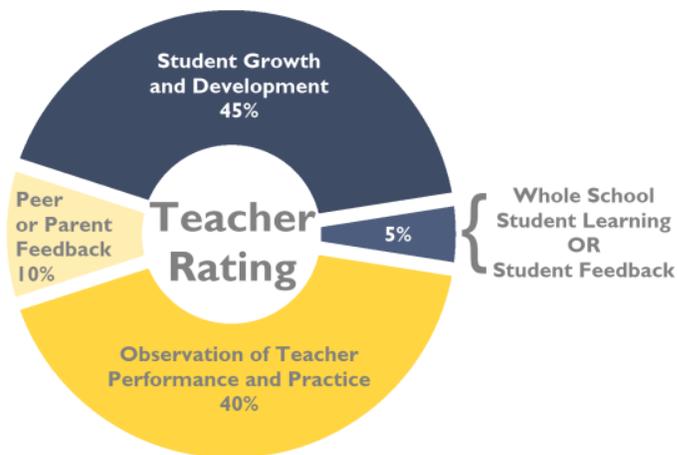# 2015-2016 Glastonbury Teacher Evaluation and Support Plan

Overview

This document contains the core components of the teacher evaluation plan mandated by the Connecticut State Department of Education, as well as an overview of the professional development plan for educators in Glastonbury. State requirements call for all teachers to receive an annual summative rating in one of four performance levels. The rating is determined based on performance in the areas of teacher performance and practice (40%), parent feedback (10%), student growth and development (45%), and student feedback or whole-school improvement for student learning goal (5%). Each of these component areas is described in detail and ratings for each will be combined to determine the performance level for a given school year.

Four Performance Levels

Exemplary- Substantially exceeds indicators of performance. This rating is reserved for educators who could serve as a model across the district and state.

Accomplished- Meets or exceeds indicators of performance and the high expectations of the district. This is the level of expectation for educators in Glastonbury Public Schools.

Developing- Meets some of the indicators of performance. Continued growth needed.

Below Standard- Performance is unacceptable and requires immediate improvement.

Teacher Evaluation Process and Timeline

The annual evaluation process between a teacher and an evaluator is anchored by three collaborative conversations at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set development goals and identify development opportunities.

Orientation, Goal Setting and Planning (By Oct. 30)	Mid-Year Check-in (By Jan. 15 for non-tenured and Feb. 15 for tenured)	End-of-Year Review (By June 1)
• Orientation on process • Teacher reflection and goal setting • Goal-settting conference	• Review goals and performance to date • Mid-year conferences	• Teacher self-assessment • Rating • End-of-year conference

Orientation, Goal-Setting and Planning: Completed by **October 30**

Annually and prior to October 30, the evaluator will provide the teacher with materials outlining the evaluation process and will meet to discuss and answer any questions. To begin the goal setting process, the teacher examines student data, prior year evaluation and survey results and the district evaluation rubrics to draft a proposed performance and practice goal(s), a parent feedback goal, student learning objectives (SLOs), and a student feedback goal or whole-school improvement goal for the school year. In consultation with the evaluator (and co-evaluator, if needed), the teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process as appropriate. The evaluator and teacher will discuss the proposed goals and come to mutual agreement. The evaluator may request revisions to the proposed goals and objectives, if they do not meet approval criteria.

Mid-Year Check-In:
Timeframe: Completed by **January 15 (non-tenured)/ February 15 (tenured)**

The teacher and evaluator collect and reflect on evidence to date about the teacher's practice and student learning in preparation for the mid-year conference. During the mid-year

conference, they review progress on teacher practice goals, student learning objectives (SLOs) and performance on each to date. If needed, teachers and evaluators may mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). They may also discuss actions the teacher can take and supports the evaluator can provide to promote teacher growth.Non-tenured teachers will receive written feedback from their evaluator.

End-of-Year Summative Review:
Timeframe: Completed by **June 1**

The teacher reviews all information and data collected during the year and completes a self-assessment prior to meeting the evaluator for the end of year review. The evaluator reviews submitted evidence, self-assessments and observation data to generate required ratings in each category.

The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. The category ratings generate the final, summative rating. Following the conference, the evaluator generates a summary report of the evaluation before the end of the school year.   If all needed data, such as state test data, are not available at the end of year review, the evaluator may adjust the summative rating if the data change in one or more categories has a significant impact on the final rating. Such revisions should take place as soon as data are available and before September 15. Teachers will be consulted prior to any revision.

PRACTICE RELATED INDICATORS

Teacher Performance and Practice (40%)

The Teacher Performance and Practice category is a comprehensive review of teaching practice against a standards-based rubric, based on multiple observations. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify teacher development needs and tailor support to those needs.

The observation model is based on the work of Kim Marshall and is aligned to the Connecticut Common Core of Teaching. The corresponding observation and practice rubrics are designed to give teachers an end-of-the-year assessment of where they stand in all performance areas –and guidance on how to improve. They are not checklists for classroom visits.   At the goal-setting conference the teacher and evaluator will review the rubrics from the previous year to identify

areas of focus. (In the first year in this system, the teacher should complete a self-assessment using the rubric, as a basis for determining focus areas)

In preparation for the end-of-year review, the teacher and evaluator fill out the rubrics in advance. They will then compare and discuss scores on the observation and practice rubric while considering all available evidence. The discussion should aim for consensus based on evidence of the most appropriate score for each indicator, with the evaluator making the final determination.

In order to provide appropriate feedback and support evaluators will observe teachers frequently throughout the year. Formal observations may be announced or unannounced.   All observations will be accompanied by verbal or written feedback. Verbal and written feedback will always be provided if there is an area of concern or at the request of the teacher. Informal observations or reviews of practice may include, but should not be limited to, reviews of lesson/unit plans and assessments, team or planning meetings, professional learning community meetings, parent-teacher meetings, or observations at school-based activities/events.

Category	Observation Schedule
Non-tenured Teachers in Year 1 and 2; Teachers New to the District	Minimum of six formal in-class observations, including at least one by co-evaluator, and one full-period observation with pre-conference and post-conference.
Accomplished and Exemplary	Minimum of three formal in-class observations.
Developing and Below Standard	Minimum of three formal in-class observations with post-conference; TAP or ITAP for tenured teachers.

Parent feedback (10%)

Feedback from parents, assessed by whole-school parent surveys, will be used to develop 10% of the summative rating. Care will be taken to ensure that all surveys developed for use in the evaluation plan are valid, reliable, and confidential.

The process for setting and evaluating a goal related to parent feedback may include the following:

1. Conduct a whole-school parent survey and aggregate data at the school level

2. Principal and teachers develop school-level parent goal(s) based on survey feedback

3. Teacher and evaluator agree on an action plan for one of the school-level goals

4. Data from spring survey or other evidence is used to determine progress in meeting goal

5. Determine a rating, using the following scale:

Exemplary	Accomplished	Developing	Below Standard
Substantially exceeded Goal	Met or made appropriate progress towards goal	Made some progress towards goal	Made little or no progress towards goal

Overall Practice Related Indicators Rating		Teacher Performance and Practice Rating (40%)			
		Exemplary	Accomplished	Developing	Below Standard
Parent Feedback Rating (10%)	Exemplary	Exemplary	Accomplished	Developing	Below Standard
	Accomplished	Exemplary	Accomplished	Developing	Below Standard
	Developing	Accomplished	Accomplished	Developing	Below Standard
	Below Standard	Developing	Developing	Developing	Below Standard

Student Growth and Development (45%)

Teachers will set one or two student learning objectives (SLOs) on measures they select through mutual agreement with their evaluator. The SLOs should be ambitious and rigorous. Teachers may collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs. Objectives must be measureable and should show a direct relationship to the system, school, or department educational goals. Objectives will include types of evidence to be collected to show growth and the criteria for measurement of the objective so that the teacher and evaluator can determine the degree to which the objectives have been met. Evidence of whether goals/objectives are met shall not be determined by a single, isolated test score.

The SLOs will each include a goal described below as appropriate. SLO 1 will count towards 45% (if only one is selected) or 22.5% (if two are selected) of the teachers evaluation. SLO 2 will count towards 22.5% of the evaluation.

SLO 1. Based on state or standardized tests where appropriate or progress in meeting another locally-determined measure or goal. (See Student Learning Measures below)

SLO 2. Based on progress in meeting a locally-determined measure or goal. (See Student Learning Measures below)

A rating will be determined using the following scale:

Exemplary	Accomplished	Developing	Below Standard
Substantially exceeded goal for SLO(s)	Met or made progress on goal for SLO(s)	Made limited progress on goal for SLO(s)	Made little or no progress in meeting goal for SLO(s)

Student Learning Measures

Standardized Indicators

Type of Measure	Description	Criteria for Use
CMT Science Scores	Across measured grades, cohorts, subgroups	Determined in collaboration with evaluator where appropriate
CAPT Science Scores	Across measured grades, cohorts, subgroups	Determined in collaboration with evaluator where appropriate
AP Exams	Across measured subject areas	As pertinent to the high school course
Smarter Balanced Assessments	Across measured grades, subject areas, cohorts, subgroups	Determined in collaboration with evaluator where appropriate
Special Education Assessments	Norm-referenced cognitive, achievement behavioral measures	Measure baseline and growth of students with special needs

| Career and Technical Tests | Perkins/ CTE assessments | CTE enrolled concentrators |
| Other National/International Exams | Examples could include standardized language exams, math competitions, SAT subtests | Determined in collaboration with evaluator where appropriate |

Locally Determined Measures

Type of Measure	Description	Criteria for Use
Common summative assessments by course All courses and corresponding units are standards-based and housed in Atlas Rubicon through *Understanding by Design* model	All subject areas All grade levels (may use in courses and for units that have these assessments developed)	Students performance or growth on school or classroom developed assessments in subjects and grades not assessed on State tests All courses are standards-based
Performance Standard Rubrics	Across high school grade levels and subject areas	High School performance standards achievement
ELL test results for school based subgroups on the LAS LINKS	Across grade levels as determined by student placement and eligibility for services	Not assessed on State tests
District-wide **universal reading, writing and mathematics screenings/tests benchmark assessments**	• All grade levels	District determined SRBI assessments
Report Card	Standards based report card achievement in all subject areas	Grades K-5
SRBI Tiered Interventions	All grade levels	District determined SRBI assessments
SMARTER Balanced formative assessments	As developed for use in districts	Student growth in areas not currently assessed on State tests
Performance assessments, tasks, or portfolios rated against a rubric	As developed by teachers, grade level teams, departments	Determined in collaboration with evaluator where appropriate
Other indicators	Teacher developed tests, projects, student written work	Determined in collaboration with evaluator where appropriate

Student Feedback or Whole-School Student Learning (5%)

Feedback from students, collected through whole-school or teacher-level surveys, comprise this category of a teacher's evaluation rating. Student surveys can provide teachers with information they can use to improve their practice – feedback that teachers would not necessarily receive elsewhere in the evaluation process. Student surveys will not be applicable and appropriate for all teachers. Ultimately, the teacher and evaluator should use their judgment in determining whether student surveys should be utilized. Whenever possible, teachers are encouraged to set a goal based on student feedback. When student surveys are not appropriate for a particular teacher, the 5% allocated for student feedback may be replaced with a whole-school goal or other student learning goal. The teacher and evaluator may agree to count the student growth and development component 50%, if a student survey or whole-school learning goal is not appropriate.

Appropriate surveys will be developed for various grade levels and/or content areas for use by teachers using the state-provided example as a model. A teacher may modify district surveys or develop their own with the approval of their evaluator provided the survey meets state guidelines related to fairness, reliability, validity and usefulness. Student responses to surveys will be anonymous.

The teacher will use review feedback from students to identify areas for growth and develop a goal moving forward. Progress should be measurable and the teacher and evaluator will use evidence to determine the extent to which the teacher makes growth or maintains excellence in meeting their goal. The following scale should be used to determine a rating at the end-of-year conference:

Exemplary	Accomplished	Developing	Below Standard
Substantially exceeded Goal	Met or made appropriate progress towards goal	Made some progress towards goal	Made little or no progress towards goal

Overall Outcomes Rating		Student Growth and Development (45%)			
		Exemplary	Accomplished	Developing	Below Standard
Student Feedback or Whole-School Learning (5%)	Exemplary	Exemplary	Accomplished	Developing	Below Standard
	Accomplished	Exemplary	Accomplished	Developing	Below Standard
	Developing	Accomplished	Accomplished	Developing	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard

FINAL RATING

The process for determining a summative evaluation will be based on the matrix below. The summative rating combines the practice rating (teacher performance and practice 40% + parent feedback 10%) with the outcomes rating (student growth and development 45% + student feedback 5%).

Summative Rating Matrix		Practice Related Indicators Rating (50%)			
		Exemplary	Accomplished	Developing	Below Standard
Outcomes Related Indicators Rating 50%	Exemplary	Exemplary	Accomplished	Developing	Gather further information
	Accomplished	Exemplary	Accomplished	Developing	Gather further information
	Developing	Accomplished	Accomplished	Developing	Below Standard
	Below Standard	Gather further information	Gather further information	Below Standard	Below Standard

Role of Primary and Co-Evaluator

Each teacher will be assigned two evaluators, a primary and a co-evaluator, who will generally serve in the role for a two-year cycle. Non-tenured teachers will generally have the same evaluator until tenure is received. Typically, the primary evaluator for classroom teachers will be a director, principal, assistant principal, instructional specialist, or a head teacher. The evaluators will share in the supervision and evaluation process to ensure that teachers have support in their respective disciplines as well as the support of building administrators. Co-evaluators will share feedback with the primary evaluator as it is collected and shared with teachers.

The primary evaluator will be responsible for the overall evaluation process, including assigning summative ratings. Co-evaluators will assist in conducting observations of beginning teachers and teachers new to the district. Co-evaluators will also assist in observations of teachers that have received a rating of developing or below standard, or teachers that have been placed on teacher assistance plan (TAP) or intensive teacher assistance plan (ITAP) in order to correct identified performance problems. For teachers receiving an exemplary or accomplished rating, observations by the co-evaluator will be optional.

Evaluator Training and Calibration

All evaluators will receive training in observation and evaluation. In monthly district administrative meetings, ongoing training on observation and evaluation will be provided. The district will also support the attendance of administrators at state workshops and training in this area as opportunities become available. The superintendent and assistant superintendents will also review observation and supervision feedback to ensure quality and consistency, using data from the co-evaluation system.

Retention of Non-Tenured Teachers

Non-tenured teachers must demonstrate excellent teaching skills or the capacity for excellence, as reported by the evaluator to the superintendent by March 1, in order for their contract to be renewed. By January 15, if a primary evaluator determines that a non-tenured teacher has not demonstrated excellent teaching or the capacity for excellence, the evaluator will inform the teacher in a face-to-face conference and in writing. Excellent teaching may be indicated by a rating of accomplished or better. Should a non-tenured teacher receive a below standard rating at any time or two developing ratings, they will be considered ineffective. However, the

ratings involved in this evaluation system should not serve as the only measure of excellent teaching or the capacity for excellence.

Retention of Tenured Teachers

If a non-tenured teacher's contract is renewed year after year based upon meeting Glastonbury's goals of performance for a total time of service of forty consecutive months (not including July and August) from the date of hire (or twenty consecutive months if the teacher was previously tenured within the State of Connecticut within the past five years), the teacher achieves tenure status. Excellent teaching may be indicated by a rating of accomplished or better.   Should a tenured teacher fail to make acceptable progress in ITAP or receive at least two sequential *developing* ratings or one *below standard* rating at any time, they will be considered ineffective and the district may initiate a termination process as defined in CGS 10-151.

Teacher Assistance Program (TAP)
For Tenured Teachers

The purpose of the Teacher Assistance Program (TAP) is to provide support and assistance to help teachers who are having difficulty meeting the state and district's teaching standards. In consultation with the principal, director, and the assistant superintendent for personnel, the primary evaluator will assign the tenured teacher to this phase in order to correct identified performance problems in relation to the Common Core of Teaching and the teacher's job description. The evaluator(s) and the teacher develop collaboratively a Teacher Assistance Plan detailing the performance indicators in need of improvement and aligning support resources to assist the teacher toward making significant improvement for both the teacher's professional growth and to ensure that students receive a solid instructional experience. Although evaluators typically change every two years, the primary evaluator will remain with a teacher throughout the TAP or ITAP process.

The development, implementation, and monitoring of a Teacher Assistance Plan requires substantial investment of time and effort by the teacher and the evaluator(s). As indicated in the approved plan teachers who are assigned to this phase will meet regularly with the evaluator(s) to share progress toward objectives outlined in the plan. Significant improvement, as evidenced by classroom observations and other relevant and agreed upon sources of performance data, must be demonstrated before the Teacher Assistance Plan ends and the teacher is placed back into the regular evaluation cycle.

There are four possible outcomes that may occur: (1) the teacher demonstrates significant growth and returns to the regular evaluation cycle; (2) the problem(s) have been partially and/or satisfactorily addressed, but the plan needs to be continued with appropriate modifications; (3) the initial problems have been addressed, but there are other areas that need to be addressed, thus requiring a new Teacher Assistance Plan; (4) little to no improvement has been noted, and the evaluator(s) in consultation with the principal/director and the assistant superintendent for personnel must decide next steps that may include more intensive assistance or perhaps progressive disciplinary actions outside the scope of this plan. If a teacher is not to be recommended for re-employment, the school district would initiate a termination process as defined in CGS 10-151.

The Process for Placement in TAP

The Primary Evaluator will:

1. Confer with the teacher and the co-evaluator and outline in written form the areas of concern. These concerns may come from a tenured teacher receiving a final rating of developing or below standard, or may stem from a more specific concern that must be addressed. Nothing precludes the teacher from inviting the GEA representative to the conference.

2. Notify the GEA that a teacher will be placed in the Teacher Assistance Program (TAP).

3. Develop an assistance plan that will include the following:
    a) Observable objectives for improvement
    b) A written plan of action for the teacher to meet these objectives
    c) A written plan of action for the evaluators to assist the teacher to meet the objectives
    d) Reasonable timeline, and
    e) Observable means for verifying achievement of the objectives. Nothing precludes either party from bringing in a content area expert.

4. Intensify supervision by increasing conferences and observations.

5. Decide if the teacher has successfully met the established objectives.

If the evaluators decide that sufficient progress has been made toward meeting the established objectives, the teacher will be returned to the regular evaluation system.
If insufficient progress is made in the Teacher Assistance Program, the teacher will be placed in Intensive Teacher Assistance Program in an effort to continue providing support to the teacher.

Intensive Teacher Assistance Program (ITAP)
Tenured teachers only

Intensive Teacher Assistance Program is a total approach intended to provide for the tenured teacher the help necessary to meet the requirements of his or her position. It is important to note that only tenured personnel who exhibit marginal performance in some aspect of the job description shall be assigned to the Intensive Teacher Assistance Program.

This program allows the teacher to request an additional certified evaluator (an adjunct evaluator) from the present Glastonbury supervisory staff in order to provide assistance and support for the teacher and also to provide the primary evaluator with data relative to the achievement of the teacher's specified objectives. Nothing precludes the evaluators or teacher from bringing in a content area expert or the teacher from inviting a GEA representative.

The primary evaluator will provide, in writing, to the teacher the following information:

1. A statement of the specific objective(s) to be accomplished with the expected level(s) of performance
2. A statement defining the amount and kind of assistance and the frequency of observations and conferences that shall average no less than one per school week, and
3. A timeline not to exceed forty-five (45) consecutive school days.

When the timeline has expired, the primary evaluator may assign the teacher to the regular evaluation plan, continuation in ITAP, or make a recommendation for termination to the superintendent. Personnel assigned to ITAP are fully protected by the right of due process, by the right of appeal inherent in the Professional Development and Evaluation Plan, and by all applicable Connecticut General Statutes.

Appeals Procedure/ Dispute Resolution

1. Purpose
   The purpose of this appeals procedure shall be to find equitable solutions to disagreements between a teacher and evaluator, regarding an overall rating of developing or below standard in the teacher evaluation process or continued placement in TAP or ITAP.

2. Time Limits
   a) Since it is important that appeals be processed as rapidly as possible, the number of days indicated at each step shall be considered maximum; however, the time limits specified may be extended by written agreement of both parties.
   b) "Days" shall mean school days.
   c) If a teacher does not initiate the appeals procedure within ten (10) days of the disagreement, the teacher shall be considered to have waived the right to appeal.

d) Failure of the teacher at any level to appeal to the next level within the specified time shall be deemed to be in acceptance of the decision rendered at that level.

3. Steps

   a) The teacher will meet and discuss the matter with the evaluator with the object of resolving the matter non-formally.

   b) If the disagreement has not been resolved to the satisfaction of both parties, then another conference should be scheduled with the addition of a mutually agreed upon third person whose purpose will be to help clarify areas of difference. If the two sides cannot agree on the selection of this third person, the president of the GEA or a representative from the GEA executive board will serve in this capacity. This third person will facilitate dialogue and submit a written statement of the remaining areas of differences to both parties involved within three days. Resolution of the disagreement may be made at this time.

   d) The teacher who wishes to appeal further shall request the superintendent review the recommendation of the committee, as well as all pertinent materials. The superintendent shall meet with both parties. If a compromise is still not possible at this time, then the superintendent will act as arbitrator.

   e) Regardless of the level of appeal, the teacher has the right to submit a written rebuttal that will be placed in the permanent file.

Career Development and Professional Growth

The district will provide opportunities for career development and professional growth based on performance identified through the evaluation process and the work of the district-wide Glastonbury Professional Development Committee comprised of teachers and administrators. Examples may include, but are not limited to: observation of peers, mentoring/coaching early-career teachers, leading professional development for colleagues, participation on school and district committees, access to appropriate state-provided training, tuition reimbursement for advanced study, individualized opportunities offered in conjunction with the observation, evaluation and support platform supported by the Connecticut State Department of Education (CSDE), and other targeted professional development based on individual needs.

Glastonbury Public Schools: Professional Development Plan 2012-2016

Legal Requirements

CT General Statutes (PA 12-116) require that professional development must:
- Be a comprehensive, sustained, intensive approach to improving teacher effectiveness
- Foster collective responsibility for student performance
- Be job-embedded, and take place mostly in small groups or on an individual basis
- Include how to integrate reading, literacy & numeracy enhancement, cultural awareness, and teaching ELLs into instructional practice
- Be informed by teacher evaluation

Philosophy and Goals

It is the district's belief that professional development results in: 1) increased educator knowledge and skills, AND 2) corresponding improvements in student learning outcomes. Thus, professional development processes are reflected in the *Learning Forward* logic matrix.

Standards

Learning opportunities must be based on quality content, skill and operating standards. All professional learning is grounded in the following standards and frameworks:

- Learning Forward Professional Development Standards
- CT Common Core of Teaching
- CT Framework for Evaluation
- Fourth Generation Strategic Plan: Glastonbury Public Schools

Stakeholders

Professional development is a collective effort that involves the contributions of many stakeholders and multiple perspectives. Input on needs, opportunities and assessments are accessed through contributing groups:

- Individual teacher responses for each learning opportunity
- Individual teacher responses to annual district surveys

- Elementary (Grades K-5) Professional Development Committee meeting twice annually
- Secondary (Grades 6-12) Professional Development Committee twice annually
- Professional Development Curriculum Council meeting weekly

Professional Growth Experiences

Learning experiences connect to district and school goals addressed in the five-year GPS Fourth Generation Strategic Plan. That plan reflects the need for coordinated and sustained initiatives related to literacy, numeracy, Common Core State Standards, 21st century learning, technology integration, school climate and differentiated learning. Ultimately, all opportunities are designed to improve instructional capacities and student outcomes as indicated in the Common Core of Teaching and CT Framework for Evaluation.

Methods

Educators benefit from multiple forms of learning, experimentation and implementation, and should have choices throughout the year that support their professional goal attainment. Such opportunities include any of the following to achieve specific outcomes:

- Classroom coaching through feedback, observations, data collection/analysis
- Classroom implementation
- Extension activities
- Study groups
- Independent learning/self-study
- Action research
- Grade level workshops and forums
- Discipline specific learning groups

Learning Facilitators

The majority of opportunities are focused on district initiatives and expertise. The following educators are prime sources of expertise and facilitation to promote learning, application and intended student outcomes:

- Language Arts Resource Teachers
- PACE Math and Science Resource Teachers
- Classroom Teachers
- TEAM Mentors
- Reading Teachers
- Curriculum Directors
- Principals
- Superintendents

Opportunity

All staff members are guaranteed learning opportunities throughout the school year as follows:

- Election Day – All certified staff: 6 hours
- Elementary Certified Staff: Early Dismissal Days: 36 hours
- Secondary Certified Staff: Staff Development: 10 hours

Supplemental offerings include Professional Time (PT) at GHS, summer offerings, department meetings, classroom and grade level team coaching, and activities related to professional growth hours (contractual).

Evaluation

All professional development supported by Glastonbury Public Schools is evaluated through application of the Guskey model (2009). This model identifies five areas of assessment that support the relationship between educator and student learning.   Each level of the model is evaluated; resulting data is analyzed to drive subsequent planning and implementation of professional learning opportunities. This model reflects the comprehensive nature of professional development assessment in the district and provides tools for use in developing teacher/administrator performance evaluation criteria.

Level	Purpose	Measures
1. Participants' *Reactions* to the Experience	Gauge the participants' reactions about information and basic human needs	Questionnaires Focus groups
2. Participants' *Learning* from the Experience	Determine whether participants learned intended knowledge and skills	Tests Simulation Personal reflection Full-scale demonstration
3. Organization *Support & Change*	Analyze organizational support for skills gained in staff development	Questionnaires Structured interviews Observations
4. Participants' *Use* of New Knowledge & Skill	Determine whether participants are using what they learned and using it well	Questionnaires Structured interviews Oral or written personal reflections/journals Portfolios Direct observation
5. Results: *Student Learning Outcome*	Determine if students showed improvement in academic, behavior or other areas related to teacher learning and application	Classroom grades Formative and summative assessments Direct observation of learning behaviors Performance tasks Student and parent feedback

Glastonbury Teacher Evaluation and Support Plan Committee

Maura Sweeney	Hebron Ave., Kindergarten
Mary Andrea	Eastbury, Grade 1
Patricia West	Buttonball, Grade 2
Carole Hallinan	Hopewell, Grade 3
Ken Craig	Naubuc, Music
Tom Griffin	Nayaug, Grade 5
Diane Catania	Gideon Welles, Special Education
Sandy Nichols	SMS, Science
Carey Vaughan	GHS, English
Mark Pearsall	GHS, Foreign Language
Kent Hurlburt	Buttonball, Principal
Donna Schilke	SMS, Principal
Nancy Bean	GHS, Principal
Jill Carey	Director, Career and Technical Education
Ilene Lowenstein	Director, History and Social Sciences
Matt Dunbar	Assistant Superintendent

2015-2016 Glastonbury Administrator Evaluation and Support Plan

Overview

This document contains the core components of the administrator evaluation and support plan as mandated by the Connecticut State Department of Education. Requirements call for all administrators to receive an annual summative rating in one of four performance levels. The rating is determined based on performance in the areas of leadership practice (40%), stakeholder feedback (10%), student learning (45%), and teacher effectiveness (5%). Each of these component areas is described in detail and ratings for each will be combined to determine the performance level for a given school year.

Four Performance Levels

Exemplary- Substantially exceeds indicators of performance. This rating is reserved for educators who could serve as a model across the district and state.

Accomplished- Meets or exceeds indicators of performance and the high expectations of the district. This is the level of expectation for educators in Glastonbury Public Schools.

Developing- Meets some of the indicators of performance. Continued growth needed.

Below Standard- Performance is unacceptable and requires immediate improvement.

Evaluation Process and Timeline

Orientation,Goal Setting and Planning (By Oct. 30)	Mid-Year Check-in (By February 15)	End-of-Year Review (By June 30)
• Orientation on process • Reflection and goal setting • Goal-settting conference	• Review goals and performance to date • Mid-year conferences	• Self-assessment • Rating • End-of-year conference

Orientation, Goal-Setting and Planning: To be completed by **October 30**

Annually and prior to October 30, administrators will receive materials outlining the evaluation process and have time to discuss and review expectations with the evaluator. To begin the goal setting process, the administrator examines school learning data, prior year evaluation and survey results and the leadership rubrics to draft appropriate goals related to leadership practice, stakeholder feedback, student learning, and teacher effectiveness. The evaluator and administrator will discuss the proposed goals and come to mutual agreement. The evaluator may request revisions to the proposed goals and objectives, if they do not meet approval criteria.

Mid-Year Check-In:
Timeframe: To be completed by **February 15**

The administrator and evaluator collect and reflect on evidence to date about the administrator's practice and student learning in preparation for the mid-year conference. During the mid-year conference, they review progress on goals and can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of goals if appropriate. They also discuss actions that the administrator can take and supports the evaluator can provide to promote professional growth.

End-of-Year Summative Review:
Timeframe: To be completed by **June 30**

The administrator reviews all information and data collected during the year and completes a self-assessment prior to meeting the evaluator for the end of year review. The evaluator reviews submitted evidence, self-assessments and observation data to generate required ratings in each category. The evaluator and the administrator meet to discuss all evidence collected to date and to discuss category ratings. The category ratings generate the final, summative rating.

Evaluator Training and Calibration

All evaluators of administrators will receive ongoing training on conducting effective observations and providing quality feedback. Training may include participation in CSDE Administrator Evaluation Training workshops and other CSDE provided opportunities. In monthly district administrative meetings, ongoing training on observation and evaluation will be provided, including practice and calibration using leadership videos and the Connecticut Common Core of Leading Evaluation Rubric.

Leadership practice (40%)

An assessment of an administrator's leadership practice – by direct observation of practice and the collection of other evidence – is 40% of an administrator's summative rating. Leadership practice is

described in the Common Core of Leading: Connecticut School Leadership Standards, which defines effective administrative practice through six performance expectations.

1. Vision, Mission and Goals: Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.

2. Teaching and Learning: Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.

3. Organizational Systems and Safety: Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

4. Families and Stakeholders: Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.

5. Ethics and Integrity: Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.

6. The Education System: Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal, and cultural contexts affecting education.

Improving teaching and learning is at the core of effective educational leadership. As such, Performance Expectation 2 (Teaching and Learning) comprises approximately half of the leadership practice rating and the other five expectations are equally weighted.

In order to arrive at a rating for leadership practice, administrators and evaluators will use the Common Core of Leadership Evaluation Rubric.

At the fall conference, administrators and evaluators will use the standards and rubric as a guide and resource to talk about practice and to identify specific areas for growth and development. In addition, parameters for observations will be discussed.

A mid-year formative review will take place to review progress towards goals, identify any changes in the context of the goals that could impact outcomes, and modify or change goals as appropriate.

Throughout the year, observations will be conducted to add to the conversations on leadership practice and provide additional evidence of performance.   At least two observations will take place for each administrator, with at least two additional observations for those new to the district, school, the profession, or who have received ratings of developing or below standard. Assistant principals will also receive two additional observations by their evaluators. Verbal or written feedback will follow observations as appropriate.

In preparation for the end of year summative review, the administrator will complete a self-assessment using the Leader Evaluation Rubric.   The administrator will then discuss the assessment with the evaluator while considering all available evidence. The discussion should aim for consensus based on evidence of the most appropriate score for each indicator, with the evaluator making the final determination.

Every indicator on the rubric may not be applicable to all administrative positions in the Glastonbury Public Schools. Evaluators and administrators will review performance and complete evaluation detail at the Performance Expectation level and may discuss performance at the Element level as listed on the Evaluation Summary Page.

Following the conference, the evaluator will use a preponderance of evidence to assign an overall rating for leadership practice. The Teaching and Learning indicator must be weighted twice as much as any other standard. For any indicator that is below standard, the evaluator will work with the administrator to develop a remediation plan to address the issue.   Both the evaluator and administrator may add comments to the Evaluation Summary Page.

Stakeholder feedback (10%)

Feedback from stakeholders, assessed by surveys with measures that align to the Connecticut Leadership Standards, will be used to develop 10% of the summative rating. Care will be taken to ensure that all surveys developed for use in the evaluation plan are valid and reliable. In addition to relevant portions of the annual survey given to students and parents at each school, each administrator may utilize feedback from surveys given to teachers and staff. Other relevant data may also be considered as appropriate. In any survey, only those measures that align to the Connecticut Leadership Standards will be considered.

The process for setting and evaluating a goal related to stakeholder feedback is as follows:

1. Select appropriate survey measures aligned to the Connecticut Leadership Standards

2. Review baseline data on selected measures

3. Set one goal for growth on selected measures

4. Use data from spring surveys or other evidence to determine progress in meeting goal.

5. Determine a rating, using the following scale:

Exemplary	Accomplished	Developing	Below Standard
Substantially exceeded goal	Met or made appropriate progress towards goal	Made some progress towards goal	Made little or no progress towards goal

Overall Practice Related Indicators Rating

		Leadership Practice Rating (40%)			
		Exemplary	Accomplished	Developing	Below Standard
Parent Feedback Rating (10%)	Exemplary	Exemplary	Accomplished	Developing	Below Standard
	Accomplished	Exemplary	Accomplished	Developing	Below Standard
	Developing	Accomplished	Accomplished	Developing	Below Standard
	Below Standard	Developing	Developing	Developing	Below Standard

Student Learning (45%)

Administrators will set three student learning objectives (SLOs) on measures they select in collaboration with their evaluator. The three SLOs will each include a goal described below. SLO 1 will count towards 22.5% of the administrator's evaluation. SLO 2 and SLO 3 will have a combined weight of 22.5% of the evaluation.

SLO 1. Based on state tests where appropriate or progress in meeting another locally-determined measure or goal. (See Student Outcome Measures below)

SLO 2. Based on progress in meeting a locally-determined measure or goal. (See Student Outcome Measures below)

SLO 3. Based on progress towards a goal involving the graduation rate of the high school (optional for all administrators and required for high school building administrators) or progress in meeting a locally – determined measure or goal. (See Student Outcome Measures below)

A rating will be determined using the following scale:

Exemplary	Accomplished	Developing	Below Standard
Substantially exceeded goal for all three SLOs	Met or made progress on goal for all three SLOs	Met or made progress on goal for at least one SLO	Made little or no progress in meeting goal on SLOs

Student Outcome Measures

State Tests

Type of Measure	Description	Administrator	Criteria for Use
CMT Science Scores	Across measured grades, cohorts, subgroups	All school based and central office administrators	Determined in collaboration with evaluator where appropriate
CAPT Science Scores	Across measured grades, cohorts, subgroups	All school based and central office administrators	Determined in collaboration with evaluator where appropriate
SPI Scores	District	Central Office Administrators	Determined in collaboration with evaluator where appropriate
	School	Building Administrators Directors	
	Subgroups	All administrators	
	Growth by subject	All administrators; directors may be determined through discipline specific areas	
Smarter Balanced Assessments	Across measured grades, subject areas, cohorts, subgroups	All school based and central office administrators	Determined in collaboration with evaluator where appropriate

Locally Determined Measures

Administrators select from the following options based on role and/or subject areas:

Type of Measure	Description	Administrator	Criteria for Use
Common summative assessments by course All courses and corresponding units are standards-based and housed in Atlas Rubicon through *Understanding by Design* model	All subject areas All grade levels (may use in courses and for units that have these assessments developed)	All school based and central office administrators	Students performance or growth on school or classroom developed assessments in subjects and grades not assessed on State tests All courses are standards-based
ELL test results for school based subgroups on the LAS LINKS	Across grade levels as determined by student placement and eligibility for services	School-based administrators Directors	Not assessed on State tests
Graduation rate	Cohort graduation rate and extended graduation rate	High school principal and assistant principals	Required component in State plan

Student **progress toward graduation**	Grade 9 & 10	High school principal and assistant principals Directors	Analysis of credit accumulation and passing grades/Student Success Plan
State/national tests and awards	• AP Exams • SATs/National Merit Scholars • CTE/Perkins assessments • ECE credits (UCONN) • CCP credits (MCC) • Foreign Language advance placement tests • State and national competitions: student participation and achievement in all subjects areas and grade levels (Ex: Robotics) • Other: as determined through curricular area	All school based administrators Directors	State/national tests not included on State accountability measures
District-wide **universal reading, writing and mathematics screenings/tests**	All grade levels	School-based administrators Directors	District determined SRBI assessments
SRBI Tiered Interventions	All grade levels	School-based administrators Directors	District determined SRBI assessments
SMARTER Balanced formative assessments	As developed for use in districts	School-based administrators Directors	Student growth in areas not currently assessed on Sate tests

Teacher Effectiveness (5%)

Teacher effectiveness is 5% of an administrator's evaluation. Administrators will set a measurable goal for improving the percentage of teachers achieving an accomplished or exemplary rating on the student growth or practice and performance portion of the teacher evaluation. All administrators will collaborate with teachers to set ambitious goals in these areas.

A rating will be determined using the following scale:

Exemplary	Accomplished	Developing	Below Standard
Substantially exceeded goal	Met or made substantial progress towards goal	Made some progress towards goal	Made little or no progress in meeting goal

Overall Outcomes Rating

Teacher Effectiveness (5%)		Student Learning (45%)			
		Exemplary	Accomplished	Developing	Below Standard
	Exemplary	Exemplary	Accomplished	Developing	Below Standard
	Accomplished	Exemplary	Accomplished	Developing	Below Standard
	Developing	Accomplished	Accomplished	Developing	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard

FINAL RATING

The process for determining a summative evaluation will be based on the matrix below. The summative rating combines the practice rating (leadership practice 40% + stakeholder feedback 10%) with the outcomes rating (student learning 45% + teacher effectiveness 5%).

Summative Rating Matrix		Practice Related Indicators Rating			
		Exemplary	Accomplished	Developing	Below Standard
Outcomes Related Indicators Rating	Exemplary	Exemplary	Accomplished	Developing	Gather further information
	Accomplished	Exemplary	Accomplished	Developing	Gather further information
	Developing	Accomplished	Accomplished	Developing	Below Standard
	Below Standard	Gather further information	Gather further information	Below Standard	Below Standard

A rating of accomplished or better is indicative of an effective administrator. Should an administrator receive two sequential developing ratings or one below standard rating at any time, they will be considered ineffective and the district may initiate a termination process. In addition, administrators may be placed in the Supervisory Assistance Program at any time should the evaluator feel they are not meeting expectations in one or more areas of performance.

Supervisory Assistance Program (SAP)

When it has been determined by the evaluator, at any time, that an administrator is having difficulty in demonstrating the knowledge and skills required by Connecticut and Glastonbury standards, Glastonbury's expectations, and the job description, the evaluator will:

1.   Conference with the administrator and outline in written form the areas of concern

2.	Develop an assistance plan that will include the following:
	a) Observable objectives for improvement
	b) Plan of action for the administrator to meet these objectives
	c) Plan of action for the evaluator to assist the administrator to meet the objectives
	d) Establish a timeline and observable means for verifying achievement of the objectives

3. Intensify supervision by increasing conferences and observations

4. Decide if the administrator has successfully met the established objectives

Nothing precludes either party from bringing in an additional person. If sufficient progress is made towards meeting the established objectives, the administrator will return to the regular evaluation system. If insufficient progress is made the Supervisory Assistance Program, the administrator will be placed in the Intensive Assistance Program.

Intensive Assistance Program (IAP)

The evaluator will provide to the administrator in writing:

1.	A statement of the objective(s) to be accomplished with the expected level(s) of performance.

2.	A statement defining the amount and kind of assistance and frequency of observations and conferences to be provided during the IAP.

3.	A timeline not to exceed fifty (50) consecutive school days.

If sufficient progress is made towards meeting the established objectives, the administrator will return to the regular evaluation system. Continued unsatisfactory performance may result in termination of employment. Administrators assigned to IAP are fully protected by the right of due process and by all applicable Connecticut General Statues.

Dispute Resolution Process

The purpose of this process is for resolving disputes in cases where the evaluator and administrator cannot agree on objectives, the evaluation period, feedback or the professional development plan. The steps of the process are as follows:

1. The administrator and evaluator meet in an attempt to resolve the dispute non-formally.

2. The administrator and evaluator meet with a mutually agreed-upon third person whose purpose will be to help clarify areas of difference. If the two sides cannot agree on the selection of this third person, the president of the Glastonbury School Administrators Association (GSAA) or member of the GSAA executive board will serve in this capacity.

3. In the event an agreement still has not been reached, the administrator and evaluator will meet with

the superintendent. If a compromise is not possible, the superintendent will act as final arbitrator.

Career Development and Professional Growth

The district will provide opportunities for career development and professional growth for every administrator based on individual performances identified through the evaluation process. Differentiated opportunities will include:

- annual stipends to attend state, national and international conferences and other learning experiences that relate to professional goals of individual administrators;
- mentoring of new administrators by assigned seasoned administrators;
- monthly professional development on district initiatives;
- monthly small group meetings specific to principal and curriculum director groups;
- administrative retreats;
- district PD resources accessed through local SharePoint site;
- tuition reimbursement for advanced study

Glastonbury Public Schools: Professional Development Plan 2012-2016

Legal Requirements

CT General Statutes (PA 12-116) require that professional development must:

- Be a comprehensive, sustained, intensive approach to improving teacher effectiveness
- Foster collective responsibility for student performance
- Be job-embedded, and take place mostly in small groups or on an individual basis
- Include how to integrate reading, literacy & numeracy enhancement, cultural awareness, and teaching ELLs into instructional practice
- Be informed by teacher evaluation

Philosophy and Goals

It is the district's belief that professional development results in: 1) increased educator knowledge and skills, AND 2) corresponding improvements in student learning outcomes. Thus, professional development processes are reflected in the *Learning Forward* logic matrix.

Standards

Learning opportunities must be based on quality content, skill and operating standards. All professional learning is grounded in the following standards and frameworks:

- Learning Forward Professional Development Standards
- CT Common Core of Teaching
- CT Framework for Evaluation
- Fourth Generation Strategic Plan: Glastonbury Public Schools

Stakeholders

Professional development is a collective effort that involves the contributions of many stakeholders and multiple perspectives. Input on needs, opportunities and assessments are accessed through contributing groups:

- Individual teacher responses for each learning opportunity
- Individual teacher responses to annual district surveys
- Elementary (Grades K-5) Professional Development Committee meeting twice annually
- Secondary (Grades 6-12) Professional Development Committee twice annually

- Professional Development Curriculum Council meeting weekly

Professional Growth Experiences

Learning experiences connect to district and school goals addressed in the five-year GPS Fourth Generation Strategic Plan. That plan reflects the need for coordinated and sustained initiatives related to literacy, numeracy, Common Core State Standards, 21st century learning, technology integration, school climate and differentiated learning. Ultimately, all opportunities are designed to improve instructional capacities and student outcomes as indicated in the Common Core of Teaching and CT Framework for Evaluation.

Methods

Educators benefit from multiple forms of learning, experimentation and implementation, and should have choices throughout the year that support their professional goal attainment. Such opportunities include any of the following to achieve specific outcomes:

- Classroom coaching through feedback, observations, data collection/analysis
- Classroom implementation
- Extension activities
- Study groups
- Independent learning/self-study
- Action research
- Grade level workshops and forums
- Discipline specific learning groups

Learning Facilitators

The majority of opportunities are focused on district initiatives and expertise. The following educators are prime sources of expertise and facilitation to promote learning, application and intended student outcomes:

- Language Arts Resource Teachers
- PACE Math and Science Resource Teachers
- Classroom Teachers
- TEAM Mentors
- Reading Teachers
- Curriculum Directors
- Principals
- Superintendents

Opportunity

All staff members are guaranteed learning opportunities throughout the school year as follows:

- Election Day – All certified staff: 6 hours
- Elementary Certified Staff: Early Dismissal Days: 36 hours
- Secondary Certified Staff: Staff Development: 10 hours

Supplemental offerings include Professional Time (PT) at GHS, summer offerings, department meetings, classroom and grade level team coaching, and activities related to professional growth hours (contractual).

Evaluation

All professional development supported by Glastonbury Public Schools is evaluated through application of the Guskey model (2009). This model identifies five areas of assessment that support the relationship between educator and student learning.   Each level of the model is evaluated; resulting data is analyzed to drive subsequent planning and implementation of professional learning opportunities. This model reflects the comprehensive nature of professional development assessment in the district and provides tools for use in developing teacher/administrator performance evaluation criteria.

Level	Purpose	Measures
1. Participants' *Reactions* to the Experience	Gauge the participants' reactions about information and basic human needs	Questionnaires Focus groups
2. Participants' *Learning* from the Experience	Determine whether participants learned intended knowledge and skills	Tests Simulation Personal reflection Full-scale demonstration
3. Organization *Support & Change*	Analyze organizational support for skills gained in staff development	Questionnaires Structured interviews Observations
4. Participants' *Use* of New Knowledge & Skill	Determine whether participants are using what they learned and using it well	Questionnaires Structured interviews Oral or written personal reflections/journals Portfolios Direct observation
5. Results: *Student Learning Outcome*	Determine if students showed improvement in academic, behavior or other areas related to teacher learning and application	Classroom grades Formative and summative assessments Direct observation of learning behaviors Performance tasks Student and parent feedback