

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



**WYOMING  
STATE BOARD  
OF EDUCATION**

## AGENDA | June 20, 2019 – 8:00 a.m.

### 30 minute lunch break at Noon

*Laramie County School District #1 Board Room, 2810 House Ave. Cheyenne*

#### State Board of Education

##### Opening Items

- Call to Order
- Roll Call
- Pledge
- Welcome
- Approve Agenda

##### BoardDocs Training for Board Members (60-90 min.)

##### Consent Agenda

- Minutes
- Treasurer's Report
- Administrative Procedures Part 4

##### Public Comment on Agenda Items

##### Reports

- State Superintendent's Update
- Coordinator's Report
  - Joint Education Interim Committee Report
  - Basket of Goods Task Force
  - Research and Practice
- Committees
  - Communications Committee
  - Administrative Committee

##### Discussion Items

- Leader and Teacher Evaluation Systems
- Budget Narrative/Budget Process
- Identifying Discussion and Same Day Action Items
- Standards Update and Response to Memo from Chairman Wilcox

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**WYOMING  
STATE BOARD  
OF EDUCATION**

- Formal Request to Attorney General Update
- State Board Role in Approving the State System of Support
- Charter School End of Year Report
- Accreditation of School District for School Year 2019-20

### Action Items

- Chapter 3 Emergency Rules
- Chapter 3 Regular Rules
- Accreditation of School District for School Year 2019-20

### Future Items

- July Board Meeting Preview
- Attorney General Opinion
- Joint Education Interim Committee
- Process for the State Board and the Superintendent to change Accreditation status based on accountability results
- Accountability Advisory Committee and Moving the Needle Study

### Board Member Comments

*(Comments about meetings or workshops attended, topics of concern, public recognition)*

### Public Comment

*(Final comments from the public)*

### Adjournment

WYOMING STATE BOARD OF EDUCATION  
May 23, 2019  
970 N. Glenn Road  
Casper

Wyoming State Board of Education members present: Chairman Wilcox, Sue Belish, Kari Eakins (proxy for Superintendent Balow), Nate Breen (via Zoom), Ryan Fuhrman, Bill Lambert, Robin Schamber, Forrest Smith, Max Mickelson (via Zoom), Debbie Bovee, and Dan McGlade.

Members absent: Sandy Caldwell, Dr. Dean Ray Reutzler, and Kathryn Sessions

Also present: Kylie Taylor, WDE; Dr. Thomas Sachse; Michelle Panos, WDE; Julie Magee, WDE; Mackenzie Williams, AG; and Randall Lockyear, AG.

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May 23, 2019

CALL TO ORDER

Chairman Wilcox called the State Board of Education to order at 8:16 a.m.

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

APPROVAL OF AGENDA

Sue Belish moved to approve the agenda as presented, seconded by Robin Schamber; the motion carried.

Kari Eakins moved to approve the consent agenda, seconded by Robin Schamber; the motion carried.

Sue Belish moved to go into Executive Session with legal counsel and Kylie Taylor to discuss personnel matters in relation to the renewal of the board coordinator's contract, seconded by Ryan Fuhrman; the motion carried. Julie Magee and Laurie Hernandez joined the board in Executive Session later on to discuss matters regarding Standards.

**State Superintendent's Update**

WDE Chief Policy Officer, Kari Eakins, gave the State Superintendent's update as her proxy. Kari announced the WDE made it through a successful administration of the statewide assessment, WY-TOPP. Kari informed the board of dates for the standards review committee for summer 2019, and also introduced Sean McInerney as an additional board liaison alongside Julie Magee and Michelle Panos.

**Coordinator's Report**

Dr. Sachse began his report with an update from the "Basket of Goods" Task Force. The Task Force has met twice to discuss the three prioritize three main tasks.

Dr. Sachse gave an update on the budget narrative revisions that were discussed with the administrative committee. The administrative committee expressed interest in a study of the school accountability system with an interest in examining what facet(s) contribute to improving student achievement. Dr. Sachse

informed the board they may want to direct him to frame a study that could require a Request for Proposals. The Legislative Service Office asked for testimony from the SBE at their June 5<sup>th</sup> meeting relating to the entire basket of goods and to civics education and CPR. The board discussed the importance of civics and CPR standards and gave Dr. Sachse direction for his testimony.

Dr. Sachse finished his report on an overview of the administrative procedures part 4 on State Board committees and the BoardDocs training in June.

## SBE COMMITTEE UPDATES

### **Communications Committee**

Ryan Fuhrman informed the board that the committee is continuing to work on guest blog posts and outreach to spread the work of the SBE and the possibility of a presenter in June.

### **Administrative Committee**

Sue Belish indicated the information from the administrative committee meeting was in the packet in her summary.

## DISCUSSION ITEMS

### **Certified Personnel Evaluation Systems Update**

Laurel Ballard, WDE, updated the board on the work of the CPES Advisory Committee and changes that were made by the SBE in April. The advisory committee made changes while leaving as much flexibility as possible while ensuring statutory requirements are being met. Laurel indicated that based on conversations with various districts, there are districts wanting to change their evaluation system but have to wait to move forward until the statutes and rules have been put into place. Laurel said districts need time during the summer before the evaluation system is to be used to train both school administrators and teachers. The CPES Advisory Committee is requesting the SBE take action to move forward with promulgating both emergency and regular rules for Chapter 29.

### **Chapter 3 Rules of Practice and Procedure**

Julie Magee, WDE, presented the revised Chapter 3 Rules, Rules of Practice and Procedure. The revised rules reflect the new parameters around the informal review process for school performance determinations under the Wyoming Accountability in Education Act.

Julie presented the timeline for the Wyoming Accountability in Education Act informal review and also went over the form for petitioning rules.

### **Update on Accreditation Pilot Year**

Julie Magee, WDE, gave an update of the new state-led accreditation process. The new accreditation process includes on-site peer review with fifteen focus areas. The requirements for a district to be fully accredited consist of:

- Assurances/attestation completed by district superintendent
- 80% or higher artifact approval
- Approved school improvement plans
- Approved district assessment system
- No unresolved compliance issues

- No unresolved staffing issues
- External review within the most recent five-year cycle

The SBE will consider action on accreditation for school districts during their June board meeting.

### **State System of Support**

Shelly Andrews, WDE, presented the responses from the questions the administrative committee proposed regarding The Statewide System of Support (SSOS). Shelly touched on how the SSOS is funded, what opportunities are available for schools, how many schools have improved as a result from the support, and the statutory mandate of the SBE to take action and approve the SSOS guidebook.

### **Update on 2019 Standards Review Committee**

Laurie Hernandez and Barb Marquer reviewed the call for participants, educator input, and community input the Standards Team has been collecting.

### **Alternative Schedules**

Julie Magee presented the school districts that are applying for a waiver to have an alternative schedule, Wyoming Statutes 21-2-304(b)(viii) allows school districts to apply for a waiver from the 175 student-teacher contact day requirement.

## **ACTION ITEMS**

### **Chapter 29 – Teacher Evaluation (emergency and regular rules)**

Kari Eakins moved to approve the Chapter 29 Regular Rules on Teacher Evaluation amended as discussed, seconded by Sue Belish; the motion carried.

Kari Eakins moved to approve the Chapter 29 Emergency Rules on Teacher Evaluation amended as discussed, seconded by Debbie Bovee; Sue Belish voted no; the motion carried.

### **Wyoming School Board Association 2019 Membership Dues**

Sue Belish moved to approve payment for the Wyoming School Board Association 2019 membership dues, seconded by Nate Breen; the motion carried.

### **Renewal of Coordinator Contract**

Sue Belish moved to amend Dr. Tom Sachse's AWEC contract to extend the termination date to June 30, 2020 and amend the deliverables in Attachment B according to the recommendation provided to the board subject to agreement by Dr. Sachse, seconded by Ryan Fuhrman; the motion carried.

### **March 2019 Meeting Minutes Revision**

Sue Belish moved to approve the amended March 2019 SBE meeting minutes to include an additional motion/second, seconded by Robin Schamber; the motion carried.

### **Alternative Schedules**

Bill Lambert moved to approve the Alternative Schedules for the districts presented, seconded by Forrest Smith; the motion carried.

**Administrative Procedures Parts 2 and 3**

Ryan Fuhrman moved to adopt the Administrative Procedures Parts 2 and 3 as presented, seconded by Robin Schamber; the motion carried.

**NEXT MEETING**

The board's next meeting will take place in Cheyenne on June 20, 2019

The State Board of Education adjourned at 4:13 p.m.

DRAFT

# WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY19 Budget

01 July 2018 thru 10 June 2019

## SUMMARY REPORT

| DESCRIPTION - General Fund Appropriation [Appr Unit 001]      | BUDGETED          | EXPENDED          | ENCUMBERED      | REMAINING BALANCE | Percentage |
|---|-------------------|-------------------|-----------------|-------------------|------------|
| Personal Services (0100 series)                               | 30,000.00         | 21,637.67         |                 | 8,62.33           | 27.87%     |
| Supportive Services (0200 series)                             | 157,275.00        | 80,194.01         |                 | 77,080.99         | 49.01%     |
| Data Processing Charges (0400 series)                         | 5,401.00          | 1,608.01          |                 | 3,792.99          | 70.23%     |
| Professional Services (0900 series)                           | 50,794.00         | 9,691.50          |                 | 41,102.50         | 80.92%     |
|   | 243,470.00        | 113,131.19        | 0.00            | 130,338.81        | 53.53%     |
| DESCRIPTION - School Foundation Appropriation [Appr Unit 009] | BUDGETED          | EXPENDED          | ENCUMBERED      | REMAINING BALANCE | Percentage |
| Personal Services (0100 series)                               | 248,428.00        | 112,015.93        | 0.00            | 136,412.07        | 54.91%     |
| Supportive Services (0200 series)                             | 23,422.00         | 0.00              | 8,100.00        | 15,322.00         | 65.42%     |
| Professional Services (0900 series)                           | 145,848.00        | 0.00              | 0.00            | 145,848.00        | 100.00%    |
|   | 417,698.00        | 112,015.93        | 8,100.00        | 297,582.07        | 71.24%     |
| <b>TOTAL</b>  | <b>661,168.00</b> | <b>225,147.12</b> | <b>8,100.00</b> | <b>427,920.88</b> |            |



**WYOMING  
STATE BOARD  
OF EDUCATION**

Date: June 12, 2019  
To: State Board of Education  
From: Tom Sachse  
Subject: Action Item

**Background:** At the board's April meeting, Part 4 of the Administrative Procedures document was presented for information. It now needs to be formally approved.

**Changes since Information:** No major changes were made to this section since your last meeting.

**Recommendation:** I recommend the state board adopt Administrative Procedures Part 4 as presented. Sample motion: "I move that the state board adopt Administrative Procedure Part 4."

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**JILLIAN BALOW**  
Superintendent of Public Instruction

**DICKY SHANOR**  
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## MEMORANDUM

**TO:** State Board of Education

**FROM:** Jillian Balow  
Superintendent of Public Instruction

**DATE:** June 20, 2019

**SUBJECT:** State Superintendent's Update

I am unable to participate in this State Board of Education (SBE) meeting due to a conflict with both the State Loan and Investment Board and State Board of Land Commissioners.

There is good news to report for Wyoming with the release of the *Quality Counts* rating by *Education Week*. A report on fiscal health of state education systems was released and Wyoming topped the nation with the only "A" grade. The most important story in this report is that the grade is based on *quantity* and *quality* of funding. Wyoming is the only top-rated state that has a balance of both high quality and adequate funding, according to the metrics.

After the last State Board of Education (SBE) meeting, I received a memo from Chairman Wilcox. During the most recent SBE administrative committee meeting, Department (WDE) staff answered the questions posed in the memo. I'll reiterate and expand on the answers in this update for the entire board.

At this meeting, the SBE will consider moving a set of questions about standards to Attorney General Hill. Ensuing answers and discussion, as well as confidential information shared during the last executive session, impact discussions about Computer Science. There is a spectrum of paths to consider and I recommend giving careful consideration to decisions the SBE has already made.

The Health and Physical Education standards committee will soon convene. As with other content areas, the WDE asks the SBE, other entities, and the public what they would like to see the committee consider. Director Hernandez will ask the committee to consider the addition of First Aid and CPR as requested in Chairman Wilcox's memo to me.

I am excited about civics education in Wyoming. In February, I sent a special memo to the SBE that emphasized the common ground all of us in Wyoming share: Civic engagement is an issue of importance. Family, school, community, and government should be interested and active in ensuring the next generation has the skills necessary to be good stewards in a democratic society.

The SBE is fortunate to have several members actively engaged in civics education. Nate Breen spent his career and is still dedicated in retirement to quality civics education. He is an active leader in *We The People* and other activities at the state and national levels. Additionally, a statewide team that included representatives from the legislative branch, a teacher, Max Mickelson, and myself, convened recently with national civics education policy experts in St. Louis. We left the two-day event with a clear understanding that there is no singular solution that can be implemented by one entity. One of our first follow-up tasks from the convening is to create a concept document to take to our respective constituencies and the public for development. I look forward to sharing that with you and others in the coming weeks. Additionally, WDE commenced a civics activity survey. Results from this survey may drive professional development that we offer, upcoming conference topics, as well as SBE discussions.

Here are my recommendations for the SBE regarding civics education:

- Stay focused on our state's watershed opportunity to discuss civics education, not just as the SBE and not just through the lens of policy change. This was the crux of my message in the February memo to the SBE.
- Put a review of Social Studies standards on hold. Previous SBE deliberations indicate satisfaction with the rigor of civics standards. An informal WDE internal review supports this. Rather, as a board or ad-hoc committee, spend time examining the voluminous information already available, as well as the research used to develop current standards. A standards review is costly, time consuming, and premature.
- There are opportunities to impact beyond policy and board action. As community, state, and education leaders, each of us has the responsibility to consider and act on this.

In closing, the Capitol will soon reopen after several years of renovation. The official celebration is set for the afternoon of July 10. I encourage you to attend or stream the activities. The Capitol is the *People's House* and this will be inspiring.



Date: June 12, 2019  
To: State Board of Education  
From: Tom Sachse  
Subject: JEIC Update

**Issue:** The Joint Interim Education Committee (JEIC) met in Casper on June 5<sup>th</sup> and 6<sup>th</sup> in Casper. Walt and I shared the presentation of the [testimony](#) I prepared in advance.

I presented the progress of the Basket of Goods Task Force and Walt presented updates on standards in three areas of interest to the legislature—computer science, civics, and CPR. I emphasized that the state board was looking at the totality of standards that comprise the basket of goods and that the state board was fully aware that it was the agency responsible for approving all the standards. Walt acknowledged the fine work of the Department of Education and the standards review committees responsible for recommending standards for promulgation by the state board. Neither the department, nor we commented on the attorneys' counsel that priority standards in computer science might be problematic. Walt did note that he had asked the department to collaborate on revising the social studies standards and influencing the health standards.

**Background:** The state board has statutory responsibility for approving the uniform student content and performance standards. In the past two general sessions, the Wyoming State Legislature has seen bills introduced that would expand the standards in the basket of goods. Some of those bills, including Indian Education for All and Computer Science, were supported by the state board. Others, including civics examination and CPR, were not supported by the state board as they added additional graduation requirements.

**Status:** The state board should be prepared to report to the JEIC during this interim on any progress in four areas to include: 1) the completion of the Basket of Goods Task Force report to JEIC and Management Council, as well as 2) the completion of Computer Science standards approval, 3) revision of social studies civics standards, and 4) recommendations for including First Aid and CPR as elements in the emergent Health standards.



**WYOMING  
STATE BOARD  
OF EDUCATION**

Date: June 12, 2019  
To: State Board of Education  
From: Tom Sachse  
Subject: Basket of Goods Task Force Update

**Issue:** The Basket of Goods Task Force will meet one final time on June 26 in Riverton. If there are any issues or questions board members would like addressed, please let me know at this meeting. Five questions articulated during the administrative committee meeting were formalized and sent to the Wyoming Attorney General—Bridget Hill. It is unlikely, the task force will receive information back from the Attorney General's Office before the June meeting.

**Background:** Mitch Craft and I have met to discuss the structure and process of the final task force meeting. Essentially, he plans to send out homework next week that asks task force members to prioritize the complexities in the seven-step legislative approval and implementation processes. Then at the meeting, Mitch will ask the task force members to make recommendations (solution strategies) that address the highest priority complexities for each of the seven steps.

**Status:** The state board will receive the final report from the Basket of Goods Task Force at its July meeting. This will give the board time to discuss the report and decide how best to present the report to the Joint Education Interim Committee (JEIC) and Management Council. I will meet with Matt Wilmarth to get a sense of what format and level of detail is expected from both groups. We welcome members of the state board to attend this meeting in Riverton to view (and participate) in the final meeting.



Date: May 12, 2019  
To: State Board of Education  
From: Tom Sachse  
Subject: Research Into Practice

**Issue:** As the Basket of Goods Task Force continues its work, the teachers and principals on the task force note that in addition to the array of benchmarks (By 2022, Wyoming districts will be required to offer the opportunity for students to learn 1,821 separate benchmarks across their K-12 education), there are a variety of other expectations that teachers are expected to integrate into their instruction. As a group, these are often referred to as Social and Emotional Learning. At your June board meeting, I plan to summarize the range and importance of these expectations.

**Background:** In the coordinator's personnel evaluation summary, Walt asked me to include a regular report on some aspect of research and educational practice that may be of interest to the state board. This month, I'd like to summarize both policy and practical solutions to addressing students' need to learn and practice social and emotional learning skills and habits. In particular, there are two documents that relate directly to the board's responsibilities for establishing state policy and to approve "uniform content and performance standards." One is titled, "National Commission on Social, Emotional, and Academic Development;" and the other is the "Kansas Social, Emotional, and Character Development Standards." Taken together, these documents represent a constellation of interventions at the policy and implementation levels that remind the board of the "other demands" of districts, schools, and classrooms that help students learn the academic disciplines, while becoming better citizens and persons.

**Status:** Despite the "fuzzy" term of Social and Emotional Learning, there are core concepts and character development issues that are fundamental to becoming academic learners and productive citizens. Rest assured, no one is recommending the development of more standards and benchmarks in this area. But as the state board discusses the Basket of Goods, it would be prudent to acknowledge there is more in the basket than 1821 benchmarks.

## June Administrative Committee Meeting Summary - June 3, 2019

Members Present: Walt Wilcox, Ryan Fuhrman, Sue Belish, Tom Sachse, Mackenzie Williams, Randall Lockyear, Julie Magee, Michelle Panos

### 1. June Agenda and Logistics

- A. The draft agenda was reviewed with some items added, some tabled until a later meeting, and some eliminated. The meeting will begin at 8:00 with training for the use of Board Docs as one of the first items on the agenda.
- B. The meeting will be held in Cheyenne at the Laramie County School District #1 Administration Building on June 20<sup>th</sup>.

### 2. SBE Items

- A. Coordinator's Report – Tom reviewed the topics he will cover in his report which includes an update on testimony at the Joint Education Interim Committee meeting, an update on the Basket of Goods Task Force work, and a draft of Administrative Procedures part 5.
- B. Request for a formal Attorney General's (AG) Opinion – the committee discussed and refined the questions for the request for an AG's opinion on topics related to standards in general and computer science standards specifically. Answers to these questions will assist the Board and the Basket of Goods Task Force. The opinion will hopefully be ready for the July meeting, with some preliminary discussions to be done at the June meeting. The questions that were submitted included:
  - i. What determines which uniform student content and performance standards are mandatory for students at the elementary, middle/junior high, and high school levels and which uniform student content and performance standards are elective?
  - ii. What determines which uniform student content and performance standards are mandatory for all Wyoming schools to offer at the elementary, middle/junior high, and high school levels?
  - iii. Does the proposed categorization of the computer science standards as “priority” or “Supporting” benchmarks infringe upon prohibited curriculum determinations?
  - iv. Does the proposed categorization of some of the computer science standards of “enhanced” infringe upon uniformity of standards?
  - v. Does the language in 2018 SEA 48 requiring computer science content and performance standards to be “effective” by the beginning of school year 2022 also require that districts must fully

implement the standards, including aligning curriculum, resources, and district assessment systems to the standards by that same date?

- C. Content Review Committee Memo from Chairman Wilcox to Superintendent Balow – the committee asked if there had been any discussion by the WDE in regard to the memo and the next steps outlined in the memo. Julie indicated that she had met with Superintendent Balow to discuss the memo and that they were surprised by the contention that the Social Studies standards committee did not address civics when the committee worked on the Indian Education for All standards because there was nothing in SBE minutes to indicate that there was a request. Board members had a different recollection of various discussions about dealing with both topics while the committee was revisiting social studies. There were no plans for reopening Social Studies Standards before the next required review. Julie indicated that the department would wait to hear from the AG's office before suggesting additional work on the computer science standards. The suggestion about having the Health Standards Committee address the question of CPR was also discussed.
  - D. Responsibilities of SBE Coordinator and WDE staff – Tom has asked the department to work with him to develop a description of the responsibilities of the coordinator and the WDE staff for the final set of Administrative Procedures. They will work on this at a later date.
  - E. Accreditation status related to accountability results – this was a topic that was briefly discussed during the May SBE meeting. Julie reported that there had been no more work on this by the department at this time. The committee wanted to ensure that this discussion will take place so that districts will know how accreditation status will be affected by accountability results (as required by statute 21-2-204, 21-2-304 (a) (ii) and (b) (ii))
  - F. "Moving the Needle" Study - / Advisory Committee on Accountability – there was no new information on this topic.
  - G. State System of Support (SsoS) approval procedure – the committee asked to revisit this topic at the June meeting and are looking for Mackenzie and Randall to provide some input into whether the Board is required to provide approval for the SsoS and if so at what level
  - H. Coordinator contract – the committee asked about the next steps in getting Tom's contract revised so that it is in place by July 1. Julie offered to start the process at the department.
- 3. WDE Items – none presented
  - 4. Preview of July Meeting

- A. Possible Agenda items – Chapter 10 Computer Science, Approval of Evaluation Systems, Response from AG, Accreditation and Accountability process, Accountability Study, JEIC, Basket of Goods Task Force
- B. Logistics time, location, delivery – the July 18-19 meeting was originally scheduled as a time for the board retreat and was to be held in Laramie. Since Dr. Reutzel is unable to join us for that meeting and we will likely schedule a presentation from UW in the fall, the meeting location should be changed. The board should discuss if July is the best time for a 2-day meeting.

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**MEMORANDUM**

To: State Board of Education  
From: Laurel Ballard, Supervisor, Student and Teacher  
Resources Team  
Date: June 12, 2019  
Subject: Leader and Teacher Evaluation System Approvals

**Meeting Date:** June 20, 2019

**Item Type:** Action: \_\_\_\_ Informational:  X

**Background**

W.S. § 21-2-304(b)(xvi) and Chapter 29 Rules require districts with locally-designed leader evaluation systems to receive approval from the State Board of Education (SBE) before implementing the system. Districts were required to submit their locally-designed evaluation systems to the Wyoming Department of Education (WDE) by June 1, 2019. Additionally, W.S. § 21-2-304(b)(xv) and Chapter 29 Rules requires the school districts requesting to substantially change their teacher evaluation system must receive approval from the SBE. Revisions Chapter 29 Regular Rules were approved to move forward for public comment by the Governor's Office on June 8, 2019.

**Locally-Designed Leader Evaluation System Approval**

Two districts submitted their leader evaluation systems to WDE for approval. Both districts are using the state-defined standards for their superintendent evaluation.

Lincoln County School District #2 (Lincoln #2) is requesting approval for two leader evaluation systems. For school leaders, which include both principals and assistant principals, Lincoln 2 would use the Marzano's Principal Evaluation System. Business Managers, Director of Elementary Education, Director of Secondary Education, and Special Education Director would be evaluated using Marzano's District Leader Evaluation System. WDE is recommending approval of both systems.

Park County School District #6 (Park #6) is requesting approval for their school leader evaluation system. Park #6 would be using McREL's Principal Evaluation System. WDE is recommending approval of Park #6's school leader evaluation system.



**JILLIAN BALOW**

Superintendent of Public Instruction

**DICKY SHANOR**

Chief of Staff

**SHELLEY HAMEL**

Chief Academic Officer

**KARI EAKINS**

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### ***Teacher Evaluation System Approval***

Sublette County School District #1 (Sublette #1) worked with the stakeholders to move to a new teacher evaluation system. The district provided documentation that their new system would meet the requirements outlined in the Chapter Emergency Rules. WDE recommends approval of Sublette #1's Teacher Evaluation System. Based on a recommendation by the Attorney General's Office, the Chapter 29 Rules will not be submitted to the Governor for signature until July 1. This ensures the revised rules do not go into effect before the revised statutes go into effect. If the emergency rules are not in effect by the SBE's July meeting, WDE will provide a recommendation based on the current Chapter 29 Rules.

### ***Supporting Documents/Attachments:***

- Leader Evaluation System Review Summary School Leader – Lincoln #2
- Leader Evaluation System Review Summary District Leader – Lincoln #2
- Leader Evaluation Submission Materials – Lincoln #2
- Leader Evaluation System Review Summary – Park #6
- Leader Evaluation Submission Materials – Park #6
- Teacher Evaluation System Review Summary – Sublette #1
- Teacher Evaluation Submission Materials – Sublette #1

***Leader Evaluation System Review Summary***

***District: Park County School District #6***

***Review Data Date: June 12, 2019***

**Leadership Position Evaluated:** School Administrators

**District Evaluation System:** McREL Principal Evaluation System

**WDE Recommendation:** *Full Approval*

| System Component   | Requirement Met | Notes   |
|--|-----------------|---|
| Purpose and Goals of the Leader Evaluation System                      | Yes             | Goals of the leader evaluation system have been identified.   |
| Locally-Defined Professional Standards for Leaders                     | Yes             | Crosswalk complete with alignment to Standard 1 documented.   |
| Evidence the Professional Standards Reflect Best Practice <sup>1</sup> | Yes             | Documentation provided shows three significant components. The McREL Principal Evaluation System has significant research and best-practice associated with it documented in the evaluation system materials. |
| Multiple Sources of Evidence   | Yes             | Documentation provided and follow up discussions with district superintendent shows multiple sources of evidence are used when evaluating school leaders.   |
| Evaluation Cycle   | Yes             | Every leader is evaluated annually. District  |

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|                     |     |   |
|---------------------|-----|---|
|                     |     | has policies governing how leader performance evaluations will be conducted. Policies state procedures must comply with state laws and regulations. Conversation with superintendent confirmed evaluation procedures include collaborative goal-setting, self-analysis, and information and data analysis to identify areas for professional growth; formative feedback; and a planning process during which appropriate growth opportunities and supports are identified. Each evaluation concludes with a written summary of annual evaluation findings and recommendations for improvement |
| Rating System       | Yes | All standards have a performance level descriptor which includes: Developing, Proficient, Accomplished, Distinguished, and Not Demonstrated.  |
| Training & Guidance | Yes | Leaders receive initial training and then the administrative team participates in weekly admin PLC meeting which focus, in part, on the leader evaluation system professional standards.  |
| Quality Controls    | Yes | Policy is reviewed twice a month. The leaders are provided guidance at the beginning of the evaluation what data can be used to measure performance based on the standards. Policy and evaluation systems are reviewed annually.  |
| Supports            | Yes | School leaders meet with the superintendent on regular basis along with weekly admin PLC meetings.  |

# 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 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 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                                   |
|--|--|
| <i>Standard 1 - Clear and consistent focus on maximizing the learning and growth of all students</i> | <i>Standard 1 - Strategic Leadership<br/>Standard 2 - Instructional Leadership</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. | 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.  | <b>No Alignment</b>   |
| 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<br><br>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.   | <b>No Alignment</b>   |
| 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<br><br>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.  | <b>No Alignment</b>   |
| <b>Standard 2 - Instructional and Assessment Leadership</b>  | <b>Standard 1 - Strategic Leadership<br/>Standard 2 - Instructional Leadership</b>  |
| 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  | <b>No Alignment</b>   |

|  |  |
|--|--|
| AND Guides teacher conversation, practice, observation, evaluation, and feedback.  |  |
| 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<br><br>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. | <b>No Alignment</b>  |
| Key Element E. Promote the effective uses of technology to support teaching and learning.  | <b>No Alignment</b>  |
| Key Element F. Ensure the use of formative assessment data to inform instruction.  | <b>No Alignment</b>  |
| <b>Standard 3 - Developing and Supporting a Learning Organization</b>  | <b>Standard 1 – Strategic Leadership<br/>Standard 3 – Cultural Leadership<br/>Standard 4 – Human Resource Leadership<br/>Standard 7 – Micro-political Leadership</b>   |
| 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.                    | <b>No Alignment</b>  |
| 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<br><br>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.   | <b>No Alignment</b>  |

|   |  |
|---|--|
| 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<br><br>Standard 3: Instructional Leadership: (d) Efficacy and Empowerment<br><br>Standard 4: Human Resource Leadership: (a) Professional Development/ Learning Communities<br><br>Standard 7: Micro-political Leadership |
| <b><i>Standard 4 - Vision, Mission, and Culture</i></b>   | <b><i>Standard 1 – Strategic Leadership</i></b><br><b><i>Standard 5 – Managerial Leadership</i></b><br><b><i>Standard 6 – External Development Leadership</i></b>  |
| 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.             | Standard 1: Strategic Leadership: (a) School Vision, Mission and Strategic Goals; (b) Leading Change<br><br>Standard 6: External Development Leadership: (a) Parent and Community Involvement and Outreach   |
| Key Element B. Articulate, advocate, and cultivate core values that define the school’s and district’s culture.   | <b><i>No Alignment</i></b>   |
| Key Element C. Create and maintain a positive climate with a trusting, safe environment that promotes effective student learning and adult practice.                                  | <b><i>No Alignment</i></b>   |
| Key Element D. Collaboratively evaluate the mission and vision, modifying them based on changing intentions, opportunities, demands, and positions of students, staff, and community. | Standard 1: Strategic Leadership: (a) School Vision, Mission and Strategic Goals<br><br>Standard 5: Managerial Leadership: (d) School Expectations for Students and Staff  |

|   |  |
|---|--|
|   | Standard 6: External Development Leadership: (a) Parent and Community Involvement and Outreach   |
| <b>Standard 5 - Efficient and Effective Management</b>  | <b>Standard 1 – Strategic Leadership<br/>Standard 4 – Human Resource Leadership<br/>Standard 5 – Managerial Leadership<br/>Standard 6 – External Development Leadership</b>        |
| Key Element A. Recruit, hire, support, develop, and retain effective teachers and other professional staff and form them into an effective team.  | Standard 4: Human Resource Leadership: (a) Professional Development/Learning Communities; (b) Recruiting, Hiring, Placing and Mentoring of staff; (c) Teacher and Staff Evaluation |
| 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 and district are supported by the best research available and are aligned to school and district plans.   | <b>No Alignment</b>  |
| 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 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 and district operate 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  |
| <b>Standard 6 - Ethics and Professionalism</b>  | <b>No Alignment</b>  |
| Key Element A. Lead with integrity.   | <b>No Alignment</b>  |
| Key Element B. Establish a culture in which ethical behavior is expected and practiced by all faculty, staff, students, and volunteers.   | <b>No Alignment</b>  |
| Key Element C. Contribute to district and state initiatives.  | <b>No Alignment</b>  |
| Key Element D. Evaluate the potential ethical, legal, and precedent-setting consequences of decision-making.  | <b>No Alignment</b>  |

| <b><i>Standard 7 - Communication and Community Engagement</i></b>   | <b><i>Standard 5 - Managerial Leadership<br/>Standard 6 - External Development Leadership</i></b>   |
|---|---|
| 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<br><br>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 and district goals.   | <b><i>No Alignment</i></b>  |
| Key Element C. Use community engagement efforts to identify and share successes and to address challenges for the benefit of students.  | <b><i>No Alignment</i></b>  |
| Key Element D. Are easily approached, available, and inviting to students, staff, and community.  | <b><i>No Alignment</i></b>  |
| Key Element E. Are intentional about considering improvement ideas from outside the school system.  | <b><i>No Alignment</i></b>  |

## Locally-Designed Leader Evaluation Systems Evaluation Criteria Form

**Submission Form and Related Documentation is due to the Wyoming Department of Education by June 1, 2019.**

### Instructions:

1. Each section below must be completed. Incomplete information could result in a delay of the approval of your district's leader evaluation system(s).
2. If you are submitting multiple evaluation systems for approval, you must complete the information below for each evaluation system. You do not need to submit multiple Evaluation Criteria Forms, but you must clearly identify the information for each evaluation system submitted.
3. For the information requested below, districts have the option to provide a written description for each section or to provide documentation detailing the requested information. If your district chooses to provide documentation from your evaluation systems or district policies, please make sure to provide reference information such as document name and page number to make it easy to find the information.
4. Districts can either email the leader evaluation submission materials to Laurel Ballard at [laurel.ballard@wyo.gov](mailto:laurel.ballard@wyo.gov) or mail them to:

Wyoming Department of Education  
Att: Laurel Ballard  
122 W. 25th St.  
Suite E200  
Cheyenne, WY 82002

5. Webinars will be held on April 5 from 8-9 a.m. and April 15 from 3-4 p.m. to go over the submission requirements and materials, timelines, and answer district questions. Registration is required.
  - a. Please register [here](#) to attend the April 5 webinar.
  - b. Please register [here](#) to attend the April 15 webinar.
    - i. Information on how to join the webinar will be provided after registration. If you miss the webinar and would like to have a recording sent to you, please email Robin Grandpre at [robin.grandpre1@wyo.gov](mailto:robin.grandpre1@wyo.gov).

## General Information

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District Name:

Name of Individual(s) Submitting Evaluation System(s):

Name of Submitted Leader Evaluation(s):

District Leader Position(s) Being Evaluated Using These Evaluation System(s):

## Locally-Defined Professional Standards for Leaders

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The board's leader evaluation system professional standards and associated benchmarks, developed in accordance with section 3(b)(ii) of Chapter 29 Rules, which, upon approval shall be deemed performance standards identified or established by the State Board of Education (SBE) pursuant to W.S. 21-2-304(b)(xvi);

- ❑ Districts must provide 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. The Leader Evaluation System Approval: Locally-Designed Professional Standards Crosswalk Review document must be completed and submitted with this form for each leader evaluation system to be approved by the SBE.

## Purpose and Goals of the Leader Evaluation System

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Leader Evaluation System Purpose: In the space below or in the attached documentation, provide a description of the purpose of each leader evaluation system. *If you are providing documentation, please provide information on where that information can be found in the documentation.*

Leader Evaluation System Goals: In the space below or in the attached documentation, provide information on the goals of each submitted leader evaluation system. *If you are providing documentation, please provide information on where that information can be found in the documentation.*

## Professional Standards for Leaders Reflect Best Practice

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In the space below or in the attached documentation, provide a description of how the district's professional standards reflect best practice. *If you are providing documentation, please provide information on where this information can be found.*

## System Quality: Multiple Sources of Evidence

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In the space below or in your documentation, provide evidence on how the leader evaluation system utilizes multiple sources of data. *If you are providing documentation, please provide information on where this information can be found.*

## System Quality: Evaluation Cycle

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In the space below or in your documentation, provide evidence of the evaluation cycle used in the leader evaluation system. *If you are providing documentation, please provide information on where this information can be found.*

Chapter 29 Rules require evaluation cycle evidence to include the following:

- Each leader shall be evaluated at least annually; however, not every standard is required to be used for any leader's evaluation in a given year, except that standard 1 shall be used with every evaluation and all of the standards adopted by the board of trustees must be used for each leader's evaluations at least once during every five (5) year period;
- Each 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;
- The board of trustees shall evaluate any person employed as superintendent of schools in accordance with the district's evaluation policies and procedures;
- 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 policies and procedures;
- Each evaluation shall be carried out in accordance with a process clearly defined by the district and which includes collaborative goal-setting, self-analysis, and information and data analysis to identify areas for professional growth; formative feedback; and a planning process during which appropriate growth opportunities and supports are identified; and;
- Each evaluation shall conclude with a written summary of annual evaluation findings and recommendations for improvement.

## System Quality: Ratings System

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In the space below or in your documentation, provide a description of the rating system. The rating system must be designed so that there is a performance level descriptor for each evaluation system professional standard that is the focus of the evaluation. *If you are providing documentation, please provide information on where this information can be found.*

## System Quality: Training and Guidance Documents

---

In the space below or in your documentation, provide evidence of the procedures for district employees to be trained on the use of the evaluation system. *If you are providing documentation, please provide information on where this information can be found.*

In the space below or in your documentation, provide evidence of how all training and guidance documents are made available to all members of the of the boards of trustees and all employees. *If you are providing documentation, please provide information on where this information can be found.*

## System Quality: Quality Controls

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Quality controls are procedures that ensure that the system is implemented and administered with fidelity. In the space below or in your documentation, provide evidence of the procedures the district uses for the collection and appropriate uses of data within the leader evaluation system. *If you are providing documentation, please provide information on where this information can be found.*

In the space below or in your documentation, provide description of the timeline established and procedure for evaluating the district's implementation of the leader evaluation system, which includes a review of training, guidance documents, and other tools. *If you are providing documentation, please provide information on where this information can be found.*

## System Quality: Supports

---

In the space below or in your documentation, provide a description establishing a timeline and procedures for supporting professional learning, growth, and improvement in response to the performance of each leader. *If you are providing documentation, please provide information on where this information can be found.*

***Leadership Evaluation Review Summary***  
***District: Lincoln County School District #2***  
***Review Data Date: June 12, 2019***

**Leadership Position Evaluated:** School Administrators and Assistant Principals

**District Evaluation System:** Marzano Principal Evaluation System

**WDE Recommendation:** *Full Approval*

| System Component   | Requirement Met | Notes   |
|--|-----------------|---|
| Purpose and Goals of the Leader Evaluation System                      | Yes             | Goals of the leader evaluation system have been identified.   |
| Locally-Defined Professional Standards for Leaders                     | Yes             | Crosswalk complete with alignment to Standard 1 documented.   |
| Evidence the Professional Standards Reflect Best Practice <sup>1</sup> | Yes             | Documentation provided significant research showing the professional standards are best practice.   |
| Multiple Sources of Evidence   | Yes             | Documentation provided shows the various data that could be used by leaders to show they have met the standards.  |
| Evaluation Cycle   | Yes             | Every leader is evaluated annually. District has policies governing how leader performance evaluations will be conducted. District has procedures that include collaborative goal-setting, self-analysis, and |

|                     |     |   |
|---------------------|-----|---|
|                     |     | information and data analysis to identify areas for professional growth; formative feedback; and a planning process during which appropriate growth opportunities and supports are identified. Each evaluation concludes with a written summary of annual evaluation findings and recommendations for improvement |
| Rating System       | Yes | The district has clearly defined the rating system within the evaluation system for the school leaders.   |
| Training & Guidance | Yes | Leaders receive initial training before they are allowed to evaluate others. The training is detailed in the documentation provided. The district has the training and guidance documents available at the district for all employees and the Board of Trustees.  |
| Quality Controls    | Yes | District demonstrates the type of data used in the evaluation and provides a system to ensure it is used properly.  |
| Supports            | Yes | The district provided detail (in the evaluation cycle section) on how to use the evaluation system to support learning, growth, and improvement for leaders.  |

***Leader Evaluation System Review Summary***  
***District: Lincoln County School District #2***  
***Review Data Date: June 12, 2019***

**Leadership Position Evaluated:** Director of Special Services, Director of Elementary Education, Director of Secondary Education, and Business Manager

**District Evaluation System:** Marzano District Leader Evaluation System

**WDE Recommendation:** *Full Approval*

| System Component   | Requirement Met | Notes  |
|--|-----------------|--|
| Purpose and Goals of the Leader Evaluation System                      | Yes             | Goals of the leader evaluation system have been identified.  |
| Locally-Defined Professional Standards for Leaders                     | Yes             | Crosswalk complete with alignment to Standard 1 documented.  |
| Evidence the Professional Standards Reflect Best Practice <sup>1</sup> | Yes             | Documentation provided significant research showing the professional standards are best practice.  |
| Multiple Sources of Evidence   | Yes             | Documentation provided shows the various data that could be used by leaders to show they have met the standards.   |
| Evaluation Cycle   | Yes             | Every leader is evaluated annually. District has policies governing how leader performance evaluations will be conducted. District has procedures that include |

|                     |     |  |
|---------------------|-----|--|
|                     |     | collaborative goal-setting, self-analysis, and information and data analysis to identify areas for professional growth; formative feedback; and a planning process during which appropriate growth opportunities and supports are identified. Each evaluation concludes with a written summary of annual evaluation findings and recommendations for improvement |
| Rating System       | Yes | The district has clearly defined the rating system within the evaluation system for the district leaders.  |
| Training & Guidance | Yes | Leaders receive initial training before they are allowed to evaluate others. The training is detailed in the documentation provided. The district has the training and guidance documents available at the district for all employees and the Board of Trustees.   |
| Quality Controls    | Yes | District demonstrates the type of data used in the evaluation and provides a system to ensure it is used properly.   |
| Supports            | Yes | The district provided detail (in the evaluation cycle section) on how to use the evaluation system to support learning, growth, and improvement for leaders.   |

## Locally-Designed Leader Evaluation Systems Evaluation Criteria Form

**Submission Form and Related Documentation is due to the Wyoming Department of Education by June 1, 2019.**

### Instructions:

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2. If you are submitting multiple evaluation systems for approval, you must complete the information below for each evaluation system. You do not need to submit multiple Evaluation Criteria Forms, but you must clearly identify the information for each evaluation system submitted.
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Att: Laurel Ballard  
122 W. 25th St.  
Suite E200  
Cheyenne, WY 82002

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## General Information

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District Name:

Lincoln County School District #2

Name of Individual(s) Submitting Evaluation System(s):

Matt Erickson, Superintendent

Name of Submitted Leader Evaluation(s):

Marzano School Leader Evaluation Model  
Marzano District Leader Evaluation Model

District Leader Position(s) Being Evaluated Using These Evaluation System(s):

Building Principals  
Assistant Principals  
Director of Special Services  
Director of Elementary Education  
Director of Secondary Education  
Business Manager

## Locally-Defined Professional Standards for Leaders

---

The board's leader evaluation system professional standards and associated benchmarks, developed in accordance with section 3(b)(ii) of Chapter 29 Rules, which, upon approval shall be deemed performance standards identified or established by the State Board of Education (SBE) pursuant to W.S. 21-2-304(b)(xvi);

- ❑ Districts must provide 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. The Leader Evaluation System Approval: Locally-Designed Professional Standards Crosswalk Review document must be completed and submitted with this form for each leader evaluation system to be approved by the SBE.

Completed Cross Walk  
District Leader  
School Leader

## Purpose and Goals of the Leader Evaluation System

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**Leader Evaluation System Purpose:** In the space below or in the attached documentation, provide a description of the purpose of each leader evaluation system. *If you are providing documentation, please provide information on where that information can be found in the documentation.*

### **School Leader**

The Marzano Focused School Leader Evaluation Model is designed to encourage districts to consider how to use this growth and evaluation framework to break down large categories of behavior into individual elements, in order for school leaders to self-assess and guide professional practice and growth. As part of the process, the school leader is evaluated on how effectively he or she is getting the desired results of implementing these elements. This conceptual framework undergirds the model and supports improved performance and professional growth; thus, evaluation becomes the measurement of the school leader's progress toward specific elements or standards within the framework. If a school leader wants to grow his or her practice, the Focused School Leader Evaluation Model serves as a roadmap.

### **District Leader**

The Marzano Focused District Leader Evaluation Model focuses on the non-negotiable goal of student achievement and encourages school district leaders to deliberately undertake the actions that support principals and drive learning. The six district leader model domains align to the domains in the school leader evaluation model. When used together, the Marzano models achieve a tightly coupled organizational structure with an emphasis on measurable student achievement.

**Leader Evaluation System Goals:** In the space below or in the attached documentation, provide information on the goals of each submitted leader evaluation system. *If you are providing documentation, please provide information on where that information can be found in the documentation.*

### **Goals for School Leader Model**

- To recognize the responsibility of the school leader to find balance and synergy between instructional and operational leadership
- To recognize the importance of supporting diversity, inclusiveness, and equal opportunity for each student
- To clearly define the role of the school leader in keeping the school focused on its core values
- To support a caring and collaborative culture where all stakeholders embrace a growth mindset
- To keep a constant focus on results

## **Goals for District Leader Model**

Based on the review of the research literature briefly outlined above, 21 categories of district leader actions and behaviors were identified. These 21 categories were organized into six domains:

- (1) a data- driven focus to support student achievement
- (2) continuous support for improvement of instruction
- (3) continuous support for a guaranteed and viable curriculum
- (4) cooperation and collaboration
- (5) district climate and
- (6) resource allocation.

## Professional Standards for Leaders Reflect Best Practice

---

In the space below or in the attached documentation, provide a description of how the district's professional standards reflect best practice. *If you are providing documentation, please provide information on where this information can be found.*

The following documentation provides support for the district's standards reflecting best practice:

- 2018 Update: The Marzano Focused School Leader Evaluation Model
  - 4 Primary documents of research that support the model
- Focused School Leader Evaluation Map
- Marzano District Leader Evaluation Model

## System Quality: Multiple Sources of Evidence

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In the space below or in your documentation, provide evidence on how the leader evaluation system utilizes multiple sources of data. *If you are providing documentation, please provide information on where this information can be found.*

Twenty-four categories of principal actions and behaviors are identified. These 24 categories are organized into five domains:

1. A data-driven focus on student achievement
  - a. The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.
  - b. The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.
  - c. The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.
  - d. The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals for individual students.
  - e. 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.
  
2. Continuous improvement of instruction
  - a. The school leader provides a clear vision as to how instruction should be addressed in the school.
  - b. The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.

TEACHER & LEADERSHIP EVALUATION 9

  - c. The school leader is aware of predominant instructional practices throughout the school.
  - d. 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.
  - e. The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.
  
3. A guaranteed and viable curriculum
  - a. The school ensures that the school curriculum and accompanying assessments adhere to state and district standards.
  - b. The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.
  - c. The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.

#### 4. Cooperation and collaboration

- a. The school leader ensures that teachers have opportunities to observe and discuss effective teaching.
- b. The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives.
- c. 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.
- d. 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.
- e. The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school.

#### 5. School climate.

- a. The school leader is recognized as the leader of the school who continually improves his or her professional practice.
- b. 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.
- c. The school leader ensures that faculty and staff perceive the school environment as safe and orderly.
- d. The school leader ensures that students, parents, and community perceive the school environment as safe and orderly.
- e. 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. (6) The school leader acknowledges the success of the whole school, as well as individuals within the school.

## System Quality: Evaluation Cycle

---

In the space below or in your documentation, provide evidence of the evaluation cycle used in the leader evaluation system. *If you are providing documentation, please provide information on where this information can be found.*

Chapter 29 Rules require evaluation cycle evidence to include the following:

- Each leader shall be evaluated at least annually; however, not every standard is required to be used for any leader's evaluation in a given year, except that standard 1 shall be used with every evaluation and all of the standards adopted by the board of trustees must be used for each leader's evaluations at least once during every five (5) year period;
- Each 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;
- The board of trustees shall evaluate any person employed as superintendent of schools in accordance with the district's evaluation policies and procedures;
- 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 policies and procedures;
- Each evaluation shall be carried out in accordance with a process clearly defined by the district and which includes collaborative goal-setting, self-analysis, and information and data analysis to identify areas for professional growth; formative feedback; and a planning process during which appropriate growth opportunities and supports are identified; and;
- Each evaluation shall conclude with a written summary of annual evaluation findings and recommendations for improvement.

### **Lincoln County School District #2 Building Leader and District Leader Evaluation Cycle**

Superintendent is Evaluated by Lincoln County School District #2, Board of Trustees  
Policy CBG

District and School Leader Evaluations  
Policy GCN - Certified Staff in Leadership Roles  
Policy GDN - Classified Staff in Leadership Roles

#### **District Leader Evaluation**

- a. Annual Evaluation Process:
  - a. Start of the Year:
    - i. Pre-Evaluation and Planning Meeting
    - ii. Collective Goal Setting
    - iii. Growth opportunities and supports identified

- b. On-Going:
    - i. Conferencing, monitoring, observing, data collection, ongoing formative feedback
  - c. Mid-Year Review Process:
    - i. Self analysis, information / data analysis
  - d. End of Year Evaluation Meeting and Written Summary
    - i. Summative feedback
    - ii. Growth opportunities and supports identified
- b. Five Year Evaluation Cycle
- a. Each Year: Evaluations Cover
    - i. Standard 1 / Marzano Domain 1
    - ii. At Least One Additional Standard / Marzano Domain
  - b. Over a 5 Year Cycle: Evaluations Cover
    - i. Standard 1 / Domain 1 (5x)
    - ii. Each of the 7 Standards / 5 Marzano Domains (at least 1x)

### **School Leader Evaluation**

- c. Annual Evaluation Process:
  - a. Start of the Year:
    - i. Pre-Evaluation and Planning Meeting
    - ii. Collective Goal Setting
    - iii. Growth opportunities and supports identified
  - b. On-Going:
    - i. Conferencing, monitoring, observing, data collection, ongoing formative feedback
  - c. Mid-Year Review Process:
    - i. Self analysis, information / data analysis
  - d. End of Year Evaluation Meeting and Written Summary
    - i. Summative feedback
    - ii. Growth opportunities and supports identified
- d. Five Year Evaluation Cycle
  - a. Each Year: Evaluations Cover
    - i. Standard 1 / Marzano Domain 1
    - ii. At Least One Additional Standard / Marzano Domain
  - b. Over a 5 Year Cycle: Evaluations Cover
    - i. Standard 1 / Domain 1 (5x)
    - ii. Each of the 7 Standards / 5 Marzano Domains (at least 1x)

## System Quality: Ratings System

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In the space below or in your documentation, provide a description of the rating system. The rating system must be designed so that there is a performance level descriptor for each evaluation system professional standard that is the focus of the evaluation. *If you are providing documentation, please provide information on where this information can be found.*

### School Leader Model

The Marzano School Leader Evaluation Model employs a five-point scales (0-4), and the model may be implemented as part of an aligned growth and evaluation system. The model is agnostic in that it is designed may be used in conjunction with any teacher or district leader evaluation system. The updated protocols provide broader evidences with more behaviors identified, so that as the leader uses the model for self-assessment and reflection, the evidences serve as a guide to process.

The focus statements in the protocols are designated at Level 2 on the scale. Providing evidence of the desired effects indicate a score at Level 3. Updated evidences and desired effects are included in the protocols. The example below is the protocol for Domain 1, Element 1. Note that the desired effect is specifically stated for each element beneath the focus statement.

### Domain I: A Data-Driven Focus on School Improvement

#### **I (1): The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.**

Desired Effect: Everyone understands the school’s most critical goals for improving student achievement.

| Scale Value           | Description   |
|-----------------------|---|
| <b>Innovating (4)</b> | The school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the critical goals.   |
| <b>Applying (3)</b>   | The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school AND regularly monitors that everyone understands the critical goals for improving student achievement. |
| <b>Developing (2)</b> | The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.   |
| <b>Beginning (1)</b>  | The school leader attempts to use appropriate data to develop critical goals focused on improving student achievement at the school, but does not complete the task or is not successful.   |
| <b>Not Using (0)</b>  | The school leader does not attempt to use appropriate data to develop critical goals focused on improving student achievement at the school.  |

### Sample Evidences for Element 1 of Domain I

- Published goals focus on a plan for eliminating the achievement gap for each student
- Goals support the vision and mission of the school
- School improvement goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments
- Multiple sources of data are used to develop critical goals
- School-wide achievement goals are posted and discussed regularly at faculty and staff gatherings
- Written goals address the most critical and severe achievement deficiencies
- Written timelines contain specific benchmarks for each goal including who provides support for achieving the goal
- A school improvement or strategic plan delineates the critical goals
- Faculty and staff can explain how goals support and eliminate differences in achievement for students
  - at different socioeconomic levels, English learners, and students with disabilities
- Faculty and staff can describe why the identified school-wide achievement goals are the most critical
- Data are available to identify how the most critical achievement goals of the school are supported

### The Role of the Evaluator

A district leader evaluating a school leader on Domain 1, Element 1 behaviors would turn to the sample evidences for that element (or additional evidences devised by the district) to gauge the success of the initiative. The evaluator might ask, for example: Are schoolwide achievement goals posted and discussed regularly at faculty meetings? Can faculty and staff explain how goals support eliminating differences in achievement for each student subgroup? Can faculty and staff identify the most critical achievement goals of the school?

As in the original 2012 model, each component of the updated model has been designed to meet three objectives: to develop school leader capacity; to ensure fair, accurate, and reliable evaluation of school leaders; and to improve teachers, because teachers are a leading indicator of principal effectiveness.

### Procedures for Scoring

Scoring procedures remain the same as in the original Marzano School Leader Evaluation Model.

The scales of the model represent a continuum of behaviors for each of the model's 21 elements. For seamless alignment, the Marzano teacher, non-classroom, and district leader evaluation models employ the same scale structure.

In the sample scale above, the scale for Domain 1, Element 1 ranges from 0 (Not Using) to 4 (Innovating).

A score of 0 (Not Using) indicates that the school leader *does not attempt* to use the strategy or demonstrate the behavior—in this case, the school leader makes no attempt to use data to make decisions related to school improvement.

A score of 1 (Beginning) indicates that the school leader attempts to use the strategy or tries to demonstrate the behavior but *does so only partially or with errors*. For example, the school leader may have put in place a system for collecting and analyzing data but has not yet used that data to develop critical goals focused on improving student achievement.

A score of 2 (Developing) indicates that the school leader accurately displays all the behaviors called for in the element (recall that this is the level of the Focus Statement). This score indicates that the leader is in the compliance stage, consciously completing all the constructs required in the element but stopping there and not moving beyond. Here it is important for the evaluator to develop a plan with the school leader to move to Level 3 (Applying).

A score of 3 (Applying) indicates that the school leader has reached the target or proficiency level. This is the most critical level of the scale progression. A school leader at Applying incorporates all of the behaviors of the Developing level, with an important addition. At Applying, the school leader begins the process of analyzing whether the strategy is achieving the element's desired effect: In Domain 1, Element 1, for example, do the staff and faculty in the school understand the school's most critical goals for improving student achievement? And how is the school leader regularly monitoring this understanding with all staff?

A score of 4 (Innovating) indicates that the school leader not only achieves the desired effect with those impacted by the element, but additionally, in order to achieve a score of Innovating, the school

leader may need to change, modify, or adapt the current strategy. In Domain 1, Element 1, we see that a score of Innovating means that the school leader ensures *adjustments are made or new methods are utilized* so that *all* stakeholders sufficiently understand the critical goals. The language in the scale indicates flexibility and a willingness to try new strategies to continue to attempt to reach all faculty, communicate student achievement goals, and promote understanding.

The scale can serve as a self-assessment for the school leader as well as an evaluative measure for the evaluator. It establishes a common language of growth and evaluation and straightforward description of behaviors, actions, and goals that allows everyone within the system to understand exactly what is meant at each level of the scale.

## District Leader Model

The District Leader Model follows the same format for rating as the School Leader Model. The role of evaluator and the procedures for scoring are similar as well. The example below is the protocol for Domain 1, Element 1. Note that the desired effect is specifically stated for each element beneath the focus statement.

### **Domain I: A Data-Driven Focus to Support School Achievement**

**I(1): The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement.**

**Desired Effect: Personnel know and provide support for the most critical goals for improving student achievement.**

| <b>Scale Value</b> | <b>Description</b>   |
|--------------------|--|
| Innovating (4)     | The district leader ensures adjustments are made or new strategies created so that all personnel know the critical goals for improving student achievement.  |
| Applying (3)       | The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement AND monitors the extent to which personnel know and provide support for the most critical goals for improving student achievement. |
| Developing (2)     | The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement.   |
| Beginning (1)      | The district leader attempts to ensure clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement, but does not complete the task or is not successful.   |
| Not Using (0)      | The district leader does not attempt to ensure clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement.  |

### Sample Evidences for Element 1 of Domain I

- Goals are posted (e.g. websites, bulletin boards, marquees, meeting rooms)
- Goals are aligned with district and/or school goals
- A strategic plan delineates the most critical goals
- Goals focus on eliminating the achievement gap
- Multiple sources of data are used to identify the most critical needs for improving student achievement
- Goals for improving student achievement are communicated
- Operational support is clearly aligned to show support for improving student achievement
- Goals are S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, Time-bound)
- Goals are incorporated in daily work plans/schedules
- Personnel know the goals for their area of responsibility
- Personnel communicate goals (e.g. at staff meetings, community forums, via social media)
- Personnel can explain how operations focus on supporting student achievement
- Information/data indicates personnel know the most critical goals for improving student achievement
- Adaptations or adjustments are created when data indicate personnel do not know or attend to the most critical goals

## System Quality: Training and Guidance Documents

In the space below or in your documentation, provide evidence of the procedures for district employees to be trained on the use of the evaluation system. *If you are providing documentation, please provide information on where this information can be found.*

### Training for Evaluation System

Evaluators need a good understanding of what quality leadership is. They also need to understand the evaluation instrument and the characteristics and behaviors it intends to measure. According to the REL Midwest study, only 11 districts (8 percent) had written documentation detailing training requirements for evaluators (Brandt et al., 2007). To increase the reliability of the instrument, evaluators must be trained to implement the evaluation model consistently. Evaluators in LCSD#2 are expected to complete required training before participating in the evaluation process. This training is outlined below.

### Evaluator Training Outline

| Component            | Training Title   | Training Type  | Timeline                                      |
|----------------------|--|--|---|
| Training Component 1 | The Art and Science of Teaching & Handbook                       | Resource   | Ongoing                                       |
|                      | Effective supervision Supporting the Art and Science of Teaching | Resource   | Ongoing                                       |
| Training Component 2 | Continuous Instructional Leadership training                     | Superintendent lead book Study<br>Monthly Admin Trainings<br>Targeted training by professional trainers<br>State, Regional or National Trainings | Annually                                      |
| Training Component 3 | Evaluation System  | Marzano School Leader<br>Marzano District Leader<br>iObservation Platform  | Ongoing and as directed by the Superintendent |

Leaders will first participate in the book studies developing a general understanding of the framework. Training component 2 is the development of the instructional leader's skill set. Training component 3 consists of an in-depth look at the supervisor's roles within the evaluation model and technology used to implement the model.

In the space below or in your documentation, provide evidence of how all training and guidance documents are made available to all members of the of the boards of trustees and all employees. *If you are providing documentation, please provide information on where this information can be found.*

All training and guidance documents are available at the district office, upon request, to all members of the Board of Trustees and all employees.

## System Quality: Quality Controls

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Quality controls are procedures that ensure that the system is implemented and administered with fidelity. In the space below or in your documentation, provide evidence of the procedures the district uses for the collection and appropriate uses of data within the leader evaluation system. *If you are providing documentation, please provide information on where this information can be found.*

The Leadership Evaluation requires the leaders to provide a description of the method or methods of assessing student performance and academic growth and a summary of the indicators of student growth. This requires leaders to provide the evaluator with a description of the assessment system used to measure student performance and growth. The description should include the types of assessments used in the classroom and the method of determining growth. All leaders must use student performance data in determining student growth. Elementary and secondary leaders must use student performance data from multiple types of assessments, including one validated assessment, in determining student growth.

Following is a list of types of assessments and performance measures that can be used to generate student performance data:

- WYTOPP
- NWEA MAP
- District Approved Common Assessments
- General Outcome Measures (AIMSweb and DIBELS,)
- ACT Explorer
- ACT PLAN
- Student Attendance
- Graduation Rates
- Parent Involvement Rates
- Discipline Rates
- Classroom Performance

The summative evaluation will identify the outcome of reviewing student performance data, such as identification of professional development goals or modification of instructional practices.

Although leaders are expected to meet the provisions contained in this section, there are no specific ratings associated with student performance. Leaders are not expected to produce specified levels of academic growth; rather, they are expected to show evidence of an assessment system designed to measure student performance and growth. Furthermore, leaders must summarize how they plan to use assessment data to inform instruction and improve student achievement. Recommendations for employment and directives/recommendations for professional development can be influenced by a leader's performance relative to the provisions contained in student performance.

In the third section of the Leader Summative Evaluation, the evaluator describes the totality of the circumstances impacting classroom performance, professional development, and student achievement (McGrath, p. 7.8). Incidences and circumstances that impact a leader's performance are documented in this section of the summative evaluation. This section may be used to document cases where circumstances outside of the leaders control hinder performance (i.e. lengthy illness).

The supervisor makes a recommendation for employment in Section 4. The supervisor determines one of the three employment decision options (*renewal of contract, non-renewal of contract, or conditional renewal of contract*). If the supervisor indicates conditional renewal of contract, he/she must describe the condition or conditions upon which the leader will be employed during the next school year. This provides a means for differentiated supervision that may include specific directives, improvement objectives, provisions for supervision and evaluation, and/or changes in assignment.

In Section 5, the supervisor elicits leader input and uses all available information, including information, to articulate recommendations and/or directives for professional development. This section is only completed for leaders recommended for renewal or conditional renewal of contract and provides leaders with guidance and direction that can be used in the development of their Individual Professional Growth Plan for the upcoming school year.

In the space below or in your documentation, provide description of the timeline established and procedure for evaluating the district's implementation of the leader evaluation system, which includes a review of training, guidance documents, and other tools. *If you are providing documentation, please provide information on where this information can be found.*

Each year the district leadership will evaluate the Leadership Evaluation system. This evaluation will include training for evaluators and leaders, guiding documents and evaluation tools/methods. Using the feedback from both evaluators and leaders, modifications to the process, methods, or tools will be considered. Other considerations to modification will include; district policies and procedures, Chapter 29 rules; and current statute interpretations, etc.

## System Quality: Supports

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In the space below or in your documentation, provide a description establishing a timeline and procedures for supporting professional learning, growth, and improvement in response to the performance of each leader. *If you are providing documentation, please provide information on where this information can be found.*

The evaluation cycle provides a template to support learning, growth, and improvement for leaders. This cycle, along with creating SMART goals provide a seamless integration between the evaluation model and leader performance.

The following pages include the cross-walks for each evaluation system, as well as the protocols for both school and district leader models. Gaps in alignment have been addressed through the WDE submission form.

# 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 1 (*Clear and Consistent 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                        |
|--|---|
| <i>Standard 1 - Clear and consistent focus on maximizing the learning and growth of all students</i> | <i>Domain I: A Data-Driven Focus to Support Student 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 programming.    | Domain I: A Data-Driven Focus to Support Student Achievement: (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.   | Domain I: A Data-Driven Focus to Support Student Achievement: (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.   | Domain I: A Data-Driven Focus to Support Student Achievement: (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.   | <b>No Alignment</b>  |
| Key Element E. Develop and maintain longitudinal data and communication systems to deliver actionable information for district, school, and classroom improvement.  | <b>No Alignment</b>  |
| Key Element F. Lead the implementation of a high-quality student support and assessment system.   | <b>No Alignment</b>  |
| Key Element G. Ensure high expectations for achievement, growth and equity in opportunities for all students.   | <b>No Alignment</b>  |
| Key Element H. Work with staff to evaluate and use data to improve student achievement.   | <b>No Alignment</b>  |
| <b>Standard 2 - Instructional and Assessment Leadership</b>   | <b>Domain II: Continuous Support for Improvement of Instruction</b>  |
| Key Element A. Focus on student learning by leading the implementation of a rigorous, relevant and prioritized curriculum and assessment system.  | <b>No Alignment</b>  |
| 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. | Domain II: Continuous Support for Improvement of Instruction: (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.  | <b>No Alignment</b>  |
| Key Element D. Ensure that there is differentiation, personalization, intellectual stimulation, collaboration, authenticity, and recognition of student strengths in instructional practice.  | <b>No Alignment</b>  |

|   |   |
|---|---|
| Key Element E. Promote the effective uses of technology to support teaching and learning.   | <b>No Alignment</b>   |
| Key Element F. Ensure the use of formative assessment data to inform instruction.   | <b>No Alignment</b>   |
| <b>Standard 3 - Developing and Supporting a Learning Organization</b>   | <b>Domain II: Continuous Support for Improvement of Instruction<br/>Domain IV: Cooperation and Collaboration</b>  |
| Key Element A. Effectively lead the implementation of a high-quality educator support and evaluation system that advances the professional growth of their staff.         | Domain II: Continuous Support for Improvement of Instruction: (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. | <b>No Alignment</b>   |
| Key Element C. Create and/or support collaborative learning organizations to foster improvements in teacher practices and student learning.                               | Domain IV: Cooperation and Collaboration: (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.                        | <b>No Alignment</b>   |
| Key Element E. Lead the evaluation of new and existing programs as part of a continuous improvement process.  | <b>No Alignment</b>   |
| Key Element F. Cultivate the ability of teachers and other members of the community to become leaders by providing assistance and leadership opportunities.               | Domain II: Continuous Support for Improvement of Instruction: (4) The district leader ensures that personnel are provided with job-embedded professional development that is directly related to their growth plans.<br><br>Domain II: Continuous Support for Improvement of Instruction: (2) The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth plans.<br><br>Domain IV: Cooperation and Collaboration: (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.   | <b>No Alignment</b>   |
| <b>Standard 4 - Vision, Mission, and Culture</b>  | <b>Domain V: District Climate</b>   |

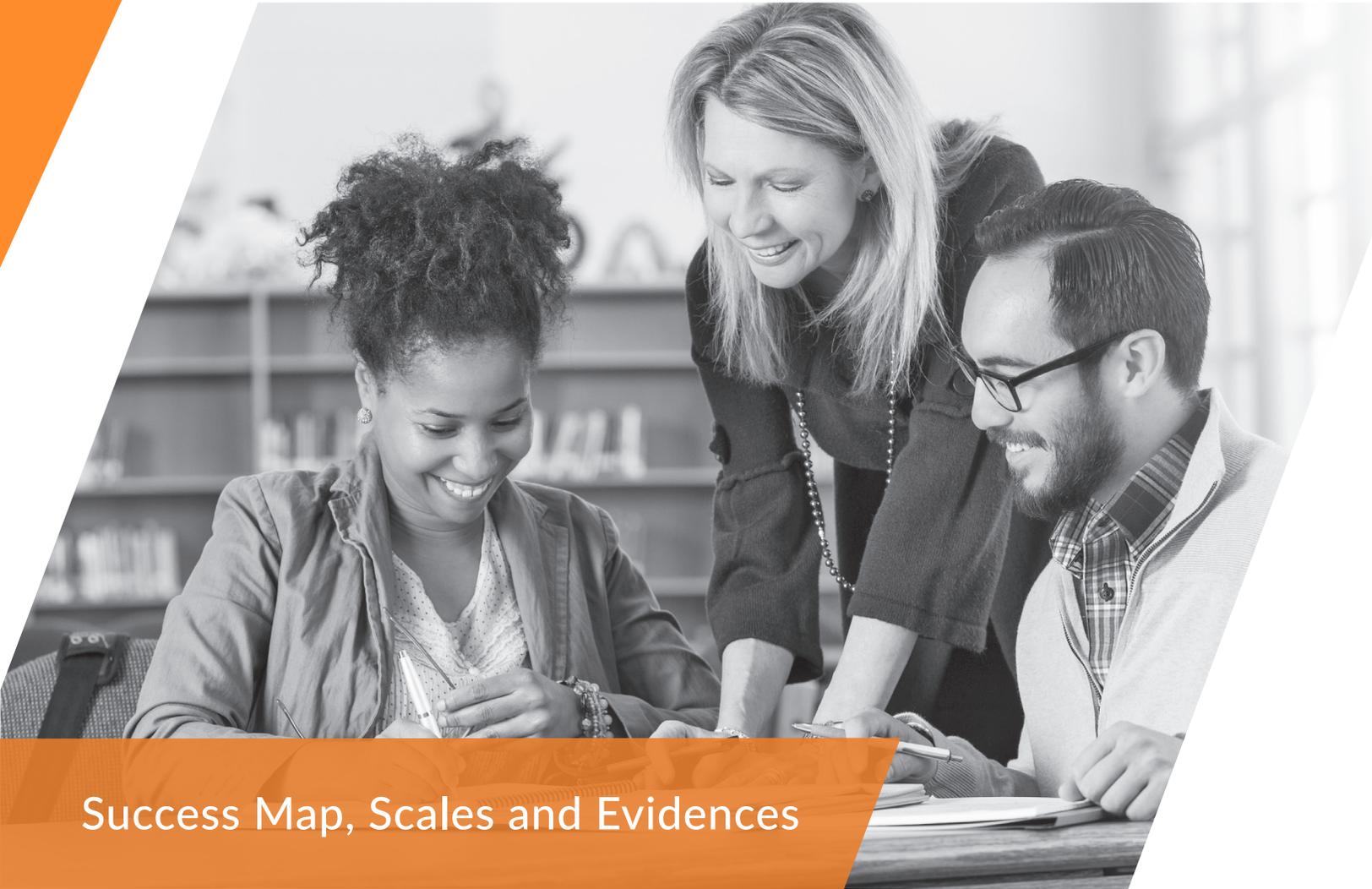
|   |   |
|---|---|
| Key Element A. Use relevant data and collaborate with members of the school, district, and community to create and endorse a vision for the achievement of every student.   | <b>No Alignment</b>   |
| Key Element B. Articulate, advocate, and cultivate core values that define the school's and district's culture.   | Domain V: District Climate: (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.  | Domain V: District Climate: (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.   | <b>No Alignment</b>   |
| <b>Standard 5 - Efficient and Effective Management</b>  | <b>VI: Resource Allocation</b>  |
| Key Element A. Recruit, hire, support, develop, and retain effective teachers and other professional staff and form them into an effective team.  | <b>No Alignment</b>   |
| 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. | Domain VI: Resource Allocation: (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 and district are supported by the best research available and are aligned to school and district plans.   | <b>No Alignment</b>   |
| Key Element D. Use appropriate strategies to guide their organizations through change (e.g. first- and second-order change strategies).   | <b>No Alignment</b>   |
| Key Element E. Support the learning of all students by appropriating and regulating monetary, human and material supplies, time, equipment, technology, and alliances with school and district goals.   | Domain VI: Resource Allocation: (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.<br><br>Domain VI: Resource Allocation: (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 and district operate within the guidelines of federal, state, and local laws, policies, regulations, and statutory requirements.                     | <b>No Alignment</b>  |
| <b>Standard 6 - Ethics and Professionalism</b>  | <b>Domain V: District Climate</b>  |
| Key Element A. Lead with integrity.   | Domain V: District Climate: (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 ethical behavior is expected and practiced by all faculty, staff, students, and volunteers.   | <b>No Alignment</b>  |
| Key Element C. Contribute to district and state initiatives.  | <b>No Alignment</b>  |
| Key Element D. Evaluate the potential ethical, legal, and precedent-setting consequences of decision-making.  | <b>No Alignment</b>  |
| <b>Standard 7 - Communication and Community Engagement</b>  | <b>Domain IV: Cooperation and Collaboration<br/>Domain V: District Climate</b>   |
| 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. | Domain IV: Cooperation and Collaboration: (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 and district goals.   | Domain IV: Cooperation and Collaboration: (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.  | Domain V: District Climate: (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.  | <b>No Alignment</b>  |
| Key Element E. Are intentional about considering improvement ideas from outside the school system.  | <b>No Alignment</b>  |



MARZANO  
CENTER

## Marzano District Leader Evaluation Model - 2018 Update



Success Map, Scales and Evidences

**Prepared by**

**Learning Sciences Marzano Center**

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**LEARNING  
SCIENCES  
INTERNATIONAL**



DOMAIN  
1

## A Data-Driven Focus to Support Student Achievement

**Element 1:**

The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement.

**Element 2:**

The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals.

**Element 3:**

The district leader ensures appropriate support is provided to schools when data indicate interventions are needed to improve student achievement.

DOMAIN  
2

## Continuous Support for Improvement of Instruction

**Element 1:**

The district leader provides a clear vision regarding the district instructional model and how to implement the model.

**Element 2:**

The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth.

**Element 3:**

The district leader provides ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.

**Element 4:**

The district leader ensures that personnel are provided with job-embedded professional development to optimize professional capacity and support growth goals.

DOMAIN  
3

## Continuous Support for a Guaranteed and Viable Curriculum

**Element 1:**

The district leader ensures that curriculum and assessment initiatives at the district and school levels adhere to federal, state, and district standards.

**Element 2:**

The district leader ensures that district-level programs, curricula, and other initiatives can be adequately addressed in the time available to the district and schools.

**Element 3:**

The district leader ensures that each student has equal opportunity to access and learn the critical content of the curriculum.

DOMAIN  
4

## Community of Care and Collaboration

**Element 1:**

The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative.

**Element 2:**

The district leader ensures equity in a student-centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents).

**Element 3:**

The district leader ensures leadership development and responsibilities are appropriately delegated and shared.

**Element 4:**

The district leader establishes clear guidelines regarding adherence to district policies and for autonomous school decision making.

DOMAIN  
5

## District Core Values

**Element 1:**

The district leader is transparent, communicates effectively, is recognized as a leader, and continues to demonstrate professional growth.

**Element 2:**

The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district.

**Element 3:**

The district leader ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and culturally responsive.

DOMAIN  
6

## Resource Allocation Management

**Element 1:**

The district leader uses systems processes to manage fiscal resources and maximizes support for schools, teachers, and each student.

**Element 2:**

The district leader manages technological resources to provide optimal efficiency throughout the district and to support effective instruction and the achievement of each student.

**Element 3:**

The district leader manages the organization, operations, instructional programs, and initiatives to maximize the use of resources that promote effective instruction and student achievement.

## Marzano District Leader Evaluation Model – 2018 Update

### Domain I: A Data-Driven Focus to Support School Achievement

**I(1): The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement.**

**Desired Effect: Personnel know and provide support for the most critical goals for improving student achievement.**

| Scale Value    | Description  |
|----------------|--|
| Innovating (4) | The district leader ensures adjustments are made or new strategies created so that all personnel know the critical goals for improving student achievement.  |
| Applying (3)   | The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement AND monitors the extent to which personnel know and provide support for the most critical goals for improving student achievement. |
| Developing (2) | The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement.   |
| Beginning (1)  | The district leader attempts to ensure clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement, but does not complete the task or is not successful.   |
| Not Using (0)  | The district leader does not attempt to ensure clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement.  |

#### Sample Evidences for Element 1 of Domain I

- Goals are posted (e.g. websites, bulletin boards, marquees, meeting rooms)
- Goals are aligned with district and/or school goals
- A strategic plan delineates the most critical goals
- Goals focus on eliminating the achievement gap
- Multiple sources of data are used to identify the most critical needs for improving student achievement
- Goals for improving student achievement are communicated
- Operational support is clearly aligned to show support for improving student achievement
- Goals are S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, Time-bound)
- Goals are incorporated in daily work plans/schedules
- Personnel know the goals for their area of responsibility
- Personnel communicate goals (e.g. at staff meetings, community forums, via social media)
- Personnel can explain how operations focus on supporting student achievement
- Information/data indicates personnel know the most critical goals for improving student achievement (e.g. surveys, conferences, virtual media)
- Adaptations or adjustments are created when data indicate personnel do not know or attend to the most critical goals

**I(2): The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals.**

**Desired Effect: Data reveal progress toward goals.**

| Scale Value    | Description  |
|----------------|--|
| Innovating (4) | The district leader ensures adjustments are made or new strategies are created so data show progress toward the goals.   |
| Applying (3)   | The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals AND monitors the extent to which data reveal progress toward goals. |
| Developing (2) | The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals.  |
| Beginning (1)  | The district leader attempts to ensure data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals, but does not complete the task or is not successful.    |
| Not Using (0)  | The district leader does not attempt to ensure data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals.   |

| Sample Evidences for Element 2 of Domain I   |
|--|
| <ul style="list-style-type: none"> <li>• Accurate and timely data are identified and available</li> <li>• Appropriate sources of data are used for monitoring progress</li> <li>• Benchmark data are established and used to analyze and monitor progress</li> <li>• Ongoing data monitoring meetings track progress towards goals</li> <li>• Data discussions are routinely part of meeting agendas (e.g. cabinet level, department/division, principal meetings)</li> <li>• Data tracking systems are in place and used to track progress</li> <li>• Personnel report data are used routinely to monitor progress towards goals</li> <li>• When goals are not being met interventions are implemented</li> <li>• Adaptations or adjustments are created when data indicate progress is not advancing toward the goals</li> </ul> |

**I(3): The district leader ensures appropriate support is provided to schools when data indicate interventions are needed to improve student achievement.**

**Desired Effect: Interventions improve student achievement.**

| Scale Value    | Description   |
|----------------|---|
| Innovating (4) | The district leader ensures adjustments are made or new strategies are created so results show all intervention programs are achieving results.   |
| Applying (3)   | The district leader ensures appropriate support is provided to schools when data indicate interventions are needed to improve student achievement AND monitors the extent to which interventions improve student achievement. |
| Developing (2) | The district leader ensures appropriate support is provided to schools when data indicate interventions are needed to improve student achievement.  |
| Beginning (1)  | The district leader attempts to ensure appropriate support is provided to schools when data indicate interventions are needed to improve student achievement, but does not complete the task or is not successful.            |
| Not Using (0)  | The district leader does not attempt to ensure appropriate support is provided to schools when data indicate interventions are needed to improve student achievement.   |

| Sample Evidences for Element 3 of Domain I  |
|---|
| <ul style="list-style-type: none"> <li>• Programs and other resources are aligned to support needed interventions</li> <li>• Professional development is aligned to support needed interventions</li> <li>• Intervention programs are in place and needed support is provided</li> <li>• Personnel have data to show the interventions are improving student achievement</li> <li>• Personnel communicate how support is provided for needed interventions</li> <li>• District-wide interventions are implemented when data indicate a need</li> <li>• Monitoring of interventions is ongoing and analyzed for results</li> <li>• Adjustments or adaptations are made when interventions are not working</li> </ul> |

## Domain II: Continuous Support for Improvement of Instruction

**II(1): The district leader provides a clear vision regarding the district instructional model and how to implement the model.**

**Desired Effect: Personnel provide support for implementing the instructional model.**

| Scale Value    | Description  |
|----------------|--|
| Innovating (4) | The district leader ensures adjustments are made or new strategies are created so all personnel know and implement the instructional model.  |
| Applying (3)   | The district leader provides a clear vision regarding the district instructional model and how to implement the model AND monitors the extent to which personnel provide support for implementing the instructional model. |
| Developing (2) | The district leader provides a clear vision regarding the district instructional model and how to implement the model.   |
| Beginning (1)  | The district leader attempts to provide a clear vision regarding the district instructional model and how to implement the model, but does not complete the task or is not successful.                                     |
| Not Using (0)  | The district leader does not attempt to provide a clear vision regarding the district instructional model and how to implement the model.  |

| Sample Evidences for Element 1 of Domain II   |
|---|
| <p>The District Leader:</p> <ul style="list-style-type: none"> <li>• Establishes a clear vision within their area of responsibility of how to support the district instructional model</li> <li>• Articulates the vision of the instructional model within their area of responsibility</li> <li>• Monitors the actions of personnel to determine if they provide support for the instructional model</li> <li>• Holds personnel accountable for supporting the instructional model</li> </ul><br><ul style="list-style-type: none"> <li>• Implementation of the instructional model is evident district-wide</li> <li>• Personnel can explain how their actions support the instructional model</li> <li>• Adaptations or adjustments are created when data indicate the instructional model is not implemented/supported</li> </ul> |

**II(2): The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth.**

**Desired Effect: Personnel continue to demonstrate professional growth.**

| Scale Value    | Description   |
|----------------|---|
| Innovating (4) | The district leader ensures adjustments are made or new strategies are created so all personnel continue to grow and develop expertise.   |
| Applying (3)   | The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth AND monitors the extent to which personnel continue to demonstrate professional growth. |
| Developing (2) | The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth.  |
| Beginning (1)  | The district leader attempts to effectively support and retain school and department leaders who continually enhance their leadership skills through reflection and professional growth, but does not complete the task or is not successful.                         |
| Not Using (0)  | The district leader does not attempt to effectively support and retain school and department leaders who continually enhance their leadership skills through reflection and professional growth.  |

| Sample Evidences for Element 2 of Domain II   |
|---|
| <p>The District Leader:</p> <ul style="list-style-type: none"> <li>• Hires and retains effective personnel</li> <li>• Hires personnel with a proven track record of continued professional growth</li> <li>• Meets regularly with personnel regarding their performance and/or growth plans</li> <li>• Supports and assists personnel who do not continue to develop expertise</li> <li>• Documents reflective practices as related to professional growth</li> <li>• Uses appropriate procedures to release personnel who do not continue to develop expertise</li> </ul><br><ul style="list-style-type: none"> <li>• Personnel report that the district leader supports development of expertise</li> <li>• Adaptations or adjustments are created when data indicate personnel need to continue to grow and develop expertise</li> </ul> |

**II(3): The district leader provides ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.\***

**Desired Effect: Evaluation data are consistent with student achievement and operational data.**

| Scale Value    | Description   |
|----------------|---|
| Innovating (4) | The district leader ensures adjustments are made or new strategies are created so all performance evaluations are consistent with student achievement and operational data.   |
| Applying (3)   | The district leader provides ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data AND monitors the extent to which evaluation data are consistent with student achievement and operational data. |
| Developing (2) | The district leader provides ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.   |
| Beginning (1)  | The district leader attempts to provide ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data, but does not complete the task or is not successful.   |
| Not Using (0)  | The district leader does not attempt to provide ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.  |

| Sample Evidences for Element 3 of Domain II   |
|---|
| <ul style="list-style-type: none"> <li>• Evaluations accurately reflect strengths and weaknesses of performance as indicated by data</li> <li>• Achievement data are routinely used as part of the evaluation process</li> <li>• Student achievement data is consistent with evaluation data</li> <li>• Operational data are routinely used as part of the evaluation process</li> <li>• Personnel report that their evaluations accurately reflect their strengths and weaknesses</li> <li>• Adaptations or adjustments are created when data indicate evaluations are not consistent with student achievement and operational data</li> </ul> |

\*This element is not applicable if the leader does not evaluate other personnel and would not be scored as part of the evaluation.

**II(4): The district leader ensures that personnel are provided with job-embedded professional development to optimize professional capacity and support growth goals.**

**Desired Effect: Personnel continue to grow professionally and meet professional growth goals.**

| Scale Value    | Description  |
|----------------|--|
| Innovating (4) | The district leader ensures adjustments are made or new strategies are created so professional development results in all personnel meeting their professional growth goals.   |
| Applying (3)   | The district leader ensures that personnel are provided with job-embedded professional development to optimize professional capacity and support growth goals AND monitors the extent to which personnel continue to grow professionally and meet professional growth goals. |
| Developing (2) | The district leader ensures that personnel are provided with job-embedded professional development to optimize professional capacity and support growth goals.   |
| Beginning (1)  | The district leader attempts to ensure that personnel are provided with job-embedded professional development to optimize professional capacity and support growth goals, but does not complete the task or is not successful.   |
| Not Using (0)  | The district leader does not attempt to ensure that personnel are provided with job-embedded professional development to optimize professional capacity and support growth goals.  |

| Sample Evidences for Element 4 of Domain II  |
|--|
| <ul style="list-style-type: none"> <li>• Professional development courses and resources are available to personnel to support their growth goals</li> <li>• Personnel participation is tracked to document professional development activities</li> <li>• Coaching and support are available to personnel regarding their growth goals</li> <li>• Data are collected linking the effectiveness of professional development to the improvement of appropriate practices</li> <li>• Online professional learning courses are available as appropriate</li> <li>• Personnel can describe how professional development supports attainment of growth goals</li> <li>• Instructional coaching is available to help personnel achieve professional growth goals</li> <li>• Interventions are documented for personnel who do not utilize professional development opportunities</li> <li>• Opportunities are available for personnel to provide input regarding their professional development needs</li> <li>• Interventions are in place to support personnel who do not grow in their area of responsibility</li> <li>• Adaptations or adjustments are created when data indicate personnel are not meeting growth goals</li> </ul> |

## Domain III: Continuous Support for a Guaranteed and Viable Curriculum

**III(1): The district leader ensures that curriculum and assessment initiatives at the district and school levels adhere to federal, state, and district standards.**

**Desired Effect: Curriculum and assessments align with established standards.**

| Scale Value    | Description   |
|----------------|---|
| Innovating (4) | The district leader ensures adjustments are made or new strategies are created so curriculum and assessment initiatives align with established standards.   |
| Applying (3)   | The district leader ensures that curriculum and assessment initiatives at the district and school levels adhere to federal, state, and district standards AND monitors the extent to which curriculum and assessments align with established standards. |
| Developing (2) | The district leader ensures that curriculum and assessment initiatives at the district and school levels adhere to federal, state, and district standards.  |
| Beginning (1)  | The district leader attempts to ensure that curriculum and assessment initiatives at the district and school levels adhere to federal, state, and district standards, but does not complete the task or is not successful.                              |
| Not Using (0)  | The district leader does not attempt to ensure that curriculum and assessment initiatives at the district and school levels adhere to federal, state, and district standards.   |

| Sample Evidences for Element 1 of Domain III   |
|--|
| <ul style="list-style-type: none"> <li>• Documents are in place reflecting that support for curriculum and assessment initiatives adhere to federal, state, and district standards</li> <li>• Information is available examining the extent to which assessments accurately measure the written and taught curriculums</li> <li>• Analyzes the relationship between the written curriculum, taught curriculum, and assessments, for rigor and cultural relevance</li> <li>• Demonstrates awareness of how implementation of federal, state, and district standards are impacted by operational practices</li> <li>• Uses appropriate federal, state, and district standards when making decisions to support curriculum and assessment initiatives</li> <li>• Personnel can describe how they support the essential content and standards in their area of responsibility</li> <li>• Personnel can explain how curriculum and assessments are aligned to improve student achievement</li> <li>• Personnel report they receive information in a timely manner regarding updates to state and federal standards</li> <li>• Adaptations or adjustments are created when data indicate curriculum and assessments do not align with established standards</li> </ul> |

**III(2): The district leader ensures that district-level programs, curricula, and other initiatives can be adequately addressed in the time available to the district and schools.**

**Desired Effect: Adequate time is available for implementation of initiatives.**

| Scale Value    | Description   |
|----------------|---|
| Innovating (4) | The district leader ensures adjustments are made or new strategies are created so personnel have time to implement district-level programs, curricula, and other initiatives as in the time allocated.  |
| Applying (3)   | The district leader ensures that district-level programs, curricula, and other initiatives can be adequately addressed in the time available to the district and schools AND monitors the extent to which adequate time is available for implementation of initiatives. |
| Developing (2) | The district leader ensures that district-level programs, curricula, and other initiatives can be adequately addressed in the time available to the district and schools.   |
| Beginning (1)  | The district leader attempts to ensure that district-level programs, curricula, and other initiatives can be adequately addressed in the time available to the district and schools, but does not complete the task or is not successful.                               |
| Not Using (0)  | The district leader does not attempt to ensure that district-level programs, curricula, and other initiatives can be adequately addressed in the time available to the district and schools.  |

| Sample Evidences for Element 2 of Domain III  |
|---|
| <ul style="list-style-type: none"> <li>• Audits indicate there is time to adequately address district and school initiatives</li> <li>• Plans for implementation of programs, curricula, and other initiatives are clearly communicated</li> <li>• Teams regularly meet to discuss and review the progression and viability of programs, curriculum, and operational initiatives</li> <li>• Communication is ongoing with personnel to focus on prioritization of initiatives</li> <li>• A plan is in place to monitor that the curriculum is taught in the time available</li> <li>• Personnel report they have time and resources to implement programs, curricula, and supporting operational initiatives</li> <li>• Adaptations or adjustments are created when data initiatives cannot be implemented in the time allocated</li> </ul> |

**III(3): The district leader ensures that each student has equal opportunity to access and learn the critical content of the curriculum.**

**Desired Effect: Each student has equal opportunity to learn the critical content of the curriculum.**

| Scale Value    | Description   |
|----------------|---|
| Innovating (4) | The district leader ensures adjustments are made or new strategies are created so each student has equal opportunity to access and learn the critical content of the curriculum.  |
| Applying (3)   | The district leader ensures that each student has equal opportunity to access and learn the critical content of the curriculum AND monitors the extent to which each student has equal opportunity to learn the critical content of the curriculum. |
| Developing (2) | The district leader ensures that each student has equal opportunity to access and learn the critical content of the curriculum.   |
| Beginning (1)  | The district leader attempts to ensure that each student has equal opportunity to access and learn the critical content of the curriculum, but does not complete the task or is not successful.   |
| Not Using (0)  | The district leader does not attempt to ensure that each student has equal opportunity to access and learn the critical content of the curriculum.  |

| Sample Evidences for Element 3 of Domain III  |
|---|
| <ul style="list-style-type: none"> <li>• Tracking systems are in place that examine each student’s access to the essential elements of the curriculum</li> <li>• Parents have access to their child’s education programs and placement</li> <li>• All students have access to appropriate educational choices (e.g. the arts, career and technical, advanced placement, or other rigorous courses)</li> <li>• Personalized learning opportunities are available</li> <li>• Teachers have access to and complete appropriate content area training in their subject-area courses</li> <li>• Data are available to verify the diversity of students enrolled in advanced placement or other rigorous courses</li> <li>• Student data reveal each student has equal access to rigorous courses</li> <li>• Data collection systems are in place to collect feedback data regarding equity for each student</li> <li>• Examples of how equal access to learn the critical content are available</li> <li>• All stakeholders report that each student has equal opportunities to learn from highly qualified teachers</li> <li>• Adaptations or adjustments are created so each student has equal access to the curriculum</li> </ul> |

## Domain IV: Community of Care and Collaboration

**IV(1): The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative.**

**Desired Effect: Constituents feel valued and desire to be part of the district.**

| Scale Value    | Description   |
|----------------|---|
| Innovating (4) | The district leader ensures adjustments are made or new strategies are created so constituents perceive the district as caring, collaborative, and cooperative.   |
| Applying (3)   | The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative AND monitors the extent to which constituents feel valued and desire to be part of the district. |
| Developing (2) | The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative.   |
| Beginning (1)  | The district leader attempts to ensure that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative, but does not complete the task or is not successful.                                 |
| Not Using (0)  | The district leader does not attempt to ensure that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative.  |

| Sample Evidences for Element 1 of Domain IV   |
|---|
| <ul style="list-style-type: none"> <li>• Provides evidence of actively listening and learning from constituents</li> <li>• Successes of individuals, teachers, departments, schools, and the district are celebrated in multiple events (e.g. district-level celebrations, school-level celebrations, newsletters, public announcements, social media)</li> <li>• Incremental success is routinely recognized and celebrated</li> <li>• Feedback from constituents supports that the district leader is collaborative and cooperative</li> <li>• Examples of communication reveal collaboration and cooperation is the norm within the workplace</li> <li>• Successes of the diverse district community are celebrated</li> <li>• Personnel report that accomplishments have been adequately acknowledged and celebrated</li> <li>• Diversity is recognized and celebrated</li> <li>• Policies, supported by training, are established for how to work collaboratively with district constituents</li> <li>• Data reveal that the district leader is perceived as creating a collaborative and cooperative workplace</li> <li>• Data indicate constituents perceive the district is a good place for staff and students</li> <li>• Adaptations or adjustments are created when data indicate the district is not perceived as caring, collaborative, and cooperative</li> </ul> |

**IV(2): The district leader ensures equity in a student-centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents).**

**Desired Effect: Input is used to create a student-centered district.**

| Scale Value    | Description   |
|----------------|---|
| Innovating (4) | The district leader ensures adjustments are made or new strategies are created so all input is used to create a student-centered district.  |
| Applying (3)   | The district leader ensures equity in a student-centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents) AND monitors the extent to which input is used to create a student-centered district. |
| Developing (2) | The district leader ensures equity in a student-centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents).  |
| Beginning (1)  | The district leader attempts to ensure equity in a student-centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents), but does not complete the task or is not successful.                      |
| Not Using (0)  | The district leader does not attempt to ensure equity in a student-centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents).   |

| Sample Evidences for Element 2 of Domain IV  |
|--|
| <ul style="list-style-type: none"> <li>• Data are available to support that constituents have opportunities for constructive conversations about important student issues</li> <li>• Each student has equal access to all district programs and services</li> <li>• Enrollment in the district reflects stability and/or growth</li> <li>• Appropriate technologies and websites are available for constituents to provide input regarding the district and/or schools</li> <li>• Data collection systems are in place to collect opinion and other data from constituents and the manner in which these data are used is made transparent</li> <li>• Student success is the district’s priority (e.g. in budgeting, extra-curricular activities, elective classes, class size, teacher quality)</li> <li>• Inclusive practices are evident in sports, academics, and extra-curricular activities</li> <li>• Participates in district, community, and/or business events</li> <li>• Data gathered from subpopulations are incorporated in district planning and procedures</li> <li>• Decisions are made in the best interest of each student (e.g. access to courses, extra-curricular activities, new initiatives)</li> <li>• Use of input data is made transparent</li> <li>• Examples of how equity is ensured are available</li> <li>• Focus group meetings with constitutes are routinely scheduled</li> <li>• Constituents report that their input is valued and used by the district leader</li> <li>• Adaptations or adjustments are created when data indicate a need for a more student-centered focus</li> </ul> |

**IV(3): The district leader ensures leadership development and responsibilities are appropriately delegated and shared.**

**Desired Effect: Leadership development enhances the functioning of the district.**

| Scale Value    | Description  |
|----------------|--|
| Innovating (4) | The district leader ensures adjustments are made or new strategies are created so all potential leaders have opportunities for leadership development.   |
| Applying (3)   | The district leader ensures leadership development and responsibilities are appropriately delegated and shared AND monitors the extent to which leadership development enhances the functioning of the district. |
| Developing (2) | The district leader ensures leadership development and responsibilities are appropriately delegated and shared.  |
| Beginning (1)  | The district leader attempts to ensure leadership development and responsibilities are appropriately delegated and shared, but does not complete the task or is not successful.                                  |
| Not Using (0)  | The district leader does not attempt to ensure leadership development and responsibilities are appropriately delegated and shared.   |

| Sample Evidences for Element 3 of Domain IV  |
|--|
| <p>The District Leader:</p> <ul style="list-style-type: none"> <li>• Identifies and mentors potential leaders</li> <li>• Makes succession planning transparent and provides appropriate growth opportunities</li> <li>• Empowers others to share in leadership</li> <li>• Delegates responsibilities to emerging leaders in preparation for career advancement opportunities</li> <li>• Provides examples of how delegating and sharing responsibilities improves department/district performance (e.g. providing services to students and schools)</li> <li>• Models effective leadership practices and mentors emerging leaders</li> <li>• Effectively identifies potential leaders and guides them in career development</li> <li>• Identifies how leadership development leads to advancement opportunities</li> <li>• Makes hiring practices and advancement opportunities transparent</li> </ul><br><ul style="list-style-type: none"> <li>• Emerging leaders report opportunities for leadership development</li> <li>• Emerging leaders report responsibilities are effectively delegated and shared</li> <li>• Adaptations or adjustments are created when data indicate potential leaders need opportunities for leadership development</li> </ul> |

**IV(4): The district leader establishes clear guidelines regarding adherence to district policies and for autonomous school decision making.**

**Desired Effect: Schools follow district guidelines for autonomous decision making.**

| Scale Value    | Description  |
|----------------|--|
| Innovating (4) | The district leader ensure adjustments are made or new strategies are created so all schools follow district guidelines in decision making.  |
| Applying (3)   | The district leader establishes clear guidelines regarding adherence to district policies and for autonomous school decision making AND monitors the extent to which schools follow district guidelines for autonomous decision making |
| Developing (2) | The district leader establishes clear guidelines regarding adherence to district policies and for autonomous school decision making.   |
| Beginning (1)  | The district leader attempts to set clear guidelines regarding adherence to district policies and for autonomous school decision making, but does not complete the task or is not successful.  |
| Not Using (0)  | The district leader does not attempt to set clear guidelines regarding adherence to district policies and for autonomous school decision making.   |

| Sample Evidences for Element 4 of Domain IV  |
|--|
| <ul style="list-style-type: none"> <li>• Standard operating procedures are available for all schools and personnel</li> <li>• Operational, curricular, and procedural documents clearly delineate district roles and responsibilities</li> <li>• Audits confirm adherence to federal and state regulations</li> <li>• Clear guidelines regarding adherence to district policy and procedures are communicated by each district leader as they relate to their area of responsibility</li> <li>• Personnel know the decisions made at the district level versus at the school level</li> <li>• Adaptations or adjustments are created when data indicate schools need to follow district guidelines in decision making</li> </ul> |

## Domain V: District Core Values

**V(1): The district leader is transparent, communicates effectively, is recognized as a leader, and continues to demonstrate professional growth.**

**Desired Effect: The district leader enhances the functioning of the district.**

| Scale Value    | Description  |
|----------------|--|
| Innovating (4) | The district leader ensures adjustments are made or new strategies are created so his or her leadership enhances the functioning of the district.  |
| Applying (3)   | The district leader is transparent, communicates effectively, is recognized as a leader, and continues to demonstrate professional growth AND monitors the extent to which his or her leadership enhances the functioning of the district. |
| Developing (2) | The district leader is transparent, communicates effectively, is recognized as a leader, and continues to demonstrate professional growth.   |
| Beginning (1)  | The district leader attempts to be transparent, communicate effectively, be recognized as a leader, and continue to demonstrate professional growth, but does not complete the task or is not successful.                                  |
| Not Using (0)  | The district leader does not attempt to be transparent, communicate effectively, be recognized as a leader, and continue to demonstrate professional growth.   |

| Sample Evidences for Element 1 of Domain V  |
|---|
| <p>The District Leader:</p> <ul style="list-style-type: none"> <li>• Models the core values of the district</li> <li>• Clearly communicates the vision and mission of the district</li> <li>• Provides a written annual growth plan with deliberate practice goals and priorities</li> <li>• Is recognized as highly visible</li> <li>• Uses multiple data sources when decision making and when prioritizing decisions that impact district goals</li> <li>• Communicates in a clear and accurate manner</li> <li>• Uses multiple media sources to communicate with the community</li> <li>• Demonstrates the ability to use critical thinking skills to solve problems and identify solutions</li> <li>• Constantly evaluates decisions for effectiveness, equity, intended and actual outcomes and revises plans as needed</li> <li>• Can describe leadership strengths and weaknesses and how to address the weaknesses</li> <li>• Models and expects ethical leadership for self and others</li> </ul><br><ul style="list-style-type: none"> <li>• Personnel report the leader demonstrates ongoing professional growth</li> <li>• Personnel report the leader is a recognized leader in his or her area of responsibility</li> <li>• Adaptations or adjustments are created when data indicate the leader should continue to demonstrate professional growth</li> </ul> |

**V(2): The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district.**

**Desired Effect: The decisions of the leader enhance the functioning of the district.**

| Scale Value    | Description  |
|----------------|--|
| Innovating (4) | The district leader ensures adjustments are made or new strategies are created so all constituents trust the actions of the district leader.   |
| Applying (3)   | The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district AND monitors the extent to which decisions enhance the functioning of the district. |
| Developing (2) | The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district.  |
| Beginning (1)  | The district leader attempts to have the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district, but does not complete the task or is not successful.                  |
| Not Using (0)  | The district leader does not attempt to have the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district.   |

| Sample Evidences for Element 2 of Domain V  |
|---|
| <ul style="list-style-type: none"> <li>• Ethical decision-making practices are evident in all aspects of the work of the leader</li> <li>• Personnel describe the district leader as an individual whose actions are guided by a desire to help all students learn</li> <li>• Personnel describe the district leader as an individual who will follow through with his/her initiatives</li> <li>• Personnel describe the district leader as one whose actions support his/her talk and expectations</li> <li>• Personnel describe the district leader as one who speaks with candor and “takes on tough issues”</li> <li>• Acknowledges when goals have not been met or initiatives have failed and revises the plan for success</li> <li>• Perception data reveal constituents trust the district leader (e.g. surveys, community forums, social media)</li> <li>• Adaptations or adjustments are created when data indicate initiatives have failed and revises the plan to ensure trust of constituents</li> </ul> |

**V(3): The district leader ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and culturally responsive.**

**Desired Effect: The district is safe and culturally responsive.**

| Scale Value    | Description  |
|----------------|--|
| Innovating (4) | The district leader ensures adjustments are made or new strategies are created so all constituents perceive the district as safe and culturally responsive.  |
| Applying (3)   | The district leader ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and culturally responsive AND monitors the extent to which the district is safe and culturally responsive. |
| Developing (2) | The district leader ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and culturally responsive.   |
| Beginning (1)  | The district leader attempts to ensure constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and culturally responsive, but does not complete the task or is not successful.                 |
| Not Using (0)  | The district leader does not attempt to ensure constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and culturally responsive.  |

| Sample Evidences for Element 3 of Domain V   |
|--|
| <ul style="list-style-type: none"> <li>• Input from constituents about safety in the district is actively collected, analyzed and used for decision making as appropriate</li> <li>• Personnel know emergency management procedures and how to implement them for specific incidents</li> <li>• Practicing of emergency management procedures for specific incidents is recorded and available</li> <li>• Updates to emergency management plans are communicated as appropriate</li> <li>• Culturally responsive practices are evident throughout the school (e.g. lesson plans, events, artifacts, etc.)</li> <li>• Constituents describe the district (e.g. through surveys, social media, news media) as a safe and orderly place</li> <li>• Constituents describe the district leader as highly visible and accessible</li> <li>• Constituents describe the district as focused on learning</li> <li>• Decision making reflects cultural responsiveness and considerations</li> <li>• Adaptations or adjustments are created when data indicate constituents do not perceive the district as safe and culturally responsive</li> </ul> |

## Domain VI: Resource Allocation Management

**VI(1): The district leader uses systems processes to manage fiscal resources and maximizes support for schools, teachers, and each student.**

**Desired Effect: Fiscal resources and support enhance effective instruction and student achievement.**

| Scale Value    | Description  |
|----------------|--|
| Innovating (4) | The district leader ensures adjustments are made or new strategies are created so all fiscal resources and supports enhance effective instruction and student achievement.   |
| Applying (3)   | The district leader uses systems processes to manage fiscal resources and maximizes support for schools, teachers, and each student AND monitors the extent to which fiscal resources and support enhance effective instruction and student achievement. |
| Developing (2) | The district leader uses systems processes to manage fiscal resources and maximizes support for schools, teachers, and each student.   |
| Beginning (1)  | The district leader attempts to use systems processes to manage fiscal resources and maximizes support for schools, teachers, and each student, but does not complete the task or is not successful.   |
| Not Using (0)  | The district leader does not attempt to use systems processes to manage fiscal resources and maximizes support for schools, teachers, and each student.  |

| Sample Evidences for Element 1 of Domain VI   |
|---|
| <ul style="list-style-type: none"> <li>• Budgets are clearly aligned and prioritized to support instruction and achievement</li> <li>• Audits reveal systems processes are used to manage fiscal resources</li> <li>• Accesses and leverages a variety of fiscal resources (e.g. grants, local, state, and federal funds)</li> <li>• Effectively manages human resources to provide support for instruction and student achievement</li> <li>• Faculty and staff report that they have adequate materials to teach effectively</li> <li>• Faculty and staff report that systems processes (e.g. computer grading and planning systems, blended learning, etc.) facilitate more time to teach</li> <li>• Adaptations or adjustments are created when data indicate systems processes do not provide maximum support for schools, teachers, and each student</li> </ul> |

**VI(2): The district leader manages technological resources to provide optimal efficiency throughout the district and to support effective instruction and the achievement of each student.**

**Desired Effect: Technological resources enhance effective instruction and student achievement.**

| Scale Value    | Description  |
|----------------|--|
| Innovating (4) | The district leader ensures adjustments are made or new strategies are created so all technical resources support effective instruction and student achievement.   |
| Applying (3)   | The district leader manages technological resources to provide optimal efficiency throughout the district and to support effective instruction and the achievement of each student AND monitors the extent to which technological resources enhance effective instruction and student achievement. |
| Developing (2) | The district leader manages technological resources to provide optimal efficiency throughout the district and to support effective instruction and the achievement of each student.  |
| Beginning (1)  | The district leader attempts to manage technological resources to provide optimal efficiency throughout the district and to support effective instruction and the achievement of each student, but does not complete the task or is not successful.  |
| Not Using (0)  | The district leader does not attempt to manage technological resources to provide optimal efficiency throughout the district and to support effective instruction and the achievement of each student.   |

| Sample Evidences for Element 2 of Domain VI   |
|---|
| <ul style="list-style-type: none"> <li>• Budgets, plans for, and directs the use of technology to improve teaching and learning</li> <li>• Supports and provides adequate training for the technology that teachers and other personnel are expected to use</li> <li>• Reports confirm technology improves quality and efficiency within the district/department</li> <li>• Audits reveal appropriate use of technology resources to support instruction</li> <li>• Personnel report that technology facilitates optimal efficiency in district operations</li> <li>• Adaptations or adjustments are created when data indicate lack of improvement in student achievement</li> </ul> |

**VI(3): The district leader manages the organization, operations, instructional programs, and initiatives to maximize the use of resources that promote effective instruction and student achievement.**

**Desired Effect: Management of resources enhances effective instruction and student achievement.**

| Scale Value    | Description  |
|----------------|--|
| Innovating (4) | The district leader ensures adjustments are made or new strategies are created so all management of resources promotes effective instruction and student achievement.  |
| Applying (3)   | The district leader manages the organization, operations, instructional programs, and other initiatives to maximize the use of resources that promote effective instruction and student achievement AND monitors the extent to which the management of resources enhances effective instruction and student achievement. |
| Developing (2) | The district leader manages the organization, operations, instructional programs, and other initiatives to maximize the use of resources that promote effective instruction and student achievement.   |
| Beginning (1)  | The district leader attempts to manages the organization, operations, instructional programs, and other initiatives to maximize the use of resources that promote effective instruction and student achievement, but does not complete the task or is not successful.  |
| Not Using (0)  | The district leader does not attempt to manage the organization, operations, instructional programs, and other initiatives to maximize the use of resources that promote effective instruction and student achievement.  |

| Sample Evidences for Element 3 of Domain VI   |
|---|
| <ul style="list-style-type: none"> <li>• Manages and imposes deadlines that effect the operation of district, department, or schools</li> <li>• Effectively manages materials, time, and resources to fulfill district, state, or federal specifications</li> <li>• Instructional materials and resources are available to support student achievement</li> <li>• Budgets and projects, with plans and objectives, are organized to keep the focus on instruction</li> <li>• Initiatives are evaluated for their effect on the district, departments, and/or schools</li> <li>• Instructional programs improve student achievement</li> <li>• Adaptations or adjustments are created when data indicate lack of improvement in student achievement</li> </ul> |

# 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 (*Clear and Consistent 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 - Clear and consistent focus on maximizing the learning and growth of all students</i> | <i>Domain I: A Data-Driven Focus on Student Achievement<br/>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 programing. | Domain I: A Data-Driven: (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.   | Domain III: A Guaranteed and Viable Curriculum: (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.   | Domain I: A Data-Driven: (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.   | <b>No Alignment</b>  |
| Key Element E. Develop and maintain longitudinal data and communication systems to deliver actionable information for district, school, and classroom improvement.  | Domain I: A Data-Driven: (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.   | Domain I: A Data-Driven: (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.   | Domain I: A Data-Driven: (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.   | Domain I: A Data-Driven: (4) The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.   |
| <b>Standard 2 - Instructional and Assessment Leadership</b>   | <b>Domain I: A Data-Driven Focus on Student Achievement</b><br><b>Domain II: Continuous Improvement of Instruction</b><br><b>Domain III: A Guaranteed and Viable Curriculum</b><br><b>Domain V: School Climate</b>                               |
| Key Element A. Focus on student learning by leading the implementation of a rigorous, relevant and prioritized curriculum and assessment system.  | Domain III: A Guaranteed and Viable Curriculum: (1) The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.  |

|   |  |
|---|--|
|   | Domain III: A Guaranteed and Viable Curriculum: (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. | <b>No Alignment</b>  |
| Key Element C. Recognize a full range of pedagogy and monitor the impact of instruction.  | Domain II: Continuous Improvement of Instruction: (3) The school leader is aware of predominant instructional practices throughout the school.   |
| Key Element D. Ensure that there is differentiation, personalization, intellectual stimulation, collaboration, authenticity, and recognition of student strengths in instructional practice.  | Domain II: Continuous Improvement of Instruction: (1) The school leader provides a clear vision as to how instruction should be addressed in the school.<br><br>Domain III: A Guaranteed and Viable Curriculum: (3) The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.  |
| Key Element E. Promote the effective uses of technology to support teaching and learning.   | Domain V: School Climate: (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 use of formative assessment data to inform instruction.   | Domain I: A Data-Driven: (4) The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.<br><br>Domain I: A Data-Driven: (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. |
| <b>Standard 3 - Developing and Supporting a Learning Organization</b>   | <b>Domain II: Continuous Improvement of Instruction<br/>Domain IV: Cooperation and Collaboration</b>   |

|   |   |
|---|---|
| Key Element A. Effectively lead the implementation of a high-quality educator support and evaluation system that advances the professional growth of their staff.         | Domain II: Continuous Improvement of Instruction: (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.   |
| 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. | Domain II: Continuous Improvement of Instruction: (5) The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.   |
| Key Element C. Create and/or support collaborative learning organizations to foster improvements in teacher practices and student learning.                               | Domain IV: Cooperation and Collaboration: (1) The school leader ensures that teachers have opportunities to observe and discuss effective teaching.<br><br>Domain IV: Cooperation and Collaboration: (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.                          |
| Key Element D. Guide implementation of improvement initiatives and provide the time and support for these initiatives to achieve desired outcomes.                        | <b>No Alignment</b>   |
| Key Element E. Lead the evaluation of new and existing programs as part of a continuous improvement process.  | <b>No Alignment</b>   |
| Key Element F. Cultivate the ability of teachers and other members of the community to become leaders by providing assistance and leadership opportunities.               | Domain IV: Cooperation and Collaboration: (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.<br><br>Domain IV: Cooperation and Collaboration: (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.   | <b>No Alignment</b>   |
| <b>Standard 4 - Vision, Mission, and Culture</b>  | <b>Domain I: A Data-Driven Focus on Student Achievement</b><br><b>Domain V: School Climate</b>  |

|  |  |
|--|--|
| <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>Domain I: A Data-Driven: (4) The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.</p> <p>Domain I: A Data-Driven: (3) The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.</p> |
| <p>Key Element B. Articulate, advocate, and cultivate core values that define the school's and district's culture.</p>   | <p>Domain V: School Climate: (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.</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>Domain V: School Climate: (3) The school leader ensures that faculty and staff perceive the school environment as safe and orderly.</p> <p>Domain V: School Climate: (4) The school leader ensures that students, parents, and community perceive the school environment as safe and orderly.</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><b>No Alignment</b></p>   |
| <p><b>Standard 5 - Efficient and Effective Management</b></p>  | <p><b>Domain II: Continuous Improvement of Instruction</b><br/><b>Domain V: School Climate</b></p>   |
| <p>Key Element A. Recruit, hire, support, develop, and retain effective teachers and other professional staff and form them into an effective team.</p>  | <p>Domain II: Continuous Improvement of Instruction: (2) The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.</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><b>No Alignment</b></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><b>No Alignment</b></p>   |

|   |   |
|---|---|
| Key Element D. Use appropriate strategies to guide their organizations through change (e.g. first- and second-order change strategies).   | <b>No Alignment</b>   |
| Key Element E. Support the learning of all students by appropriating and regulating monetary, human and material supplies, time, equipment, technology, and alliances with school and district goals.                           | Domain V: School Climate: (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 and district operate within the guidelines of federal, state, and local laws, policies, regulations, and statutory requirements.                     | <b>No Alignment</b>   |
| <b>Standard 6 - Ethics and Professionalism</b>  | <b>Domain V: School Climate</b>   |
| Key Element A. Lead with integrity.   | Domain V: School Climate: (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 ethical behavior is expected and practiced by all faculty, staff, students, and volunteers.   | <b>No Alignment</b>   |
| Key Element C. Contribute to district and state initiatives.  | <b>No Alignment</b>   |
| Key Element D. Evaluate the potential ethical, legal, and precedent-setting consequences of decision-making.  | <b>No Alignment</b>   |
| <b>Standard 7 - Communication and Community Engagement</b>  | <b>Domain IV: Cooperation and Collaboration</b>   |
| 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. | Domain IV: Cooperation and Collaboration: (2) The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives.<br><br>Domain IV: Cooperation and Collaboration: (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. |
| Key Element B. Implement and maintain policies to establish working relationships with the community and media to garner support and build consensus for school and district goals.   | <b>No Alignment</b>   |
| Key Element C. Use community engagement efforts to identify and share successes and to address challenges for the benefit of students.  | <b>No Alignment</b>   |

|  |  |
|--|--|
| Key Element D. Are easily approached, available, and inviting to students, staff, and community.   | <b><i>No Alignment</i></b>   |
| Key Element E. Are intentional about considering improvement ideas from outside the school system. | Domain IV: Cooperation and Collaboration: (5) The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school. |



**MARZANO**  
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# 2018 Update: The Marzano **Focused School Leader** Evaluation Model

Reframing the right balance for instructional and  
operational leadership

WHITE PAPER

Beverly G. Carbaugh and Robert J. Marzano

# Our Mission

LSI empowers schools and districts to transform core instruction and leadership practices, resulting in rapid gains in student learning.

**Robert J. Marzano, Ph.D.**  
**Executive Director**

**Michael D. Toth, CEO**



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# Introduction

After more than five years of national implementation of the Marzano School Leader Evaluation Model (MSLEM), we are pleased to introduce a significant update of the model focused on creating a critical balance and synergy between *instructional leadership* and *operational leadership*.

The updated Marzano Focused School Leader Evaluation Model is designed to encourage districts to consider how to use this growth and evaluation framework to break down large categories of behavior into individual elements, in order for school leaders to self-assess and guide professional practice and growth. As part of the process, the school leader is evaluated on how effectively he or she is getting the desired results of implementing these elements. This conceptual framework undergirds the model and supports improved performance and professional growth; thus, evaluation becomes the measurement of the school leader's progress toward specific elements or standards within the framework. If a school leader wants to grow his or her practice, the Focused School Leader Evaluation Model serves as a roadmap.

## Key Objectives of the 2018 Updated Marzano School Leader Evaluation Model

- To recognize the responsibility of the school leader to find balance and synergy between instructional and operational leadership
- To recognize the importance of supporting diversity, inclusiveness, and equal opportunity for each student
- To clearly define the role of the school leader in keeping the school focused on its core values
- To support a caring and collaborative culture where all stakeholders embrace a growth mindset
- To keep a constant focus on results

We have revised the objectives for the 2018 Focused Model to *balance a dual focus on instructional and operational leadership*. Instructional leadership requires a large skill set, but as any school leader will tell you, mastery of those skills alone will not guarantee a school’s success. There must be a critical balance between instructional leadership and operational leadership. Multiple factors create this balance and interplay, and the updated Focused Model recognizes those factors and their importance.

Additionally, our definition of *instructional leadership* has continued to evolve under the impetus of new research, and the updated elements in the model reflect this evolution. A large body of research over the past decade has underscored the significant, if indirect, role the school leader plays in student learning. This research has in turn helped to shift the focus of our national conversations around school leadership. Where once the school leader’s primary responsibilities lay in administrative duties related to the smooth daily operations of the school building—the school leader as building manager—in recent years that focus has shifted to an emphasis on instructional leadership. A 2013 Wallace Foundation report, for example, noted that “historically, public school principals were seen as school managers . . . only in the last few decades has the emphasis shifted to academic expectations for all.” Citing a Vanderbilt study, the Wallace report authors go on to say:

This change comes in part as a response to twin realizations: Career success in a global economy depends on a strong education;

for all segments of U.S. society to be able to compete fairly, the yawning gap in academic achievement between disadvantaged and advantaged students needs to narrow. In a school, that begins with a principal’s spelling out “**high** standards and **rigorous** learning goals,” Vanderbilt University researchers assert with underlined emphasis. Specifically, they say, “The research literature over the last quarter century has consistently supported the notion that having high expectations for all, including clear and public standards, is one key to closing the achievement gap between advantaged and less advantaged students and for raising the overall achievement of all students.”

In *School Leadership for Results*, we discussed the explosion of empirical research into school leadership best practices that followed on the heels of the Interstate School Leaders Licensure Consortium’s (ISLLC) original “Standards for School Leaders” in 1996. Those standards were updated in 2008 and were updated again in 2015 as the Professional Standards for Educational Leaders (PSEL). In their rationale for the 2015 standards, the PSEL authors note that:

The profession of educational leadership has developed significantly. Educators have a better understanding of how and in what ways effective leadership contributes to student achievement. An expanding base of knowledge from research and practice shows that educational leaders exert influence on student achievement by creating challenging but also

caring and supportive conditions conducive to each student’s learning. They relentlessly develop and support teachers, create positive working conditions, effectively allocate resources, construct appropriate organizational policies and systems, and engage in other deep and meaningful work outside of the classroom that has a powerful impact on what happens inside it. Given this growing knowledge—and the changing demands of the job—educational leaders need new standards to guide their practice in directions that will be the most productive and beneficial to students.

The 2018 Focused Model reflects these new insights and pressures, and specifically addresses the emphases of the 2015 PSEL in our reformulation of the domains and elements. The new PSEL, for example, emphasizes Core Values, Curriculum and Instruction, Community of Care and Support, Professional Development for Staff, Collaboration, and Operational Capabilities among other areas of importance. You will find these recognized in the domains of our updated model. We will discuss the specifics of the domains, elements, desired effects, and the sample evidences in some detail below. But before our discussion of the specific domains, it’s important to understand what we mean by *instructional leadership* and *operational leadership* and how these two leadership capacities are interdependent and critical to the successful functioning of the school.

## The Instructional/Operational Leader

True instructional leadership requires a deep understanding of, and commitment to, the interconnected areas of instruction, curriculum, and assessment in the service of optimizing student learning (Dufour & Marzano, 2011). Various definitions of instructional leadership have been proposed over the years, but there is general agreement that the term implies a deep involvement with teaching and learning. The school leader’s involvement may take many forms: leading and supporting teacher learning teams, providing rich classroom observation feedback, modeling effective instruction, providing professional development opportunities, supporting standards-based instruction, and ensuring equal learning opportunities for all students, for example. In these capacities, the instructional leader is highly visible and accessible; he or she distributes necessary resources and clears distractions so that everyone in the school can focus on what matters most: student learning.

It’s not much of a stretch to see how “instructional leadership” is intimately connected to “operational leadership”. Standard 9 (Operations and Management) of the PSEL, for example, makes explicit that the goal of streamlined operations is to ensure students’ academic success and well-being. The elements of this standard include

optimizing teachers' professional capacity to address each student's learning needs; acquiring resources to support curriculum, instruction, and assessment; protecting teacher time from disruption; maintaining data systems to provide actionable information for classroom and school improvement; and developing systems for managing conflict resolution. It's quite clear how these aspects of operational leadership would directly impact instruction and improve the conditions for student learning. Operational leadership refers to how the leader operates all aspects of the functioning of the school: culture, climate, safety, and the budget. In the Focused Model, instructional leadership duties are emphasized in Domains 1, 2, and 3, and operational responsibilities the focus in Domains 4, 5, and 6.

The Marzano Focused School Leader Evaluation Model has been updated to make these connections between instructional and operational leadership explicit and to balance these interconnected responsibilities. The model's protocols have been revised to include a specific desired effect for each element and an increased number of sample evidences. We will now turn to a discussion of the six domains and 21 elements and examine examples of the new desired effects and evidences.

# Overview of the Six Domains

A comprehensive growth and evaluation system is a *framework* that addresses all the actions, decisions, and work that a school leader does on a daily basis. School leaders can use such a framework to measure all their actions and to self assess their behaviors and responsibilities.

The second valuable aspect of a framework is that it encourages every educator in the system to use a common professional language, and to use common names for specific behaviors. A framework allows everyone in a system to recognize and talk about behavior using common descriptors related to instruction or key performance indicators. Just as in the professions of law or medicine, educators need to have a common language to speak with accuracy about what they are doing and observing.



## Marzano Focused School Leader Evaluation Model



DOMAIN  
1

### A Data-Driven Focus on School Improvement

**Element 1:**  
The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.

**Element 2:**  
The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.

**Element 3:**  
The school leader ensures the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.

DOMAIN  
2

### Instruction of a Viable and Guaranteed Curriculum

**Element 1:**  
The school leader provides a clear vision for how instruction should be addressed in the school.

**Element 2:**  
The school leader continually examines and provides updates so that all teachers use the instructional model.

**Element 3:**  
The school leader ensures that school curriculum and accompanying assessments align with state and district standards.

**Element 4:**  
The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.

**Element 5:**  
The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum.

DOMAIN  
3

### Continuous Development of Teachers and Staff

**Element 1:**  
The school leader effectively hires, supports and retains personnel who continually demonstrate growth through reflection and growth plans.

**Element 2:**  
The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.

**Element 3:**  
The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.

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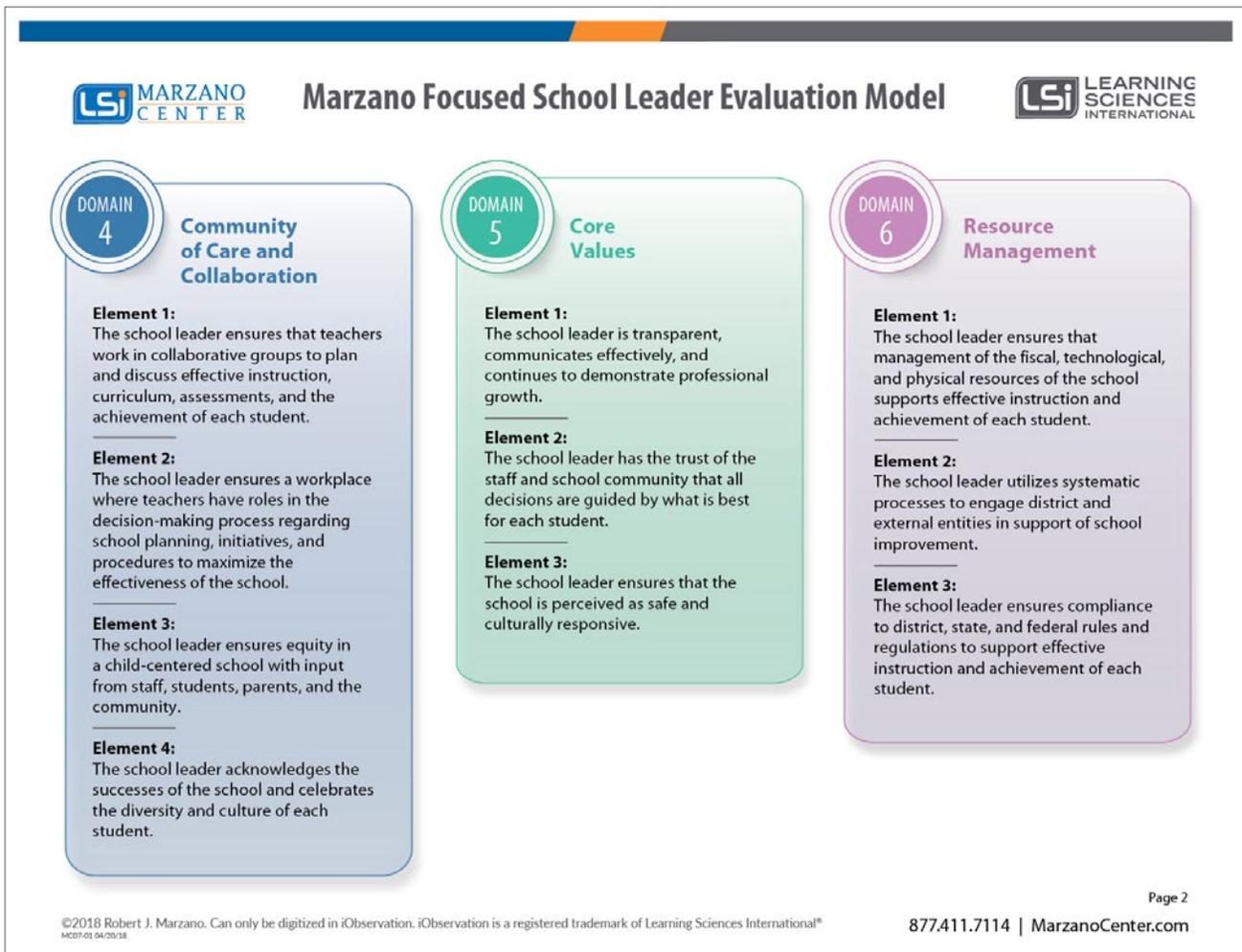


Figure 1: The 2018 Marzano School Leader Evaluation Model

As with the original Marzano School Leader Evaluation Model, the Focused Model is an objective, evidence-based model that evaluates school leader performance against specific criteria, alignment to professional standards, and specific evidences. The revised model integrates many of the criteria and behaviors leaders need to demonstrate into more focused domains and additionally emphasizes the operational responsibilities necessary to support optimal student learning.

The Focused School Leader Evaluation Model now contains six, rather than five, domains that define the major job responsibilities of the school leader, and the language of the domains has been adjusted to reflect current literature and research regarding school leaders (see the overview of research on page 15). As illustrated in the figure above, **Domain 1** is now A Data-Driven Focus on School Improvement (previously A Data-Driven Focus on Student Achievement), a shift that reflects a broader perspective regarding student achievement while continuing to emphasize the use of data to drive student achievement, which drives school improvement.

The updated **Domain 2** (Instruction of a Guaranteed and Viable Curriculum) collapses Domains 2 and 3 of the original model (incorporating two elements from Continuous Improvement of Instruction and three from A Guaranteed and Viable Curriculum). This change reflects the interconnectedness of curriculum and instruction as well as the necessity that both align with new state standards. A major part of an instructional leader's job begins with a clear vision of what teaching looks like in the school.

**Domain 3**, Continuous Development of Teachers and Staff, is a new domain focused on operational and human capital management. Although the school leader's primary focus is on improving teacher practice, all staff must grow in their areas of responsibility. The new Domain 3 makes that balance clear: It is critical for the school leader to manage all people in the building. In the original model, this focus was addressed by Elements 2, 4, and 5 of Domain 2.

**Domain 4**, Community of Care and Collaboration, retains its emphasis from the previous Domain 4 (Cooperation and Collaboration) with a slight shift in focus. The aim is to promote a more inclusive way to think about the school leader's role in establishing a community of care, including the responsibility to ensure equity in instruction, the celebration of diversity, and an emphasis on collaborative teamwork for teachers to plan effective instruction. Domain 4 addresses the way a school does its work, looking at how staff forms a unified, transparent, and collaborative environment so that the school functions at optimal levels. Thus, Domain 4 emphasizes the operational side of the school leader's responsibilities, and now contains four, rather than five, elements.

**Domain 5**, Core Values, represents a shift from the previous domain name of School Climate to broader ways of thinking about the values that the school leader is committed to: transparency, trust, cultural responsiveness, and safety. These are the values that the school leader instills in the school so that they are perceived by all stakeholders. Domain 5 is based on the understanding that what the school leader values and models influences the community's perception of the school and how it feels to be a part of the school. The three elements that comprise Domain 5 are drawn from Domain 5 of the prior version of the model and are related to operational responsibilities.

**Domain 6**, Resource Management, is a new domain that recognizes the important role that resource management plays in both instructional and operational leadership and school improvement. This domain focuses on how school leaders manage all of the fiscal and physical resource necessities at the school to support optimal student learning, including attention to and compliance with district and federal mandates. John Kotter (2001) has written that ***"Management is about coping with complexity. ... Leadership, by contrast, is about coping with change."*** It is in this sense that the school leader's resource management duties outlined in Domain 6 contribute to the larger vision of the school in their specific and targeted support of school improvement, instruction and curriculum, continuous improvement, collaboration and care, and core values. The three elements of Domain 6 specifically emphasize this focus on student achievement and school growth.

# Overview of Updated Sample Protocols

The 2018 update of the Marzano School Leader Evaluation Model employs the same five-point scales (0-4) as the original model, and the model may be implemented as part of an aligned growth and evaluation system. The model is agnostic in that it is designed may be used in conjunction with any teacher or district leader evaluation system. The updated protocols provide broader evidences with more behaviors identified, so that as the leader uses the model for self-assessment and reflection, the evidences serve as a guide to process.

As with the original model, the focus statements in the protocols are designated at Level 2 on the scale. Providing evidence of the desired effects indicate a score at Level 3. Updated evidences and desired effects are included in the protocols. The example below is the protocol for Domain 1, Element 1. Note that the desired effect is specifically stated for each element beneath the focus statement.

## Domain I: A Data-Driven Focus on School Improvement I (1): The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.

Desired Effect: Everyone understands the school’s most critical goals for improving student achievement.

| Scale Value           | Description   |
|-----------------------|---|
| <b>Innovating (4)</b> | The school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the critical goals.   |
| <b>Applying (3)</b>   | The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school AND regularly monitors that everyone understands the critical goals for improving student achievement. |
| <b>Developing (2)</b> | The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.   |
| <b>Beginning (1)</b>  | The school leader attempts to use appropriate data to develop critical goals focused on improving student achievement at the school, but does not complete the task or is not successful.   |
| <b>Not Using (0)</b>  | The school leader does not attempt to use appropriate data to develop critical goals focused on improving student achievement at the school.  |

### Sample Evidences for Element 1 of Domain I

- Published goals focus on a plan for eliminating the achievement gap for each student
- Goals support the vision and mission of the school
- School improvement goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments
- Multiple sources of data are used to develop critical goals
- School-wide achievement goals are posted and discussed regularly at faculty and staff gatherings
- Written goals address the most critical and severe achievement deficiencies
- Written timelines contain specific benchmarks for each goal including who provides support for achieving the goal
- A school improvement or strategic plan delineates the critical goals
- Faculty and staff can explain how goals support and eliminate differences in achievement for students at different socioeconomic levels, English learners, and students with disabilities
- Faculty and staff can describe why the identified school-wide achievement goals are the most critical
- Data are available to identify how the most critical achievement goals of the school are supported

## The Role of the Evaluator

A district leader evaluating a school leader on Domain 1, Element 1 behaviors would turn to the sample evidences for that element (or additional evidences devised by the district) to gauge the success of the initiative. The evaluator might ask, for example: Are schoolwide achievement goals posted and discussed regularly at faculty meetings? Can faculty and staff explain how goals support eliminating differences in achievement for each student subgroup? Can faculty and staff identify the most critical achievement goals of the school?

As in the original 2012 model, each component of the updated model has been designed to meet three objectives: to develop school leader capacity; to ensure fair, accurate, and reliable evaluation of school leaders; and to improve teachers, because teachers are a leading indicator of principal effectiveness.

## Procedures for Scoring

Scoring procedures remain the same as in the original Marzano School Leader Evaluation Model.

The scales of the model represent a continuum of behaviors for each of the model’s 21 elements. For seamless alignment, the Marzano teacher, non-classroom, and district leader evaluation models employ the same scale structure.

As we see in the sample scale above, the scale for Domain 1, Element 1 ranges from 0 (Not Using) to 4 (Innovating).

A score of 0 (Not Using) indicates that the school leader *does not attempt* to use the strategy or demonstrate the behavior—in this case, the school leader makes no attempt to use data to make decisions related to school improvement.

A score of 1 (Beginning) indicates that the school leader attempts to use the strategy or tries to demonstrate the behavior but *does so only partially or with errors*. For example, the school leader may have put in place a system for collecting and analyzing data but has not yet used that data to develop critical goals focused on improving student achievement.

A score of 2 (Developing) indicates that the school leader accurately displays all the behaviors called for in the element (recall that this is the level of the Focus Statement). This score indicates that the leader is in the compliance stage, consciously completing all the constructs required in the element but stopping there and not moving beyond. Here it is important for the evaluator to develop a plan with the school leader to move to Level 3 (Applying).

A score of 3 (Applying) indicates that the school leader has reached the target or proficiency level. This is the most critical level of the scale progression. A school leader at Applying incorporates all of the behaviors of the Developing level, with an important addition. At Applying, the school leader begins the process of analyzing whether the strategy is achieving the element’s desired effect: In Domain 1, Element 1, for example, do the staff and faculty in the school understand the school’s most critical goals for improving student achievement? And how is the school leader regularly monitoring this understanding with all staff?

A score of 4 (Innovating) indicates that the school leader not only achieves the desired effect with those impacted by the element, but additionally, in order to achieve a score of Innovating, the school

leader may need to change, modify, or adapt the current strategy. In Domain 1, Element 1, we see that a score of Innovating means that the school leader ensures *adjustments are made or new methods are utilized* so that *all* stakeholders sufficiently understand the critical goals. The language in the scale indicates flexibility and a willingness to try new strategies to continue to attempt to reach all faculty, communicate student achievement goals, and promote understanding.

The scale can serve as a self-assessment for the school leader as well as an evaluative measure for the evaluator. It establishes a common language of growth and evaluation and straightforward description of behaviors, actions, and goals that allows everyone within the system to understand exactly what is meant at each level of the scale.

## Using Evidence for Scoring

As with the original model, scoring of the updated school leader model is based on evidence, making it an objective model and facilitating inter-rater reliability if the school leader has multiple evaluators giving input to inform the evaluation. Evidence may be obtained from multiple sources including observation, conferencing, or artifacts. Artifactual evidence is a critical component of this model, as it facilitates the school leader’s ongoing use of survey data, formative student data, and other evidence to substantiate that the leader’s actions are achieving the desired effect. The 2018 update includes expanded sample evidences for each element; these may be supplemented with additional evidences devised by the district. It is important to note that

the sample evidences are in no way intended to be used as a checklist. Rather, the observer uses the evidences to provide efficient and accurate feedback.

## Review of Leadership Studies

In addition to the extensive research base detailed on page 22, two recent reports have supported the validity of the Marzano School Leader Evaluation Model. The 2017 RAND Report, *School Leadership Interventions Under the Every Student Succeeds Act: Evidence Review*, identified the Marzano School Leader Evaluation Model as one of only two leader evaluation models that meet the Every Student Succeeds Act (ESSA) criteria for evidence-based leader evaluation systems.

Additionally, a 2016 Mid-Atlantic REL study, *Measuring principals' effectiveness: Results from New Jersey's first year of statewide principal evaluation* from the Mathematics Policy Research Institute, also reported on the effectiveness of the model based on first-year implementation data of 212 principals in 209 schools. One of the study's conclusions was that principal ratings with the model and median student growth percentiles had moderate to high year-to-year stability.

As noted above, one of the significant updates to the model is addressed in Domain 6, Resource Management. Research on how a school leader's operational capabilities and resource management practices impact student achievement or school

growth is still somewhat scarce. But a 2009 Stanford University study conducted on Miami-Dade Public Schools concluded that:

... time spent on Organization Management activities is associated with positive school outcomes, such as student test score gains and positive teacher and parent assessments of the instructional climate; whereas Day-to-Day Instruction activities are marginally or not at all related to improvements in student performance and often have a negative relationship with teacher and parent assessments. This paper suggests that a single-minded focus on principals as instructional leaders operationalized through direct contact with teachers may be detrimental if it forsakes the important role of principals as organizational leaders.

Additionally, some researchers have made a distinction between “management” and “leadership” that may be useful here. School leaders must be leaders not managers, even when designing and executing operational systems. Citing 2011 research by Shamas-ur-Reman Toor in the engineering field, Stein (2013) in the *Journal of Leadership Education* notes three significant themes that emerge in thinking about the difference between leadership and management:

In his extensive research on the differences between managers and leaders, Toor (2011) concluded that there are three significant themes: “First, leadership pursues change that is coupled with sustainability, while management endeavors to maintain order that is tied with the bottom line. Second, leadership exercises personal power and relational influence to gain authority, whereas management banks on position power and structural hierarchy to execute orders. Third, leadership empowers people, whereas management imposes authority” (p. 318). It is no coincidence, therefore, that America’s highest performing schools are the products of good leadership as opposed to effective management.

In this vein, the authors of the 2018 Marzano School Leader Evaluation Model have conceptualized school management of resources and operations as evidence of effective operational leadership.

## The Research Base of the Marzano School Leader Evaluation Model

In *School Leadership for Results*, we outlined the research supporting the Marzano School Leader Evaluation Model, which was drawn from four primary documents.

The conceptual framework for the model is based on historical and contemporary research. We also drew on recent public policy initiatives to formulate and refine our theoretical perspective and recommendations. The research draws from four primary documents related to school leadership:

- (1) The multi-year Wallace Study conducted and published jointly by the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota and the Ontario Institute for Studies in Education at the University of Toronto (Louis, Leithwood, Wahlstrom, & Anderson, 2010);
- (2) The 2011 study of *What Works in Oklahoma Schools* (Marzano Research Laboratory, 2011) conducted by Marzano Research Laboratory with the Oklahoma State Department of Education over the 2009-2010 and the 2010-2011 school years;
- (3) The Marzano, Waters, and McNulty meta-analysis of school leadership published in 2005 in *School Leadership that Works*; and
- (4) The Marzano study of school effectiveness published in 2003 in *What Works in Schools*.

The report funded by the Wallace Foundation, *Learning from Leadership: Investigating the Links to Improved Student Learning*, stands as the seminal examination of the relationship between school

leader actions and behaviors and student academic achievement. The report confirmed through quantitative data that effective school leadership is linked to student achievement: It concluded that principals play the central role in leadership, while “collective leadership” shared between teachers, parents, and other stakeholders plays a contributing part. Researchers found that, for example, “Leadership practices targeted directly at teachers’ instruction (i.e., instructional leadership) have significant, although indirect, effects on student achievement.”

The authors further noted that “Leadership effects on student learning occur largely because leadership strengthens professional community; teachers’ engagement in professional community, in turn, fosters the use of instructional practices that are associated with student achievement.” They added that “the professional community effect may reflect the creation of a supportive school climate that encourages student effort above and beyond that provided in individual classrooms.” The report confirmed that school leaders have a profound impact on school culture and that a culture focused on student learning will yield results in improved student performance.

The study of *What Works in Oklahoma Schools* conducted by Marzano Research Laboratory (2010) for the Oklahoma State Department of Education also indicated that specific actions on the part of administrators are statistically related to student academic achievement. In addition, Marzano, Waters, and McNulty’s Meta-Analysis of School Leadership, published in *School Leadership that Works* (Marzano et al., 2005), which examined the research literature

from 1978 to 2001, also found that school leadership has a statistically significant relationship with student achievement. Such leadership can be explained as 21 responsibilities of effective school leaders. As the school leader evaluation model developed, these 21 responsibilities were redefined as specific actions and subsequently became the original model’s elements.

Finally, the Marzano study of effective schools published in *What Works in Schools* (Marzano, 2003), specified 11 factors that schools must attend to if they are to enhance student achievement and the school leadership implications regarding those 11 factors. The Marzano School Leader Evaluation Model was developed based on these key findings, what we believe are best practices within the profession.

## Conclusion

New research and practice necessitates that evaluation models undergo regular examination and revision to maintain alignment to best practices in the education field. Updating a growth and evaluation model requires a delicate balance: The model must identify the essential behaviors required, define clear measurement standards, and perhaps most critically, the model must be built to support feedback and growth objectives. We believe the 2018 Marzano School Leader Evaluation Model is complex enough to provide specificity and objectivity, yet streamlined enough to support ease of adoption and use. Our objective in this model update was to provide a set of criteria to help school leaders reflect on and improve their practice while remaining true to our vision of which leadership qualities are most likely to impact whole school improvement and student achievement.

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# The Full Protocols for the Marzano Focused School Leader Model

## Domain I: A Data-Driven Focus on School Improvement

**I (1): The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.**

Desired Effect: Everyone understands the school’s most critical goals for improving student achievement.

| Scale Value           | Description   |
|-----------------------|---|
| <b>Innovating (4)</b> | The school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the critical goals.   |
| <b>Applying (3)</b>   | The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school AND regularly monitors that everyone understands the critical goals for improving student achievement. |
| <b>Developing (2)</b> | The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.   |
| <b>Beginning (1)</b>  | The school leader attempts to use appropriate data to develop critical goals focused on improving student achievement at the school, but does not complete the task or is not successful.   |
| <b>Not Using (0)</b>  | The school leader does not attempt to use appropriate data to develop critical goals focused on improving student achievement at the school.  |

| Sample Evidences for Element 1 of Domain I   |
|--|
| <ul style="list-style-type: none"> <li>• Published goals focus on a plan for eliminating the achievement gap for each student</li> <li>• Goals support the vision and mission of the school</li> <li>• School improvement goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments</li> <li>• Multiple sources of data are used to develop critical goals</li> <li>• School-wide achievement goals are posted and discussed regularly at faculty and staff gatherings</li> <li>• Written goals address the most critical and severe achievement deficiencies</li> <li>• Written timelines contain specific benchmarks for each goal including who provides support for achieving the goal</li> <li>• A school improvement or strategic plan delineates the critical goals</li> <li>• Faculty and staff can explain how goals support and eliminate differences in achievement for students at different socioeconomic levels, English learners, and students with disabilities</li> <li>• Faculty and staff can describe why the identified school-wide achievement goals are the most critical</li> <li>• Data are available to identify how the most critical achievement goals of the school are supported</li> </ul> |

## I (2): The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.

Desired Effect: Data confirm students are making progress towards meeting their achievement goals.

| Scale Value           | Description   |
|-----------------------|---|
| <b>Innovating (4)</b> | The school leader ensures that multiple sources of data are analyzed to provide the most relevant information and readdresses achievement goals using accrued achievement data.   |
| <b>Applying (3)</b>   | The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals AND monitors the extent to which student data are used to track progress toward goal. |
| <b>Developing (2)</b> | The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.  |
| <b>Beginning (1)</b>  | The school leader attempts to ensure appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals, but does not complete the task or is not successful.                      |
| <b>Not Using (0)</b>  | The school leader does not attempt to ensure appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.   |

### Sample Evidences for Element 2 of Domain I

- Reports, charts, graphs, and other relevant data for each student are available for tracking status and growth
- Data are routinely analyzed for learning gaps
- Individual student results from multiple types of assessments are regularly reported and used (e.g. classroom formative, benchmark, summative/end of year)
- Individual student reports, graphs, and charts are regularly updated to track the progress of each student
- Teachers regularly meet to analyze school growth data for individual students
- School leadership teams regularly meet to analyze individual student performance
- Teachers utilize multiple sources of individual student data in planning to close achievement gaps
- Teachers regularly analyze data of their individual students, including all subgroups
- Students keep data logs regarding their individual goals and for tracking progress
- Student-led conferences focus on the student's achievement goals
- Parents have access to student achievement data systems to track student progress
- Parent-teacher conferences focus on individual student goals and progress
- Teacher plans address the learning goals of their students
- Each student has recorded achievement goals for classroom formative, benchmark, and summative assessments

### I (3): The school leader ensures the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.

Desired Effect: Data confirm interventions help each student meet achievement goals.

| Scale Value           | Description  |
|-----------------------|--|
| <b>Innovating (4)</b> | The school leader continually examines and expands the options for individual students to make adequate progress towards meeting their achievement goals.  |
| <b>Applying (3)</b>   | The school leader ensures that appropriate interventions and supportive practices are implemented to help each student meet achievement goals AND monitors whether interventions help each student meet achievement goals. |
| <b>Developing (2)</b> | The school leader ensures the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.  |
| <b>Beginning (1)</b>  | The school leader attempts to ensure the appropriate implementation of interventions and supportive practices to help each student meet achievement goals, but does not complete the task or is not successful.            |
| <b>Not Using (0)</b>  | The school leader does not attempt to ensure the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.   |

| Sample Evidences for Element 3 of Domain I   |
|--|
| <ul style="list-style-type: none"> <li>• Processes are in place to identify students who need interventions</li> <li>• Interventions take place during the school day or in extended day programs (e.g. Saturday school, summer school)</li> <li>• Response to intervention measures and/or multi-tiered systems of support are in place and routinely measured for producing results</li> <li>• Enrichment programs are in place</li> <li>• Intervention, including enrichment, programs are constantly monitored to measure their effect on student achievement</li> <li>• Completion rates of programs designed to enhance academic achievement are monitored (e.g. gifted and talented, advanced placement, STEM, etc.)</li> <li>• Processes for ongoing progress monitoring are used to appropriately place students and, when appropriate, redirect students into intervention support groups</li> <li>• Push-in or other in-class interventions are utilized when appropriate</li> <li>• Interventionist and classroom teachers regularly work together to track student progress</li> <li>• Teachers can explain how implemented interventions help individual students meet their goals</li> <li>• Students and/or parents can identify how interventions helped close their achievement gap</li> </ul> |

## Domain II: Instruction of a Viable and Guaranteed Curriculum

### II (1): The school leader provides a clear vision for how instruction should be addressed in the school.

Desired Effect: Teachers use the instructional model.

| Scale Value           | Description  |
|-----------------------|--|
| <b>Innovating (4)</b> | The school leader continually examines and provides updates so that all teachers use the instructional model.  |
| <b>Applying (3)</b>   | The school leader provides a clear vision for how instruction should be addressed in the school AND monitors the extent to which the teachers use the instructional model. |
| <b>Developing (2)</b> | The school leader provides a clear vision for how instruction should be addressed in the school.   |
| <b>Beginning (1)</b>  | The school leader attempts to provide a clear vision for how instruction should be addressed in the school, but does not complete the task or is not successful.           |
| <b>Not Using (0)</b>  | The school leader does not attempt to provide a clear vision for how instruction should be addressed in the school.  |

| Sample Evidences for Element 1 of Domain II  |
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| <ul style="list-style-type: none"> <li>• A written document articulating the school-wide model of instruction is in place</li> <li>• The school-wide language of instruction is used regularly by faculty in their professional learning communities and in faculty and/or department meetings</li> <li>• The school-wide language of instruction is used regularly by faculty in their informal conversations</li> <li>• Professional development opportunities are provided for new and experienced teachers regarding the school-wide model of instruction</li> <li>• Implementation of the instructional model is evident in daily classroom instruction</li> <li>• Intentional planning to use the instructional model is evident in teacher lesson plans</li> <li>• New initiatives are prioritized and limited in number to support the instructional model</li> <li>• Teachers can describe the major components of the school-wide model of instruction</li> <li>• Teachers can explain how strategies in the instructional framework promote learning for the school's diverse population</li> <li>• Data are available to support teacher implementation of the instructional model (e.g. lesson plans, observations, PLC notes)</li> <li>• The vision for instruction is shared throughout the school and community</li> </ul> |

## II (2): The school leader uses knowledge of the predominant instructional practices in the school to improve teaching.

Desired Effect: Teachers improve instructional practices when leader provides feedback regarding predominant instructional practices.

| Scale Value           | Description  |
|-----------------------|--|
| <b>Innovating (4)</b> | The school leader regularly intervenes to ensure that ineffective instructional practices are corrected and effective instructional practices are implemented.                                 |
| <b>Applying (3)</b>   | The school leader uses knowledge of the predominant instructional practices in the school to improve teaching AND monitors the extent to which teachers improve their instructional practices. |
| <b>Developing (2)</b> | The school leader uses knowledge of the predominant instructional practices in the school to improve teaching.   |
| <b>Beginning (1)</b>  | The school leader attempts to use knowledge of the predominant instructional practices in the school to improve teaching, but does not complete the task or is not successful.                 |
| <b>Not Using (0)</b>  | The school leader does not attempt to use knowledge of the predominant instructional practices in the school to improve teaching.  |

| Sample Evidences for Element 2 of Domain II  |
|--|
| <ul style="list-style-type: none"> <li>• Walk-through or other observation data are aggregated to disclose predominant instructional practices in the school</li> <li>• Accurate feedback is provided to each teacher regarding instructional practices</li> <li>• Systems are in place to monitor the effect of predominant instructional practices for each subgroup</li> <li>• Feedback is provided to each teacher regarding instructional practices needed to address learning gaps and diverse student populations</li> <li>• Predominant instructional practices and trends are documented and regularly shared with teachers</li> <li>• Effective instructional practices and problems of practice are accurately described by the school leader</li> <li>• Data shows teachers implement new instructional strategies when provided feedback</li> <li>• Data regarding predominant instructional practices are used to inform professional development opportunities</li> <li>• Observation data confirm that teachers improve instructional practices</li> <li>• Student achievement data improves as teachers improve in the use of instructional strategies</li> <li>• Teachers can describe the predominant instructional practices used in the school and how they affect student achievement</li> </ul> |

### II (3): The school leader ensures that the school curriculum and accompanying assessments align with state and district standards.

Desired Effect: Assessments accurately measure student progress towards achieving the adopted standards.

| Scale Value           | Description  |
|-----------------------|--|
| <b>Innovating (4)</b> | The school leader ensures that the assessment and reporting system focuses on state and district standards and intervenes with teachers who do not utilize adopted standards.  |
| <b>Applying (3)</b>   | The school leader ensures that the school curriculum and accompanying assessments align with state and district standards AND monitors the extent to which the assessments accurately measure student progress toward achieving the adopted standards. |
| <b>Developing (2)</b> | The school leader ensures that the school curriculum and accompanying assessments align with state and district standards.   |
| <b>Beginning (1)</b>  | The school leader attempts to ensure that the school curriculum and accompanying assessments align with state and district standards, but does not complete the task or is not successful.   |
| <b>Not Using (0)</b>  | The school leader does not attempt to ensure that the school curriculum and accompanying assessments align with state and district standards.  |

| Sample Evidences for Element 3 of Domain II  |
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| <ul style="list-style-type: none"> <li>• An understanding of the alignment of curriculum and assessments is demonstrated by the school leader</li> <li>• Curriculum documents are in place that correlate the written curriculum to state and district standards</li> <li>• Resources to support curriculum align to standards</li> <li>• Rubrics or scales are in place that clearly delineate student levels of performance on essential standards</li> <li>• Classroom/formative, benchmark, and summative/end of year assessment data are consistently analyzed for alignment to standards</li> <li>• School teams regularly analyze the relationship between the written curriculum/standards, taught curriculum, and assessments, and makes adaptations when needed</li> <li>• Assessments accurately measure adopted standards</li> <li>• Interventions are in place when standards are required and not incorporated</li> <li>• Implemented assessments reflect knowledge of child development and learning theories</li> <li>• Teachers can describe the essential standards for their subject area and/or grade level</li> </ul> |

## II (4): The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.

Desired Effect: Teachers have time to teach the core or essential standards.

| Scale Value           | Description   |
|-----------------------|---|
| <b>Innovating (4)</b> | The school leader ensures that essential standards are regularly examined and revised to ensure teachers have time to teach the essential standards.  |
| <b>Applying (3)</b>   | The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers AND monitors the extent to which the essential standards are few enough to allow adequate time for students to learn them. |
| <b>Developing (2)</b> | The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.   |
| <b>Beginning (1)</b>  | The school leader attempts to ensure that the school curriculum is focused on essential standards so it can be taught in the time available to teachers, but does not complete the task or is not successful.   |
| <b>Not Using (0)</b>  | The school leader does not attempt to ensure that the school curriculum is focused on essential standards so it can be taught in the time available to teachers.  |

| Sample Evidences for Element 4 of Domain II  |
|--|
| <ul style="list-style-type: none"> <li>• A written list of essential standards is in place and available to each teacher</li> <li>• Written curriculum has been unpacked in such a manner that essential elements/standards have been identified</li> <li>• A curriculum audit has been conducted that delineates how much time it would take to adequately address the essential standards</li> <li>• Teams regularly meet to discuss the progression and viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps)</li> <li>• Time available for specific classes and courses meets the state or district specifications for those classes and courses</li> <li>• Schedules are protected to allow teachers time to teach the essential curriculum/standards</li> <li>• A plan is in place to monitor that the essential curriculum is taught in the time available to teachers</li> <li>• Teachers can describe which elements are essential and can be taught in the scheduled time</li> <li>• Students report they have time to learn the essential curriculum/standards</li> <li>• Processes are implemented at the school to ensure teachers teach the essential curriculum/standards</li> <li>• Data are available to show that teachers teach the essential curriculum/standards</li> <li>• Technology systems support essential standards</li> </ul> |

## II (5): The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum.

Desired Effect: Each teacher teaches the essential standards so every student has the opportunity to learn the essential standards

| Scale Value           | Description  |
|-----------------------|--|
| <b>Innovating (4)</b> | The school leader intervenes with teachers who do not teach essential standards that guarantee students have equal access to learning the critical content of the curriculum.                                    |
| <b>Applying (3)</b>   | The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum AND monitors the extent to which each teacher teaches the essential standards to each student. |
| <b>Developing (2)</b> | The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum.   |
| <b>Beginning (1)</b>  | The school leader attempts to ensure that each student has equal opportunity to learn the critical content of the curriculum, but does not complete the task or is not successful.                               |
| <b>Not Using (0)</b>  | The school leader does not attempt to ensure that each student has equal opportunity to learn the critical content of the curriculum.  |

### Sample Evidences for Element 5 of Domain II

- Tracking systems are in place that examine each student's access to the essential elements/standards of the curriculum
- Parents are aware of their child's current access to the essential/standards elements of the curriculum
- Each student has equal access to advanced placement or other rigorous courses
- Each student has a prescribed program of study that documents access to appropriate courses
- Data are available to show teachers have completed appropriate content area training in their subject area courses
- Each student has equal access to courses that directly address the essential elements/standards of the required curriculum
- Data are available to verify student achievement in critical content and standards
- Teachers can describe the content strategies that result in the highest student learning for specific courses and topics
- Student data/feedback reveal that they are given the opportunity to learn the critical content of the curriculum
- Data are available to show that students are ready to be contributing members of society and participate in a global community (e.g. graduation rates, CTE certifications, post-graduation enrollment)
- Data are available to show that students are college and career ready
- Appropriate technology is in place to support and enhance instruction and curriculum
- The process in place to ensure that each student has an equal opportunity to learn the critical content/standards can be explained by the school leader

## Domain III: Continuous Development of Teachers and Staff

### III (1): The school leader effectively hires, supports, and retains personnel who continually demonstrate growth through reflection and growth plans.

Desired Effect: Teachers and staff continue to grow as they meet their growth goals.

| Scale Value           | Description  |
|-----------------------|--|
| <b>Innovating (4)</b> | The school leader provides interventions and support for teachers and staff who are not meeting their growth goals.  |
| <b>Applying (3)</b>   | The school leader effectively hires, supports, and retains personnel who continually demonstrate growth through reflection and growth plans AND monitors the extent to which teachers and staff achieve their growth goals and continue to grow. |
| <b>Developing (2)</b> | The school leader effectively hires, supports, and retains personnel who continually demonstrate growth through reflection and growth plans.   |
| <b>Beginning (1)</b>  | The school leader attempts to effectively hire, support, and retain personnel who continually demonstrate growth through reflection and growth plans, but does not complete the task or is not successful.                                       |
| <b>Not Using (0)</b>  | The school leader does not attempt to effectively hire, support, and retain personnel who continually demonstrate growth through reflection and growth plans.  |

| Sample Evidences for Element 1 of Domain III   |
|--|
| <ul style="list-style-type: none"> <li>Each teacher provides written pedagogical growth goals</li> <li>Teachers regularly track their progress towards meeting pedagogical growth goals</li> <li>Evaluation results, growth plans, and interventions for struggling personnel are available</li> <li>Meetings are regularly scheduled with personnel regarding their growth goals and tracking progress</li> <li>A teacher induction program is in place to support new teachers</li> <li>Teacher leaders are identified, supported, and provided opportunities to develop</li> <li>Personnel records reveal the leader hires and retains effective personnel</li> <li>Standardized interview processes and/or protocols are utilized</li> <li>Nondiscriminatory hiring practices are evident</li> <li>Personnel records document that support system(s) are utilized to ensure personnel meet their goals</li> <li>Teachers can describe their progress on their pedagogical growth goals</li> <li>Staff members demonstrate continuous growth in their area of responsibility</li> </ul> |

### III (2): The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.

Desired Effect: Teacher observation/evaluation data are consistent with student achievement data.

| Scale Value           | Description   |
|-----------------------|---|
| <b>Innovating (4)</b> | The school leader ensures that teacher evaluation processes are updated regularly to ensure the results are consistent with student achievement data.   |
| <b>Applying (3)</b>   | The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data AND monitors the extent to which teacher evaluations are consistent with student achievement data. |
| <b>Developing (2)</b> | The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.   |
| <b>Beginning (1)</b>  | The school leader attempts to use multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data, but does not complete the task or is not successful.                                   |
| <b>Not Using (0)</b>  | The school leader does not attempt to use multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.  |

| Sample Evidences for Element 2 of Domain III   |
|--|
| <ul style="list-style-type: none"> <li>• Specific evaluation scales are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses</li> <li>• Teacher feedback and evaluation data are based on multiple sources of information including but not limited to: direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers</li> <li>• A schedule of teacher observations is in place to ensure all observations are completed in the designated timeframe</li> <li>• Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers</li> <li>• Data show the school leader provides frequent observations and meaningful feedback to teachers</li> <li>• Data are available to support that teacher evaluations are consistent with student achievement data</li> <li>• Achievement data from classroom formative, benchmark and/or summative/end of year assessments are consistent with teacher evaluation feedback</li> <li>• Teachers can describe how implementation of specific instructional strategies affects student achievement</li> </ul> |

### III (3): The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.

Desired Effect: Teachers and staff improve their skills as a result of attending professional development.

| Scale Value           | Description  |
|-----------------------|--|
| <b>Innovating (4)</b> | The school leader continually re-evaluates the professional development program to ensure that it remains job-embedded and focused on instructional growth goals and intervenes with personnel who are not making sufficient progress toward achieving growth goals. |
| <b>Applying (3)</b>   | The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals AND monitors the extent to which teachers and staff improve their skills.                 |
| <b>Developing (2)</b> | The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.  |
| <b>Beginning (1)</b>  | The school leader attempts to ensure that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals, but does not complete the task or is not successful.                          |
| <b>Not Using (0)</b>  | The school leader does not attempt to ensure that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.   |

| Sample Evidences for Element 3 of Domain III   |
|--|
| <ul style="list-style-type: none"> <li>• Teachers and staff have ongoing opportunities to participate in job-embedded professional development or training</li> <li>• Online professional development courses and resources are available to teachers and staff regarding their growth goals</li> <li>• Teachers and staff participation in professional development activities is recorded and tracked</li> <li>• Teacher-led professional development is available to teachers regarding their instructional growth goals</li> <li>• Instructional coaching is available to teachers to help them achieve their instructional growth goals</li> <li>• Data are collected linking the effectiveness of professional development/training to the improvement of teacher and/or staff practices</li> <li>• Data are available documenting how deliberate practice is improving teacher performance</li> <li>• Teachers and staff can describe how professional development supports attainment of growth goals</li> <li>• Teachers and staff implement new strategies after attending professional development</li> </ul> |

## Domain IV: Community of Care and Collaboration

**IV (1): The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student.**

Desired Effect: Teachers working in collaborative groups enhance instruction and student achievement.

| Scale Value           | Description   |
|-----------------------|---|
| <b>Innovating (4)</b> | The school leader ensures that group goals relative to curriculum, assessment, and instruction are regularly revised to reflect the changes in student achievement data and intervenes and supports teacher teams whose goals do not adequately address the achievement of all students.    |
| <b>Applying (3)</b>   | The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student AND monitors the extent to which working in collaborative groups enhances instruction and student achievement. |
| <b>Developing (2)</b> | The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student.   |
| <b>Beginning (1)</b>  | The school leader attempts to ensure that teachers work in collaborative groups to discuss and plan effective instruction, curriculum, assessment, and the achievement of each student, but does not complete the task or is not successful.  |
| <b>Not Using (0)</b>  | The school leader does not attempt to ensure that teachers work in collaborative groups to discuss and plan effective instruction, curriculum, assessment, and the achievement of each student.   |

| Sample Evidences for Element 1 of Domain III   |
|--|
| <ul style="list-style-type: none"> <li>• Professional Learning Communities (PLCs) are in place and meet regularly</li> <li>• PLCs have written goals</li> <li>• Progress of PLCs towards their goals is regularly examined by the school leader</li> <li>• Classroom assessments are created by PLCs</li> <li>• Formative student achievement and growth data are analyzed by PLCs</li> <li>• Teachers have opportunities to observe other teachers</li> <li>• Teachers work collaboratively to write standards-based unit plans and assessments</li> <li>• Teachers unpack standards and write learning targets demonstrating a progression of knowledge</li> <li>• Teachers routinely examine student work for alignment to standards</li> </ul> |

**IV (2): The school leader ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.**

Desired Effect: Through shared decision-making the school continues to improve its overall effectiveness.

| Scale Value           | Description  |
|-----------------------|--|
| <b>Innovating (4)</b> | The school leader continually seeks new venues for teacher input regarding important decisions and the effectiveness of the school.  |
| <b>Applying (3)</b>   | The school leader ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school AND monitors the extent to which the decision making process improves the effectiveness of the school. |
| <b>Developing (2)</b> | The school leader ensures a workplace where teachers have roles in the decision- making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.  |
| <b>Beginning (1)</b>  | The school leader attempts to ensure a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school, but does not complete the task or is not successful.                                       |
| <b>Not Using (0)</b>  | The school leader does not attempt to ensure a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.  |

| Sample Evidences for Element 2 of Domain IV   |
|---|
| <ul style="list-style-type: none"> <li>• Teachers are made aware of the specific types of decisions in which they will have direct input</li> <li>• Data-gathering techniques are in place to collect information from teachers</li> <li>• Notes and reports are in place that describe how teacher input was used when making specific decisions or changes</li> <li>• Virtual tools are utilized to collect and report teacher opinions regarding specific decisions (e.g. online surveys)</li> <li>• Groups of teachers are selected and utilized to provide input regarding specific decisions</li> <li>• Teacher leaders are enabled to proactively initiate, plan, implement, and monitor projects</li> <li>• The school leadership team has critical roles in facilitating school initiatives</li> <li>• Data are available to show how input is used by the school leader</li> <li>• Teachers report that their input is valued and taken into consideration by the school leader</li> <li>• Data are available to reveal the school improves its overall effectiveness through a shared decision- making process</li> <li>• School leader can describe the systematic processes in place to solicit teacher input</li> <li>• Initiatives are analyzed to evaluate their effect on teaching and learning</li> </ul> |

### IV (3): The school leader ensures equity in a child-centered school with input from staff, students, parents, and the community.

Desired Effect: Equity is evident for each student.

| Scale Value           | Description   |
|-----------------------|---|
| <b>Innovating (4)</b> | The school leader intervenes and seeks assistance if the school does not provide equity for each student.   |
| <b>Applying (3)</b>   | The school leader ensures equity in a child-centered school with input from staff, students, parents, and the community AND monitors the extent to which the input creates equity for each student. |
| <b>Developing (2)</b> | The school leader ensures equity in a child-centered school with input from staff, students, parents, and the community.  |
| <b>Beginning (1)</b>  | The school leader attempts to ensure equity in a child-centered school with input from staff, students, parents, and the community, but does not complete the task or is not successful.            |
| <b>Not Using (0)</b>  | The school leader does not attempt to ensure equity in a child-centered school with input from staff, students, parents, and the community.   |

| Sample Evidences for Element 3 of Domain IV   |
|---|
| <ul style="list-style-type: none"> <li>• Data collection systems are in place to collect opinion data from staff, students, parents, and community regarding equity for each student</li> <li>• Use of input data is made transparent</li> <li>• Examples of how equity is ensured are available</li> <li>• Data are available to show that input from the school's diverse population is valued and used</li> <li>• Use of interactive or social media is provided for staff, students, parents, and community to provide input</li> <li>• An inclusive culture is evident (e.g. student engagement in school-sponsored activities, attendance, behavior data, enrollment patterns)</li> <li>• Focus group meetings with students and parents are routinely scheduled</li> <li>• School leader hosts and/or speaks at community/business events</li> <li>• Examples of how input from the school community results in change and improvements are available</li> <li>• Processes are made available for how data gathered from subpopulations at the school is incorporated in school planning</li> <li>• Survey data indicates that the school is perceived as a child-centered school where equity is evident</li> <li>• Staff, students, parents, and community members report that their input is valued and used by the school leader to improve the functioning of the school</li> </ul> |

## IV (4): The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student.

Desired Effect: Each member of the school feels valued and honored.

| Scale Value           | Description   |
|-----------------------|---|
| <b>Innovating (4)</b> | The school leader actively seeks a variety of methods for acknowledging individual and school-wide success that meet the unique needs of faculty and staff.                                       |
| <b>Applying (3)</b>   | The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student AND monitors the extent to which people feel honored for their contributions. |
| <b>Developing (2)</b> | The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student.  |
| <b>Beginning (1)</b>  | The school leader attempts to acknowledge the successes of the school and celebrates the diversity and culture of each student, but does not complete the task or is not successful.              |
| <b>Not Using (0)</b>  | The school leader does not attempt to acknowledge the successes of the school or celebrate the diversity and culture of each student.   |

### Sample Evidences for Element 4 of Domain IV

- Accomplishments of individual teachers, teams of teachers, and the whole school are celebrated in a variety of ways (e.g. faculty celebrations, newsletters to parents, announcements, websites, social media)
- Incremental successes of students and teachers are routinely recognized
- Successes of the diverse school community are celebrated
- Faculty and staff report that accomplishments of the school and their individual accomplishments have been adequately acknowledged and celebrated
- Perception inventories and other feedback data document that each member of the school feels valued and honored
- Adaptations to current practices are made after analysis of feedback data
- Staff, students, parents, and community report that their accomplishments are adequately acknowledged and celebrated
- Actions of the school leader demonstrate that the leader accepts responsibility for the success of each student
- Celebrations demonstrate understanding of the cultures represented in the school

## Domain V: Core Values

### V (1): The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.

Desired Effect: The school leader is recognized in the school community as a leader who continues to enhance his/her leadership skills.

| Scale Value           | Description  |
|-----------------------|--|
| <b>Innovating (4)</b> | The school leader actively seeks expertise/mentors for validation and feedback to enhance leadership skills.   |
| <b>Applying (3)</b>   | The school leader is transparent, communicates effectively, and continues to demonstrate professional growth AND monitors the extent to which the school community perceives that the leader continues to enhance his/her leadership skills. |
| <b>Developing (2)</b> | The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.  |
| <b>Beginning (1)</b>  | The school leader attempts to be transparent, communicate effectively, and continue to demonstrate professional growth, but does not complete the task or is not successful.   |
| <b>Not Using (0)</b>  | The school leader does not attempt to be transparent, communicate effectively, and continue to demonstrate professional growth.  |

#### Sample Evidences for Element 1 of Domain III

- Core values of the school are modeled by the school leader
- Goals, mission, and vision of the school are clearly communicated
- A published annual growth plan is in place to address how the school leader will address strengths and weaknesses
- Professional development activities consistent with the leader’s growth plan have been identified
- Evidence of leadership initiatives is available
- Problem-solving and decision-making skills are demonstrated
- Regular interactions with an identified mentor are documented
- Communication is clear and accurate
- Multiple media sources are utilized to communicate with staff and community
- Faculty and staff identify the school administrator as the leader of the school
- Faculty and staff describe the school leader as uncompromising regarding raising student achievement
- Data indicate that school and community members perceive the leader as visible, welcoming, and approachable
- Faculty and staff describe the school leader as an effective communicator of non-negotiable factors that have an impact on student achievement

## V (2): The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student.

Desired Effect: All decisions are measured by how they impact students.

| Scale Value           | Description   |
|-----------------------|---|
| <b>Innovating (4)</b> | The school leader actively seeks for validation and feedback from multiple sources regarding perception in the school community.  |
| <b>Applying (3)</b>   | The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student AND monitors how decisions impact students.                        |
| <b>Developing (2)</b> | The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student.   |
| <b>Beginning (1)</b>  | The school leader attempts to have the trust of the staff and school community that all decisions are guided by what is best for each student, but does not complete the task or is not successful. |
| <b>Not Using (0)</b>  | The school leader does not attempt to have the trust of the staff and school community that all decisions are guided by what is best for each student.  |

| Sample Evidences for Element 2 of Domain V  |
|---|
| <ul style="list-style-type: none"> <li>• Perception inventories and/or other data indicate that the school leader is recognized by the school community as one who is willing to “take on tough issues”</li> <li>• Ethical decisions and practices are evident in all aspects of the work performed by the leader</li> <li>• Student policies and procedures are fair, unbiased, and culturally responsive</li> <li>• Perception inventories and/or other data show that the school leader performs with integrity and in the best interest of each student</li> <li>• Data reveal that the school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan to ensure success for each student</li> <li>• Faculty and staff describe the school leader as an individual whose actions are guided by a desire to ensure the well-being of each student and to help each student learn</li> <li>• Faculty and staff describe the school leader as an individual who will follow through with his/her initiatives</li> <li>• Faculty and staff describe the school leader as one whose actions support his/her talk and expectations</li> <li>• Positive relationships are developed with staff, faculty, students, parents, and community</li> </ul> |

### V (3): The school leader ensures that the school is perceived as safe and culturally responsive.

Desired Effect: The school is safe and inclusive of each student.

| Scale Value           | Description   |
|-----------------------|---|
| <b>Innovating (4)</b> | The school leader ensures that rules and procedures are regularly reviewed and updated as necessary to ensure a safe and culturally responsive environment.                 |
| <b>Applying (3)</b>   | The school leader ensures that the school is perceived as safe and culturally responsive AND monitors the extent to which the school is safe and inclusive of each student. |
| <b>Developing (2)</b> | The school leader ensures that the school is perceived as safe and culturally responsive.   |
| <b>Beginning (1)</b>  | The school leader attempts to ensure that the school is perceived as safe and culturally responsive, but does not complete the task or is not successful.                   |
| <b>Not Using (0)</b>  | The school leader does not attempt to ensure that the school is perceived as safe and culturally responsive.  |

| Sample Evidences for Element 3 of Domain V  |
|---|
| <ul style="list-style-type: none"> <li>• Each student is treated respectfully</li> <li>• Institutional practices are regularly analyzed to safeguard against any bias relating to individuality, culture, and/or diversity</li> <li>• Decision-making reflects cultural considerations and responsiveness</li> <li>• Clear and specific rules and procedures are in place</li> <li>• Faculty and staff are provided the means to communicate about the safety of the school</li> <li>• Emergency management procedures for specific incidents are practiced</li> <li>• Updates and communication to the faculty and staff regarding emergency management plans are available</li> <li>• Faculty and school community describe the school as a safe and orderly place</li> <li>• Faculty and school community describe the school as inclusive and focused on supporting learning</li> <li>• Social media is utilized so that students may anonymously report potential incidents</li> <li>• Students have choice, work in groups, feel empowered, and demonstrate self-efficacy</li> <li>• Systems are in place for mass communication to parents (e.g. a call out system, mass texting)</li> <li>• Teachers foster positive relationships with students and the community</li> <li>• Coordination with local law enforcement agencies regarding school safety issues is a routine event</li> <li>• Students, parents, and community provide input regarding issues of school safety</li> </ul> |

## Domain VI: Resource Management

**VI (1): The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.**

Desired Effect: Management of fiscal, technological, and physical resources support instruction and student achievement.

| Scale Value           | Description  |
|-----------------------|--|
| <b>Innovating (4)</b> | The school leader ensures adjustments are made or new strategies are created so that all fiscal, technological, and physical resources support effective instruction and student achievement.  |
| <b>Applying (3)</b>   | The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student AND monitors the extent to which fiscal resources support effective instruction and student achievement. |
| <b>Developing (2)</b> | The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.   |
| <b>Beginning (1)</b>  | The school leader attempts to ensure that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student, but does not complete the task or is not successful.   |
| <b>Not Using (0)</b>  | The school leader does not attempt to ensure that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.  |

| Sample Evidences for Element 1 of Domain VI  |
|--|
| <ul style="list-style-type: none"> <li>• Budgets are clearly aligned and prioritized to support instruction and achievement</li> <li>• Resources and materials reflect the cultural assets and interests of students in the community</li> <li>• Effective management of human resources that provide support for instruction and achievement (i.e. support staff) is documented by the school leader</li> <li>• Faculty and staff report that they have adequate materials to teach effectively</li> <li>• Faculty and staff report that they have adequate time to plan, teach, and incorporate appropriate resources</li> <li>• Student achievement can be linked to effective use of resources</li> <li>• Technology improves the quality and efficiency of operational management</li> <li>• Analysis of utilized technology confirms how it supports effective teaching and improved learning</li> </ul> |

## VI (2): The school leader utilizes systematic processes to engage school district and external entities in support of school improvement.

Desired Effect: Data confirms that use of resources supports school improvement.

| Scale Value           | Description  |
|-----------------------|--|
| <b>Innovating (4)</b> | The school leader continually examines and expands options for utilizing systematic processes to engage school district and external entities in support of school improvement.                              |
| <b>Applying (3)</b>   | The school leader utilizes systematic processes to engage school district and external entities in support of school improvement AND monitors data to determine if the resources support school improvement. |
| <b>Developing (2)</b> | The school leader utilizes systematic processes to engage school district and external entities in support of school improvement.  |
| <b>Beginning (1)</b>  | The school leader attempts to utilize systematic processes to engage school district and external entities in support of school improvement, but does not complete the task or is not successful.            |
| <b>Not Using (0)</b>  | The school leader does not attempt to utilize systematic processes to engage school district and external entities in support of school improvement.   |

| Sample Evidences for Element 2 of Domain VI  |
|--|
| <ul style="list-style-type: none"> <li>• Success with accessing and leveraging a variety of resources (e.g. grants, local, state, and federal funds) is evident</li> <li>• Budgets and projects, with plans and objectives, are organized in such a way that the focus on instruction is maintained</li> <li>• District resources are utilized to maximize improvement of the school (e.g. academic/curriculum support)</li> <li>• University partnerships are utilized to provide support for the school</li> <li>• Processes used by the leader to improve the school are evident and readily explained</li> <li>• Partnerships with external entities are actively pursued</li> <li>• Partnerships are monitored to determine how they impact the school</li> <li>• Documentation of how outside resources support school improvement is available</li> </ul> |

### **VI (3): The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.**

Desired Effect: The compliance to rules and regulations supports effective instruction and student achievement.

| Scale Value           | Description  |
|-----------------------|--|
| <b>Innovating (4)</b> | The school leader continually examines for compliance to district, state, and federal rules and regulations and implements interventions when compliance is not working to support effective instruction and the achievement of each student.  |
| <b>Applying (3)</b>   | The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student AND monitors the extent to which compliance to rules and regulations supports effective instruction and student achievement. |
| <b>Developing (2)</b> | The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.   |
| <b>Beginning (1)</b>  | The school leader attempts to ensure compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student, but does not complete the task or is not successful.   |
| <b>Not Using (0)</b>  | The school leader does not attempt to ensure compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.  |

| <b>Sample Evidences for Element 3 of Domain VI</b>  |
|---|
| <ul style="list-style-type: none"> <li>• Deadlines are managed to enhance overall instructional effectiveness</li> <li>• Operations and facility resources are managed effectively to provide support for instruction</li> <li>• Curriculum materials and other resources meet district, state, or federal specifications</li> <li>• Data reveal how compliance to rules and regulations supports instruction and student achievement</li> <li>• Adherence to district and state policies and procedures is evident</li> <li>• Compliance documents are available for each auditable department (e.g. Title funds, grants, special education)</li> <li>• When compliance to rules and regulations is not evident, interventions are put in place</li> </ul> |



MARZANO  

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***Teacher Evaluation System Review Summary***  
***District: Sublette County School District #1***  
***Review Data Date: June 12, 2019***

**District Teacher Evaluation System:** Sublette County School District 1 Teacher Evaluation System

**WDE Recommendation: Full Approval**

| System Component  | Requirement Met | Notes  |
|---|-----------------|--|
| Stakeholder Involvement   | Yes             | Stakeholders involved are clearly identified and clearly have relevant stakeholders developing the system.                                       |
| Professional standards  | Yes             | Evaluation has professional standards with benchmarks. Evidence is provided showing professional standards are best practice.                    |
| Multiple Sources of Evidence  | Yes             | Possible sources of evidence have been provided for each professional standard.  |
| Sources of evidence and other processes used to determine evaluation classification | Yes             | Sources of evidence are clear and linked to specific standards to provide guidance on how data should be included in the evaluation system.      |
| Classification system   | Yes             | District has provided the rubric showing how teachers are classified. The classification system includes an effective teacher performance level. |

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|                                       |     |  |
|---------------------------------------|-----|--|
| Evaluation Cycle                      | Yes | Evaluation cycle is clearly defined for both initial contract and continuing contract teachers   |
| Procedures for collecting, using data | Yes |  |
| Training                              | Yes | Initial and ongoing training described. Training and guidance documents are made available to all employees and the local school board trustees. |
| Professional Learning                 | Yes | Professional learning is clearly linked to evaluation system results. There is a system in place to support new and struggling educators.        |

# **SUBLETTE COUNTY SCHOOL DISTRICT 1 CERTIFIED EVALUATION SYSTEM**

Board Approved: 6 June 2019

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# Superintendent Evaluation

The Superintendent and Board of Education recognizes the need to review the Superintendent's Performance regularly. Sublette County School District 1 utilizes the WSBA Leadership Governance Model for superintendent evaluation.

## Purpose of Evaluation

Legal Ref: *Chapter 29, Section 3(a)*

1. Determine the effectiveness of the Superintendent in achieving the goals of the district and adhering to job expectations.
2. Clarify responsibilities and expectations for the Superintendent.
3. Assure the Board that its policies are being implemented and followed.
4. Enhance the working relationship between the Board and the Superintendent.
5. Promote the professional development of the Superintendent.
6. Guide decisions relative to continued employment and compensation.

## Desired Outcomes

Legal Ref: *Chapter 29, Section 3(a)*

1. The Board and Superintendent model the value of performance assessments.
2. Communication between the Board and Superintendent is enhanced.
3. The performance of the Superintendent is documented.
4. Determine unsatisfactory superintendent performance that may lead to dismissal, suspension and termination proceedings .

## Evaluation Cycle

Legal Ref: *Chapter 29, Section 3(c)(ii)(A-F)*

1. The Superintendent will be evaluated on 14 standards, each with individual benchmarks.
2. The Superintendent will receive formative evaluation on one or more benchmarks January through October.
3. The Superintendent will receive a summative evaluation in November which includes a rating for each standard.

## Classification System

Legal Ref: *Chapter 29, Section 3(c)(iii)*

Performance does not meet expectations.  
Performance meets expectations some of the time.  
Performance meets expectations most of the time.  
Performance fully meets expectations.

## **Evaluation Standards**

Legal Ref: *Section 3(b)(i)*

### **General**

1. The Superintendent will report the needs of the district to the Board.
2. The Superintendent will coordinate, supervise, and manage the operation of the district.
3. The Superintendent will provide leadership to the Board, staff, students, and community in meeting district expectations.
4. The Superintendent will keep the Board aware of local, state, and national educational developments and changes.
5. The Superintendent will continually upgrade his/her professional knowledge and qualifications.
6. The Superintendent is empowered to delegate authority and responsibilities to staff members, as he/she deems appropriate.
7. The Superintendent will implement board directives.
8. The Superintendent provides regulations, instructions, and follow-up for employees regarding district policies.
9. The Superintendent ensures that the district functions within legal and regulatory parameters and communicates those expectations to others.

### **Focus on Maximizing Learning**

1. The Superintendent will provide assistance to the Board in setting a “clear direction” as they establish the district Strategic Plan, vision and mission statement, governance policies, roles and responsibilities policies, and student achievement expectations.
2. The Superintendent ensures progress on the district Strategic Plan is reported to the Board, including student achievement expectations.
3. The Superintendent ensures that high expectations for achievement, growth, and equity in opportunities are implemented for all students.
4. The superintendent supports and creates a collaborative learning organization focused on improvement.
5. The Superintendent recommends a comprehensive planning process to maintain a district-wide focus on student achievement and improved instruction.
6. The Superintendent guides and provides support for improvement initiatives, including the use of appropriate strategies to guide the organization through change.

7. The Superintendent collaborates with others to limit the number of initiatives and ensures that the strategies selected are aligned to strategic priorities and supported by research.
8. The Superintendent ensures that a system of accountability for students' academic success and career readiness is developed.
9. The Superintendent ensures longitudinal data and systems to provide information for improvement.

### **Policy**

1. The Superintendent will implement board policies.
2. The Superintendent will act as an advisor to the Board in areas needing policy development or revision.
3. The Superintendent will maintain a current, up-to-date manual of adopted governance policies and operational policies.
4. The Superintendent will take reasonable steps to avoid causing or allowing conditions, procedures, actions or decisions that are or have the potential of being unlawful, unethical, unsafe, disrespectful, undignified or in violation of board policy.

### **Regulations**

1. The Superintendent will develop and maintain current, up-to-date administrative procedures, rules, and regulations.
2. The Superintendent will operate with written procedures, rules, and regulations that are consistent with law and board policy.
3. The Superintendent may deviate from administrative procedures, and/or rules and regulations for good cause or in case of emergency and will notify the Board in a reasonable time frame.

### **Meetings**

1. The Superintendent will serve as an advisor to the Board during official meetings.
2. The Superintendent will ensure compliance with all legal requirements relative to the posting of notices and maintenance of meeting records.
3. The Superintendent will ensure that he/she participates in board meetings, including executive sessions, in accordance with state statutes. (Legal Ref: WS 16-4-403 - 405)
4. The Superintendent will assist the chairman and/or vice-chairman in developing the meeting agenda.
5. The Superintendent will give to the Board as much information as deemed necessary, or as requested, to allow board members to make informed decisions.
6. The Superintendent will provide the Board with the agenda and supporting materials in an agreed upon time frame.

### **Budget/Finance**

1. The Superintendent shall ensure a detailed budget is presented to the Board that is based upon the board's priorities and parameters.

2. The Superintendent shall take reasonable steps to ensure that all legal requirements are met in the administration of the budget
3. The Superintendent shall take reasonable steps to ensure that:
  - a. The fiscal condition of the district is consistent with the District Strategic Plan, vision and mission statement, governance policies, and roles and responsibilities policies.
  - b. The long-term financial health of the district is sound.
  - c. The Board is notified prior to any spending that materially deviates from the annual budget adopted by the Board.
  - d. The Board's ultimate authority to determine the financial matters of the district is adhered to.
4. The Superintendent shall take reasonable steps to ensure that assets are protected, adequately maintained, and appropriately used.
5. The Superintendent will act as a resource to the Board on all financial matters of the district.

### **Instruction**

1. The Superintendent is responsible for the continuous development, implementation, and evaluation of the instructional programs that focus on student learning.
2. The Superintendent will provide leadership in meeting the district, state, and federal standards.
3. The Superintendent will recommend appropriate promotion standards and methods to measure the attainment of those standards.
4. The Superintendent will schedule presentations and reports by staff on assessments and instructional programs as deemed necessary by the Board or Superintendent.
5. The Superintendent will prepare and recommend a district calendar.
6. The Superintendent works collaboratively with staff to implement an instructional framework.
7. The Superintendent establishes instructional practices that are challenging, collaborative, relevant and student-centered.
8. The Superintendent promotes the improvement of the district's instructional program by ensuring an assessment system which includes the use of formative assessments is developed.

### **Personnel**

1. Except as otherwise provided by law, all authority over staff members of the district shall rest with the Superintendent and all staff members of the district shall be accountable to the Superintendent.
2. The Superintendent will make a recommendation to the Board regarding the employment or dismissal of all certified staff.
3. The Superintendent will be responsible for the employment of classified staff.
4. The Superintendent will establish job descriptions, assign staff, and establish a comprehensive evaluation system for all staff.

5. The Superintendent will serve as the Board's liaison with staff.
6. The Superintendent will take reasonable steps to ensure conditions, procedures, actions or decisions that result in lawful, ethical, safe, respectful and dignified treatment of staff and volunteers.
7. The Superintendent will make reasonable background inquiries and checks prior to hiring any paid personnel, or accepting volunteers.
8. The Superintendent will evaluate district administrators and others that report directly to the Superintendent.
9. The Superintendent will report to the Board those employees who are under suspension or Plans of Improvement.
10. The Superintendent is empowered to delegate authority to staff members, as he/she deems appropriate.

### **Community Relations**

1. The Superintendent will be responsible for informing students, staff, parents, and the community of school programs and activities.
2. The Superintendent will establish a working relationship with the news media.
3. The Superintendent will make recommendations to the Board for resolution of complaints not resolved at the administrative level.
4. The Superintendent will serve as the Board's liaison with standing and advisory committees.
5. The Superintendent will take reasonable steps to ensure conditions, procedures, actions, or decisions that result in lawful, ethical, safe, respectful, and dignified treatment of students, parents, staff, and community.

### **Labor Relations**

1. The Superintendent shall ensure a compensation and benefits plan is presented to the Board.
2. The Superintendent will administer contracts and/or agreements in accordance with all regulations.

### **Student Services**

1. The Superintendent will take reasonable steps to create a school environment that is safe, conducive to the learning process, and free from unnecessary disruption.
2. The Superintendent will develop and implement administrative procedures, and/or rules and regulations to maintain adequate student services including, but not limited to, admission, attendance, activities, discipline, rights, and responsibilities.
3. The Superintendent will develop and implement administrative procedures, and/or rules and regulations to deal with health and safety issues, including emergencies.
4. The Superintendent will promote an environment that focuses on success for all students.
5. The Superintendent will provide for the direction and supervision of student services.

## **Facilities, Transportation, Food Services**

1. The Superintendent will develop and implement administrative procedures, and/or rules and regulations that adhere to district policy, for the supervision of public use of buildings, grounds, facilities, and equipment.
2. The Superintendent will be responsible for the upkeep of facilities and prioritize long-range plans for preventive maintenance of buildings, grounds and equipment.
3. The Superintendent will develop and implement administrative procedures, and/or rules and regulations that adhere to district policy, for the supervision of the district's transportation service and food service programs and assign staff as appropriate.

## **Board-Superintendent Relationship**

1. The Superintendent interprets, clarifies, assembles data, and provides professional guidance and assistance to the Board.
2. The Superintendent provides recommendations for Board action on agenda items.
3. The Superintendent is responsive to Board requests and directives for information.
4. The Superintendent keeps the Board informed of district programs, operations, the condition of the schools, and other issues or problems.
5. The Superintendent brings special issues to the attention of the Board in a timely fashion.
6. The Superintendent will assist the Board in board development leadership training.

## **Board Orientation and Board Professional Development**

1. The Superintendent will assist the Board in establishing a process to orient newly-elected or appointed board members.
2. The Superintendent will provide the Board with updates on professional development, conferences, and workshops.
3. The Superintendent will provide the Board with relevant data and research as deemed timely and appropriate.

## **Multiple Sources of Evidence**

Legal Ref: *Chapter 29, Section 3(c)(i)*

### **General**

1. Board Briefings
2. School Tri-lateral Planning Tools

### **Focus on Maximizing Learning**

1. Building Level Student Performance Reports
  - a. WDE Accountability Ratings

- b. Graduation Rates
  - c. Attendance Rates
2. Annual Activities Performance Report
  - a. Percentage of students participating in extra-curricular and co-curricular activities.
  - b. GPA of students participating in extra-curricular and co-curricular activities.
3. Annual Special Education Performance Report
  - a. WDE District Special Education Monitoring Determinations
4. SCSD 1 Student Achievement Data Warehouse website
5. District Strategic Plan Update

## **Policy**

1. Board Policy Committee Recommendations and Minutes
2. Board Approval of New Policies

## **Regulations**

1. Student Handbooks
2. Employee Handbook

## **Meetings**

1. Board Agendas
2. Board Minutes

## **Budget/Finance**

1. District Budget
2. Board Finance Committee Agendas and Minutes

## **Instruction**

1. School Improvement Plans
2. Instructional Framework
3. District Steering Committee Agendas and Reports

## **Personnel**

1. District Leader Evaluation System
2. District Teacher Evaluation System
3. District Support Staff Evaluation System

## **Community Relations**

1. District Communication Plan
2. Let's Talk Communication System Data and Reports
3. Strategic Plan

## **Labor Relations**

1. District Compensation Plan
2. Employee Handbooks

## **Student Services**

1. SCSD 1 Crisis Management Plan
2. Student, Parent, and Staff Survey Results

## **Facilities, Transportation, Food Services**

1. Annual Program Reports from Business, Maintenance, Transportation and Food Service Departments.

## **Board-Superintendent Relationship**

1. Superintendent Evaluation
2. Board Briefings

## **Board Orientation and Board Professional Development**

1. Board Orientation Process and Website
2. Attendance at WSBA Training Opportunities

## **Evaluation Cycle**

Legal Ref: *Section 3(c)(ii)(A)*

The superintendent will be evaluated on one or more components of the evaluation cycle January-October. The scores from each section will be compiled and provided to the superintendent in an summative evaluation in November of each year.

## **Classification System**

Legal Ref: *Section 3(c)(iii)*

Performance does not meet expectations.

Performance meets expectations some of the time.

Performance meets expectations most of the time.

Performance fully meets expectations.

# Principal Evaluation

Sublette County School District 1 utilizes the Wyoming Standards and Benchmarks for principal evaluation.

## Purpose of Evaluation

Legal Ref: *Chapter 29, Section 3(a)*

1. Determine the effectiveness of Principals and Assistant Principals in achieving the goals of the district, their schools and adhering to job expectations.
2. Clarify responsibilities and expectations for Principals and Assistant Principals.
3. Enhance the working relationship between Principals and Assistant Principals and the Superintendent.
4. Promote the professional development of Principals and Assistant Principals
5. Guide decisions relative to continued employment and compensation.

## Desired Outcomes

Legal Ref: *Chapter 29, Section 3(a)*

1. Communication between Principals and Assistant Principals and Superintendent is enhanced.
2. The performance of Principals and Assistant Principals is documented.
3. Determine unsatisfactory principal performance that may lead to dismissal, suspension and termination proceedings .

## Evaluation Cycle

Legal Ref: *Chapter 29, Section 3(c)(ii)(A-F)*

1. Principals and Assistant Principals will be evaluated on each standard, each with individual benchmarks.
2. Principals and Assistant Principals will receive a summative evaluation which includes a rating for each standard.

## Classification System

Legal Ref: *Chapter 29, Section 3(c)(iii)*

Not Effective

Improvement Necessary  
Effective  
Highly Effective  
Exemplary

## **Training Provided to Evaluators**

Legal Ref: *Chapter 29, Section 3(c)(iv)(A-B), Chapter 29, Section 3(c)(v)*

All SCSD 1 evaluators will be provided with a copy of the district evaluation plan. New evaluators will receive training in the use of the teacher and leader evaluation instrument within 30 days of their first day of employment with the district in any given year, and prior to conducting any evaluations. All evaluators will receive refresher training at least once every three years at a minimum. Training and guidance documents will be made available to all members of the board of trustees and other employees.

## **Training Provided to Those Being Evaluated**

Legal Ref: *Section 6(b)(vii)(A-B)*

All leaders will be provided with a copy of the district evaluation plan within 30 days of their first work day in any year. Leaders will receive an orientation to the district evaluation plan and evaluation instrument within 30 days of their first work day in any year. This plan and all associated documents will be available to board members.

## **Evaluation Standards**

Legal Ref: *Section 4(a)*

### **Focus on maximizing the learning and growth of all students**

Effective leaders ensure that their district's primary focus is on maximizing the learning and growth of all students.

1. 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.
2. Ensure the alignment of the assessments to district identified prioritized standards used to track student growth and achievement over time.
3. Use multiple data measures appropriately within the technical limitations to monitor students' progress toward learning objectives to improve instruction.
4. Ensure a system of accountability for students' academic success and career readiness.
5. Develop and maintain longitudinal data and communication systems to deliver actionable information for district, school, and classroom improvement.
6. Lead the implementation of a high-quality student support and assessment system.

7. Ensure high expectations for achievement, growth, and equity in opportunities for all students.
8. Work with staff to evaluate and use data to improve student achievement.

### **Instructional and assessment leadership**

Superintendents lead the implementation of a rigorous and relevant curriculum and assessment system. They work collaboratively with educators to implement a common instructional framework that aligns curriculum with teaching, assessment, and learning and provides a common language for instructional quality that guides teacher conversation, practice, observation, evaluation, and feedback. They know a full range of pedagogy and ensure that all adults have the necessary knowledge, skills, and dispositions to promote student success.

1. Focus on student learning by leading the implementation of a rigorous, relevant and prioritized curriculum and assessment system.
2. Work collaboratively to implement a common instructional framework that:
  - a. Aligns curriculum with teaching, assessment, and learning AND
  - b. Guides teacher conversation, practice, observation, evaluation, and feedback.
3. Recognize a full range of pedagogy and monitor the impact of instruction.
4. Establish instructional practice that is challenging intellectually, collaborative, relevant, acknowledges student assets, and is individualized.
5. Promote the effective uses of technology to support teaching and learning
6. Ensure the use of formative assessment data to inform instruction

### **Developing and supporting a learning organization**

Effective superintendents lead the implementation of a high-quality educator support and evaluation system. They are courageous, willing to make difficult decisions for the good of their organizations and the students. Effective superintendents have a solid understanding of adult learning. They create and support collaborative learning organizations to foster improvements in district systems, teacher practices, and student learning. They focus on maximizing student outcomes and give such initiatives the time and support to work. They lead the evaluation of new and existing programs as part of a continuous improvement process.

1. Effectively lead the implementation of a high-quality educator support and evaluation system that advances the professional growth of their staff.
2. Have a solid understanding of adult learning and ensure that all adults have the knowledge and skills necessary to promote student success.
3. Create and/or support collaborative learning organizations to foster improvements in teacher practices and student learning.
4. Guide implementation of improvement initiatives and provide the time and support for these initiatives to achieve desired outcomes.

5. Lead the evaluation of new and existing programs as part of a continuous improvement process.
6. Cultivate the competency, opportunities, and encouragement for teacher leadership across the district community.
7. Facilitate high functioning groups of faculty and staff.

### **Vision, Mission, and Culture**

Effective superintendents inspire and nurture a culture of high expectations in which actions support the common values and beliefs of their organizations, including a clear focus on promoting social justice throughout the system. Effective superintendents demonstrate energy, enthusiasm, and commitment for student learning. These principals build productive relations that foster collaboration. They embrace diversity and honor the culture of the students, adults, and larger communities, while ensuring equity in expectations, opportunities, and outcomes. They create and maintain a positive climate with a trusting, safe environment that promotes effective student learning and adult practice.

1. In concert with stakeholders and using relevant data, establish and advocate for the progress and achievement of each student
2. Articulate, promote, and develop core values that establish the 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.
3. Create and maintain a positive climate with a trusting, safe environment that promotes effective student learning and adult practice.
4. Collaboratively evaluate the mission and vision, renewing them based on changing intentions, opportunities, demands, and positions of students, staff, and community.

### **Efficient and Effective Management**

Effective superintendents ensure that their schools are safe and supportive places for learning. They lead the adaptation and monitoring of operational systems and processes to ensure they are efficiently leading a high-performing organization focused on high-quality teaching and learning. Effective leaders limit the number of initiatives and ensure that whatever programs and strategies are implemented in their schools are supported by the best research available. These leaders effectively guide their organizations in times of change. They build organizational capacity by developing leadership in others.

1. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an effective team.
2. 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.

3. 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.
4. Use appropriate strategies to guide their organizations through change (e.g. first- and second-order change strategies).
5. Equitably and innovatively allocate all resources (e.g., facilities, financial, human and material resources, time, and technology) in alignment with district goals to support learning for all students.
6. Ensure that the 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.

### **Ethics and Professionalism**

Effective leaders are ethical and lead with integrity. They follow all district, state, and federal rules and articulate their expectation that all staff and students do the same. They establish a culture in which exemplary ethical behavior is expected and practiced by all members of the school communities. Effective superintendents are important contributors to state, regional, and national initiatives as representatives of their district.

1. Lead with integrity by being self-aware, reflective, transparent, perseverant, trustworthy, fair, and ethical.
2. Establish a culture in which exemplary ethical behavior is expected and practiced by all faculty, staff, students, and volunteers.
3. Significantly contribute to district and state initiatives
4. Evaluate the potential ethical, legal, and precedent-setting consequences of decision-making

### **Communication and Community Engagement**

Effective superintendents successfully advocate internally and externally to advance their organizations' visions and missions. These leaders recognize that districts and their communities are closely linked and, in turn, share successes and face challenges together. To advocate for all students and their schools, these principals effectively communicate with a range of stakeholders, from students and teachers to parents and members of the larger communities. Community engagement efforts (e.g., surveys, committees, task forces, service learning projects) provide an effective and necessary means to assess successes and address challenges.

1. Advocate and effectively communicate with a range of stakeholders, from administrators, support staff, students and teachers to parents and members of the larger community, including media, to advance the organization's vision and mission.
2. Implement and maintain policies to establish working relationships with the community and media to garner support and build consensus for district goals
3. Use community engagement efforts to identify and share successes and to address challenges for the benefit of students.

4. Demonstrates leadership attributes of being easily approachable, available, and inviting to students, staff, and community.
5. Intentionally elicits and considers improvement ideas from outside the school system, but still within the community.

## **Multiple Sources of Evidence**

Legal Ref: *Chapter 29, Section 3(a)*

### **Focus On Maximizing The Learning And Growth Of All Students**

1. Building Level Student Performance Reports
  - a. WDE Accountability Ratings
  - b. Graduation Rates
  - c. Attendance Rates
2. SCSD 1 Student Achievement Data Warehouse website

### **Instructional And Assessment Leadership**

1. Instructional Framework
2. District Assessment System
3. Curriculum Maps

### **Developing And Supporting A Learning Organization**

1. PLC Norms
2. PLC Agendas and Minutes

### **Vision, Mission, and Culture**

1. Building Level Tri-Lateral Planning Tool
2. Student, Parent, and Staff Survey Results

### **Efficient and Effective Management**

1. Building Level Budgets
2. Building Level Performance Reports

### **Ethics and Professionalism**

1. Student, Parent, and Staff Survey Results
2. Ethics and Professionalism Evaluation Standards

### **Communication and Community Engagement**

1. Let's Talk Communication System Data and Reports
2. Student, Parent, and Staff Survey Results

## **Quality Controls**

Legal Ref: *Chapter 29, Section 3(c)(v)(A-B)*

Data may be discussed during the summative evaluation for the purposes of professional growth, modification of instructional practices, and retention/termination decisions, with a focus on a “view over time”. This data may include data relevant to any standard approved in this plan.

An evaluation of the district’s leader evaluation system, which includes a review of training, guidance documents, and other tools shall occur during the district's accreditation review and any time statutory or rule changes occur.

## **Supports**

Legal Ref: *Chapter 29, Section 3(c)(vi)(A)*

1. Principals and Assistant Principals will be evaluated on each standard, each with individual benchmarks.
2. Principals and Assistant Principals will receive a summative evaluation which includes a rating for each standard.
3. Principals and Assistant Principals will annually develop a professional development plan in response to the summative evaluation.

# **Teacher Evaluation**

## **Purpose of Evaluation**

Legal Ref: *Chapter 29, Section 6(a)*

1. Determine the effectiveness of the teachers in achieving the goals of the district, their schools and classrooms, and adhering to job expectations.
2. Clarify responsibilities and expectations for teachers.
3. Enhance the working relationship between teachers and principals.
4. Promote the professional development of teachers.
5. Guide decisions relative to continued employment and compensation.

## Desired Outcomes

Legal Ref: *Chapter 29, Section 6(a)*

1. Communication between teachers and principals is enhanced.
2. The performance of teachers is documented.
3. Determine unsatisfactory teacher performance that may lead to dismissal, suspension and termination proceedings .

## Evaluation Cycle

Legal Ref: *Chapter 29, Section 6(b)(v)*

1. Teachers will be evaluated on each standard, each with individual benchmarks.
2. Teachers will receive a summative evaluation which includes a rating for each standard prior to April 1 of each year.
3. **Initial Contract Teachers:**
  - a. The performance of Initial Contract Teachers will be evaluated once a year against the district's standards.
4. **Continuing Contract Teachers:**
  - a. The performance of Continuing Contract Teachers will be evaluated once a year against the district's standards until they have received a classification of effective for two consecutive years.
  - b. Continuing Contract Teachers who have received a classification of effective for two (2) consecutive years and maintain that classification may enter an alternating **Year A/Year B** evaluation cycle:
    - i. **Year A:** Evaluation once a year against the district's standards by the building principal or qualified designee.
    - ii. **Year B:** Evaluation once a year against the district's standards by the building principal or designee or a peer approved by the building principal.

## Classification System

Legal Ref: *Chapter 29, Section 3(a) and Section 6(b)(iv)*

Not Effective

Improvement Necessary

Effective

Highly Effective

Exemplary

## **Evaluation Standards**

Legal Ref: *Chapter 29, Section 6(a)(i-ii) and Section 6(b)(i)*

### **Instruction and Assessment**

1. Teacher selects and evaluates the guaranteed and viable curriculum based upon student, district, and state standards data.
2. Teacher has, continues to acquire, and adapts content knowledge to make the discipline applicable, accessible, and meaningful for all students
3. Teacher implements a variety of instructional strategies based on an analysis of student, district, and state assessment data.
4. Teacher evaluates, adjusts, and uses multiple methods of assessment.

### **Learning Environment**

1. Teacher supports students in achieving individual and classroom goals through structures, procedures, and expectations.
2. Teacher demonstrates that all students can achieve.
3. Teacher creates an inclusive environment that promotes positive social interaction and active engagement for learning outcomes.

### **Communication and Engagement**

1. Teacher uses effective verbal, nonverbal, and appropriate media communication techniques with all students to foster active inquiry, collaboration, and supportive interactions in the learning environment.
2. Teacher advocates for all students.
3. Teacher communicates and collaborates with families and caregivers to support student learning and development.
4. Teacher contributes to the school's communication efforts to foster community partnerships in support of student learning.

### **Ethics and Professionalism**

1. Teacher complies with and supports rules, procedures, policies, statutes, regulations, operating principles, and licensure standards (site, district, state, and/or federal).
2. Teacher engages in reflective practices and activities to grow and develop professionally.
3. Teacher demonstrates professionalism in interactions with colleagues, students, families, and the members of the community.

## **Multiple Sources of Evidence**

Legal Ref: *Chapter 29, Section 6(b)(ii), Section 6(b)(iii), and Section 6(b)(vii)(A-B)*

### **Instruction and Assessment**

1. Formal and Informal Observations
2. Essential Learning Objectives
3. Curriculum Maps
4. Pacing Guides
5. Instructional Planning Guides and Lesson Plans
6. SCSD 1 Student Achievement Data Warehouse
  - a. WYTOPP Student Data including Interim Assessments
  - b. STAR Reading and Literacy Data
  - c. DIBELS Data
7. District Outcome Assessments

### **Learning Environment**

1. Formal and Informal Observations
2. Classroom Expectations, Norms, Routines and Procedures
3. Differentiated Learning Opportunities
4. IEP, MTSS and 504 implementation

### **Communication and Engagement**

1. Formal and Informal Observations
2. Lesson Plans / Modified Lesson Plans
3. Student Reflections
4. PLC Meeting Agendas and Participation
5. Written and Verbal Communications (students, parents, staff, etc.)

### **Ethics and Professionalism**

1. Formal and Informal Observations
2. Written and Verbal Communications (students, parents, staff, etc.)
3. Professional Collaboration and Participation (PLC, Staff Meetings, District Meetings, etc.)
4. Support for District Initiatives, Goals and Operating Principles

## **Training Provided to Evaluators**

Legal Ref: *Chapter 29, Section 6(b)(vii)(C)*

All SCSD 1 evaluators will be provided with a copy of the district evaluation plan. New evaluators will receive training in the use of the teacher evaluation instrument within 30 days of their first day

of employment with the district in any given year, and prior to conducting any evaluations. All evaluators will receive refresher training at least once every three years at a minimum. Training and guidance documents will be made available to all members of the board of trustees and other employees.

## **Training Provided to Those Being Evaluated**

Legal Ref: *Chapter 29, Section 6(b)(vii)(C)*

All teachers will be provided with a copy of the district evaluation plan within 30 days of their first work day in any year. Teachers will receive an orientation to the district evaluation plan and evaluation instrument within 30 days of their first work day in any year. No teacher shall be evaluated prior to receiving a copy of the evaluation and an orientation to the evaluation plan.

## **Professional Development Plans and Plans of Improvement**

Legal Ref: *Chapter 29, Section 6(a)(iii) and Section 6(b)(viii)*

Staff members who are rated “Effective” on all Standards on the Summary Rating Form shall develop a Professional Development Plan designed to improve performance on specifically identified standards and elements from the Evaluation Rubric. The Professional Development Plan shall be collaboratively created with the staff member and approved by the building principal or qualified designee.

A staff member shall be placed on a Plan of Improvement whenever he or she:

1. Is rated:
  - a. “Not Effective” on any element within a standard on the Summary Rating Form; or
  - b. “Improvement Necessary” on any standard.
2. Is not recommended for dismissal, reassignment or nonrenewal.

The Plan of Improvement shall, at a minimum:

1. Identify the standards and/or elements to be improved.
2. The goals to be accomplished.
3. The activities the teacher shall complete to achieve proficiency.
4. A timeline for achieving proficiency within one school year or such shorter time as determined by the District.

## **Stakeholder Advisory Committee**

Legal Ref: *Chapter 29, Section 6(b)(vi)*

K-5 Level:

Greg Legerski, Principal - Pinedale Elementary School  
Janel Scurlock, Assistant Principal - Pinedale Elementary School  
Debi Hutta, Classroom Teacher - Pinedale Elementary School

Cristy Anspach, Art Teacher - Pinedale Elementary School  
Jennifer Hayward, Classroom Teacher - Pinedale Elementary School  
Karin Unruh, Classroom Teacher - Bondurant Elementary School

6-8 Level:

Jeryl Fluckinger, Principal - Pinedale Middle School  
Eric Makelky, Assistant Principal - Pinedale Middle School  
Jonathan Fildey, Physical Education Teacher - Pinedale Middle School  
Cheryl Travis, Vocational Education Teacher - Pinedale Middle School  
Mitch Irrgang, Social Studies Teacher - Pinedale Middle School

9-12 Level:

Brian Brisko, Principal - Pinedale High School  
Jake Rich, Principal - Pinedale High School  
Eric Makelky, Principal - Skyline Academy Principal (Alternative School)  
Rose Robertson, Social Studies Teacher - Pinedale High School  
Mike Gregory, Science Teacher - Pinedale High School  
David Shaw, Special Education Teacher - Skyline Academy (Alternative School)  
Jasper Warembourg, ELA Teacher - Pinedale High School

District Level:

Jay Harnack, Superintendent  
Angie Murphy, Special Services Director

Sublette County School District No. 1 does not discriminate on the basis of race, color, national origin, sex, age, disability, or religion in its programs or activities. Inquiries concerning Title VI, Title IX, Section 504, and ADA may be referred to Sublette County School District No. 1, Civil Rights Coordinator, 665 N Tyler, Pinedale, Wyoming 82941, 307-367-2139, or the Office for Civil Rights, Region VIII, U.S. Department of Education, Federal Building, Suite 310, 1244 Speer Blvd., Denver, Colorado 80204-03582, 303-844-5695 or TDD 303-844-3417, OCR.Denver@ed.gov.

Building:

Responsible:



Task:

-- PREVIEW MODE --

## Teacher Evaluation

Date: \*  

Teacher Name: \*

School: \*

Evaluator: \*

### Standard 1: Instruction and Assessment

1A. Teacher selects and evaluates the guaranteed and viable curriculum based upon student, district, and state standards data. \*

| Not Effective  | Improvement Necessary  | Effective  | Highly Effective   | Exemplary   |
|--|--|--|--|---|
| <input type="checkbox"/> No evidence of practices related to this benchmark. | <input type="checkbox"/> Teacher prepares lessons that help students learn. Ex: IPG, conversation<br><input type="checkbox"/> Teacher has learning objectives and communicates them to students. | <input type="checkbox"/> Teacher aligns learning objectives to state standards, district curriculum, and unit outcomes that foster college, career, and/or military readiness. Ex: curriculum map, outcomes, components, and IPG's.<br><input type="checkbox"/> Teacher intentionally plans multiple learning opportunities based on evidence of students' current learning status and short- and long-term goals for student performance. Ex: IPG, goals, curriculum map, unit plan, student achievement, | <input type="checkbox"/> Teacher provides opportunities for students to take responsibility for meeting learning objectives. Ex: MTSS meetings, PLC meeting, individualized learning plans, behavior plans, IEP's, 504's, conversations with students (teacher or administrator).<br><input type="checkbox"/> Teacher addresses individual student needs to allow each student to meet the learning objective. Ex: MTSS meetings, PLC meeting, individualized learning plans, behavior plans, IEP's, | <input type="checkbox"/> Students take ownership of their learning process. observable or demonstrated through artifacts. Ex: student reflection, student interviews/discussion with students (admin).<br><input type="checkbox"/> Students actively engage in personalizing their education by incorporating their interests and strengths. Ex: student reflection, student interviews/discussion with students (admin).<br><input type="checkbox"/> Students articulate what they are learning and an |

Learning Management System.

- Teacher checks for student understanding of the learning objectives.

504's, conversations with students (teacher or administrator).

explanation of why, in their own words, that reflects the learning objectives/ standards. Ex: exit tickets, student reflection, student interviews/discussion with students (admin).

- Students explain how learning opportunities support their progress toward meeting short- and long-term goals. Ex: student reflection, student interviews/discussion with students (admin).

1B. Teacher has, continues to acquire, and adapts content knowledge to make the discipline relevant, accessible, and meaningful for all students.

| Not Effective  | Improvement Necessary   | Effective  | Highly Effective   | Exemplary   |
|--|---|--|--|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> No evidence of practices related to this benchmark.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher demonstrates appropriate content knowledge and understanding aligned to state standards and district curriculum.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher maintains appropriate content knowledge and understanding. Ex: PD, MTSS, Curriculum Council Committee meetings.</li> <li><input type="checkbox"/> Teacher understands and connects the major discipline concepts within grade-level and subject-area content to make the concepts relevant to students.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher collaborates to connect the major discipline concepts across grade-level and subject-area content to make the concepts accessible and meaningful. Ex: pre- or post-conference, classroom, MTSS, PLC meetings.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Students connect and apply content knowledge to elaborate on lessons within the content area, to other content areas, to other grade levels, and/or to real world situations. Ex: student work, conversations with students.</li> </ul> |

1C. Teacher implements a variety of instructional strategies based on an analysis of student, district, and state assessment data.

| Not Effective  | Improvement Necessary   | Effective   | Highly Effective  | Exemplary   |
|--|---|---|---|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> No evidence of practices related to this benchmark.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher knows a variety of instructional strategies.</li> <li><input type="checkbox"/> Teacher accesses and make sense of student, district,</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher selects and implements appropriate strategies based on an analysis of student, district, and state</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher evaluates and adapts instructional strategies based on analysis of student, district, and state assessment data.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Students use their data to identify and select instructional strategies that best help them learn. Ex: student learning, student</li> </ul> |

and state assessment data. Ex: conversations with students and teachers, teachers download data and discuss what they might do with it, etc.

- Teacher reflects on instructional practice. Ex: Peer/Peer discussions, coaching cycles, book study, video reflection.

assessment data. Ex: conversations with teachers, PLC, IEP, pre-post conversations.

- Teacher makes appropriate adjustments to instruction.
- Teacher integrates and intentionally utilizes technology to maximize achievement for all students.

Ex: conversations with teachers, PLC, IEP, pre-post conversations, student learning plans.

work, conversations with students.

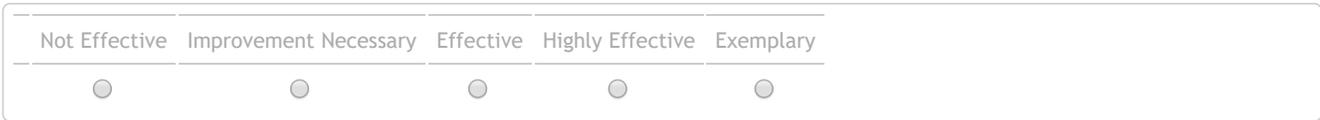
- Students choose and use technology appropriately to enhance their own learning. Ex: conversations with students, student work.

1D. Teacher evaluates, adjusts, and uses multiple methods of assessment.

| Not Effective   | Improvement Necessary   | Effective  | Highly Effective   | Exemplary   |
|---|---|--|--|---|
| <ul style="list-style-type: none"> <li>No evidence of practices related to this benchmark.</li> </ul> | <ul style="list-style-type: none"> <li>Teacher uses formal and informal classroom assessment to measure student learning. Ex: student informal assessments, pre-post conference.</li> <li>Teacher aligns assessment methods with learning goals. Ex: student assessments, IPG's.</li> </ul> | <ul style="list-style-type: none"> <li>Teacher evaluates assessment methods (classroom, grade level, school level, district, and/or state) to inform planning and differentiate instruction. Ex: PLC, MTSS, IPG's, unit plans.</li> <li>Teacher collaborates with others to evaluate methods of assessment in measuring student learning and growth. Ex: discussion with colleagues, PLC.</li> </ul> | <ul style="list-style-type: none"> <li>Teacher adapts assessment methods based on evidence of students' learning throughout the unit. Ex: conversations with teachers, assessments, IPG's, unit plans.</li> <li>Teacher provides multiple opportunities for students to monitor their learning and growth. Ex: conversations with teachers, assessments, IPG's, unit plans.</li> </ul> | <ul style="list-style-type: none"> <li>Students and teacher collaborate to identify assessment methods that allow each student to best demonstrate learning and growth. Ex: alternative assessment methods, conversations with students and teachers, student artifacts.</li> <li>Students identify and use appropriate self-assessment. Ex: student self-assessment, conversations with students.</li> </ul> |

Comments: Standard 1 - Instruction and Assessment

Overall Rating: Standard 1 - Instruction and Assessment



## Standard 2: Learning Environment

2A. Teacher supports students in achieving individual and classroom goals through structures, procedures, and expectations. \*

| Not Effective  | Improvement Necessary   | Effective   | Highly Effective  | Exemplary   |
|--|---|---|---|---|
| <input type="checkbox"/> No evidence of practices related to this benchmark. | <input type="checkbox"/> Teacher establishes structures and procedures for classroom management. Ex: posted in classroom, conversation, syllabus.<br><br><input type="checkbox"/> Teacher establishes behavioral expectations that promote student learning. Ex: posted in classroom, conversation, syllabus.<br><br><input type="checkbox"/> Teacher implements structures, procedures, and expectations to create a safe classroom environment. | <input type="checkbox"/> Teacher organizes and manages a safe classroom environment to promote student well-being.<br><br><input type="checkbox"/> Teacher monitors and responds appropriately (in a timely manner) to student behavior.<br><br><input type="checkbox"/> Teacher maximizes student time on-task. Ex: IPG's, lesson reflections. | <input type="checkbox"/> Teacher creates a culture of learning using structures, procedures, and expectations. Ex: posted in classroom, conversation, syllabus.<br><br><input type="checkbox"/> Teacher responds to student behavior with sensitivity and respect, balancing individual student and classroom needs.<br><br><input type="checkbox"/> Teacher facilitates student goal setting with regard to safety, behavior, and academic expectations. Ex: posted in classroom, conversation with teacher and student, syllabus. | <input type="checkbox"/> Students independently transition between activities following the established procedures.<br><br><input type="checkbox"/> Students regulate their time on-task.<br><br><input type="checkbox"/> Students participate in developing and maintaining classroom norms, encouraging positive behavior from others. Ex: conversation with students.<br><br><input type="checkbox"/> Students demonstrate accountability for the classroom environment, respecting and supporting others. Ex: conversation with students. |

2B. Teacher demonstrates that all students can achieve. \*

| Not Effective  | Improvement Necessary   | Effective  | Highly Effective   | Exemplary  |
|--|---|--|--|--|
| <input type="checkbox"/> No evidence of practices related to this benchmark. | <input type="checkbox"/> Teacher establishes high expectations for all students. Ex: posted in classroom, conversation, syllabus. | <input type="checkbox"/> Teacher recognizes when students need additional support. Ex: posted in classroom, conversation w/teachers and students, syllabus, PLC, MTSS, BIT | <input type="checkbox"/> Teacher persists when students need additional support for continued growth in their learning. Ex: IPG's, conversations w/teachers, PLC, IEP meeting, MTSS. | <input type="checkbox"/> Students demonstrate a growth mindset and persist when facing difficulties in their learning. Ex: student goal setting, conversations w/students, |

- Teacher communicates high expectations for all students. Ex: posted in classroom, conversation, syllabus.
- Teachers plans differentiated learning opportunities. Ex: IPG's, PLC, MTSS, IEP.
- Teacher provides differentiated learning opportunities that progressively develop all students' cognitive abilities, critical thinking and skills, problem solving. Ex: IPG's, conversations w/teachers, PLC, IEP meeting, Unit Plan.
- meetings, student rating scales.
- Students demonstrate critical thinking and problem solving skills. Ex: student reflection, conversations w/students.
- effort/achievement tracking.

2C. Teacher creates an inclusive environment that promotes positive social interaction and active engagement for learning outcomes. \*

| Not Effective  | Improvement Necessary  | Effective   | Highly Effective   | Exemplary  |
|--|--|---|--|--|
| <input type="checkbox"/> No evidence of practices related to this benchmark. | <input type="checkbox"/> Teacher engages all students as individuals with unique interests and strengths. Ex: conversations with students, MTSS, IEP, IPG's, PLC.<br><br><input type="checkbox"/> Teacher creates, models, and fosters an environment of mutual respect and rapport.<br><br><input type="checkbox"/> Teacher adjusts to meet students' cognitive and physical needs. Ex: conversations with students, MTSS, IEP, IPG's, PLC. | <input type="checkbox"/> Teacher develops all students' interpersonal and group communication skills. Ex: conversations with students, IPG's.<br><br><input type="checkbox"/> Teacher adjusts to students' social and emotional needs. Ex: conversations with student, seeks additional supports as needed / necessary. | <input type="checkbox"/> Teacher provides scaffolding and appropriate opportunities for all students to develop and refine teamwork and leadership skills. Ex: conversations with teacher and/or students.<br><br><input type="checkbox"/> Teacher uses input and feedback from students for continuous improvement in the classroom. Ex: conversation with students and/or teacher. | <input type="checkbox"/> Students engage in positive social interactions.<br><br><input type="checkbox"/> Students demonstrate their ability to work in a team and show leadership skills by collaborating respectfully with teachers and peers.<br><br><input type="checkbox"/> Students feel that the teacher cares about them as individuals and supports their goals and/or interests. Ex: conversation with students. |

Comments: Standard 2 - Learning Environment

Overall Rating: Standard 2 - Learning Environment

## Standard 3: Communication and Engagement

3A. Teacher uses effective verbal, nonverbal, and appropriate media communication techniques with all students to foster active inquiry, collaboration, and supportive interactions in the learning environment. \*

| Not Effective  | Improvement Necessary   | Effective  | Highly Effective  | Exemplary   |
|--|---|--|---|---|
| <input type="checkbox"/> No evidence of practices related to this benchmark. | <input type="checkbox"/> Teacher uses spoken and written language correctly both within the discipline and for more general use.<br><input type="checkbox"/> Teacher provides directions and procedures that are clear and anticipates the needs of the students. Ex: IPG, individualized learning plan, conversation with teacher. | <input type="checkbox"/> Teacher uses communication techniques to make content accessible, leading to student growth and understanding. Ex: modified IPG/assignment.<br><input type="checkbox"/> Teacher acknowledges students' first language to support interactions in the learning environment. Ex: Access and implement EL Support Services.<br><input type="checkbox"/> Teacher fosters active inquiry and collaboration using appropriate media communication techniques. Ex: conversation with students with examples. | <input type="checkbox"/> Teacher communicates relevance of learning by connecting with students' interests and/or real world applications.<br><input type="checkbox"/> Teacher validates individual students' comments and questions, utilizing them to advance learning. Ex: conversation with students. | <input type="checkbox"/> Students correctly use academic vocabulary.<br><input type="checkbox"/> Students explain concepts to their classmates and suggest strategies that might be used. |

3B. Teacher advocates for all students. \*

| Not Effective  | Improvement Necessary   | Effective   | Highly Effective  | Exemplary  |
|--|---|---|---|--|
| <input type="checkbox"/> No evidence of practices related to this benchmark. | <input type="checkbox"/> Teacher fosters a sense of belonging and values/respects student voice. Ex: conversations with students, student reflection.<br><input type="checkbox"/> Teacher seeks out resources or additional support for students as | <input type="checkbox"/> Teacher challenges negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are supported in the school. Ex: IEP, PLC, written | <input type="checkbox"/> Teacher is proactive in advocating students' best interests. Ex: IEP, PLC, written communication, faculty mtg.<br><input type="checkbox"/> Teacher provides opportunities and feedback to students so they can develop effective self-advocacy | <input type="checkbox"/> Students develop an understanding of respect for the individuality of fellow classmates. Ex: conversations with students, |

needed. Ex: IPG's, conversations with colleagues, teacher reflection.

Teacher understands the importance of student self-advocacy. (conversations with teacher)

communication, faculty mtg.

skills. Ex: written communication/feedback to students.

student reflection.  
 Students advocate for themselves and others. Ex: conversations with students, student reflection.

3C. Teacher communicates and collaborates with families and caregivers to support student learning and development. \*

| Not Effective  | Improvement Necessary  | Effective  | Highly Effective   | Exemplary  |
|--|--|--|--|--|
| <input type="checkbox"/> No evidence of practices related to this benchmark. | <input type="checkbox"/> Teacher communicates about expectations for student learning and behavior with families and caregivers. Ex: conversations w/ families/caregivers, evidence of communications w/ families and caregivers, parent/teacher conferences.<br><br><input type="checkbox"/> Teacher provides updates on curriculum, instruction, and student progress. Ex: conversations, evidence of communications w/ families and caregivers. | <input type="checkbox"/> Teacher communication is sensitive to and respectful of different families' and caregivers' needs, culture, and values. Ex: conversations, evidence of communications w/ families and caregivers.<br><br><input type="checkbox"/> Teacher initiates and engages in two-way communication with families and caregivers regarding student learning and development. Ex: conversations, evidence of communications w/ families and caregivers. | <input type="checkbox"/> Teacher communicates strategies for support and adaptations to meet student needs. Ex: conversations, evidence of communications w/ families and caregivers.<br><br><input type="checkbox"/> Teacher collaborates with families and caregivers to use their assets to support student learning and development. Ex: conversations, evidence of communications w/ families and caregivers. | <input type="checkbox"/> Families and caregivers collaborate with the teacher to promote student success. Ex: conversations, evidence of communications w/ families and caregivers.<br><br><input type="checkbox"/> Families and caregivers have opportunities to participate in classroom and/or school-based activities. Ex: conversations, evidence of communications w/ families and caregivers. |

3D. Teacher contributes to the school's communication efforts to foster community partnerships in support of student learning. \*

| Not Effective  | Improvement Necessary  | Effective  | Highly Effective   | Exemplary  |
|--|--|--|--|--|
| <input type="checkbox"/> No evidence of practices related to this benchmark. | <input type="checkbox"/> Teacher communication demonstrates understanding of, and support for, the school's mission. Ex: participation in meetings, parent communication, conversations. | <input type="checkbox"/> Teacher communication demonstrates understanding of, and support of, school and community partnerships that support student learning. Ex: | <input type="checkbox"/> Teacher connects families, caregivers, and students to opportunities and services within the school and/or community according to student needs. Ex: participation in | <input type="checkbox"/> Teacher reaches out to the community to connect with and foster partnerships. Ex: participation in meetings, parent communication, conversations. |

participation in meetings, parent communication, conversations.

meetings, parent communication, conversations.

### Comments: Standard 3: Communication and Engagement

### Overall Rating: Standard 3: Communication and Engagement

\*

| Not Effective         | Improvement Necessary | Effective             | Highly Effective      | Exemplary             |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> |

## Standard 4: Ethics and Professionalism

### 4A. Receptivity to Feedback \*

| Not Effective  | Improvement Necessary   | Effective  | Highly Effective  | Exemplary  |
|--|---|--|---|--|
| <input type="checkbox"/> Resists feedback on performance from either supervisors or more experienced colleagues. Is defensive and resistant to the acknowledgement of error. | <input type="checkbox"/> Accepts, with some reluctance, feedback on performance from both supervisors and colleagues. Rarely implements changes to practice. Acknowledges personal and organizational failures when confronted with evidence. | <input type="checkbox"/> Accepts feedback from supervisors or colleagues, but changes in practice are limited or inconsistent. | <input type="checkbox"/> Welcomes feedback from supervisors or when opportunities arise through professional collaboration. Readily acknowledges personal and organizational failures and offers clear suggestions for personal learning. | <input type="checkbox"/> Resists feedback on performance from either supervisors or more experienced colleagues. Is defensive and resistant to the acknowledgement of error. |

### 4B. Increasing Expertise \*

| Not Effective   | Improvement Necessary  | Effective   | Highly Effective   | Exemplary  |
|---|--|---|--|--|
| <input type="checkbox"/> Is unprepared or disengaged in professional learning. Does not | <input type="checkbox"/> Participates in professional activities to a limited extent | <input type="checkbox"/> Is prepared and engaged in appropriate | <input type="checkbox"/> Is consistently prepared and highly engaged in professional | <input type="checkbox"/> Contributes to a culture of inquiry by both seeking and sharing |

seek opportunities to improve professional practice. Attends required professional development activities but is disinterested and/or rarely participates.

when they are convenient and / or participates in professional learning within the school, but inconsistently applies beneficial strategies.

professional learning opportunities.

- Teacher engages in personalized professional development targeted to improving student outcomes.

learning opportunities. Actively seeks professional learning activities within the school, district, and/or other organizations and implements the learning from these opportunities.

effective strategies or professional literature, conducting action research and engaging in collaborative inquiry around problems of practice.

#### 4C. Relationships with Colleagues \*

| Not Effective   | Improvement Necessary   | Effective  | Highly Effective   | Exemplary   |
|---|---|--|--|---|
| <input type="checkbox"/> Relationships with colleagues are negative, divisive or self-serving. Addresses concerns inappropriately (person, issues, format), or uses disrespectful language, inappropriate emotions. | <input type="checkbox"/> Relationships with some colleagues lack collegiality and exhibit minimum to fulfill duties that the school or district requires. | <input type="checkbox"/> Maintains cordial relationship with colleagues using appropriate means and respectful language when addressing issues of concern. | <input type="checkbox"/> Relationships with colleagues are characterized by collaboration and cooperation. Presumes positive intent when addressing issues of concern and demonstrates willingness to learn from others. | <input type="checkbox"/> Relationships demonstrate strong support for others and initiative in addressing issues of concern. Initiates and facilitates collaboration to resolve concerns and further team and school goals. |

#### 4D. Self Control \*

| Not Effective  | Improvement Necessary   | Effective  | Highly Effective   | Exemplary   |
|--|---|--|--|---|
| <input type="checkbox"/> Unpredictable. Prone to losing control of emotions in different situations. Primarily focused on his/her own agenda. Conversations on any sensitive topic are difficult, brief or nonexistent. Often demonstrates aggressive, dismissive, or demeaning behaviors. | <input type="checkbox"/> Occasionally exhibits aggressive, dismissive, or demeaning behaviors leading to a climate in which people are reluctant to raise sensitive issues. | <input type="checkbox"/> Is able to keep his/her emotions in check; shows a level of restraint in difficult or challenging situations; demonstrates empathy and respect. | <input type="checkbox"/> Deals with sensitive subjects and personal attacks with dignity and self-control. Readily acknowledges personal and organizational failures and offers clear suggestions for personal learning. | <input type="checkbox"/> Possesses complete self-control, even in the most difficult and confrontational situations. Defuses confrontational situations with empathy and respect. |

4E. Respect for Others \*

| Not Effective   | Improvement Necessary  | Effective   | Highly Effective   | Exemplary  |
|---|--|---|--|--|
| <p><input type="checkbox"/> Does not attempt to understand or respect the role of others in the organization. Often arrives late or is absent to meetings, is marginally prepared, and tends to engage in disrespectful behaviors that do not respect others (sidebar conversations, etc.). Dismissive of the opinions of others.</p> | <p><input type="checkbox"/> Can be dismissive of the importance of the roles or work of others. Generally arrives on time and is prepared, participates fully, and is ready to listen and respect others in meetings, with periodic exceptions. Diverse opinions are sometimes welcomed, but this occurs inconsistently.</p> | <p><input type="checkbox"/> Demonstrates respect for each person in the organization and the work he or she does. Arrives on time and is prepared, participates fully, and is ready to listen and respect others in meetings.</p> | <p><input type="checkbox"/> Demonstrates respect for each person in the organization and the work he or she does. Arrives on time and is prepared, participates fully, and is ready to listen and respect others in meetings. Diverse opinions are consistently encouraged, welcomed, and recognized, even when such opinions differ from those of the staff member.</p> | <p><input type="checkbox"/> Consistently respects for each person in the organization and the work he or she does. Effectively manages time and meetings by engaging others in the process, achieving meeting objectives, and beginning and ending on time. Models respect for others by arriving early to all meetings, and consistently encourages, welcomes, and recognizes diverse opinions—even when such opinions differ from those of the leader.</p> |

4F. Integrity \*

| Not Effective   | Improvement Necessary  | Effective  | Highly Effective   | Exemplary   |
|---|--|--|--|---|
| <p><input type="checkbox"/> Does not follow through with tasks or priorities critical to individual or organizational performance. “I’m working on it” or “I’m doing the best I can” are used as substitutes for commitments.</p> | <p><input type="checkbox"/> Meets explicit written commitments, sometimes requiring follow up from supervisors. Verbal statements lack the weight of a commitment.</p> | <p><input type="checkbox"/> Meets written commitments and generally fulfills verbal commitments. Seeks clarification appropriately. Clearly communicates obstacles to meeting commitments in a timely fashion.</p> | <p><input type="checkbox"/> Meets commitments or negotiates exceptions where the commitment cannot be met. Verbal commitments have the same weight as written commitments.</p> | <p><input type="checkbox"/> Meets commitments—verbal, written, and implied, or negotiates exceptions where the commitment cannot be met. Commitments to all students and staff have the same weight as commitments to superiors, board members, or other people with visibility and/or authority.</p> |

4G. Organizational Commitment \*

| Not Effective   | Improvement Necessary   | Effective   | Highly Effective  | Exemplary   |
|---|---|---|---|---|
| <p><input type="checkbox"/> Violates policies and/or ignores or subverts administrative and policy decisions deemed unpopular or difficult.</p> | <p><input type="checkbox"/> Requires some guidance regarding the rules, policies, and procedures established by the district and/or sometimes challenges administrative and policy leadership without bringing those concerns to appropriate administrator or policy authorities. Sometimes avoids or circumvents unpopular policies or directives, or performs them in a perfunctory manner.</p> | <p><input type="checkbox"/> Accepts and implements leadership and policy with fidelity. Addressed concerns through the proper chain of command.</p> <p><input type="checkbox"/> Teacher has reviewed and complies with PTSB regulations and code of conduct. (timely recertification, observation of behaviors)</p> | <p><input type="checkbox"/> Actively acquires knowledge of and adheres to the rules, policies, and procedures established by the district. Accepts and implements leadership and policy with fidelity. Proactively brings concerns to his or her immediate supervisor by articulating disagreements and points of view in the interest of the organization.</p> | <p><input type="checkbox"/> Demonstrates willingness to challenge executive authority and policy leaders appropriately with evidence and constructive criticism, but once the decision is made, fully supports and effectively implements organizational policy and leadership decisions.</p> |

4H. Implementation of Operating Principles \*

| Not Effective   | Improvement Necessary  | Effective   | Highly Effective  | Exemplary   |
|---|--|---|---|---|
| <p><input type="checkbox"/> Does not demonstrate knowledge of the school's or departments Operating Principles and fails to implement some or all of these beliefs.</p> | <p><input type="checkbox"/> Lacks full awareness of the school's or department's Operating Principles and is inconsistent with implementation.</p> | <p><input type="checkbox"/> Embodies the school's or department's Operating Principles and is purposeful with regard to implementation.</p> | <p><input type="checkbox"/> Embodies the school's or department's Operating Principles and is purposeful with regard to implementation.</p> | <p><input type="checkbox"/> Fully embodies, implements, and champions the school's or department's Operating Principles. Is able to model each component and is considered to be a mentor for others who are in need of assistance.</p> |

Comments: Standard 4: Ethics and Professionalism

Overall Rating: Standard 4: Ethics and Professionalism

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not Effective         | Improvement Necessary | Effective             | Highly Effective      | Exemplary             |
| <input type="radio"/> |

**SUMMATIVE RATING**

\*

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not Effective         | Improvement Necessary | Effective             | Highly Effective      | Exemplary             |
| <input type="radio"/> |

**EMPLOYMENT RECOMMENDATION**

**JOB TARGETS / RECOMMENDATIONS FOR IMPROVEMENT**

- |               |   |                        |
|---------------|---|------------------------|
| Attachment #1 | <input type="button" value="Choose File"/> No file chosen | <a href="#">Delete</a> |
| Attachment #2 | <input type="button" value="Choose File"/> No file chosen | <a href="#">Delete</a> |
| Attachment #3 | <input type="button" value="Choose File"/> No file chosen | <a href="#">Delete</a> |

If the attachment will not upload properly, [click here](#) to try the alternate version.

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**Memorandum**

To: State Board of Education  
From: Dicky Shanor, Chief of Staff  
Julie Magee, Director of Accountability  
Date: June 12, 2019  
Subject: SBE Action Items

Meeting Date: June 20, 2019

Item Type: Informational

The State Board of Education is responsible for taking action on various items throughout the year. In most cases, the Board will hear an action item at an initial meeting and then vote in a subsequent meeting. The initial meeting provides the Board the opportunity to hear the topic, ask questions, and collect public comment. This initial reading is referred to as a 1<sup>st</sup> Reading. The subsequent reading, or 2<sup>nd</sup> Reading, is when the Board will take action.

In a couple of cases, statute or rules dictate specific timelines that impact both the Board and local school districts. In those instances, the Board will take action during the 1<sup>st</sup> Reading.

The State Board of Education will hear the proposed action timeline at its June meeting.

**Statutory Reference(s):**

- W.S. 21-2-304

**Supporting Documents/Attachments:**

- SBE Action Items



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Superintendent of Public Instruction

**DICKY SHANOR**

Chief of Staff

**SHELLEY HAMEL**

Chief Academic Officer

**KARI EAKINS**

Chief Policy Officer

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## State Board of Education Action Items

**Discussion action items** are included in the meeting packet and are reviewed by the State Board of Education. Discussion on these items takes place at the next available meeting following the packet review (1<sup>st</sup> Reading). Action on these items is taken at a subsequent meeting (2<sup>nd</sup> Reading).

| Action Item   | 1 <sup>st</sup> Reading | 2 <sup>nd</sup> Reading |
|---|-------------------------|-------------------------|
| Election of SBE Officers                                  | January/February        | February/March          |
| SBE Coordinator Duties/Contract                           | March/April             | April/May               |
| SBE Meeting Schedule<br>(July 1 – June 30)                | March/April             | April/May               |
| SBE Budget  | May/June                | June/July               |
| Charter School Applications/Renewals<br>(when applicable) | May                     | June                    |
| Charter School Waiver Requests<br>(when applicable)       | May                     | June                    |
| SBE Strategic Plan  | Fall                    | Fall                    |
| SBE Policies & Governance                                 | Fall                    | Fall                    |
| BOCES/BOCHES Agreements<br>(when applicable)              | Varies                  | Varies                  |
| District Boundary Waivers<br>(when applicable)            | Varies                  | Varies                  |
| SBE Rules Promulgation                                    | Varies                  | Varies                  |
| SBE Legislative Reports<br>(other than informational)     | Varies                  | Varies                  |
| Legislative Topics<br>(session & interim)                 | Varies                  | Varies                  |
| Request for Proposals (RFPs)                              | Varies                  | Varies                  |
| SBE Contracts   | Varies                  | Varies                  |
| Vocational Education Topics                               | Varies                  | Varies                  |
| Other SBE Programs, as appropriate                        | Varies                  | Varies                  |

**Same-day action items** are included in the meeting packet and are reviewed by the State Board of Education (1<sup>st</sup> Reading). Action is taken at the next available meeting following the packet review.

| Action Item   | 1 <sup>st</sup> Reading |
|---|-------------------------|
| <p style="text-align: center;">Accreditation of Districts</p> <p style="text-align: center;"><i>Districts are notified by March 1<sup>st</sup> of deficiencies impacting their accreditation status. Districts have until May 1<sup>st</sup> to rectify deficiencies. Accreditation recommendations are shared with the SBE in June. Districts are accredited from July 1 – June 30.</i></p> <p style="text-align: center;">(Chapter 6 Rules)</p> | June                    |
| <p style="text-align: center;">Alternative Schedules</p> <p style="text-align: center;"><i>Districts may submit an alternative schedule request anytime between January 1 and May 1.</i></p> <p style="text-align: center;">(Chapter 21 Rules)</p>  | March & May             |
| <p style="text-align: center;">Other SBE Programs, as appropriate</p> <p style="text-align: center;">Will consider impact on implementation timeline for districts</p>  | Varies                  |

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**MEMORANDUM**

To: State Board of Education  
From: Kari Eakins, Chief Policy Officer  
Elaine Marces, Education Consultant  
Date: June 12, 2019  
Subject: Charter Schools End of Year Reports

Meeting Date: June 20, 2019

Item Type: Informational

Wyoming Statute 21-3-312 requires each district granting a charter school to provide an annual report to the state board. This report shall assure the board that students attending the charter are receiving the same opportunities and education consistent with other students in the district.

**Statutory Reference (if applicable):**

- W.S. 21-3-312
- Education Rules, Chapter 32: Charter Schools

**[Supporting Documents/Attachments:](#)** (click on hyperlink to see each district's end of year report)



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**Memorandum**

To: State Board of Education  
From: Kari Eakins, Chief Policy Officer  
Chelsie Oaks, Accreditation Consultant  
Date: June 12, 2019  
Subject: 2019 Accreditation Recommendations

Meeting Date: June 20, 2019

Item Type: Action

Per state statute, the State Board of Education (SBE) approves the accreditation status of every Wyoming school district and institutional schools.

The WDE Accreditation Team manages the accreditation process for districts each year by conducting a staffing review assuring appropriately assigned staff, reviewing School Improvement and District Assessment Plans, Assurances, Evidence/Artifacts, communicating with all agency divisions regarding systems reviews, and overseeing external site visits. The districts listed below participated in the pilot on-site, peer review visits. The results of these pilot visits did not affect the accreditation level of these districts.

- Platte CSD #2
- Fremont CSD #1
- Albany CSD #1
- Platte CSD #1

Accreditation recommendations are developed from data collected through this process and discussed with WDE Leadership.

The WDE Accreditation Team also manages the accreditation process for institutional schools each year through accreditation reviews and follow-up provided by contractor AdvancED. Assurances are also collected and School Improvement Plans reviewed. Recommendations are based on the data collected and are discussed with WDE Leadership.

There are currently four (4) levels of accreditation as designated in the Chapter 6 education rules. They are: *Accredited*, *Accredited with Follow-up*, *Accredited with Support*, and *Non-Accredited*. Based on data collected during the accreditation



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process, the recommendation for all but one Wyoming public school districts and institutional schools is *Accredited*. The recommendation for one district is *Accredited with Support*.

**Statutory Reference:**

- W.S.21-2-304(a)(ii)
- Chapter 6 Rules and Regulations

**Supporting Documents/Attachments:**

- 2019 Accreditation Recommendations Power Point

**Proposed Motions:**

1. I move that the following Wyoming school districts be *Accredited*:

|                 |                    |                   |
|-----------------|--------------------|-------------------|
| Albany CSD #1   | Fremont CSD #24    | Sheridan CSD #1   |
| Big Horn CSD #1 | Fremont CSD #25    | Sheridan CSD #2   |
| Big Horn CSD #2 | Fremont CSD #38    | Sheridan CSD #3   |
| Big Horn CSD #3 | Goshen CSD #1      | Sublette CSD #1   |
| Big Horn CSD #4 | Hot Springs CSD #1 | Sublette CSD #9   |
| Campbell CSD #1 | Johnson CSD #1     | Sweetwater CSD #1 |
| Carbon CSD #1   | Laramie CSD #1     | Sweetwater CSD #2 |
| Carbon CSD #2   | Laramie CSD #2     | Teton CSD #1      |
| Converse CSD #1 | Lincoln CSD #1     | Uinta CSD #1      |
| Converse CSD #2 | Lincoln CSD #2     | Uinta CSD #4      |
| Crook CSD #1    | Natrona CSD #1     | Uinta CSD #6      |
| Fremont CSD #1  | Park CSD #1        | Washakie CSD #1   |
| Fremont CSD #2  | Park CSD #6        | Washakie CSD #2   |
| Fremont CSD #6  | Park CSD #16       | Weston CSD #1     |
| Fremont CSD #14 | Platte CSD #1      | Weston CSD #7     |
| Fremont CSD #21 | Platte CSD #2      |                   |

2. I move the following Wyoming school district be *Accredited with Support*:

Niobrara CSD #1

3. I move that the following Wyoming institutional schools be *Accredited*:

- C Bar V Ranch
- Cathedral Home
- Cowboy Challenge Academy
- Fremont County BOCES
- NE BOCES, Powder River Basin
- Northwest WY BOCES, Big Horn Basin
- Normative Services
- Red Top Meadows
- St. Joseph's Children's Home
- Wyoming Behavior Institute
- Wyoming Boys School
- Wyoming Girls School
- Youth Emergency Services, Inc. (YES House)
- St. Stephen's Indian School

# 2019 Accreditation Recommendations to SBE

The Wyoming State Board of Education approves the accreditation status of every Wyoming school district and every Wyoming institutional school (21-2-304(a)(ii)).

# Current Process

Annual accreditation requirements for a district to be fully accredited consist of:

- Assurances/attestation completed by district superintendent
- 80% or higher artifact approval
- Approved school improvement plans
- Approved district assessment system
- No unresolved compliance issues
- No unresolved staffing issues
- External review within the most recent five-year cycle

# Assurances and Annual Evidence

- Assurances were collected in November 1, 2018 to satisfy statutory requirements. Moving forward, to adhere to Chapter 6 Rules and Regulations, annual accreditation will be centered around artifacts/evidence that will be due on November 1 of every year.
- [The list](#) of required evidence is provided to all districts and readily available on the WDE Accreditation website.

# School Improvement Plans and District Assessment System

- School improvement plans and district assessment system plans are both a part of the annual artifacts. These plans, however, are reviewed separately.
- For the future annual reviews, the following rubrics\* will be used:
  - [School Improvement Plan Review](#)
  - [District Assessment System Review](#)

\*The rubrics may be revised before the 2019-20 school year.

# Misassignments

Staffing data is reviewed annually to ensure that staff are certified and that their certification matches their area of assignment.

| District    | # of Misassignments | District        | # of Misassignments |
|-------------|---------------------|-----------------|---------------------|
| Converse #1 | 1 teacher           | Sweetwater #2   | 1 teacher           |
| Fremont #6  | 1 teacher           | Teton #1        | 1 teacher           |
| Laramie #2  | 1 coach             | Uinta #4        | 1 coach             |
| Park #6*    | 4 teachers          | Uinta #6        | 1 coach             |
| Sheridan #3 | 1 coach             | * Self reported |                     |

# Accreditation Levels

There are four accreditation levels:

- Accredited
- Accredited with Follow-Up
  - 60-79% evidence rating
  - Some issues with requirements
- Accredited with Support
  - Less than 60% evidence rating
  - Substantial issues with requirements
- Non- Accredited
  - Accredited with Support for two or more years
  - The refusal or inability of the district to address issues of non-compliance

# Recommended Districts Level-Accredited

|                 |                 |                    |                |                   |                 |
|-----------------|-----------------|--------------------|----------------|-------------------|-----------------|
| Albany CSD #1   | Converse CSD #1 | Fremont CSD #24    | Lincoln CSD #1 | Sheridan CSD #1   | Uinta CSD #1    |
| Big Horn CSD #1 | Converse CSD #2 | Fremont CSD #25    | Lincoln CSD #2 | Sheridan CSD #2   | Uinta CSD #4    |
| Big Horn CSD #2 | Crook CSD #1    | Fremont CSD # 38   | Natrona CSD #1 | Sheridan CSD #3   | Uinta CSD #6    |
| Big Horn CSD #3 | Fremont CSD #1  | Goshen CSD #1      | Park CSD #1    | Sublette CSD #1   | Washakie CSD #1 |
| Big Horn CSD #4 | Fremont CSD #2  | Hot Springs CSD #1 | Park CSD #6    | Sublette CSD #9   | Washakie CSD #2 |
| Campbell CSD #1 | Fremont CSD #6  | Johnson CSD #1     | Park CSD #16   | Sweetwater CSD #1 | Weston CSD #1   |
| Carbon #1       | Fremont CSD #14 | Laramie CSD #1     | Platte CSD #1  | Sweetwater CSD #2 | Weston CSD #7   |
| Carbon #2       | Fremont CSD #21 | Laramie CSD #2     | Platte CSD #2  | Teton CSD #1      |                 |

# Recommended District Level- Accredited with Support

## Niobrara CSD #1

- Failure to meet plan and evidence requirements
- On-Site TA Meeting June 11

# Recommended Institutional Schools Level- Accredited

|                          |                                    |                              |  |
|--------------------------|------------------------------------|------------------------------|--|
| Cowboy Challenge Academy | NE BOCES, Powder River Basin       | St. Joseph's Children's Home | Youth Emergency Services, Inc. (YES House) |
| C Bar V Ranch            | Northwest WY BOCES, Big Horn Basin | Wyoming Behavior Institute   | St. Stephen's Indian School                |
| Cathedral Home           | Normative Services                 | Wyoming Boys School          |  |
| Fremont County BOCES     | Red Top Meadows                    | Wyoming Girls School         |  |

# Next Steps

## External Peer Reviews

- October and November
- 9 districts in southeast Wyoming
- Team leads: Joe Simpson and Brent Young

## Annual evidence due November 1, 2019

- March 1- Findings submitted to districts
- May 1- Districts have until May 1 to address findings without impact to accreditation level

# Questions?

Chelsie Oaks, Accreditation Consultant

[chelsie.oaks@wyo.gov](mailto:chelsie.oaks@wyo.gov)

307-777-8676

Bill Pannell, Accreditation Supervisor

[bill.pannell@wyo.gov](mailto:bill.pannell@wyo.gov)

307-777-7322

**Memorandum**

To: State Board of Education  
From: Julie Magee, Director of Accountability  
Date: June 12, 2019  
Subject: Chapter 3 Rules

Meeting Date: June 20, 2019

Item Type: Action

The Chapter 3 Rules, Rules of Practice and Procedure, have been revised to reflect the new parameters around the informal review process for school performance determinations under the Wyoming Accountability in Education Act. Additionally, the revised rules include a new section, Section 4, which articulates the process for petitioning rules.

The State Board of Education (SBE) heard the proposed revisions at its May meeting and will consider them for promulgation at the June meeting. The SBE will also consider emergency rules for this chapter since the regular promulgation process will not be complete before the next School Performance Ratings report is released.

**Statutory Reference(s):**

- W.S. 21-2-204
- W.S. 21-2-304
- W.S. 21-9-101
- W.S. 16-3-106

**Supporting Documents/Attachments:**

- Chapter 3 Rules\_SOR
- Chapter 3 Rules\_SU
- Chapter 3 Rules\_FINAL

**Proposed Motion(s):**

- Regular rules: I propose the State Board of Education approve the Chapter 3 rules for the promulgation process.
- Emergency rules: I propose the State Board of Education adopt the Chapter 3 emergency rules.



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## **STATEMENT OF REASONS**

### **Chapter 3 Rules of Practice and Procedure**

The Chapter 3 rules are brought for revision due to amended language in W.S. 21-2-204(d)(vi), which was passed during the 2019 legislative session. The new language brought clarity to the parameters under which a school district may seek an informal review of its annual school performance ratings.

Also included in Chapter 3 is a new section, Section 4, outlining the process whereby a citizen may petition a review of current education rules in accordance with W.S. 16-3-106.

## Wyoming Department of Education

### Chapter 3 Rules of Practice and Procedure

**Section 1. Authority.** These rules are promulgated by the Wyoming Department of Education and the State Board of Education under the authority of Wyo. Stat. §§ 16-3-106, 21-2-202(d), 21-2-204(d)(vi), 21-2-304(a)(i), and 21-2-402(d).

~~**Section 2. Purpose of Rules.** These rules govern proceedings held before or on the behalf of the State Superintendent of Public Instruction or the State Board of Education, as applicable.~~

#### **Section 3-2. Contested Case Hearings.**

(a) Contested cases shall be conducted pursuant to the Office of Administrative Hearings rules, Chapter 2, ~~*Uniform Rules for Contested Case Proceedings Practice and Procedure*~~ (“Uniform Rules”), which are incorporated into this chapter by reference. In doing so, the Superintendent and Board find as follows:

(i) Incorporating the full text of the Uniform Rules would be cumbersome and inefficient given the length and nature of the rules;

(ii) The incorporation is limited to the Uniform Rules adopted by the Office of Administrative Hearings and effective ~~October 17, 2014~~ July 20, 2017, and shall not include any later editions of or amendments to the Uniform Rules;

(iii) Copies of the Uniform Rules are available to the public at the Wyoming Department of Education offices at ~~2300 Capitol Ave., Hathaway Bldg. 2nd Floor~~ 122 West 25<sup>th</sup> Street, E200, Cheyenne, Wyoming 82002.

(iv) An electronic copy of the Uniform Rules is available at the following web address: <http://soswy.state.wy.us/Rules/RULES/9644.pdf>  
<https://docs.google.com/a/wyo.gov/viewer?a=v&pid=sites&srcid=d3lvLmdvdxvYWh8Z3g6MzYzM2VmNTk3Y2NlZmI3Mg>.

(b) Where a contested case hearing is required by law, an aggrieved person may file a request according to the Uniform Rules § 5(a) with the Superintendent or the Board, as applicable, within thirty (30) days of the date of the administrative decision at issue or the date of mailing of the administrative decision as evidenced by a postmark, whichever is later.

(c) The request for a hearing shall be served on the Superintendent or Board and other necessary parties. Service shall be made to the Wyoming Department of Education, ~~2300 Capitol Ave., Hathaway Bldg. 2nd Floor~~ 122 West 25<sup>th</sup> Street, E200, Cheyenne, Wyoming 82002-0206. Service may be made in person or by mail.

(d) A request for a contested case hearing shall include the following:

(i) The name, telephone number, and mailing address of the ~~petitioner~~ person requesting a hearing and the same information for the representing attorney;

(ii) A statement in ordinary and concise language of the facts and of the errors alleged to have been committed and issues that the petition is based on, including particular reference to statutory sections, contract provisions or rules, regulations, and orders involved;

(iii) A copy of the decision or relevant material that relates to the decision at issue;

(iv) The specific relief sought; and

(v) The signature of the petitioner and the representing attorney.

(e) The notice of hearing required under the Uniform Rules § 5(b) shall be served on each party at least thirty (30) days before the hearing date unless an expedited hearing is otherwise required by law. In that event, parties shall be served the notice of hearing as soon as practicable.

(f) The Superintendent or Board, as applicable, may appoint a hearing officer to conduct the contested case and may request that the hearing officer issue a recommended decision.

(g) If a recommended decision is requested, the recommended decision and proposed order shall be submitted to the Superintendent or Board, as applicable, no later than thirty (30) days after the end of the contested case hearing.

(h) The Superintendent or Board, as applicable, shall make and enter a written decision and order containing findings of fact and conclusions of law ~~stated separately~~.

(i) The written decision issued by the Superintendent or Board shall be the final agency action and be subject to judicial review under Wyo. Stat. § 16-3-114.

#### **Section 4-3. Informal Review of School Performance Ratings.**

(a) ~~The Wyoming Department of Education~~ shall provide preliminary annual performance ratings to districts for schools within those districts. Before the ratings are final, the schools shall review the ratings and the underlying calculations. Districts may suggest corrections to the Department within fourteen (14) days. Ratings become final on the fifteenth (15) day.

(b) Districts may file a request for informal review in a form and manner prescribed by the Department. The request shall include all relevant documents. The request shall state the

basis for changing a school's performance rating. The basis for an informal review shall be limited to the following:

(i) To examine whether the Department improperly computed and reported the school's overall performance rating, including indicator-level performance, or

(ii) To examine whether the school was unable to administer the statewide assessment for good cause.

(c) When it receives the complete ~~Informal Review Request~~ informal review request form from a district, the Department shall review the documentation. A complete informal review request shall include:

(i) The name, telephone number, mailing address, and email address of the district superintendent and school principal seeking review; and

(ii) The specific reason for the review request, including data, facts, and evidence to support the review.

(d) If the review request is complete, the Department shall notify the district to that effect. If initial documents submitted do not constitute a complete request, the Department shall notify the district of the reason for the deficiencies. No request or related documentation may be submitted after ~~the later of~~ notification from the Department that the request is complete or fifteen (15) days after the ratings are final, whichever is later.

(e) The Department shall submit a recommendation of either maintaining or amending a school's performance rating and the reasons for the recommendation to the ~~State Board of Education~~ State Board of Education not later than fourteen (14) days after the request for informal review is complete. The Department shall serve the recommendation on the district at the same time that it is submitted to the State Board.

(f) The ~~State Board of Education~~ shall hear the district's request for informal review no later than thirty (30) days after the request is complete. The Board shall notify the Department and the district of the date, time, and location of the meeting in which the Board will consider the request for review.

(i) The district shall be allotted ~~ten (10)~~ thirty (30) minutes to address the Board. The district may reserve a portion of its time for rebuttal.

(ii) The Department shall be allotted ~~ten (10)~~ thirty (30) minutes to address the Board.

(iii) No additional documentation may be submitted at the meeting.

(iv) Presentations shall be limited to the basis raised by the district in its request for informal review.

(v) Districts may waive appearance before the Board and rely on the written documents already submitted. If a district waives appearance, it shall notify the Department no later than seven (7) days before the meeting. If a district waives appearance, the Department shall not be permitted to address the Board on the subject of that school's performance rating.

(f) The Board may deliberate and render a decision at the meeting in which it heard presentations by the district and the Department.

(g) The Board decision is final agency action subject to judicial review under W.S. 16-3-114.

(h) Data maintained by the Department used to calculate performance level ratings shall not be subject to review under these rules.

#### **Section 4. Petition of Education Rules.**

(a) A petition to promulgate, amend, or repeal Education rules shall be submitted to the Wyoming Department of Education, 122 West 25<sup>th</sup> Street, E200, Cheyenne, Wyoming, 82002.

(b) The agency rules liaison shall provide a petition to promulgate, amend, or repeal education rules to all appropriate Department or Board staff within thirty (30) calendar days of receiving a complete petition.

(c) A complete petition includes:

(i) The name, telephone number, mailing address, and email address of the petitioner;

(ii) Applicable legal authority supporting the petition, if any;

(iii) A description of the change the petitioner requests. The petitioner shall include the specific reason for the petition and contain data, facts, and evidence to support the request.

(d) A complete petition shall be processed by the Department or Board as soon as practicable. They may request additional information from the petitioner.

(e) The Board or Department shall notify the petitioner of any public meetings related to the petitioner's request.

## **Chapter 3**

### **Rules of Practice and Procedure**

**Section 1. Authority.** These rules are promulgated by the Wyoming Department of Education and the State Board of Education under the authority of W.S. §§ 16-3-106, 21-2-202(d), 21-2-204(d)(vi), 21-2-304(a)(i), and 21-2-402(d).

#### **Section 2. Contested Case Hearings.**

(a) Contested cases shall be conducted pursuant to the Office of Administrative Hearings rules, Chapter 2, *Contested Case Proceedings* (“Uniform Rules”), which are incorporated into this chapter by reference. In doing so, the Superintendent and Board find as follows:

(i) Incorporating the full text of the Uniform Rules would be cumbersome and inefficient given the length and nature of the rules;

(ii) The incorporation is limited to the Uniform Rules adopted by the Office of Administrative Hearings and effective July 20, 2017, and shall not include any later editions of or amendments to the Uniform Rules;

(iii) Copies of the Uniform Rules are available to the public at the Wyoming Department of Education offices at 122 West 25<sup>th</sup> Street, E200, Cheyenne, Wyoming 82002.

(iv) An electronic copy of the Uniform Rules is available at the following web address:  
<https://docs.google.com/a/wyo.gov/viewer?a=v&pid=sites&srcid=d3lvLmdvdxvYWh8Z3g6MzYzM2VmNTk3Y2NlZmI3Mg>.

(b) Where a contested case hearing is required by law, an aggrieved person may file a request according to the Uniform Rules § 5(a) with the Superintendent or the Board, as applicable, within thirty (30) days of the date of the administrative decision at issue or the date of mailing of the administrative decision as evidenced by a postmark, whichever is later.

(c) The request for a hearing shall be served on the Superintendent or Board and other necessary parties. Service shall be made to the Wyoming Department of Education, 122 West 25<sup>th</sup> Street, E200, Cheyenne, Wyoming 82002. Service may be made in person or by mail.

(d) A request for a contested case hearing shall include the following:

(i) The name, telephone number, and mailing address of the person requesting a hearing and the same information for the representing attorney;

(ii) A statement in ordinary and concise language of the facts and of the

errors alleged to have been committed and issues that the petition is based on, including particular reference to statutory sections, contract provisions or rules, regulations, and orders involved;

(iii) A copy of the decision or relevant material that relates to the decision at issue;

(iv) The specific relief sought; and

(v) The signature of the petitioner and the representing attorney.

(e) The notice of hearing required under the Uniform Rules § 5(b) shall be served on each party at least thirty (30) days before the hearing date unless an expedited hearing is otherwise required by law. In that event, parties shall be served the notice of hearing as soon as practicable.

(f) The Superintendent or Board, as applicable, may appoint a hearing officer to conduct the contested case and may request that the hearing officer issue a recommended decision.

(g) If a recommended decision is requested, the recommended decision and proposed order shall be submitted to the Superintendent or Board, as applicable, no later than thirty (30) days after the end of the contested case hearing.

(h) The Superintendent or Board, as applicable, shall make and enter a written decision and order containing findings of fact and conclusions of law.

(i) The written decision issued by the Superintendent or Board shall be the final agency action and be subject to judicial review under W.S. § 16-3-114.

### **Section 3. Informal Review of School Performance Ratings.**

(a) The Department shall provide preliminary annual performance ratings to districts for schools within those districts. Before the ratings are final, the schools shall review the ratings and the underlying calculations. Districts may suggest corrections to the Department within fourteen (14) days. Ratings become final on the fifteenth (15) day.

(b) Districts may file a request for informal review in a form and manner prescribed by the Department. The request shall include all relevant documents. The request shall state the basis for changing a school's performance rating. The basis for an informal review shall be limited to the following:

(i) To examine whether the Department improperly computed and reported the school's overall performance rating, including indicator-level performance, or

(ii) To examine whether the school was unable to administer the statewide

assessment for good cause.

(c) When it receives the complete informal review request from a district, the Department shall review the documentation. A complete informal review request shall include:

(i) The name, telephone number, mailing address, and email address of the district superintendent and school principal seeking review; and

(ii) The specific reason for the review request, including data, facts, and evidence to support the review.

(d) If the review request is complete, the Department shall notify the district to that effect. If initial documents submitted do not constitute a complete request, the Department shall notify the district of the reason for the deficiencies. No request or related documentation may be submitted after notification from the Department that the request is complete or fifteen (15) days after the ratings are final, whichever is later.

(e) The Department shall submit a recommendation of either maintaining or amending a school's performance rating and the reasons for the recommendation to the Board not later than fourteen (14) days after the request for informal review is complete. The Department shall serve the recommendation on the district at the same time that it is submitted to the State Board.

(f) The Board shall hear the district's request for informal review no later than thirty (30) days after the request is complete. The Board shall notify the Department and the district of the date, time, and location of the meeting in which the Board will consider the request for review.

(i) The district shall be allotted thirty (30) minutes to address the Board. The district may reserve a portion of its time for rebuttal.

(ii) The Department shall be allotted thirty (30) minutes to address the Board.

(iii) No additional documentation may be submitted at the meeting.

(iv) Presentations shall be limited to the basis raised by the district in its request for informal review.

(v) Districts may waive appearance before the Board and rely on the written documents already submitted. If a district waives appearance, it shall notify the Department no later than seven (7) days before the meeting. If a district waives appearance, the Department shall not be permitted to address the Board on the subject of that school's performance rating.

(f) The Board may deliberate and render a decision at the meeting in which it heard

presentations by the district and the Department.

(g) The Board decision is final agency action subject to judicial review under W.S. 16-3-114.

(h) Data maintained by the Department used to calculate performance level ratings shall not be subject to review under these rules.

#### **Section 4. Petition of Education Rules.**

(a) A petition to promulgate, amend, or repeal Education rules shall be submitted to the Wyoming Department of Education, 122 West 25<sup>th</sup> Street, E200, Cheyenne, Wyoming, 82002.

(b) The agency rules liaison shall provide a petition to promulgate, amend, or repeal education rules to all appropriate Department or Board staff within thirty (30) calendar days of receiving a complete petition.

(c) A complete petition includes:

(i) The name, telephone number, mailing address, and email address of the petitioner;

(ii) Applicable legal authority supporting the petition, if any;

(iii) A description of the change the petitioner requests. The petitioner shall include the specific reason for the petition and contain data, facts, and evidence to support the request.

(d) A complete petition shall be processed by the Department or Board as soon as practicable. They may request additional information from the petitioner.

(e) The Board or Department shall notify the petitioner of any public meetings related to the petitioner's request.