



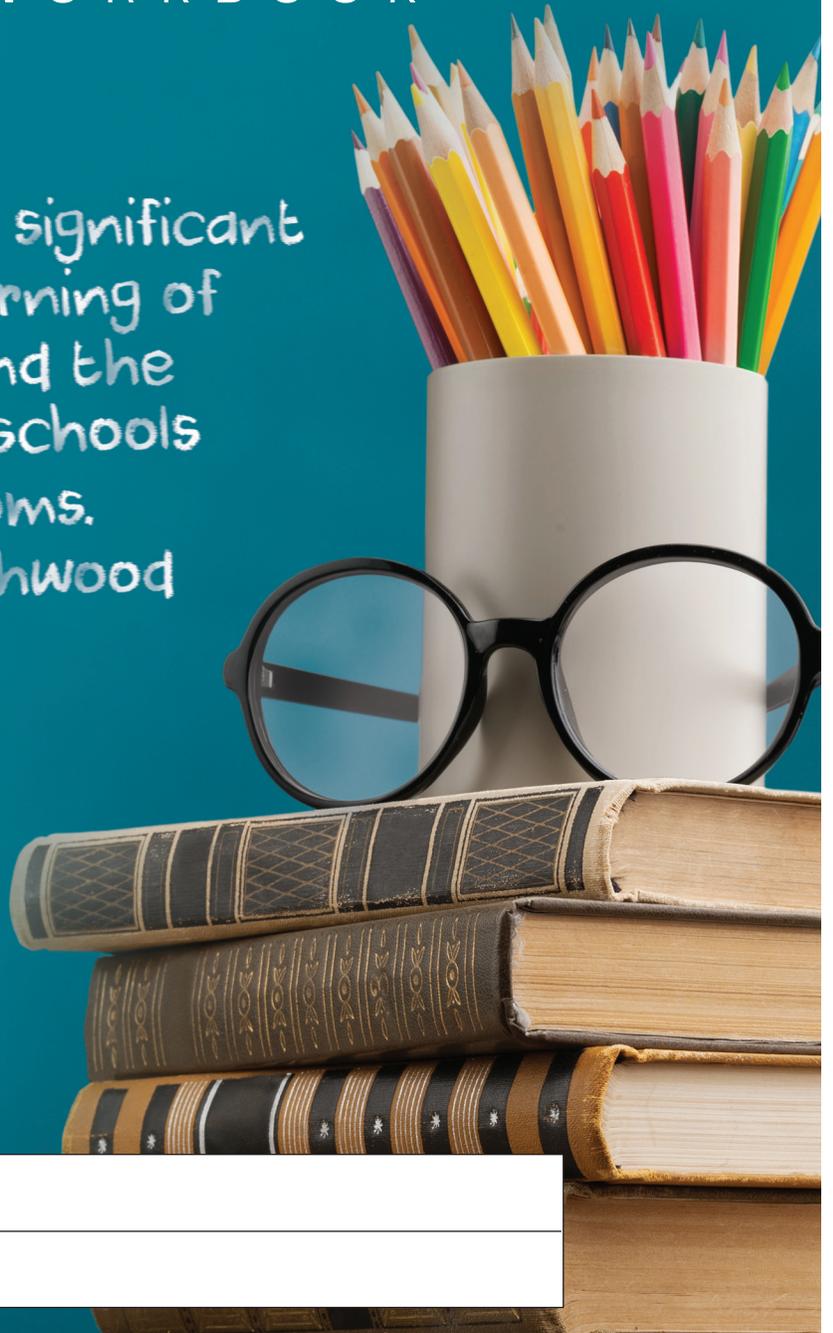
ACCREDITATION

Wyoming Department of Education

Wyoming District Peer Review

TEAM WORKBOOK

Strong districts add significant value to the learning of students beyond the contribution of schools and classrooms.
- Kenneth Leithwood



TEAM MEMBER NAME	<input type="text"/>
DISTRICT BEING REVIEWED	<input type="text"/>

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PEER REVIEW SCHEDULE

DAY 1	
9:00 – 10:00 a.m.	Meet as team <ul style="list-style-type: none"> • Welcome and introductions • Roles, responsibilities, and ground rules • Workbook <ul style="list-style-type: none"> • Group #1 – Criteria A & E - Governance & Leadership, Culture and Climate • Group #2 – Criteria B & C - Professional Capacity, Accountability and Improvement • Group #3 – Criterion D - Instructional Program • Team member school visitation assignments • District directory information
10:00 a.m. – noon	<ul style="list-style-type: none"> • Superintendent and leadership team presentation and discussion criterion 1-8
Noon – 1:00 p.m.	Lunch
1:00 – 3:00 p.m.	<ul style="list-style-type: none"> • Superintendent and leadership team presentation and discussion criterion 9-15
3:00 – 5:00 p.m.	Meet as a team: <ul style="list-style-type: none"> • Electronic Workbook, PTSB credit, Stakeholder survey results • Review and discuss district presentation and evidence documents • Meet in groups to talk about scores and begin formulating quality comments for final document
5:00 pm	Check into hotel
5:30 pm	Dinner
6:45 – 9:00 p.m.	Meet as a team: <ul style="list-style-type: none"> • Complete scoring and discuss indicators that have a spread • Select schools to visit and discuss classroom observation instrument
DAY 2	
8:00 – 10:30 a.m.	<ul style="list-style-type: none"> • Classroom observations • District Assessment System review - (Team lead and WDE staff)
11:00 a.m. – noon	Meet as a team: <ul style="list-style-type: none"> • Debrief school and classroom visitations and DAS - score criterion #10 and #11
Noon – 12:45 p.m.	Lunch
12:45 – 2:00 p.m.	Meet as a team: <ul style="list-style-type: none"> • Team discussion, finalize scoring and documentation • Team evaluation of the peer review process (+▲)
2:00 – 3:00 p.m.	<ul style="list-style-type: none"> • Peer Review Exit Meeting: Welcome, introductions, thanks to district staff, and review preliminary scoring

DIRECTIONS

PEER REVIEW VERSUS ACCREDITATION

State accreditation is conferred annually by the State Board of Education based on verification of adherence to laws, rules, and regulations by the Wyoming Department of Education (WDE). A five-year external review by the WDE or an approved provider is required. However, the peer review team is not responsible for determining the accreditation status of the district.

PEER REVIEW DOCUMENTS

1. Printed and Electronic Peer Review Team Member Workbooks
2. District Evidence

RATING OF DISTRICT PRACTICES

Based on review of district artifacts and processes, as well as on-site discussions and observations, please complete the printed workbook. The information from the printed workbook is transferred to the electronic workbook. Use these definitions:

- Deficient** No relevant artifacts or evidence of a process were observed.
- Adquate** Some to many artifacts were observed, but there was not a clearly defined, systematic process, or there was limited implementation of the process.
- Strong** A coherent, systematic process that is being implemented across the district was discussed with the team, and concise artifacts were observed.
- Exemplary** A coherent, systematic, documented process that is well-implemented across the district was shared with the team, and concise artifacts were observed. The process and artifacts were of a level of quality that can be shared statewide.

EVIDENCE DEFINITION

- Artifacts** Data, print documents, videos, photographs, digital files, self-ratings, survey results, focus group results, research, strategies, plans, reports, models, etc.
- Processes** Processes are clearly defined work steps that will produce the desired result if consistently well-implemented.

GROUND RULES

1. Begin and end on time
2. Respect others and all opinions
3. Ask questions that pertain to the topic at hand
4. Take personal breaks as needed
5. Actively listen and participate
6. Limit sidebar conversations
7. Respect confidentiality
8. Cell phones on vibrate

A. GOVERNANCE AND LEADERSHIP

01. District Board

a. DISTRICT PURPOSE. The district board has developed a widely shared purpose statement (e.g. mission, vision, shared values) and goals focused on ensuring high levels of learning for all students.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. The district board, with input from key stakeholders, has developed a shared purpose statement focused on ensuring high levels of learning for all students.				
ii. The district board has developed goals that are appropriate for where the district is at in the improvement journey.				
iii. The district board has implemented a planning process with goals, strategies, aligned resources, and a monitoring process.				

DISTRICT PURPOSE COMMENTS:

b. GOVERNANCE AND OVERSIGHT. The district board and superintendent work as a team to create the system (i.e. Structures, Relationships and Processes) necessary to achieve the district purpose and goals.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. The board maintains updated, publicly available policies and documents, and governs the district in accordance with law and board policy.				
ii. The district board is trained in their specific duties, conduct of meetings, and district operations.				
iii. The district board regularly self-evaluates, and evaluates the superintendent based on performance of his or her defined duties.				

GOVERNANCE AND OVERSIGHT COMMENTS:

02. District Leadership

a. ORGANIZATIONAL LEADERSHIP. District leaders (central office and school administrators) maintain the system necessary to enact the district vision for learning and achieve the district purpose and goals.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. A system is used to describe and align district processes.				
ii. District priorities are reflected in the instructional framework and professional development plan.				
iii. District leaders are provided support to implement the district priorities, and leaders are evaluated in accordance with state regulations.				

ORGANIZATIONAL LEADERSHIP COMMENTS:

b. QUALITY IMPROVEMENT. All district personnel frequently use the principles of continuous improvement to analyze processes and make the changes necessary to decrease the variability of results.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. The district has a clearly defined theory of action for improvement (e.g. Internal Coherence Framework) that is shared with and by district personnel.				
ii. District personnel and teams use the same process and tools (e.g. PDSA, flow charts) for continuous improvement.				
iii. District leaders and staff routinely address specific problems through networked improvement communities.				

QUALITY IMPROVEMENT COMMENTS:

03. School Leadership

a. PRINCIPAL LEADERSHIP: Principals are efficient, effective leaders who share leadership responsibilities and maintain the conditions necessary to ensure the success of all students.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. School leaders cultivate a collaborative culture with shared goals, shared leadership, and leadership development among staff.				
ii. School leader evaluation is aligned to statute, rules, and regulations and assures adherence to accreditation requirements.				
iii. School leaders maintain effective communications with staff.				

SHARED LEADERSHIP COMMENTS:

b. LEARNING LEADERSHIP: Principals act as leaders of learning and agents of change who positively contribute to their own school and the district improvement efforts.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. Principals act in the capacity of lead learner by routinely promoting and participating in professional development with teachers.				
ii. Time is built into the schedule for professional collaboration and principals lead collaborative work that improves quality throughout the faculty.				
iii. Principals monitor and evaluate instruction in accordance with the district instructional framework and state regulations.				

LEARNING LEADERSHIP COMMENTS:

04. Stakeholder Communications and Input

a. STAKEHOLDER COMMUNICATIONS. District leaders and staff routinely provide information to district, school, and community stakeholders.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. The district and all schools follow a communications plan that includes specific guidelines.				
ii. The district maintains a current, accessible, functional web presence.				
iii. District leaders routinely provide information to all stakeholders through a forum about current issues (e.g. radio, blog, meetings).				

STAKEHOLDER COMMUNICATIONS COMMENTS:

b. STAKEHOLDER INPUT. District and school leaders ask stakeholders to provide input to improve the district and school system.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. Representatives of appropriate stakeholder groups provide input into district and school decisions through surveys and focus groups.				
ii. The district and schools have implemented a comprehensive approach to family and community organization involvement and partnerships.				
iii. Leaders and staff develop relational trust with stakeholders and build social capital in the community.				

STAKEHOLDER INPUT COMMENTS:

B. PROFESSIONAL CAPACITY

05. Employment and Certification

a. HUMAN CAPITAL. District leaders recruit, develop and retain instructional and support personnel with the necessary expertise to achieve the district purpose.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. The district hiring process and the system of mentoring and induction ensure that staff have the necessary expertise for their position.				
ii. The district verifies that certified staff have the necessary certification and processes are in place to address issues with certification.				
iii. The district maintains processes and procedures that define expectations for personnel.				

HUMAN CAPITAL COMMENTS:

b. EMPLOYEE RECOGNITION. District leaders appropriately recognize instructional staff and support personnel who are making an outstanding contribution to the district or their school.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. The district fosters formal and informal leadership opportunities to build staff capacity.				
ii. Staff are provided opportunities for candid input to improve the system and processes.				
iii. Staff recognition is routinely used across the district.				

EMPLOYEE RECOGNITION COMMENTS:

06. Professional Development

a. COLLABORATIVE EXPERTISE. District leaders maintain an ongoing, collaborative approach to professional development designed to increase the individual and collective expertise of leaders and instructional staff.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. Professional development provides staff with opportunities for collaboration, peer observation, and shared practice.				
ii. The district engages in professional development through creation of shared curriculum units and common formative assessments by collaborative teams.				
iii. District instructional priorities are addressed through ongoing professional development and instructional coaching.				

COLLABORATIVE EXPERTISE COMMENTS:

b. COLLECTIVE EFFICACY. District leaders evaluate the effectiveness of professional development by monitoring the collective efficacy of instructional staff.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. Structures are in place that promote collective efficacy and internal coherence across the district.				
ii. Collective efficacy is measured and results are used to evaluate the impact of staff collaboration.				
iii. The Professional Learning Community (PLC) model or a similarly collaborative approach is used to increase collective efficacy.				

COLLECTIVE EFFICACY COMMENTS:

C. ACCOUNTABILITY AND IMPROVEMENT

07. State Assessment and Accountability

a. DISTRICT PERFORMANCE. District leaders use Wyoming Accountability in Education Act (WAEA) school performance data to determine opportunities for improvement of learning across the district.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. State assessment data are used to identify district and school strengths and needs in tested grades and subjects.				
ii. State assessment data are used to identify individual students in need of learning support to close the achievement gap.				
iii. An annual report card is used to report district and school results to stakeholders.				

DISTRICT PERFORMANCE COMMENTS:

b. CURRICULAR GUIDANCE. District leaders ensure that the Wyoming content and performance standards included in the state assessment blueprints are addressed by the learning goals students are expected to meet.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. State assessment blueprints are used in the development of essential learning goals or priorities for tested grades and subjects.				
ii. Assessment resources and release items are used in the planning and development of the instructional program in tested grades and subjects.				
iii. Assessment results are compared to grades or other performance levels to ensure the expectations for student proficiency are consistent.				

CURRICULAR GUIDANCE COMMENTS:

08. School Improvement and Support

a. NEEDS ANALYSIS. School-level leadership teams determine necessary improvements to increase school performance using WAEA data and other needs assessment processes.

Effective Practices	Deficient	Adequate	Strong	Exemplary	Not Applicable*
i. School leadership teams have defined the student achievement results they want to attain and how these results are measured.					
ii. Student achievement data are reviewed by the team to compare the current reality with the desired results.					
iii. Processes are analyzed to decide what to improve to achieve the desired results, including eliminating unnecessary initiatives.					

ANALYSIS OF NEEDS COMMENTS:

b. IMPROVEMENT PLANS. Principals of schools that are partially meeting or not meeting expectations submit improvement plans to the district and state. These plans are used to guide school improvement.

Effective Practices	Deficient	Adequate	Strong	Exemplary	Not Applicable*
i. The needs analysis is used to develop an improvement plan consistent with statute and district expectations.					
ii. The leadership team uses change research to influence implementation of the improvement plan by school staff.					
iii. Leadership teams from schools identified as priority schools participate in the Statewide System of Support (SSOS).					

IMPROVEMENT PLANS COMMENTS:

D. INSTRUCTIONAL PROGRAM

09. Programs, Standards, and Curriculum

a. CONTENT AREAS. District leaders ensure that quality programs of study are in place that provide all students opportunity to meet the Wyoming Content and Performance Standards in all content areas.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. The district monitors the quality of programs of study in all content areas using student results (e.g., products, performance, and test scores).				
ii. A coherent curriculum is in place for literacy and math for all schools in the district with alignment within and between grade levels.				
iii. The curriculum in all content areas is aligned to and inclusive of the Wyoming Content and Performance Standards.				

CONTENT AREAS COMMENTS:

b. CURRICULUM. District leaders ensure that learning goals and targets, aligned to and inclusive of the Wyoming Content and Performance Standards, are logically sequenced and are the same for equivalent courses.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. Teacher teams across content areas and grade levels develop a continuously refined guaranteed and viable curriculum.				
ii. Processes are in place and tools (e.g., curriculum maps, proficiency scales) are used to define the learning goals and learning targets.				
iii. The district provides resources and defines expectations for curriculum development.				

CURRICULUM COMMENTS:

10. District Assessment System

a. **ASSESSMENT PROCESS.** The district defines the assessment system and methods used to determine levels of student performance for each standard or learning goal.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. The district provides assessment literacy training.				
ii. Collaborative teams use common formative assessments to provide feedback for determining intervention or enrichment needs.				
iii. The district provides resources and defines expectations for assessment processes.				

ASSESSMENT PROCESS COMMENTS:

b. **GRADING AND REPORTING.** The district grading system provides information on the level of student performance for each learning goal.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. Educators and stakeholders have clarified the purpose of grading, and use a grading approach that achieves this purpose.				
ii. Grades reflect a level of proficiency on selected standards or standards-aligned units. Behavior is reported separate from content.				
iii. The district grading policy ensures consistency in grading practices, prohibiting grading practices that are a deterrent to student proficiency.				

GRADING AND REPORTING COMMENTS:

11. Instructional Methods

a. INSTRUCTIONAL PRACTICES. Teachers use the shared instructional practices and social routines defined in the district instructional framework to engage students in the subject matter in all content areas.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. Teachers use instructional methods that are consistent with the instructional priorities defined in the district instructional framework.				
ii. Teachers communicate learning targets and discuss the success criteria.				
iii. Teachers use instructional strategies that elicit high levels of student engagement.				

INSTRUCTIONAL PRACTICES COMMENTS:

b. ACADEMIC TASKS. Teachers expect all students to demonstrate knowledge, apply learning, engage in thoughtful dialogue, and develop high quality work products in all classrooms.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. Teachers enable deeper learning and integrate skills for success through rigorous units/lessons with real-world scenarios and/or performance tasks.				
ii. Classroom management practices promote positive relationships, student motivation, and skills for success.				
iii. Student products and performances integrate technology, art, and design with essential content.				

ACADEMIC TASKS COMMENTS:

12. Learning Support

a. INTERVENTION. The district and all schools maintain a coordinated approach to supporting students who are experiencing difficulty achieving proficiency on the learning goals.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. Schools implement a systematic approach to intervention (i.e. RTI, MTSS, PBIS) to address student needs during the school day.				
ii. Schools provide comprehensive interventions for students with disabilities, English learners, and other at-risk students.				
iii. Schools involve families and other required parties in the intervention process, and learning support is coordinated between the home and school.				

INTERVENTION COMMENTS:

b. EXTENSION AND ENRICHMENT. The district and schools provide extended learning opportunities and enrichment for students who have demonstrated proficiency on the learning goals.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. Students who have demonstrated proficiency are provided with enrichment and extended learning that is highly engaging.				
ii. Gifted and talented, and high performing students are provided qualitatively differentiated instruction that includes academically rigorous tasks.				
iii. Active, hands-on after-school and out-of-school enrichment opportunities are provided for students that support a range of positive learning outcomes.				

EXTENSION AND ENRICHMENT COMMENTS:

13. At-Risk and Dropout Prevention

a. EARLY WARNING SYSTEMS. District leaders ensure that a process is in place to analyze early warning data to identify students at-risk of dropping out of high school.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. The district and individual schools use an early warning data system or an intervention team process to identify students at-risk of academic failure.				
ii. High schools conduct credit checks to determine whether students are on track to graduate.				
iii. The district recognizes dropping out of school as a process rather than an event. Monitoring, prevention, and intervention begins in early elementary.				

EARLY WARNING SYSTEMS COMMENTS:

b. DROPOUT PREVENTION STRATEGIES. District leaders ensure that evidence-based dropout prevention strategies are embedded throughout the system.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. The district has incorporated evidence-based dropout prevention strategies throughout the system.				
ii. The district provides intensive intervention for low student performance and provides credit recovery options.				
iii. The district has structures in place to promote shared responsibility for all students, and has implemented processes to reduce barriers to learning.				

DROPOUT PREVENTION STRATEGIES COMMENTS:

E. CULTURE AND CLIMATE

14. School Culture, Climate and Safety

a. LEARNING ENVIRONMENT. District leaders ensure that safe, supportive conditions are in place that enable collaboration, innovation, professional growth, and learning for all students and adults in all schools.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. The district has defined key elements of culture and climate and has processes in place to ensure that these elements are in place across the district.				
ii. The district assesses culture and climate using surveys or other methods and results are used to monitor improvement of district and school processes.				
iii. The district and schools ensure physical safety, including training, a current crisis management plan, and routine practice drills.				

LEARNING ENVIRONMENT COMMENTS:

b. TEACHER-STUDENT RELATIONSHIPS. Teachers maintain positive personal relationships with all students while consistently pressing each student to do their best work.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. Processes are in place (e.g., social-emotional skill training for teachers) that lead to positive relationships between teachers and students.				
ii. Processes are in place to raise expectations and discontinue teacher practices that reflect low expectations or that are a deterrent to learning.				
iii. Structure and processes are in place to ensure interpersonal connectedness and support for each student by at least one caring adult in the school.				

TEACHER-STUDENT RELATIONSHIPS COMMENTS:

15. Student Activities

a. ACADEMIC ACTIVITIES. Leaders and staff encourage all students to participate in clubs, organizations, field trips, and school-sponsored events that extend learning beyond the classroom.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. The district provides resources, buildings, transportation for activities, and opportunities for all students to participate in a wide range of activities.				
ii. The district and schools use activity participation data as a measure of school culture and implement strategies to improve activity participation.				
iii. The district provides coaches and sponsors and has a clearly defined process for adding new clubs, organizations, or teams.				

ACADEMIC ACTIVITIES COMMENTS:

b. ATHLETIC ACTIVITIES. Leaders and staff encourage all students to participate in team sports and formal athletic activities.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. The district encourages participation by all students in the district and ensures that fees are not a barrier to participation.				
ii. The district and schools recognize and celebrate success in sports and other student activities.				
iii. The district encourages students, fans, and supporters to model appropriate conduct at events.				

ATHLETIC ACTIVITIES COMMENTS:

F. SERVICES AND OPERATIONS

Other Chapter 6 Accreditation Requirements

	Not Applicable	No Evidence	Meets Expectations
16. High School Graduation. High school graduates satisfactorily complete coursework that meets or exceeds the minimum requirements established by the State Board.			
17. Technology and Media. District technology includes internet connectivity. Technology, library, and media services meet the research, learning, and information management needs of students and staff.			
18. Virtual Education. If virtual education is provided by the district, the virtual courses meet all state requirements in accordance with statute and Chapter 41 Virtual Education Rules and Regulations.			
19. Buildings and Facilities. All schools and other district buildings are constructed and maintained in accordance with Wyoming School Facilities Department guidelines and other regulations that govern the safety and security of Wyoming public buildings.			
20. Student Health. Personnel and processes, including prevention programs, are in place to address the physical and mental health needs of all students enrolled in the district.			
21. Calendars and Schedules. The number of school days, hours of student teacher contact, alternative calendars, days of observance and mourning, scheduled holidays, and reports of school closure are in accordance with Wyoming statute, rules, and regulations.			
22. Transportation. The district provides student transportation to and from school and provides student transportation for interscholastic activities in accordance with applicable laws, rules, and regulations.			
23. Food Services. The district adheres to Wyoming and Federal regulations and guidelines related to the sanitation of food service facilities and the quality and nutritional value of food provided to students. Free and reduced cost meals are provided based on the income of parents or guardians.			
24. Finance and Data. District finances are managed and routinely audited in accordance with Wyoming and Federal regulations and accurate data are collected and reported to the Department in a timely manner.			
25. Student Information Management. Student information, records, identification, attendance calculations, enrollment, and transfers are conducted in accordance with statute.			

CLASSROOM OBSERVATION TOOL

Content

What are the students learning?

1	2	3	4
<p>It is unclear what students are learning.</p> <p>It is unclear how success is measured.</p> <p>Students who experience difficulty have not been identified.</p> <p>It is unclear whether the lesson is aligned to a standard or standards.</p>	<p>The standards-aligned learning target is understood by students.</p> <p>Students may or may not know whether they have met a particular standard or learning target.</p> <p>Students who experience difficulty have the option to come in before or after school.</p>	<p>The standards-aligned learning target is aligned in both rigor and content and is understood by students.</p> <p>The success criteria are defined using a checklist, rubric, or percentage cut score and communicated to students.</p> <p>Students are provided multiple opportunities to demonstrate proficiency.</p> <p>Students are encouraged to participate in learning supports or enrichments.</p>	<p>The standards-aligned learning target is clearly visible in the classroom, understood by students, and the level of proficiency is well defined.</p> <p>All students are provided multiple opportunities to demonstrate proficiency at high levels.</p> <p>Students are required to participate in learning supports or enrichments.</p>

Teacher

What is the teacher doing?

1	2	3	4
<p>There is little to no evidence of behaviors that can be described as teaching.</p> <p>The teacher uses no active engagement strategies and ignores off-task behavior.</p>	<p>There is a learning target or objective posted.</p> <p>The teacher initiates an interaction with a class, and invites some form of response, typically through presenting a question. The teacher often answers their own questions.</p> <p>The teacher provides limited explanation of expectations of performance on the assignments or tasks.</p> <p>The teacher offers limited feedback on student performance.</p> <p>The teacher is delivering instruction to the class with little to no interaction with students.</p> <p>The teacher uses some active engagement strategies, but largely ignores disengaged students.</p>	<p>There is a clearly communicated learning target or objective.</p> <p>The teacher-directed learning involves ongoing interaction between the teacher and all students.</p> <p>The teacher provides concise expectation of performance on the assignments or tasks students are expected to perform.</p> <p>Teacher uses varied strategies for student questioning.</p> <p>The teacher uses active engagement strategies and addresses disengaged students.</p>	<p>There is a clearly communicated learning target or objective and it is revisited throughout the lesson.</p> <p>The teacher monitors students working diligently on academic tasks and adjusts lesson activities.</p> <p>The teacher works with the students to create agreed upon expectations of performance for the assignments or tasks.</p> <p>The teacher uses questioning strategies that draw out higher level thinking and understanding by students.</p> <p>The teacher uses varied active engagement strategies and addresses disengaged students with minimal distraction.</p> <p>The teacher facilitates high level student discussions.</p> <p>The teacher checks for understanding (embedded formative assessment) and provides feedback to students.</p>

Student

What are the students doing?

1	2	3	4
<p>Students are not doing anything or doing very little that could be viewed as learning.</p> <p>The classroom is practically devoid of any direct evidence of student learning.</p> <p>Students are not self assessing their learning.</p> <p>Students are not answering and asking questions at the appropriate DOK level.</p>	<p>Students are listening to the teacher lecture and answering questions if called on by the teacher.</p> <p>Students are completing worksheets or problems from a workbook or textbook.</p> <p>Students are using computers to do electronic worksheets or tests.</p> <p>Students are reading independently or listening to the teacher read.</p> <p>Students are coloring.</p> <p>Students are practicing spelling or vocabulary words.</p> <p>Students are doing a word search.</p> <p>Students are making a simple poster or display.</p> <p>Student work is mainly worksheets and a few simple projects.</p> <p>When asked, students are aware of their learning and need teacher guidance and direction.</p> <p>Few students are answering and asking questions at the appropriate DOK level.</p>	<p>Students are engaged in a teacher-directed lesson that includes active learning and discussion from nearly all students.</p> <p>Students are reading short passages and completing constructed-response writing.</p> <p>Students are reading and summarizing or outlining from the textbook.</p> <p>Students are following teacher directions in working on a consistent product or project assigned by the teacher.</p> <p>Students are involved in service learning or a community service project organized and supervised by the teacher.</p> <p>Most students are producing high quality work as evidence of their learning.</p> <p>Students are self assessing their learning.</p> <p>Some students are answering and asking questions at the appropriate DOK level.</p>	<p>Students are engaged in classroom discussion and debate with peers based on their own reading and written notes with limited teacher talk.</p> <p>Students are working independently or together to develop a project or product for which they are allowed to make choices and mistakes (able to take a risk at learning).</p> <p>Students are working independently or in small groups on a performance task, project or product that has an audience beyond the teacher or the test.</p> <p>Students are writing an extended response and multiple revisions.</p> <p>Students are producing high quality work as evidence of their learning for application, sharing, or display.</p> <p>Students are self assessing their learning and can articulate the steps necessary for improvement.</p> <p>Most students are answering and asking questions at the appropriate DOK level.</p>

DISTRICT ASSESSMENT SYSTEM REVIEW

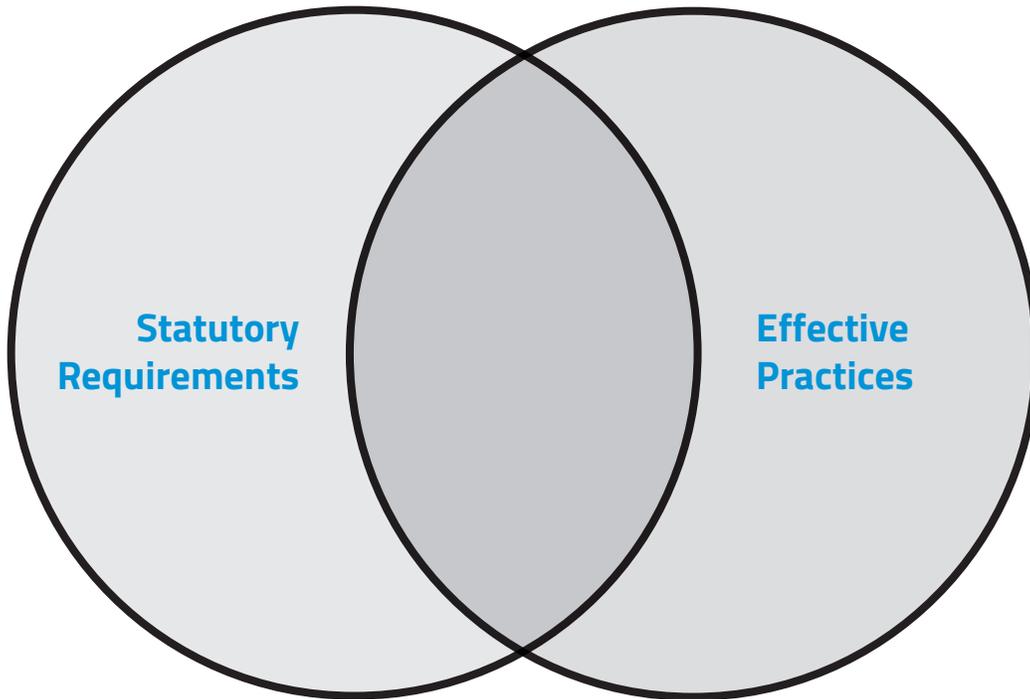
Assessment System Requirements	Deficient	Adequate	Strong	Exemplary
The Wyoming Content and Performance Standards are taught and assessed in all content areas (Chapter 6, Sec. 5 (j)) (Chapter 31, Sec. 5 (b))				
The assessment system is aligned to the Wyoming Content and Performance Standards in terms of content and cognitive complexity. (Chapter 31, Sec. 5 (b)(i))				
The district has a process for updating the assessment system within three years of revision of the Wyoming Content and Performance Standards. (Chapter 31, Sec. 5 (b)(i))				
Levels of student performance for each class or subject are determined through assessment of the standards-aligned content. (Chapter 31, Sec. 5 (b)(i)(A))				
The assessment system measures the knowledge or skill for the appropriate grade level and content. (Chapter 31, Sec. 5 (b)(i)(B))				
The assessment system provides every student with multiple opportunities to demonstrate what the student understands, knows, and can do. (Chapter 31, Sec. 5 (b)(i)(B))				
Levels of student performance for each class or subject are reported to the district through a student information system or another method. (Chapter 31, Sec. 5 (b)(ii))				
The district has a process in place to evaluate its district assessment system on an ongoing basis. (Chapter 31, Sec. 5 (b)(iii))				
The district graduation policy meets or exceeds the minimum requirements established in Chapter 31, Sec. 4 (a)				
The minimum passing grade for all high school courses incorporates the district definition of proficient performance (e.g. passing all units, or proficient performance on the majority of units). (Chapter 31, Sec. 4 (a)(iii)(A))				

Comments:



ACCREDITATION

Wyoming Department of Education



Wyoming statute and other evidence-based effective practices are included in the peer review framework. Adherence to statute is the minimum requirement for accreditation. This is verified annually through documents and assurances submitted to the Wyoming Department of Education (WDE) and through internal verification with WDE program managers. The purpose of the peer review is to provide feedback to districts to improve processes, and to enable collaboration and shared practice among districts.

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