



GLASTONBURY PUBLIC SCHOOLS

Educator Evaluation and Support Plan

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OVERVIEW

DISTRICT MISSION

Glastonbury Public Schools empowers all students to be active learners and compassionate individuals who thrive in our global community.

THE PURPOSE OF THE PLAN

The purpose of the GPS Educator Evaluation and Support Plan is to support this mission through the professional growth of educators and the promotion of excellence in teaching. The plan is guided by:

- GPS 6th Generation Strategic Plan.
- The definition of *Good Teaching* and *Active Learning* (Appendices A and B) and associated competencies developed with input from GPS educators.
- *Connecticut Guidelines for Educator Evaluation (2023)* provided by the Connecticut State Department of Education in adherence to Connecticut General Statutes 10-151-d and 10-220a.

BELIEFS ABOUT GOAL SETTING

We believe that:

- **All goals set by educators serve to improve defined outcomes for student success.** When outcomes for student success are clearly defined, educators are empowered to design action plans for their professional growth/learning that positively impact student success.
- **Effective goal-setting stretches the educator to take risks within a safe, supportive, and inclusive learning environment.** When setting ambitious goals, feeling safe to take risks fosters growth, innovation, individual/collective efficacy, and positive outcomes for students.
- **Targeted professional growth and student achievement may span multiple years.** When goals are two or three years, they afford greater opportunity to tackle complex work that requires sustained effort, new learning, and collaboration to build capacity and improve student outcomes over time. Examples include the adoption of new curricula and programs. With multi-year goals, clearly articulated action plans and anticipated impact for students are co-constructed and reevaluated as learning progresses over time.
- **The single-point competencies are our agreed upon standards and serve to identify areas of strength and growth for all educators.** When reflecting on Good Teaching and Active Learning competencies, we develop benchmarks for professional growth, guide personalized professional learning, and foster collaboration to enhance effectiveness.

EDUCATOR EVALUATION PROCESS AND TIMELINE

Three collaborative conversations anchor the educator evaluation process. The conversations occur at the beginning, middle, and end of the year. During these meetings, participants clarify expectations, provide feedback, set goals, and identify opportunities and resources for support. The three meetings serve as a foundation, but conversations and feedback between evaluators and educators are ongoing.

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)
<ul style="list-style-type: none">• Outline the evaluation process• Reflect and mutually agree on goal(s)• Identify professional learning needs and support	<ul style="list-style-type: none">• Review and discuss progress towards goal(s), practice, and evidence of student learning• Adjust and revise goal(s), if needed	<ul style="list-style-type: none">• Reflect and discuss progress toward goal(s)• Review written summative evaluation

Orientation, Goal-Setting, and Planning

Timeframe: Complete by **October 30**

We are committed to excellence and ensuring that every student and every educator has the opportunity to reach their full potential.

Annually and before October 30, the evaluator provides the educator with materials outlining the evaluation process. They meet to discuss the process, set one or more goals, and answer questions.

Goal setting is a powerful catalyst for professional growth and student success. By articulating clear action steps working backward from defined outcomes, educators can enhance their instructional practices, deepen their content knowledge, and cultivate a culture of lifelong learning. Moreover, goal setting empowers educators to take ownership of their professional development journey, fostering a sense of purpose, autonomy, and both individual and collective efficacy.

Aligned with best practices and research-based strategies, the goal-setting process prioritizes collaboration. It honors the unique strengths and needs of individual educators. Through ongoing dialogue, reflection, and feedback, educators and evaluators identify goals that are ambitious yet attainable and flexible, responsive to evolving school and district priorities and grounded in evidence-based practices.

As part of the goal-setting process, the educator will review standards of practice defined in the role-specific single-point competencies and reflect on areas of growth and improvement. In consultation with the evaluator, the educator may collaborate in grade-level or subject-matter teams to support the goal-setting process as appropriate. Educator goals may span one, two, or three years. The evaluator and educator discuss and mutually agree on the goal(s).

Mid-Year Check-In

Timeframe: Complete by **January 15 (non-tenured) or February 15 (tenured)**

To prepare for the mid-year check-in, the educator and evaluator will collect evidence about the educator's practice and progress toward meeting goal(s) and its effect on student learning, growth, and achievement. During the mid-year conference, they review progress, quantitative and qualitative indicators of evidence, impact on student learning, growth, achievement, and observation feedback. They may mutually agree to adjust goal(s), strategies, and approaches moving forward. They identify the next steps for professional growth and any support required. Non-tenured educators receive written feedback from their evaluator.

End-of-Year Summative Review

Timeframe: Complete by **June 1**

The educator 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-assessment, and observation data. At this conference, the evaluator and educator meet to review feedback and performance from the school year. They discuss progress toward the educator's goal(s) and growth using qualitative and quantitative evidence as appropriate. The summative review will note if the evaluation cycle has successfully concluded and/or if the goals will continue moving forward.

This conference aims to celebrate the educator's recent growth areas and identify development opportunities. Following the conference, the evaluator generates a summary report of the evaluation before the end of the school year. If the primary evaluator determines that an educator is not meeting the expectations for good teaching, they inform the educator in person at this meeting and indicate such on the summative review form. Placement on TAP or iTAP may be discussed with the educator and a union representative.

OBSERVATIONS, FEEDBACK, AND RETENTION

The GPS observation model is based on the work of Kim Marshall, standards from the Connecticut Common Core of Teaching, and Glastonbury's published vision of *Good Teaching* and *Active Learning* developed with feedback from educators and administrators.

To provide appropriate feedback and support, evaluators observe educators frequently throughout the year. Observations may be announced or unannounced and can vary in length. All observations are accompanied by verbal or written feedback grounded in the standards and competencies outlined in Appendices C-F. Verbal and written feedback are always provided if there is an area of concern or at the request of the educator. In addition to classroom observations, reviews of professional 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 Educators in Year 1 and 2; Educators New to the District	Minimum of six observations of classroom or other professional practices, including at least one by co-evaluator, and one full-period observation with pre-conference and post-conference.
Tenured Educators; Non-tenured Educators in Year 3 and 4.	Minimum of three observations of classroom or other professional practices.
Tenured Educators not meeting expectations	TAP or ITAP, if informal support has not resolved concerns.

Role of Primary and Co-Evaluator

Tenured educators work with a primary evaluator. In all cases, evaluators will hold an 092 and/or 093 certification. Generally, the primary evaluator changes at least every three years. Non-tenured educators are assigned a co-evaluator in their first two years in the district. Co-evaluators also participate in observations as indicated in the observation schedule. Co-evaluators may be called upon to help support/evaluate tenured educators if there is mutual agreement between the supervisor and educator.

Training and Calibration

In monthly district administrative meetings, ongoing training on observation, evaluation and differentiated supports will be provided to support calibration and fidelity of implementation. The superintendent and assistant superintendents will also review observation and supervision feedback to ensure quality and consistency. All educators receive training about the plan and evaluation cycles upon hire to the district and are supported through three conferences at the beginning, middle and end of the school year.

Retention of Non-Tenured Educators

For their contract to be renewed, non-tenured educators must demonstrate excellent teaching skills or the capacity for excellence. The evaluator reports this to the superintendent by March

1. If a primary evaluator determines by January 15 that a non-tenured educator has not demonstrated excellent teaching or the capacity for excellence, the evaluator informs the educator of these concerns in a face-to-face conference and in writing, indicating non-renewal is a possibility if improvement is not shown.

Retention of Tenured Educators

If a non-tenured educator'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 educator was previously tenured within the State of Connecticut within the past five years), the educator achieves tenure status.

Should a tenured educator fail to make acceptable progress as outlined in the Intensive Teacher Assistance Program (ITAP), the district may initiate a termination process as defined in CGS 10-151.

EDUCATOR SUPPORT

All educators require access to high-quality professional learning to improve practice over time. Educators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within an evaluation process. A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback will lead to advancing levels of support and collaborative learning through a tiered system of support. These three tiers of support are outlined below:

ALL EDUCATORS:

Tier 1: School and departmental professional learning opportunities broadly available to district educators including but not limited to faculty workshops, professional discussions, team and/or department meetings, formal and informal observations, administrator feedback and shared professional resources.

ADVANCING LEVELS OF SUPPORT:

Tier 2: Additional support will be offered through more frequent and targeted formal and informal observations, coaching conversations, consultation on identified areas of needed improvement, and through more targeted administrator feedback.

Tier 3: In addition to the abovementioned assistance, more frequent, targeted, and individualized support may be required. Educators at Tier III will be considered candidates for the Teacher Assistance Program (TAP) and potentially the Intensive Teacher Assistant Program (ITAP) as outlined in this section.

Teacher Assistance Program (TAP)

For Tenured Educators Only

The Teacher Assistance Program (TAP) supports and assists educators having difficulty meeting the state and district's teaching standards. It is expected that evaluators will share clearly articulated concerns with the educator and attempt informal remedies prior to initiating TAP.

Should an educator struggle or fail to demonstrate appropriate conduct or competency, TAP may be initiated. In consultation with the principal, director, and the assistant superintendent for personnel, the primary evaluator assigns the tenured educator to this phase in order to correct identified performance problems. The evaluator(s) and the educator work collaboratively to develop a Teacher Assistance Plan. The plan details the performance indicators in need of improvement and the support resources needed to assist the educator in significantly improving. The goal is for the educator to grow professionally and to ensure that students receive a solid instructional experience. Although evaluators typically change every

three years, the primary evaluator remains with an educator throughout the TAP or ITAP process.

The development, implementation, and monitoring of a Teacher Assistance Plan requires a substantial investment of time and effort by the educator and the evaluator(s). As indicated in the approved plan, educators who are assigned to this phase 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 educator is placed back into the regular evaluation cycle.

There are four possible outcomes to the TAP process:

1. The educator 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 other areas 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 the next steps. These steps may include more intensive assistance or progressive disciplinary actions outside the scope of this plan. If an educator 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 educator and the co-evaluator, if applicable, and outline the areas of concern in writing. The educator may invite a Glastonbury Education Association (GEA) representative to attend the conference.
2. Notify the GEA that an educator 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 educator to meet these objectives.
 - c. A written plan of action for the evaluators to assist the educator in meeting the objectives.
 - d. Reasonable timeline.
 - e. Observable means for verifying achievement of the objectives. Either party may invite a content area expert.
4. Intensify supervision by increasing conferences and observations.
5. Decide if the educator has successfully met the established objectives.

If the evaluators decide that sufficient progress has been made toward meeting the established objectives, the educator will be returned to the regular evaluation system. If insufficient progress is made in the Teacher Assistance Program (TAP), the educator will be placed in the Intensive Teacher Assistance Program (ITAP) to continue supporting the educator.

Intensive Teacher Assistance Program (ITAP)

Tenured Educators Only

The intensive Teacher Assistance Program is a comprehensive approach to help the tenured educator 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 educator to request an additional certified evaluator (an adjunct evaluator) from the current Glastonbury Public Schools supervisory staff. The adjunct evaluator provides assistance and support for the educator and for the primary evaluator. They provide data relative to the achievement of the educator's specified objectives. Nothing precludes the evaluators or educator from bringing in a content area expert or the educator from inviting a GEA representative.

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

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.
3. A timeline not to exceed forty-five (45) consecutive school days.

When the timeline has expired, the primary evaluator may assign the educator to the regular evaluation plan, decide to continue the ITAP program 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, and by all applicable Connecticut General Statutes.

Appeals Procedure/ Dispute Resolution

1. Purpose

The appeals procedure shall find equitable solutions to disagreements between an educator and evaluator regarding a summative evaluation or continued placement in TAP or ITAP.

2. Time Limits

- Since appeals must 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 the written agreement of both parties.

- “Days” shall mean school days.
- If an educator does not initiate the appeals procedure within ten (10) days of the disagreement, the educator shall be considered to have waived the right to appeal.
- Failure of the educator 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.

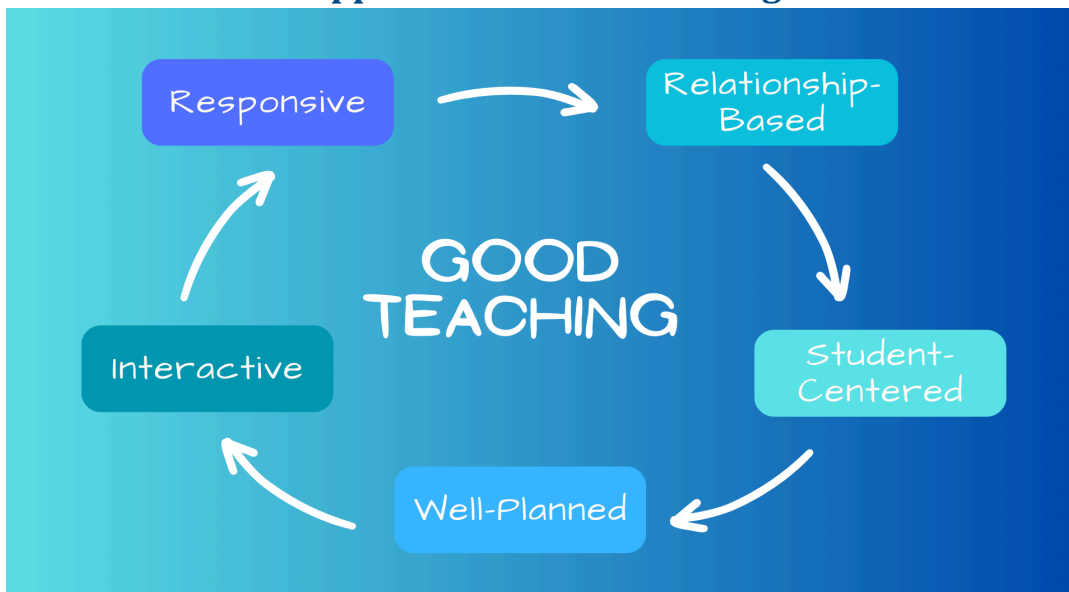
3. Steps

- The educator will meet and discuss the matter with the evaluator to resolve the matter non-formally.
- 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 or an executive board member of the GEA 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.
- The educator who wishes to appeal further shall request that 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.
- Regardless of the level of appeal, the educator has the right to submit a written rebuttal that will be placed in the permanent file.

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

APPENDICES

Appendix A: Good Teaching



Good Teaching Is...	Look For...
RELATIONSHIP-BASED (GT.1)	<ul style="list-style-type: none"> ★ Teachers creating conditions for students to feel valued, respected, and encouraged to participate. ★ Teachers supporting and recognizing students' social and emotional well-being. ★ Teachers fostering connections between students and building classroom community.
STUDENT-CENTERED (GT.2)	<ul style="list-style-type: none"> ★ Teachers prioritizing student interests and needs. ★ Teachers designing opportunities for students to choose how they approach and/or demonstrate their learning. ★ Teachers making content, concepts, and skills applicable and relevant to students.
WELL-PLANNED (GT.3)	<ul style="list-style-type: none"> ★ Teachers delivering clear and organized lessons to support active learning. ★ Teachers aligning lessons and learning activities with curriculum and standards. ★ Teachers differentiating to meet the needs of all students.
INTERACTIVE (GT.4)	<ul style="list-style-type: none"> ★ Teachers questioning and prompting students to deepen understanding. ★ Teachers checking for understanding and providing feedback. ★ Teachers circulating to support student learning.
RESPONSIVE (GT.5)	<ul style="list-style-type: none"> ★ Teachers demonstrating flexibility and adjusting instruction based on student performance (e.g. formative and summative data, student work). ★ Teachers actively monitoring student needs. ★ Teachers using data/evidence to inform planning.

Appendix B: Active Learning



Active Learning Is...	Look For...
COLLABORATIVE (AL.1)	<ul style="list-style-type: none"> ★ Students interacting to deepen understanding and build community. ★ Students learning from each other in partnerships and/or groups. ★ Students sharing ideas and products with a variety of audiences.
STUDENT-DRIVEN (AL.2)	<ul style="list-style-type: none"> ★ Students setting goals for personal growth or achievement. ★ Students making connections to prior knowledge. ★ Students monitoring and assessing their progress.
INQUISITIVE (AL.3)	<ul style="list-style-type: none"> ★ Students thinking critically to tackle complex problems or tasks. ★ Students analyzing information, evaluating evidence, and making well-reasoned decisions. ★ Students being curious and asking meaningful questions.
CREATIVE (AL.4)	<ul style="list-style-type: none"> ★ Students generating original ideas and producing innovative work. ★ Students brainstorming and exploring multiple perspectives. ★ Students using various platforms, methods, and materials to demonstrate thinking and learning.
RELEVANT (AL.5)	<ul style="list-style-type: none"> ★ Students applying skills and concepts that they've learned. ★ Students working on tasks and projects that have real-world relevance and authenticity. ★ Students transferring what they've learned to new situations.

Appendix C: Classroom Educator Competencies

Commendations	Educator Competencies	Recommendations
	RELATIONSHIP-BASED <ul style="list-style-type: none"> Creates conditions for students to feel valued, respected, and encouraged to participate Supports and recognizes students' social and emotional well-being Fosters connections between students and builds classroom community 	
	STUDENT-CENTERED <ul style="list-style-type: none"> Prioritizes student interests and needs Designs opportunities for students to choose how they approach and/or demonstrate their learning Makes content, concepts, and skills applicable and relevant to students 	
	WELL-PLANNED <ul style="list-style-type: none"> Delivers clear and organized lessons to support active learning Aligns lessons and learning activities with curriculum and standards Differentiates to meet the needs of all students 	
	INTERACTIVE <ul style="list-style-type: none"> Questions and promotes students to deepen understanding Checks for understanding and provides feedback Circulates to support student learning 	
	RESPONSIVE <ul style="list-style-type: none"> Demonstrates flexibility and adjusts instruction based on student performance (e.g. formative and summative data, student work) Actively monitors student needs Uses data/evidence to inform planning 	
	PROFESSIONAL RESPONSIBILITIES <ul style="list-style-type: none"> Exhibits professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for Teachers Partners with families to support student success through ongoing communication Engages and collaborates with colleagues and the community to actively support school and district initiatives 	

Appendix D: Speech and Language Pathologist Competencies

Commendations	Speech/Language Pathologist Competencies	Recommendations
	RELATIONSHIP-BASED <ul style="list-style-type: none"> Creates conditions for students to feel valued, respected, and encouraged to participate Supports and recognizes students' social and emotional well-being Fosters connections between students and builds classroom community Collaborates with colleagues and families as part of Planning and Placement Team (PPT) 	
	STUDENT-CENTERED <ul style="list-style-type: none"> Prioritizes student interests and needs Designs opportunities for students to choose how they approach/demonstrate learning Makes content, concepts, and skills applicable and relevant to students Designs therapies to meet student's diverse interests, strengths, and needs 	
	WELL-PLANNED <ul style="list-style-type: none"> Conducts thorough evaluations using referral questions, various assessment methods, clear interpretations, and user-friendly recommendations Develops and implements well-informed therapy plans based on assessment and IEP progress Uses evidenced-based interventions and best practices when working with students Delivers clear, organized, and differentiated lessons to support active learning and curriculum 	
	INTERACTIVE <ul style="list-style-type: none"> Checks for understanding, prompts, and provides feedback to deepen student understanding Participates in professional development related to the enhancement of clinical skills Collaborates to align team members in supporting student intervention plans Conducts class check-ins and consultations to ensure the generalization of skills 	
	RESPONSIVE <ul style="list-style-type: none"> Actively monitors student needs and uses data/evidence to inform planning Adjusts or adapts strategies or plans to increase the likelihood of progress and success Writes and presents clear and comprehensive evaluation reports for parents Implements relevant, culturally responsive, and equitable Multi-Tiered Systems of Support 	
	PROFESSIONAL RESPONSIBILITIES <ul style="list-style-type: none"> Participates in and supports school and district initiatives that promote a positive school climate Adheres to the <i>Connecticut Code of Professional Responsibility for Teachers</i> Partners with parents and families to support ongoing communication and student success 	

Appendix E: School Psychologist Competencies

Commendations	School Psychologist Competencies	Recommendations
	RELATIONSHIP-BASED <ul style="list-style-type: none"> Promotes a positive school climate where school community members feel valued, respected, and encouraged to participate, collaborate, and provide feedback Is empathic, validating, strengths-based, and non-judgemental in approach. Fosters connections with students and supports educators in building classroom communities 	
	STUDENT-CENTERED <ul style="list-style-type: none"> Prioritizes student interests, strengths, and needs across all areas of practice. Makes content, concepts, and skills applicable, relevant, and meaningful to students Gathers and incorporates student feedback and choice into lessons/counseling approach, and student, educator, and family feedback and choice into plan development/modification 	
	WELL-PLANNED <ul style="list-style-type: none"> Delivers clear and organized lessons/sessions using evidence-based therapeutic practices/curricula to support active learning of social-emotional-behavioral skills based on IEP/tiered intervention goals Writes evaluations that are comprehensive and tied to referral questions. Uses multiple forms of assessment, makes clear interpretations, and provides user-friendly recommendations to guide programming decisions Shares recommendations and evaluation results with families before meetings Collaborates with team members to ensure PPT and tiered intervention meetings are focused 	
	INTERACTIVE <ul style="list-style-type: none"> Provides frequent checks for understanding and high rates of supportive feedback Uses modeling and coaching to promote and support implementer use of evidence-based interventions to enhance general and special education services 	
	RESPONSIVE <ul style="list-style-type: none"> Uses data-based decision-making to inform all areas of practice Demonstrates flexibility based on student performance/data and student, educator, and family feedback Supports implementation of relevant, culturally responsive, and equitable Multi-Tiered Systems of Support 	
	PROFESSIONAL RESPONSIBILITIES <ul style="list-style-type: none"> Collaborates with colleagues and the community to promote and support school and district initiatives Partners with educators and families to support communication and student success/skill generalization Adheres to the <i>NASP 2020 Principles for Professional Ethics</i> 	

Appendix F: School Counselor Competencies

Commendations	School Counselor Competencies	Recommendations
	RELATIONSHIP-BASED <ul style="list-style-type: none"> ● Believe that every student can learn and be successful and has access to a high-quality education ● Fosters connections with students, supports educational teams to build supports for students ● Consults and collaborates with school psychologists, building administration, teachers, families and outside organizations to support student achievement and success 	
	STUDENT-CENTERED <ul style="list-style-type: none"> ● Demonstrates understanding of the impact of cultural, social, and emotional influence on student success and opportunity ● Identify gaps in achievement, attendance, discipline, opportunity and resources in program planning or support implementation for students ● Appraise and advise students to help them understand their abilities, values, and career interests 	
	WELL-PLANNED <ul style="list-style-type: none"> ● Demonstrate understanding of educational systems, legal issues, policies, research and trends in education. ● Demonstrates flexibility in daily planning and adjusts interventions or supports appropriately ● Uses data to drive decision-making and program development/implementation ● Checks frequently for and supports understanding, time management, and coping strategies 	
	INTERACTIVE <ul style="list-style-type: none"> ● Provide direct (instruction, appraisal and advisement, counseling) and indirect (consultation, collaboration, referrals) student services to support student success and to promote equity and access to all students ● Designs and implements instruction aligned to the national model for student success in large groups, classrooms, and small group/individual counseling 	
	RESPONSIVE <ul style="list-style-type: none"> ● Develops and implements a comprehensive school counseling program ● Actively monitors student needs ● Supports implementation of relevant, culturally responsive, and equitable Multi-Tiered Systems of Support 	
	PROFESSIONAL RESPONSIBILITIES <ul style="list-style-type: none"> ● Supports and participates in school and district initiatives that promote a positive school climate ● Adheres to the Connecticut Code of Professional Responsibility for Teachers ● Partners with parents and families to support ongoing communication and student success ● Apply legal and ethical principles in their daily routines and the counseling services they provide 	



GLASTONBURY EDUCATOR EVALUATION AND SUPPORT PLAN COMMITTEE

Glastonbury Public Schools wishes to thank the following professionals who served on a subcommittee of the district Professional Development and Evaluation Committee (PDEC) and at the time this plan was revised.

Ashley Boyle, Nayaug School, School Psychologist

Adriana Cerasani, Gideon Welles School, Art

Elizabeth Cole, Director of Career and Technical Education

Rebecca Comenale, Glastonbury High School, Assistant Principal

Matt Dunbar, Assistant Superintendent of Personnel and Administration

Kelsey Fromme, Naubuc School, Grade 3 Teacher

Sean Fuss, Glastonbury High School, Biology Teacher

Deborah Hatch, Hebron Avenue, Physical Education Teacher

Kimberly Herwerth, Gideon Welles School, Assistant Principal

Michael Litke, Naubuc School, Principal

Kate Lund, Assistant Superintendent of Curriculum and Instruction

Bethany Martocci, Hopewell School, Grade 4 Teacher

Jonathan McGlynn, Smith Middle School, History and Social Sciences Teacher

Lisa O'Doherty, Buttonball Lane School, Reading Teacher

Mark Pearsall, Glastonbury High School, Latin Teacher

Amanda Robustelli-Price, Director of World Languages / ML

Lauren Taylor, Speech and Language Pathologist



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Revised October 2024

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OVERVIEW

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The GPS Administrator Evaluation and Support Plan supports our mission through the professional growth of administrators and the promotion of leadership. The plan is guided by:

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- GPS Administrator Competencies, based on *The Connecticut Leader Evaluation and Support Rubric (2017)*.
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BELIEFS ABOUT GOAL SETTING

We believe that:

- **All goals set by administrators serve to improve defined outcomes for staff and student success and should reflect district initiatives.** When outcomes are clearly defined, leaders are empowered to design action plans for their professional growth/learning that positively impact schools, departments, and ultimately students.
- **Effective goal-setting stretches administrators to take risks as they provide the leadership necessary for a safe, supportive, and inclusive learning environment.** When setting ambitious goals, feeling safe to take risks fosters growth, innovation, individual/collective efficacy, and positive outcomes for students and staff.
- **Targeted goals and professional growth may span multiple years.** When goals are two or three years, they afford greater opportunity to tackle complex work that requires sustained effort, new learning, and collaboration to build capacity and improve school and department outcomes over time.
- **The single-point competencies are our agreed upon standards and serve to identify areas of strength and growth for all educators.** When reflecting on the administrator competencies, we develop benchmarks for professional growth, guide personalized professional learning, and foster collaboration to enhance effectiveness.

ADMINISTRATOR EVALUATION PROCESS AND TIMELINE

Role of Evaluator, Training and Calibration

Each administrator will be assigned an evaluator from the Central Office. In all cases, evaluators will hold an 092 and/or 093 certification. In weekly Central Office administrative meetings, ongoing training, on-site visits, observations, evaluation, and differentiated supports will be provided to support calibration and fidelity of implementation. The superintendent and assistant superintendents will also review observation and/or site visit feedback to ensure quality and consistency. All administrators receive training at the start of the year and are supported through three conferences at the beginning, middle, and end of the school year.

The three collaborative conversations anchor the administrator evaluation process. During these meetings, participants clarify expectations, provide feedback, set one or more goals, and identify opportunities and resources for support. The three meetings serve as a foundation, but conversations and feedback between administrators and evaluators are ongoing.

Orientation, Goal Setting, and Planning (By Oct. 30)	Mid-Year Check-in (By Feb. 15)	End-of-Year Review (By June 30)
<ul style="list-style-type: none">• Outline the evaluation process• Reflect and mutually agree on goal(s)• Identify professional learning needs and support	<ul style="list-style-type: none">• Review and discuss progress towards goal(s), practice, and evidence of student learning• Adjust and revise goal(s), if needed	<ul style="list-style-type: none">• Reflect and discuss progress toward goal(s)• Review written summative evaluation

Orientation, Goal-Setting, and Planning

Timeframe: Complete by **October 30**

We are committed to excellence and ensuring that every student and every educator has the opportunity to reach their full potential.

Annually, prior to October 30, evaluators provide administrators with materials outlining the evaluation process. They meet to discuss the process, set one or more goals, and answer questions.

Goal setting is a powerful catalyst for professional growth and student success. By articulating clear action steps working backward from defined outcomes, administrators can enhance their leadership practices, deepen their knowledge, and cultivate a culture of lifelong learning. Moreover, goal setting empowers leaders to take ownership of their vision and professional growth, fostering a sense of purpose, autonomy, and both individual and collective efficacy.

The administrator and supervisor discuss the role of the administrator relative to the district strategic plan. As part of the goal-setting process, the administrator will review the standards of practice defined in the *GPS Administrator Competencies* and reflect on areas of growth and improvement. These competencies account for multiple measures of organizational health, educator growth, and impact on student learning, growth, and achievement. One or more appropriate goals are mutually agreed upon. They are set using school and/or department learning data, available evaluation and survey results, and leadership rubrics. Goals should be ambitious yet attainable and flexible, responsive to evolving school and district priorities, and grounded in evidence-based practices. Administrator goals may span one, two, or three years. The evaluator and administrator discuss and mutually agree on the goal(s). The goals should honor the unique strengths and needs of individual administrators.

Mid-Year Check-In

Timeframe: Complete by **February 15**

To prepare for the mid-year check-in, the administrator and evaluator collect and reflect on evidence to date about the administrator's practice and impact on organizational health and student and staff growth. During the meeting, they review progress, discuss next steps, and adjust goals, if appropriate. While engaged in these discussions, administrators utilize qualitative and quantitative evidence as appropriate. They identify the next steps for professional growth and any support required.

End-of-Year Summative Review

Timeframe: Complete by **June 30**

At this conference, the administrator and evaluator review feedback and performance from the school year. They discuss progress towards goals using qualitative and quantitative evidence as appropriate. Evidence could include but is not limited to progress in supporting the district's Strategic Plan; implementation of Safe School Climate Plans; and results measured on the Curriculum Progress Monitoring Tool. The summative review will note if the evaluation cycle has successfully concluded and/or if the goals will continue moving forward.

This conference aims to celebrate the administrator's recent growth areas and identify development opportunities. The evaluator provides a written summative review. If the evaluator determines that an administrator is not meeting the expectations for effective leadership, they inform the administrator in person at this meeting and indicate such on the summative review form.

LEADERSHIP PRACTICE AND OBSERVATIONS

Administrative observations and site visits provide an additional measure of performance. Throughout the year, evaluators observe administrators in practice using the GPS Administrator Competencies as a guide. Evaluators conduct at least three (3) observations and/or site visits per administrator, with at least two (2) additional observations and/or site visits for those new to the district. Verbal or written feedback follows observation and/or site visits, as appropriate.

ADMINISTRATOR ASSISTANCE

All administrators require access to high-quality professional learning to improve practice over time. Administrators persistently demonstrating a lack of growth or resistance to feedback are expected to engage in advancing levels of support and collaborative learning through a tiered system of support. These three tiers of support are outlined below:

Tier 1: Professional learning opportunities broadly available to administrators including but not limited to administrative meetings and workshops, principals' meetings, directors' meetings, book studies, instructional rounds, participation in professional organizations, attendance at state/national conferences, and observation of colleagues.

Tier 2: Additional support may be offered through site visits, mentoring conversations, coaching identified areas of needed improvement, and through supervisor feedback.

Tier 3: In addition to the previous support, more frequent, targeted, and individualized support may be required. Administrators at Tier III will be considered candidates for Supervisory Assistance Program (SAP).

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 includes 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 in meeting the objectives.
 - d. A timeline and observable means for verifying the 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 toward meeting the established objectives, the administrator returns to the regular evaluation system. If insufficient progress is made in the Supervisory Assistance Program, the administrator is placed in the Intensive Assistance Program.

Intensive Assistance Program (IAP)

The evaluator provides the administrator in writing with:

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 toward meeting the established objectives, the administrator returns 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 Statutes.

Dispute Resolution Process

This process is used to resolve 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 to help clarify areas of difference.** If the two sides cannot agree on the selection of this third person, the president or an executive board member of the Glastonbury School Administrators Association (GSAA) serves in this capacity.
- 3. If an agreement still has not been reached, the administrator and evaluator meet with the superintendent.** If a compromise is not possible, the superintendent acts as final arbitrator.

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

GPS ADMINISTRATOR COMPETENCIES

Commendations	Administrator Competencies	Recommendations
	PROMOTES SHARED VISION AND GOALS <ul style="list-style-type: none"> • Supports district strategic plans and associated school/department goals that support high expectations and learning for all students and staff • Identifies and addresses barriers to achieving vision and goals • Manages systems, schedules, and routines that support school and department goals • Engages all interest holders in the development of improvement plans 	
	IMPROVES STUDENT LEARNING VIA CURRICULUM, INSTRUCTION AND ASSESSMENT <ul style="list-style-type: none"> • Builds the capacity of staff to collaboratively implement and evaluate high-quality curriculum and instructional practices that address the diverse needs of all students • Works with staff to implement and evaluate formative and summative assessments that drive instructional decisions • Develops and implements systems that utilize data to foster improvement and increase student learning 	
	DEVELOPS, SUPPORTS, AND SUPERVISES STAFF <ul style="list-style-type: none"> • Meets all expectations for staff observations and provides clear, timely, and actionable feedback regularly. Proactively leads difficult conversations, when necessary • Develops positive and collaborative relationships with staff • Provides professional learning opportunities that are responsive and support growth • Promotes conversations and peer-to-peer collaboration that strengthen educator practice and enhance student learning • Uses proven practices in recruiting and retaining outstanding staff 	
	ENHANCES CULTURE AND CLIMATE <ul style="list-style-type: none"> • Creates a schoolwide or department culture in which staff make themselves accessible and approachable to students and families • Models and integrates cultural competencies and restorative practices • Promotes a safe, supportive and inclusive learning environment that values wellness • Elicits feedback and suggestions from teachers and staff 	
	EXHIBITS PROFESSIONAL RESPONSIBILITIES <ul style="list-style-type: none"> • Exhibits professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators • Partners with families to support student success through ongoing communication • Engages and collaborates with colleagues and the community to actively support school and district initiatives 	

GLASTONBURY ADMINISTRATOR EVALUATION AND SUPPORT PLAN COMMITTEE



Glastonbury Public Schools wishes to thank the following professionals who served on a subcommittee of the district Professional Development and Evaluation Committee (PDEC) at the time this plan was revised.

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Rebecca Comenale, Glastonbury High School, Assistant Principal

Tracey DeDonato, Director of English/Language Arts and Library Media (6-12)

Matt Dunbar, Assistant Superintendent of Personnel and Administration

Jemal Graham, Smith Middle School, Assistant Principal

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Leslie Lopez, Director of Music

Kate Lund, Assistant Superintendent of Curriculum and Instruction

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Denise Proffer, Buttonball Lane School, Assistant Principal

Twana Shirden, Hopewell School, Principal

Christine Tedisky, Director of Science