practice Single Point Competencies

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