



ACTION SUMMARY SHEET

DATE: May 18, 2018

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the May 18, 2018 State Board of Education meeting.

SUPPORTING INFORMATION ATTACHED:

- Agenda

PREPARED BY: Kylie Taylor
Executive Assistant

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:



WYOMING STATE BOARD OF EDUCATION

Wyoming education partners support a student-centered learning system in which all Wyoming students graduate prepared and empowered to create and own their futures.

May 18, 2018 Via Teleconference		
8:00 a.m. - 8:45 a.m.	State Board of Education Presentation from Rebecca Watts	
	<ul style="list-style-type: none"> • Call to Order • Roll Call • Pledge of Allegiance 	
	<ul style="list-style-type: none"> • Approval of Agenda 	Tab A
	<ul style="list-style-type: none"> • Minutes - April 19-20, 2018 	Tab B
	<ul style="list-style-type: none"> • Treasurers Report 	Tab C
	Superintendent's Update	Tab D
8:45 a.m. - 9:30 a.m.	Coordinator's Report <ul style="list-style-type: none"> - Governance Policies Section 1-7 - WAEA Report to JEIC - Update on BETA Contract - Interim Topics 	Tab E
9:30 a.m. - 12:00 p.m.	SBE Committee Reports: <ul style="list-style-type: none"> • Administrative Committee • Communications Committee 	Tab F
		Tab G
	<u>Action Items:</u> <ul style="list-style-type: none"> • Alternative Schedules • Chapter 29 – Leader Evaluation • Approval of Governance Policies Section 1-7 • Coordinator's Contract • Technology Device for SBE Coordinator • June/July Meetings • Membership Dues for NASBE and WY School Boards Association 	Tab H
		Tab I
		Tab J
		Tab K
		Tab L
		Tab L
	Other issues, concerns, discussion, public comment:	
12:00 p.m.	Adjourn	



ACTION SUMMARY SHEET

DATE: May 18, 2018

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the State Board of Education meeting on April 19-20, 2018

SUPPORTING INFORMATION ATTACHED:

- Minutes of April 19-20, 2018

PREPARED BY: Kylie Taylor

Kylie Taylor, Executive Assistant

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

WYOMING STATE BOARD OF EDUCATION
April 19-20, 2018
1000 W. 8th Street
Gillette

Wyoming State Board of Education members present: Chairman Wilcox, Sue Belish, Max Mickelson, Megan Degenfelder (proxy for State Superintendent Balow), Ryan Fuhrman, Ken Rathbun, Kathryn Sessions, Robin Schamber, Forrest Smith, Nate Breen and Scotty Ratliff via Zoom.

Members absent: Dan McGlade, Jim Rose, and Dean Ray Reutzel.

Also present: Kylie Taylor, WDE; Dr. Tom Sachse, SBE Coordinator; Dr. Julie Magee, WDE; and Adam Leuschel, Attorney General's Office (AG).

April 19, 2018

CALL TO ORDER

Chairman Wilcox called the State Board of Education to order at 11:41 a.m.

Kylie Taylor conducted roll call and established that a quorum was present.

APPROVAL OF AGENDA

Scotty Ratliff moved to approve the agenda as presented, seconded by Ryan Fuhrman, the motion carried.

APPROVAL OF MINUTES

Minutes from the March 22, 2018 State Board of Education meeting were presented for approval.

Nate Breen moved to approve the minutes, Sue Belish moved to amend the March 22 minutes to include comments from board members on Computer Science and which grade levels will be required to take Computer Science courses, seconded by Robin Schamber; the motion to amend carried. Ken Rathbun moved to approve the minutes with Sue's amendment, seconded by Ryan Fuhrman; the motion carried.

Kylie Taylor indicated that Robin Schamber reached out to her and informed her Forrest Smith was not included as being present in the March meeting minutes, Kylie said she would be sure to change that.

TREASURER'S REPORT

SBE Treasurer, Max Mickelson, presented the summary review and expenditures report for the board's budgets, and went over the remaining balances and time left in the current biennium.

Sue Belish moved to approve the presented Treasurer's Report, seconded by Ken Rathbun; the motion carried.

BOARD REPORTS AND UPDATES

State System of Support Update

Shelly Andrews, WDE, presented via Zoom to the SBE. Shelly presented that in response to the school and district feedback contained within the Education Northwest program evaluation report, adjustments to program delivery were made in 2017-2018. The Statewide System of Support continues to provide programming to schools based on the four pillars of support: educational leadership, data analysis and school improvement planning's, assessment literacy and formative assessment development, and professional learning communities implementation.

There are two components of the program, statewide training for all district leadership, school leadership, and teachers, and cohort of 15 schools. Schools will apply to be part of this comprehensive program.

Sue Belish asked questions regarding schools that are meeting vs. partially meeting expectations and asked if there is a point when we have to require certain schools to participate. Sue indicated that the board needs to know this kind of information in order to know if there is progress being made.

Update on Public Input Received on Proposed Standards for Math, Social Studies, and Science Extended

Laurie Hernandez, WDE, updated the board on the three areas of standards that public input was received on. The Math Standards Review Committee reviewed the current 2012 Mathematics Standards and identified areas to revise and enhance the current standards.

Trent Vonburg, WDE, presented to the board that the Science Extended Standards Review Committee reviewed and extended the current 2016 Science Standards, making them accessible to students with the most significant cognitive disabilities.

Max Mickelson suggested the WDE reach out to the Department of Health for guidance on specific science issues.

Rob Black, WDE, indicated the Social Studies Review Committee reviewed the current 2014 Social Studies Standards and identified areas to revise and enhance the current standards in order to meet the requirement of 2017 HEA 119, Indian Ed for All.

Nate Breen said Native American Studies should be recommended under the Social Studies Standards.

Coordinator Position

Sue Belish reviewed the Coordinator Priorities write-up that was included in the packet indicating the top priorities are the Professional Judgement Panel, Chapter 31, Statewide "Basket of Goods", Legislative issues, and Governance Policies.

Max Mickelson moved the board to go into executive session to discuss personnel issues, seconded by Sue Belish; the motion carried.

Committee Assignments

Chairman Wilcox presented the committee assignment spreadsheet with his recommendations for new committee members.

Kylie Taylor suggested to Chairman Wilcox the board move committee reports and updates up a day as Laurel Ballard was still traveling to Gillette to present on Chapter 29. Chairman Wilcox agreed, indicating having committee reports and updates next was a good place to move to given the previous presentation on assignments.

COMMITTEE REPORTS AND UPDATES

Administrative Committee

The administrative committee reviewed the draft April agenda, reviewed calendar for 2018-19 SBE meetings, revised Governance Policies, reviewed Coordinator priorities, and discussed “basket of goods” or common core knowledge and common core of skills.

The board had a discussion on the “basket of goods”, Nate Breen said teachers plates are getting too full with the addition of Computer Science.

Sue Belish said the board needs to identify the rationale for looking at the “basket of goods” and determine what the expectation is based on their conversations.

Chapter 29 Update

The Certified Personnel Evaluation System for Leaders Advisory Panel (CPES Advisory Panel-Leaders) met on April 3 to continue its extensive review of the statutory requirements and refining the Chapter 29 Rules to insure alignment. Laurel Ballard will have a finalized set of Rules for the SBE to vote on during their May meeting, these Rules will include recommendations from the Wyoming Association of School Administrators and the Curriculum Directors Conferences. The Rules will also be shared with school principals through their associations for additional input.

Max Mickelson said he finds the concept of this teacher evaluation system very stressful.

Communications Committee

Ryan Fuhrman gave an overview of the last communications committee meeting including an update on the stakeholder communications, website updates, and communication topics the committee is working on.

Ryan Fuhrman also asked board members to send him or Kylie pictures or information if they are out in the public doing things that could be posted to Twitter.

The State Board of Education recessed at 4:28 p.m.

April 20, 2018

CALL TO ORDER

Chairman Wilcox called the State Board of Education to order at 8:00 a.m.

The SBE received a presentation from the 2018 Wyoming Teacher of the Year, Sara Reed and Elementary STEM Teacher of the Year, Heather Gibson.

Many board members thanked Sara and Heather for their hard work and dedication to their students.

Coordinator's Report

Dr. Tom Sachse, SBE Coordinator, started his report by updating the board on the interim topics. Tom suggested the board have a full discussion regarding reporting duties the board will have. Tom said there is three actions the board might want to consider, the first being comparing to the requirements of other states. Second, Tom recommended the board may want to convene a committee of practitioners to discuss and make recommendations on the implications of the Chapter 10 standards. Lastly, Tom said the board may want to solicit input from around the state by holding meetings during the summer to determine if the basket of goods is getting too full. The three priorities the board will need report on during the interim is Computer Science, progress on Chapter 31, and WAEA.

Tom will present the suggested changes to the admin committee during their next meeting. The communications committee has been looking into whether the five or six policies addressing communication issues can be merged and simplified.

Tom and Dr. Julie Magee presented on the status of the BETA contract and action plan. The draft contract will get reviewed internally by the WDE, and the AG's office. The target date for the review and approval process is early May.

ACTION ITEMS

Chapter 6 – Accreditation

Dr. Julie Magee, WDE, presented the changes that were made to the Chapter 6 Rules on Accreditation. There was discussion about the accreditation criteria and whether they were required by statute. Dr. Magee confirmed that they are all tied to statute.

Board members made suggestions for additional changes during the presentation, and all of their suggestions were incorporated into the Chapter 6 Rules on Accreditation.

Sue Belish moved to keep language from Section 8-a and move it to Section 6-a IV new letter c "non-accredited." Seconded by Max Mickelson; the motion carried.

Max Mickelson moved to promulgate the Chapter 6 Rules on Accreditation, seconded by Ken Rathbun; the motion carried.

Chapter 31 – Graduation Requirements

Dr. Magee presented the Statement of Reasons to the board and indicated the biggest difference is computer science, allowing for high school level classes to count toward graduation. One difference that is not mentioned is Carnegie Unit reference which is tied to seat time and funding.

Chairman Wilcox said he's giving a thumbs up and strong endorsement for these Rules. A lot of collective hours have gone into working on Chapter 31 and he said this really supports students.

Sue Belish said this is a great example of what can happen when everyone collaborates together with different groups, she said we should continue to do work like this.

Nate Breen said he echoes what Sue said and said thank you to Adam Leuschel and Mike O'Donnell for their help and support.

Sue Belish moved to promulgate the Chapter 31 Rules on Graduation Requirements, seconded by Max Mickelson; the motion carried.

Chapter 10 – State Standards

Nate Breen moved to promulgate the Chapter 10 Rules for Wyoming Content and Performance Standards, seconded by Max Mickelson; the motion carried.

State Board Meeting Dates for 2018-19

Nate Breen moved to accept the presented draft SBE meeting calendar for 2018-19, seconded by Robin Schamber; the motion carried.

NEXT MEETING

The board's next meeting will take place on May 18, 2018 via teleconference

The State Board of Education adjourned at 11:49 a.m.

DRAFT



ACTION SUMMARY SHEET

DATE: May 18, 2018

ISSUE: Approval of Treasurer's Report

BACKGROUND: The State Board of Education budget summary.

SUGGESTED MOTION/RECOMMENDATION:

To approve the Treasurer's Reports as submitted.

SUPPORTING INFORMATION ATTACHED:

- State Board Budget Summary attached

PREPARED BY: Kylie Taylor
Kylie Taylor, Executive Assistant

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

WYOMING DEPARTMENT OF EDUCATION

SUMMARY REPORT

State Board of Education

FY17 Budget

30 June 2017 thru 07 May 2018

DESCRIPTION	BUDGETED	EXPENDED	ENCUMBERED	REMAINING BALANCE	Percentage
Personal Services (0100 series)					
[App Unit 001]	60,000.00	52,801.52		7,198.48	12.00%
Supportive Services (0200 series)					
[App Unit 001]	137,275.00	132,246.89	3,548.00	1,480.11	1.08%
Data Processing Charges (0400 series)					
[App Unit 001]	5,737.00	4,861.49		875.51	15.26%
Professional Services (0900 series)					
[App Unit 001]	40,794.00	9,117.50	5,937.50	25,739.00	63.10%
	243,806.00	199,027.40	9,485.50	35,293.10	14.48%
DESCRIPTION	BUDGETED	EXPENDED	ENCUMBERED	REMAINING BALANCE	Percentage
Professional Services (0900 series)					
[App Unit 009]	145,848.00	21,747.91	0.00	124,100.09	85.09%
[App Unit 001]	84,500.00	69,566.05	0.00	14,933.95	17.67%
TOTAL	230,348.00	41,166.16	3,153.46	186,028.41	79.98%

CREATING
OPPORTUNITIES
FOR STUDENTS TO
KEEP WYOMING
STRONG

To: State Board of Education
From: Jillian Balow, Superintendent of Public Instruction
Date: May 8, 2018
Subject: Wyoming State Superintendent's Update



JILLIAN BALOW

Superintendent of Public Instruction

DICKY SHANOR

Chief of Staff

BRENT BACON

Chief Academic Officer

MEGAN DEGENFELDER

Chief Policy Officer

DIANNE BAILEY

Chief Operations Officer



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ON THE WEB

edu.wyoming.gov
twitter.com/WYOEducation
facebook.com/WYOEducation

The Wyoming Department of Education (WDE) has moved to the newly reconstructed east wing of the Herschler Building. It takes a great deal of coordination and effort to move an entire agency, and our staff worked hard throughout the transition to maintain the same level of service. When next you are in Cheyenne, please stop by for a visit and tour.

The Boot Up Wyoming 2022 statewide Computer Science initiative has officially launched. A landscape assessment as well as community input sessions are currently underway across the state, and the standards committee is being formed. Last week, the initiative was highlighted nationally by the Council of Chief State School Officers. The blog post can be found [here](#).

As of the time of this memo the WY-TOPP summative testing window is entering its fourth and final week. At the midway point, over 40,000 Wyoming students had completed the assessment. Overall, the new assessment has gone well, with relatively few issues which WDE and the test vendor, AIR, were able to mitigate quickly. We will continue to take input from school districts on the assessment.

On May 4, the Governor's office signed Permission to Proceed with regard to the proposed Chapter 31, 6, 10, and 38 rules. The 45-day public comment period will begin on May 11 and end on June 29.

We are all very excited to have kicked off the next phase of Professional Learning Communities (PLCs) this month. Several workshops were held recently across the state and WDE partnered with a Wyoming Association of School Administrators (WASA) stakeholder group to identify schools to participate in the first year of this comprehensive training program.

As we enter the summer months, a major focus of the WDE is to deliver high quality, relevant, and ongoing professional development to Wyoming educators. Planning for numerous conferences, workshops, and trainings has been in the works for months. Members of the SBE are encouraged to attend.



**WYOMING
STATE BOARD
OF EDUCATION**

May 8, 2018

To: State Board Members

From: Tom Sachse, Ph.D.

RE: Policies of Governance—Sections 1-7

Here is a [link](#) to the current edition of the board's Policies of Governance. Please review only the first seven sections of these policies in advance of your May meeting. I will review the changes in this edition and ask for the board to take action on these sections.

The Administrative Committee will approve revisions for another set of policies for your next two or three meetings. We would like to make these policies more useful and current in the near future.



**WYOMING
STATE BOARD
OF EDUCATION**

May 8, 2018

To: State Board Members

From: Tom Sachse, Ph.D.

RE: Beck Evaluation and Testing Associates (BETA) Contract Progress

As you are aware, Dr. Julie Magee and I have collaborated on developing a contract for Professional Judgment Panel (PJP) facilitation that has now been approved by the Attorney General's Office. Mike Beck has signed the document and has sent it to Chairman Wilcox for signature before it returns to the Department for final signatures. In addition to encumbering the contract amount for BETA (\$43,320), the board may wish to encumber another \$6000 for PJP expenses for the week.



**WYOMING
STATE BOARD
OF EDUCATION**

May 8, 2018

To: State Board Members

From: Tom Sachse, Ph.D.

RE: Interim Topics Cover Memo

The Management Council of the Wyoming State Legislature approved a slate of interim topics for the Joint Education Interim Committee (JEIC), including several that require representation of the state board. The Legislative Service Office (LSO) has asked me to testify, on behalf of the board, on three topics: Accountability, the State's Education Program, and Rules Promulgation. Attached are drafts of three responses I would be willing to present, pending board approval. LSO wants materials submitted by May 24th, so it will be important to have a complete discussion of these items so I know where the board wants to take these interim topics.



May 10, 2018

To: Joint Education Interim Committee Members

From: Tom Sachse, Ph.D.

Coordinator, State Board of Education

RE: Education Accountability Interim Topic

As required by WS §21-2-204(e), the Wyoming State Board of Education has entered into a contractual agreement with Beck Evaluation and Testing Associates (BETA) to facilitate the setting of accountability targets for both regular and alternative schools throughout the state. This contract was the result of a bid process involving a Request for Proposals and a formal bid scoring and review process. Ultimately, the successful bidder was Dr. Mike Beck from New York. Dr. Beck has a distinguished track record for providing this type of facilitation including three prior Professional Judgement Panels (PJPs) here in Wyoming and in numerous other jurisdictions throughout the country. The state board is in the process of encumbering funds for both PJPs later in the fall, once technical reviews and standard-setting procedures are completed by the Wyoming Department of Education, and its consulting staff. The state board is confident it is well positioned to collaborate with the Department and practitioners from the field to set meaningful and reasonable accountability targets for the Wyoming Accountability in Education Act.

Related to accountability, the state board is actively participating in the development of revised Chapter 29 Rules for addressing the requirements for Phase II Leader Accountability. The board anticipates receiving and possibly approving new Chapter 29 rules at its May meeting. These rules have had extensive participation and input from practitioners in the field. Those will likely be promulgated as Emergency Rules due to the shortness of the phase-in process and the extensive public input process. The state board is also actively participating in the revision of those same Chapter 29 rules that may go out again for public input in spring 2019 for the Phase II Teacher Accountability requirements (WS §21-2-304(b)(xv)). It should be noted that this statute on teacher accountability has been described as more “onerous” and “inflexible” than the parallel statute for leader accountability. The leader accountability system requires the development of a comprehensive system, with options for refinements of the state model or alternatives to the state model. The teacher accountability system has only one

system with no margin for refinements or alternatives. This committee may want to consider legislation to allow districts more flexibility.



May 10, 2018

To: Joint Education Interim Committee Members

From: Tom Sachse, Ph.D.

Coordinator, State Board of Education

RE: Interim Topic on Review of the State's Educational Program

The committee will hear from LSO staff about the historical context for legislation that specifies the basket of goods and services that comprise the mandated educational program and includes the Uniform Student Content and Performance Standards. The committee will also hear from Wyoming Department of Education (WDE) staff about the integration of the Common Core of Skills into the Common Core of Knowledge. My remarks, representing the views of the Wyoming State Board of Education (SBE), are directed to the issue of process with regard to recent legislative additions to the Uniform Student Content and Performance Standards.

The Statutory Context—There are no fewer than seven citations that give the state board (in collaboration with the WDE and in consultation with local school districts) the authority to set goals and to approve standards for the subject areas in the Common Core of Knowledge.

WSS 21-2-304(e) requires the state board to establish statewide goals for Wyoming public education.

WS § 21-2-304(b)(xiv) requires the state board to establish improvement goals for public schools for assessment of student progress based on the National Assessment of Educational Progress (NAEP) testing program and the Wyoming statewide assessment system.

WS §21-9-101 requires school districts to provide an educational program in accordance with uniform standards defined under that section and rules promulgated by the State Board of Education.

WS § 21-9-102 requires school districts to provide instruction in the essentials of the United States Constitution and the Constitution of the state of Wyoming at least four years during their K-12 instructional program following rules promulgated by the state board. This statute also stipulates that no student shall receive a high school diploma

without satisfactorily passing an examination on the principles of the Constitution of United States and the Constitution of the state of Wyoming.

WS §21-2-304(b) (ii) requires the state board through the evaluation and accreditation of school districts to enforce the uniform standards for educational programs to ensure that such programs provide students: an opportunity to acquire sufficient knowledge and skills to enter the University of Wyoming and Wyoming community colleges, to prepare students for the job market or postsecondary vocational and technical training, to achieve the general purposes of education that equip a student for his/her role as a citizen and participant in the political system, and have the opportunity to compete both intellectually and economically in society.

WS 21-2-304(c) requires the state board to make recommendations to the legislature not less than once every nine years regarding the uniformity and quality of the educational program standards in the student content and performance standards. This statute also requires the state board, in consultation with the state superintendent, to establish a process to receive input related to the student content and performance standards from stakeholders including, but not limited to, parents, teachers, school and district administrators, and members of the public at large.

WS § 21-2-304 (a) (iv) requires the State Board of Education in consultation with local school districts to establish requirements for students to earn a high school diploma as evidenced by course completion and as measured by each district's assessment system. This statute also requires the state board, through the Department of Education, to review and approve each district's assessment system every five years to determine alignment with the uniform state standards and attainment of high school graduation requirements, as evidenced by course completion.

Taken together, this array of statutory authority requires the state board to set broad goals for state education programs, set improvement goals for schools based on federal and state testing initiatives, set uniform content standards in collaboration with the WDE and local districts, review those content standards not less than every nine years, evaluate and accredit Wyoming schools and districts, review district assessment systems to the degree those assessments align with the state standards on a five-year rotation, and establish high school graduation standards to promote uniformity and allow for flexibility.

The Governance Context--There have been a number of studies regarding education governance in Wyoming over the past decades. Many of these reports suggest there is overlapping authority between the Wyoming State Board of Education and the Wyoming Department of Education. The most recent of these is the 2014 Cross and Joftus Report, prepared by Nancy Doorey. This report looked at numerous governance models from other states, reviewed the most recent student performance data using

NAEP results, compared per student allocations of other states in the region and made a number of recommendations for reconsidering the current governance model.

The report recommended that the State Board of Education “should continue to be charged with establishing the education policies, standards, and accountability metrics.” More specifically, it suggested the state board should: participate in development of shared statewide vision and expectations; establish state education policies, standards, and accountability metrics, and assessments to align with the vision; and, develop, in collaboration with districts and the public, more specific goals and plan for reaching that vision.

Indeed, the Cross and Joftus Report goes on to cite a noteworthy legislative trend that describes the legislature as going “outside their lane” and gives an example of the legislature giving policy authority for state content standards to the state board, through the WDE, and “then debating or overruling them.”

An earlier report on statewide educational governance was the 2005 Management Audit report prepared by the Legislative Service Office (LSO). The Management Audit report states, “statutes tell the Board to be contemplative and probing. They charge the State Board with establishing policies for public education in the state consistent with the Constitution and statutes, initiating discussions about the needs of and means for improving education, and setting statewide goals for Wyoming public education. Board members are increasingly interested in this broader role. Some chafe at a narrow interpretation of the Board’s role that makes it simply reactive to information presented by the Department in the form of recommended action items at their meetings. Board members have sensed that they were not encouraged by the Department and Superintendent to be proactive, but believe they can best contribute by engaging policymakers in a wider dialog about education in the state ...”

“Regardless of what the Board takes up as its initiatives, the Superintendent and other Department officials must balance requests for assistance with other priorities, many assigned directly by the Legislature. This can leave Department staff in a bind, especially if they sense that the Superintendent does not share the Board’s interest in a topic. There is also the potential for the Board to abuse Department resources, but no one we interviewed indicated that had happened. As one Department official noted, “Somehow we make it happen.” Even though the Board has the authority to prescribe uniform student content and performance standards, and to implement a statewide assessment system, it is not clear that it must approve what the Department, design teams, and task forces develop as these products. Further, the Legislature itself makes many of the significant decisions affecting the Board’s responsibilities, and requires reports be made directly to its committees.”

These two most recent Wyoming education governance studies suggest that sometimes the legislature, though well-meaning, assumes some of the responsibilities it has specifically delegated to the Wyoming State Board of Education.

Recent Legislative Actions--The past two legislative sessions have seen a marked increase in statutory proposals that would impact the state content standards promulgated by the State Board of Education, through the WDE. Several of these proposals were successful, including the Indian Education for All Act approved by the legislature and governor in 2017 and the additions of computer science and computational thinking, along with the permissive Megan’s Law approved by the legislature and governor in 2018. Additional statutory proposals that would affect the state content standards were unsuccessful. These included proposals for a required fourth year of high school mathematics, an additional graduation requirement mandating instruction in cardio-pulmonary resuscitation, and an additional graduation requirement mandating civics testing. A (failed) proposal to change the Success Curriculum requirements for the Hathaway Merit Scholarship would not have changed the state standards, but would influence students’ course taking patterns, which would have an impact on districts’ curriculum offerings. Another proposal to make the primary grades foreign language instruction permissive, passed the state legislature but was vetoed by the governor.

Concerns raised by members of the State Board of Education and others in the education advocacy world both acknowledged the well-intentioned background of these proposals and raised concerns about the appearance that such proposals went outside the usual process of standards creation by the WDE with deliberation by the state board and input from the public. These concerns were magnified in the context of the declining state budget. Most state policy watchers were doubly concerned, because the recalibration process, which is supposed to begin with a critical analysis of what is in the “basket of goods and services” saw the addition of new instructional requirements going into the basket at a time when funding is being reduced.

The District Context--In 2011, the Wyoming State Legislature with approval from the governor enacted the Wyoming Accountability in Education Act (WAEA). Phase 1 of this initiative established a school accountability system with targets set by the state board through a deliberative process including a Professional Judgment Panel (PJP) with membership comprised according to statute. Schools are now individually rated as exceeding expectations, meeting expectations, partially meeting expectations, or not meeting expectations. These very public appraisals of the state accountability system have sharply focused schools’ attention on the improving performance in English, mathematics, and science. During this same timeframe, new state standards created by the WDE (with broad input from educators and others) and promulgated by the state board, significantly raised the rigor in these three subject areas.

Since then, the state legislature has added Phase Two accountability for district and school leaders and for certified teachers. The state board will likely approve the revised

Chapter 29 rules that give the details for leader accountability at its May meeting. The state board is also participating in the Phase Two teacher accountability system development, which has more direct requirements for including student assessment performance results in determining teacher ratings. Both these initiatives will place additional emphasis on the tested subjects of English, mathematics, and science. Consequently, there is less emphasis on the other subject areas and apprehension at adding new ones like computer science, even though many would agree that this modernizes the K-12 program overall.

In addition, it is not lost on school personnel that WS § 21-9-101(b)(ii) stipulates “for grades one through eight reading, writing, and mathematics shall be emphasized under the common core of knowledge, ...” So it is not surprising that those observers of state education policy are grappling with the dual message that accountability for basic skills is the primary mission of schools to which they will be held accountable, while at the same time the legislature is adding additional instructional requirements.

Recommendations from the State Board--The following recommendations are offered for consideration to the Joint Education Interim Committee. The state board is willing to collaborate with any and all interested parties to review and examine the quality and quantity of standards currently in the educational “basket of goods and services.” This would be a significant undertaking by the state board, but certainly within their purview given the statutory context described above. The state board also recognizes that it has limited authority and ability and wishes to work within the constraints of the WDE and wishes of the state legislature.

1. The state board has recently reached out to the following educational organizations to ask them to participate in a thoughtful and thorough review of the current (and pending) array of state standards. Leaders from the Wyoming School Boards Association, Wyoming Association of School Administrators, Wyoming Curriculum Directors Association, Wyoming Secondary Principals Association, Wyoming Elementary and Middle School Principals Association, and Wyoming Education Association have each agreed to participate in whatever review process is recommended by the state board with input from the Joint Education Interim Committee (JEIC).
2. The state board is willing to organize a broad constituency group representing education leaders, trustees, faculty members, parents, employers, and others to review the entire array of state standards and make recommendations about the number and rigor of standards and other mandates on teachers (i.e. suicide prevention, anti-bullying, Megan’s Law, etc.). Such recommendations would be forwarded to the JEIC and adhere to the current WDE timeframe for standards review and revision.
3. The state board is willing to pilot recommendations one or two (or both) and repeat this process on a five-year cycle as provided for in statute, one year in

advance of the five-year recalibration effort. This would provide consultants, like APA or Odden and Picus, with a Wyoming field-based assessment of the “basket of goods and services,” in a timely manner.

4. The state board is asking members of JEIC to temper requests for additional entries into the basket until a field-based review is completed and reported to this committee. Such a request would not impose a moratorium on the well-intentioned proposals from the state legislature, but would caution legislators that adding items to the current basket may require additional instructional time, additional funding, or elimination of other items currently in the basket.
5. The state board recommends continuing the process and time frame for standards review and revision and acknowledges the excellent work of the department in creating standards that are modern, rigorous, and leading to the educational outcomes framed in WS § 21 -2-304(b)(ii). It goes without saying that the state board acknowledges the highly effective role of the State Superintendent and Department of Education in convening standards setting groups and integrating the Common Core of Skills into the, now ten, subject areas comprising the Common Core of Knowledge.

CREATING
OPPORTUNITIES
FOR STUDENTS TO
KEEP WYOMING
STRONG

Memorandum

To: Joint Education Interim Committee

From: State Board of Education, Wyoming
Department of Education, Office of the
Attorney General

Date: May 9, 2018

Subject: Update on Chapter 6, 10, & 31 Rules

Meeting Date: June 6, 2018



JILLIAN BALOW
Superintendent of Public Instruction

DICKY SHANOR
Chief of Staff

BRENT BACON
Chief Academic Officer

MEGAN DEGENFELDER
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Introduction

The Chapter 6, 10, and 31 Rules are intricately related, with each chapter impacted by the other. For example, Chapter 10 (State Standards) outline what students must know and be able to do at specific points throughout their educational experience, including by the time they graduate from high school. The *benchmarks* (what students should know) and *performance level descriptors* (how well they should know it) described in Chapter 10 provide a framework for districts to establish local graduation requirements as well as a local assessment system that measures successful completion of the courses students take to earn a diploma, both of which are required in Chapter 31 (Graduation Requirements). It is through accreditation (Chapter 6) that schools and districts are held accountable for their adherence to the state standards in Chapter 10 and graduation requirements in Chapter 31.

This report is intended to provide the Joint Education Interim Committee with an update on these three sets of rules. While this update provides a summary of the work that led up to the rule promulgation, the rationale for each set of rules can be found in the attached Statement of Reasons for each chapter.

Chapter 6 - Accreditation

In July 2017, the Wyoming Department of Education (WDE) presented options for a state-led accreditation process to the State Board of Education (SBE). The state-led accreditation process is intended to ensure schools and districts implement statutory requirements that can lead to improved student outcomes.

The WDE established an Accreditation Task Force comprised of educators from across the state. The task force met in the spring of 2018 and suggested revisions to the Chapter 6 rules and designed the components of the state-led accreditation process. The WDE will pilot the new accreditation process during the 2018-19 school year and finalize it with the task force in the following summer.

In April, the WDE presented the recommendations for the state-led accreditation process to the SBE. The SBE took action to promulgate the Chapter 6 Rules, which includes criteria for accreditation, and the Governor's Office gave the WDE permission to proceed with public comment for these rules on May 4th. The public comment period is open until June 29th.

Chapter 10 - State Standards

The SBE evaluates and reviews the uniformity and quality of the educational standards imposed under W.S. 21-9-101 including the student content and performance standards. For the past year, the WDE Standards Team convened three Standards Review Committees to review and make recommendations for the content areas of Mathematics, Science Extended, and Social Studies Standards. The WDE Standards Team started the review process by conducting regional community input meetings across Wyoming in May 2017 to inform the public of the standards review process, as well as to gather public input for the Review Committee to consider during the review process.

- The Math Standards Review Committee (MSRC) reviewed the current 2012 Mathematics Standards and identified areas to revise and enhance the current standards.
- The Science Extended Standards Review Committee (SESRC) reviewed and extended the current 2016 Science Standards, making them accessible to students with the most significant cognitive disabilities.
- The Social Studies Standards Review Committee (SSSRC) reviewed the current 2014 Social Studies Standards and identified areas to revise and enhance the current standards in order to meet the requirement of 2017 HEA 119, or Indian Ed for All.

After the Standards Review Committees complete their review of the three content areas, the WDE Standards Team hosted regional public input meetings in five (5) locations around the state in March 2018 and collected public input online from February through April 2018. The team also held an additional meeting on the Social Studies Standards at an event in Fremont County.

In April, the WDE Standards Team presented the recommendations for all three content areas to the SBE. The SBE took action to promulgate the Chapter 10 Rules which will incorporate these standards revisions by reference. On May 4th, the Governor's Office gave the WDE permission to proceed with public comment for these rules. The public comment period is open until June 29th.

Chapter 31 - Graduation Requirements

During the last half of the 2017-18 school year, a committee representing school districts, SBE, WDE, and the Governor's Office discussed the Chapter 31 Rules with assistance from the

Attorney General's (AG) office. The group reached consensus on the content in January 2018, and the chapter was revised based on their input. Throughout the process, the committee and the AG's office provided valuable feedback and guidance to ensure that the rules represented the statutory requirements related to the District Assessment System, high school diploma requirements, and equity of opportunity to learn.

In April, the WDE presented the recommendations for all three content areas to the SBE. The SBE took action to promulgate the Chapter 31 Rules, and the Governor's Office gave the WDE permission to proceed with public comment for these rules on May 4th. The public comment period is open until June 29th.

Administrative Committee Summary

May 2, 2018

Attendance: Tom Sachse, Walt Wilcox, Kenny Rathbun, Max Mickelson, Robin Schamber, Sue Belish, Kylie Taylor, Mackenzie Williams, Megan Degenfelder, Kari Eakins, Julie Magee

1. Review draft agenda for May meeting
 - a. The committee discussed the various items that had been suggested for the May meeting. Several items were referred to future meetings to enable sufficient time for discussion on topics for the Joint Education Interim Committee (JEIC) meeting in June. Tom will provide the board with the information he proposes to share with the JEIC for our input and approval.
 - b. Items for future board meetings include: an update on charter schools; contract for communications support, and a report on alternative calendar schools/districts.
 - c. The May meeting is an electronic meeting that is scheduled to begin at 8:00 AM and end around 12:00 PM.
 - d. At the next committee meeting we will discuss topics and logistics for the September retreat and board meeting.
2. Review draft governance policies
 - a. The committee discussed the first seven sections of the governance policies. A few wording changes were suggested. Section 5 on removal of board members proved challenging. Tom and Mackenzie will work on a revision to the policy statement wording. The committee supports the work that has been done to ensure that the policies are aligned and clear. The first seven policies will be presented to the board for adoption in May.
 - b. Tom indicated that the Communications Committee will work with the policies in sections 17-21 and 28-29 since many of them pertain to how the board communicates with the public, how the public communicates with the board, and how the board communicates with each other.
 - c. Tom will work on revisions to policies 8-16 to share with the Administrative Committee at our next meeting.
3. Consider a change to the June/July meeting date
 - a. Julie Magee asked that the board consider changing the date for the June 21st and/or July 19th meetings to accommodate the rules promulgation process. The public comment period for Chapters 6, 10, and 31 will end on June 29th. After the comment period is over the board must respond to comments and decide if there is a need to make changes to the proposed rules (which if substantive could require a review committee to reconvene and the rules to be re-promulgated) or if the rules will be adopted as proposed. Should the board decide to adopt the rules they would then be sent to the Governor for his approval (he has 75 days to consider them). In other words, time is of the essence. In reviewing potential topics to be addressed at an early June board meeting we concluded that there were no pressing issues. Julie also asked that we move the July meeting to an

earlier date so if adopted, the chapter rules could be sent to the Governor as soon as possible.

- b. The committee is recommending that we cancel the June 21st meeting and move the July meeting to the 12th.
4. Develop a recommendation for moving forward with the conversation about the Common Core of Knowledge and Skills (CCK&S) with a wider stakeholder audience.
 - a. While the JEIC has not directed the board to conduct a study on (CCK&S), board members supported the SBE going forward with a conversation with stakeholders. It is too late to get a survey out for graduation and it may be too late to arrange a summer meeting since many district and state level activities are already planned. The committee would like Tom to prepare a recommendation for how to proceed with the idea. Included in his proposal would be suggestions about:
 - i. Who should be involved
 - ii. What do we want to learn
 - iii. What do we want to do with the input we receive
 - iv. What questions should be asked
 - v. How will we get folks involved in the process
 - vi. How and to whom will we report the results
5. Other Issues
 - a. Orientation for new board member
 - i. Tom and Sue will look for a time to travel to Powell to provide Forrest with more information about board duties and protocols. We hope that we can work out a time for Julie or Megan or Kylie to join us via Zoom or the phone to assist in the process.
 - b. Professional Judgement Panel Contract
 - i. The contract for BETA has made it through the AG's office and is ready to be signed. We will now need to encumber the funds for the contract out of this budget.

SBE Communications Committee
May 1, 2018

Communications Committee members present via Zoom: Ryan Fuhrman and Robin Schamber.

Members absent: Kathryn Sessions and Scotty Ratliff.

Also present: Kylie Taylor, WDE; Kari Eakins, WDE; Tom Sachse, and Kelly Pascal.

May 1, 2018

CALL TO ORDER

Chairman Fuhrman called the meeting to order at 3:32 p.m.

APPROVAL OF MINUTES

Minutes from the April 3 meeting were looked over, no objections or changes were expressed, the minutes were approved.

Review Kelly's Contract

Ryan reviewed Kelly's contract and indicated that there is 40.9% left and the board has two months left.

Communication Topics

The committee discussed Chapter 31 and Computer Science and ways to get more attention from the media for the SBE on these issues.

Projects

Tom Sachse gave an update on the work he has been doing on the Governance Policies. Tom would like recommendations for changes from committee members.

Stakeholder Communication Update

Chairman Fuhrman asked the committee what the thoughts were from our presentation from Wyoming Teacher of the Year and BOCES. Robin Schamber indicated that it was a great presentation and that is the reason she serves on the board for stories like those.

Kylie Taylor said she has reached out to Rebecca Watt to present at the May meeting on the 18th and she has agreed to present to the board.

Chairman Fuhrman suggested moving Amber Ash's presentation to the June board meeting because it might be a little late now to reach out to her.

Kelly shared the Wyoming Awards spreadsheet that she created and indicated that she will continue more work on it to keep it updated.

Twitter Update

Chairman Fuhrman said Twitter looked good and the analytics show the tweet about Sara Reed has been the most popular.

May Action Items

Kylie will reach out to Amber Ash to present to the board in June and work with Kelly on the Wyoming Awards spreadsheet. Tom will find a district angle for computer science to present on the impact. Kelly will continue work on Wyoming Awards spreadsheet as well as contact media outlets interested in Rules Promulgation.

CREATING
OPPORTUNITIES
FOR STUDENTS TO
KEEP WYOMING
STRONG

Memorandum

To: State Board of Education
From: Megan Degenfelder, Chief Policy Officer
Elaine Marces, Education Consultant
Date: May 8, 2018
Subject: Alternative Schedule Requests for 2018-19 &
2019-20

Meeting Date: May 18, 2018

Item Type: Action

Background:

Wyoming Statutes 21-2-304(b)(viii) and 21-4-301 provide the opportunity for school districts to apply for a waiver to the statutory requirement for schools to be in session for 175 student contact days each year. Districts may request approval for an alternative schedule for up to two school years by submitting an application that includes educational objectives, a description of the proposed schedule and copy of the proposed calendar, a description of the methods to be used to evaluate improved student achievement, evidence of two advertised public meetings, public comment records, and evidence of meeting required hours for each grade level. Districts that are initially approved for two years must submit a letter of intent to continue their alternative schedule for the second year. No district may be approved for an alternative schedule for more than two years at a time.

Section 4 of the Chapter 21 Education Rules (Alternative Schedules) requires districts to submit a request to the State Board between January 1 and May 1 of each year. On [December 11, 2017](#), districts were invited to submit their application materials by March 5, 2018 or May 1, 2018. The State Board of Education will vote to take action on approving the alternative schedule requests that were submitted on May 1st.

Statutory Reference (if applicable):

- W.S. 21-2-304(b)(viii) and 21-4-301
- Education Rules, Chapter 21: Alternative Schedules



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New Requests: The following school districts have submitted all required materials and are requesting approval from the State Board of Education to implement an alternative school schedule:

District Name	School Name(s)	for SY1 2018-19	and SY2 2019-20	Description	All Required Materials ?
Albany #1	Rock River Schools	151 Student Contact Days 173 Teacher Contract Days	N/A	4 day week	Yes
Converse #1	Dry Creek Moss Agate Shawnee Walker Creek White	151 Student Contact Days 174 Teacher Contract Days	N/A	4 day week	Yes
Crook #1	All	152 Student Contact Days 168 Teacher Contract Days	N/A	4 day week	Yes
Fremont #6	All Schools	165 Student Contact Days 180 Teacher Contract Days	165 Student Contact Days 180 Teacher Contract Days	4 day week	Yes
Fremont #24	All Schools	171 Student Contact Days for Secondary 166 Student Contact Days for Elementary 181 Teacher Contract Days	N/A	Late start for farming activities	Yes
Natrona #1	Midwest School	147 Student Contact Days 188 Teacher Contract Days	147 Student Contact Days 188 Teacher Contract Days	4 day week	Yes
Uinta #4	All Schools	165 Student Contact Days 180 Teacher Contract Days	165 Student Contact Days 180 Teacher Contract Days	4 day week	Yes

Uinta #6	All Schools	150 Student Contact Days 160 Teacher Contact Days	150 Student Contact Days 160 Teacher Contact Days	4 day week	Yes
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Supporting Documents: Each district’s application is available upon request.

Information Only: The following school districts were previously approved for an alternative schedule for 2017-18 and 2018-19:

- Campbell #1 – Westwood High
- Fremont #2 – All Schools
- Johnson #1 – Kaycee Schools

Proposed Motions:

“I move that the requests for alternative schedules be approved for the 2018-19 and 2019-20 school years.”

For questions or additional information:

Contact Elaine Marces, elaine.marces@wyo.gov or 307-777-6210.

CREATING
OPPORTUNITIES
FOR STUDENTS TO
KEEP WYOMING
STRONG

Memorandum

To: State Board of Education
From: Laurel Ballard, Supervisor
Student and Teacher Resources Team
Date: May 9, 2018
Subject: Chapter 29 – Leader Evaluations

Meeting Date: May 18, 2018

Item Type: Action

The Wyoming Department of Education (WDE) worked with the Certified Personnel Evaluation System (CPES) Advisory Panel – Leaders and Regional Educational Laboratory (REL) Central to make recommendations on the leadership evaluation system and Chapter 29 to the State Board of Education (SBE).

The CPES Advisory Panel - Leader has been meeting for a year with the last meeting on May 4, 2018. Between the April and May meetings the WDE presented the Chapter 29 Rules to the Wyoming Association of School Administrators (WASA) and Wyoming Curriculum Directors Association. Written feedback opportunities were also provided through a survey, which was provided to WASA, Wyoming School Boards Association, State Board of Education, curriculum directors, and both principal associations.

At the May meeting, the CPES Advisory Panel – Leaders reviewed and revised the Chapter 29 Rules and finalized the crosswalks of 8 leader evaluation systems to determine alignment to the standards associated with the state developed model. The CPES Advisory Panel – Leaders reached full consensus on the current draft of Chapter 29. The rules create the requirements associated with the State Defined District and School Leader Evaluation System and the Locally Designed District and



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School Leader Evaluation System. These systems are virtually identical except the locally designed system is allowed to deviate from all standards in the state defined model. The only exception is that both systems must align to Standard 1.

The CPES Advisory Panel – Leader is also recommending to the State Board that an optional rubric be developed for Standard 6, Ethics and Professionalism. Only two of the eight evaluation system address this standard. Given its significance, providing an optional rubric for districts to use could be useful for those who use an evaluation system that does not include this standard.

Statutory Reference (if applicable):

- W.S. 21-2-304(b)(xvi)
- Board Rules, Chapter 29: Certified Personnel Evaluation Systems

Supporting Documents/Attachments (if applicable):

- Certified Advisory Panel Members - Leader
- Chapter 29 Rules - Clean Copy
- Chapter 29 Rules - Strike and Underline Copy
- Wyoming Education Leaders Standards
- Comparison of State Defined vs. Locally Designed Evaluation Systems
- Wyoming District and School Leader Evaluation Components
- Glossary of Terms
- Leader Evaluation Crosswalk Summary
- Leadership Governance Evaluation Crosswalk CPES Review Results
- WSBA Superintendent Evaluation Crosswalk CPES Review Results
- McREL Superintendent Evaluation System Crosswalk CPES Review Results
- McREL Central Office Evaluation System Crosswalk CPES Review Results
- McREL Standards-Based Principal Evaluation Crosswalk CPES Review Results
- Marzano District Leadership Crosswalk CPES Review Results
- Marzano School Leadership Crosswalk CPES Review Results
- Leader in Me Evaluation Crosswalk CPES Review Results

Chapter 29
Evaluation Systems for District and School Leaders and Other Certified Personnel

STATEMENT OF REASONS

The State Board of Education is required by W.S. § 21-2-304(b)(xvi) to promulgate leader evaluation system rules and regulations. The State Board of Education requests adoption of the emergency rules so that school districts implementing leader evaluation systems will be provided with clear guidelines, requirements, and processes.

During the 2017 legislative session, SF36/SEA 31 was passed making changes to W.S. § 21-2-304(b)(xvi), leader evaluation systems. The State Board of Education has a requirement to “not later than July 1, 2018, promulgate rules and regulations for implementation and administration of a comprehensive performance evaluation system for school and district leadership, including superintendents, principals and other district or school leaders serving in a similar capacity. The performance evaluation system shall identify professional standards prescribed by board rule and regulation. The system shall also allow districts opportunity to refine the system to meet the individual needs of each district. Any alternative leader evaluation system shall be approved by the state board, through the department, before adoption.”

This has required extensive change to Chapter 29. School districts are required to evaluate superintendents and other district and school leaders through the use of a district leader evaluation system. Chapter 29 creates a comprehensive performance evaluation system. Included in the system are definitions for district and school leadership, professional standards, and required components of individual district and school leader evaluation systems. These rules offer districts the ability to refine their evaluation system, evaluating leaders on six of the seven state defined leader evaluation standards, as long as Standard One, *Unwavering focus on maximizing the learning and growth of all students* is included. Districts using either the state defined model or the state defined model with refinements models will be required to submit an annual assurance that they have implemented a leader evaluation system model that meets these requirements.

Chapter 29 also provides requirements for districts choosing to implement an alternative leader evaluation model. Such systems must be approved by the State Board of Education, include the leader evaluation required components, and Standard One, *Unwavering focus on maximizing the learning and growth of all students*.

Only minor changes have been made to sections related to certified personnel evaluation systems. District and school leaders are not subject to the requirements for the certified personnel evaluation systems. Teacher evaluation statutes found in W.S. § 21-2-304(b)(xv) do not go into effect until July 1, 2019, and advisory committee to the State Board of Education is currently meeting to recommend changes to the certified personnel evaluation systems portion of the Chapter 29 Rules.

CPES Advisory Panel Members



Karen Bienz – School Board Member, Albany #1

Jeff Brewster – Director of HR Development at Natrona #1

Jean Chrostoski – Superintendent, Goshen #1

Joel Dvorak – Consultant, State System of Support

Brad LaCroix – Superintendent, Weston #1

Wanda Maloney – Assistant Superintendent, Sweetwater #1

Christina Mills – Curriculum Director, Fremont #24

Tom Sachse – State Board of Education Board Coordinator

Glen Suppes – Principal, Platte #2

WDE: Laurel Ballard & Shelley Hamel

Facilitation - Joe Simpson

Chapter 29

EVALUATION SYSTEMS FOR DISTRICT AND SCHOOL LEADERS AND OTHER CERTIFIED PERSONNEL

Section 1. Authority. These rules and regulations are promulgated pursuant to Wyoming Statutes 21-2-304(b)(xvi) and (xv).

Section 2. Definitions.

(a) “Best practice” means practices that have produced positive, documented results in a similar situation and could be replicated.

(b) “Certified personnel” means all personnel, including classroom teachers and others who are required by the State of Wyoming to hold licensure through the Wyoming Professional Teaching Standards Board or a Wyoming professional licensing agency.

(c) “Certified personnel evaluation system” means a standard structure and set of procedures by which a school district initiates, designs, implements and uses evaluations of its certified personnel for the purposes of professional growth and continued employment.

(d) “District leader” means a person employed as superintendent of schools by any district board of trustees or other district leader serving in a similar capacity, as determined by the local board of trustees.

(e) “Equitable” means dealing fairly and equally with all concerned.

(f) “Evaluation cycle” means the timelines under which the various components of an evaluation process occurs.

(g) “Evaluation system standards” means the standards identified or approved, as part of a proposed locally designed district and school leader evaluation system, by the State Board of Education that define the knowledge and skills expected of persons who will be evaluated.

(h) “Evaluator” means the person primarily responsible for administering an evaluation.

(i) “Formative feedback” means information communicated to a person being evaluated that is intended to modify thinking or behavior.

(j) “Locally designed district and school leader evaluation system” means a locally designed district and school leader evaluation system comprising the comprehensive system components described in section 3 of this rule and meeting the other requirements established in section 5, which must be evaluated and approved by the State Board of Education, prior to implementation and administration by a board of trustees.

(k) “Multiple measures” means using more than one method or source of data to determine a person’s level of performance in an area of practice or outcomes.

(l) “Performance criteria” means the areas on which a person is evaluated.

(m) “Performance level descriptor” means a rating used to summarize the knowledge and skills associated with each performance level used in a ratings system.

(n) “Professional practice” means the knowledge and skills expected of persons being evaluated, as defined in standards and associated elements.

(o) “Ratings system” means a system of classification by which information is provided regarding the professional practice of persons being evaluated as measured against evaluation system standards.

(p) “Reliable” means dependable; obtaining the same results with repeated use or application.

(q) “Research-based” means basic or applied research that:

(i) Has been published in a peer-reviewed journal or approved by a panel of experts;

(ii) Has been replicated by other researchers; and

(iii) Has a consensus in the research community that the study’s findings are supported by a critical mass of additional studies.

(r) “School leader” means a school principal or other school leader serving in a similar capacity, as determined by the local board of trustees.

(s) “Significantly amended” means a change to an evaluation system that replaces an existing system or materially changes any required component of an existing system.

(t) “Stakeholder” means an individual who is or will be directly impacted by the evaluation system.

(u) “State-defined district and school leader evaluation system” means a district and school leader evaluation system comprising the comprehensive system components described in section 3 of this rule and meeting the other requirements established in section 4.

(v) “Student performance growth data” means data that shows outcomes for students, including student achievement test scores and other non-academic measures of student outcomes.

(w) “Summative evaluation” means a written summary of performance based on data collected during the evaluation cycle.

(x) “Summative rating” means the overall rating, as provided for in a ratings system, assigned to a person being evaluated at the conclusion of an evaluation cycle.

Section 3. Comprehensive Performance Evaluation Systems.

(a) Each board of trustees shall implement and administer:

(i) A comprehensive performance evaluation system for school and district leaders based on professional standards identified or approved by the State Board of Education and including all elements of the comprehensive performance evaluation system for school and district leaders described in section 4 of this rule, and that may be either:

(A) The state-defined district and school leader evaluation system, with or without revisions, as described in section 5 of this rule and pursuant to W.S. 21-2-304(b)(xvi); or

(B) A locally designed district and school leader evaluation system that has been evaluated and approved by the State Board of Education, as defined and described in section 6 of this rule and pursuant to W.S. 21-2-304(b)(xvi); and

(ii) A comprehensive school district teacher performance evaluation system, as defined and described in sections 7, 8, and 9 of this rule and pursuant to W.S. 21-2-304(b)(xv).

(b) A board of trustees may elect, at any point, to change the comprehensive performance evaluation system for school and district leaders from state-defined to locally designed, or from locally designed to state-defined, so long as the board of trustees notifies Department of such change, submits system details for approval, if required, and the evaluation system continues to meet all requirements of this rule.

Section 4. Required Components of Comprehensive Performance Evaluation Systems for District and School Leaders. A comprehensive district and school leader evaluation system, whether state-defined or locally designed, shall include the following components, subject to any refinements and alternatives permitted by sections 5 and 6:

(a) A leader evaluation system shall use more than one measure for each standard in order to provide a more comprehensive and accurate assessment of performance.

(b) A leader evaluation system shall include a ratings system designed to identify each leader’s summative level of performance, using a performance level descriptor, based on the evaluation system standards that are the focus of the evaluation. The ratings system may provide for multiple ratings (i.e., a rating for each standard) so long as they are able to be combined to yield a summative level of performance. To facilitate compliance with W.S. 21-3-

110(b), leader evaluation systems shall have at least three summative performance level descriptors indicating performance that is ineffective, in need of improvement, and at least one other level.

(c) A leader evaluation system shall be implemented in accordance with an evaluation cycle developed to evaluate district and school leaders at least annually. It shall provide for a continuous improvement process that uses goal-setting, self-analysis, and information and data analysis to identify areas for professional growth and to refine goals; formative feedback; and a planning process during which appropriate growth opportunities and supports are identified.

(d) A leader evaluation system shall use guidance documents and training materials to prepare evaluators and persons being evaluated for the implementation and administration of systems.

(e) A leader evaluation system shall include quality controls, including policies and procedures to ensure that the system is implemented with fidelity.

(f) A leader evaluation system shall include supports for persons being evaluated to foster professional learning and growth, and aid in building capacity.

Section 5. State-Defined District and School Leader Evaluation System: Components, Implementation, and Administration.

(a) The following standards and associated elements are the core of the state-defined district and school leader evaluation system:

(i) **Standard 1** – Unwavering focus on maximizing the learning and growth of all students:

(A) In collaboration with others and in alignment with district strategic priorities, use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programming.

(B) Ensure the alignment of the assessments to district identified prioritized standards used to track student growth and achievement over time.

(C) Use multiple data measures appropriately within the technical limitations to monitor students' progress toward learning objectives to improve instruction.

(D) Ensure a system of accountability for students' academic success and career readiness.

(E) Develop and maintain longitudinal data and communication systems to deliver actionable information for district, school, and classroom improvement.

(F) Lead the implementation of a high-quality student support and assessment system.

(G) Ensure high expectations for achievement, growth, and equity in opportunities for all students.

(H) Work with staff to evaluate and use data to improve student achievement.

(ii) **Standard 2** – Instructional and assessment leadership:

(A) Focus on student learning by leading the implementation of a rigorous, relevant and prioritized curriculum and assessment system.

(B) Work collaboratively to implement a common instructional framework that aligns curriculum with teaching, assessment, and learning and guides teacher conversation, practice, observation, evaluation, and feedback.

(C) Recognize a full range of pedagogy and monitor the impact of instruction.

(D) Ensure that there is differentiation, personalization, intellectual stimulation, collaboration, authenticity, and recognition of student strengths in instructional practice.

(E) Promote the effective uses of technology to support teaching and learning.

(F) Ensure the use of formative assessment data to inform instruction.

(iii) **Standard 3** – Developing and supporting a learning organization:

(A) Effectively lead the implementation of a high-quality educator support and evaluation system that advances the professional growth of their staff.

(B) Have a solid understanding of adult learning and ensure that all adults have the knowledge, skills, and dispositions necessary to promote student success.

(C) Create and/or support collaborative learning organizations to foster improvements in teacher practices and student learning.

(D) Guide implementation of improvement initiatives and provide the time and support for these initiatives to achieve desired outcomes.

(E) Lead the evaluation of new and existing programs as part of a continuous improvement process.

(F) Cultivate the ability of teachers and other members of the community to become leaders by providing assistance and leadership opportunities.

(G) Facilitate high functioning groups of faculty and staff.

(iv) **Standard 4** – Vision, mission, and culture:

(A) Use relevant data and collaborate with members of the school, district, and community to create and endorse a vision for the achievement of every student.

(B) Articulate, advocate, and cultivate core values that define the school's/district's culture and stress and imperative of academic success, child-centered education, high expectations and student support, equity, inclusiveness, social justice, openness, caring, and trust.

(C) Create and maintain a positive climate with a trusting, safe environment that promotes effective student learning and adult practice.

(D) Collaboratively evaluate the mission and vision, modifying them based on changing intentions, opportunities, demands, and positions of students, staff, and community.

(v) **Standard 5** – Efficient and effective management:

(A) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an effective team.

(B) Facilitate the adaptation and monitoring of operational systems and processes to ensure a high-performing organization that includes clear expectations, structures, rules, and procedures for effective and efficient operations focused on high-quality teaching and learning.

(C) Limit the number of initiatives and ensure that whatever programs and strategies are implemented in their school/district are supported by the best research available and are aligned to school and district plans.

(D) Use appropriate strategies to guide their organizations through change (e.g. first- and second-order change strategies).

(E) Support the learning of all students by inventively appropriating and regulating monetary, human and material supplies, time, equipment, technology, and alliances with school and district goals.

(F) Ensure the expectation that students, staff, and the school/district engage persistently within the guidelines of federal, state, and local laws, policies, regulations, and statutory requirements.

(vi) **Standard 6** – Ethics and professionalism:

(A) Lead with integrity by modeling fundamentals of mindfulness, deliberate practice, clarity, perseverance, trust, fairness, and ethical behavior.

(B) Establish a culture in which exemplary ethical behavior is expected and practiced by all faculty, staff, students, and volunteers.

(C) Significantly contribute to district and state initiatives.

(D) Evaluate the potential ethical, legal, and precedent-setting consequences of decision-making.

(vii) **Standard 7** – Communication and community engagement:

(A) Advocate and effectively communicate with a range of stakeholders, from students and teachers to parents and members of the larger community, including media, to advance the organization’s vision and mission.

(B) Implement and maintain policies to establish working relationships with the community and media to garner support and build consensus for school/district goals.

(C) Use community engagement efforts to identify and share successes and to address challenges for the benefit of students.

(D) Are easily approached, available, and inviting to students, staff, and community.

(E) Are intentional about welcoming improvement ideas from outside the school system, but still within the community.

(b) To meet the requirement provided for in section 3(a) by using the state-defined district and school leader evaluation system, as described in section 3(a)(i)(A), a board of trustees shall use a minimum of six (6) of the seven (7) standards, including standard 1, and a majority of the associated elements. The board of trustees shall provide an assurance of implementation and, thereafter, an annual assurance of administration, in adherence with the following:

(i) On or before November 1, 2018, the board of trustees shall provide the Department, on behalf of the State Board of Education, with an assurance that the board of trustees has or will implement a state-defined system. This assurance shall serve as confirmation

that the board of trustees or district has or will adopt policies and procedures, which may allow for variation in evaluation of district leaders and school leaders, clearly describing the following:

- (A) The purpose and goals of the evaluation system;
- (B) The measures used to evaluate district and school leaders;
- (C) The procedures for the collection and appropriate use of all data, and other quality controls used to support implementing and administering the system with fidelity;
- (D) The methodology and ratings system that lead to a summative rating from among district-established performance level descriptors indicating performance that is ineffective, in need of improvement, and at least one other level;
- (E) The evaluation cycle which includes, at a minimum, a collaborative goal-setting process, provides formative feedback, the identification of professional growth opportunities and targeted supports, and the following:
 - (I) Every evaluation shall be carried out on a timeline established by the board of trustees, in consultation with the district superintendent, to ensure that evaluators and any person being evaluated have sufficient time to consider and complete all aspects of the evaluation cycle;
 - (II) The board of trustees shall evaluate any person employed as superintendent of schools in accordance with the district's evaluation methodology;
 - (III) The district superintendent shall ensure that the evaluation of all other district leaders, principals, and other school leaders is carried out in accordance with the district's evaluation methodology;
 - (IV) Every district leader and school leader shall be evaluated no less than annually using standard 1 for each evaluation along with any other standards the board of trustees or district includes in an annual review;
 - (V) Every district leader and school leader shall be evaluated on each evaluation system standard not less than once every three (3) years; and
 - (VI) Every evaluation shall be concluded with a written summary of annual evaluation findings and recommendations for improvement.
- (F) A plan to ensure that every employee of the board of trustees or district who is an evaluator or a person being evaluated on the evaluation system is trained on using the system and any related tools and receives all guidance documents;

(G) A plan for making training and guidance documents available to all members of the board of trustees and other employees identified by the board or superintendent;

(H) A plan for supporting professional learning, growth, and improvement in response to the evaluation system's summative ratings, written summaries, and the professional growth plans of persons being evaluated;

(I) A plan for evaluating the district's implementation of the system and the effectiveness of related tools, training, and guidance documents.

(ii) On or before November 1, 2019, and by the same date each year thereafter, each board of trustees shall provide the Department, on behalf of the State Board of Education, with an assurance that the district will administer the evaluation system through the consistent application of the policies and procedures developed pursuant to paragraph (b)(i) of this section.

(iii) Following any revision of the standards described in section 5, each board of trustees shall, on or before November 1 of the subsequent school year, provide the Department, on behalf of the State Board of Education, with an assurance that the district has modified its policies and procedures to ensure continued alignment with the standards.

Section 6. Locally Designed District and School Leader Evaluation System: Design Requirements and Requirements for Submission to the State Board of Education; State Board of Education Evaluation and Approval Criteria; Implementation; and Administration.

(a) On or before November 1, 2018, if applicable, the board of trustees shall notify the State Board of Education of its intention to implement and administer a locally designed district and school leader evaluation in lieu of the state-defined system described in section 3(a)(i)(B). In giving notice, the board of trustees shall submit the following to the Department, on behalf of the State Board of Education, for evaluation:

(i) The standards and associated elements that the board of trustees and district will use for annually evaluating district leaders and school leaders, along with evidence that the district's standards reflect best practice. Standard 1 of the state-defined system (section 4(a)(i) of these rules) must be included within the standards selected or developed by the board of trustees. At the discretion of the board of trustees, different standards may be developed for the evaluation of district leaders and school leaders. Standards and elements, upon State Board of Education approval, shall be deemed performance standards identified or established by the State Board of Education pursuant to W.S. 21-2-304(b)(xvi).

(ii) A description of the extent to which those standards are the same as or similar to the standards that are part of the state-defined system.

(iii) A description of the implementation timeline and major action steps, including training, the board of trustees will take, following approval by the State Board of Education, to complete implementation of the locally designed system on that timeline.

(iv) A description of the purpose and goals of the evaluation system.

(v) An assurance that the board of trustees has defined the measures used to evaluate district and school leaders.

(vi) An assurance that the board of trustees has established procedures for the collection and appropriate use of all data, and other quality controls that will be used to support implementing and administering the system with fidelity.

(vii) An assurance that the methodology and ratings system used to provide any person being evaluated with a summative rating from among district-established performance level descriptors indicating performance that is ineffective, in need of improvement, and at least one other level.

(viii) An assurance that the board of trustees has established an evaluation cycle which includes, at a minimum, a collaborative goal-setting process, formative feedback, the identification of appropriate professional growth opportunities, and targeted supports, and the following:

(A) Every evaluation shall be carried out on a timeline established by the board of trustees, in consultation with the district superintendent, to ensure that evaluators and persons being evaluated have sufficient time to consider and complete all aspects of the evaluation cycle;

(B) Every district leader and school leader shall be evaluated no less than annually using standard 1, as defined in section 5, for each evaluation along with any other standards the board of trustees or district identifies for inclusion in an annual review;

(C) Every district leader and school leader shall be evaluated on each evaluation system standard not less than once every three (3) years; and

(D) Every evaluation shall conclude with a written summary of annual evaluation findings and recommendations for improvement.

(ix) An assurance that the board of trustees has developed and is implementing a plan to ensure that every employee of the board of trustees or district who is an evaluator or an individual being evaluated on the evaluation system is trained on using the system and any related tools and receives all guidance documents;

(x) An assurance that the board of trustees has developed and is implementing a plan for making training and guidance documents available to all members of the board of trustees and other employees;

(xi) An assurance that the board of trustees has developed and is implementing a plan for supporting professional learning, growth, and improvement in response to the evaluation system's summative ratings, written summaries, and professional growth plans of persons being evaluated;

(xii) An assurance that the board of trustees has developed and is implementing a plan for evaluating the district's implementation of the system and the effectiveness of related tools, training, and guidance documents.

(b) The State Board of Education will use the following criteria to evaluate and approve a board of trustee's proposed evaluation system:

(i) The extent to which the board of trustees provided all of the required information and assurances (section 6(a)(i) through (xi)), as well as any additional information requested by the Department; and

(ii) Evidence that standard 1, as defined in section 5 of these rules, is included among the evaluation system standards; and

(iii) The completeness and feasibility of the board of trustees' implementation plan and timeline.

(c) Following approval by the State Board of Education, on or before November 1, 2019, and by the same date each year thereafter, the board of trustees shall provide the Department, on behalf of the State Board of Education, with an assurance that the board of trustees has adopted policies and procedures for the administration of its system and that the system will be administered with fidelity. If the board of trustees has significantly amended any of the policies regarding district and school leader evaluations, its submission under this paragraph shall include a description of the amendment(s) and the reason for the change.

(i) Following any revision of the standards described in section 5, each board of trustees shall, on or before November 1 of the subsequent school year, provide the Department, on behalf of the State Board of Education, with an assurance that the district has modified its policies and procedures, if necessary, to ensure continued alignment with standard 1.

(d) If the board of trustees has not received approval of its proposed system by November 1, 2019, the State Board of Education may recommend that the board of trustees implement the state-defined district and school leader evaluation system, articulated in section 5 of these rules.

Section 7. Certified Personnel Evaluation System Design and Approval Criteria.

The evaluation systems for each of the major certified job categories shall be designed to measure the effectiveness with which certified personnel in those categories perform their roles. Criteria on which these positions are evaluated shall reflect the nature of these positions. The

Department, on behalf of the State Board, shall review each evaluation system on the criteria identified below:

- (a) Appropriate stakeholder involvement in the development of the certified personnel evaluation system;
- (b) Clear performance criteria that are considered best practice and on which certified personnel are evaluated;
- (c) Strength as a tool for facilitating professional growth and continuous improvement;
- (d) Evidence the system is reliable and equitable;
- (e) Whether the district includes evaluation instruments and processes that support the ability to generate the required documentation to make employment decisions;
- (f) Effectiveness of evaluation procedures including how data will be collected to complete the summative evaluation. This may include, but is not limited to, analysis of observations of job performance, use of various types of data, and employee-produced artifacts;
- (g) Including student performance growth data relevant to the nature of each certified personnel's position and indicating how it is used by the certified personnel to improve teaching and learning; and
- (h) A description of the district's complete evaluation cycle that shall include frequency of evaluations for initial and continuing contract teachers and other certified personnel and may include cycles of clinical supervision, action research, intensive assistance, and any other cycles used by the district.

Section 8. Submission of Certified Personnel Evaluation Systems.

- (a) Each board of trustees shall submit a copy of its evaluation systems for certified personnel to the Department. Once filed with the Department, the evaluation system will stand unless it is changed or significantly amended, at which time the board of trustees shall resubmit the new or significantly amended system.
- (b) Each board of trustees shall include in its submission the following documentation:
 - (i) A list of members of the committee that was used to develop and adopt the certified personnel evaluation system. The list contains appropriate stakeholder representation;
 - (ii) A list of performance criteria on which the district evaluates certified personnel. The district shall define the criteria sufficiently so that an outside reader will clearly

understand each criterion. The district shall provide evidence that each criterion is research-based or reflect best practice;

(iii) A description of how the evaluation process is linked to individual and collective professional growth. The description must also include how and when the system provides feedback to each certified personnel member and provides opportunities to identify areas for improvement and suggestions for how improvement can occur;

(iv) Evidence that evaluators are trained on the evaluation process and trained to view criteria similarly so that certified personnel across the district are evaluated with consistency;

(v) A description of how the evaluation system collects data used in making employment decisions. The evaluation instruments and types and amount of data to be collected must be sufficient to provide the required documentation;

(vi) A list that details the types of data collected and how it will be collected in order to make decisions about the summative evaluations;

(vii) Identification of the types of student performance growth data, specific to each certified personnel's position used in the evaluation process. The summative evaluations will identify the purpose of reviewing student performance growth data, such as identification of a professional development goal, modifying instructional practice, or identifying groups of students that need remediation or enrichment; and

(viii) Differentiation in evaluations between initial-contract and continuing-contract teachers; the frequency of observations during evaluation cycles; any type of assistance or remediation that is provided; and any other requirements of the evaluation cycles used by the district, such as action research or portfolios.

Section 9. Certified Personnel Evaluation System Approval. The State Board of Education shall approve or deny each district's certified personnel evaluation system based upon the previous stated criteria. Approval shall be at one of the following levels and any determination other than full approval shall be accompanied with feedback describing the conditions or deficiencies that the district shall address before reconsideration by the State Board of Education:

- (a) Full approval;
- (b) Conditional approval with conditions noted for remediation;
- (c) Disapproval with deficiencies noted; and
- (d) Non Compliance.

Section 10. Technical Assistance. Technical assistance will be made available to school districts by the Department and other partners to help them develop and implement evaluation systems that comply with the requirements of this chapter and to support districts with the ongoing evaluation system improvement.

Chapter 29

CERTIFIED PERSONNEL EVALUATION SYSTEMS FOR DISTRICT AND SCHOOL LEADERS AND OTHER CERTIFIED PERSONNEL

Section 1. Authority. These rules and regulations are promulgated pursuant to ~~the Wyoming Education Code of 1969 as amended, W.S. Wyoming Statutes 21-2-304(b)(xvi) and (xv).~~

Section 2. Applicability. These rules and regulations pertain to the development, assessment and approval of Certified Personnel Evaluation Systems.

Section 3. Promulgation, Amendment, or Repeal of Rules. Any amendments to these rules shall become effective as provided by the Wyoming Administrative Procedure Act (W.S. 16 3 101 through W.S. 16 3 115) and when signed by the Governor and filed with the Secretary of State's Office.

Section 4-2. Definitions.

(a) ~~“Best Practice practice”~~ —means practices that have produced ~~outstanding~~ positive, documented results in a similar situation and could be replicated.

(b) ~~“Certified Personnel personnel”~~ —means all personnel, including classroom teachers and others who are required by the State of Wyoming to hold licensure through the Wyoming Professional Teaching Standards Board or a Wyoming professional licensing agency (~~counselors, media specialists, principals, etc., exclusive of extra duty positions~~).

(c) ~~Department~~ —means the Wyoming Department of Education (WDE).

(d) ~~(f) “Certified personnel Evaluation System evaluation system”~~ —means a standard structure and set of procedures by which a school district initiates, designs, implements and uses evaluations of its ~~Certified Personnel~~ certified personnel for the purposes of professional growth and continued employment.

(e) ~~(d) “District leader”~~ means a person employed as superintendent of schools by any district board of trustees or other district leader serving in a similar capacity, as determined by the local board of trustees.

(f) ~~(e) “Equitable”~~ —means dealing fairly and equally with all concerned.

(g) ~~(e) “Evaluation Cycle cycle”~~ —means the timelines ~~and timeframes~~ under which the various components of the an evaluation process occurs. ~~Also included in the cycle will be the different activities and responsibilities that may occur in various stages of the Certified Personnel's career (such as action research one year, intensive assistance, clinical supervision cycles, etc.).~~

(g) “Evaluation system standards” means the standards identified or approved, as part of a proposed locally designed district and school leader evaluation system, by the State Board of Education that define the knowledge and skills expected of persons who will be evaluated.

(h) “Evaluator” means the person primarily responsible for administering an evaluation.

(i) “Formative feedback” means information communicated to a person being evaluated that is intended to modify thinking or behavior.

(j) “Locally designed district and school leader evaluation system” means a locally designed district and school leader evaluation system comprising the comprehensive system components described in section 3 of this rule and meeting the other requirements established in section 5, which must be evaluated and approved by the State Board of Education, prior to implementation and administration by a board of trustees.

(k) “Multiple measures” means using more than one method or source of data to determine a person’s level of performance in an area of practice or outcomes.

(l) ~~(g) “Performance Criteria-criteria” means the areas on which Certified Personnel are to be~~ a person is evaluated.

(m) “Performance level descriptor” means a rating used to summarize the knowledge and skills associated with each performance level used in a ratings system.

(n) “Professional practice” means the knowledge and skills expected of persons being evaluated, as defined in standards and associated elements.

(o) “Ratings system” means a system of classification by which information is provided regarding the professional practice of persons being evaluated as measured against evaluation system standards.

(p) ~~(h) “Reliable” —means dependable; obtaining the same results in successive trials with repeated use or application.~~

(q) ~~(i) “Research-Based” —means basic or applied research that:~~

- (i) Has been published in a peer-reviewed journal or approved by a panel of experts;
- (ii) Has been replicated by other researchers; and
- (iii) Has a consensus in the research community that the study’s findings are supported by a critical mass of additional studies.

(r) “School leader” means a school principal or other school leader serving in a similar capacity, as determined by the local board of trustees.

(s) ~~(j)~~ “Significantly Amended-amended” —means a change to an Evaluation System evaluation system that replaces in whole or in part an existing system or plan or materially changes any required component of an existing system.

(t) ~~(k)~~ “Stakeholder” —means an individual who is or will be directly impacted by the Evaluation System evaluation system.

(u) “State-defined district and school leader evaluation system” means a district and school leader evaluation system comprising the comprehensive system components described in section 3 of this rule and meeting the other requirements established in section 4.

(v) ~~(l)~~ “Student Performance Growth Data performance growth data” means data which that shows outcomes for students. This data may be, including student achievement test scores and other non-academic measures of student outcomes.

(w) ~~(m)~~ “Summative Evaluation evaluation” —means a written summary of performance based on data collected during the Evaluation Cycle evaluation cycle.

(x) “Summative rating” means the overall rating, as provided for in a ratings system, assigned to a person being evaluated at the conclusion of an evaluation cycle.

Section 3. Comprehensive Performance Evaluation Systems.

(a) Each board of trustees shall implement and administer:

(i) A comprehensive performance evaluation system for school and district leaders based on professional standards identified or approved by the State Board of Education and including all elements of the comprehensive performance evaluation system for school and district leaders described in section 4 of this rule, and that may be either:

(A) The state-defined district and school leader evaluation system, with or without revisions, as described in section 5 of this rule and pursuant to W.S. 21-2-304(b)(xvi); or

(B) A locally designed district and school leader evaluation system that has been evaluated and approved by the State Board of Education, as defined and described in section 6 of this rule and pursuant to W.S. 21-2-304(b)(xvi); and

(ii) A comprehensive school district teacher performance evaluation system, as defined and described in sections 7, 8, and 9 of this rule and pursuant to W.S. 21-2-304(b)(xv).

(b) A board of trustees may elect, at any point, to change the comprehensive performance evaluation system for school and district leaders from state-defined to locally designed, or from locally designed to state-defined, so long as the board of trustees notifies Department of such change, submits system details for approval, if required, and the evaluation system continues to meet all requirements of this rule.

Section 4. Required Components of Comprehensive Performance Evaluation Systems for District and School Leaders. A comprehensive district and school leader evaluation system, whether state-defined or locally designed, shall include the following components, subject to any refinements and alternatives permitted by sections 5 and 6:

(a) A leader evaluation system shall use more than one measure for each standard in order to provide a more comprehensive and accurate assessment of performance.

(b) A leader evaluation system shall include a ratings system designed to identify each leader's summative level of performance, using a performance level descriptor, based on the evaluation system standards that are the focus of the evaluation. The ratings system may provide for multiple ratings (i.e., a rating for each standard) so long as they are able to be combined to yield a summative level of performance. To facilitate compliance with W.S. 21-3-110(b), leader evaluation systems shall have at least three summative performance level descriptors indicating performance that is ineffective, in need of improvement, and at least one other level.

(c) A leader evaluation system shall be implemented in accordance with an evaluation cycle developed to evaluate district and school leaders at least annually. It shall provide for a continuous improvement process that uses goal-setting, self-analysis, and information and data analysis to identify areas for professional growth and to refine goals; formative feedback; and a planning process during which appropriate growth opportunities and supports are identified.

(d) A leader evaluation system shall use guidance documents and training materials to prepare evaluators and persons being evaluated for the implementation and administration of systems.

(e) A leader evaluation system shall include quality controls, including policies and procedures to ensure that the system is implemented with fidelity.

(f) A leader evaluation system shall include supports for persons being evaluated to foster professional learning and growth, and aid in building capacity.

Section 5. State-Defined District and School Leader Evaluation System: Components, Implementation, and Administration.

(a) The following standards and associated elements are the core of the state-defined district and school leader evaluation system:

(i) **Standard 1 – Unwavering focus on maximizing the learning and growth of all students:**

(A) In collaboration with others and in alignment with district strategic priorities, use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programming.

(B) Ensure the alignment of the assessments to district identified prioritized standards used to track student growth and achievement over time.

(C) Use multiple data measures appropriately within the technical limitations to monitor students' progress toward learning objectives to improve instruction.

(D) Ensure a system of accountability for students' academic success and career readiness.

(E) Develop and maintain longitudinal data and communication systems to deliver actionable information for district, school, and classroom improvement.

(F) Lead the implementation of a high-quality student support and assessment system.

(G) Ensure high expectations for achievement, growth, and equity in opportunities for all students.

(H) Work with staff to evaluate and use data to improve student achievement.

(ii) **Standard 2 – Instructional and assessment leadership:**

(A) Focus on student learning by leading the implementation of a rigorous, relevant and prioritized curriculum and assessment system.

(B) Work collaboratively to implement a common instructional framework that aligns curriculum with teaching, assessment, and learning and guides teacher conversation, practice, observation, evaluation, and feedback.

(C) Recognize a full range of pedagogy and monitor the impact of instruction.

(D) Ensure that there is differentiation, personalization, intellectual stimulation, collaboration, authenticity, and recognition of student strengths in instructional practice.

(E) Promote the effective uses of technology to support teaching and learning.

(F) Ensure the use of formative assessment data to inform instruction.

(iii) **Standard 3 – Developing and supporting a learning organization:**

(A) Effectively lead the implementation of a high-quality educator support and evaluation system that advances the professional growth of their staff.

(B) Have a solid understanding of adult learning and ensure that all adults have the knowledge, skills, and dispositions necessary to promote student success.

(C) Create and/or support collaborative learning organizations to foster improvements in teacher practices and student learning.

(D) Guide implementation of improvement initiatives and provide the time and support for these initiatives to achieve desired outcomes.

(E) Lead the evaluation of new and existing programs as part of a continuous improvement process.

(F) Cultivate the ability of teachers and other members of the community to become leaders by providing assistance and leadership opportunities.

(G) Facilitate high functioning groups of faculty and staff.

(iv) **Standard 4 – Vision, mission, and culture:**

(A) Use relevant data and collaborate with members of the school, district, and community to create and endorse a vision for the achievement of every student.

(B) Articulate, advocate, and cultivate core values that define the school's/district's culture and stress and imperative of academic success, child-centered education, high expectations and student support, equity, inclusiveness, social justice, openness, caring, and trust.

(C) Create and maintain a positive climate with a trusting, safe environment that promotes effective student learning and adult practice.

(D) Collaboratively evaluate the mission and vision, modifying them based on changing intentions, opportunities, demands, and positions of students, staff, and community.

(v) **Standard 5 – Efficient and effective management:**

(A) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an effective team.

(B) Facilitate the adaptation and monitoring of operational systems and processes to ensure a high-performing organization that includes clear expectations, structures, rules, and procedures for effective and efficient operations focused on high-quality teaching and learning.

(C) Limit the number of initiatives and ensure that whatever programs and strategies are implemented in their school/district are supported by the best research available and are aligned to school and district plans.

(D) Use appropriate strategies to guide their organizations through change (e.g. first- and second-order change strategies).

(E) Support the learning of all students by inventively appropriating and regulating monetary, human and material supplies, time, equipment, technology, and alliances with school and district goals.

(F) Ensure the expectation that students, staff, and the school/district engage persistently within the guidelines of federal, state, and local laws, policies, regulations, and statutory requirements.

(vi) **Standard 6 – Ethics and professionalism:**

(A) Lead with integrity by modeling fundamentals of mindfulness, deliberate practice, clarity, perseverance, trust, fairness, and ethical behavior.

(B) Establish a culture in which exemplary ethical behavior is expected and practiced by all faculty, staff, students, and volunteers.

(C) Significantly contribute to district and state initiatives.

(D) Evaluate the potential ethical, legal, and precedent-setting consequences of decision-making.

(vii) **Standard 7 – Communication and community engagement:**

(A) Advocate and effectively communicate with a range of stakeholders, from students and teachers to parents and members of the larger community, including media, to advance the organization's vision and mission.

(B) Implement and maintain policies to establish working relationships with the community and media to garner support and build consensus for school/district goals.

(C) Use community engagement efforts to identify and share successes and to address challenges for the benefit of students.

(D) Are easily approached, available, and inviting to students, staff, and community.

(E) Are intentional about welcoming improvement ideas from outside the school system, but still within the community.

(b) To meet the requirement provided for in section 3(a) by using the state-defined district and school leader evaluation system, as described in section 3(a)(i)(A), a board of trustees shall use a minimum of six (6) of the seven (7) standards, including standard 1, and a majority of the associated elements. The board of trustees shall provide an assurance of implementation and, thereafter, an annual assurance of administration, in adherence with the following:

(i) On or before November 1, 2018, the board of trustees shall provide the Department, on behalf of the State Board of Education, with an assurance that the board of trustees has or will implement a state-defined system. This assurance shall serve as confirmation that the board of trustees or district has or will adopt policies and procedures, which may allow for variation of evaluation of district leaders and school leaders, clearly describing the following:

(A) The purpose and goals of the evaluation system;

(B) The measures used to evaluate district and school leaders;

(C) The procedures for the collection and appropriate use of all data, and other quality controls used to support implementing and administering the system with fidelity;

(D) The methodology and ratings system that lead to a summative rating from among district-established performance level descriptors indicating performance that is ineffective, in need of improvement, and at least one other level;

(E) The evaluation cycle which includes, at a minimum, a collaborative goal-setting process, provides formative feedback, the identification of professional growth opportunities and targeted supports, and the following:

(I) Every evaluation shall be carried out on a timeline established by the board of trustees, in consultation with the district superintendent, to ensure that evaluators and any person being evaluated have sufficient time to consider and complete all aspects of the evaluation cycle;

(II) The board of trustees shall evaluate any person employed as superintendent of schools in accordance with the district's evaluation methodology;

(III) The district superintendent shall ensure that the evaluation of all other district leaders, principals, and other school leaders is carried out in accordance with the district's evaluation methodology;

(IV) Every district leader and school leader shall be evaluated no less than annually using standard 1 for each evaluation along with any other standards the board of trustees or district includes in an annual review;

(V) Every district leader and school leader shall be evaluated on each evaluation system standard not less than once every three (3) years; and

(VI) Every evaluation shall be concluded with a written summary of annual evaluation findings and recommendations for improvement.

(F) A plan to ensure that every employee of the board of trustees or district who is an evaluator or a person being evaluated on the evaluation system is trained on using the system and any related tools and receives all guidance documents;

(G) A plan for making training and guidance documents available to all members of the board of trustees and other employees identified by the board or superintendent;

(H) A plan for supporting professional learning, growth, and improvement in response to the evaluation system's summative ratings, written summaries, and the professional growth plans of persons being evaluated;

(I) A plan for evaluating the district's implementation of the system and the effectiveness of related tools, training, and guidance documents.

(ii) On or before November 1, 2019, and by the same date each year thereafter, each board of trustees shall provide the Department, on behalf of the State Board of Education, with an assurance that the district will administer the evaluation system through the consistent application of the policies and procedures developed pursuant to paragraph (b)(i) of this section.

(iii) Following any revision of the standards described in section 5, each board of trustees shall, on or before November 1 of the subsequent school year, provide the Department, on behalf of the State Board of Education, with an assurance that the district has modified its policies and procedures to ensure continued alignment with the standards.

Section 6. Locally Designed District and School Leader Evaluation System: Design Requirements and Requirements for Submission to the State Board of Education; State Board of Education Evaluation and Approval Criteria; Implementation; and Administration.

(a) On or before November 1, 2018, if applicable, the board of trustees shall notify the State Board of Education of its intention to implement and administer a locally designed district and school leader evaluation in lieu of the state-defined system described in section 3(a)(i)(B). In giving notice, the board of trustees shall submit the following to the Department, on behalf of the State Board of Education, for evaluation:

(i) The standards and associated elements that the board of trustees and district will use for annually evaluating district leaders and school leaders, along with evidence that the district's standards reflect best practice. Standard 1 of the state-defined system (section 4(a)(i) of these rules) must be included within the standards selected or developed by the board of trustees. At the discretion of the board of trustees, different standards may be developed for the evaluation of district leaders and school leaders. Standards and elements, upon State Board of Education approval, shall be deemed performance standards identified or established by the State Board of Education pursuant to W.S. 21-2-304(b)(xvi).

(ii) A description of the extent to which those standards are the same as or similar to the standards that are part of the state-defined system.

(iii) A description of the implementation timeline and major action steps, including training, the board of trustees will take, following approval by the State Board of Education, to complete implementation of the locally designed system on that timeline.

(iv) A description of the purpose and goals of the evaluation system.

(v) An assurance that the board of trustees has defined the measures used to evaluate district and school leaders.

(vi) An assurance that the board of trustees has established procedures for the collection and appropriate use of all data, and other quality controls that will be used to support implementing and administering the system with fidelity.

(vii) An assurance that the methodology and ratings system used to provide any person being evaluated with a summative rating from among district-established performance level descriptors indicating performance that is ineffective, in need of improvement, and at least one other level.

(viii) An assurance that the board of trustees has established an evaluation cycle which includes, at a minimum, a collaborative goal-setting process, formative feedback, the identification of appropriate professional growth opportunities, and targeted supports, and the following:

(A) Every evaluation shall be carried out on a timeline established by the board of trustees, in consultation with the district superintendent, to ensure that evaluators and persons being evaluated have sufficient time to consider and complete all aspects of the evaluation cycle;

(B) Every district leader and school leader shall be evaluated no less than annually using standard 1, as defined in section 5, for each evaluation along with any other standards the board of trustees or district identifies for inclusion in an annual review;

(C) Every district leader and school leader shall be evaluated on each evaluation system standard not less than once every three (3) years; and

(D) Every evaluation shall conclude with a written summary of annual evaluation findings and recommendations for improvement.

(ix) An assurance that the board of trustees has developed and is implementing a plan to ensure that every employee of the board of trustees or district who is an evaluator or an individual being evaluated on the evaluation system is trained on using the system and any related tools and receives all guidance documents;

(x) An assurance that the board of trustees has developed and is implementing a plan for making training and guidance documents available to all members of the board of trustees and other employees;

(xi) An assurance that the board of trustees has developed and is implementing a plan for supporting professional learning, growth, and improvement in response to the evaluation system's summative ratings, written summaries, and professional growth plans of persons being evaluated;

(xii) An assurance that the board of trustees has developed and is implementing a plan for evaluating the district's implementation of the system and the effectiveness of related tools, training, and guidance documents.

(b) The State Board of Education will use the following criteria to evaluate and approve a board of trustee's proposed evaluation system:

(i) The extent to which the board of trustees provided all of the required information and assurances (section 6(a)(i) through (xi)), as well as any additional information requested by the Department; and

(ii) Evidence that standard 1, as defined in section 5 of these rules, is included among the evaluation system standards; and

(iii) The completeness and feasibility of the board of trustees' implementation plan and timeline.

(c) Following approval by the State Board of Education, on or before November 1, 2019, and by the same date each year thereafter, the board of trustees shall provide the Department, on behalf of the State Board of Education, with an assurance that the board of trustees has adopted policies and procedures for the administration of its system and that the system will be administered with fidelity. If the board of trustees has significantly amended any of the policies regarding district and school leader evaluations, its submission under this paragraph shall include a description of the amendment(s) and the reason for the change.

(i) Following any revision of the standards described in section 5, each board of trustees shall, on or before November 1 of the subsequent school year, provide the Department, on behalf of the State Board of Education, with an assurance that the district has modified its policies and procedures, if necessary, to ensure continued alignment with standard 1.

(d) If the board of trustees has not received approval of its proposed system by November 1, 2019, the State Board of Education may recommend that the board of trustees implement the state-defined district and school leader evaluation system, articulated in section 5 of these rules.

Section 5-7. Certified Personnel Evaluation System Design and Approval Criteria.

The ~~Evaluation Systems~~ evaluation systems for each of the major certified job categories shall be designed to measure the effectiveness with which ~~Certified Personnel~~ certified personnel in those categories perform their roles. Criteria on which these positions are evaluated shall ~~be~~ be reflective of the nature of these positions. The Department, on behalf of the State Board, shall review each ~~Evaluation System~~ evaluation system on the criteria identified below:

(a) Appropriate stakeholder involvement in the development of the certified personnel evaluation system ~~Was developed and/or adopted with the involvement of stakeholders;~~

(b) Clear performance criteria that are considered best practice and ~~Defines the Performance Criteria on which Certified Personnel~~ certified personnel are evaluated ~~and that the criteria are Research Based and/or considered Best Practice;~~

(c) Strength as a tool for facilitating ~~Facilitates~~ professional growth and continuous improvement;

(d) ~~Is Reliable and Equitable~~ Evidence the system is reliable and equitable;

(e) ~~Includes~~ Whether the district includes evaluation instruments and processes that support the ability to generate the required documentation to make employment decisions;

(f) ~~Provides a description~~ Effectiveness of evaluation procedures including how data will be collected to complete the ~~Summative Evaluation~~ summative evaluation. This may include, but is not limited to, analysis of observations of job performance, use of various types of data, and employee-produced artifacts, ~~etc.;~~

(g) ~~Includes Student Performance Growth Data~~ Including student performance growth data, relevant to the nature of each ~~Certified Personnel's~~ certified personnel's position ~~which is a measure of a significant function of the position,~~ and indicates ~~indicating~~ how it is used by the ~~Certified Personnel~~ certified personnel to improve teaching and ~~or~~ learning; and

(h) ~~Provides a~~ A description of the district's complete ~~Evaluation Cycle,~~ which evaluation cycle that shall includes frequency of evaluations for initial and continuing contract

teachers and other ~~Certified Personnel~~ certified personnel and may include cycles of clinical supervision, action research, intensive assistance, ~~etc~~ and any other cycles used by the district.

Section 6-8. Submission of Certified Personnel Evaluation Systems.

(a) ~~Each school district within the state board of trustees shall submit a copy of its Evaluation Systems~~ evaluation systems for all Certified Personnel ~~certified personnel to the Department. Once established and filed with the Department, the Evaluation System~~ evaluation system will stand unless it is changed or Significantly Amended ~~significantly amended, by the district at which time the board of trustees shall resubmit the new system or Significantly Amended~~ significantly amended system must be resubmitted.

(b) ~~Each district board of trustees shall include in its submission the following documentation, corresponding to each criteria described in Section 5:~~

(i) ~~(a)~~ (a) A list of members of the committee that was used to develop and/or adopt the certified personnel evaluation system ~~Evaluation System~~. The list contains appropriate stakeholder ~~representation of Stakeholders~~;

(ii) ~~(b)~~ (b) A list of Performance Criteria ~~performance criteria~~ on which the district evaluates certified personnel Certified Personnel are evaluated. The district shall define the criteria are defined sufficiently so that an outside reader will clearly understand each criterion. The district shall provide Evidence ~~evidence is provided~~ that each criterion is Research Based ~~research-based~~ or reflective of Best Practice ~~best practice~~;

(iii) ~~(c)~~ (c) A description of how the evaluation process is linked to individual and collective professional growth. The description must also include how and when the system provides feedback to each Certified Personnel ~~certified personnel~~ member and provides opportunities to identify area(s) for improvement and suggestions for how improvement can occur;

(iv) ~~(d)~~ (d) Evidence that evaluators are trained on the evaluation process and trained to view criteria similarly so that Certified Personnel ~~certified personnel~~ across the district are evaluated with consistency;

(v) ~~(e)~~ (e) A description of how the evaluation system ~~Evaluation System~~ provides for collection of ~~collects~~ data critical for used ~~in making employment decisions, such as retention or termination~~. The evaluation instruments and types and amount of data to be collected must be sufficient to provide the required documentation;

(vi) ~~(f)~~ (f) A list that details the types of data collected and how it will be collected in order to make decisions about the Summative Evaluations ~~summative evaluations~~;

(vii) ~~(g)~~ (g) Identification of the types of Student Performance Growth Data ~~student performance growth data~~, specific to each Certified Personnel's ~~certified personnel's~~ position, that is used in the evaluation process. The Summative Evaluations ~~summative~~

~~evaluations will identify the outcome purpose of reviewing Student Performance Growth Data student performance growth data, such as identification of a professional development goal, modification of modifying instructional practice, or identification of identifying groups of students that need remediation or enrichment; and~~

~~(viii) (h) The details of the Evaluation System include the dDifferentiation in evaluations between initial-contract and continuing-contract teachers; the frequency of observations during Evaluation Cycles evaluation cycles; any type of assistance or remediation that is provided; and any other requirements of the Evaluation Cycles evaluation cycles used by the district, such as action research or portfolios.~~

Section 7-9. Certified Personnel Evaluation System Approval Criteria. ~~The department State Board of Education shall approve or deny determine the approval of the each district's certified personnel Evaluation System evaluation system based upon the previous stated criteria. Approval shall be at one of the following levels and any determination other than full approval shall be accompanied with feedback describing the conditions or deficiencies that the district shall address before reconsideration by the State Board of Education:~~

- (a) Full approval;
- (b) Conditional approval with conditions noted for remediation;
- (c) Disapproval with deficiencies noted; and
- (d) Non Compliance.

Section 8-10. Technical Assistance. ~~It is recognized that some districts may already have systems which are fully compliant. These may be submitted to the Department for assessment and consideration. Technical assistance will be made available to school districts by the Department and other partners to help them develop and implement Evaluation Systems evaluation systems that comply with the requirements of this chapter and to support districts with the ongoing evaluation system improvement.~~

Quality Standards for District and School Leaders

Given the critical influence of the leader on student achievement, Standard 1 shall be included in the evaluation of every leader, every year. All other standards shall be evaluated at least once every three years based on district priorities and the strengths and areas for growth for the leader being evaluated.

Standard 1 – Unwavering Focus on Maximizing the Learning and Growth of All Students

Standard 2 – Instructional and Assessment Leadership

Standard 3 – Developing and Supporting a Learning Organization

Standard 4 – Vision, Mission, and Culture

Standard 5 – Efficient and Effective Management

Standard 6 – Ethics and Professionalism

Standard 7 – Communication and Community Engagement

Standard 1 – Unwavering Focus on Maximizing the Learning and Growth of all Students

KEY ELEMENTS	EXPECTED EVIDENCE OF IMPACT	POSSIBLE SOURCES OF DATA
<p>A. In collaboration with others and in alignment with district strategic priorities, use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programming.</p> <p>B. Ensure the alignment of the assessments to district identified prioritized standards used to track student growth and achievement over time.</p> <p>C. Use multiple data measures appropriately within the technical limitations to monitor students' progress toward learning objectives to improve instruction.</p> <p>D. Ensure a system of accountability for students' academic success and career readiness.</p> <p>E. Develop and maintain longitudinal data and communication systems to deliver actionable information for district, school, and classroom improvement.</p> <p>F. Lead the implementation of a high-quality student support and assessment system.</p> <p>G. Ensure high expectations for achievement, growth and equity in opportunities for all students.</p> <p>H. Work with staff to evaluate and use data to improve student achievement.</p>	<p>A. There are increases in student achievement over multiple years and student longitudinal growth.</p> <p>B. There is improvement of other district-identified outcomes and processes, such as equity, attendance and graduation rates.</p>	<p>A. State assessment results. *</p> <p>B. State accountability results disaggregated according to targeted student groups. *</p> <p>C. National assessments (e.g., ACT/SAT)</p> <p>D. Results from district and school level common assessments disaggregated according to targeted student groups.</p> <p>E. Strategic plan goals and priorities.</p> <p>F. Graduation rates.</p> <p>G. Attendance rates.</p> <p>H. Rates of disciplinary incidents to monitor student access to instruction.</p> <p>I. Participation and achievement in AP exams and dual and concurrent enrollment.</p> <p>J. Percentage of students participating in extra-curricular or co-curricular activities.</p> <p>K. Follow-up studies of students' success in post-secondary pursuits.</p> <p>L. Collaboration with community college and University of Wyoming on remediation rates.</p> <p>*These data must be used for this standard.</p>

Standard 2 – Instructional and Assessment Leadership

KEY ELEMENTS	EXPECTED EVIDENCE OF IMPACT	POSSIBLE SOURCES OF DATA
<p>A. Focus on student learning by leading the implementation of a rigorous, relevant and prioritized curriculum and assessment system.</p> <p>B. Work collaboratively to implement a common instructional framework that:</p> <p style="padding-left: 20px;">a) Aligns curriculum with teaching, assessment, and learning AND</p> <p style="padding-left: 20px;">b) Guides teacher conversation, practice, observation, evaluation, and feedback.</p> <p>C. Recognize a full range of pedagogy and monitor the impact of instruction.</p> <p>D. Establish instructional practice that is challenging intellectually, collaborative, relevant, acknowledges student assets, and is individualized.</p> <p>E. Promote the effective uses of technology to support teaching and learning.</p> <p>F. Ensure the use of formative assessment data to inform instruction.</p>	<p>A. Leaders who are performing well on this standard have a sound knowledge of research-based instructional and assessment methods, including use of multiple forms of assessment to improve instruction and programs.</p> <p>B. Effective leaders actively share research-based strategies with their staff which directly impacts student achievement.</p> <p>C. Effective leaders use data to evaluate the strengths and weaknesses of curricular implementation.</p> <p>D. Staff recognize the leader as someone who is capable of promoting the development of curricular, instructional, and assessment expertise.</p> <p>E. There is evidence that expertise shared by leadership among educators is impactful.</p>	<p>Leaders need to ensure the validity of the inferences related to performance that are based on data, and the following are potential sources that focus on documenting strategies to support higher-fidelity implementation of curriculum and instruction:</p> <p>School Leader:</p> <p>A. Syllabi from specific courses and/or curriculum maps documenting students’ rich and relevant learning opportunities.</p> <p>B. Unit/lesson plans from a sample of educators that indicate high expectations of students in specific courses and content areas.</p> <p>C. Student work from units, including approaches that help faculty develop shared understandings and expectations of high quality student work reflecting deeper learning.</p> <p>D. Notes from calibration efforts to ensure all faculty teaching the same material have similar expectations for students’ success (e.g. anchor papers).</p> <p>E. Student surveys/interviews related to classroom lesson goals.</p> <p>School and District Leader:</p> <p>A. Evidence of monitoring student assessment and grading practices to ensure that assessments support meaningful learning.</p> <p>B. Evidence of high-quality instruction from walk-through visits or other types of observation.</p> <p>C. Surveys/interviews of staff members regarding their views and evidence of instructional/assessment leadership.</p> <p>District Leader:</p> <p>A. Evidence of data dissemination to stakeholders.</p> <p>B. Principal feedback.</p> <p>C. Evidence of use of tools and processes for monitoring instruction.</p> <p>D. Tactical expenditures of general funds and supplemental federal funds targeted to research-based successful interventions that improve student growth.</p>

Standard 3 – Developing and Supporting a Learning Organization

KEY ELEMENTS	EXPECTED EVIDENCE OF IMPACT	POSSIBLE SOURCES OF DATA
<p>A. Effectively lead the implementation of a high-quality educator support and evaluation system that advances the professional growth of their staff.</p> <p>B. Have a solid understanding of adult learning and ensure that all adults have the knowledge and skills necessary to promote student success.</p> <p>C. Create and/or support collaborative learning organizations to foster improvements in teacher practices and student learning.</p> <p>D. Guide implementation of improvement initiatives and provide the time and support for these initiatives to achieve desired outcomes.</p> <p>E. Lead the evaluation of new and existing programs as part of a continuous improvement process.</p> <p>F. Cultivate the competency, opportunities, and encouragement for teacher leadership across the school/district community.</p> <p>G. Facilitate high functioning groups of faculty and staff.</p>	<p>A. Through the evaluation system leaders judge differences in instructional quality and provide useful feedback to educators in order to improve their instructional and assessment practices.</p> <p>B. Supervisors should see evidence of leaders coaching, mentoring, and supporting ineffective educators, and replacing them if improvement does not occur.</p> <p>C. Structures, such as Professional Learning Communities (PLCs) and school improvement teams, are in place, time is given to support teacher collaboration and learning, and there is evidence of shared leadership and emerging leaders among staff.</p> <p>D. Induction and professional development systems rely on research-based professional development approaches.</p> <p>E. Research-based professional development approaches translate into deeper understanding on the part of the staff, and eventually more effective practices and improved student outcomes.</p> <p>F. Systems are in place to ensure appropriate time and resources to implement, monitor, and evaluate new and existing programs as part of the continuous improvement process that includes reporting to stakeholders.</p>	<p>A. Documentation of the evaluations and feedback provided to a range of educators, including evidence upon which feedback is based.</p> <p>B. Data that provides evidence of follow-up and monitoring by the leader to ensure successful actions.</p> <p>C. Data from calibration activities demonstrating the leader's ability to judge instructional quality.</p> <p>D. Data that demonstrates adherence to the complete evaluation cycle.</p> <p>E. The school or district professional development plan and other support strategies that clearly reflect an understanding of adult learning and use of staff evaluation data.</p> <p>F. Plans and documentation of meetings and other approaches for building expertise among staff.</p> <p>G. School or district improvement plan aligned to the school/district priorities.</p> <p>H. Documentation that professional development based on evaluation results had a meaningful effect on leader or teacher practice and/or student performance.</p> <p>I. Observations and/or documentation of the leader's use of high quality data and appropriate analyses to drive continuous improvement.</p> <p>J. Observations of the leader conducting activities that foster adult learning in the school or district, such as conducting classroom observations or pre/post evaluation interviews.</p> <p>K. Documentation that the leader uses survey data related to perceptions of the development and support of a learning organization to improve performance at the school/district.</p> <p>L. Documentation of the educator evaluation schedule and a clear description of the evaluation processes used in the school.</p> <p>M. Evidence of celebrations of effective teams and interventions for less effective teams.</p> <p>N. Schedules or policies that support the implementation of collaborative structures.</p>

Standard 4 – Vision, Mission, and Culture

KEY ELEMENTS	EXPECTED EVIDENCE OF IMPACT	POSSIBLE SOURCES OF DATA
<p>A. In concert with stakeholders and using relevant data, establish and advocate for the progress and achievement of each student.</p> <p>B. Articulate, promote, and develop core values that establish the school’s/district’s cultural climate and emphasize the importance of academic success, student-directed education, expectations of high achievement with appropriate supports, within an environment that is equitable, inclusive, socially just, open, caring, and trustworthy.</p> <p>C. Create and maintain a positive climate with a trusting, safe environment that promotes effective student learning and adult practice.</p> <p>D. Collaboratively evaluate the mission and vision, modifying them based on changing intentions, opportunities, demands, and positions of students, staff, and community.</p>	<p>A. There is no doubt that an effective leader establishes and communicates a positive vision for the school or district.</p> <p>B. The leader encourages and inspires others to higher levels of performance, commitment, teamwork, and motivation.</p> <p>C. The effective leader has systems in place to ensure the safety of the students and staff from external as well as internal (e.g., bullying) threats to safety.</p> <p>D. There is evidence that all students and staff feel valued and respected.</p> <p>E. High expectations are established by the leader and shared among all members of the school community.</p> <p>F. There is evidence that the mission and vision are reviewed and adjusted as appropriate.</p>	<p>A. Observations about the ways in which the leader incorporates the vision and mission when communicating about various programs.</p> <p>B. Stakeholder (e.g. students, staff, and parents) survey and interview results about school/district climate including the degree to which all students are held to high expectations and the leader fosters a culture where students and staff feel safe, valued and respected.</p> <p>C. Documentation of how key decisions are made in support of the vision/mission.</p> <p>D. Records of the infractions of student conduct codes and the consequences.</p> <p>E. The number and trend in reported bullying and harassment incidents.</p> <p>F. Exit surveys of staff/students/families that leave the school/district, documenting their experiences and opinions.</p> <p>G. The school’s documented plans to address the needs of those most at risk for school failure including monitoring course failures, truancy/absenteeism, and at-risk behavior.</p> <p>H. Documentation of teacher attendance patterns.</p> <p>I. Artifacts such as schedules, teacher assignments, and other day-to-day actions reflecting concerns about social justice and equity of access to educational opportunities.</p> <p>J. Evidence of plans and activities to address bullying and other school discipline concerns.</p>

Standard 5 – Efficient and Effective Management

KEY ELEMENTS	EXPECTED EVIDENCE OF IMPACT	POSSIBLE SOURCES OF DATA
<p>A. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an effective team.</p> <p>B. Facilitate the adaptation and monitoring of operational systems and processes to ensure a high-performing organization that includes clear expectations, structures, rules, and procedures for effective and efficient operations focused on high-quality teaching and learning.</p> <p>C. Limit the number of initiatives and ensure that whatever programs and strategies are implemented in their school/district are supported by the best research available and are aligned to school and district plans.</p> <p>D. Use appropriate strategies to guide their organizations through change (e.g. first- and second-order change strategies).</p> <p>E. Equitably and innovatively allocate all resources (e.g., facilities, financial, human and material resources, time, and technology) in alignment with school/district goals to support learning for all students.</p> <p>F. Ensure that the school/district functions within the legal and regulatory parameters at the federal, state, and local levels, and articulate the expectation that all staff and students do the same.</p>	<p>A. The leader allocates resources to support the highest priority work of the school/district, with a schedule that strengthens and protects core instructional time to maximize student learning.</p> <p>B. There is evidence the leader manages the logistical and data demands of the school's/district's various operational and instructional systems (e.g., evaluation, assessment, fiscal) as well as legal and contractual agreements and records.</p> <p>C. There is alignment between allocation of resources, including technology, and school/district vision, mission, and goals.</p> <p>D. Policies are in place that protect the rights and confidentiality of students and staff.</p>	<p>A. The school/district improvement plan (use for evidence of research base for current, past, and future initiatives and connections among them).</p> <p>B. Budget documents demonstrating alignment with district/school-level goals and fiscal responsibility.</p> <p>C. Staff survey and interview responses specifically about school/district management of policies, processes, and procedures.</p> <p>D. Management plans and documents.</p> <p>E. Documentation of an up-to-date emergency response system and other safety systems.</p> <p>F. Documentation of plans and/or activities to address the change process when new initiatives are implemented.</p> <p>G. Leader self-reflection on management practices.</p> <p>H. Human resources documentation and records.</p> <p>I. Monitoring and financial audit reports.</p>

Standard 6 – Ethics and Professionalism

KEY ELEMENTS	EXPECTED EVIDENCE OF IMPACT	POSSIBLE SOURCES OF DATA
<p>A. Lead with integrity by being self-aware, reflective, transparent, perseverant, trustworthy, fair, and ethical.</p> <p>B. Establish a culture in which exemplary ethical behavior is expected and practiced by all faculty, staff, students, and volunteers.</p> <p>C. Significantly contribute to district and state initiatives.</p> <p>D. Evaluate the potential ethical, legal, and precedent-setting consequences of decision-making.</p>	<p>A. The leader is respected and seen as being fair and just by staff, students, and the community.</p> <p>B. Staff and students demonstrate ethical, consistent, and fair behavior.</p> <p>C. The leader builds coherence between the work of the school, district, and state as a whole, promoting a sense of being a critical part of a larger system.</p> <p>D. The effective leader resolves conflicts in a fair and equitable way.</p>	<p>A. Supervisor observations and information from peer leaders (e.g., leaders from other schools/districts) regarding the leader’s perceived adherence to established codes of conduct and professional standards.</p> <p>B. Stakeholder survey and interview responses related to perceptions of the leader as fair, just, and respected, and as an effective communicator of high expectations for ethical behavior.</p> <p>C. Documentation of contributions to the profession (e.g., committee membership, professional association membership, community outreach, article writing) at the district and state level.</p> <p>D. Evidence of meetings with the school district attorney regarding ethical and legal issues.</p>

Standard 7 – Communication and Community Engagement

KEY ELEMENTS	EXPECTED EVIDENCE OF IMPACT	POSSIBLE SOURCES OF DATA
<p>A. Advocate and effectively communicate with a range of stakeholders, from students and teachers to parents and members of the larger community, including media, to advance the organization’s vision and mission.</p> <p>B. Implement and maintain policies to establish working relationships with the community and media to garner support and build consensus for school/district goals.</p> <p>C. Use community engagement efforts to identify and share successes and to address challenges for the benefit of students.</p> <p>D. Are easily approached, available, and inviting to students, staff, and community.</p> <p>E. Are intentional about welcoming improvement ideas from outside the school system, but still within the community.</p>	<p>A. Effective leaders are seen and known by the community as respected advocates for the school/district and its staff, students, and community.</p> <p>B. Effective leaders use multiple methods of communication and dissemination to engage the larger community and ensure that all parents have opportunities to learn about their students’ education.</p> <p>C. The leader ensures the school/district is a resource for families and the community.</p> <p>D. The leader also recognizes and respects the goals and aspirations of diverse family and community groups.</p> <p>E. The leader seeks out opportunities to collaborate with the community and to gather improvement ideas.</p>	<p>A. Documented relationships with key school and community groups such as the PTA, civic/business groups, and post-secondary institutions.</p> <p>B. Meeting logs and summaries of meeting outcomes.</p> <p>C. Stakeholder survey responses about their awareness of and support of various school/district programs, events, and policies, as well as the quality and quantity of communication.</p> <p>D. Documentation of efforts to engage disenfranchised parents and a regular evaluation of the effectiveness of these efforts.</p>

Wyoming Department of Education

Comparison of Elements of State Defined vs. Locally Designed Evaluation Systems

I. Table Comparing State Defined vs. Locally Designed Evaluation Systems

Under the proposed revisions to Chapter 29, all district and school leader evaluation systems utilized by a board of trustees are required to be based on a set of standards - either those defined in rule, with permissible refinements, or approved by the State Board of Education. These systems must also include the six (6) system design components defined in Section 4 of the rule, subject to any refinements and alternatives permitted for state-defined and locally-designed systems.

Because all system design components are required, the major differentiator between state-designed and locally-designed systems, as proposed in the latest draft, is that locally-designed systems may be based on significantly different standards, which may be standards that have been developed by another entity, subject to State Board review and approval. The table below highlights the differences in the requirement of the two options delineated in the current draft:

Comprehensive System Component	Chapter 29 Both State Defined & Locally Designed	Chapter 29 State Defined Evaluation System	Chapter 29 Locally Designed Evaluation System
1. Standards		<p>State-Defined Systems: Section 5 [standards] – There are 7 standards and associated elements at the core of the state-defined district and school leader evaluation system. Section 5(b) [requirements] – The board of trustees shall provide an annual assurance that is has or will adopt policies and procedures</p>	<p>Locally Designed Systems: Section 6(a)(i) [application] - The application for a locally designed evaluation system shall include the standards and associated elements that the board of trustees and district will use for the annual evaluation of district leaders and school leaders. Standard 1 of the state-defined system must be included within the</p>

		<p>describing -- the use of) a minimum of six (6) of the seven (7) standards, including standard 1, and a majority of the associated elements in evaluating the performance of district leaders and school leaders.</p>	<p>standards selected or developed. Such standards and elements, upon approval by the SBE, shall be deemed performance standards identified or established by the SBE.</p> <p>Locally Designed Systems: Section 6(a)(i) [application] - The application is required to include a description of the extent to which the district’s standards are the same as or similar to the standards that are part of the state-defined system.</p>
<p>2. Multiple Measures</p>	<p>Section 4(a) [comprehensive evaluation system] – A leader evaluation system shall use more than one measure for each standard in order to provide a more comprehensive and accurate assessment of performance.</p>	<p>State-Defined Systems: Section 5(b)(i)(B) [assurances] – The board of trustees shall provide an annual assurance that is has or will adopt policies and procedures describing -- the measures that will be used to evaluate district and school leaders.</p>	<p>Locally Designed Systems: Section 6(a)(v) [application] – The application shall include an assurance that the board of trustees has defined the measures that will be used to evaluate district and school leaders.</p>
<p>3. Rating System</p>	<p>Section 4(b) [comprehensive evaluation system] – A leader evaluation system shall include a ratings system designed to identify each leader’s summative level of performance, using a performance level descriptor, based on the evaluation system standards that are the focus of the evaluation. The ratings system may provide for multiple ratings (i.e., a rating for each standard) so long as they are able to be combined to yield a</p>	<p>State-Defined Systems: Section 5(b)(i)(D) [assurances] - The board of trustees shall provide an annual assurance that is has or will adopt policies and procedures describing -- the methodology and ratings system that lead to a summative rating from among district-established performance level descriptors indicating performance that is ineffective, in need of improvement, and at least one other level.</p>	<p>Locally Designed Systems: Section 6(a)(vi) [application] – The application shall include an assurance that the methodology and ratings system that will be used to provide any person being evaluated with a summative rating from among district-established performance level descriptors indicating performance that is ineffective, in need of improvement, and at least one other level.</p>

	<p>summative level of performance. To facilitate compliance with W.S. 21-3-110(b), leader evaluation systems shall have at least three summative performance level descriptors indicating performance that is ineffective, in need of improvement, and at least one other level.</p>		
<p>4. Evaluation Cycle</p>	<p>Section 4(c) [comprehensive evaluation system] – A leader evaluation system shall be implemented in accordance with an evaluation cycle developed to evaluate district and school leaders at least annually. It shall provide for a continuous improvement process that uses goal-setting, self-analysis, and information and data analysis to identify areas for professional growth and to refine goals; formative feedback; and a planning process during which appropriate growth opportunities and supports are identified.</p>	<p>State-Defined Systems: Section 5(b)(i)(E)(I-VI) [assurances] – The board of trustees shall provide an annual assurance that is has or will adopt policies and procedures describing – the evaluation cycle, which includes, at a minimum, a collaborative goal-setting process, provides formative feedback, the identification of professional growth opportunities and targeted supports. The evaluation cycle shall: be carried out on a timeline; be carried out in accordance with the district’s methodology; be evaluated annually using standard 1; each evaluation system standard shall be evaluated not less than once every 3 years; and conclude with a written summary.</p>	<p>Locally Designed Systems: Section 6(a)(viii)(A-D) [application] - The application shall include an assurance that the board of trustees has established an evaluation cycle, which includes, at a minimum, a collaborative goal-setting process, formative feedback, the identification of professional growth opportunities, and targeted support. The evaluation cycle shall: be carried out on a timeline; provide for each district and school leader to be evaluated annually using standard 1; each evaluation system standard shall be evaluated not less than once every 3 years; and conclude with a written summary.</p>
<p>5. Guidance Documents/ Training</p>	<p>Section 4(c) [comprehensive evaluation system] – A leader evaluation system shall use guidance documents and training</p>	<p>State-Defined Systems: Section 5(b)(i)(F) [assurances] – The board of trustees shall provide an annual assurance that is has or will</p>	<p>Locally Designed Systems: Section 6(a)(ix) [application] - The application shall include an assurance that the board of trustees has</p>

	<p>materials to prepare evaluators and persons being evaluated for the implementation and administration of systems.</p>	<p>adopt policies and procedures describing -- a plan for ensuring that every employee of the board of trustees or district who is an evaluator or a person being evaluated on the evaluation system is trained on using the system and any related tools and receives all appropriate guidance documents. Section 5(b)(i)(G) [assurances] – The assurances shall include a plan for making training and guidance documents available to all members of the board of trustees and other employees identified by the board or superintendent.</p>	<p>developed and is implementing a plan for ensuring that every employee of the board of trustees or district who is an evaluator or person being evaluated on the evaluation system is trained on using the system and any related tools and receives all appropriate guidance documents. Section 6(a)(x) [application] - The application shall include an assurance that the board of trustees has developed and is implementing a plan for making training and guidance documents available to all members of the board of trustees and other employees.</p>
<p>6. Quality Controls</p>	<p>Section 4(e) [comprehensive evaluation system] – A leader evaluation system shall include quality controls, including policies and procedures to ensure that the system is implemented with fidelity.</p>	<p>State-Defined Systems: Section 5(b)(i)(C) [assurances] – The board of trustees shall provide an annual assurance that is has or will adopt policies and procedures describing -- the procedures for the collection and appropriate use of all data, and other quality controls used to support implementing and administering the system with fidelity. Section 5(b)(i)(I) [assurances] – The board of trustees shall provide an annual assurance that is has or will adopt policies and procedures describing -- the plan for evaluating the district’s implementation of the</p>	<p>Locally Designed Systems: Section 6(a)(vi) [application] - The application shall include an assurance that the board of trustees has established procedures for the collection and appropriate use of all data, and other quality controls that will be used to support implementing and administering the system with fidelity. Section 6(a)(xii) [application] - The application shall include an assurance that the board of trustees has developed and is implementing a plan for evaluating the district’s implementation of the system and</p>

		system and the effectiveness of related tools, training, and guidance documents.	the effectiveness of related tools, training, and guidance documents.
7. Supports	<p>Section 4(f) [comprehensive evaluation system] – A leader evaluation system shall include supports for persons being evaluated to foster professional learning and growth, and aid in building capacity.</p>	<p>State-Defined Systems: Section 5(b)(i)(E) [assurances] – T The board of trustees shall provide an annual assurance that is has or will adopt policies and procedures describing – the evaluation cycle which includes, at a minimum, a collaborative goal-setting process, provides formative feedback, the identification of professional growth opportunities and targeted supports. Section 5(b)(i)(H) [assurances] – The board of trustees shall provide an annual assurance that is has or will adopt policies and procedures describing – the plan for supporting professional learning, growth, and improvement in response to the evaluation system’s summative ratings, written summaries, and professional growth plans of persons being evaluated.</p>	<p>Locally Designed Systems: Section 6(a)(viii) [application] - The application shall include an assurance that the board of trustees has established an evaluation cycle, which includes, at a minimum, a collaborative goal-setting process, formative feedback, the identification of professional growth opportunities, and targeted supports. Section 6(a)(xi) [application] - The application shall include an assurance that the board of trustees has developed and is implementing a plan for supporting professional learning, growth, and improvement in response to the evaluation system’s summative ratings, written summaries, and professional growth plans of persons being evaluated.</p>
Additional Requirements			<p>Section 6(a)(xi) [application] - In addition, the application shall include:</p> <ul style="list-style-type: none"> • A description of the implementation timeline and major action steps, including training, the board of trustees

			<p>will take, following approval by the State Board of Education, to complete implementation of the locally designed system on that timeline; and,</p> <ul style="list-style-type: none">• A description of the purpose and goals of the evaluation system.
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Wyoming Education Leader Evaluation System Components

Multiple Measures

Measures are the methods used to determine levels of performance in the areas of practice (such as providing guidance to teachers on instruction and assessment) and outcomes (such as student growth). The use of multiple measures in an evaluation system allows for a more comprehensive and accurate formative and summative assessment. Multiple measures offer additional opportunities to collect evidence related to strengths and areas for development outside of set goals and rubric rating scores. Multiple measures are recommended due to the complexity of evaluating the impact of leadership on districts and schools.

Examples of measures of leader outcomes include student achievement and growth results, instructional quality measures, and progress on school improvement plans. Measures of leader practice include observations, portfolios, and evidence of implementation of professional learning. Stakeholder surveys also provide data about leader practice and allow for the inclusion of feedback from direct reports, parents, and teaching staff. Including feedback from such stakeholders can help chart professional growth that goes beyond the perspective of supervisors or board members.

Rating System

A rating system includes multiple levels of performance (e.g., highly effective, effective, needs improvement, and ineffective) designed to measure progress towards, and achievement of, the skills and responsibilities associated with education leadership. A rating system provides fair and equitable performance assessment, focused on the strengths and weaknesses in order to support the growth and improvement of leadership skills. A rating system includes the use of data and is goals-based, measurable, continuous, and collaborative. An example of performance levels is presented below:

Highly Effective: The highly effective educational leader maintains unwavering school- or district-wide focus on student learning, and continuously raises expectations for student achievement and growth. The highly effective educational leader recognizes the value of educator input into academic achievement and growth by creating and/or maintaining a community of education leaders who actively encourage academic achievement and growth; nurture student development; and promote a standard of academic excellence. The highly effective educational leader's practices and actions embody the seven Wyoming leadership standards. The highly effective educational leader capably and consistently applies each leadership standard in order to establish learning environments where practice ensures that all students learn at high levels.

Effective: The effective educational leader maintains unwavering school- or district-wide focus on student achievement and growth, and recognizes the value of teacher input into academic achievement and growth through creating and/or maintaining a community of learners that values academic achievement and growth; nurtures student development; and promotes a standard of academic excellence. The effective educational leader's practices and actions demonstrate a solid understanding of the seven Wyoming leadership standards. The effective educational leader capably and consistently applies most leadership standards in order to establish learning environments where - practice ensures that all students learn at high levels.



Needs Improvement: The educational leader who needs improvement attempts to maintain a school- or district-wide focus on student achievement and growth and may not recognize the value of teacher input into academic achievement and growth. The educational leader who needs improvement employs practices and actions that demonstrate a partial understanding of the seven Wyoming leadership standards. The educational leader who needs improvement applies some leadership standards demonstrating strengths in some areas; however, the educational leader who needs improvement does not use their strengths to establish learning environments where - practice ensures that all students learn at high levels.

Ineffective: The ineffective educational leader does not clearly prioritize school- or district-wide student achievement and growth, and does not recognize the value of teacher input into academic achievement and growth. The ineffective educational leader's practices and actions demonstrate a limited understanding of the seven Wyoming leadership standards. The ineffective educational leader inconsistently applies the leadership standards and does not use their strengths in order to establish learning environments where - practice ensures that all students learn at high levels.

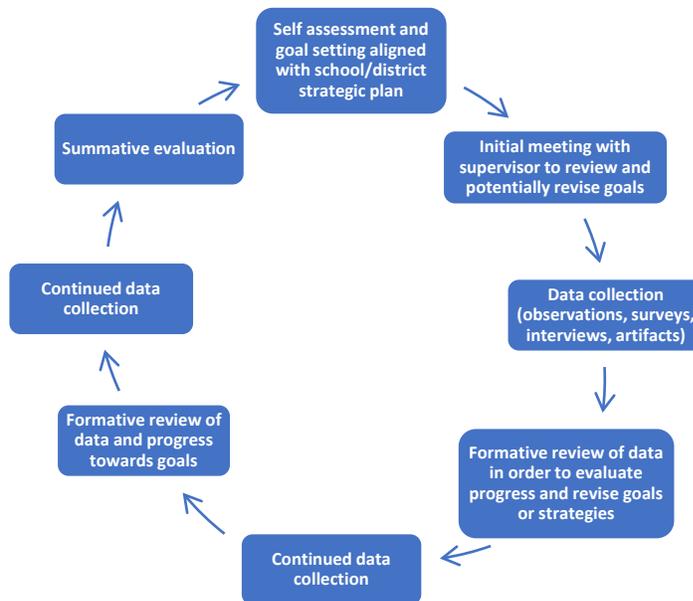
Evaluation Cycle

An evaluation cycle (Figure 1) is a continuous improvement process that includes planning and goal-setting, and the collection of data from multiple sources to chart professional growth and refine goals. In particular, the leader should conduct a self-assessment and set goals for the academic year that align with the school/district strategic plan. The supervisor/board should review the self-assessment and goals, and make recommendations for modification, if needed. The supervisor/board and leader should also agree on a data collection plan to best evaluate the yearly goals. Further, the supervisor/board and leader should also review how the goals can be measured and met by utilizing a professional development plan that includes professional development opportunities, trainings, and other resources.

This evaluation cycle should also include formal meetings which might be related to initial goal setting, as well as a mid-year and end-of-year summative meeting. Informal meetings are recommended and can help monitor progress throughout the year towards goals, as well as make needed revisions.



Figure 1: Example of an evaluation cycle.



Quality Controls

Quality controls are those policies and procedures that are necessary to ensure that the evaluation system is implemented with fidelity. Quality controls are important for monitoring whether systems are producing accurate and reliable results that can be used to inform decision making and increase understanding of the impact of leadership evaluations on district and school improvement, as well as student growth. Examples of quality controls are articulation of clear procedures for data collection and validation, use of easily understood measures, user-friendly access to data-entry portals, and a plan describing how evaluation data will be used. Procedures for evaluating the evaluation system are also part of quality control.

Guidance Documents

The use of guiding documents is important to establish and maintain implementation fidelity and ongoing calibration (rater agreement). These documents help prepare supervisors/boards and leaders for implementing evaluation systems and aid in developing an understanding of the evaluation process for both evaluator and evaluatee.

Training for Evaluation Team

Training should include examples of skills, goals, artifacts, and behaviors that can aid both supervisors/boards performing evaluations and leaders being evaluated. Ideally, these examples will be provided in written form, presented in videos when applicable, and offer opportunities for supervisors to practice using the rating system and other components. Districts may choose to consult or contract with outside experts to provide training for school board members or others evaluating school or district leaders.



Supports

Evaluation system results provide feedback, support professional learning and growth, aid in building capacity, and inform personnel decision-making. Exemplary ratings could lead to additional opportunities, while developmental ratings should lead to targeted supports.

Districts can support leaders through such actions as improving the training of evaluators, implementing mentoring programs, providing (or assisting leaders in acquiring) appropriate professional development, and networking with high performers locally, regionally, and across the state. The state is able to support leaders by providing better access to training and advice via support networks and online resources.

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Glossary of Terms

The purpose of this glossary is to promote a shared understanding of key terms used in the Wyoming Education Leader Standards or in the guidance to districts for developing education leader evaluation systems. Each entry in the glossary includes a brief definition (*retrieved from external sources*), a reference to one or more documents with additional information about the term, and a listing of how the term is used in the standards or guidance for developing or identifying an education leader evaluation system.

Adult Learning

Sometimes referred to as *andragogy*, *adult learning* refers to the methods, strategies, or principles used in adult education. Most theories of adult learning focus on four key principles, described by Malcom Knowles:

1. Adults should be included in the planning of their own instruction.
2. Individual experiences and mistakes make for meaningful learning activities.
3. Adults are highly interested in topics that are personally relevant.
4. Adult learning should be focused on problem solving rather than solely on content.

Definition retrieved from <http://files.eric.ed.gov/fulltext/ED084368.pdf>

Standard 3

- Key element: Effective leaders have a solid understanding of *adult learning*.
- Possible sources of data: Support strategies reflect an understanding of *adult learning* and the leader conducts activities that foster *adult learning*.

Alignment

Alignment refers to the degree to which the components of a system work together to achieve desired goals.

Definition retrieved from <http://dx.doi.org/10.1080/10627197.2004.9652957>

A process that brings more coherence or efficiency to a curriculum, program, initiative, or education system.

Definition retrieved from <http://edglossary.org/alignment/>

Standard 1

- Key elements: *Alignment* of goals and district strategic priorities and *alignment* of assessments.

Standard 2

- Key element: Common instructional framework *aligns* with teaching, assessment, and learning.

Standard 3

- Possible source of data: School or district improvement plan *aligned* to the school or district priorities.

Standard 5

- Key elements: Programs and strategies are *aligned* to school and district plans and *align* financial, human and material resources, time, facilities, technology, and partnerships with district- and school-level goals.
- Expected evidence of impact: *Alignment* between allocation of resources, including technology, and district or school vision, mission, and goals.
- Possible source of data: Budget *aligned* with district- or school-level goals and fiscal responsibility.



Areas of Practice

Education leadership is a complex undertaking that requires the use of actions, methods, ideas, and beliefs in a number of *areas of practice* or domains. Some examples of areas of practice include instructional leadership, family and community engagement, and data-based decision-making. The various areas of practice are typically represented by different standards that may be described separately, but, in the day-to-day life of the leader, they overlap and interlink.

Definition retrieved from <http://www.naesp.org/sites/default/files/PrincipalEvaluationReport.pdf> and <http://resources.aasa.org/ConferenceDaily/handouts2011/3000-1.pdf>

- In the components: Measures are the methods used to determine levels of performance in the *areas of practice* (such as providing guidance to teachers on instruction and assessment) and outcomes (such as student performance growth).

Artifacts

In education, *artifacts* refer to tangible products (documents, materials, processes, strategies, or other information) created during the day-to-day activities of the educator. For education leaders, artifacts include tangible traces of supervisory activities such as schedules and teacher assignments.

Definition retrieved from http://www2.education.uiowa.edu/html/ialeaders/toolbox_docs/principal_artifact_examples.pdf and https://files.nwesd.org/jlongchamps/TPEP/3.25.13/artifacts_vs_evidence.pdf

Standard 4

- Possible source of data: *Artifacts* such as schedules, teacher assignments, and other day-to-day actions reflecting concerns about social justice and equity of access to educational opportunities.

Assessment

Assessment is the process of empirically understanding learning or teaching through observation and measurement. This process differs from evaluation, which concentrates on making a value judgment against a set of norms. Assessments may include teacher observations of student learning, projects, tests, grades, and self-reflections.

Definition retrieved from <http://web2.uconn.edu/assessment/what/index.html>

Standard 1

- Key element: Alignment of the *assessments* to district-identified prioritized standards.
- Possible sources of data: State *assessment* results, national *assessments*, results from district- and school-level common *assessments*.

Standard 2

- Key elements: Implement rigorous, relevant *assessment* system; align curriculum with *assessment*; ensure the use of formative *assessment* data to inform instruction.
- Expected evidence of impact: Knowledge of research-based *assessment* methods, including using multiple forms of *assessment* to improve instruction and programs and to promote the development of *assessment* expertise.
- Possible sources of data: Monitor student *assessment* to ensure that *assessments* support meaningful learning and evidence of *assessment* leadership.



Standard 3

- Expected evidence of impact: Leaders judge differences in instructional quality and provide useful feedback to educators to improve their instructional and *assessment* practices.

Standard 5

- Expected evidence of impact: Leaders manage the demands of operational and instructional systems, including *assessments*.

Calibration

Calibration is the process of measuring something against a standard to determine what corrections need to be made to improve consistency or accuracy. In evaluation systems, calibration is one method to ensure the consistency of evaluation ratings. In this method, multiple raters individually score an observation and then compare their scores with the benchmark score and with each other's. Similarly, teachers use benchmark or anchor papers to calibrate their use of rubrics to score student assessments.

Definition retrieved from <https://scale.stanford.edu/student/assessment-system/design-principles/scoring-evaluation>

Standard 2

- Possible source of data: Notes from *calibration* efforts to ensure all faculty teach the same material and have similar expectations for students' success.

Standard 3

- Possible source of data: *Calibration* activities demonstrating the leader's ability to judge instructional quality.

Capacity

Borrowed from law, *capacity* in education contexts signifies the ability of an individual or organization to accomplish tasks when measured over time.

Definition retrieved from <http://www.businessdictionary.com/definition/capacity.html>

Standard 3

- Key element: Develop *capacity* for teacher leadership and leadership from other members of the school community.

Career Readiness

Career readiness is often paired with *college readiness* because they frequently require the same knowledge, skills, and dispositions. One definition states that a student who is college and career ready can qualify for and succeed in entry-level, credit-bearing postsecondary courses leading to a bachelor's degree or certificate, or in career pathway-oriented training programs, without the need for remedial or developmental coursework.

There are multiple competencies that feed into career readiness and that encompass skill development across grades K–12, including critical thinking and problem solving, work ethic, teamwork, and communication skills. It is necessary not only to develop these skills prior to entering college but also to allow for career exploration to guide academic pathways.

Definition retrieved from <https://www.epiconline.org/ccr-definition/>

Standard 1



- Key element: Leaders ensure a system of accountability for students' academic success and *career readiness*.

Collaborative Learning Organizations

A *learning organization* is an organization skilled at creating, acquiring, and transferring knowledge, and at modifying its behavior to reflect new knowledge and insights. Learning organizations create a culture that encourages and supports employee learning, critical thinking, and risk-taking with new ideas. A *collaborative learning organization* exhibits open communication, shared decision-making, and trusting relationships.

Definition retrieved from <https://hbr.org/1993/07/building-a-learning-organization>

Standard 3

- Key element: Create or support *collaborative learning organizations*.

District Leader

A *district leader* is a person employed as superintendent of schools by any district's board of trustees or another district leader serving in a similar capacity.

- Defined in Chapter 29.

Equality vs. Equity

Equality refers to giving all students the *same access* to instruction or other educational opportunities, regardless of race, ethnicity, gender, socioeconomic status, or other characteristics.

Definition retrieved from <https://www.merriam-webster.com/dictionary/equality>

Equity refers to giving all students *fair access* to educational opportunities, which in some cases involves using different approaches or allocation of resources to eliminate obstacles.

Definition retrieved from <https://www.merriam-webster.com/dictionary/equity>

Standard 1

- Key element: High expectations for *equity* in opportunities and outcomes.
- Expected evidence of impact: Important outcomes and processes such as *equity*.

Standard 4

- Key element: Core values stress the imperative of *equity*.
- Possible source of data: Artifacts such as schedules, teacher assignments, and other day-to-day actions reflecting concerns about social justice and *equity* of access to educational opportunities.

Evaluation Cycle

Evaluation cycle refers to a continuous improvement process that is part of an evaluation system, including the timelines and time frames under which the various components of the evaluation process occur. Also included in the cycle are planning and goal-setting, the collection of data from multiple sources to chart professional growth and refine goals, and the different activities and responsibilities that may occur in various stages of the career of the individual being evaluated (such as action research during one year, intensive assistance, clinical supervision cycles, etc.).

Timelines should ensure that evaluators and individuals being evaluated have sufficient time to critically consider and complete all aspects of the evaluations, to solicit and obtain stakeholder input, and to fully evaluate evidence.



Definition retrieved from <http://www.doe.mass.edu/eval/resources/QRG-5StepCycle.pdf>

- Defined in Chapter 29.

Standard 3

- Possible source of data: Adherence to the complete *evaluation cycle*.

Expected Evidence of Impact

Expected evidence of impact refers to indicators (e.g., facts or information) that a leader's performance has had the expected effect or has had results that met a leader standard. Evidence of impact could include development of policies, establishment of partnerships, implementation of new practices, and improvements in teaching and learning.

Definition retrieved from <https://www.merriam-webster.com/dictionary/evidence>

- According to Chapter 29, all Wyoming School and District Leader Evaluation Systems must include *expected evidence of impact*, providing additional description of expectations for professional practice.

First- and Second-Order Change Strategies

This terminology comes from organizational psychology. In *first-order change*, the system remains essentially the same, but something is added or altered. This type of change generally does not challenge people's beliefs or the norms of the organization, and most people agree about the necessity of the change is needed and the process for making it. First-order change is generally reversible. *First-order change strategies* include being clear about what the change is, why it is needed, and how it relates to current practice and the shared ideals and beliefs that are important to staff; providing guidance to teachers about the new practice, using knowledge of research-based practices in curriculum, instruction, or assessment; and monitoring and evaluating the use of the practices associated with the change.

A *second-order change* fundamentally changes the system or organization. It breaks with past methods and is not easily reversed. People's beliefs may be challenged, and they must acquire new knowledge and skills to make the change. Often, disagreement about how to accomplish the change arises. In addition to those strategies for first-order change, *second-order change strategies* include challenging the status quo, being flexible, explaining how people can be involved in making the change and what making the change will involve, establishing a transition team to help people through the change, and providing professional development that acknowledges and addresses where people are in adopting the change.

Definition retrieved from http://www.creelmanresearch.com/files/Creelman2009vol2_5.pdf

Standard 5

- Key element: Leaders use appropriate strategies to guide their organizations through change (e.g., *first- and second-order change strategies*).

Framework

A *framework* is the basic conceptual structure of a concept or idea. An instructional framework refers to a set of instructional principles and their implementation within and across classrooms.

Definition retrieved from

<http://www.baltimorecityschools.org/cms/lib/MD01001351/Centricity/Domain/6823/InstructionalRubric2.pdf>

Standard 2



- Key element: Implement a common instructional *framework*.

Longitudinal Data

Data are *longitudinal* if they track the same type of information on the same subjects at multiple points in time.

Definition retrieved from <http://www.caldercenter.org/what-are-longitudinal-data>

Standard 1

- Key element: Develop and maintain *longitudinal* data and communication systems to deliver information for improvement.
- Expected evidence of impact: Student *longitudinal* growth.

Model

To *model* means to provide an example for emulation with regard to education leader evaluation practices, policies, and procedures.

Definition retrieved from <http://files.eric.ed.gov/fulltext/ED532778.pdf>

Standard 6

- Key element: *Modeling* principles of self-awareness, reflective practice, transparency, perseverance, trust, fairness, and ethical behavior.

Monitor

To *monitor* means to regularly watch, keep track of, or check on an area of interest (e.g., student achievement, implementation of new practices), usually for a special purpose (e.g., to identify trends or patterns, to determine frequency or quality of practice).

Definition retrieved from <http://files.eric.ed.gov/fulltext/ED532778.pdf>

Standard 1

- Key element: Use multiple data measures to *monitor* students' progress toward learning objectives.
- Possible source of data: Rates of disciplinary incidents to *monitor* student access to instruction.

Standard 2

- Key element: *Monitor* impact of instruction.
- Possible sources of data: *Monitor* student assessment and grading practices; using tools and processes for *monitoring* instruction.

Standard 3

- Expected evidence of impact: *Monitor* and evaluate new and existing programs.
- Possible source of data: Following up and *monitoring* by the leader to ensure successful actions.

Standard 4

- Possible source of data: *Monitor* course failures, truancy or absenteeism, and at-risk behavior.

Standard 5

- Key element: Facilitate the adaptation and *monitoring* of operational systems and processes.
- Possible source of data: *Monitoring* and creating financial audit reports.



Quality Controls

Quality controls refer to those policies and procedures that are necessary to ensure that the evaluation system is implemented with fidelity. Examples of quality controls are articulation of clear procedures for data collection and validation, use of easily understood measures, user-friendly access to data-entry portals, and a plan describing how evaluation data will be used. Procedures for evaluating the evaluation system are also part of quality control.

Definition retrieved from <http://www.gtlcenter.org/sites/default/files/PracticalGuidePrincipalEval.pdf>

- Quality controls are one of the components of an evaluation system listed in the components document.

Research-Based

A practice, approach, intervention, or policy is *research-based* if it is based on basic or applied research that

1. has been published in a peer-reviewed journal or approved by a panel of experts;
2. has been replicated by other researchers; and
3. has a consensus in the research community that the study's findings are supported by a critical mass of additional studies.

Definition retrieved from <https://ies.ed.gov/ncee/wwc/>

- Defined in Chapter 29.

Standard 2

- Expected evidence of impact: Leaders have a sound knowledge of *research-based* instructional and assessment methods.
- Possible source of data: Tactical expenditures of general funds and supplemental funds targeted to *research-based* successful interventions that improve student growth.

Standard 3

- Expected evidence of impact: *Research-based* professional development approaches.

Rigorous

Rigorous refers to instructional materials or experiences that are academically, intellectually, and personally challenging.

Definition retrieved from <http://edglossary.org/rigor/>

Standard 1

- Key element: Establish *rigorous*, concrete goals in the context of student achievement and instructional programming.

Standard 2

- Key element: Implementation of a *rigorous*, relevant curriculum and assessment system.

Stakeholders

Stakeholders refer to anyone who is directly impacted by the evaluation system and who is invested in the welfare and success of a school and its students. Stakeholders include administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members,



city councilors, and state representatives. Stakeholders may also be collective entities, such as local businesses, organizations, advocacy groups, committees, media outlets, and cultural institutions, as well as organizations that represent specific groups, such as teacher unions, parent-teacher organizations, and associations of superintendents, principals, school boards, or teachers in specific academic disciplines.

Definition retrieved from <http://edglossary.org/stakeholder/>

Standard 2

- Possible source of data: Evidence of data dissemination to *stakeholders*.

Standard 3

- Expected evidence of impact: Systems are in place for reporting to *stakeholders*.

Standard 4

- Possible source of data: *Stakeholder* survey and interview results about school or district climate, including the degree to which all students are held to high expectations and the leader fosters a culture in which students and staff feel safe, valued, and respected.

Standard 6

- Possible source of data: *Stakeholder* survey and interview responses related to perceptions of the leader as fair, just, and respected, and as an effective communicator of high expectations for ethical behavior.

Standard 7

- Key element: Advocate for and effectively communicate with a range of *stakeholders*.
- Possible source of data: Survey and interview responses about *stakeholders'* awareness of and support for various school or district programs, events, and policies, as well as about the quality and quantity of communication.

Supports and Outcomes

A *support* is something that aids or assists someone. The supports in an evaluation system are designed to aid evaluators in increasing the quality of their evaluations and the feedback they provide to those being evaluated. An effective evaluation system provides educators with feedback about their performance and offers supports such as professional development, mentoring, and coaching to promote their professional growth. Other supports include training of evaluators, support networks, and online resources.

Outcomes of the evaluation system include what feedback is provided to those being evaluated and how the quality and usefulness of that feedback are perceived. Outcomes are important because supports depend on the feedback evaluators provide and other indicators (e.g., quality and usefulness of feedback) of the health of the evaluation system.

Definition retrieved from

https://proposals.learningforward.org/handouts/Washington2015/F47/tif_paper_dstrct_ldrshp_prin_eva_l_v2for508.pdf and

https://eric.ed.gov/?q=professional+development+and+superintendents&pr=on&ft=on&ff1=dtYSince_2008&id=EJ974243

- Supports and outcomes are one of the components of an evaluation system in the components document.

System

A *system* refers to a set of inter-related components that work together to form a unified whole.



Definition retrieved from <http://www.gtlcenter.org/sites/default/files/PracticalGuidePrincipalEval.pdf>

Standard 1

- Key elements: A *system* of accountability, *systems* to deliver actionable information for improvement, and implementation of an assessment *system*.

Standard 2

- Key element: Implementation of a curriculum and assessment *system*.

Standard 3

- Key element: Implementation of an educator support and evaluation *system*.
- Expected evidence of impact: Induction and professional development *systems* are in place, and *systems* are in place to ensure appropriate time and resources to implement, monitor, and evaluate new and existing programs.

Standard 4

- Expected evidence of impact: *Systems* in place to ensure the safety of the students and staff.

Standard 5

- Key element: Adaptation and monitoring of operational *systems* and processes.
- Expected evidence of impact: Manages the operational and instructional *systems*.
- Possible source of data: Up-to-date emergency response *system* and other safety *systems*.

Standard 6

- Expected evidence of impact: Builds coherence between the work of the school, district, and state as a whole, promoting a sense of being a critical part of a larger *system*.

Standard 7

- Key element: Welcome improvement ideas from outside the school *system*.

Technical Limitations of Assessment

Limitations are inherent when making inferences from test data and must be considered. Error is embedded in the test itself, which can be addressed by making sure there is alignment between tests and the area of interest, and by using multiple measures. Also, there is potential for error in the sample—when inconsistent or missing student data exists, the extent to which the results can be interpreted is limited. Additionally, there are limits to comparability between tests and contexts. Together, we refer to these as *technical limitations* that must be understood by education leadership.

Definition retrieved from <http://pareonline.net/getvn.asp?v=7&n=8>

Standard 1

- Key element: Use multiple data measures appropriately within the *technical limitations* to monitor students' progress toward learning objectives to improve instruction.

Weighting

Weighting is part of the structure of an evaluation system. It refers to adjusting the scores of the components (e.g., standards) of the evaluation system to reflect relative importance. For example, each standard's score could have a different coefficient to reflect a district's priorities. The score for Standard 1 could have a weight (coefficient) of 2, while the scores for all other standards have a weight of 1.



Definition retrieved from <http://www.gtlcenter.org/sites/default/files/PracticalGuidePrincipalEval.pdf>

- The 2014 Wyoming Model Leader and Educator Support and Evaluation System document stated that Standard 1 must be included every year and cannot have a *weight* of 0 percent.
- The opening statement of the 2017 standards document states that Standard 1 must be evaluated each year but does not specify the *weight* that this standard must be given. That decision is left to districts.

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Crosswalk to the Wyoming Education Leader Standards At-A-Glance

Standard	Leader in Me Evaluation Model	Leadership Governance Superintendent Model	Marzano District Leadership Model	Marzano School Leadership Model	McREL Central Office Evaluation System	McREL Standards Based Model	McREL Superintendent Evaluation Model	WSBA Superintendent Evaluation Model
Standard 1	7/8 Aligned	8/8 Aligned	3/8 Not Aligned	7/8 Aligned	6/8 Aligned	5/8 Aligned	6/8 Aligned	6/8 Aligned
Standard 2	5/6 Aligned	3/6 Not Aligned	1/6 Not Aligned	5/6 Aligned	4/6 Aligned	2/6 Not Aligned	3/6 Not Aligned	3/6 Not Aligned
Standard 3	7/7 Aligned	5/7 Aligned	3/7 Not Aligned	4/7 Aligned	7/7 Aligned	5/7 Aligned	5/7 Aligned	6/7 Aligned
Standard 4	3/4 Aligned	4/4 Aligned	2/4 Not Aligned	3/4 Aligned	3/4 Aligned	2/4 Not Aligned	4/4 Aligned	4/4 Aligned
Standard 5	5/6 Aligned	4/6 Aligned	2/6 Not Aligned	2/6 Not Aligned	5/6 Aligned	5/6 Aligned	5/6 Aligned	4/6 Aligned
Standard 6	1/4 Not Aligned	4/4 Aligned	1/4 Not Aligned	1/4 Not Aligned	0/4 Not Aligned	0/4 Not Aligned	0/4 Not Aligned	4/4 Aligned
Standard 7	5/5 Aligned	5/5 Aligned	3/5 Aligned	2/5 Not Aligned	5/5 Aligned	1/5 Not Aligned	5/5 Aligned	5/5 Aligned
Aligned/ Not Aligned to WY Education Leader Standards	Aligned	Aligned	Not Aligned	Not Aligned	Aligned	Not Aligned	Not Aligned	Aligned

Leadership Governance Superintendent Evaluation Model Crosswalk to the Wyoming Education Leader Standards

To demonstrate alignment to the *Wyoming Education Leader Standards*, a system must 1) demonstrate alignment to a majority of the elements within each standard, 2) be aligned to Standard I (*Unwavering Focus on Maximizing the Learning and Growth of All Students*), and 3) align to **five** of the **six** remaining standards. Based upon this crosswalk, the *Leadership Governance Superintendent Evaluation Model* demonstrated alignment to **six** of the **seven** *Wyoming Education Leader Standards*. Using this criteria, the review team concluded that the *Leadership Governance Superintendent Evaluation Model* is aligned to the **Wyoming Education Leader Standards**. Please see Table 1 for an overview of the crosswalk and Table 2 for details of the crosswalk between the *Leadership Governance Superintendent Evaluation Model* and the *Wyoming Education Leader Standards*.

Table 1. Crosswalk Overview

Standard	Number of Elements Aligned	Standard Aligned/Not Aligned
Standard 1	8/8	Aligned
Standard 2	3/6	Not Aligned
Standard 3	5/7	Aligned
Standard 4	4/4	Aligned
Standard 5	4/6	Aligned
Standard 6	4/4	Aligned
Standard 7	5/5	Aligned

Table 2. Detailed Leadership Governance Superintendent Evaluation Model Crosswalk to Wyoming Education Leader Standards

Wyoming Education Leader Standards	Leadership Governance Superintendent Evaluation Model
Standard 1 - <i>Unwavering Focus on Maximizing the Learning and Growth of All Students</i>	<p style="text-align: center;"> <i>Area 1 – General Responsibilities</i> <i>Area 5 – Instruction</i> <i>Area 8 – Student Services</i> <i>Area 12 – Superintendent as Leader</i> </p>

<p>Key Element A. In collaboration with others and in alignment with district strategic priorities, use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programing.</p>	<p>5.1 The Superintendent oversees the establishment of the School Improvement Plan and/or the Educational Goals of the district on an annual basis and over a long-range period.</p> <p>12.23 The Superintendent demonstrates the use of data and research to drive decisions and policies.</p>
<p>Key Element B. Ensure the alignment of the assessments to district identified prioritized standards used to track student growth and achievement over time.</p>	<p>5.2 The Superintendent promotes the continuous improvement of the district’s instructional program by providing for a system of data analysis and frequent assessment of student achievement measures in alignment with the board’s expectations for student achievement.</p> <p>5.8 The Superintendent regularly schedules presentations and reports by staff on various assessments of student achievement and instructional programs as requested by the board.</p>
<p>Key Element C. Use multiple data measures appropriately within the technical limitations to monitor students’ progress toward learning objectives to improve instruction.</p>	<p>5.2 The Superintendent promotes the continuous improvement of the district’s instructional program by providing for a system of data analysis and frequent assessment of student achievement measures in alignment with the board’s expectations for student achievement.</p>
<p>Key Element D. Ensure a system of accountability for students’ academic success and career readiness.</p>	<p>1.2 Recommends a comprehensive planning process to maintain a district wide focus on student achievement and improved instruction.</p>
<p>Key Element E. Develop and maintain longitudinal data and communication systems to deliver actionable information for district, school, and classroom improvement.</p>	<p>5.1. The Superintendent oversees the establishment of the School Improvement Plan and/or the Educational Goals of the district on an annual basis and over a long- range period.</p> <p>12.23 The Superintendent demonstrates the use of data and research to drive decisions and policies.</p>
<p>Key Element F. Lead the implementation of a high-quality student support and assessment system.</p>	<p>5.2. The Superintendent promotes the continuous improvement of the district’s instructional program by providing for a system of data analysis and frequent assessment of student achievement measures in alignment with the board’s expectations for student achievement.</p> <p>8.2 The Superintendent oversees the establishment of programs to provide services to meet the students’ social, psychological, emotional, and academic needs.</p>

<p>Key Element G. Ensure high expectations for achievement, growth and equity in opportunities for all students.</p>	<p>8.1 The Superintendent recommends and implements policies to meet the needs of the students attending district schools.</p> <p>12.24 The Superintendent promotes strategies and practices that enhance respect for diversity.</p>
<p>Key Element H. Work with staff to evaluate and use data to improve student achievement.</p>	<p>5.2 The Superintendent promotes the continuous improvement of the district’s instructional program by providing for a system of data analysis and frequent assessment of student achievement measures in alignment with the board’s expectations for student achievement.</p> <p>5.8 The Superintendent regularly schedules presentations and reports by staff on various assessments of student achievement and instructional programs as requested by the board.</p>
<p>Standard 2 - Instructional and Assessment Leadership</p>	<p>Area 5 – Instruction Area 6 – Personnel</p>
<p>Key Element A. Focus on student learning by leading the implementation of a rigorous, relevant and prioritized curriculum and assessment system.</p>	<p>5.2 The Superintendent promotes the continuous improvement of the district’s instructional program by providing for a system of data analysis and frequent assessment of student achievement measures in alignment with the board’s expectations for student achievement.</p> <p>5.11 The Superintendent recommends and implements policy on curriculum, instruction, and selection of instructional materials and equipment.</p>
<p>Key Element B. Work collaboratively to implement a common instructional framework that: Aligns curriculum with teaching, assessment, and learning AND Guides teacher conversation, practice, observation, evaluation, and feedback.</p>	<p>No alignment</p>
<p>Key Element C. Recognize a full range of pedagogy and monitor the impact of instruction.</p>	<p>5.8 The Superintendent regularly schedules presentations and reports by staff on various assessments of student achievement and instructional programs as requested by the board.</p> <p>6.8 The Superintendent develops a systematic plan for evaluating the performance of all district personnel.</p>

Key Element D. Ensure that there is differentiation, personalization, intellectual stimulation, collaboration, authenticity, and recognition of student strengths in instructional practice.	<i>No alignment</i>
Key Element E. Promote the effective uses of technology to support teaching and learning.	5.5 The Superintendent promotes the use of technology and its uses to enhance the district’s curricular and instructional programs.
Key Element F. Ensure the use of formative assessment data to inform instruction.	<i>No alignment</i>
Standard 3 - Developing and Supporting a Learning Organization	<p style="text-align: center;">Area 5 – Instruction Area 6 – Personnel Area 11 – Board Relations Area 12 – Superintendent as Leader</p>
Key Element A. Effectively lead the implementation of a high-quality educator support and evaluation system that advances the professional growth of their staff.	<p>5.9 The Superintendent oversees the staff development programs and budgets of the district subject to the board’s approval.</p> <p>6.8 The Superintendent develops a systematic plan for evaluating the performance of all district personnel.</p> <p>12.12 The Superintendent evaluates administrators through an annual performance plan.</p>
Key Element B. Have a solid understanding of adult learning and ensure that all adults have the knowledge, skills, and dispositions necessary to promote student success.	<p>5.9 The Superintendent oversees the staff development programs and budgets of the district subject to the board’s approval.</p> <p>12.26 The Superintendent maintains professional development by reading, course work, conference attendance, participation on professional committees, visiting other districts, and meeting other superintendents.</p>
Key Element C. Create and/or support collaborative learning organizations to foster improvements in teacher practices and student learning.	<i>No alignment</i>
Key Element D. Guide implementation of improvement initiatives and provide the time and support for these initiatives to achieve desired outcomes.	<i>No alignment</i>
Key Element E. Lead the evaluation of new and existing programs as part of a continuous improvement process.	5.1 The Superintendent oversees the establishment of the School Improvement Plan and/or the Educational Goals of the district on an annual basis and over a long-range period.

	<p>5.2 The Superintendent promotes the continuous improvement of the district’s instructional program by providing for a system of data analysis and frequent assessment of student achievement measures in alignment with the board’s expectations for student achievement.</p> <p>12.23 The Superintendent demonstrates the use of data and research to drive decisions and policies.</p>
<p>Key Element F. Cultivate the ability of teachers and other members of the community to become leaders by providing assistance and leadership opportunities.</p>	<p>6.10 The Superintendent delegates authority to staff members, as appropriate.</p> <p>11.10 The Superintendent facilitates board development leadership training in a variety of ways.</p> <p>12.6 The Superintendent develops leadership by entrusting and sharing.</p>
<p>Key Element G. Facilitate high functioning groups of faculty and staff.</p>	<p>6.4 The Superintendent oversees the assignment, transfer or reassignment of personnel in a way that helps secure the highest efficiency of the staff.</p> <p>6.9 The Superintendent recommends personnel policies necessary and beneficial for the efficient functioning of the school district staff for consideration by the board of trustees.</p>
<p>Standard 4 - Vision, Mission, and Culture</p>	<p>Area 5 – Instruction Area 8 – Student Services Area 12 – Superintendent as Leader</p>
<p>Key Element A. Use relevant data and collaborate with members of the school, district, and community to create and endorse a vision for the achievement of every student.</p>	<p>5.1 The Superintendent oversees the establishment of the School Improvement Plan and/or the Educational Goals of the district on an annual basis and over a long-range period.</p> <p>5.3 The Superintendent conducts a continuous evaluation of the needs of the district utilizing input from staff, students and community as appropriate.</p>
<p>Key Element B. Articulate, advocate, and cultivate core values that define the school’s/district’s culture and stress the imperative of academic success, child-centered education, high expectations and student support, equity, inclusiveness, social justice, openness, caring, and trust.</p>	<p>8.2 The Superintendent oversees the establishment of programs to provide services to meet the student’s social, psychological, emotional, and academic needs.</p>

	<p>12.24 The Superintendent promotes strategies and practices that enhance respect for diversity.</p>
<p>Key Element C. Create and maintain a positive climate with a trusting, safe environment that promotes effective student learning and adult practice.</p>	<p>8.3 The Superintendent directs the establishment of policies and procedure to provide a safe and orderly climate for students in district schools and to provide for appropriate control of student when they are on school property or at school sponsored events.</p> <p>8.4 The Superintendent develops and implements procedures to deal with health and safety emergencies.</p>
<p>Key Element D. Collaboratively evaluate the mission and vision, modifying them based on changing intentions, opportunities, demands, and positions of students, staff, and community.</p>	<p>5.1 The Superintendent oversees the establishment of the School Improvement Plan and/or the Educational Goals of the district on an annual basis and over a long-range period.</p>
<p>Standard 5 - Efficient and Effective Management</p>	<p>Area 2 – Policy Area 5 – Instruction Area 6 – Personnel Area 11 – Board Relations Area 12 – Superintendent As Leader</p>
<p>Key Element A. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an effective team.</p>	<p>5.9 The Superintendent oversees the staff development programs and budgets of the district subject to the board’s approval.</p> <p>6.1 The Superintendent recommends to the Board the employment or dismissal of all certificated and classified staff.</p> <p>6.2 The Superintendent supervises directly and/or through delegation the recruitment, selection, assignment, evaluation, and professional growth opportunities for all district personnel.</p> <p>6.8 The Superintendent develops a systematic plan for evaluating the performance of all district personnel.</p>
<p>Key Element B. Facilitate the adaptation and monitoring of operational systems and processes to ensure a high-performing organization that includes clear expectations, structures, rules, and procedures for effective and efficient operations focused on high-quality teaching and learning.</p>	<p>2.4 The Superintendent develops rules, regulations and procedures necessary to implement the board’s policy.</p>

	<p>6.9 The Superintendent recommends personnel policies necessary and beneficial for the efficient functioning of the school district staff for consideration by the board of trustees.</p> <p>11.7 The Superintendent provides regulations, instructions, and follow-up for employees in such a way as to oversee the board of trustee’s implementation of district policies and takes care of all other administrative duties not specifically covered in board policy.</p>
<p>Key Element C. Limit the number of initiatives and ensure that whatever programs and strategies are implemented in their school/district are supported by the best research available and are aligned to school and district plans.</p>	<p>5.1 The Superintendent oversees the establishment of the School Improvement Plan and/or the Educational Goals of the district on an annual basis and over a long-range period.</p> <p>12.23 The Superintendent demonstrates the use of data and research to drive decisions and policies.</p>
<p>Key Element D. Use appropriate strategies to guide their organizations through change (e.g. first- and second-order change strategies).</p>	<p>No alignment</p>
<p>Key Element E. Support the learning of all students by inventively appropriating and regulating monetary, human and material supplies, time, equipment, technology, and alliances with school and district goals.</p>	<p>No alignment</p>
<p>Key Element F. Ensure the expectation that students, staff, and the school/district engage persistently within the guidelines of federal, state, and local laws, policies, regulations, and statutory requirements.</p>	<p>1.8. The Superintendent represents the district in its dealings with other school systems, conferences, legislative matters, legal matters, institutions, agencies, community organizations, and the public.</p> <p>2.5 The Superintendent identifies policy areas which the board should revise, rewrite, or repeal as needs of the district or laws and regulations change.</p>
<p>Standard 6 - Ethics and Professionalism</p>	<p>Area 1 – General Responsibilities Area 11 – Board Relations Area 12 – Superintendent as Leader</p>
<p>Key Element A. Lead with integrity by modeling fundamentals of mindfulness, deliberate practice, clarity, perseverance, trust, fairness, and ethical behavior.</p>	<p>12.3 The Superintendent maintains high standards of ethics, honesty and integrity in all personal and professional matters.</p> <p>12.8 The Superintendent reflects honesty and integrity through communication and relationships.</p>

	<p>12.19 The Superintendent is a person to be trusted.</p> <p>12.22 The Superintendent demonstrates emotional stability and poise in all situations.</p> <p>12.25 The Superintendent demonstrates the ability to work fairly with all groups.</p>
<p>Key Element B. Establish a culture in which exemplary ethical behavior is expected and practiced by all faculty, staff, students, and volunteers.</p>	<p>12.3 The Superintendent maintains high standards of ethics, honesty and integrity in all personal and professional matters.</p> <p>12.4 The Superintendent models education values for students, staff, board, and community.</p> <p>12.21. The Superintendent inspires in others the highest professional standards.</p>
<p>Key Element C. Significantly contribute to district and state initiatives.</p>	<p>1.4 Provides educational leadership to the board, staff, students, and community.</p> <p>1.8 The Superintendent represents the district in its dealings with other school systems, conferences, legislative matters, legal matters, institutions, agencies, community organizations, and the public.</p> <p>12.26 The Superintendent maintains professional development by reading, course work, conference attendance, participation on professional committees, visiting other districts, and meeting other superintendents.</p>
<p>Key Element D. Evaluate the potential ethical, legal, and precedent-setting consequences of decision-making.</p>	<p>11.5 The Superintendent offers recommendations for board action on agenda items based upon thoughtful study and analysis, serving in an advisory capacity.</p> <p>12.15 The Superintendent considers implications and options before making recommendations and/or decisions.</p> <p>12.23 The Superintendent demonstrates the use of data and research to drive decisions and policies.</p>

<p>Standard 7 - Communication and Community Engagement</p>	<p>Area 1 - General Responsibilities Area 10 – Community Relations Area 12 – Superintendent as Leader</p>
<p>Key Element A. Advocate and effectively communicate with a range of stakeholders, from students and teachers to parents and members of the larger community, including media, to advance the organization’s vision and mission.</p>	<p>1.9 The Superintendent maintains effective relationships with legislative representatives, department of education personnel, and other members of the educational community.</p> <p>10.1 The Superintendent maintains visibility in the community and informs and interprets school programs and activities to the community and news media.</p> <p>10.3 The Superintendent establishes and maintains a sound working relationship with the news media, utilizing any public service opportunities for the betterment of education within the school community.</p>
<p>Key Element B. Implement and maintain policies to establish working relationships with the community and media to garner support and build consensus for school/district goals.</p>	<p>10.1 The Superintendent maintains visibility in the community and informs and interprets school programs and activities to the community and news media.</p> <p>10.3 The Superintendent establishes and maintains a sound working relationship with the news media, utilizing any public service opportunities for the betterment of education within the school community.</p>
<p>Key Element C. Use community engagement efforts to identify and share successes and to address challenges for the benefit of students.</p>	<p>10.4 The Superintendent is knowledgeable of and sensitive to the various constituencies and demographics within the district.</p>
<p>Key Element D. Are easily approached, available, and inviting to students, staff, and community.</p>	<p>12.7 The Superintendent evidences a genuine sense of humor.</p> <p>12.8 The Superintendent reflects honesty and integrity through communications and relationships.</p> <p>12.19 The Superintendent is a person to be trusted.</p> <p>12.20 The Superintendent inspires loyalty and team effort.</p> <p>12.22 The Superintendent demonstrates emotional stability and poise in all</p>

	situations.
Key Element E. Are intentional about welcoming improvement ideas from outside the school system, but still within the community.	12.2 The Superintendent listens well to opposing viewpoints. 12.9 The Superintendent knows how and when to ask for help. 12.25 The Superintendent demonstrates the ability to work fairly with all groups.

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Wyoming School Board Association Superintendent Evaluation Model Crosswalk to the Wyoming Education Leader Standards

To demonstrate alignment to the *Wyoming Education Leader Standards*, a system must 1) demonstrate alignment to a majority of the elements within each standard, 2) be aligned to Standard I (*Unwavering Focus on Maximizing the Learning and Growth of All Students*), and 3) align to **five** of the **six** remaining standards. Based upon this crosswalk, the *Wyoming School Board Association Superintendent Evaluation Model* demonstrated alignment to **six** of the **seven** *Wyoming Education Leader Standards*. Using this criteria, the review team concluded that the *Wyoming School Board Association Superintendent Evaluation Model* is aligned to the **Wyoming Education Leader Standards**. Please see Table 1 for an overview of the crosswalk and Table 2 for details of the crosswalk between the *Wyoming School Board Association Superintendent Evaluation Model* and the *Wyoming Education Leader Standards*.

Table 1. Crosswalk Overview

Standard	Number of Elements Aligned	Standard Aligned/Not Aligned
Standard 1	6/8	Aligned
Standard 2	3/6	Not Aligned
Standard 3	6/7	Aligned
Standard 4	4/4	Aligned
Standard 5	4/6	Aligned
Standard 6	4/4	Aligned
Standard 7	5/5	Aligned

Table 2. Detailed Wyoming School Board Association Superintendent Evaluation Model Crosswalk to Wyoming Education Leader Standards

Wyoming Education Leader Standards	Wyoming School Board Association Superintendent Evaluation Model
<i>Standard 1 - Unwavering Focus on Maximizing the Learning and Growth of All Students</i>	<p><i>Area 1 – General Responsibilities</i></p> <p><i>Area 5 – Planning Responsibilities</i></p> <p><i>Area 6 – Instruction</i></p> <p><i>Area 10 – Student Services</i></p>

<p>Key Element A. In collaboration with others and in alignment with district strategic priorities, use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programming.</p>	<p>1.2 Recommends a comprehensive planning process to maintain a district wide focus on student achievement and improved instruction.</p> <p>1.4 Provides educational leadership to the Board, Staff, students and community.</p> <p>5.1 The Superintendent provides assistance to the Board in setting a “clear direction” for the district by establishing the district vision, mission, goals, and student achievement targets for the instructional program of the district based upon the needs and values of the community.</p>
<p>Key Element B. Ensure the alignment of the assessments to district identified prioritized standards used to track student growth and achievement over time.</p>	<p>5.3 The Superintendent provides assistance to the Board to establish yearly expectations for student achievement and regularly monitors progress toward those targets during the school year.</p> <p>6.4 The Superintendent articulates standards that provide the Board a basis for measuring the district’s effectiveness in each program area.</p>
<p>Key Element C. Use multiple data measures appropriately within the technical limitations to monitor students’ progress toward learning objectives to improve instruction.</p>	<p>5.4 The Superintendent provides assistance to the Board in updating their goals and student achievement targets on a yearly basis utilizing a thorough review and evaluation process.</p> <p>6.2 The Superintendent promotes the continuous improvement of the district’s instructional program by providing for a system of data analysis and frequent assessment of student achievement measures in alignment with the Board’s expectations for student achievement.</p>
<p>Key Element D. Ensure a system of accountability for students’ academic success and career readiness.</p>	<p>No Alignment</p>
<p>Key Element E. Develop and maintain longitudinal data and communication systems to deliver actionable information for district, school, and classroom improvement.</p>	<p>No Alignment</p>
<p>Key Element F. Lead the implementation of a high-quality student support and assessment system.</p>	<p>6. 8 The Superintendent regularly schedules presentations and reports by staff on various assessments of student achievement and instructional programs as requested by the Board.</p> <p>10.1 The Superintendent oversees the establishment of policies and</p>

	<p>programs to provide services to meet the social, psychological, emotional, and academic needs of the students of the district.</p> <p>10.7 The Superintendent implements district policies to provide guidance services for students.</p> <p>10.9 The Superintendent implements district policies to address the student use and access to library and media services.</p> <p>10.10 The Superintendent implements district policies to provide health screening and services for students.</p>
Key Element G. Ensure high expectations for achievement, growth and equity in opportunities for all students.	6.1 The Superintendent oversees the establishment of the Educational Goals for the district and a process to support continuous improvement of student achievement on an annual basis and over a long-range period.
Key Element H. Work with staff to evaluate and use data to improve student achievement.	<p>5.3 The Superintendent provides assistance to the Board to establish yearly expectations for student achievement and regularly monitors progress toward those targets during the school year.</p> <p>6.2 The Superintendent promotes the continuous improvement of the district's instructional program by providing for a system of data analysis and frequent assessment of student achievement measures in alignment with the Board's expectations for student achievement.</p>
Standard 2 - Instructional and Assessment Leadership	Area 6 – Instruction Area 10 – Student Services
Key Element A. Focus on student learning by leading the implementation of a rigorous, relevant and prioritized curriculum and assessment system.	<p>6.1 The Superintendent oversees the establishment of the Educational Goals for the district and a process to support continuous improvement of student achievement on an annual basis and over a long-range period.</p> <p>6.11 The Superintendent recommends and implements policy on curriculum, instruction, and selection of instructional materials and equipment.</p>
Key Element B. Work collaboratively to implement a common instructional framework that: Aligns curriculum with teaching, assessment, and learning AND Guides teacher conversation, practice, observation, evaluation, and feedback.	No Alignment

Key Element C. Recognize a full range of pedagogy and monitor the impact of instruction.	No Alignment
Key Element D. Ensure that there is differentiation, personalization, intellectual stimulation, collaboration, authenticity, and recognition of student strengths in instructional practice.	No Alignment
Key Element E. Promote the effective uses of technology to support teaching and learning.	6.5 The Superintendent promotes the use of technology and its uses to enhance the district's curricular and instructional programs. 10.8 The Superintendent implements district policies to address the student use and access to technology.
Key Element F. Ensure the use of formative assessment data to inform instruction.	6.2 The Superintendent promotes the continuous improvement of the district's instructional program by providing for a system of data analysis and frequent assessment of student achievement measures in alignment with the Board's expectations for student achievement.
Standard 3 - Developing and Supporting a Learning Organization	Area 2 – Board Relations Area 6 – Instruction Area 8 – Personnel Area 13 – Leadership
Key Element A. Effectively lead the implementation of a high-quality educator support and evaluation system that advances the professional growth of their staff.	8.2 The Superintendent supervises directly and/or through delegation the recruitment, selection, assignment, evaluation, and professional growth opportunities for all district personnel. 8.8 The Superintendent develops a systematic plan for evaluating the performance of all district personnel.
Key Element B. Have a solid understanding of adult learning and ensure that all adults have the knowledge, skills, and dispositions necessary to promote student success.	6.7 The Superintendent assigns staff to instructional areas to maximize their positive impact on the instructional program and informs the Board. 8.2 The Superintendent supervises directly and/or through delegation the recruitment, selection, assignment, evaluation, and professional growth opportunities for all district personnel.
Key Element C. Create and/or support collaborative learning organizations to foster improvements in teacher practices and student learning.	No Alignment

<p>Key Element D. Guide implementation of improvement initiatives and provide the time and support for these initiatives to achieve desired outcomes.</p>	<p>6.1 The Superintendent oversees the establishment of the Educational Goals for the district and a process to support continuous improvement of student achievement on an annual basis and over a long-range period.</p>
<p>Key Element E. Lead the evaluation of new and existing programs as part of a continuous improvement process.</p>	<p>6.1 The Superintendent oversees the establishment of the Educational Goals for the district and a process to support continuous improvement of student achievement on an annual basis and over a long-range period.</p>
<p>Key Element F. Cultivate the ability of teachers and other members of the community to become leaders by providing assistance and leadership opportunities.</p>	<p>2.10 The Superintendent facilitates board development leadership training in a variety of ways.</p> <p>8.11 The Superintendent delegates authority to staff members, as appropriate.</p> <p>13.6 The Superintendent develops leadership by entrusting and sharing.</p>
<p>Key Element G. Facilitate high functioning groups of faculty and staff.</p>	<p>6.9 The Superintendent oversees the development and implementation of the staff development programs of the district dedicated to improving the performance of district staff and the achievement of district goals.</p>
<p>Standard 4 - Vision, Mission, and Culture</p>	<p>Area 3 – Policy Area 4 – Meetings Area 5 – Planning Responsibilities Area 10 – Student Services Area 13 – Leadership</p>
<p>Key Element A. Use relevant data and collaborate with members of the school, district, and community to create and endorse a vision for the achievement of every student.</p>	<p>13.5 The Superintendent demonstrates a bias for action and promotes “big picture” thinking.</p> <p>13.20 The Superintendent demonstrates the use of data and research to drive decisions and policies.</p>
<p>Key Element B. Articulate, advocate, and cultivate core values that define the school’s/district’s culture and stress the imperative of academic success, child-centered education, high expectations and student support, equity, inclusiveness, social justice, openness, caring, and trust.</p>	<p>10.1 The Superintendent oversees the establishment of policies and programs to provide services to meet the social, psychological, emotional, and academic needs of the students of the district.</p> <p>10.5 The Superintendent implements district policies to address the services for at-risk students.</p>

	<p>10.6 The Superintendent implements district policies to address the services for children with special needs.</p> <p>10.11 The Superintendent provides for the direction and supervision of co-curricular and extra-curricular student activities programs for the students of the district.</p>
<p>Key Element C. Create and maintain a positive climate with a trusting, safe environment that promotes effective student learning and adult practice.</p>	<p>10.2 The Superintendent directs the establishment of policies and procedure to provide a safe and orderly climate for students in district schools and to provide for appropriate control of students when they are on school property or at school sponsored events.</p> <p>10.3 The Superintendent directs the development and implementation of comprehensive crisis plan to deal with possible health and safety emergencies.</p>
<p>Key Element D. Collaboratively evaluate the mission and vision, modifying them based on changing intentions, opportunities, demands, and positions of students, staff, and community.</p>	<p>3.4 The Superintendent develops rules, regulations and procedures necessary to implement the Board's policy.</p> <p>3.5 The Superintendent identifies policy areas which the Board should revise, rewrite, or repeal as needs of the district or laws and regulations change.</p> <p>4.3 The Superintendent identifies areas of business for the Board Chairman which the Board should address at meetings.</p> <p>5.1 The Superintendent provides assistance to the Board in setting a "clear direction" for the district by establishing the district vision, mission, goals, and student achievement targets for the instructional program of the district based upon the needs and values of the community.</p>
<p>Standard 5 - Efficient and Effective Management</p>	<p>Area 1 – General Responsibilities Area 2 – Board Relations Area 4 – Meetings Area 6 – Instruction Area 7 – Budget/Finance Area 8 – Personnel Area 9 – Labor Area 11 – Facilities/Transportation/Food Services</p>

<p>Key Element A. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an effective team.</p>	<p>1.3 Coordinates the operation of the schools, supervision of the instruction programs and management of district personnel.</p> <p>6.9 The Superintendent oversees the development and implementation of the staff development programs of the district dedicated to improving the performance of district staff and the achievement of district goals.</p> <p>8.1 The Superintendent recommends to the Board the employment or dismissal of all certificated and classified staff.</p> <p>8.2 The Superintendent supervises directly and/or through delegation the recruitment, selection, assignment, evaluation, and professional growth opportunities for all district personnel.</p> <p>8.3 The Superintendent recommends the number of type of positions needed for the effective operation of the schools and the district.</p> <p>8.4 The Superintendent oversees the assignment, transfer or reassignment of personnel in a way that helps secure the highest efficiency of the staff.</p> <p>8.8 The Superintendent develops a systematic plan for evaluating the performance of all district personnel.</p> <p>8.9 The Superintendent recommends personnel policies necessary and beneficial for the efficient operation of the school district for consideration by the Board of Trustees.</p> <p>8.10 The Superintendent supervises administrators through an annual performance plan.</p> <p>9.6 The Superintendent administers contracts or agreements as appropriate.</p>
<p>Key Element B. Facilitate the adaptation and monitoring of operational systems and processes to ensure a high-performing organization that includes clear expectations, structures, rules, and procedures for effective and efficient operations focused on high-quality teaching and learning.</p>	<p>1.3 Coordinates the operation of the schools, supervision of the instruction programs and management of district personnel.</p>

	<p>2.3 The Superintendent plans effectively for board meetings.</p> <p>8.2 The Superintendent supervises directly and/or through delegation the recruitment, selection, assignment, evaluation, and professional growth opportunities for all district personnel.</p> <p>8.3 The Superintendent recommends the number of type of positions needed for the effective operation of the schools and the district.</p> <p>8.4 The Superintendent oversees the assignment, transfer or reassignment of personnel in a way that helps secure the highest efficiency of the staff.</p> <p>8.5 The Superintendent oversees the development of job descriptions for all positions.</p> <p>8.9 The Superintendent recommends personnel policies necessary and beneficial for the efficient operation of the school district for consideration by the Board of Trustees.</p>
<p>Key Element C. Limit the number of initiatives and ensure that whatever programs and strategies are implemented in their school/district are supported by the best research available and are aligned to school and district plans.</p>	<p>No Alignment</p>
<p>Key Element D. Use appropriate strategies to guide their organizations through change (e.g. first- and second-order change strategies).</p>	<p>No Alignment</p>
<p>Key Element E. Support the learning of all students by inventively appropriating and regulating monetary, human and material supplies, time, equipment, technology, and alliances with school and district goals.</p>	<p>6.10 The Superintendent proposes a school calendar that promotes improved student achievement and effective staff development programs to the Board for the school year.</p> <p>7.1 The Superintendent prepares reports for the Board that detail both short-range and long-range projections of revenues and expenditures for consideration in budget preparation.</p> <p>7.2 The Superintendent prepares a detailed preliminary budget based on the Board's goals, priorities, and expectations.</p> <p>7.4 The Superintendent recommends a final budget, which considers the</p>

short-range and long-range revenue and expenditure projections and is matched to the Board's goals, priorities, and expectations, to the Board for consideration and approval.

7.5 The Superintendent administers the budget assuring that the expenditures of district funds are within the legal requirements of the budget.

7.6 The Superintendent acts as a resource to the Board during the annual review of the district audit and any finding that may need to be addressed.

9.5 The Superintendent recommends a schedule of salaries and benefits to the Board for its consideration.

11.1 The Superintendent directs the preparation of a Master Plan for district facilities for the approval of the Board and updates the Board frequently about all plans and specifications related to the modification and or construction of schools or district facilities.

11.2 The Superintendent provides for the upkeep of facilities and maintenance of equipment.

11.3 The Superintendent directs the development of long-range plans for preventive maintenance of buildings, grounds and equipment.

11.4 The Superintendent recommends and supervises the public use of buildings, facilities and equipment.

11.5 The Superintendent supervises the transportation services of the district, assigning staff as appropriate.

11.6 The Superintendent serves as the custodian of all property, real or personal, owned, leased or borrowed by the district; and lends, exchanges, transmits or receives such property only in accordance with approval of the Board.

11.7 The Superintendent supervises the food services program, assigning staff as appropriate.

<p>Key Element F. Ensure the expectation that students, staff, and the school/district engage persistently within the guidelines of federal, state, and local laws, policies, regulations, and statutory requirements.</p>	<p>1.1 As the chief executive officer of the Board, the Superintendent implements Board policies and directives.</p> <p>2.2 The Superintendent develops in cooperation with the Board Chairman an agenda for each board meeting and sees that all Board meeting and actions are legally conducted and communicated to the public.</p> <p>4.2 The Superintendent assures compliance with all legal requirements relative to the posting of notices and maintenance of meeting records.</p> <p>4.7 The Superintendent assures that board meetings, including executive sessions, meet the requirements of the law.</p>
<p>Standard 6 - Ethics and Professionalism</p>	<p>Area 1 – General Responsibilities Area 2 – Board Relations Area 4 – Meetings Area 8 – Personnel Area 13 – Leadership</p>
<p>Key Element A. Lead with integrity by modeling fundamentals of mindfulness, deliberate practice, clarity, perseverance, trust, fairness, and ethical behavior.</p>	<p>8.7 The Superintendent fosters good working relationships with staff members and deals with personnel matter in an objective and professional manner.</p> <p>13.3 The Superintendent maintains high standards of ethics, honesty and integrity in all personal and professional matters.</p> <p>13.15 The Superintendent accepts responsibility, does not “pass the buck.”</p>
<p>Key Element B. Establish a culture in which exemplary ethical behavior is expected and practiced by all faculty, staff, students, and volunteers.</p>	<p>13.4 The Superintendent models education values for students, staff, Board, and community.</p> <p>13.16 The Superintendent is considered trustworthy by others.</p> <p>13.17 The Superintendent inspires loyalty and team effort.</p> <p>13.18 The Superintendent inspires in others the highest professional standards.</p>

	<p>13.19 The Superintendent demonstrates emotional stability and poise in all situations.</p>
<p>Key Element C. Significantly contribute to district and state initiatives.</p>	<p>1.6 Keeps the Board aware of statewide and national developments and charges.</p> <p>1.7 Continually upgrades his/her professional knowledge and qualifications through membership and participation in professional associations, conferences, and workshops.</p> <p>13.23 The Superintendent maintains professional development by reading, course work, conference attendance, participation on professional committees, visiting other districts, and meeting other superintendents.</p>
<p>Key Element D. Evaluate the potential ethical, legal, and precedent-setting consequences of decision-making.</p>	<p>1.8 The Superintendent represents the district in its dealings with other school systems, conferences, legislative matters, legal matters, institutions, agencies, community organizations, and the public.</p> <p>2.5 The Superintendent offers recommendations for Board action on agenda items based upon thoughtful study and analysis, serving in an advisory capacity.</p> <p>4.2 The Superintendent assures compliance with all legal requirements relative to the posting of notices and maintenance of meeting records.</p> <p>13.12 The Superintendent considers implications and options before making recommendations and/or decisions.</p>
<p>Standard 7 - Communication and Community Engagement</p>	<p>Area 1 – General Responsibilities Area 2 – Board Relations Area 6 – Instruction Area 7 – Budget/Finance Area 8 – Personnel Area 9 - Labor Relations Area 12 – Community Relations Area 13 – Leadership</p>

<p>Key Element A. Advocate and effectively communicate with a range of stakeholders, from students and teachers to parents and members of the larger community, including media, to advance the organization’s vision and mission.</p>	<p>1.5 Identifies needs of the district and reports them to the Board.</p> <p>8.6 The Superintendent serves as the Board’s liaison with staff and strives to create open and honest relations among staff members.</p> <p>12.2 The Superintendent serves as the Board’s liaison with appointed advisory committees.</p> <p>12.5 The Superintendent makes recommendations to the Board for resolution of community issues/complaints that cannot be solved at the administrative level.</p> <p>13.13 The Superintendent anticipates public reaction to recommendations and/or decisions.</p> <p>13.14 The Superintendent appears to meet crises effectively.</p> <p>13.22 The Superintendent demonstrates the ability to work in a cooperative manner with all groups.</p>
<p>Key Element B. Implement and maintain policies to establish working relationships with the community and media to garner support and build consensus for school/district goals.</p>	<p>1.8 The Superintendent represents the district in its dealings with other school systems, conferences, legislative matters, legal matters, institutions, agencies, community organizations, and the public.</p> <p>6.3 The Superintendent conducts a continuous evaluation of the needs of the district utilizing input from staff, students and community as appropriate.</p> <p>7.3 The Superintendent utilizes a budget development process that allows for input to the Board from staff, students, parents, and the community in the budget review and preparation process.</p> <p>12.1 The Superintendent maintains visibility in the community and informs and interprets school programs and activities to the community and news media.</p> <p>12.3 The Superintendent establishes and maintains a sound working relationship with the news media, utilizing any public service opportunities for the betterment of education within the school community.</p>

<p>Key Element C. Use community engagement efforts to identify and share successes and to address challenges for the benefit of students.</p>	<p>6.3 The Superintendent conducts a continuous evaluation of the needs of the district utilizing input from staff, students and community as appropriate.</p> <p>7.3 The Superintendent utilizes a budget development process that allows for input to the Board from staff, students, parents, and the community in the budget review and preparation process.</p> <p>12.1 The Superintendent maintains visibility in the community and informs and interprets school programs and activities to the community and news media.</p> <p>12.3 The Superintendent establishes and maintains a sound working relationship with the news media, utilizing any public service opportunities for the betterment of education within the school community.</p> <p>12.4 The Superintendent is knowledgeable of and sensitive to the various constituencies and demographics within the district.</p> <p>13.24 The Superintendent has actively solicited input from the administrative staff regarding his leadership and management of the district.</p>
<p>Key Element D. Are easily approached, available, and inviting to students, staff, and community.</p>	<p>2.6 The Superintendent is responsive to Board requests for information and directives.</p> <p>9.3 The Superintendent provides for input from those affected by the decision in development of salary and benefits proposals.</p> <p>9.4 The Superintendent promotes good relations with staff in development of salary and benefit recommendations.</p> <p>12.1 The Superintendent maintains visibility in the community and informs and interprets school programs and activities to the community and news media.</p> <p>13.7 The Superintendent evidences a genuine sense of humor.</p>

	13.11 The Superintendent displays an image of confidence.
Key Element E. Are intentional about welcoming improvement ideas from outside the school system, but still within the community.	<p>1.9 The Superintendent maintains effective relationships with legislative representatives, department of education personnel, and other members of the educational community.</p> <p>9.1 The Superintendent supervises salary, benefits, and working condition issues with recognized employee groups and assists the Board in related settlements.</p> <p>13.2 The Superintendent listens well to opposing viewpoints.</p> <p>13.8 The Superintendent knows how and when to ask for help.</p> <p>13.25 The Superintendent has made it possible for patrons of the district to comment on his/her stewardship of the district.</p>

DRAFT

The McREL Superintendent Evaluation System Crosswalk to the Wyoming Education Leader Standards

To demonstrate alignment to the *Wyoming Education Leader Standards*, a system must 1) demonstrate alignment to a majority of the elements within each standard, 2) be aligned to Standard I (*Unwavering Focus on Maximizing the Learning and Growth of All Students*), and 3) align to **five** of the **six** remaining standards. Based upon this crosswalk, the *McREL Superintendent Evaluation System* demonstrated alignment to **five** of the **seven** *Wyoming Education Leader Standards*. Using this criteria, the review team concluded that the *McREL Superintendent Evaluation System* is **not aligned to the Wyoming Education Leader Standards**. Please see Table 1 for an overview of the crosswalk and Table 2 for details of the crosswalk between the *McREL Superintendent Evaluation System* and the *Wyoming Education Leader Standards*.

Table 1. Crosswalk Overview

Standard	Number of Elements Aligned	Standard Aligned/Not Aligned
Standard 1	6/8	Aligned
Standard 2	3/6	Not Aligned
Standard 3	5/7	Aligned
Standard 4	4/4	Aligned
Standard 5	5/6	Aligned
Standard 6	0/4	Not Aligned
Standard 7	5/5	Aligned

Table 2. Detailed McREL Superintendent Evaluation System Crosswalk to Wyoming Education Leader Standards

Wyoming Education Leader Standards	McREL's Superintendent Evaluation System
<i>Standard 1 - Unwavering Focus on Maximizing the Learning and Growth of All Students</i>	<p><i>Component I: Purposeful Community</i> <i>Component II: Managing Change</i> <i>Component III: Focus of Leadership</i> <i>Component IV: Management</i></p>
Key Element A. In collaboration with others and in alignment with district strategic priorities, use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programing.	Component III: Focus of Leadership: (a) Non-negotiable goals - The superintendent and central office staff, with the Board and principals, collaboratively develops and adopts district-wide goals for student achievement and an instructional program that is based on relevant research.

<p>Key Element B. Ensure the alignment of the assessments to district identified prioritized standards used to track student growth and achievement over time.</p>	<p>Component III: Focus of Leadership: (a) Non-negotiable goals - The superintendent and central office staff, with the Board and principals, collaboratively develops and adopts district-wide goals for student achievement and an instructional program that is based on relevant research.</p>
<p>Key Element C. Use multiple data measures appropriately within the technical limitations to monitor students' progress toward learning objectives to improve instruction.</p>	<p>Component II: Managing Change: (c) Monitors and evaluates - The superintendent and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p>
<p>Key Element D. Ensure a system of accountability for students' academic success and career readiness.</p>	<p>No Alignment</p>
<p>Key Element E. Develop and maintain longitudinal data and communication systems to deliver actionable information for district, school, and classroom improvement.</p>	<p>Component IV: Management: (b) Systematic communication - The superintendent and central office staff design and utilize various forms of formal and informal communication so that the focus of the school can be on improved student achievement.</p>
<p>Key Element F. Lead the implementation of a high-quality student support and assessment system.</p>	<p>No Alignment</p>
<p>Key Element G. Ensure high expectations for achievement, growth and equity in opportunities for all students.</p>	<p>Component I: Purposeful Community: (a) Purpose and outcomes - The superintendent and central office staff establish and maintain an intentional community with a common purpose and dedicated to producing outcomes that matter to all.</p> <p>Component II: Managing Change: (a) Creates demand for change - The superintendent and central office staff create demand for continuous improvement, either as a result of dissatisfaction with the current reality or toward a vision of a more attractive reality.</p> <p>Component II: Managing Change: (b) Implements change - The superintendent and central office staff lead the implementation of research-based practices to improve student achievement with a relentless focus on quality, fidelity, intensity, and consistency.</p> <p>Component II: Managing Change: (c) Monitors and evaluates - The superintendent and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p>

	<p>Component III: Focus of Leadership: (a) Non-negotiable goals - The superintendent and central office staff, with the Board and principals, collaboratively develops and adopts district-wide goals for student achievement and an instructional program that is based on relevant research.</p> <p>Component III: Focus of Leadership: (c) Defined autonomy - The superintendent and central office staff provides autonomy to school principals to lead their schools, but expect alignment on district goals and use of resources for professional development.</p>
<p>Key Element H. Work with staff to evaluate and use data to improve student achievement.</p>	<p>Component II: Managing Change: (a) Creates demand for change - The superintendent and central office staff create demand for continuous improvement, either as a result of dissatisfaction with the current reality or toward a vision of a more attractive reality.</p> <p>Component II: Managing Change: (c) Monitors and evaluates - The superintendent and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p> <p>Component III: Focus of Leadership: (a) Non-negotiable goals - The superintendent and central office staff, with the Board and principals, collaboratively develops and adopts district-wide goals for student achievement and an instructional program that is based on relevant research.</p>
<p>Standard 2 - Instructional and Assessment Leadership</p>	<p>Component II: Managing Change Component III: Focus of Leadership</p>
<p>Key Element A. Focus on student learning by leading the implementation of a rigorous, relevant and prioritized curriculum and assessment system.</p>	<p>Component III: Focus of Leadership: (a) Non-negotiable goals - The superintendent and central office staff, with the Board and principals, collaboratively develops and adopts district-wide goals for student achievement and an instructional program that is based on relevant research.</p> <p>Component III: Focus of Leadership: (c) Defined autonomy - The superintendent and central office staff provides autonomy to school</p>

	principals to lead their schools, but expect alignment on district goals and use of resources for professional development.
<p>Key Element B. Work collaboratively to implement a common instructional framework that: Aligns curriculum with teaching, assessment, and learning AND Guides teacher conversation, practice, observation, evaluation, and feedback.</p>	<p>Component II: Managing Change: (b) Implements change - The superintendent and central office staff lead the implementation of research-based practices to improve student achievement with a relentless focus on quality, fidelity, intensity, and consistency.</p> <p>Component II: Managing Change: (c) Monitors and evaluates - The superintendent and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p> <p>Component III: Focus of Leadership: (a) Non-negotiable goals - The superintendent and central office staff, with the Board and principals, collaboratively develops and adopts district-wide goals for student achievement and an instructional program that is based on relevant research.</p> <p>Component III: Focus of Leadership: (b) Use of resources - The superintendent and central office staff dedicates resources for professional development of teachers and principals to achieve district goals.</p>
<p>Key Element C. Recognize a full range of pedagogy and monitor the impact of instruction.</p>	<p>Component II: Managing Change: (c) Monitors and evaluates - The superintendent and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p> <p>Component III: Focus of Leadership: (a) Non-negotiable goals - The superintendent and central office staff, with the Board and principals, collaboratively develops and adopts district-wide goals for student achievement and an instructional program that is based on relevant research.</p>
<p>Key Element D. Ensure that there is differentiation, personalization, intellectual stimulation, collaboration, authenticity, and recognition of student strengths in instructional practice.</p>	<p>No Alignment</p>
<p>Key Element E. Promote the effective uses of technology to support teaching and learning.</p>	<p>No Alignment</p>

Key Element F. Ensure the use of formative assessment data to inform instruction.	No Alignment
Standard 3 - Developing and Supporting a Learning Organization	Component I: Purposeful Community Component II: Managing Change Component III: Focus of Leadership
Key Element A. Effectively lead the implementation of a high-quality educator support and evaluation system that advances the professional growth of their staff.	No Alignment
Key Element B. Have a solid understanding of adult learning and ensure that all adults have the knowledge, skills, and dispositions necessary to promote student success.	<p>Component II: Managing Change: (b) Implements change - The superintendent and central office staff lead the implementation of research-based practices to improve student achievement with a relentless focus on quality, fidelity, intensity, and consistency.</p> <p>Component III: Focus of Leadership: (b) Use of resources - The superintendent and central office staff dedicates resources for professional development of teachers and principals to achieve district goals.</p>
Key Element C. Create and/or support collaborative learning organizations to foster improvements in teacher practices and student learning.	<p>Component I: Purposeful Community: (b) Agreed upon processes - The superintendent and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.</p> <p>Component I: Purposeful Community: (c) Tangible and intangible assets - The superintendent and central office staff identify and effectively manage all available assets across the district and from the community.</p> <p>Component I: Purposeful Community: (d) Collective efficacy - The superintendent and central office staff develop and sustain a sense of collective efficacy across the district.</p> <p>Component II: Managing Change: (b) Implements change - The superintendent and central office staff lead the implementation of research-based practices to improve student achievement with a relentless focus on quality, fidelity, intensity, and consistency.</p>

	<p>Component II: Managing Change: (c) Monitors and evaluates - The superintendent and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p> <p>Component III: Focus of Leadership: (b) Use of resources - The superintendent and central office staff dedicates resources for professional development of teachers and principals to achieve district goals.</p>
<p>Key Element D. Guide implementation of improvement initiatives and provide the time and support for these initiatives to achieve desired outcomes.</p>	<p>Component II: Managing Change: (b) Implements change - The superintendent and central office staff lead the implementation of research-based practices to improve student achievement with a relentless focus on quality, fidelity, intensity, and consistency.</p> <p>Component II: Managing Change: (c) Monitors and evaluates - The superintendent and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p> <p>Component III: Focus of Leadership: (b) Use of resources - The superintendent and central office staff dedicates resources for professional development of teachers and principals to achieve district goals.</p> <p>Component III: Focus of Leadership: (c) Defined autonomy - The superintendent and central office staff provides autonomy to school principals to lead their schools, but expect alignment on district goals and use of resources for professional development.</p>
<p>Key Element E. Lead the evaluation of new and existing programs as part of a continuous improvement process.</p>	<p>Component I: Purposeful Community: (b) Agreed upon processes - The superintendent and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.</p> <p>Component II: Managing Change: (c) Monitors and evaluates - The superintendent and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p>

<p>Key Element F. Cultivate the ability of teachers and other members of the community to become leaders by providing assistance and leadership opportunities.</p>	<p>No Alignment</p>
<p>Key Element G. Facilitate high-functioning groups of faculty and staff.</p>	<p>Component I: Purposeful Community: (b) Agreed upon processes - The superintendent and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.</p> <p>Component I: Purposeful Community: (c) Tangible and intangible assets - The superintendent and central office staff identify and effectively manage all available assets across the district and from the community.</p> <p>Component I: Purposeful Community: (d) Collective efficacy - The superintendent and central office staff develop and sustain a sense of collective efficacy across the district.</p> <p>Component II: Managing Change: (d) Manages personal transitions - The superintendent and central office staff understand individual responses to change and effectively manage their personal transitions.</p>
<p>Standard 4 - Vision, Mission, and Culture</p>	<p>Component I: Purposeful Community Component II: Managing Change Component III: Focus of Leadership Component IV: Management</p>
<p>Key Element A. Use relevant data and collaborate with members of the school, district, and community to create and endorse a vision for the achievement of every student.</p>	<p>Component I: Purposeful Community: (a) Purpose and outcomes - The superintendent and central office staff establish and maintain an intentional community with a common purpose and dedicated to producing outcomes that matter to all.</p> <p>Component I: Purposeful Community: (b) Agreed upon processes - The superintendent and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.</p>

	<p>Component II: Managing Change: (a) Creates demand for change - The superintendent and central office staff create demand for continuous improvement, either as a result of dissatisfaction with the current reality or toward a vision of a more attractive reality.</p> <p>Component III: Focus of Leadership: (a) Non-negotiable goals - The superintendent and central office staff, with the Board and principals, collaboratively develops and adopts district-wide goals for student achievement and an instructional program that is based on relevant research.</p>
<p>Key Element B. Articulate, advocate, and cultivate core values that define the school's/district's culture and stress the imperative of academic success, child-centered education, high expectations and student support, equity, inclusiveness, social justice, openness, caring, and trust.</p>	<p>Component I: Purposeful Community: (a) Purpose and outcomes - The superintendent and central office staff establish and maintain an intentional community with a common purpose and dedicated to producing outcomes that matter to all.</p> <p>Component I: Purposeful Community: (b) Agreed upon processes - The superintendent and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.</p> <p>Component II: Managing Change: (a) Creates demand for change - The superintendent and central office staff create demand for continuous improvement, either as a result of dissatisfaction with the current reality or toward a vision of a more attractive reality.</p> <p>Component III: Focus of Leadership: (a) Non-negotiable Goals - The superintendent and central office staff, with the Board and principals, collaboratively develops and adopts district-wide goals for student achievement and an instructional program that is based on relevant research.</p> <p>Component III: Focus of Leadership: (c) Defined Autonomy - The superintendent and central office staff provides autonomy to school</p>

	<p>principals to lead their schools, but expect alignment on district goals and use of resources for professional development.</p>
<p>Key Element C. Create and maintain a positive climate with a trusting, safe environment that promotes effective student learning and adult practice.</p>	<p>Component I: Purposeful Community: (b) Agreed upon processes - The superintendent and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.</p> <p>Component I: Purposeful Community: (d) Collective efficacy - The superintendent and central office staff develop and sustain a sense of collective efficacy across the district.</p> <p>Component II: Managing Change: (d) Manages personal transitions - The superintendent and central office staff understand individual responses to change and effectively manage their personal transitions.</p> <p>Component III: Focus of Leadership: (c) Defined Autonomy - The superintendent and central office staff provides autonomy to school principals to lead their schools, but expect alignment on district goals and use of resources for professional development.</p> <p>Component IV: Management: (c) Safe and Orderly Environment - The superintendent and central office staff develop and enforce expectations, structures, rules and procedures for students and staff.</p>
<p>Key Element D. Collaboratively evaluate the mission and vision, modifying them based on changing intentions, opportunities, demands, and positions of students, staff, and community.</p>	<p>Component I: Purposeful Community: (a) Purpose and outcomes - The superintendent and central office staff establish and maintain an intentional community with a common purpose and dedicated to producing outcomes that matter to all.</p> <p>Component I: Purposeful Community: (b) Agreed upon processes - The superintendent and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.</p>

	<p>Component II: Managing Change: (c) Monitors and evaluates - The superintendent and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p> <p>Component IV: Management: (b) Systematic communication - The superintendent and central office staff design and utilize various forms of formal and informal communication so that the focus of the school can be on improved student achievement.</p> <p>Component IV: Management: (d) Parent/Community Involvement and Outreach - The superintendent and central office staff design structures and processes which result in parent and community engagement, support, and ownership for the district.</p>
<p>Standard 5 - Efficient and Effective Management</p>	<p>Component I: Purposeful Community Component II: Managing Change Component III: Focus of Leadership Component IV: Management</p>
<p>Key Element A. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an effective team.</p>	<p>Component I: Purposeful Community: (c) Tangible and intangible assets - The superintendent and central office staff identify and effectively manage all available assets across the district and from the community.</p> <p>Component I: Purposeful Community: (d) Collective efficacy - The superintendent and central office staff develop and sustain a sense of collective efficacy across the district.</p> <p>Component II: Managing Change: (b) Implements change - The superintendent and central office staff lead the implementation of research-based practices to improve student achievement with a relentless focus on quality, fidelity, intensity, and consistency.</p> <p>Component II: Managing Change: (d) Manages personal transitions - The superintendent and central office staff understand individual responses to change and effectively manage their transitions.</p> <p>Component III: Focus of Leadership: (b) Use of resources - The superintendent and central office staff dedicates resources for professional</p>

	<p>development of teachers and principals to achieve district goals.</p> <p>Component IV: Management: (c) Safe and Orderly Environment - The superintendent and central office staff develop and enforce expectations, structures, rules and procedures for students and staff.</p>
<p>Key Element B. Facilitate the adaptation and monitoring of operational systems and processes to ensure a high-performing organization that includes clear expectations, structures, rules, and procedures for effective and efficient operations focused on high-quality teaching and learning.</p>	<p>Component I: Purposeful Community: (b) Agreed upon processes - The superintendent and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.</p> <p>Component I: Purposeful Community: (c) Tangible and intangible assets - The superintendent and central office staff identify and effectively manage all available assets across the district and from the community.</p> <p>Component II: Managing Change: (c) Monitors and evaluates - The superintendent and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p> <p>Component III: Focus of Leadership: (b) Use of resources - The superintendent and central office staff dedicates resources for professional development of teachers and principals to achieve district goals.</p> <p>Component III: Focus of Leadership: (c) Defined Autonomy - The superintendent and central office staff provides autonomy to school principals to lead their schools, but expect alignment on district goals and use of resources for professional development.</p> <p>Component IV: Management: (a) Resources and Budget - The superintendent and central office staff establish budget processes and systems focused on and resulting in improved student achievement.</p> <p>Component IV: Management: (c) Safe and Orderly Environment - The superintendent and central office staff develop and enforce expectations, structures, rules and procedures for students and staff.</p>

<p>Key Element C. Limit the number of initiatives and ensure that whatever programs and strategies are implemented in their school/district are supported by the best research available and are aligned to school and district plans.</p>	<p>No Alignment</p>
<p>Key Element D. Use appropriate strategies to guide their organizations through change (e.g. first- and second-order change strategies).</p>	<p>Component II: Managing Change: (a) Creates demand for change - The superintendent and central office staff create demand for continuous improvement, either as a result of dissatisfaction with the current reality or toward a vision of a more attractive reality.</p> <p>Component II: Managing Change: (b) Implements change - The superintendent and central office staff lead the implementation of research-based practices to improve student achievement with a relentless focus on quality, fidelity, intensity, and consistency.</p> <p>Component II: Managing Change: (c) Monitors and evaluates - The superintendent and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p> <p>Component II: Managing Change: (d) Manages personal transitions - The superintendent and central office staff understand individual responses to change and effectively manage their personal transitions.</p> <p>Component III: Focus of Leadership: (b) Use of resources - The superintendent and central office staff dedicates resources for professional development of teachers and principals to achieve district goals.</p>
<p>Key Element E. Support the learning of all students by inventively appropriating and regulating monetary, human and material supplies, time, equipment, technology, and alliances with school and district goals.</p>	<p>Component III: Focus of Leadership: (b) Use of Resources - The superintendent and central office staff dedicates resources for professional development of teachers and principals to achieve district goals.</p> <p>Component III: Focus of Leadership: (c) Defined Autonomy - The superintendent and central office staff provides autonomy to school principals to lead their schools, but expect alignment on district goals and use of resources for professional development.</p> <p>Component IV: Management: (a) Resources and Budget - The superintendent and central office staff establish budget processes and</p>

	<p>systems focused on and resulting in improved student achievement.</p> <p>Component IV: Management: (b) Systematic Communication - The superintendent and central office staff design and utilize various forms of formal and informal communication so that the focus of the school can be on improved student achievement.</p> <p>Component IV: Management: (d) Parent/Community Involvement and Outreach - The superintendent and central office staff design structures and processes which result in parent and community engagement, support, and ownership for the district.</p>
Key Element F. Ensure the expectation that students, staff, and the school/district engage persistently within the guidelines of federal, state, and local laws, policies, regulations, and statutory requirements.	Component IV: Management: (e) Legal and Regulatory Compliance - The superintendent and central office staff designs protocols and processes in order to comply with federal, state, and district legal requirements and mandates.
Standard 6 - Ethics and Professionalism	No Alignment
Key Element A. Lead with integrity by modeling fundamentals of mindfulness, deliberate practice, clarity, perseverance, trust, fairness, and ethical behavior.	No Alignment
Key Element B. Establish a culture in which exemplary ethical behavior is expected and practiced by all faculty, staff, students, and volunteers.	No Alignment
Key Element C. Significantly contribute to district and state initiatives.	No Alignment
Key Element D. Evaluate the potential ethical, legal, and precedent-setting consequences of decision-making.	No Alignment
Standard 7 - Communication and Community Engagement	<p>Component I: Purposeful Community</p> <p>Component II: Managing Change</p> <p>Component IV: Management</p>
Key Element A. Advocate and effectively communicate with a range of stakeholders, from students and teachers to parents and members of the larger community, including media, to advance the organization's vision and mission.	<p>Component I: Purposeful Community: (a) Purpose and outcomes - The superintendent and central office staff establish and maintain an intentional community with a common purpose and dedicated to producing outcomes that matter to all.</p> <p>Component I: Purposeful Community: (b) Agreed upon processes - The superintendent and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among</p>

	<p>community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.</p> <p>Component I: Purposeful Community: (c) Tangible and intangible assets - The superintendent and central office staff identify and effectively manage all available assets across the district and from the community.</p> <p>Component I: Purposeful Community: (d) Collective Efficacy - The superintendent and central office staff develop and sustain a sense of collective efficacy across the district.</p> <p>Component II: Managing Change: (c) Monitors and evaluates - The superintendent and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p> <p>Component IV: Management: (b) Systematic Communication - The superintendent and central office staff design and utilize various forms of formal and informal communication so that the focus of the school can be on improved student achievement.</p> <p>Component IV: Management: (d) Parent/Community Involvement and Outreach - The superintendent and central office staff design structures and processes which result in parent and community engagement, support, and ownership for the district.</p>
<p>Key Element B. Implement and maintain policies to establish working relationships with the community and media to garner support and build consensus for school/district goals.</p>	<p>Component I: Purposeful Community: (a) Purpose and outcomes - The superintendent and central office staff establish and maintain an intentional community with a common purpose and dedicated to producing outcomes that matter to all.</p> <p>Component I: Purposeful Community: (b) Agreed upon processes - The superintendent and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.</p>

	<p>Component I: Purposeful Community: (c) Tangible and intangible assets - The superintendent and central office staff identify and effectively manage all available assets across the district and from the community.</p> <p>Component I: Purposeful Community: (d) Collective Efficacy - The superintendent and central office staff develop and sustain a sense of collective efficacy across the district.</p> <p>Component IV: Management: (b) Systematic Communication - The superintendent and central office staff design and utilize various forms of formal and informal communication so that the focus of the school can be on improved student achievement.</p> <p>Component IV: Management: (d) Parent/Community Involvement and Outreach - The superintendent and central office staff design structures and processes which result in parent and community engagement, support, and ownership for the district.</p>
<p>Key Element C. Use community engagement efforts to identify and share successes and to address challenges for the benefit of students.</p>	<p>Component I: Purposeful Community: (a) Purpose and outcomes - The superintendent and central office staff establish and maintain an intentional community with a common purpose and dedicated to producing outcomes that matter to all.</p> <p>Component I: Purposeful Community: (b) Agreed upon processes - The superintendent and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.</p> <p>Component I: Purposeful Community: (d) Collective Efficacy - The superintendent and central office staff develop and sustain a sense of collective efficacy across the district.</p> <p>Component IV: Management: (b) Systematic Communication - The superintendent and central office staff design and utilize various forms of formal and informal communication so that the focus of the school can be</p>

	<p>on improved student achievement.</p> <p>Component IV: Management: (d) Parent/Community Involvement and Outreach - The superintendent and central office staff design structures and processes which result in parent and community engagement, support, and ownership for the district.</p>
<p>Key Element D. Are easily approached, available, and inviting to students, staff, and community.</p>	<p>Component I: Purposeful Community: (a) Purpose and outcomes - The superintendent and central office staff establish and maintain an intentional community with a common purpose and dedicated to producing outcomes that matter to all.</p> <p>Component I: Purposeful Community: (b) Agreed upon processes - The superintendent and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.</p> <p>Component IV: Management: (b) Systematic Communication - The superintendent and central office staff design and utilize various forms of formal and informal communication so that the focus of the school can be on improved student achievement.</p> <p>Component IV: Management: (d) Parent/Community Involvement and Outreach - The superintendent and central office staff design structures and processes which result in parent and community engagement, support, and ownership for the district.</p>
<p>Key Element E. Are intentional about welcoming improvement ideas from outside the school system, but still within the community.</p>	<p>Component I: Purposeful Community: (a) Purpose and outcomes - The superintendent and central office staff establish and maintain an intentional community with a common purpose and dedicated to producing outcomes that matter to all.</p> <p>Component I: Purposeful Community: (b) Agreed upon processes - The superintendent and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the</p>

school and other institutions, shared leadership opportunities, and a sense of order and discipline.

DRAFT

The McREL Central Office Evaluation System Crosswalk to the Wyoming Education Leader Standards

To demonstrate alignment to the *Wyoming Education Leader Standards*, a system must 1) demonstrate alignment to a majority of the elements within each standard, 2) be aligned to Standard I (*Unwavering Focus on Maximizing the Learning and Growth of All Students*), and 3) align to **five** of the **six** remaining standards. Based upon this crosswalk, the *McREL Central Office Evaluation System* demonstrated alignment to **six** of the **seven** *Wyoming Education Leader Standards*. Using this criteria, the review team concluded that the *McREL Central Office Evaluation System* is **aligned to the Wyoming Education Leader Standards**. Please see Table 1 for an overview of the crosswalk and Table 2 for details of the crosswalk between the *McREL Central Office Evaluation System Model* and the *Wyoming Education Leader Standards*.

Table 1. Crosswalk Overview

Standard	Number of Elements Aligned	Standard Aligned/Not Aligned
Standard 1	6/8	Aligned
Standard 2	4/6	Aligned
Standard 3	7/7	Aligned
Standard 4	3/4	Aligned
Standard 5	5/6	Aligned
Standard 6	0/4	Not Aligned
Standard 7	5/5	Aligned

Table 2. Detailed McREL Central Office Evaluation System Crosswalk to Wyoming Education Leader Standards

Wyoming Education Leader Standards	McREL Central Office Evaluation System
<i>Standard 1 - Unwavering Focus on Maximizing the Learning and Growth of All Students</i>	<i>Component I: Purposeful Community Component II: Managing Change Component III: Focus of Leadership Component IV: Management</i>
Key Element A. In collaboration with others and in alignment with district strategic priorities, use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programming.	Component III: Focus of Leadership: (a) Non-negotiable goals - The evaluator and central office staff, with the Board and principals, collaboratively develops and adopts district-wide goals for student achievement and an instructional program that is based on relevant research.
Key Element B. Ensure the alignment of the assessments to district identified prioritized standards used to track student growth and achievement over time.	<i>No Alignment</i>

<p>Key Element C. Use multiple data measures appropriately within the technical limitations to monitor students' progress toward learning objectives to improve instruction.</p>	<p>Component II: Managing Change: (c) Monitors and evaluates - The evaluator and central office staff, monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p>
<p>Key Element D. Ensure a system of accountability for students' academic success and career readiness.</p>	<p>No Alignment</p>
<p>Key Element E. Develop and maintain longitudinal data and communication systems to deliver actionable information for district, school, and classroom improvement.</p>	<p>Component IV: Management: (b) Systematic communication - The evaluator and central office staff design and utilize various forms of formal and informal communication so that the focus of the school can be on improved student achievement.</p>
<p>Key Element F. Lead the implementation of a high-quality student support and assessment system.</p>	<p>Component II: Managing Change: (c) Monitors and evaluates - The evaluator and central office staff, monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p>
<p>Key Element G. Ensure high expectations for achievement, growth and equity in opportunities for all students.</p>	<p>Component I: Purposeful Community: (a) Purpose and outcomes - The evaluator and central office staff establish and maintain an intentional community with a common purpose and dedicated to producing outcomes that matter to all.</p> <p>Component II: Managing Change: (a) Creates demand for change - The evaluator and central office staff create demand for continuous improvement, either as a result of dissatisfaction with the current reality or toward a vision of a more attractive reality.</p> <p>Component II: Managing Change: (b) Implements change - The evaluator and central office staff lead the implementation of research-based practices to improve student achievement with a relentless focus on quality, fidelity, intensity, and consistency.</p> <p>Component II: Managing Change: (c) Monitors and evaluates - The evaluator and central office staff, monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p> <p>Component III: Focus of Leadership: (a) Non-negotiable goals - The evaluator and central office staff, with the Board and principals, collaboratively</p>

	<p>develop and adopt district-wide goals for student achievement and an instructional program that is based on relevant research.</p> <p>Component III: Focus of Leadership: (c) Defined autonomy - The evaluator and central office staff provide autonomy to school principals to lead their schools, but expect alignment on district goals and use of resources for professional development.</p>
<p>Key Element H. Work with staff to evaluate and use data to improve student achievement.</p>	<p>Component II: Managing Change: (a) Creates demand for change - The evaluator and central office staff create demand for continuous improvement, either as a result of dissatisfaction with the current reality or toward a vision of a more attractive reality.</p> <p>Component II: Managing Change: (c) Monitors and evaluates - The evaluator and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p>
<p>Standard 2 - Instructional and Assessment Leadership</p>	<p>Component II: Managing Change Component III: Focus of Leadership</p>
<p>Key Element A. Focus on student learning by leading the implementation of a rigorous, relevant and prioritized curriculum and assessment system.</p>	<p>Component III: Focus of Leadership: (a) Non-negotiable goals - The evaluator and central office staff, with the Board and principals, collaboratively develops and adopts district-wide goals for student achievement and an instructional program that is based on relevant research.</p> <p>Component III: Focus of Leadership: (c) Defined autonomy - The evaluator and central office staff provide autonomy to school principals to lead their schools, but expect alignment on district goals and use of resources for professional development.</p>
<p>Key Element B. Work collaboratively to implement a common instructional framework that: Aligns curriculum with teaching, assessment, and learning AND Guides teacher conversation, practice, observation, evaluation, and feedback.</p>	<p>Component II: Managing Change: (b) Implements change - The evaluator and central office staff lead the implementation of research-based practices to improve student achievement with a relentless focus on quality, fidelity, intensity, and consistency.</p> <p>Component II: Managing Change: (c) Monitors and evaluates - The evaluator and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p>

	<p>Component III: Focus of Leadership: (a) Non-negotiable goals - The evaluator and central office staff, with the Board and principals, collaboratively develops and adopts district-wide goals for student achievement and an instructional program that is based on relevant research.</p> <p>Component III: Focus of Leadership: (b) Use of resources - The evaluator and central office staff dedicate resources for professional development of teachers and principals to achieve district goals.</p>
<p>Key Element C. Recognize a full range of pedagogy and monitor the impact of instruction.</p>	<p>Component II: Managing Change: (c) Monitors and evaluates - The evaluator and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p> <p>Component III: Focus of Leadership: (a) Non-negotiable goals - The evaluator and central office staff, with the Board and principals, collaboratively develops and adopts district-wide goals for student achievement and an instructional program that is based on relevant research.</p>
<p>Key Element D. Ensure that there is differentiation, personalization, intellectual stimulation, collaboration, authenticity, and recognition of student strengths in instructional practice.</p>	<p>Component II: Managing Change: (c) Monitors and evaluates - The evaluator and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p> <p>Component III: Focus of Leadership: (a) Non-negotiable goals - The evaluator and central office staff, with the Board and principals, collaboratively develops and adopts district-wide goals for student achievement and an instructional program that is based on relevant research.</p> <p>Component III: Focus of Leadership: (c) Defined autonomy - The evaluator and central office staff provide autonomy to school principals to lead their schools, but expect alignment on district goals and use of resources for professional development.</p>
<p>Key Element E. Promote the effective uses of technology to support teaching and learning.</p>	<p>No Alignment</p>
<p>Key Element F. Ensure the use of formative assessment data to inform instruction.</p>	<p>No Alignment</p>

<p>Standard 3 - Developing and Supporting a Learning Organization</p>	<p>Component I: Purposeful Community Component II: Managing Change Component III: Focus of Leadership</p>
<p>Key Element A. Effectively lead the implementation of a high-quality educator support and evaluation system that advances the professional growth of their staff.</p>	<p>Component II: Managing Change: (b) Implements change - The evaluator and central office staff lead the implementation of research-based practices to improve student achievement with a relentless focus on quality, fidelity, intensity, and consistency.</p> <p>Component II: Managing Change: (c) Monitors and evaluates - The evaluator and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p> <p>Component II: Managing Change: (d) Manages personal transitions - The evaluator and central office staff understand individual responses to change and effectively manage their personal transitions.</p> <p>Component III: Focus of Leadership: (c) Defined autonomy - The evaluator and central office staff provide autonomy to school principals to lead their schools, but expect alignment on district goals and use of resources for professional development.</p>
<p>Key Element B. Have a solid understanding of adult learning and ensure that all adults have the knowledge, skills, and dispositions necessary to promote student success.</p>	<p>Component II: Managing Change: (b) Implements change - The evaluator and central office staff lead the implementation of research-based practices to improve student achievement with a relentless focus on quality, fidelity, intensity, and consistency.</p> <p>Component III: Focus of Leadership: (b) Use of resources - The evaluator and central office staff dedicate resources for professional development of teachers and principals to achieve district goals.</p>
<p>Key Element C. Create and/or support collaborative learning organizations to foster improvements in teacher practices and student learning.</p>	<p>Component I: Purposeful Community: (b) Agreed upon processes - The evaluator and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.</p>

	<p>Component I: Purposeful Community: (c) Tangible and intangible assets - The evaluator and central office staff identify and effectively manage all available assets across the district and from the community.</p> <p>Component I: Purposeful Community: (d) Collective efficacy - The evaluator and central office staff develop and sustain a sense of collective efficacy across the district.</p> <p>Component II: Managing Change: (b) Implements change - The evaluator and central office staff lead the implementation of research-based practices to improve student achievement with a relentless focus on quality, fidelity, intensity, and consistency.</p> <p>Component II: Managing Change: (c) Monitors and evaluates - The evaluator and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p> <p>Component III: Focus of Leadership: (b) Use of resources - The evaluator and central office staff dedicate resources for professional development of teachers and principals to achieve district goals.</p>
<p>Key Element D. Guide implementation of improvement initiatives and provide the time and support for these initiatives to achieve desired outcomes.</p>	<p>Component II: Managing Change: (b) Implements change - The evaluator and central office staff lead the implementation of research-based practices to improve student achievement with a relentless focus on quality, fidelity, intensity, and consistency.</p> <p>Component II: Managing Change: (c) Monitors and evaluates - The evaluator and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p> <p>Component III: Focus of Leadership: (b) Use of resources - The evaluator and central office staff dedicate resources for professional development of teachers and principals to achieve district goals.</p> <p>Component III: Focus of Leadership: (c) Defined autonomy - The evaluator and central office staff provide autonomy to school principals to lead their</p>

	<p>schools, but expect alignment on district goals and use of resources for professional development.</p>
<p>Key Element E. Lead the evaluation of new and existing programs as part of a continuous improvement process.</p>	<p>Component I: Purposeful Community: (b) Agreed upon processes - The evaluator and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.</p> <p>Component II: Managing Change: (c) Monitors and evaluates - The evaluator and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p>
<p>Key Element F. Cultivate the ability of teachers and other members of the community to become leaders by providing assistance and leadership opportunities.</p>	<p>Component I: Purposeful Community: (c) Tangible and intangible assets - The evaluator and central office staff identify and effectively manage all available assets across the district and from the community.</p> <p>Component I: Purposeful Community: (b) Agreed upon processes - The evaluator and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.</p>
<p>Key Element G. Facilitate high-functioning groups of faculty and staff.</p>	<p>Component I: Purposeful Community: (b) Agreed upon processes - The evaluator and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.</p> <p>Component I: Purposeful Community: (c) Tangible and intangible assets - The evaluator and central office staff identify and effectively manage all available assets across the district and from the community.</p> <p>Component I: Purposeful Community: (d) Collective efficacy - The evaluator and central office staff develop and sustain a sense of collective efficacy</p>

	<p>across the district.</p> <p>Component II: Managing Change: (d) Manages personal transitions - The evaluator and central office staff understand individual responses to change and effectively manage their personal transitions.</p>
Standard 4 - Vision, Mission, and Culture	<p>Component I: Purposeful Community Component II: Managing Change Component III: Focus of Leadership Component IV: Management</p>
<p>Key Element A. Use relevant data and collaborate with members of the school, district, and community to create and endorse a vision for the achievement of every student.</p>	<p>Component I: Purposeful Community: (a) Purpose and outcomes - The evaluator and central office staff establish and maintain an intentional community with a common purpose and dedicated to producing outcomes that matter to all.</p> <p>Component I: Purposeful Community: (b) Agreed upon processes - The evaluator and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.</p> <p>Component II: Managing Change: (a) Creates demand for change - The evaluator and central office staff create demand for continuous improvement, either as a result of dissatisfaction with the current reality or toward a vision of a more attractive reality.</p> <p>Component III: Focus of Leadership: (a) Non-negotiable goals - The evaluator and central office staff, with the Board and principals, collaboratively develops and adopts district-wide goals for student achievement and an instructional program that is based on relevant research.</p>
<p>Key Element B. Articulate, advocate, and cultivate core values that define the school's/district's culture and stress the imperative of academic success, child-centered education, high expectations and student support, equity, inclusiveness, social justice, openness, caring, and trust.</p>	<p>No Alignment</p>
<p>Key Element C. Create and maintain a positive climate with a trusting, safe environment that promotes effective student learning and adult practice.</p>	<p>Component I: Purposeful Community: (b) Agreed upon processes - The evaluator and central office staff collaboratively establish and model</p>

	<p>processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.</p> <p>Component I: Purposeful Community: (d) Collective efficacy - The evaluator and central office staff develop and sustain a sense of collective efficacy across the district.</p> <p>Component II: Managing Change: (d) Manages personal transitions - The evaluator and central office staff understand individual responses to change and effectively manage their personal transitions.</p> <p>Component III: Focus of Leadership: (c) Defined autonomy - The evaluator and central office staff provide autonomy to school principals to lead their schools, but expect alignment on district goals and use of resources for professional development.</p> <p>Component IV: Management: (c) Safe and orderly environment - The evaluator and central office staff develop and enforce expectations, structures, rules and procedures for students and staff.</p>
<p>Key Element D. Collaboratively evaluate the mission and vision, modifying them based on changing intentions, opportunities, demands, and positions of students, staff, and community.</p>	<p>Component I: Purposeful Community: (a) Purpose and outcomes - The evaluator and central office staff establish and maintain an intentional community with a common purpose and dedicated to producing outcomes that matter to all.</p> <p>Component I: Purposeful Community: (b) Agreed upon processes - The evaluator and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.</p> <p>Component II: Managing Change: (c) Monitors and evaluates - The evaluator and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p>

	<p>Component IV: Management: (b) Systematic communication - The evaluator and central office staff design and utilize various forms of formal and informal communication so that the focus of the school can be on improved student achievement.</p> <p>Component IV: Management: (d) Parent/community involvement and outreach - The evaluator and central office staff design structures and processes which result in parent and community engagement, support, and ownership for the district.</p>
<p>Standard 5 - Efficient and Effective Management</p>	<p>Component I: Purposeful Community Component II: Managing Change Component III: Focus of Leadership Component IV: Management</p>
<p>Key Element A. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an effective team.</p>	<p>Component I: Purposeful Community: (c) Tangible and intangible assets - The evaluator and central office staff identify and effectively manage all available assets across the district and from the community.</p> <p>Component I: Purposeful Community: (d) Collective efficacy - The evaluator and central office staff develop and sustain a sense of collective efficacy across the district.</p> <p>Component II: Managing Change: (b) Implements change - The evaluator and central office staff lead the implementation of research-based practices to improve student achievement with a relentless focus on quality, fidelity, intensity, and consistency.</p> <p>Component II: Managing Change: (d) Manages personal transitions - The evaluator and central office staff understand individual responses to change and effectively manage their personal transitions.</p> <p>Component III: Focus of Leadership: (b) Use of resources - The evaluator and central office staff dedicate resources for professional development of teachers and principals to achieve district goals.</p> <p>Component IV: Management: (c) Safe and orderly environment - The</p>

	evaluator and central office staff develop and enforce expectations, structures, rules and procedures for students and staff.
<p>Key Element B. Facilitate the adaptation and monitoring of operational systems and processes to ensure a high-performing organization that includes clear expectations, structures, rules, and procedures for effective and efficient operations focused on high-quality teaching and learning.</p>	<p>Component I: Purposeful Community: (b) Agreed upon processes - The evaluator and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.</p> <p>Component I: Purposeful Community: (c) Tangible and intangible assets - The evaluator and central office staff identify and effectively manage all available assets across the district and from the community.</p> <p>Component II: Managing Change: (c) Monitors and evaluates - The evaluator and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p> <p>Component III: Focus of Leadership: (b) Use of resources - The evaluator and central office staff dedicate resources for professional development of teachers and principals to achieve district goals.</p> <p>Component III: Focus of Leadership: (c) Defined autonomy - The evaluator and central office staff provide autonomy to school principals to lead their schools, but expect alignment on district goals and use of resources for professional development.</p> <p>Component IV: Management: (a) Resources and budget - The evaluator and central office staff establish budget processes and systems focused on and resulting in improved student achievement.</p> <p>Component IV: Management: (c) Safe and orderly environment - The evaluator and central office staff develop and enforce expectations, structures, rules and procedures for students and staff.</p>
<p>Key Element C. Limit the number of initiatives and ensure that whatever programs and strategies are implemented in their school/district are</p>	<p>No Alignment</p>

<p>supported by the best research available and are aligned to school and district plans.</p>	
<p>Key Element D. Use appropriate strategies to guide their organizations through change (e.g. first- and second-order change strategies).</p>	<p>Component II: Managing Change: (a) Creates demand for change - The evaluator and central office staff create demand for continuous improvement, either as a result of dissatisfaction with the current reality or toward a vision of a more attractive reality.</p> <p>Component II: Managing Change: (b) Implements change - The evaluator and central office staff lead the implementation of research-based practices to improve student achievement with a relentless focus on quality, fidelity, intensity, and consistency.</p> <p>Component II: Managing Change: (c) Monitors and evaluates - The evaluator and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p> <p>Component II: Managing Change: (d) Manages personal transitions - The evaluator and central office staff understand individual responses to change and effectively manage their personal transitions.</p> <p>Component III: Focus of Leadership: (b) Use of resources - The evaluator and central office staff dedicate resources for professional development of teachers and principals to achieve district goals.</p>
<p>Key Element E. Support the learning of all students by inventively appropriating and regulating monetary, human and material supplies, time, equipment, technology, and alliances with school and district goals.</p>	<p>Component III: Focus of Leadership: (b) Use of resources - The evaluator and central office staff dedicate resources for professional development of teachers and principals to achieve district goals.</p> <p>Component III: Focus of Leadership: (c) Defined autonomy - The evaluator and central office staff provide autonomy to school principals to lead their schools, but expect alignment on district goals and use of resources for professional development.</p> <p>Component IV: Management: (a) Resources and budget - The evaluator and central office staff establish budget processes and systems focused on and resulting in improved student achievement.</p>

	<p>Component IV: Management: (b) Systematic communication - The evaluator and central office staff design and utilize various forms of formal and informal communication so that the focus of the school can be on improved student achievement.</p> <p>Component IV: Management: (d) Parent/community involvement and outreach - The evaluator and central office staff design structures and processes which result in parent and community engagement, support, and ownership for the district.</p>
Key Element F. Ensure the expectation that students, staff, and the school/district engage persistently within the guidelines of federal, state, and local laws, policies, regulations, and statutory requirements.	Component IV: Management: (e) Legal and regulatory compliance - The evaluator and central office staff design protocols and processes in order to comply with federal, state, and district legal requirements and mandates.
Standard 6 - Ethics and Professionalism	No Alignment
Key Element A. Lead with integrity by modeling fundamentals of mindfulness, deliberate practice, clarity, perseverance, trust, fairness, and ethical behavior.	No Alignment
Key Element B. Establish a culture in which exemplary ethical behavior is expected and practiced by all faculty, staff, students, and volunteers.	No Alignment
Key Element C. Significantly contribute to district and state initiatives.	No Alignment
Key Element D. Evaluate the potential ethical, legal, and precedent-setting consequences of decision-making.	No Alignment
Standard 7 - Communication and Community Engagement	<p>Component I: Purposeful Community</p> <p>Component II: Managing Change</p> <p>Component IV: Management</p>
Key Element A. Advocate and effectively communicate with a range of stakeholders, from students and teachers to parents and members of the larger community, including media, to advance the organization's vision and mission.	<p>Component I: Purposeful Community: (a) Purpose and outcomes - The evaluator and central office staff establish and maintain an intentional community with a common purpose and dedicated to producing outcomes that matter to all.</p> <p>Component I: Purposeful Community: (b) Agreed upon processes - The evaluator and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.</p>

	<p>Component I: Purposeful Community: (c) Tangible and intangible assets - The evaluator and central office staff identify and effectively manage all available assets across the district and from the community.</p> <p>Component I: Purposeful Community: (d) Collective efficacy - The evaluator and central office staff develop and sustain a sense of collective efficacy across the district.</p> <p>Component II: Managing Change: (c) Monitors and evaluates - The evaluator and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p> <p>Component IV: Management: (b) Systematic communication - The evaluator and central office staff design and utilize various forms of formal and informal communication so that the focus of the school can be on improved student achievement.</p> <p>Component IV: Management: (d) Parent/community involvement and outreach - The evaluator and central office staff design structures and processes which result in parent and community engagement, support, and ownership for the district.</p>
<p>Key Element B. Implement and maintain policies to establish working relationships with the community and media to garner support and build consensus for school/district goals.</p>	<p>Component I: Purposeful Community: (a) Purpose and outcomes - The evaluator and central office staff establish and maintain an intentional community with a common purpose and dedicated to producing outcomes that matter to all.</p> <p>Component I: Purposeful Community: (b) Agreed upon processes - The evaluator and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.</p> <p>Component I: Purposeful Community: (c) Tangible and intangible assets - The evaluator and central office staff identify and effectively manage all</p>

	<p>available assets across the district and from the community.</p> <p>Component I: Purposeful Community: (d) Collective efficacy - The evaluator and central office staff develop and sustain a sense of collective efficacy across the district.</p> <p>Component IV: Management: (b) Systematic communication - The evaluator and central office staff design and utilize various forms of formal and informal communication so that the focus of the school can be on improved student achievement.</p> <p>Component IV: Management: (d) Parent/community involvement and outreach - The evaluator and central office staff design structures and processes which result in parent and community engagement, support, and ownership for the district.</p>
<p>Key Element C. Use community engagement efforts to identify and share successes and to address challenges for the benefit of students.</p>	<p>Component I: Purposeful Community: (a) Purpose and outcomes - The evaluator and central office staff establish and maintain an intentional community with a common purpose and dedicated to producing outcomes that matter to all.</p> <p>Component I: Purposeful Community: (b) Agreed upon processes - The evaluator and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.</p> <p>Component I: Purposeful Community: (d) Collective efficacy - The evaluator and central office staff develop and sustain a sense of collective efficacy across the district.</p> <p>Component IV: Management: (b) Systematic communication - The evaluator and central office staff design and utilize various forms of formal and informal communication so that the focus of the school can be on improved student achievement.</p> <p>Component IV: Management: (d) Parent/community involvement and</p>

	<p>outreach - The evaluator and central office staff design structures and processes which result in parent and community engagement, support, and ownership for the district.</p>
<p>Key Element D. Are easily approached, available, and inviting to students, staff, and community.</p>	<p>Component I: Purposeful Community: (a) Purpose and outcomes - The evaluator and central office staff establish and maintain an intentional community with a common purpose and dedicated to producing outcomes that matter to all.</p> <p>Component I: Purposeful Community: (b) Agreed upon processes - The evaluator and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.</p> <p>Component IV: Management: (b) Systematic communication - The evaluator and central office staff design and utilize various forms of formal and informal communication so that the focus of the school can be on improved student achievement.</p> <p>Component IV: Management: (d) Parent/community involvement and outreach - The evaluator and central office staff design structures and processes which result in parent and community engagement, support, and ownership for the district.</p>
<p>Key Element E. Are intentional about welcoming improvement ideas from outside the school system, but still within the community.</p>	<p>Component I: Purposeful Community: (a) Purpose and outcomes - The evaluator and central office staff establish and maintain an intentional community with a common purpose and dedicated to producing outcomes that matter to all.</p> <p>Component I: Purposeful Community: (b) Agreed upon processes - The evaluator and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.</p>

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McREL Standards-Based Principal Evaluation Model Crosswalk to the Wyoming Education Leader Standards

To demonstrate alignment to the *Wyoming Education Leader Standards*, a system must 1) demonstrate alignment to a majority of the elements within each standard, 2) be aligned to Standard 1 (*Unwavering Focus on Maximizing the Learning and Growth of All Students*), and 3) align to **five** of the **six** remaining standards. Based upon this crosswalk, the *McREL Standards-Based Principal Evaluation Model* demonstrated alignment to **three** of the **seven** *Wyoming Education Leader Standards*. Using this criteria, the review team concluded that the *McREL Standards-Based Principal Evaluation Model* is **not aligned to the Wyoming Education Leader Standards**. Please see Table 1 for an overview of the crosswalk and Table 2 for details of the crosswalk between the *McREL Standards-Based Principal Evaluation Model* and the *Wyoming Education Leader Standards*.

Table 1. Crosswalk Overview

Standard	Number of Elements Aligned	Standard Aligned/Not Aligned
Standard 1	5/8	Aligned
Standard 2	2/6	Not Aligned
Standard 3	5/7	Aligned
Standard 4	2/4	Not Aligned
Standard 5	5/6	Aligned
Standard 6	0/4	Not Aligned
Standard 7	1/5	Not Aligned

Table 2. Detailed McREL Standards-Based Principal Evaluation Model Crosswalk to Wyoming Education Leader Standards

Wyoming Education Leader Standards	McREL Standards-Based Principal Evaluation Model
Standard 1 - Unwavering Focus on Maximizing the Learning and Growth of All Students	Standard 1 – Strategic Leadership Standard 2 – Instructional Leadership
Key Element A. In collaboration with others and in alignment with district strategic priorities, use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programing.	Standard 1: Strategic Leadership a) School Vision, Mission and Strategic Goals; b) Leading Change
Key Element B. Ensure the alignment of the assessments to district identified prioritized standards used to track student growth and achievement over time.	Standard 2: Instructional Leadership a) Focus on Learning and Teaching, Curriculum, Instruction, and Assessment

Key Element C. Use multiple data measures appropriately within the technical limitations to monitor students' progress toward learning objectives to improve instruction.	No Alignment
Key Element D. Ensure a system of accountability for students' academic success and career readiness.	Standard 1: Strategic Leadership a) School Vision, Mission and Strategic Goals; b) Leading Change Standard 2: Instructional Leadership a) Focus on Learning and Teaching, Curriculum, Instruction, and Assessment
Key Element E. Develop and maintain longitudinal data and communication systems to deliver actionable information for district, school, and classroom improvement.	No Alignment
Key Element F. Lead the implementation of a high-quality student support and assessment system.	Standard 2: Instructional Leadership a) Focus on Learning and Teaching, Curriculum, Instruction, and Assessment
Key Element G. Ensure high expectations for achievement, growth and equity in opportunities for all students.	Standard 1: Strategic Leadership a) School Vision, Mission and Strategic Goals; b) Leading Change Standard 2: Instructional Leadership a) Focus on Learning and Teaching, Curriculum, Instruction, and Assessment
Key Element H. Work with staff to evaluate and use data to improve student achievement.	No Alignment
Standard 2 - Instructional and Assessment Leadership	Standard 1 – Strategic Leadership Standard 2 – Instructional Leadership
Key Element A. Focus on student learning by leading the implementation of a rigorous, relevant and prioritized curriculum and assessment system.	Standard 2: Instructional Leadership a) Focus on Learning and Teaching, Curriculum, Instruction, and Assessment
Key Element B. Work collaboratively to implement a common instructional framework that: Aligns curriculum with teaching, assessment, and learning AND Guides teacher conversation, practice, observation, evaluation, and feedback.	No Alignment
Key Element C. Recognize a full range of pedagogy and monitor the impact of instruction.	Standard 1: Strategic Leadership a) School Vision, Mission and Strategic Goals; c) School Improvement Plan Standard 2: Instructional Leadership a) Focus on Learning and Teaching, Curriculum, Instruction, and Assessment

Key Element D. Ensure that there is differentiation, personalization, intellectual stimulation, collaboration, authenticity, and recognition of student strengths in instructional practice.	No Alignment
Key Element E. Promote the effective uses of technology to support teaching and learning.	No Alignment
Key Element F. Ensure the use of formative assessment data to inform instruction.	No Alignment
Standard 3 - Developing and Supporting a Learning Organization	Standard 1 – Strategic Leadership Standard 3 – Cultural Leadership Standard 4 – Human Resource Leadership Standard 7 – Micro-political Leadership
Key Element A. Effectively lead the implementation of a high-quality educator support and evaluation system that advances the professional growth of their staff.	Standard 4: Human Resource Leadership a) Professional Development/ Learning Communities; c) Teacher and Staff Evaluation
Key Element B. Have a solid understanding of adult learning and ensure that all adults have the knowledge, skills, and dispositions necessary to promote student success.	No Alignment
Key Element C. Create and/or support collaborative learning organizations to foster improvements in teacher practices and student learning.	Standard 3: Cultural Leadership a) Focus on Collaborative Work Environment Standard 4: Human Resource Leadership a) Professional Development/ Learning Communities
Key Element D. Guide implementation of improvement initiatives and provide the time and support for these initiatives to achieve desired outcomes.	No Alignment
Key Element E. Lead the evaluation of new and existing programs as part of a continuous improvement process.	Standard 1: Strategic Leadership c) School Improvement Plan
Key Element F. Cultivate the ability of teachers and other members of the community to become leaders by providing assistance and leadership opportunities.	Standard 1: Strategic Leadership d) Distributive Leadership
Key Element G. Facilitate high functioning groups of faculty and staff.	Standard 1: Strategic Leadership d) Distributive Leadership Standard 3: Instructional Leadership d) Efficacy and Empowerment

	<p>Standard 4: Human Resource Leadership a) Professional Development/ Learning Communities</p> <p>Standard 7: Micro-political Leadership</p>
Standard 4 - Vision, Mission, and Culture	<p>Standard 1 – Strategic Leadership</p> <p>Standard 5 – Managerial Leadership</p> <p>Standard 6 – External Development Leadership</p>
<p>Key Element A. Use relevant data and collaborate with members of the school, district, and community to create and endorse a vision for the achievement of every student.</p>	<p>Standard 1: Strategic Leadership a) School Vision, Mission and Strategic Goals; b) Leading Change</p> <p>Standard 6: External Development Leadership a) Parent and Community Involvement and Outreach</p>
<p>Key Element B. Articulate, advocate, and cultivate core values that define the school’s/district’s culture and stress the imperative of academic success, child-centered education, high expectations and student support, equity, inclusiveness, social justice, openness, caring, and trust.</p>	No Alignment
<p>Key Element C. Create and maintain a positive climate with a trusting, safe environment that promotes effective student learning and adult practice.</p>	No Alignment
<p>Key Element D. Collaboratively evaluate the mission and vision, modifying them based on changing intentions, opportunities, demands, and positions of students, staff, and community.</p>	<p>Standard 1: Strategic Leadership a) School Vision, Mission and Strategic Goals</p> <p>Standard 5: Managerial Leadership d) School Expectations for Students and Staff</p> <p>Standard 6: External Development Leadership a) Parent and Community Involvement and Outreach</p>
Standard 5 - Efficient and Effective Management	<p>Standard 1 – Strategic Leadership</p> <p>Standard 4 – Human Resource Leadership</p> <p>Standard 5 – Managerial Leadership</p> <p>Standard 6 – External Development Leadership</p>
<p>Key Element A. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an effective team.</p>	<p>Standard 4: Human Resource Leadership a) Professional Development/Learning Communities; b) Recruiting, Hiring, Placing and Mentoring of staff; c) Teacher and Staff Evaluation</p>

Key Element B. Facilitate the adaptation and monitoring of operational systems and processes to ensure a high-performing organization that includes clear expectations, structures, rules, and procedures for effective and efficient operations focused on high-quality teaching and learning.	Standard 5: Managerial Leadership d) School Expectations for Students and Staff
Key Element C. Limit the number of initiatives and ensure that whatever programs and strategies are implemented in their school/district are supported by the best research available and are aligned to school and district plans.	No Alignment
Key Element D. Use appropriate strategies to guide their organizations through change (e.g. first- and second-order change strategies).	Standard 1: Strategic Leadership b) Leading Change
Key Element E. Support the learning of all students by inventively appropriating and regulating monetary, human and material supplies, time, equipment, technology, and alliances with school and district goals.	Standard 5: Managerial Leadership a) School Resources and Budget
Key Element F. Ensure the expectation that students, staff, and the school/district engage persistently within the guidelines of federal, state, and local laws, policies, regulations, and statutory requirements.	Standard 6: External Development Leadership (b) Federal, State and District Mandates
Standard 6 - Ethics and Professionalism	No Alignment
Key Element A. Lead with integrity by modeling fundamentals of mindfulness, deliberate practice, clarity, perseverance, trust, fairness, and ethical behavior.	No Alignment
Key Element B. Establish a culture in which exemplary ethical behavior is expected and practiced by all faculty, staff, students, and volunteers.	No Alignment
Key Element C. Significantly contribute to district and state initiatives.	No Alignment
Key Element D. Evaluate the potential ethical, legal, and precedent-setting consequences of decision-making.	No Alignment
Standard 7 - Communication and Community Engagement	Standard 5 – Managerial Leadership Standard 6 – External Development Leadership
Key Element A. Advocate and effectively communicate with a range of stakeholders, from students and teachers to parents and members of the larger community, including media, to advance the organization’s vision and mission.	Standard 5: Managerial Leadership (c) Systematic Communication Standard 6: External Development Leadership (a) Parent and Community Involvement and Outreach

Key Element B. Implement and maintain policies to establish working relationships with the community and media to garner support and build consensus for school/district goals.	No Alignment
Key Element C. Use community engagement efforts to identify and share successes and to address challenges for the benefit of students.	No Alignment
Key Element D. Are easily approached, available, and inviting to students, staff, and community.	No Alignment
Key Element E. Are intentional about welcoming improvement ideas from outside the school system, but still within the community.	No Alignment

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The Marzano District Leadership Evaluation Model Crosswalk to the Wyoming Education Leader Standards

To demonstrate alignment to the *Wyoming Education Leader Standards*, a system must 1) demonstrate alignment to a majority of the elements within each standard, 2) be aligned to Standard I (*Unwavering Focus on Maximizing the Learning and Growth of All Students*), and 3) align to **five** of the **six** remaining standards. Based upon this crosswalk, the *Marzano District Leadership Evaluation Model* demonstrated alignment to **one** of the **seven** *Wyoming Education Leader Standards*. Using this criteria, the review team concluded that the *Marzano District Leadership Evaluation Model* is **not aligned to the Wyoming Education Leader Standards**. Please see Table 1 for an overview of the crosswalk and Table 2 for details of the crosswalk between the *Marzano District Leadership Evaluation Model* and the *Wyoming Education Leader Standards*.

Table 1. Crosswalk Overview

Standard	Number of Elements Aligned	Standard Aligned/Not Aligned
Standard 1	3/8	Not Aligned
Standard 2	1/6	Not Aligned
Standard 3	3/7	Not Aligned
Standard 4	2/4	Not Aligned
Standard 5	2/6	Not Aligned
Standard 6	1/4	Not Aligned
Standard 7	3/5	Aligned

Table 2. Detailed Marzano District Leadership Evaluation Model Crosswalk to Wyoming Education Leader Standards

Wyoming Education Leader Standards	Marzano District Leadership Evaluation Model
Standard 1 - Unwavering Focus on Maximizing the Learning and Growth of All Students	Domain I: A Data-Driven Focus to Support Student Achievement
Key Element A. In collaboration with others and in alignment with district strategic priorities, use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programing.	I(1). The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs for improving student achievement and the needed operational support at the district, school, and individual student level.
Key Element B. Ensure the alignment of the assessments to district identified prioritized standards used to track student growth and achievement over time.	I(3). The district leader ensures each district goal receives appropriate district, school-level, and classroom-level support to help all students meet individual achievement goals when data indicate interventions are needed.

Key Element C. Use multiple data measures appropriately within the technical limitations to monitor students' progress toward learning objectives to improve instruction.	I(2). The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goal.
Key Element D. Ensure a system of accountability for students' academic success and career readiness.	No Alignment
Key Element E. Develop and maintain longitudinal data and communication systems to deliver actionable information for district, school, and classroom improvement.	No Alignment
Key Element F. Lead the implementation of a high-quality student support and assessment system.	No Alignment
Key Element G. Ensure high expectations for achievement, growth and equity in opportunities for all students.	No Alignment
Key Element H. Work with staff to evaluate and use data to improve student achievement.	No Alignment
Standard 2 - Instructional and Assessment Leadership	Domain II: Continuous Support for Improvement of Instruction
Key Element A. Focus on student learning by leading the implementation of a rigorous, relevant and prioritized curriculum and assessment system.	No Alignment
Key Element B. Work collaboratively to implement a common instructional framework that: Aligns curriculum with teaching, assessment, and learning AND Guides teacher conversation, practice, observation, evaluation, and feedback.	II(1). The district leader provides a clear vision regarding the district instructional model and how to guide personnel and schools in operationalizing the model.
Key Element C. Recognize a full range of pedagogy and monitor the impact of instruction.	No Alignment
Key Element D. Ensure that there is differentiation, personalization, intellectual stimulation, collaboration, authenticity, and recognition of student strengths in instructional practice.	No Alignment
Key Element E. Promote the effective uses of technology to support teaching and learning.	No Alignment
Key Element F. Ensure the use of formative assessment data to inform instruction.	No Alignment
Standard 3 - Developing and Supporting a Learning Organization	Domain II: Continuous Support for Improvement of Instruction Domain IV: Cooperation and Collaboration

Key Element A. Effectively lead the implementation of a high-quality educator support and evaluation system that advances the professional growth of their staff.	II(3). The district leader ensures that district and school leaders provide clear ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.
Key Element B. Have a solid understanding of adult learning and ensure that all adults have the knowledge, skills, and dispositions necessary to promote student success.	No Alignment
Key Element C. Create and/or support collaborative learning organizations to foster improvements in teacher practices and student learning.	IV(2). The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as a collaborative and cooperative workplace.
Key Element D. Guide implementation of improvement initiatives and provide the time and support for these initiatives to achieve desired outcomes.	No Alignment
Key Element E. Lead the evaluation of new and existing programs as part of a continuous improvement process.	No Alignment
Key Element F. Cultivate the ability of teachers and other members of the community to become leaders by providing assistance and leadership opportunities.	II(4). The district leader ensures that personnel are provided with job-embedded professional development that is directly related to their growth plans. II(2). The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth plans. IV(4). The district leader ensures leadership development and responsibilities are appropriately delegated and shared.
Key Element G. Facilitate high functioning groups of faculty and staff.	No Alignment
Standard 4 - Vision, Mission, and Culture	Domain V: District Climate
Key Element A. Use relevant data and collaborate with members of the school, district, and community to create and endorse a vision for the achievement of every student.	No Alignment
Key Element B. Articulate, advocate, and cultivate core values that define the school's/district's culture and stress the imperative of academic success, child-centered education, high expectations and student support, equity, inclusiveness, social justice, openness, caring, and trust.	V(2). The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that his or her actions are guided by what is best for all student populations and the district.

Key Element C. Create and maintain a positive climate with a trusting, safe environment that promotes effective student learning and adult practice.	V(3). The district leader ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and orderly.
Key Element D. Collaboratively evaluate the mission and vision, modifying them based on changing intentions, opportunities, demands, and positions of students, staff, and community.	No Alignment
Standard 5 - Efficient and Effective Management	VI: Resource Allocation
Key Element A. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an effective team.	No Alignment
Key Element B. Facilitate the adaptation and monitoring of operational systems and processes to ensure a high-performing organization that includes clear expectations, structures, rules, and procedures for effective and efficient operations focused on high-quality teaching and learning.	VI(3). The district leader manages the organization, operations, instructional programs, and initiatives in ways to maximize the use of resources to promote effective instruction and achievement of all students.
Key Element C. Limit the number of initiatives and ensure that whatever programs and strategies are implemented in their school/district are supported by the best research available and are aligned to school and district plans.	No Alignment
Key Element D. Use appropriate strategies to guide their organizations through change (e.g. first- and second-order change strategies).	No Alignment
Key Element E. Support the learning of all students by inventively appropriating and regulating monetary, human and material supplies, time, equipment, technology, and alliances with school and district goals.	VI(1). The district leader manages the fiscal resources of the district in a way that focuses on effective instruction and achievement of all students and optimal district operations. VI(2). The district leader manages the technological resources of the district in such a way that focuses on effective instruction and the achievement of all students and optimal efficiency throughout the district.
Key Element F. Ensure the expectation that students, staff, and the school/district engage persistently within the guidelines of federal, state, and local laws, policies, regulations, and statutory requirements.	No Alignment
Standard 6 - Ethics and Professionalism	Domain V: District Climate
Key Element A. Lead with integrity by modeling fundamentals of mindfulness, deliberate practice, clarity, perseverance, trust, fairness, and ethical behavior.	V(1). The district leader is recognized as a leader (in his or her area of responsibility) who continually improves his or her professional practice.

Key Element B. Establish a culture in which exemplary ethical behavior is expected and practiced by all faculty, staff, students, and volunteers.	No Alignment
Key Element C. Significantly contribute to district and state initiatives.	No Alignment
Key Element D. Evaluate the potential ethical, legal, and precedent-setting consequences of decision-making.	No Alignment
Standard 7 - Communication and Community Engagement	Domain IV: Cooperation and Collaboration Domain V: District Climate
Key Element A. Advocate and effectively communicate with a range of stakeholders, from students and teachers to parents and members of the larger community, including media, to advance the organization's vision and mission.	IV(1). The district leader establishes clear guidelines regarding the areas for which schools are expected to follow explicit district guidance and the areas for which schools have autonomy of decision making.
Key Element B. Implement and maintain policies to establish working relationships with the community and media to garner support and build consensus for school/district goals.	IV(3). The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) have effective ways to provide input to the district.
Key Element C. Use community engagement efforts to identify and share successes and to address challenges for the benefit of students.	V(4). The district leader acknowledges the success of the whole district, as well as individual schools and employees within the district.
Key Element D. Are easily approached, available, and inviting to students, staff, and community.	No Alignment
Key Element E. Are intentional about welcoming improvement ideas from outside the school system, but still within the community.	No Alignment

The Marzano School Leadership Evaluation Model Crosswalk to the Wyoming Education Leader Standards

To demonstrate alignment to the *Wyoming Education Leader Standards*, a system must 1) demonstrate alignment to a majority of the elements within each standard, 2) be aligned to Standard I (*Unwavering Focus on Maximizing the Learning and Growth of All Students*), and 3) align to **five** of the **six** remaining standards. Based upon this crosswalk, the *Marzano School Leadership Evaluation Model* demonstrated alignment to **four** of the **seven** *Wyoming Education Leader Standards*. Using this criteria, the review team concluded that the *Marzano School Leadership Evaluation Model* is **not aligned to the Wyoming Education Leader Standards**. Please see Table 1 for an overview of the crosswalk and Table 2 for details of the crosswalk between the *Marzano School Leadership Evaluation Model* and the *Wyoming Education Leader Standards*.

Table 1. Crosswalk Overview

Standard	Number of Elements Aligned	Standard Aligned/Not Aligned
Standard 1	7/8	Aligned
Standard 2	5/6	Aligned
Standard 3	4/7	Aligned
Standard 4	3/4	Aligned
Standard 5	2/6	Not Aligned
Standard 6	1/4	Not Aligned
Standard 7	2/5	Not Aligned

Table 2. Detailed Marzano School Leadership Evaluation Model Crosswalk to Wyoming Education Leader Standards

Wyoming Education Leader Standards	Marzano School Leadership Evaluation Model
<i>Standard 1 - Unwavering Focus on Maximizing the Learning and Growth of All Students</i>	<i>Domain I: A Data-Driven Focus on Student Achievement</i> <i>Domain III: A Guaranteed and Viable Curriculum</i>
Key Element A. In collaboration with others and in alignment with district strategic priorities, use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programming.	I(1). The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.
Key Element B. Ensure the alignment of the assessments to district identified prioritized standards used to track student growth and achievement over time.	III(1). The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

Key Element C. Use multiple data measures appropriately within the technical limitations to monitor students' progress toward learning objectives to improve instruction.	I(4). The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.
Key Element D. Ensure a system of accountability for students' academic success and career readiness.	No Alignment
Key Element E. Develop and maintain longitudinal data and communication systems to deliver actionable information for district, school, and classroom improvement.	I(3). The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.
Key Element F. Lead the implementation of a high-quality student support and assessment system.	I(5). The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.
Key Element G. Ensure high expectations for achievement, growth and equity in opportunities for all students.	I(2). The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.
Key Element H. Work with staff to evaluate and use data to improve student achievement.	I(4). The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.
Standard 2 - Instructional and Assessment Leadership	Domain I: A Data-Driven Focus on Student Achievement Domain II: Continuous Improvement of Instruction Domain III: A Guaranteed and Viable Curriculum Domain V: School Climate
Key Element A. Focus on student learning by leading the implementation of a rigorous, relevant and prioritized curriculum and assessment system.	III(1). The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards. III(2). The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.
Key Element B. Work collaboratively to implement a common instructional framework that: Aligns curriculum with teaching, assessment, and learning AND Guides teacher conversation, practice, observation, evaluation, and feedback.	No Alignment
Key Element C. Recognize a full range of pedagogy and monitor the impact of instruction.	II(3). The school leader is aware of predominant instructional practices throughout the school.

<p>Key Element D. Ensure that there is differentiation, personalization, intellectual stimulation, collaboration, authenticity, and recognition of student strengths in instructional practice.</p>	<p>II(1). The school leader provides a clear vision as to how instruction should be addressed in the school.</p> <p>III(3). The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.</p>
<p>Key Element E. Promote the effective uses of technology to support teaching and learning.</p>	<p>V(5). The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.</p>
<p>Key Element F. Ensure the use of formative assessment data to inform instruction.</p>	<p>I(4). The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.</p> <p>I(5). The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.</p>
<p>Standard 3 - Developing and Supporting a Learning Organization</p>	<p>Domain II: Continuous Improvement of Instruction Domain IV: Cooperation and Collaboration</p>
<p>Key Element A. Effectively lead the implementation of a high-quality educator support and evaluation system that advances the professional growth of their staff.</p>	<p>II(4). The school leader ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.</p>
<p>Key Element B. Have a solid understanding of adult learning and ensure that all adults have the knowledge, skills, and dispositions necessary to promote student success.</p>	<p>II(5). The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.</p>
<p>Key Element C. Create and/or support collaborative learning organizations to foster improvements in teacher practices and student learning.</p>	<p>IV(1). The school leader ensures that teachers have opportunities to observe and discuss effective teaching.</p> <p>IV(3). The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.</p>
<p>Key Element D. Guide implementation of improvement initiatives and provide the time and support for these initiatives to achieve desired outcomes.</p>	<p>No Alignment</p>

Key Element E. Lead the evaluation of new and existing programs as part of a continuous improvement process.	No Alignment
Key Element F. Cultivate the ability of teachers and other members of the community to become leaders by providing assistance and leadership opportunities.	IV(4). The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately. IV(5). The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school.
Key Element G. Facilitate high functioning groups of faculty and staff.	No Alignment
Standard 4 - Vision, Mission, and Culture	Domain I: A Data-Driven Focus on Student Achievement Domain V: School Climate
Key Element A. Use relevant data and collaborate with members of the school, district, and community to create and endorse a vision for the achievement of every student.	I(4). The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students. I(3). The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.
Key Element B. Articulate, advocate, and cultivate core values that define the school's/district's culture and stress the imperative of academic success, child-centered education, high expectations and student support, equity, inclusiveness, social justice, openness, caring, and trust.	V(2). The school leader has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations.
Key Element C. Create and maintain a positive climate with a trusting, safe environment that promotes effective student learning and adult practice.	V(3). The school leader ensures that faculty and staff perceive the school environment as safe and orderly. V(4). The school leader ensures that students, parents, and community perceive the school environment as safe and orderly.
Key Element D. Collaboratively evaluate the mission and vision, modifying them based on changing intentions, opportunities, demands, and positions of students, staff, and community.	No Alignment
Standard 5 - Efficient and Effective Management	Domain II: Continuous Improvement of Instruction Domain V: School Climate

Key Element A. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an effective team.	II(2). The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.
Key Element B. Facilitate the adaptation and monitoring of operational systems and processes to ensure a high-performing organization that includes clear expectations, structures, rules, and procedures for effective and efficient operations focused on high-quality teaching and learning.	No Alignment
Key Element C. Limit the number of initiatives and ensure that whatever programs and strategies are implemented in their school/district are supported by the best research available and are aligned to school and district plans.	No Alignment
Key Element D. Use appropriate strategies to guide their organizations through change (e.g. first- and second-order change strategies).	No Alignment
Key Element E. Support the learning of all students by inventively appropriating and regulating monetary, human and material supplies, time, equipment, technology, and alliances with school and district goals.	V(5). The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.
Key Element F. Ensure the expectation that students, staff, and the school/district engage persistently within the guidelines of federal, state, and local laws, policies, regulations, and statutory requirements.	No Alignment
Standard 6 - Ethics and Professionalism	Domain V: School Climate
Key Element A. Lead with integrity by modeling fundamentals of mindfulness, deliberate practice, clarity, perseverance, trust, fairness, and ethical behavior.	V(1). The school leader is recognized as the leader of the school who continually improves his or her professional practice.
Key Element B. Establish a culture in which exemplary ethical behavior is expected and practiced by all faculty, staff, students, and volunteers.	No Alignment
Key Element C. Significantly contribute to district and state initiatives.	No Alignment
Key Element D. Evaluate the potential ethical, legal, and precedent-setting consequences of decision-making.	No Alignment
Standard 7 - Communication and Community Engagement	Domain IV: Cooperation and Collaboration

<p>Key Element A. Advocate and effectively communicate with a range of stakeholders, from students and teachers to parents and members of the larger community, including media, to advance the organization’s vision and mission.</p>	<p>IV(2). The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives.</p> <p>IV(4). The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.</p>
<p>Key Element B. Implement and maintain policies to establish working relationships with the community and media to garner support and build consensus for school/district goals.</p>	<p>No Alignment</p>
<p>Key Element C. Use community engagement efforts to identify and share successes and to address challenges for the benefit of students.</p>	<p>No Alignment</p>
<p>Key Element D. Are easily approached, available, and inviting to students, staff, and community.</p>	<p>No Alignment</p>
<p>Key Element E. Are intentional about welcoming improvement ideas from outside the school system, but still within the community.</p>	<p>IV(5). The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school.</p>

The Leader in Me Evaluation Model Crosswalk to the Wyoming Education Leader Standards

To demonstrate alignment to the *Wyoming Education Leader Standards*, a system must 1) demonstrate alignment to a majority of the elements within each standard, 2) be aligned to Standard I (*Unwavering Focus on Maximizing the Learning and Growth of All Students*), and 3) align to **five** of the **six** remaining standards. Based upon this crosswalk, the *Leader in Me Evaluation Model* demonstrated alignment to **six** of the **seven** *Wyoming Education Leader Standards*. Using this criteria, the review team concluded that the *Leader in Me Evaluation Model* **is aligned to the Wyoming Education Leader Standards**. Please see Table 1 for an overview of the crosswalk and Table 2 for details of the crosswalk between the *Leader in Me Evaluation Model* and the *Wyoming Education Leader Standards*.

Table 1. Crosswalk Overview

Standard	Number of Elements Aligned	Standard Aligned/Not Aligned
Standard 1	7/8	Aligned
Standard 2	5/6	Aligned
Standard 3	7/7	Aligned
Standard 4	3/4	Aligned
Standard 5	5/6	Aligned
Standard 6	1/4	Not Aligned
Standard 7	5/5	Aligned

Table 2. Detailed Leader in Me Evaluation Model Crosswalk to Wyoming Education Leader Standards

Wyoming Education Leader Standards	The Leader in Me Evaluation Model
<i>Standard 1 - Unwavering Focus on Maximizing the Learning and Growth of All Students</i>	<i>Rubric 2 - Student Learning Rubric 7 - Schoolwide Goal Achievement Rubric 8 - Student-Led Achievement</i>
Key Element A. In collaboration with others and in alignment with district strategic priorities, use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programing.	7.1 Schoolwide Goal Achievement: School Goals - A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish schoolwide academic WIGs. Schoolwide WIGs are traced on compelling public scoreboards, and progress toward their attainment is celebrated. A cadence of accountability ensures regular conversations around progress toward schoolwide WIGs.

<p>Key Element B. Ensure the alignment of the assessments to district identified prioritized standards used to track student growth and achievement over time.</p>	<p>7.1 Schoolwide Goal Achievement: School Goals - A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish schoolwide academic WIGs. Schoolwide WIGs are traced on compelling public scoreboards, and progress toward their attainment is celebrated. A cadence of accountability ensures regular conversations around progress toward schoolwide WIGs.</p>
<p>Key Element C. Use multiple data measures appropriately within the technical limitations to monitor students' progress toward learning objectives to improve instruction.</p>	<p>7.1 Schoolwide Goal Achievement: School Goals - A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish schoolwide academic WIGs. Schoolwide WIGs are traced on compelling public scoreboards, and progress toward their attainment is celebrated. A cadence of accountability ensures regular conversations around progress toward schoolwide WIGs.</p> <p>7.2 Schoolwide Goal Achievement: Team Goals - A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish team or class WIGs. Team or class WIGs and lead measures are tracked on compelling public scoreboards. A cadence of accountability ensures regular conversations and student understanding around progress toward WIGs.</p> <p>8.1 Student-Led Achievement: Student Goals - A system is in place for students to routinely reflect on the progress and attainment of goals. Students develop academic and person WIGs written in a "From X to Y by When" format. Academic WIGs are aligned with classroom academic WIGs. Specific strategies that directly impact student achievement are selected by students as lead measures. Classroom routines to collect, analyze, and share data rebuilt into the weekly schedule. Students have peer-to-peer Accountability Partners.</p> <p>8.3. Student-Led Achievement: Student-Led Conferences - Schoolwide, regularly scheduled formal and informal Student-led Conferences are an established part of the schoolwide culture. Students use Leadership Notebooks to plan for and lead a goal-oriented, reflective conversation about progress toward leadership, academic, and personal goals with their families, adult mentors, or peers. Continuous improvement of Student-led Conferences takes place through stakeholder input.</p>

<p>Key Element D. Ensure a system of accountability for students' academic success and career readiness.</p>	<p>No Alignment</p>
<p>Key Element E. Develop and maintain longitudinal data and communication systems to deliver actionable information for district, school, and classroom improvement.</p>	<p>7.1 Schoolwide Goal Achievement: School Goals - A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish schoolwide academic WIGs. Schoolwide WIGs are traced on compelling public scoreboards, and progress toward their attainment is celebrated. A cadence of accountability ensures regular conversations around progress toward schoolwide WIGs.</p> <p>7.2 Schoolwide Goal Achievement: Team Goals - A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish team or class WIGs. Team or class WIGs and lead measures are tracked on compelling public scoreboards. A cadence of accountability ensures regular conversations and student understanding around progress toward WIGs.</p> <p>8.1 Student-Led Achievement: Student Goals - A system is in place for students to routinely reflect on the progress and attainment of goals. Students develop academic and person WIGs written in a "From X to Y by When" format. Academic WIGs are aligned with classroom academic WIGs. Specific strategies that directly impact student achievement are selected by students as lead measures. Classroom routines to collect, analyze, and share data rebuilt into the weekly schedule. Students have peer-to-peer Accountability Partners.</p> <p>8.3. Student-Led Achievement: Student-Led Conferences - Schoolwide, regularly scheduled formal and informal Student-led Conferences are an established part of the schoolwide culture. Students use Leadership Notebooks to plan for and lead a goal-oriented, reflective conversation about progress toward leadership, academic, and personal goals with their families, adult mentors, or peers. Continuous improvement of Student-led Conferences takes place through stakeholder input.</p>
<p>Key Element F. Lead the implementation of a high-quality student support and assessment system.</p>	<p>2.1 Student Learning: Direct Lessons - Teachers follow a grade-level or team yearlong plan that specifically outlines when all students will be directly taught the 7 Habits and leadership principles through Leader in Me curriculum or teacher-developed equivalent lessons. Lessons result in higher-order thinking, encourage internalization, and foster a desire for real-world</p>

	<p>application.</p> <p>7.1 Schoolwide Goal Achievement: School Goals - A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish schoolwide academic WIGs. Schoolwide WIGs are traced on compelling public scoreboards, and progress toward their attainment is celebrated. A cadence of accountability ensures regular conversations around progress toward schoolwide WIGs.</p> <p>8.1 Student-Led Achievement: Student Goals - A system is in place for students to routinely reflect on the progress and attainment of goals. Students develop academic and personal WIGs written in a “From X to Y by When” format. Academic WIGs are aligned with classroom academic WIGs. Specific strategies that directly impact student achievement are selected by students as lead measures. Classroom routines to collect, analyze, and share data rebuilt into the weekly schedule. Students have peer-to-peer Accountability Partners.</p> <p>8.2 Student-Led Achievement: Leadership Notebooks - All or almost all students frequently use Leadership Notebooks through a continuously improving schoolwide system. Leadership Notebooks are aligned to the school’s standards and highest leadership and curricular priorities. Students take primary ownership of updating, assessing, and reflecting on progress. Leadership Notebooks are an essential part of the reflective learning process around academic and personal development through regular classroom routines.</p> <p>8.3. Student-Led Achievement: Student-Led Conferences - Schoolwide, regularly scheduled formal and informal Student-led Conferences are an established part of the schoolwide culture. Students use Leadership Notebooks to plan for and lead a goal-oriented, reflective conversation about progress toward leadership, academic, and personal goals with their families, adult mentors, or peers. Continuous improvement of Student-led Conferences takes place through stakeholder input.</p>
<p>Key Element G. Ensure high expectations for achievement, growth and equity in opportunities for all students.</p>	<p>7.1 Schoolwide Goal Achievement: School Goals - A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish schoolwide academic WIGs. Schoolwide WIGs are traced on</p>

	<p>compelling public scoreboards, and progress toward their attainment is celebrated. A cadence of accountability ensures regular conversations around progress toward schoolwide WIGs.</p> <p>8.1 Student-Led Achievement: Student Goals - A system is in place for students to routinely reflect on the progress and attainment of goals. Students develop academic and personal WIGs written in a "From X to Y by When" format. Academic WIGs are aligned with classroom academic WIGs. Specific strategies that directly impact student achievement are selected by students as lead measures. Classroom routines to collect, analyze, and share data rebuilt into the weekly schedule. Students have peer-to-peer Accountability Partners.</p>
<p>Key Element H. Work with staff to evaluate and use data to improve student achievement.</p>	<p>7.1 Schoolwide Goal Achievement: School Goals - A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish schoolwide academic WIGs. Schoolwide WIGs are traced on compelling public scoreboards, and progress toward their attainment is celebrated. A cadence of accountability ensures regular conversations around progress toward schoolwide WIGs.</p>
<p>Standard 2 - Instructional and Assessment Leadership</p>	<p>Rubric 2 - Student Learning Rubric 7 - Schoolwide Goal Achievement Rubric 8 - Student-Led Achievement Rubric 9 - Empowering Instruction</p>
<p>Key Element A. Focus on student learning by leading the implementation of a rigorous, relevant and prioritized curriculum and assessment system.</p>	<p>2.1 Student Learning: Direct Lessons - A system is in place to ensure that teachers follow a yearlong schoolwide curriculum plan that is integrated into the master calendar and specifically outlines how and when all students will be directly taught the 7 Habits and leadership principles using Leader in Me curriculum or teacher-developed equivalent lessons. The school shares direct lesson excellence with other Leader in Me Schools.</p> <p>9.3 Empowering Instruction: Student-Led Learning - All or almost all students are routinely empowered to find their academic voice. The school systematically ensures opportunities for students to teach other students through peer-to-peer teaching, cross-age-group mentor relationships, and student-lead classroom experiences. Classroom activities regularly involve a focus on inquiry, student-directed projects, and choice.</p>

<p>Key Element B. Work collaboratively to implement a common instructional framework that: Aligns curriculum with teaching, assessment, and learning AND Guides teacher conversation, practice, observation, evaluation, and feedback.</p>	<p>2.2 Student Learning: Integrated Approaches - All or almost all teachers and staff members effectively integrate the 7 Habits and leadership principles into lessons and/or roles with depth and creativity. The school has a system by which teachers can regularly share integrated approaches and collaborate to continuously improve lessons.</p> <p>9.1 Empowering Instruction: Teacher Planning and Reflection - All or almost all teachers collaboratively plan and reflect based on the effectiveness of their lessons and instructional techniques to impact student learning. Time for collaborative planning and reflection is centrally planned for all teachers with a system in place to ensure clear purpose, expectations, accountability, and alignment to school goals. There is evidence that reflective collaboration leads to innovation and improved classroom learning.</p>
<p>Key Element C. Recognize a full range of pedagogy and monitor the impact of instruction.</p>	<p>9.1 Empowering Instruction: Teacher Planning and Reflection - All or almost all teachers collaboratively plan and reflect based on the effectiveness of their lessons and instructional techniques to impact student learning. Time for collaborative planning and reflection is centrally planned for all teachers with a system in place to ensure clear purpose, expectations, accountability, and alignment to school goals. There is evidence that reflective collaboration leads to innovation and improved classroom learning.</p> <p>9.2 Empowering Instruction: Collaborative Protocols - There are systems in place to support all or almost all classrooms regularly utilizing collaborative protocols (e.g., leadership and quality tools). The school sustains support for teachers' efforts to honor student voice and encourage students to actively synergize strengths, abilities, and expertise to enhance engagement and collaborative work.</p>
<p>Key Element D. Ensure that there is differentiation, personalization, intellectual stimulation, collaboration, authenticity, and recognition of student strengths in instructional practice.</p>	<p>9.1 Empowering Instruction: Teacher Planning and Reflection - All or almost all teachers collaboratively plan and reflect based on the effectiveness of their lessons and instructional techniques to impact student learning. Time for collaborative planning and reflection is centrally planned for all teachers with a system in place to ensure clear purpose, expectations, accountability, and alignment to school goals. There is evidence that reflective collaboration leads to innovation and improved classroom learning.</p> <p>9.2 Empowering Instruction: Collaborative Protocols - There are systems in place to support all or almost all classrooms regularly utilizing collaborative</p>

	<p>protocols (e.g., leadership and quality tools). The school sustains support for teachers' efforts to honor student voice and encourage students to actively synergize strengths, abilities, and expertise to enhance engagement and collaborative work.</p> <p>9.3 Empowering Instruction: Student-Led Learning - All or almost all students are routinely empowered to find their academic voice. The school systematically ensures opportunities for students to teach other students through peer-to-peer teaching, cross-age-group mentor relationships, and student-lead classroom experiences. Classroom activities regularly involve a focus on inquiry, student-directed projects, and choice.</p>
<p>Key Element E. Promote the effective uses of technology to support teaching and learning.</p>	<p>No Alignment</p>
<p>Key Element F. Ensure the use of formative assessment data to inform instruction.</p>	<p>7.2 Schoolwide Goal Achievement: Team Goals - A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish team or class WIGs. Team or class WIGs and lead measures are tracked on compelling public scoreboards. A cadence of accountability ensures regular conversations and student understanding around progress toward WIGs.</p> <p>8.1 Student-Led Achievement: Student Goals - A system is in place for students to routinely reflect on the progress and attainment of goals. Students develop academic and person WIGs written in a "From X to Y by When" format. Academic WIGs are aligned with classroom academic WIGs. Specific strategies that directly impact student achievement are selected by students as lead measures. Classroom routines to collect, analyze, and share data rebuilt into the weekly schedule. Students have peer-to-peer Accountability Partners.</p> <p>9.1 Empowering Instruction: Teacher Planning and Reflection - All or almost all teachers collaboratively plan and reflect based on the effectiveness of their lessons and instructional techniques to impact student learning. Time for collaborative planning and reflection is centrally planned for all teachers with a system in place to ensure clear purpose, expectations, accountability, and alignment to school goals. There is evidence that reflective collaboration leads to innovation and improved classroom learning.</p>

<p>Standard 3 - Developing and Supporting a Learning Organization</p>	<p>Rubric 1 - Professional Learning Rubric 2 - Student Learning Rubric 3 - Family Learning Rubric 5 - Shared Leadership Rubric 7 - Schoolwide Goal Achievement Rubric 9 - Empowering Instruction</p>
<p>Key Element A. Effectively lead the implementation of a high-quality educator support and evaluation system that advances the professional growth of their staff.</p>	<p>1.1 Professional Learning: Ongoing Staff Learning - Ongoing staff learning in the 7 Habits and The Leader in Me principles and practices is occurring as an intentional priority, with refined systems supporting frequency and depth of ongoing learning activities.</p> <p>1.2 Professional Learning: New-Staff Learning - A system exists to ensure that new staff members' professional-learning plans include the equivalent of two or more days of training in the 7 Habits and The Leader in Me principles and practices within their first year. Mentors meet with new staff members regularly to support growth.</p> <p>1.3 Professional Learning: Principal Learning and Modeling - A system is in place to ensure that the principal and school administration are champions of the school's leadership model and incorporate 7 Habits leadership principles into professional-learning plans. They develop as leaders by making substantive contributions to The Leader in Me community and/or mentoring other Leader in Me principals.</p>
<p>Key Element B. Have a solid understanding of adult learning and ensure that all adults have the knowledge, skills, and dispositions necessary to promote student success.</p>	<p>1.1 Professional Learning: Ongoing Staff Learning - Ongoing staff learning in the 7 Habits and The Leader in Me principles and practices is occurring as an intentional priority, with refined systems supporting frequency and depth of ongoing learning activities.</p> <p>1.2 Professional Learning: New-Staff Learning - A system exists to ensure that new staff members' professional-learning plans include the equivalent of two or more days of training in the 7 Habits and The Leader in Me principles and practices within their first year. Mentors meet with new staff members regularly to support growth.</p> <p>1.3 Professional Learning: Principal Learning and Modeling - A system is in place to ensure that the principal and school administration are champions of the school's leadership model and incorporate 7 Habits leadership</p>

	<p>principles into professional-learning plans. They develop as leaders by making substantive contributions to The Leader in Me community and/or mentoring other Leader in Me principals.</p>
<p>Key Element C. Create and/or support collaborative learning organizations to foster improvements in teacher practices and student learning.</p>	<p>2.2 Student Learning: Integrated Approaches - All or almost all teachers and staff members effectively integrate the 7 Habits and leadership principles into lessons and/or roles with depth and creativity. The school has a system by which teachers can regularly share integrated approaches and collaborate to continuously improve lessons.</p> <p>5.3 Shared Leadership: Active Lighthouse Teams - Student and Staff Lighthouse Teams meet regularly and have a system in place to establish, monitor, and update an annual implementation plan to accomplish schoolwide goals through action teams. A Family & Community Lighthouse Team has also been established. Synergy exists between the Lighthouse Teams, and shared leadership among all stakeholders is apparent.</p> <p>9.1 Empowering Instruction: Teacher Planning and Reflection - All or almost all teachers collaboratively plan and reflect based on the effectiveness of their lessons and instructional techniques to impact student learning. Time for collaborative planning and reflection is centrally planned for all teachers with a system in place to ensure clear purpose, expectations, accountability, and alignment to school goals. There is evidence that reflective collaboration leads to innovation and improved classroom learning.</p> <p>9.2 Empowering Instruction: Collaborative Protocols - There are systems in place to support all or almost all classrooms regularly utilizing collaborative protocols (e.g., leadership and quality tools). The school sustains support for teachers' efforts to honor student voice and encourage students to actively synergize strengths, abilities, and expertise to enhance engagement and collaborative work.</p>
<p>Key Element D. Guide implementation of improvement initiatives and provide the time and support for these initiatives to achieve desired outcomes.</p>	<p>7.1 Schoolwide Goal Achievement: School Goals - A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish schoolwide academic WIGs. Schoolwide WIGs are traced on compelling public scoreboards, and progress toward their attainment is celebrated. A cadence of accountability ensures regular conversations around progress toward schoolwide WIGs.</p>

	<p>9.1 Empowering Instruction: Teacher Planning and Reflection - All or almost all teachers collaboratively plan and reflect based on the effectiveness of their lessons and instructional techniques to impact student learning. Time for collaborative planning and reflection is centrally planned for all teachers with a system in place to ensure clear purpose, expectations, accountability, and alignment to school goals. There is evidence that reflective collaboration leads to innovation and improved classroom learning.</p>
<p>Key Element E. Lead the evaluation of new and existing programs as part of a continuous improvement process.</p>	<p>7.1 Schoolwide Goal Achievement: School Goals - A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish schoolwide academic WIGs. Schoolwide WIGs are traced on compelling public scoreboards, and progress toward their attainment is celebrated. A cadence of accountability ensures regular conversations around progress toward schoolwide WIGs.</p>
<p>Key Element F. Cultivate the ability of teachers and other members of the community to become leaders by providing assistance and leadership opportunities.</p>	<p>1.1 Professional Learning: Ongoing Staff Learning - Ongoing staff learning in the 7 Habits and The Leader in Me principles and practices is occurring as an intentional priority, with refined systems supporting frequency and depth of ongoing learning activities.</p> <p>1.2 Professional Learning: New-Staff Learning - A system exists to ensure that new staff members' professional-learning plans include the equivalent of two or more days of training in the 7 Habits and The Leader in Me principles and practices within their first year. Mentors meet with new staff members regularly to support growth.</p> <p>2.3 Student Learning: Modeling - All or almost all teachers and staff consistently model the 7 Habits and leadership principles for students, staff, families, and community by living the 7 Habits, developing School and Class Mission Statements, and communicating leadership potential through verbal, nonverbal, and written interactions with students, staff, and families. A system of staff accountability partners sustains modeling the 7 Habits and leadership principles.</p> <p>3.2 Family Learning: 7 Habits Training for Families - There is a system in place that ensures the school calendar includes regularly scheduled opportunities for families to engage with the 7 Habits and leadership principles, learn how to integrate leadership principles at home, and participate in training based on the 7 Habits of Successful Families. The school has at least one school-</p>

	<p>community member who is trained to facilitate a formal 7 Habits of Successful Families training.</p> <p>3.3 Family Learning: Student Teaching at Home - All students are expected to share their leadership development with their family through directly teaching the 7 Habits and leadership principles or authentically implementing their unique leadership growth in a positive way at home. A systematic process for reflection or capturing stories of positive leadership at home is established.</p> <p>5.1 Shared Leadership: Student Leadership Roles - An innovative, schoolwide leadership-role system is in place to foster a wide variety of schoolwide and classroom leadership opportunities. The system involves applications and interviews for roles, reflection on execution, and celebration of unique contributions. Students are able to transfer and apply their leadership skills to impact their own lives.</p>
<p>Key Element G. Facilitate high functioning groups of faculty and staff.</p>	<p>5.3 Shared Leadership: Active Lighthouse Teams - Student and Staff Lighthouse Teams meet regularly and have a system in place to establish, monitor, and update an annual implementation plan to accomplish schoolwide goals through action teams. A Family & Community Lighthouse Team has also been established. Synergy exists between the Lighthouse Teams, and shared leadership among all stakeholders is apparent.</p> <p>7.2 Schoolwide Goal Achievement: Team Goals - A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish team or class WIGs. Team or class WIGs and lead measures are tracked on compelling public scoreboards. A cadence of accountability ensures regular conversations and student understanding around progress toward WIGs.</p> <p>9.1 Empowering Instruction: Teacher Planning and Reflection - All or almost all teachers collaboratively plan and reflect based on the effectiveness of their lessons and instructional techniques to impact student learning. Time for collaborative planning and reflection is centrally planned for all teachers with a system in place to ensure clear purpose, expectations, accountability, and alignment to school goals. There is evidence that reflective collaboration leads to innovation and improved classroom learning.</p>

<p>Standard 4 - Vision, Mission, and Culture</p>	<p>Rubric 1 - Professional Learning Rubric 2 - Student Learning</p> <p>Rubric 7 - Schoolwide Goal Achievement</p> <p>Rubric 9 - Empowering Instruction</p>
<p>Key Element A. Use relevant data and collaborate with members of the school, district, and community to create and endorse a vision for the achievement of every student.</p>	<p>1.3 Professional Learning: Principal Learning and Modeling - A system is in place to ensure that the principal and school administration are champions of the school's leadership model and incorporate 7 Habits leadership principles into professional-learning plans. They develop as leaders by making substantive contributions to The Leader in Me community and/or mentoring other Leader in Me principals.</p> <p>2.3 Student Learning: Modeling - All or almost all teachers and staff consistently model the 7 Habits and leadership principles for students, staff, families, and community by living the 7 Habits, developing School and Class Mission Statements, and communicating leadership potential through verbal, nonverbal, and written interactions with students, staff, and families. A system of staff accountability partners sustains modeling the 7 Habits and leadership principles.</p> <p>7.1 Schoolwide Goal Achievement: School Goals - A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish schoolwide academic WIGs. Schoolwide WIGs are traced on compelling public scoreboards, and progress toward their attainment is celebrated. A cadence of accountability ensures regular conversations around progress toward schoolwide WIGs.</p> <p>9.3 Empowering Instruction: Student-Led Learning - All or almost all students are routinely empowered to find their academic voice. The school systematically ensures opportunities for students to teach other students through peer-to-peer teaching, cross-age-group mentor relationships, and student-lead classroom experiences. Classroom activities regularly involve a focus on inquiry, student-directed projects, and choice.</p>
<p>Key Element B. Articulate, advocate, and cultivate core values that define the school's/district's culture and stress the imperative of academic</p>	<p>No Alignment</p>

<p>success, child-centered education, high expectations and student support, equity, inclusiveness, social justice, openness, caring, and trust.</p>	
<p>Key Element C. Create and maintain a positive climate with a trusting, safe environment that promotes effective student learning and adult practice.</p>	<p>4.1 Leadership Environment: Physical Environment - The Lighthouse Team implements a system to establish a high standard for the physical environment of classrooms and all areas of the school. The plan includes participation of students, staff, and families in temporary and permanent elements that ubiquitously showcase the 7 Habits and leadership principles.</p> <p>4.3 Leadership Environment: Emotional Environment - A system is in place to ensure staff, student, and family relationships are reinforced through individualized Emotional Bank Account deposits. All students and staff feel welcome, valued, loved, and trusted at school.</p> <p>6.1 Leadership Events: Schoolwide Events - School traditions and annual events involve significant student voice in creatively infusing leadership principles. Schoolwide events are continuously improved through a system of planning, execution, and reflection by students, staff, and families.</p> <p>6.2 Leadership Events: Classroom Events - All or almost all teachers collaborate with students to transform traditional classroom events into opportunities to develop leadership skills and celebrate goal achievement. A schoolwide system exists for teachers to share best practices and innovations to classroom events.</p>
<p>Key Element D. Collaboratively evaluate the mission and vision, modifying them based on changing intentions, opportunities, demands, and positions of students, staff, and community.</p>	<p>2.3 Student Learning: Modeling - All or almost all teachers and staff consistently model the 7 Habits and leadership principles for students, staff, families, and community by living the 7 Habits, developing School and Class Mission Statements, and communicating leadership potential through verbal, nonverbal, and written interactions with students, staff, and families. A system of staff accountability partners sustains modeling the 7 Habits and leadership principles.</p> <p>7.1 Schoolwide Goal Achievement: School Goals - A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish schoolwide academic WIGs. Schoolwide WIGs are traced on compelling public scoreboards, and progress toward their attainment is celebrated. A cadence of accountability ensures regular conversations around progress toward schoolwide WIGs.</p>

	<p>9.1 Empowering Instruction: Teacher Planning and Reflection - All or almost all teachers collaboratively plan and reflect based on the effectiveness of their lessons and instructional techniques to impact student learning. Time for collaborative planning and reflection is centrally planned for all teachers with a system in place to ensure clear purpose, expectations, accountability, and alignment to school goals. There is evidence that reflective collaboration leads to innovation and improved classroom learning.</p>
<p>Standard 5 - Efficient and Effective Management</p>	<p>Rubric 1 - Professional Learning Rubric 4 - Leadership Environment Rubric 5 - Shared Leadership Rubric 6 - Leadership Events Rubric 7 - Schoolwide Goal Achievement Rubric 9 - Empowering Instruction</p>
<p>Key Element A. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an effective team.</p>	<p>1.1 Professional Learning: Ongoing Staff Learning - Ongoing staff learning in the 7 Habits and The Leader in Me principles and practices is occurring as an intentional priority, with refined systems supporting frequency and depth of ongoing learning activities.</p> <p>1.2 Professional Learning: New-Staff Learning - A system exists to ensure that new staff members' professional-learning plans include the equivalent of two or more days of training in the 7 Habits and The Leader in Me principles and practices within their first year. Mentors meet with new staff members regularly to support growth.</p> <p>5.3 Shared Leadership: Active Lighthouse Teams - Student and Staff Lighthouse Teams meet regularly and have a system in place to establish, monitor, and update an annual implementation plan to accomplish schoolwide goals through action teams. A Family & Community Lighthouse Team has also been established. Synergy exists between the Lighthouse Teams, and shared leadership among all stakeholders is apparent.</p> <p>9.1 Empowering Instruction: Teacher Planning and Reflection - All or almost all teachers collaboratively plan and reflect based on the effectiveness of their lessons and instructional techniques to impact student learning. Time for collaborative planning and reflection is centrally planned for all teachers with a system in place to ensure clear purpose, expectations, accountability,</p>

	<p>and alignment to school goals. There is evidence that reflective collaboration leads to innovation and improved classroom learning.</p> <p>9.2 Empowering Instruction: Collaborative Protocols - There are systems in place to support all or almost all classrooms regularly utilizing collaborative protocols (e.g., leadership and quality tools). The school sustains support for teachers' efforts to honor student voice and encourage students to actively synergize strengths, abilities, and expertise to enhance engagement and collaborative work.</p>
<p>Key Element B. Facilitate the adaptation and monitoring of operational systems and processes to ensure a high-performing organization that includes clear expectations, structures, rules, and procedures for effective and efficient operations focused on high-quality teaching and learning.</p>	<p>5.3 Shared Leadership: Active Lighthouse Teams - Student and Staff Lighthouse Teams meet regularly and have a system in place to establish, monitor, and update an annual implementation plan to accomplish schoolwide goals through action teams. A Family & Community Lighthouse Team has also been established. Synergy exists between the Lighthouse Teams, and shared leadership among all stakeholders is apparent.</p> <p>7.1 Schoolwide Goal Achievement: School Goals - A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish schoolwide academic WIGs. Schoolwide WIGs are traced on compelling public scoreboards, and progress toward their attainment is celebrated. A cadence of accountability ensures regular conversations around progress toward schoolwide WIGs.</p> <p>7.2 Schoolwide Goal Achievement: Team Goals - A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish team or class WIGs. Team or class WIGs and lead measures are tracked on compelling public scoreboards. A cadence of accountability ensures regular conversations and student understanding around progress toward WIGs.</p> <p>7.3 Schoolwide Goal Achievement: Staff Goals - The 4DX process is used by all or almost all staff to achieve their annual professional learning goals. Staff identify WIGs written in a "From X to Y by When" format. Staff have identified lead measures for WIGs. WIGs and lead measures are routinely tracked on scoreboards. A system of staff Accountability Partners is in place, ensuring that each staff member have regular conversation around progress toward WIGs.</p>

	<p>9.1 Empowering Instruction: Teacher Planning and Reflection - All or almost all teachers collaboratively plan and reflect based on the effectiveness of their lessons and instructional techniques to impact student learning. Time for collaborative planning and reflection is centrally planned for all teachers with a system in place to ensure clear purpose, expectations, accountability, and alignment to school goals. There is evidence that reflective collaboration leads to innovation and improved classroom learning.</p>
<p>Key Element C. Limit the number of initiatives and ensure that whatever programs and strategies are implemented in their school/district are supported by the best research available and are aligned to school and district plans.</p>	<p>7.1 Schoolwide Goal Achievement: School Goals - A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish schoolwide academic WIGs. Schoolwide WIGs are traced on compelling public scoreboards, and progress toward their attainment is celebrated. A cadence of accountability ensures regular conversations around progress toward schoolwide WIGs.</p>
<p>Key Element D. Use appropriate strategies to guide their organizations through change (e.g. first- and second-order change strategies).</p>	<p>1.3 Professional Learning: Principal Learning and Modeling - A system is in place to ensure that the principal and school administration are champions of the school's leadership model and incorporate 7 Habits leadership principles into professional-learning plans. They develop as leaders by making substantive contributions to The Leader in Me community and/or mentoring other Leader in Me principals.</p> <p>4.2 Leadership Environment: Common Language - Students and staff comfortably and naturally use the language of the 7 Habits and leadership principles in a variety of authentic situations and environments. Staff engage in an ongoing system of staff development to sustain and expand the use of common language.</p>
<p>Key Element E. Support the learning of all students by inventively appropriating and regulating monetary, human and material supplies, time, equipment, technology, and alliances with school and district goals.</p>	<p>4.1 Leadership Environment: Physical Environment - The Lighthouse Team implements a system to establish a high standard for the physical environment of classrooms and all areas of the school. The plan includes participation of students, staff, and families in temporary and permanent elements that ubiquitously showcase the 7 Habits and leadership principles.</p> <p>6.3 Leadership Events: Family and Community Events - Family & Community Leadership Events are student-driven with broad participation from family and community members to provide an authentic audience for students to practice and share leadership skills. Innovative and mutually beneficial school-community relationships exist and are systematically sustained over</p>

	<p>time.</p> <p>9.1 Empowering Instruction: Teacher Planning and Reflection - All or almost all teachers collaboratively plan and reflect based on the effectiveness of their lessons and instructional techniques to impact student learning. Time for collaborative planning and reflection is centrally planned for all teachers with a system in place to ensure clear purpose, expectations, accountability, and alignment to school goals. There is evidence that reflective collaboration leads to innovation and improved classroom learning.</p> <p>9.2 Empowering Instruction: Collaborative Protocols - There are systems in place to support all or almost all classrooms regularly utilizing collaborative protocols (e.g., leadership and quality tools). The school sustains support for teachers' efforts to honor student voice and encourage students to actively synergize strengths, abilities, and expertise to enhance engagement and collaborative work.</p>
Key Element F. Ensure the expectation that students, staff, and the school/district engage persistently within the guidelines of federal, state, and local laws, policies, regulations, and statutory requirements.	No Alignment
Standard 6 - Ethics and Professionalism	Rubric 1 - Professional Learning Rubric 4 - Leadership Environment
Key Element A. Lead with integrity by modeling fundamentals of mindfulness, deliberate practice, clarity, perseverance, trust, fairness, and ethical behavior.	<p>1.3 Professional Learning: Principal Learning and Modeling - A system is in place to ensure that the principal and school administration are champions of the school's leadership model and incorporate 7 Habits leadership principles into professional-learning plans. They develop as leaders by making substantive contributions to The Leader in Me community and/or mentoring other Leader in Me principals.</p> <p>4.3 Leadership Environment: Emotional Environment - A system is in place to ensure staff, student, and family relationships are reinforced through individualized Emotional Bank Account deposits. All students and staff feel welcome, valued, loved, and trusted at school.</p>
Key Element B. Establish a culture in which exemplary ethical behavior is expected and practiced by all faculty, staff, students, and volunteers.	No Alignment
Key Element C. Significantly contribute to district and state initiatives.	No Alignment

<p>Key Element D. Evaluate the potential ethical, legal, and precedent-setting consequences of decision-making.</p>	<p>No Alignment</p>
<p>Standard 7 - Communication and Community Engagement</p>	<p>Rubric 2 - Student Learning Rubric 3 - Family Learning Rubric 5 - Shared Leadership Rubric 6 - Leadership Events</p>
<p>Key Element A. Advocate and effectively communicate with a range of stakeholders, from students and teachers to parents and members of the larger community, including media, to advance the organization’s vision and mission.</p>	<p>2.3 Student Learning: Modeling - All or almost all teachers and staff consistently model the 7 Habits and leadership principles for students, staff, families, and community by living the 7 Habits, developing School and Class Mission Statements, and communicating leadership potential through verbal, nonverbal, and written interactions with students, staff, and families. A system of staff accountability partners sustains modeling the 7 Habits and leadership principles.</p> <p>3.1 Family Learning: Family Communication - Print, electronic, and/or verbal communication is systemic and systematic, and it utilizes far-reaching strategies. There is a system in place for family engagement, collaboration, and continuous improvement of family communication. Families are routinely invited to participate on committees, teams, and advisory boards.</p> <p>5.2 Shared Leadership: Student Voice - The school has developed systems to authentically involve students in the continuous improvement of all aspects of the school through opportunities to lead, innovate, and collaborate with staff.</p> <p>5.3 Shared Leadership: Active Lighthouse Teams - Student and Staff Lighthouse Teams meet regularly and have a system in place to establish, monitor, and update an annual implementation plan to accomplish schoolwide goals through action teams. A Family & Community Lighthouse Team has also been established. Synergy exists between the Lighthouse Teams, and shared leadership among all stakeholders is apparent.</p>
<p>Key Element B. Implement and maintain policies to establish working relationships with the community and media to garner support and build consensus for school/district goals.</p>	<p>5.3 Active Lighthouse Teams: Student and Staff Lighthouse Teams meet regularly and have a system in place to establish, monitor, and update an annual implementation plan to accomplish schoolwide goals through action teams. A Family & Community Lighthouse Team has also been established. Synergy exists between the Lighthouse Teams, and shared leadership among</p>

	<p>all stakeholders is apparent.</p> <p>6.3 Family & Community Events: Family & Community Leadership Events are student-driven with broad participation from family and community members to provide an authentic audience for students to practice and share leadership skills. Innovative and mutually beneficial school-community relationships exist and are systematically sustained over time.</p>
<p>Key Element C. Use community engagement efforts to identify and share successes and to address challenges for the benefit of students.</p>	<p>3.1 Family Learning: Family Communication - Print, electronic, and/or verbal communication is systemic and systematic, and it utilizes far-reaching strategies. There is a system in place for family engagement, collaboration, and continuous improvement of family communication. Families are routinely invited to participate on committees, teams, and advisory boards.</p> <p>5.3 Shared Leadership: Active Lighthouse Teams - Student and Staff Lighthouse Teams meet regularly and have a system in place to establish, monitor, and update an annual implementation plan to accomplish schoolwide goals through action teams. A Family & Community Lighthouse Team has also been established. Synergy exists between the Lighthouse Teams, and shared leadership among all stakeholders is apparent.</p> <p>6.3 Leadership Events: Family & Community Events - Family & Community Leadership Events are student-driven with broad participation from family and community members to provide an authentic audience for students to practice and share leadership skills. Innovative and mutually beneficial school-community relationships exist and are systematically sustained over time.</p>
<p>Key Element D. Are easily approached, available, and inviting to students, staff, and community.</p>	<p>3.1 Family Learning: Family Communication - Print, electronic, and/or verbal communication is systemic and systematic, and it utilizes far-reaching strategies. There is a system in place for family engagement, collaboration, and continuous improvement of family communication. Families are routinely invited to participate on committees, teams, and advisory boards.</p> <p>5.3 Shared Leadership: Active Lighthouse Teams - Student and Staff Lighthouse Teams meet regularly and have a system in place to establish, monitor, and update an annual implementation plan to accomplish schoolwide goals through action teams. A Family & Community Lighthouse Team has also been established. Synergy exists between the Lighthouse</p>

	<p>Teams, and shared leadership among all stakeholders is apparent.</p> <p>6.3 Leadership Events: Family & Community Events - Family & Community Leadership Events are student-driven with broad participation from family and community members to provide an authentic audience for students to practice and share leadership skills. Innovative and mutually beneficial school-community relationships exist and are systematically sustained over time.</p>
<p>Key Element E. Are intentional about welcoming improvement ideas from outside the school system, but still within the community.</p>	<p>5.3 Shared Leadership: Active Lighthouse Teams - Student and Staff Lighthouse Teams meet regularly and have a system in place to establish, monitor, and update an annual implementation plan to accomplish schoolwide goals through action teams. A Family & Community Lighthouse Team has also been established. Synergy exists between the Lighthouse Teams, and shared leadership among all stakeholders is apparent.</p>

DRAFT



**WYOMING
STATE BOARD
OF EDUCATION**

May 8, 2018

To: State Board Members

From: Tom Sachse, Ph.D.

RE: Policies of Governance—Sections 1-7

Here is a [link](#) to the current edition of the board's Policies of Governance. Please review only the first seven sections of these policies in advance of your May meeting. I will review the changes in this edition and ask for the board to take action on these sections.

The Administrative Committee will approve revisions for another set of policies for your next two or three meetings. We would like to make these policies more useful and current in the near future.

WDE Contract Information Form (Please fill out completely)

Date Submitted: 5/9/2018

Prepared By (Contract Team Member): Chris Smith

Program Manager (Responsible Party): Dicky Shanor

Contract Team Member (Team Contact): Chris Smith

Pick Your Group:

Superintendent

Pick Your Division:

Select...

Pick Your Team:

Select...

Contract Information

New Contract or Amendment?: New Contract

Amendment

Type of Contract: At Will Employment Contract

Contractor's Name: Thomas Sachse

Contractor's VC#: VC0000013820

Start Date(Original Date if Amendment): 7/1/2018

End Date(New Date if Extending): 6/30/2019

If New Contractor, please fill out a WOLFS 109A Form and check this box:

Budget Information

Type of Budget to be used: State

Budget Number: 19-009-206-1001-009

Service Amount \$ (This contract or added amendment amount only): \$124,260

Travel Amount \$:

Total Contract Amount (Service \$ + Travel \$): \$124,260

I certify that, in creating this contract or amendment, no conflict of interest exists or is created. (Check this box to affirm the preceding statement.)

**AT-WILL EMPLOYMENT CONTRACT BETWEEN
THE WYOMING DEPARTMENT OF EDUCATION
ON BEHALF OF THE STATE BOARD OF EDUCATION
AND
THOMAS P. SACHSE**

1. **Parties.** This At-Will Employment Contract is made and entered into by and between the Wyoming Department of Education on behalf of The State Board of Education (Agency), whose address is: 2300 Capitol Avenue, 2nd floor, Hathaway Building, Cheyenne, Wyoming 82002, and Thomas P. Sachse (Contractor), whose address is: 380 Meade Creek Road, Sheridan, Wyoming 82801.

2. **Purpose of Contract.** The purpose of this Contract is to create an at-will employer – contract employee relationship under Wyo. Stat. § 9-2-1022(a)(xi)(F). The parties understand and agree that nothing in this Contract, nor any actions or understandings of the parties, shall be interpreted or deemed to create an expectation of continued employment. The parties also understand and agree that the Contractor shall be deemed a temporary employee.

3. **Term of Contract.** Except as otherwise stated herein, or unless terminated pursuant to the termination provision contained within this Contract, the term of this Contract shall be as specified in Attachment A, Form PM-20, which is attached to this Contract and incorporated into this Contract by this reference.

4. **Payment.** Payment shall be made pursuant to the rate specified in Attachment A. Pay periods shall run from the 16th (sixteenth) day of one month through the 15th (fifteenth) day of the next month. Payment shall be made on the last working day of the month.
 - A. Any required travel for Contractor in the performance of this Contract may be reimbursed at the standard State of Wyoming employee rates as provided in Wyo. Stat. §§ 9-3-102 and 9-3-103.

 - B. As provided in Wyo. Stat. §§ 9-2-1022(a)(xi), 9-3-203(a)(iv), 9-3-402(a)(vii), and 9-3-501(a)(iii), the Contractor shall receive benefits solely limited to coverage and employer contributions as required by law for Social Security, workers' compensation and unemployment compensation, and other such minimal benefits or rights as specifically required by federal law. The Contractor may participate in the State Employees' and Officials' Group Insurance Program, subject to that program's acceptance of the Contractor as an insured, if the Contractor pays all employee related premiums involved. If Contractor elects to participate in the State Employees' and Officials' Group Insurance Program, Agency shall provide a single employer contribution level for health, dental, and life insurance.

Further, Contractor may participate in the Wyoming Retirement System if the Contractor's wages under this Contract are reported on an Internal Revenue Service Form W-2 Wage and Tax Statement, and Contractor is deemed qualified under the Wyoming Retirement System's internal rules, provided Contractor personally pays the entire member contribution and the entire employer contribution under Wyo. Stat. § 9-3-413. If the Contractor chooses to participate in the Wyoming Retirement System, the amount paid to Contractor under this Contract shall be reduced by the amount of the contributions that Contractor is required to pay to the Wyoming Retirement System under Wyo. Stat. § 9-3-412(b). Pursuant to 26 U.S.C. § 414(h)(2), the Contractor's contributions to the Wyoming Retirement System shall be "picked up" by the Agency and shall be treated as employer contributions for federal income tax purposes in accordance with this designation. Further, in accordance with 26 U.S.C. § 414(h), Contractor will not receive the contributed amounts directly instead of having them paid by the employer to the pension plan.

- C. The Agency shall withhold applicable state and federal taxes from Contractor's salary.
- D. No payment shall be made for work performed before the date upon which the last required signature is affixed to this Contract.

5. **Responsibilities of Contractor.** Contractor's responsibilities as liaison on behalf of the State Board of Education are described in Attachment A, PM 20, Attachment B, Responsibilities of Contractor, and Attachment C, Action Plan, which is attached hereto and incorporated herein by this reference.

6. **General Provisions.**

- A. **Amendments.** Any changes, modifications, revisions or amendments to this Contract which are mutually agreed upon by and between the parties to this Contract shall be incorporated by written instrument, executed and signed by all parties to this Contract.
- B. **Applicable Law, Rules of Construction, and Venue.** The construction, interpretation, and enforcement of this Contract shall be governed by the laws of the State of Wyoming, without regard to conflicts of law principles. The terms "hereof," "hereunder," "herein," and words of similar import, are intended to refer to this Contract as a whole and not to any particular provision or part. The Courts of the State of Wyoming shall have jurisdiction over this Contract and the parties. The venue shall be the First Judicial District, Laramie County, Wyoming.
- C. **Assignment/Contract Not Used as Collateral.** Neither party shall assign or otherwise transfer any of the rights or delegate any of the duties set forth in

this Contract without the prior written consent of the other party. The Contractor shall not use this Contract, or any portion thereof, for collateral for any financial obligation, without the prior written permission of the Agency.

- D. Compliance with Laws.** The Contractor shall keep informed of and comply with all applicable federal, state and local laws and regulations in the performance of this Contract.
- E. Confidentiality of Information.** All documents, data compilations, reports, computer programs, photographs, and any other work provided to or produced by the Contractor in the performance of this Contract shall be kept confidential by the Contractor until publicly released by the Agency or until written permission is granted by the Agency for its release.
- F. Entirety of Contract.** This Contract, consisting of five (5) pages, and Attachment A, consisting of one (1) page, Attachment B, consisting of two (2) pages, and Attachment C, consisting of two (2) pages, represent the entire and integrated Contract between the parties and supersede all prior negotiations, representations, and agreements, whether written or oral.
- G. Ethics.** Contractor shall keep informed of and comply with all applicable federal, state and local laws and regulations in the performance of this Contract, including the Executive Branch Code of Ethics (Executive Order 1997-4), the Wyoming Ethics and Disclosure Act (Wyo. Stat. § 9-13-101, *et seq.*), and any and all ethical standards governing Contractor's profession.
- H. Notices.** All notices arising out of, or from, the provisions of this Contract shall be in writing and given to the parties at the address provided under this Contract, either by regular mail or delivery in person.
- I. Ownership of Documents/Work Product.** All documents, reports, records, field notes, materials, and data of any kind resulting from performance of this Contract are at all times the property of the Agency.
- J. Prior Approval.** This Contract shall not be binding upon either party, no services shall be performed, and the Wyoming State Auditor shall not draw warrants for payment, until this Contract has been fully executed, approved as to form by the Office of the Attorney General, filed with and approved by A&I Procurement, and approved by the Governor of the State of Wyoming or his designee if required by Wyo. Stat. § 9-2-1016(b)(iv)(D).
- K. Sovereign Immunity.** Pursuant to Wyo. Stat. § 1-39-104(a), the State of Wyoming and the Agency expressly reserve sovereign immunity by entering into this Contract and specifically retain immunity and all defenses available to them as sovereigns.

- L. Termination of Contract.** This Contract may be terminated by either party at any time, with or without cause.
- M. Third Party Beneficiary Rights.** The parties do not intend to create in any other individual or entity the status of third party beneficiary, and this Contract shall not be construed so as to create such status. The rights, duties and obligations contained in this Contract shall operate only between the parties to this Contract, and shall inure solely to the benefit of the parties to this Contract. The provisions of this Contract are intended only to assist the parties in determining and performing their obligations under this Contract.
- N. Titles Not Controlling.** Titles of paragraphs are for reference only, and shall not be used to construe the language in this Contract.
- O. Waiver.** The waiver of any breach of any term or condition in this Contract shall not be deemed a waiver of any prior or subsequent breach. Failure to object to a breach shall not constitute a waiver.

THE REMAINDER OF THIS PAGE WAS INTENTIONALLY LEFT BLANK.

7. **Signatures.** The parties to this Contract, either personally or through their duly authorized representatives, have executed this Contract on the dates set out below, and certify that they have read, understood, and agreed to the terms and conditions of this Contract.

This Contract is effective when Attachment A is filled out completely and all required signatures for the Contract and Attachment A have been completed.

AGENCY:

Wyoming Department of Education

Dicky Shanor, Chief of Staff

Date

The State Board of Education

Walt Wilcox

Date

CONTRACTOR:

Thomas P. Sachse

Date

ATTORNEY GENERAL'S OFFICE APPROVAL AS TO FORM

Susan G. O'Brien, Senior Assistant Attorney General

Date

A&I HUMAN RESOURCES DIVISION APPROVAL

Patricia Bach, Human Resource Division Administrator

Date

**At-Will-Employee-Contract
Position Approval Form**

This form shall be completed and all authorized signatures in place before a contract can be initiated. This form shall be used as the attachment needed as described in the Contract. No Contract Employee may start until the contract has been fully executed. (All signatures being in place) Contract employee may sign the first day of employment or prior, but in no circumstances may the employee expect compensation for time worked prior to date the contract is signed and effective.

Agency Number/Name 206/Education		PORG P003	Position Number 96170	
Effective Date Date Contract/Addendum/Employment will commence: <u>July 1, 2018</u> Date contract /Employment will cease: <u>June 30, 2019</u>				
Requested Pay \$76.00 Per Hour	Occupational Group Executive-EXMT02	Refer to Contract Position by Occupational Group.		
Justification for hiring and job description (essential functions). Be specific on job duties, especially on supervisory role. Completed application must be attached to this form The contractor will be responsible for working with the State Board of Education (SBE), the Wyoming Department of Education (WDE), local school districts, the public, the legislature, and other agencies or organizations with educational interests. Duties will include attending SBE meetings; serving as the SBE liaison with WDE and legislative committees; working with districts to provide input with WDE to insure implementation of the statewide accountability system; obtaining consultants who can assist the SBE in completion of their duties; conducting research on educational issues of interest to SBE, and facilitating meetings with stakeholder groups. Contractor must have school leadership experience in the K-12 education system, preferably in Wyoming, and experience working with boards of directors or trustees, facilitating group processes, writing formal reports, communicating with various stakeholder groups, and researching issues. Contractor will complete tasks both independently and in collaboration with others. Contractor will be required to work in Cheyenne when needed and attend the legislative sessions. Contractor must be familiar with the Wyoming Accountability in Education Act. This position is supervised by the Wyoming State Board of Education.				
a) # of hours for duration of contract <u>1500</u> b) hourly rate of pay <u>76.00</u> c) <u>\$114,000</u> Gross contract amount (a x b) hours(a) x pay rate(b) (1500 x 76.00) x 1.09 (fringe rate) = (d) = <u>\$124,260</u> = total contract amount <u>\$124,260</u> Benefit election(s) please check <input type="checkbox"/> Retirement (0%) <input type="checkbox"/> Health Insurance <input type="checkbox"/> Note: This employee as selected not to participate in any benefit elections. Budget org <u>19 009 206 1001 009</u> & Source of Funding – General <input type="checkbox"/> Federal <input type="checkbox"/> Other <u>100 % SFP</u>				
Supervisor Signature		Date	Agency Human Resources Office Signature	Date
Agency Head or Designee Signature		Date	Employee Signature	Date
Dept. of A&I			Approved	Denied

Attachment B
Responsibilities of Wyoming State Board of Education Coordinator

- Provide support to the Wyoming State Board of Education related to implementation of statutory duties within required timelines.
- Act as a liaison for the Wyoming State Board of Education in working with the Wyoming Department of Education, legislature, special legislative committees, legislative service office, the Governor's office, students, parents, teachers, administrators, school district boards and others as requested or designated by Wyoming State Board of Education.
- Assist in discussions related to issues related to legislative partnerships and statutory mandates.
- Provide input regarding establishing the guidelines for district assessment systems and the statewide assessment system.
- Coordinate consultant work needed to complete tasks assigned to the Wyoming State Board of Education including drafting and monitoring contracts to provide for relationships with outside consultants, other agencies, service providers, or individuals.
- Facilitate the development of the long-range strategic vision and goals of the Board, monitor progress toward the goals, and report regularly to the Board about such progress.
- Devise timetables, schedules, and agendas for specific work objectives, completion of projects, or development of changes in work projects.
- Plan, in conjunction with board leadership and board and WDE staff, agendas and meeting details for all state board meetings and functions.
- Coordinate meetings of stakeholder groups when appropriate.
- Plan and coordinate efforts of the state board in implementing its responsibilities for statewide accountability including the efforts of the Wyoming education accountability professional judgment panel.
- Resolve problems and questions presented by board members, members of the public, legislators, district personnel, other state government personnel, or education stakeholders.
- Write, review, and deliver reports to the state board, legislative committees, or other entities as required and requested.
- Coordinate communication efforts of the state board by working with a communication contractor, with state board members or WDE staff to draft press releases and provide public information in multiple formats including the state board website; interact with and field questions from the media when appropriate.
- Develop the board budget with the board treasurer, collaborate with WDE staff in presenting the budget, and work with the board treasurer in oversight of the budget.
- Provide the board with information and research on education issues and trends.
- Develop and make presentations to various groups at the state, regional, and national level.
- Plan and implement, in conjunction with WDE staff and board officers, new board member orientation and training.

Attachment B
Responsibilities of Wyoming State Board of Education Coordinator

Page 2

- Confer with staffs of other agencies or levels of government to carry out joint activities or actions and achieve work objectives and statutory mandates.
- Confer with personnel and members of other state, regional, and national organizations to inform the work of the Wyoming State Board of Education.
- Confer with K-12 districts, educators, and educational organizations across the state
- Coordinate the work of state board committees, by creating agendas for committee meetings, arranging meetings, and assisting committees in work completion.
- Attend legislative committee hearings and the legislative session.
- Attend meetings of statewide education groups.
- Attend conferences and workshops.
- Provide research, information, and professional expertise to the board to assist them in making the best decisions on behalf of Wyoming's students.
- Write grants and manage grant-funded projects.
- Perform such other duties as assigned by the Wyoming State Board of Education related to the improvement of education in Wyoming.

INTENTIONALLY LEFT BLANK

**ATTACHMENT C TO THE
AT WILL EMPLOYEE CONTRACT BETWEEN THE WYOMING DEPARTMENT OF EDUCATION
ON BEHALF OF THE STATE BOARD OF EDUCATION AND
THOMAS P. SACHSE**

Monitoring Agent: State Board Administrative Committee
 Organization/Division: The State Board of Education
 Date Action Plan Developed: March 15, 2017
 Project Timeline From: July 1, 2018 To: June 30, 2019

Interim Monitoring		
Monitored Dates	Monitoring Agent (Init.)	Amt Paid to Date

ACTION PLAN

Goal: Coordinate projects and work for the Wyoming State Board of Education								
Deliverables	Target Dates	Was Target Date Met?		Contractor Personnel Involved	Cost	Measureable Indicators of Deliverable	Is Deliverable Completed	
		Yes	No*				Yes	No*
Support the board in completing work related to the Wyoming Accountability in Education Act and other legislative mandates	Ongoing through June 30, 2019			Thomas P. Sachse		Work tasked to the board is completed and reported in a quality and timely manner		
Manage everyday work of the board as outlined in Attachment B of this contract, completed as appropriate and as requested	Ongoing through June 30, 2019			Thomas P. Sachse		Work of the board is completed and reported in a quality and timely manner		
Act as a liaison for the Wyoming State Board of	Ongoing through			Thomas P. Sachse		Contractor will be a point of contact for		

*Attachment C to the
At Will Employee Contract between The Wyoming Department of Education
On Behalf of The State Board of Education
and Thomas P. Sachse*

**ATTACHMENT C TO THE
AT WILL EMPLOYEE CONTRACT BETWEEN THE WYOMING DEPARTMENT OF EDUCATION
ON BEHALF OF THE STATE BOARD OF EDUCATION AND
THOMAS P. SACHSE**

Education in working with the Wyoming Department of Education, legislature, special legislative committees, legislative service office, the Governor's office, students, parents, teachers, administrators, school district boards and others as requested or designated by Wyoming State Board of Education.	June 30, 2019					stakeholder groups, will organize and convene meetings of stakeholders and will ensure proper communication among and between interested parties		
Perform other duties as assigned by the board related to the improvement of education in Wyoming	Ongoing through June 30, 2019			Thomas P. Sachse		Deliverables to be set when duties are assigned		

NASBE

National Association of
State Boards of Education

National Association of State Boards
of Education
333 John Carlyle Street
Suite 530
Alexandria, Virginia 22314
(703) 684-4000
FED ID#46-0282694

Thomas Sachse
Member, Exec
2300 Capitol Ave., 2nd Floor
Hathaway Building
Cheyenne, Wyoming 82002

Invoice Number: 0018122-IN
Invoice Date: May 4, 2018

Customer Number 00-WYOMING
Customer P.O. :
Terms: Due: July 1, 2018

Item	Description	UM	Quantity	Amount
2019 STATE DUES	2019 NASBE Membership Dues	EACH	1.000	19922
2019 NCOSEA	2019 NCOSEA DUES	EACH	1.000	130
2019 PUBS	2019 Publications Annual	EACH	1.000	20
PDA	Professional Development Account	EACH	1.000	

Net Invoice: 20072
Freight: 0.00
Invoice Total: 20072

Funds wire transfer:
Bank of America
Routing: 051000017
Account: 026009593

NASBE

National Association of
State Boards of Education

Benefits of NASBE Membership

The National Association of State Boards of Education is the only national organization giving voice and adding value to the nation's state boards of education. State boards of education represent the citizens' voice in education. A membership offers many benefits.

Professional Development. Throughout the year, members may take advantage of:

- Webinars on topics of high interest to state board of education members
- Special interest meetings and convenings, which bring together state board members and national policy experts to examine key policy issues affecting state boards of education

Discounted Registration. NASBE hosts a number of larger meetings each year. They offer members the opportunity to hear from national experts and to network with other board members from across the country. Membership includes:

- Two free registrations to the New Member Institute including travel and lodging
- Discounted registration for NASBE's Annual Conference
- Discounted registration for NASBE's Legislative and Policy Forum

Customized Membership Services. At a state board's request, NASBE will conduct a needs assessment, an environmental scan, a policy audit, and a goal-setting process, resulting in the development of a portfolio of services tailored to each state board's needs.

State Board Development and Capacity Building Assistance. NASBE offers member boards free technical assistance in the following areas:

- State board strategic planning
- Boardsmanship
- Board self-evaluation
- State chief evaluation processes
- Leading systematic equity transformation
- Creating strong working relationships with the governor and the state legislature
- Dealing with the media in the era of social media
- Conflict of interest for state board of education members
- How state boards can promote stability in education governance
- Agenda development and board committees

NASBE Publications. Members turn to NASBE for accurate and research-based information about the latest issues in education. Regular publications:

- *State Education Standard.* Our journal, written by subject-matter experts, provides cover-to-cover insight into select education policy issues of the day.

- *Education Leaders Reports* cover hot topics as well as over-the-horizon thinking on education. They provide a deep dive into the background on policy issues, relevant research, and practical steps that the research findings imply for state policymaking.
- *State Innovations* provide concise examples of the policymaking experiences of particular state boards of education. These reports serve as a source of new ideas for other states' policymaking, contacts to enable cross-state networking on key issues, and benchmarking.
- *Policy Updates* are two-page briefs on changes in federal education policy, state policy impacts, and trends in education.
- *Power of the Question*. Questions are a powerful policy lever. These brief publications help boards know what to ask.
- *State Board Insight*. Data and analysis drawn directly from state boards' monthly meeting agendas and minutes.
- *Boardsmanship Reviews* offer practical ideas on how to become a better member of a state board of education.

State Stipends. On a number of projects, NASBE offers member states the opportunity to seek stipends that will further their work. Stipends may be used to cover in-state meetings, technical assistance, and board professional development.

National Voice. As the national voice of state board of education members in the United States and US territories, NASBE represents its membership on federal education matters before the administration, Congress, and the U.S. Department of Education. Member states are entitled to name one individual to serve on the Government Affairs Committee, which coordinates this work.

Executive Searches. NASBE will assist state boards of education that are seeking a new chief state school officer. Member states receive a substantial discount.

Affiliated Organizations. NASBE recognizes two affiliate organizations whose members do not vote for NASBE officers but are otherwise entitled to the full membership benefits.

- The National Council of State Boards of Education Executives (NCSBEE) is the national organization serving individuals who provide administrative and other support to state boards of education.
- The National Council of State Education Attorneys (NCOSEA) is composed of attorneys who represent and advise state boards of education.

National Leadership Opportunities. State boards are encouraged to nominate their members to serve on NASBE committees and the national Board of Directors. These include:

- Government Affairs Committee – which helps guide NASBE's response to federal education policy
- Public Education Positions Committee – which takes a long-term look at policy issues state boards should address
- NASBE committees – members help shape NASBE's activities in areas ranging from association finance to awards
- NASBE webinars and programs – NASBE members are frequently tapped to share their expertise on webinars or as members of panels at NASBE meetings

- NASBE Awards – member states have the opportunity to nominate deserving leaders from their state to receive national recognition as part of the NASBE Annual Awards presented at annual conference.

OUR MISSION

The National Association of State Boards of Education exists to strengthen state boards as the preeminent educational policymaking bodies for students and citizens in their pursuit of high levels of academic achievement for all students. NASBE is the only national organization giving voice and adding value to the nation’s state boards of education. A

nonprofit organization founded in 1958, NASBE works to

- strengthen state leadership in educational policymaking,
- promote excellence in the education of all students,
- advocate equality of access to educational opportunity, and
- ensure continued citizen support for public education.

Contact Kristen Amundson, NASBE’s executive director, at kristen.amundson@nasbe.org with membership questions.



Kylie Taylor <kylie.taylor@wyo.gov>

Wyoming's dues

1 message

Kristen Amundson <kristen.amundson@nasbe.org>

Fri, May 4, 2018 at 9:46 AM

To: "kylie.taylor@wyo.gov" <kylie.taylor@wyo.gov>, "thomas.sachse@wyo4life.net" <thomas.sachse@wyo4life.net>

Cc: Sharon Cannon <sharon.cannon@nasbe.org>

Kylie – Thanks for reaching out. I'm enclosing a copy of your dues invoice for the coming year. I want to thank the board for their membership. I also want to thank you for Wyoming's leadership this year – we particularly appreciate Nate's active participation in a variety of leadership roles.

I also want to update you on the services that Wyoming's dues can bring to your board. We will be in Denver this year for our Annual Conference – I hope that perhaps some Wyoming SBE members can join us for that. Or NASBE staff could work with you and the board to design a customized board development and training program that we would offer in your state.

If you have any questions, please do not hesitate to contact me. Again, thank you so much for your board's membership.

Best,

Kris

Kristen Amundson

President/CEO

National Association of State Boards of Education (NASBE)

E: kristen.amundson@nasbe.org P: 703-740-4821

Our address:

333 John Carlyle Street, Suite 530

Alexandria, VA 22314

Our publications:

<http://www.nasbe.org/our-resources/publications/>

Join us in Washington, DC, for the 2018 NASBE Legislative Conference on March 4-6!

2 attachments

5/4/2018

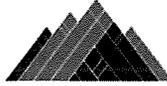
State of Wyoming Mail - Wyoming's dues

 **WY Dues.pdf**
38K

 **Why Belong to NASBE 2018 (April2018).docx**
81K

WYOMING SCHOOL BOARDS ASSOCIATION

2323 Pioneer Avenue
Cheyenne WY 82001-3611
www.wsba-wy.org



Phone: 307-634-1112
Fax: 307-634-1114
wsba@wsba-wy.org

WSBA 2018 Associate Dues Invoice

April-18

State Board of Education
2300 Capitol Avenue 2nd Floor
Cheyenne WY 82002

Associate Member Dues for 2018	\$600.00
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Please pay 2018 Dues no later than June 30, 2018. Thank you!

I certify under penalty of perjury that this
voucher and the items included therein for
payment are correct and just in all respects.

Brian Farmer

Brian Farmer, Wyoming School Boards Association

**THANK YOU FOR ALLOWING WSBA
TO SERVE YOUR SCHOOL!**