WYOMING STATE BOARD OF EDUCATION

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

October 12, 2018 3000 Independence Court Room 1201 Casper		
8:00 a.m. - 9:00 a.m.	**State Board of Vocational Education** • Perkins V Update	Tab A
9:00 a.m.	**State Board of Education**	
9:00 a.m. - 9:30 a.m.	• Call to Order • Roll Call • Pledge of Allegiance	
	• Approval of Agenda	Tab B
	• Minutes - September 20-21, 2018	Tab C
9:30 a.m. - 10:15 a.m.	Coordinator's Report: • Joint Education Interim Committee Report • Professional Judgement Panel Update	Tab D
10:15 a.m. - 12:00 p.m.	BOARD REPORTS AND UPDATES • Equity and Engagement Next Steps	Tab E
	SBE Committee Reports: • Communications Committee • Administrative Committee	Tab F
12:00 p.m.	**Lunch**	
12:30 p.m. - 3:00 p.m.	Action Items: • State Systems of Support for Alternative Schools Legislative Report • Mike Beck – Professional Judgement Panel • Action on Chapter 29 on Leader Evaluation	Tab G Tab H
	Other issues, concerns, discussion, public comment:	
3:00 p.m.	**Adjourn the State Board of Education**	

Strengthening Career and Technical Education for the 21ˢᵗ Century Act

Perkins V

Purpose

- Increasing learner access to high-quality career technical education programs of study.

What is CTE?

- CTE is an educational option that provides learners with the knowledge and skills they need to be prepared for college and careers. CTE gives purpose to learning emphasizing real-world skills and practical knowledge within a selected career focus.

Carl D. Perkins History

- Smith-Hughes Act of 1917-1st federal funding of vocational education

- Vocational Education Act of 1973

- Carl D. Perkins Act of 1984 (Perkins I)

- Carl D. Perkins Vocational and Applied Technology Act (Perkins II) in 1990

- Carl D. Perkins Career and Technical Education Act of 1998 (Perkins III)

- Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)

Who Benefits from Perkins?

- Secondary learners: Approximately 7 million nationally

- (16,498 in Wyoming)

- Postsecondary learners: Approximately 4 million nationally

- (16,778 in Wyoming)

Who Benefits from Perkins?

- Employers: Nearly 60 percent of companies report difficulty filling jobs because of a lack of qualified applicants.

Who Benefits from Perkins?

- Communities: A community with a skilled workforce leads to a strong economy.

Who Receives Perkins Funding?

State level:

- In Wyoming, the Wyoming State Board of Vocational Education is the eligible recipient of Carl D. Perkins funds.

- The Wyoming Department of Education administers the program.

Who Receives Perkins Funding?

Local level:

- High schools with career technical education courses.

- Community colleges with career technical education courses.

How are Perkins Funds Distributed?

- The Perkins law includes specific formulas that take poverty and population into account

- 85% of state grant devoted to flow-through funds.

- Of that 85%, 60% goes to school districts, 40% goes to colleges.

Wyoming Perkins 2018-19 Allocation

- State administration/leadership:
  $ 703,962
- Local school districts: $ 2,393,469
- Community colleges: $ 1,595,646
- Total state allocation: $ 4,693,077

How are Perkins Funds Invested?

- Professional development and technical assistance

- New, innovative programs of study

- Implementation and improvement

- Career exploration, guidance and advisement

- Data collection and analysis

Strengthening Career and Technical Education for the 21st Century (Perkins V)

- Approved on July 23, 2018 by unanimous voice vote in US Senate

- Approved on July 25, 2018 by US House of Representatives

- President signed into law on July 31, 2018 as Public Law 115-224

Perkins V

- Will take effect on July 1, 2019
- One-year transition plan period starts
- The law authorizes $1.229 billion for FY2019 and gradually increase to $1.318 billion in FY2024
- Authorization levels are only suggestions. Congress will pass separate funding legislation annually.

Perkins V

- Largely based on Perkins IV structure with key changes
- Full four-year state and local plans will be submitted in the Spring of 2020
- Secretarial authority compromise & enhanced prohibition language-eliminating fed-state negotiation of state performance accountability

Perkins V – Major Tenets

- Maintains focus on CTE program improvement

- Retains state governance and funding formulas of Perkins IV

- Updates federal to state formula ensures states receive no less than FY2018 funding levels

- Increases state reserve from 10 to 15%

Perkins V – Major Tenets

- Introduces a comprehensive local needs assessment with data-driven decision-making on local spending, involves significant stakeholder consultation, must be updated every two years (Next Gen Sector Partnerships?)

- Creates new competitive grant program for innovation and modernization

Perkins V – Major Tenets

- Lifts spending restriction below grade 7 and allows support for career exploration in "middle grades" (grades 5-8)

- Changes process for setting state and local performance targets

Perkins V – Major Tenets

- Eliminates technical skill attainment measure and adds "program quality" measure at the secondary level that requires states to choose to report on work-based learning, postsecondary credit attainment or credential attainment during high school.

Role of ESSA, Perkins & WIOA in Workforce Development

- The Every Student Succeeds Act (ESSA), Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and the Workforce Innovation Opportunity Act (WIOA) play important, complementary roles in educating and training the country's workforce

Role of ESSA, Perkins & WIOA in Workforce Development

- Every Student Succeeds Act (ESSA)–

  - Funding for K-12 public education that requires all students be taught high academic standards that prepare them to succeed in college and careers.

Role of ESSA, Perkins & WIOA in Workforce Development

- Strengthening Career and Technical Education for the 21st Century (Perkins V)–

  - Funding for states and other grantees to improve CTE programs focusing on preparing students for "real world"

Role of ESSA, Perkins & WIOA in Workforce Development

- Workforce Innovation Opportunity Act (WIOA)–

  - Funding (Title I) for public workforce development systems and (Title II) for adult education and literacy activities

Perkins V – Workforce Connections

- Contains additional 21 definitions some were added in an effort to align terminology with ESSA and WIOA

- Career pathways, in-demand industry sectors or occupations, industry or sector partnerships, local and state workforce development boards, out-of-school youth, recognized postsecondary credentials take on WIOA meanings

Perkins V – Workforce Connections

- Eligible Entity definition is a consortium that includes business or industry partners, representatives of local agencies serving out-of-school youth, homeless children and youth, at-risk youth and others.

Perkins V – Workforce Connections

- New law reduces the time covered by the state plan from 6 years to 4 years in an effort to align with the state plan length of WIOA.

- Retains the two options of a "single plan" or a "combined state plan"

- Decision resides with the state eligible agency

Perkins V – Workforce Connections

- Required entities to consult on state plan include:
  - Governor's office
  - Secondary/postsecondary CTE progs.
  - Community reps including parents and students
  - Reps from state workforce development board

Perkins V – Workforce Connections

- Required entities to consult on state plan include:
  - Members and reps of special populations
  - Reps from business and industry (including small business), reps from industry sector partnerships, reps from labor organizations
  - Reps of agencies serving out-of-school youth, homeless children and youth, at-risk youth

Perkins V – Workforce Connections

- Required entities to consult on state plan include:
  - Reps of Indian tribes and tribal organizations
  - Individuals with disabilities

Perkins V – Workforce Connections

- State plan must include:
  - A summary of the state's workforce development activities and the degree to which CTE programs in the state both align to them and address the needs of employers identified by the state workforce development board

Perkins V – Workforce Connections

- State plan must include:
  - The state's strategic vision and goals for preparing an educated and skilled workforce;
  - A strategy for joint planning, alignment, coordination and leveraging of funds between CTE programs with the state's workforce development system to achieve goals (alignment with WIOA, ESSA and Higher Education Act (HEA)

Perkins V – Workforce Connections

- Wagner-Peyser Alignment
    - The Workforce and Labor Market Information System under Wagner-Peyser (Title III of WIOA) is amended through Perkins V to ensure that the labor market information produced under Wagner-Peyser can be readily accessed by the Perkins eligible agency and in turn, by local eligible recipients.

Perkins V – State Plan Timeline

- See handout

WYOMING
DEPARTMENT OF EDUCATION

JILLIAN BALOW
Superintendent of Public Instruction

DICKY SHANOR
Chief of Staff

Proposed Timeline for Perkins V State Plan Submission

7-1-20	Effective Date of 4-year state plan
	Submission of local 4-year application, Section 134
3-1-20	Submit to OCTAE for 120 day review (Section 122(f))
2-1-20	Submit to state board for final approval and obtain Governor sign-off (Section 122(e)(3))
1-1-20	Finalize state plan and submit to state board and Governor review (Section 122)
12-1-19	Complete hearings on state plan and 30 day public comment period (Section 122(a)(3)) and (4)
11-1-19	Finalize notice of hearings on state plan (Section 8(d); Section 122(a)(3))
10-1-19	Complete written response to stakeholder review and revise state plan (Section 113(b)(3)(B)(iv))
9-1-19	
	60 day stakeholder review of performance levels section (Section 113(b)(3)(1))
6-30-19	
	State – Local negotiations of student performance levels
5-1-19	Submit transition plan to OCTAE (Section 4)
4-30-19	
	Drafting of 4 year state plan in consultation with Section 122(c) stakeholders and Governor's Office (Section 4)
11-1-18	
10-1-18	Start of federal fiscal year
7-31-18	Perkins V signed (Public Law 115-224)

WYOMING STATE BOARD OF EDUCATION
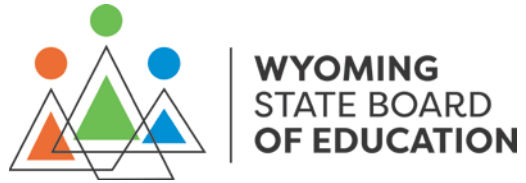
ACTION SUMMARY SHEET

DATE: October 12, 2018

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the **October 12, 2018** State Board of Education meeting.

SUPPORTING INFORMATION ATTACHED:

- Agenda

PREPARED BY: **Kylie Taylor**
Executive Assistant

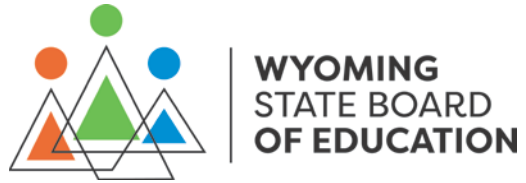ACTION TAKEN BY STATE BOARD: _____DATE:_____

COMMENTS:

WYOMING STATE BOARD OF EDUCATION

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ACTION SUMMARY SHEET

DATE: October 12, 2018

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the State Board of Education meeting on September 20-21, 2018

SUPPORTING INFORMATION ATTACHED:

- Minutes of September 20-21, 2018

PREPARED BY: *Kylie Taylor*

       Kylie Taylor, Executive Assistant

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

COMMENTS:

September 20-21, 2018
222 East 4th Avenue
Afton

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

Members absent: Dan McGlade.

Also present: Kylie Taylor, WDE (via Zoom); Dr. Thomas Sachse (via Zoom); Kari Eakins, WDE (via Zoom); Julie Magee, WDE (via Zoom); and Mackenzie Williams, Attorney General's Office (AG).

September 20, 2018

CALL TO ORDER

Chairman Wilcox called the State Board of Education to order at 8:04 a.m.

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

APPROVAL OF AGENDA

Max Mickelson moved to approve the agenda as presented, seconded by Ken Rathbun; the motion carried.

APPROVAL OF MINUTES

Minutes from the July 12, 2018 State Board of Education meeting were presented for approval.

Kathryn Sessions moved to approve the minutes, seconded by Ryan Fuhrman; the motion carried.

TREASURER'S REPORT

SBE Treasurer, Max Mickelson, presented the summary review and expenditures report for the board's budgets, and went over the remaining balances and time left in the current biennium. Max also presented a pie chart and spreadsheet that he and Trent Carroll from the WDE worked on for the SBE's 2019-20 budget.

Scotty Ratliff moved to approve the presented Treasurer's Report, seconded by Robin Schamber; the motion carried.

State Superintendent's Update

Megan Degenfelder presented the State Superintendent's Update and highlighted the work currently going on at the WDE. The WY-TOPP fall interim window is open until September 28 and the WDE assessment team has worked to implement testing upgrades to meet the needs and concerns expressed by districts. The Boot Up Wyoming Team finished tours to all 48 school districts to gather information about computer science education. The WDE's first cohort of Professional Learning Communities schools have been working this summer to implement best practices and improve student learning.

Presentation from Jay Harnack, Sublette County School District #1 Superintendent

Coordinator's Report
Dr. Tom Sachse, SBE Coordinator, started his report with a legislative update and asked for the board's input on proposed modifications to the Wyoming Accountability in Education Act including clarifications regarding the SBE's role in conducting information hearings from districts that wish to challenge the school performance ratings reported by the WDE.

Tom Sachse and Julie Magee gave an update on recent accountability meetings and Julie reviewed a presentation on Wyoming's School Accountability System.

Tom gave an update on Professional Judgment Panel (PJP) planning and said the group is well prepared to conduct both panels in a way that will lead to thoughtful and rigorous recommendations for accountability targets for all schools. Max Mickelson volunteered to be on the PJP.

Tom and Ryan Fuhrman created a survey for Basket of Goods input, Tom will be using this survey to collect input from school board members, superintendents, curriculum directors, principals, teachers, and parents/community members. Tom said he will present his findings to the board in November and to the JEIC in late November.

Tom gave an overview of Board Docs and the benefits it would bring to the SBE with the features and accessibility. Kari Eakins from the WDE indicated there has been some legal hurdles the WDE and AG's office has had to jump through to move the contract forward. Mackenzie explained the legal language in contract is going to require more working before the contract for Board Docs is approved.

BOARD REPORTS AND UPDATES

Accreditation Update
Julie Magee provided an update on the accreditation task force efforts and process.

Sue Belish said she is happy this year is a pilot year for the new accreditation process, she also asked what assurance the board has with external reviews from third parties.

Julie said every district has to report **assurances** to the State every year and that would extend to the third parties as well.

NASBE Conference
Kylie Taylor presented on the National Association of State Boards of Education annual conference that will be held in Denver, Colorado this year. Kylie provided details including price, dates, and location to the

board and asked Chairman Wilcox if he would like to give approval for SBE members to attend. Mackenzie Williams, Nate Breen, and Tom Sachse will be attending the conference on behalf of the SBE.

SBE COMMITTEE UPDATES

Communications Committee
Ryan Fuhrman said the communications committee has approved and posted two blog posts and the committee has decided there isn't a need for a communications contract and the committee will instead work directly with Kari and her team at the WDE for communications committee needs.

Administrative Committee
Sue Belish said the biggest discussion item the admin committee wanted to address is the October date for the SBE meeting. In order to accommodate the PJP, the SBE will need to move their meeting from October 18-19 to October 11-12.

Kenny Rathbun moved to change the October SBE meeting to October 11-12 in Casper, seconded by Max Mickelson; the motion carried.

ACTION ITEMS

Governance Policies
Sections 19, 20, 21, and 29 of the Governance Policies were presented to the board to be approved. After discussion the board decided to table sections 21 and 29, these sections will be edited and voted on in October.

Sue Belish moved to approve section 19 of the governance policies with changes, seconded by Scotty Ratliff; the motion carried.

Max Mickelson moved to approve section 20 of the governance policies, seconded by Ryan Fuhrman; the motion carried.

The State Board of Education recessed at 3:12 p.m. to have first retreat discussion on stakeholder engagement.

September 21, 2018

Chairman Wilcox reconvened the State Board of Education at 8:32 a.m.

Chairman Wilcox introduced Sarah Flitner, the facilitator for the equity portion of the SBE retreat. Sarah laid out the platform of which the board would be going off of the day.

The topics will include:
- Setting the stage for success
- Desired outcomes
- Identifying Issues: what are the questions about equity in education?
- Generate options/possible outcomes

- State Board leverage points
- Priority setting of issues for work plan
- Small groups for top three, create three action steps
- Report and summarize

Ryan Fuhrman said when it comes to the discussion of "gifted and talented" he would like equity to be defined as allowing kids to find what they are gifted in, whether that be music, vocational, academics, etc.

The board broke into small groups to discuss topics more in depth and came back as a whole to discuss what each group talked about.

PUBLIC COMMENT

Tina Forisno, said she will do her work to help communicate the work and topics that were discussed during the board meeting. She thanked the SBE for letting her be a part of the conversation.

Kathy Vetter; President of Wyoming Education Association, thanked the SBE for including and welcoming her, she said she appreciates the board letting her be a voice during the meeting so she can push this information out to all of the Wyoming Education Association members.

NEXT MEETING
The board's next meeting will take place in Casper on October 12, 2018

The State Board of Education adjourned at 12:20 p.m.

WYOMING STATE BOARD OF EDUCATION
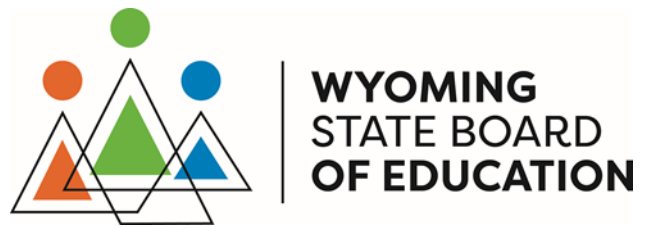
October 2, 2018

To: State Board Members

From: Tom Sachse, Ph.D.

RE: September Joint Education Interim Committee (JEIC) Meeting

Both Chairman Wilcox and I attended and presented at the JEIC meeting on September 28th in Casper. Chairman Wilcox presented the board's views on draft legislation regarding Teacher Accountability (2019 LSO-0005). He gave the board's perspective, including the board's willingness to promulgate rules remanding control for teacher evaluation and accountability to the local school districts. He noted the board's preference to allow flexibility in the system, as opposed to the more rigid model currently under development by the Certified Personnel Evaluation System committee.

I followed by presenting the board's views on revisions to the Wyoming Accountability in Education Act (2018 LSO-0006). I didn't get much reaction from the committee on recommendations to open the formal review process for anomalous events like floods or epidemics. I also advised them that using common language (e.g., "ineffective" versus "unsatisfactory") would further align ESSA with WAEA. There appeared to be support for adding language to include state board representation on the State Superintendent's advisory committees going forward. We will have another opportunity to provide input to the JEIC at their November meeting and to both education committees during next year's General Session.

Given the nature of the discussion regarding alignment of preschool services, Chairman Wilcox elected not to provide state board testimony on this issue at this time.

October 2, 2018

To: State Board Members

From: Tom Sachse, Ph.D.

RE: 2018 Professional Judgment Panels

As of this writing, the Professional Judgment Panels (PJPs) have begun meeting in Casper to set targets for the traditional and alternative schools. The PJP Facilitator—Dr. Mike Beck—has demonstrated the experience and expertise to guide these panels to set realistic, yet rigorous expectations for schools. The panel is comprised of engaged, reflective individuals representing the constituencies in the relevant 2011 Session Law. Staff support included Dr. Julie Magee, Sean McInerney, Christopher Gwerden, Dr. Mike Flicek and myself.

At your meeting, Dr. Beck will present the results of these deliberations and will ask you to take action on his report. Once you take action on this report, the WDE will compile school level reports for all schools (that have enough student data to calculate a school performance level).

Traditional School PJP Members

State Board Members

Walt Wilcox

Sue Belish

Kathryn Sessions

School Board Members

Nicole Weyer

Carl Manning

Superintendents

Teresa Chaulk

Donna Little-Kaumo

Central Office Staff

Karen Watenmaker

Eric Jackson

Andrea Gilbert

Principals

Catelyn Deromedi

Tanya Seeds

Christina Mills

Breez Daniels

Linda Crawford

Teachers

Bertine Bahige

Kristin Ryan

Lona Tracy

Business/ Community Members

    RJ Kost

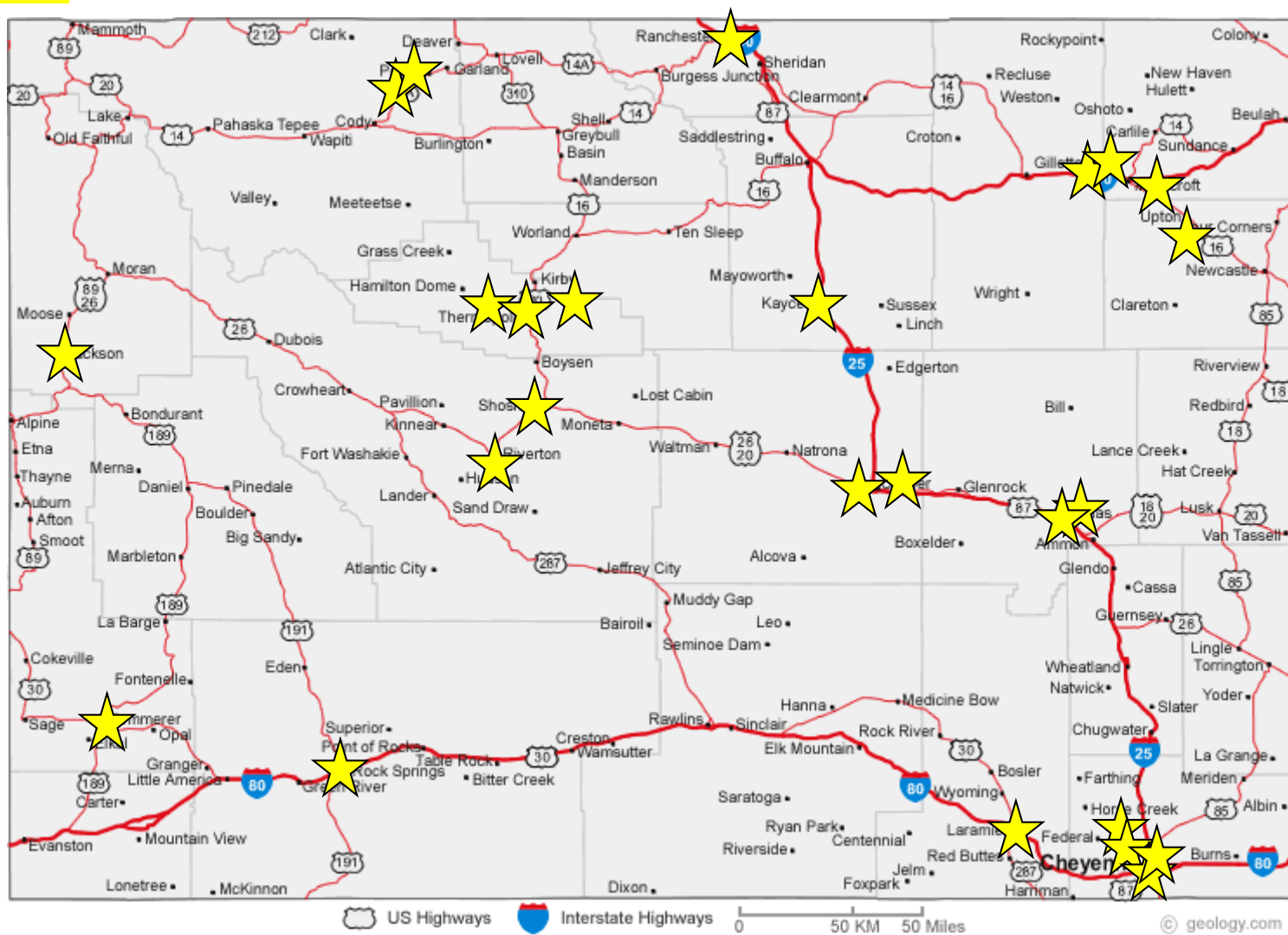   Charlie Simineo

Higher Education

    Jed Jensen

    Kristine Walker

Parents

    Rose Ann Rinne

2018 Traditional Schools Professional Judgment Panel

Alternative School PJP Members

State Board Members

     Max Michelson

     Sue Belish

School Board Members

     Karen Bienz

     Beth Hendon

Superintendents

     Teresa Chaulk

Central Office Staff

     Karen Watenmaker

     Troy Zickelfoose

Principals

     Mike Helenbolt

     Eric Makelky

     Shad Hamilton

Teachers

     Rob Hill

     Mike Maloney

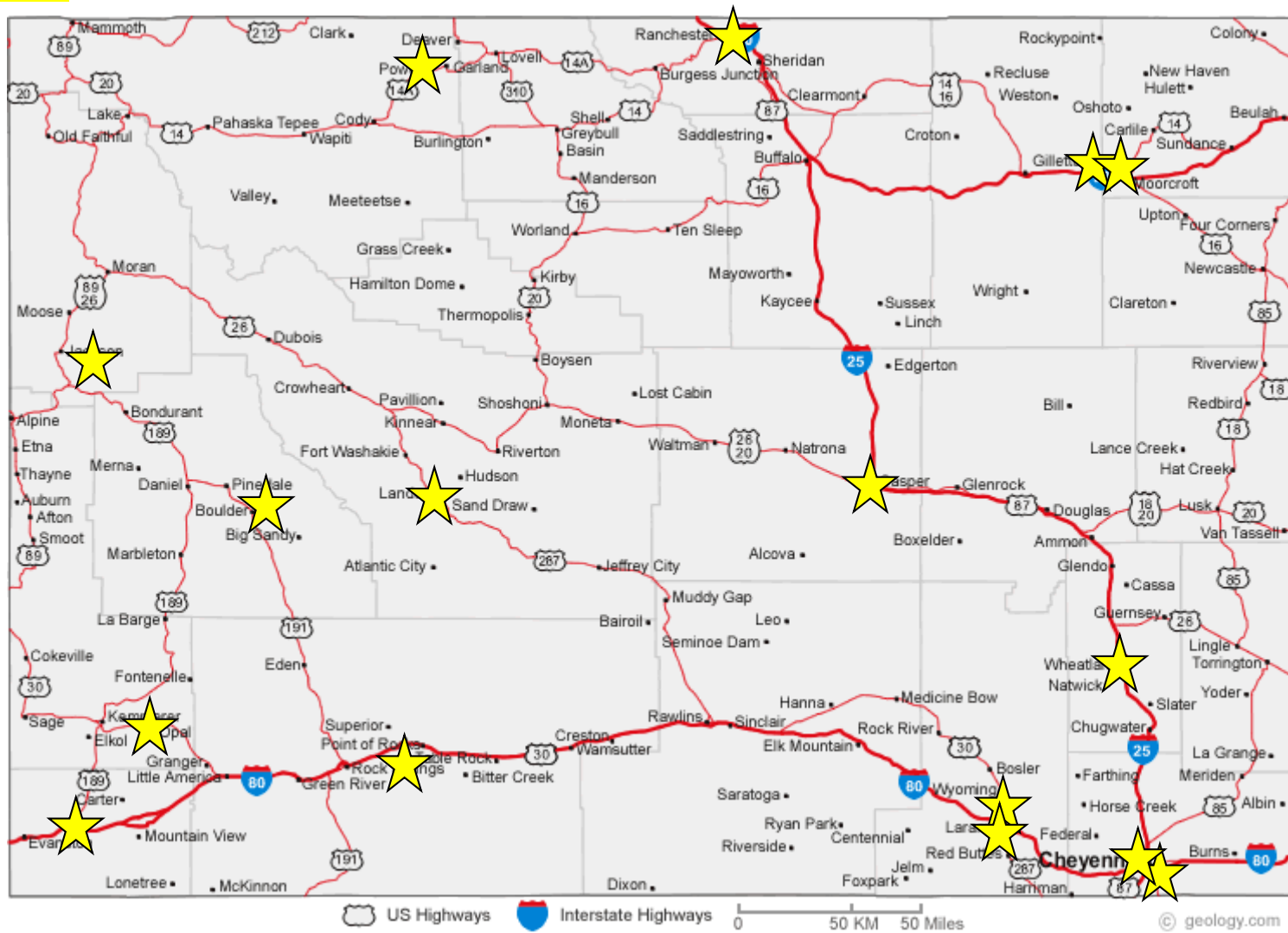Parents

     Rose Ann Rinne

Business/ Community Members

     RJ Kost

     Kit Carpenter

Higher Education

     Jed Jensen

2018 Alternative School PJP

- What is equity
  - Fair and impartial
  - Opportunity and access
  - Not only financial equity
  - Every school in every district gets what it needs so each student receives what they each need
  - Equity across the hall (a great teacher in every classroom) as well as equity in rural vs. non-rural schools
  - Parent, community and legislators' voices considered to promote empowerment and engagement and equity
- Vision
  - Each student with individualized learning plan
  - When can a child control his/her own education vs. the need for control by others – state, parent, district, teachers,
  - Remember our gifted and talented or students with academic aptitude
  - Include social – emotional support, SEL, whole child education, soft skills
  - Individuals should be recognized more than the average – growth rate should not be normed
  - Metrics of measurement are standard. Perhaps if we alter metrics based on areas of struggle, we will get better data (norming and ranking)
  - There are different ways to apply knowledge and learning
    - Traditional geometry vs wood-working
    - Celebrate and support all aspects of learning – traditional, hands-on, real-world based, project based,
  - Access to early childhood education
    - Can close gaps when kids are ready for learning
    - Universal, but optional pre-K
    - Targeted pre-k for schools or districts in most need
  - Raise awareness of difference between equity vs. equality
    - Access to options for each student
    - Does not need to be a carbon
  - Measurements should lift kids up not break them down
  - There are four important pillars of learning: academic, social, emotional, physical
    - 10 content areas
    - Only measure ELA, Math, Science
    - Basket of goods
    - Score keeping
  - Scale of equity is huge; we must be careful about dilution of efforts and our focus ending up being a mile wide and an inch deep
  - The SBE can't do it all, and we need to be clear on our sphere of influence
  - Equity should be a systemic approach
  - Equity includes ensuring that there is are great teachers in front of students every day
  - Can we adopt or create a framework where schools can self-assess and create a plan for equity for themselves (home grown, organic, buy-in, local effort)

Small Group Ideas

1. Measure: change, averages, growth vs. grade, IEP
   a. What –
      i. With new Wy-TOPP are we shrinking the gap;
      ii. Are we evaluating WAEA on original goals, but not evaluating if any impact,
      iii. Can we examine exemplars to determine patterns of exceeding performance

   iv. What are the patterns of why schools aren't improving,

   v. Crucial question: is accountability helping or not helping schools and ultimately students improve

  b. So What

   i. Are we asking the right question on accountability,

   ii. Should we eliminate WAEA and just go to ESSA – less punitive,

   iii. Inappropriate measures lead to negative attitudes,

   iv. What are the politics of accountability,

  c. Now What

   i. Genuine conversation with legislature about the use of accountability to improve learning;

   ii. Can SBE use statutory authority to evaluate WAEA and should we take that step

   iii. Can we eliminate some compliance regulations, so we can use the exemplar leaders, schools, teachers to help across the state

2. Pre-K focus

  a. What

   i. early childhood opportunities are so different depending on rural and non-rural, and then on ability of parents to pay for private EC opportunities

  b. So What –

   i. not having all students ready at the start leads to problems throughout their educational journey

  c. Now What

   i. Educate parents and public about benefits,

   ii. All providers have the knowledge and skills

   iii. Spotlight the communities that are doing innovative things.

   iv. JEIC will have a drafted bill about early childhood going under the WDE vs. three departments;

   v. Home visits to help parents;

   vi. Universal, but voluntary access to early childhood

3. Visionary Board – new opportunities and New Engagement approaches

  a. What

   i. Board should be the bridge to the community

   ii. The last eight years of the SBE's board journey has been a bit schizophrenic

  b. So What –

   i. SBE not the leader but the voice of the community;

   ii. sometimes the board is expected to have a certain voice by others,

   iii. the SBE can have a different voice,

  c. Now What

   i. redefine and embrace what the vision and role of the board is;

   ii. what is our role as SBE and policies on equity,

   iii. How can we leverage the value of networking with communities

   iv. Examine if it is worth our time to travel across the state for meeting,

Join the WYO Education Conversation

Engagement Ideas

A. More effective meetings
   a. Consider meeting times as 4:00-8:00 in the evening and the next day from 8:00-12:00 to engage folks after the work day
   b. Improve agendas to be more intentional in business items and make them more interesting
   c. Identify the best days of the week for meetings – suggested for Tuesday-Thursday
   d. Use Zoom more effectively
   e. Revamp our meeting agendas so they reflect the needs of SBE first
   f. Ask for executive summaries instead of the entire report, but indicate where can find the full report
   g. Consider establishing template questions that we ask for presentations, so we are receiving needed information
   h. Change the template of the agenda so that we have a consent agenda for routine items such as minutes, budget, committee reports
   i. Indicate whether the WDE needs to do a limited report or a full report
   j. Develop a new agenda template

B. Outreach to other groups
   a. Reach out to statewide groups to communicate with and hear from
   b. Determine the means and processes for who and how we will communicate with others
   c. Consider meeting at different locations to maximize involvement of specific groups
   d. Identify themes for meetings
   e. Engage the pre-k community
   f. Set up the conversation with community groups by
      i. Identifying a specific ask
      ii. Consider using the community at large such as the Chamber of Commerce
      iii. Follow-up with group after the conversation
   g. Identify the interests of groups like pre-k, community college, UW and how the SBE responsibilities intersect
   h. Concentrate on topics of interest to each group
   i. Consider the return on investment for all groups and for the SBE
   j. Limit the number of meetings that other groups would attend
   k. Tour examples of facilities or programs that focus on the specific theme

C. Translation of our messages to different groups
   a. Identify the key talking points for communication after the meeting
   b. Consider ending each meeting by identifying who and what to communicate
   c. Translate messages into appropriate language for targeted audience
   d. Consider using videos and social media

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Administrative Committee (AC)
September 27, 2018

</div>

Attendance: Kenny Rathbun, Robin Schamber, Nate Breen, Sue Belish, Kylie Taylor, Julie Magee, Kari Eakins

- Review agenda items for October SBE meeting
  - o We reviewed the agenda items for the October meeting. Based on the items presented, the Administrative Committee determined that we would not need to schedule two days for the meeting. Since one of the prime reasons for the meeting is to approve the report from the Professional Judgement Panel (PJP) and our PJP consultant is only available on Friday, we will schedule the meeting for Friday, October 12th from 8:00-3:00 in Casper.
  - o One of the items on the agenda will be an approval of a report on the State System of Support for alternative high schools. Information from the Technical Advisory Group (TAG) was sent out to board members to review before the October meeting.
  - o With the short time between the September meeting and the October meeting combined with the Joint Education Interim Committee and the PJP we will not be looking at any governance policies at this meeting.
- Review Engagement and Equity Discussion
  - o The AC will ask board members to examine the Engagement and Equity summaries from our September discussions to decide what to do next. The summaries will be included in the board packet.
- Consider Meeting Efficiency Options
  - o We discussed setting a standard meeting agenda template. Kari shared a spreadsheet she and the Communications Committee have been working on that details how other state boards of education organize their meetings. Either the AC or the Communications Committee can take the lead in reviewing these options and recommending a template for us to adopt. We want to consider using a consent agenda for action items such as minutes, treasurer's report, items that have been previously presented. We think that routine business items can include committee reports. We hope to have a template in place by January.
  - o The Committee discussed a standard template for introducing topics
    - The Committee likes the template that the WDE uses for many of their items and we want to encourage Tom to use something similar for his items. Kari volunteered to develop a template for Tom to use.
    - We may want to consider developing a template for reports from outside groups.
- Administrative Committee meeting for November
  - o We would like to establish a more consistent time for AC meetings to give time for agendas to be developed and for materials to be collected for the board packets.
  - o We are looking at a meting date the last week of Oct. 29th.

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DEPARTMENT OF EDUCATION

Memorandum

To: State Board of Education

From: Megan Degenfelder, Chief Policy Officer

Date: October 12, 2018

Subject: Report on the Statewide System of Support for Alternative Schools

Item Type: Action

The State Board of Education (SBE) is required to submit a report to the Joint Education Interim Committee by November 1, 2018 on modifications to the Statewide System of Support for alternative schools. The report must include recommendations for support, interventions and consequences, based on school performance ratings, specifically targeted to assist alternative schools.

2018 Session Laws, Chapter 69, Section 2 requires the recommendations to be studied and developed in consultation with the technical advisory group (TAG). The TAG was formed in 2015 by Senate Enrolled Act No. 87 to make recommendations for an accountability model for alternative schools. They continued to meet regularly, as required by 2016 Senate Enrolled Act No. 64, to provide feedback and recommendations on the alternative school accountability model to the Wyoming Department of Education and the Joint Education Interim Committee. During an online meeting on September 24, 2018, the TAG approved the recommendations in the report.

Statutory Reference:
• 2018 Session Laws, Chapter 69, Section 2
• W.S. 21-2-204(f)

Supporting Documents/Attachments:
• Report on the Statewide System of Support for Alternative Schools

Proposed Motion:
"I move to approve the Report on the Statewide System of Support for Alternative Schools for submission to the Joint Education Interim Committee."

For questions or additional information:
Contact Megan Degenfelder, Chief Policy Officer, at megan.degenfelder@wyo.gov or (307)777-2871.
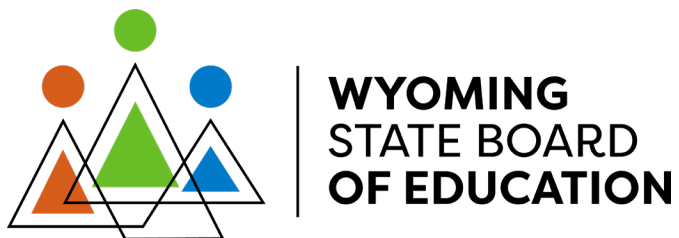
Report on the Statewide System of Support for Alternative Schools

Presented to the Joint Education Interim Committee

November 1, 2018

Presented by
Walt Wilcox, Chairman

2018 Session Laws, Chapter 69, Section 2 requires the State Board of Education (SBE) to, "in consultation with the technical advisory group, study and develop recommendations related to the progressive multi-tiered system of support, interventions and consequences required under W.S. 21-2-204(f) specifically targeted to assist alternative schools, as necessary, for the four levels of school performance" and report any recommendations to the joint education interim committee no later than November 1, 2018.

This report outlines the Statewide System of Support (SSOS) Model modifications to ensure appropriate support for alternative schools, as recommended by the Alternative School Technical Advisory Group and the Wyoming Department of Education (WDE) SSOS Internal Team. The report is organized as follows:

- SSOS Model & Alternative School Modifications Overview
- Tiers of Support
- Screening Protocol
- Adaptive Postures for Tiered Support
- Pillars of Support
- Support Programming
- Conclusion

SSOS Model & Alternative School Modifications Overview

The SSOS is established under the authority of Wyoming Statute §21-2-204(h). The law requires the establishment of a progressive multi-tiered system of support and intervention to assist all schools. The SSOS includes identified and prescribed actions for each level of support, including comprehensive and targeted supports and interventions. The existing SSOS and related programming continues to evolve and strengthen as needs are identified and resources are available.

The SSOS Model is a three-tiered system that categorizes schools based on the level of support needed for school improvement. Programs and resources within five pillars of support, outlined later in the report, are provided depending on a school's specific need. Beginning in 2018-19, the WDE will refine the identification of appropriate levels of support and intervention for each school (tiers of support) by adopting a comprehensive screening protocol. The WDE will implement an adaptive posture of intervention wherein the agency can take an increasingly active support role with districts and schools demonstrating the most intense and persistent needs.

Tiers of Support

1. Tier I reflects schools with low-level support needs. Tier I programming and resources are offered to all schools, traditional and alternative, statewide.

2. Tier II reflects schools with increased or moderate-level support needs. Tier II programming includes more targeted services (such as WDE Data Analysis and School Improvement Plan Development Training), and is generally provided regionally for groups of identified schools.

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3. Tier III reflects schools with high-level support needs. Tier III programming is differentiated for individual schools based on an analysis of available data from across the WDE and within the school and will appropriately address both traditional and alternative school needs.

Screening Protocol

Beginning in 2018-19, the WDE will adopt a state-wide comprehensive screening protocol to determine each traditional school's tiered level of support need. Three data sets will be considered in this process of determining an appropriate tier of support need for each school. This information will be used to prioritize services and resources in support of schools.

1. WAEA School Performance Rating (SPR) designation. The WAEA SPR depicts an annual measurement of school performance. The current year SPR and two previous years' results serve as the first screening measures for each school.

2. Every Student Succeeds Act (ESSA) designation. Within the ESSA requirements, schools may be identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI). An Average Indicator Category Score will be calculated to identify these schools. The CSI designation is primarily for Title I Schools; all schools regardless of Title status can be identified for TSI.

3. Special Education - Results Driven Accountability (RDA) designation. The WDE's Individual Learning Division monitors the implementation of the Individuals with Disabilities Education Act. Within this federal law, Part B Performance and Compliance Indicators are considered for review at the district level. The traditional school screening protocol will give priority to schools, in part, based on districts identified for monitoring on selected indicators.

For alternative schools, **only a school's performance as defined by the Alternative School Accountability Model will be used to determine the tier of support need in which each alternative school in the state will be categorized**. The school's overall performance rating in combination with the number of years a particular rating is observed will be considered in identifying the appropriate tier of support need. Those schools with multiple years of not meeting expectations or partially meeting expectations are deemed to have higher levels of support need. This information, illustrated in Table 1, will be used to prioritize services and resources in support of alternative schools.

Table 1. Identification & Support for Alternative Schools

School Performance Level	Number of Years School Received Rating Level	Tier of Support
Does Not Meet Expectations	2+ years	3 (state directed)
Does Not Meet Expectations	1 year	2
Partially Meets Expectations	2+ years	3 (flexible)
Partially Meets Expectations	1 year	2
Meets or Exceeds Expectations	2+ years	1
Meets or Exceeds Expectations	1 year	1

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Adaptive Postures for Tiered Support

The screening protocol designations will guide the WDE to adapt the posture of support that best meets the needs of each school. The WDE will develop a partnership with each school to 1) build capacity and 2) to refine the progressive system of support that appropriately addresses both traditional and alternative school needs.

1. Tier I schools are those which have very little need for external support. With basic guidance and some support from the state, they generally perform according to expectations. Programming currently in place at this statewide level is deemed to be appropriate for both traditional and alternative schools designated as Tier I.

2. Tier II schools are those that have a moderate need for external support. These schools typically have clear areas of strength with intermittent performance challenges. The primary focus for current SSOS Tier II programming relates to establishing professional learning communities, understanding WAEA school data, using it to identify the root cause of low performance on indicators within the model, and developing school improvement plan goals and strategies to address the low performance. This Tier II support is appropriate for both traditional and alternative schools.

3. Tier III schools have a higher intensity of need, which is typically indicated by multiple measures in which they persistently struggle to meet the needs of their students. Tier III supports provided by the WDE are specifically differentiated based on an individual school's identified need. Currently, the differentiated support provided to individual schools includes: establishing Professional Learning Communities (systematic process in which teachers work together to analyze and improve their classroom practice) and the appropriate structures, aligning classroom instructional strategies and understanding classroom assessment development, conducting assessment data analysis, and root cause identification for small schools and districts. These differentiated supports are appropriate for both traditional and alternative schools and will continue to evolve and develop based on need and resources available.

The *alternative school accountability* model includes additional indicators of performance. The support provided to these schools will be modified as appropriate to address the unique needs of these students. The indicators for alternative school accountability are:

- **Achievement** as measured by performance on the state assessment.
- **Growth** as measured by a student growth percentile based on the prior year's performance.
- **Climate** as measured by a student-perception survey.
- **Graduation Credential Rate** as measured by 4-year, on-time graduates plus any 5-, 6-, or 7-year graduates and students who have earned a High School Equivalency Certificate.
- **College and Career Readiness** as measured by post-secondary preparation activities undertaken in high school.
- **Credit Earning** as measured by credits earned in 9th, 10th, and 11th grade.
- **Engagement** as measured by a student success plan focused on goals for high school and beyond.

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Pillars of Support

The SSOS Model designates pillars of support, based on current research around the elements of effective schools. The five pillars define and frame the areas of school and district practice around which WDE will provide programming and interventions. They include: cultivating exceptional leadership, improving teaching and learning, developing a high-performance culture, establishing effective structures & processes, and engaging families and the community.

1. Cultivating exceptional leadership

   Leaders create the conditions for others to be successful in the system by setting vision, focus, and goals that address the other pillars. The SSOS aims to cultivate effective leadership among administrators as well as collective formal and informal leadership that is distributed throughout the system.

2. Improving teaching and learning

   Addressing the school's core business (i.e., curriculum, instruction, and assessment), this pillar addresses teachers knowing what to teach, how to teach, and whom they are teaching. Teachers must know what to teach by selecting material and resources that are aligned with state content and performance standards. They must know how to teach in ways that reflect evidence-based methods, including appropriate scope and sequence. Additionally, teachers must know how to adapt their materials, resources, and pedagogy, based on whom they are teaching, in ways that are both culturally and contextually sensitive as well as differentiated by student needs. The SSOS will provide resources and programs that focus on improving teacher and leader practices around teaching and learning.

3. Developing a high-performance culture

   A high-performance culture hinges on the human-centered individual and collective aspects of the school (e.g., high expectations, relationships, trust, collaboration, monitoring of teaching and learning). This also includes creating a supportive school environment as it relates to safety (physical and emotional) for students. All decisions are made in support of the goal of advancing student learning. SSOS programs will empower teachers, principals, and district leaders to engage in change processes that enhance a high-performance culture.

4. Establishing effective structures & processes

   This pillar includes the more technically oriented structures and standard operating procedures established in schools, including policies and allocation of tangible and intangible resources. This includes, for example, setting schedules, creating processes, and providing tools for collaboration, such as through Professional Learning Communities. The SSOS will assist schools and districts in implementing structures and processes that lead to improved teaching, learning, and leading.

5. Engaging families and the community

   The role of the school goes beyond the transmission of content. The role of the school is also to manifest community values within the next generation. To carry out both roles, schools must effectively engage families and their communities as leaders, partners, and allies in educating children. From working with community representatives, such as elected school boards, tribal elders, or other community leaders to creating programs that support and provide a welcoming environment for families, schools need to both serve and enlist the service of their stakeholders. The SSOS will come alongside schools and districts to empower them and their partnerships with the community.

SSOS support programming will be described in relation to these five key pillars. Some programming emphasizes one pillar more than others, while some programming cuts across multiple pillars. Some pillars will more directly address the performance indicators for alternative schools. School change and improvement is complex. These programs will continue to evolve over time as individual school need, both traditional and alternative, are identified.

Support programming within the five pillars are offered at all tier levels. For those schools with the most intense support needs, the WDE will guide school leadership teams to identify specific needs. A differentiated support plan will be developed within the parameters of available school and WDE resources. All programming to assist school improvement will be aligned within the areas defined by the five pillars of support.

Support Programming

The WDE has begun a systematic evaluation of the quality of its programs and resources within each pillar. Revisions to current programs, the development of new programs, and the reallocation of resources to support prioritized school needs is based on program and school performance data. Some of the core programs and resources include:

- Assessment Literacy and Formative Assessment Resource Development
- Data Retreats including Root Cause Analysis and School Improvement Plan Development
- Professional Learning Community Process Understanding and Implementation
- District and School Leadership Topic Presentation and Networking

Conclusion

Data from the 2018-19 school year will be used to determine the first school performance ratings under the alternative school accountability model in the fall of 2019. It is not yet known how many alternative schools will receive each rating, and how many schools will be in each tier of support. It is possible that the demand for support will exceed the financial resources available through the Statewide System of Support. This report includes recommendations which are subject to change based on school performance ratings and funding restraints.

WYOMING
DEPARTMENT OF EDUCATION

Memorandum

To: State Board of Education

From: Laurel Ballard, Supervisor
            Student and Teacher Resources Team

Date: October 12, 2018

Subject: Chapter 29 – Leader Evaluations

Item Type: Action

The Board is charged with developing rules and regulations for district leader evaluation systems under W.S. 21-2-304(b)(xvi). The Wyoming Department of Education (WDE) Student and Teacher Resources Team was charged with convening the Leader Certified Personnel Evaluation System Advisory Panel to review the current statute and make recommendations focused on the changes to leader evaluation systems that conform to statutory requirements.

Since May 2017, this advisory panel has worked diligently to review research, best practices, and current evaluation systems. The panel also received significant support from the Regional Education Lab (REL) Central, who has extensive expertise in leader and educator evaluation systems.

The recommendations from the advisory panel have been incorporated in the Chapter 29 Rules. Before releasing Chapter 29 Rules for public comment, the Advisory Panel worked with numerous stakeholders for input and revisions.

Chapter 29 Rules were open for public comment July 30 through September 15, 2018. Four comments were received. The comments and the proposed responses are included in the attachments to this memo.

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

Supporting Documents/Attachments:
- Certification Page for Chapter 29
- Ch. 29 Evaluations Systems for District and School Leaders and other Certified Personnel Standards Statement of Reasons
- Chapter 29 Public Comment Proposed Responses
- Ch. 29 Rules on Evaluations Systems for District and School Leaders and other Certified Personnel Standards – Clean Copy
- Ch. 29 Rules on Evaluations Systems for District and School Leaders and other Certified Personnel Standards – Strike and Underline Copy

Proposed Motion:
"I move to promulgate the Chapter 29 Rules for Evaluation Systems for District and School Leaders and Other Certified Personnel."

For questions or additional information:
Contact Laurel Ballard at laurel.ballard@wyo.gov or (307)777-8715.

Certification Page
Regular and Emergency Rules
Revised September 2016

☐ **Emergency Rules** *(After completing all of Sections 1 through 3, proceed to Section 5 below)*   ☐ **Regular Rules**

1. General Information

a. Agency/Board Name

b. Agency/Board Address	c. City	d. Zip Code

e. Name of Agency Liaison	f. Agency Liaison Telephone Number

g. Agency Liaison Email Address	h. Adoption Date

i. Program

2. Legislative Enactment
For purposes of this Section 2, "new" only applies to regular rules promulgated in response to a Wyoming legislative enactment not previously addressed in whole or in part by prior rulemaking and does not include rules adopted in response to a federal mandate.

a. Are these rules new as per the above description and the definition of "new" in Chapter 1 of the Rules on Rules?

☐ No.   ☐ Yes. Please provide the Enrolled Act Numbers and Years Enacted:

3. Rule Type and Information

a. Provide the Chapter Number, Title, and Proposed Action for Each Chapter.
   (Please use the Additional Rule Information form for more than 10 chapters and attach it to this certification)

Chapter Number:	Chapter Name:	☐ New ☐ Amended ☐ Repealed
Chapter Number:	Chapter Name:	☐ New ☐ Amended ☐ Repealed
Chapter Number:	Chapter Name:	☐ New ☐ Amended ☐ Repealed
Chapter Number:	Chapter Name:	☐ New ☐ Amended ☐ Repealed
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Chapter Number:	Chapter Name:	☐ New ☐ Amended ☐ Repealed
Chapter Number:	Chapter Name:	☐ New ☐ Amended ☐ Repealed

3. *State Government Notice of Intended Rulemaking*

a. Date on which the Proposed Rule Packet (consisting of the Notice of Intent as per W.S. 16-3-103(a),
   Statement of Principal Reasons, strike and underscore format and a clean copy of each chapter of
   rules were:

- approved as to form by the **Registrar of Rules**; and
- provided to the **Legislative Service Office** and **Attorney General:**

4. *Public Notice of Intended Rulemaking*

a. Notice was mailed 45 days in advance to all persons who made a timely request for advance notice. ☐ **No.** ☐ **Yes.** ☐ **N/A**

b. A public hearing was held on the proposed rules. ☐ **No.** ☐ **Yes. Please complete the boxes below.**

Date:	Time:	City:	Location:

c. If applicable, describe the emergency which requires promulgation of these rules without providing notice or an opportunity for a public hearing:

5. *Final Filing of Rules*

a. Date on which the Certification Page with original signatures and final rules were sent to the
   Attorney General's Office for the Governor's signature:

b. Date on which final rules were approved as to form by the **Secretary of State** and sent to the
   Legislative Service Office**:**

c. ☐ The Statement of Reasons is attached to this certification.

6. *Agency/Board Certification*

The undersigned certifies that the foregoing information is correct.

Signature of Authorized Individual	
Printed Name of Signatory	
Signatory Title	
Date of Signature	

7. *Governor's Certification*

I have reviewed these rules and determined that they:

1. Are within the scope of the statutory authority delegated to the adopting agency;
2. Appear to be within the scope of the legislative purpose of the statutory authority; and, if emergency rules,
3. Are necessary and that I concur in the finding that they are an emergency.

Therefore, I approve the same.

Governor's Signature	
Date of Signature	

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

STATEMENT OF REASONS

Wyoming statute 21-2-304(b)(xvi) requires the State Board of Education (SBE) to promulgate rules for the implementation and administration of a comprehensive leader evaluation system, no later than July 1, 2018. Under this statute, "leaders" include superintendents, principals, and other district or school leaders. Chapter 29 rules encapsulate an evaluation system that is comprehensive, identifies professional standards, and allows districts to refine the system through an alternative option as approved by the SBE. Chapter 29 also provides districts the flexibility to develop an evaluation system for the superintendent that is distinct from the system used to evaluate other leaders in the district.

Because the statute resulted in significant changes to Chapter 29, a statewide stakeholder group of local school board trustees, district and school administrators, and representatives from the SBE, Wyoming Department of Education, and the Attorney General's Office was convened to draft amended rules. Several iterations of the rules were presented to education organizations across the state, along with opportunities to comment and complete surveys about the proposed rule changes. The goal of the Chapter 29 committee was to create a fully comprehensive evaluation system with prescribed professional standards, while still allowing flexibility for local districts.

Districts have the option to use either a state-defined system or a locally-defined system. Both are based on professional standards, and while each option has different requirements, both options must be comprehensive and include the following components:

1. Multiple Sources of Evidence - Selected by the district to provide a more comprehensive and accurate assessment of performance.
2. Rating System - Performance level descriptors defined by the district and in compliance with W.S. 21-3-110(b).
3. Evaluation Cycle - Designed by the district for professional growth, to refine goals, and provide formative feedback.
4. Guidance Documents & Training - Determined by the district to better prepare evaluators and those being evaluated.
5. Policies & Procedures - Defined by the district to ensure system is implemented with fidelity.
6. Supports - Designed by the district to foster professional learning and growth in those being evaluated.

Option 1: State-Defined System
The state-defined system is based on the seven standards listed below. If a district opts to use the state-defined system, they must evaluate leaders based on their choice of six of the seven standards, one of which must be Standard 1, *Clear and consistent focus on maximizing the learning and growth of all students.* Each selected standard must be assessed at least once every five years. The standards for the state-defined system include:

Standard 1*- Clear and consistent focus on maximizing the learning and growth of all students
Standard 2- Instructional and assessment leadership
Standard 3 - Developing and supporting a learning organization
Standard 4 - Vision, mission, and culture
Standard 5 - Efficient and effective management
Standard 6 - Ethics and professionalism
Standard 7 - Communication and community engagement
required

Each standard is measured through associated benchmarks. For example, Standard 4, *Vision, mission and culture* contains benchmarks such as:

    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. Create and maintain a positive climate with a trusting, safe environment that promotes effective student learning and adult practice.
    C. Articulate, advocate, and cultivate core values that define the school's and district's culture.
    D. Collaboratively evaluate the mission and vision, modifying them based on changing intentions, opportunities, demands, and positions of students, staff, and community.

Districts may choose which benchmarks to include, so long as the majority of the benchmarks are used. Districts using the state-defined model will be required to submit an annual assurance that they have implemented a leader evaluation system that meets these requirements.

Option 2: Locally-Designed System
The locally-designed option, while still based on professional standards, allows districts to use any number of the standards defined above, create their own standards, or a combination of state-defined standards and locally-defined standards. The only required state-defined standard is Standard 1, *Clear and consistent focus on maximizing the learning and growth of all students*. Locally-designed systems must be approved by the SBE and assessed at least once every five years. Districts using a locally-designed system will be required to submit an annual assurance that they have implemented a leader evaluation system model that meets these requirements.

Leader Evaluation System Implementation Timeline
On or before February 1, 2019, districts will notify the SBE whether a state-defined or locally-designed model will be used for their leader evaluation system. Locally-designed systems will receive conditional approval for the 2018-19 school year. For districts electing to use a locally-

designed system, the district must submit required materials to the SBE for review for full approval on or before June 1, 2019. Beginning with the 2019-20 school year, districts will provide annual assurances that they have adopted and implemented either the state-defined model or an approved locally-designed model on or before November 1.

My comment is...	Proposed Agency Response
Thank you for the flexibility to choose the state system or a district developed system. In the state system, it would be helpful to include the specific forms or format, as well as provide training for evaluators. This will ensure high quality feedback that is growth producing for the administrator. Please consider permitting the district and evaluator(s) to determine how many goals of the seven to focus on in each year. Requiring 6 of 7 means the focus will be spread out amongst various areas that may not be essential to the mission or goals of the district. Research generally asserts that too many goals will diminish the ability to effectively focus in areas of need and will water down the goals. Alternatively, the state system could include the first goal as an annual requirement and selection of 3 more annually. Within the 5 year period, all goals must be evaluated unless the district can provide compelling reasons to omit one goal as a focus area. As another example, the system could require that all seven goals are evaluated annually, but could be addressed by other leaders. For example, the superintendent could focus on areas 1-4, while the assistant or other leader may focus on the other 3 areas in addition to goal area #1 which is annually required. This assures that all seven are annually evaluated, but may be determined which individuals focus on specific areas based on the needs of the district and the skills of the leader.	The standards were determined and vetted through a stakeholder-driven process, and these rules propose an increased timeline of 5 years rather than 3 years to provide more flexibility for districts. ***No Change***
Teachers and community need a safe, anonymous way to rate leadership and give constructive feedback.	These rules are not intended to dictate the way feedback is shared between evaluator and evaluatee. The approach is determined through local decisions. ***No Change***
Administrators should include data or evidence not solely what they are requiring teachers are doing in the classroom, staff need to have input into their building, district and board members performance, administration should not be evaluating persons who attend the same church or other organization with who they work with on a consistent basis, demonstration of work they are doing for the teachers, students, parents and other stakeholders instead of sitting in meeting or in their office, documentation of building and classroom visits, administrators need to complete indicators themselves and not pass off areas of improvement to a teacher or department for a job they failed to do in the first place, observations are included in their evaluation, Professionalism must be included in the evaluation, complete evaluation of following rules and regulations (not stretching the law or guidelines), maintain integrity and honesty with laws, rules and regs. Show they are following these appropriately and not illegally, evaluations must be conducted by an outside agency to avoid the "Good Ol Boy" system that is in place, and a misrepresentation of true performance of the administrator, written and evidence proof of each of the standards listed in detail with artifacts to support all of the standards	These rules require evidence in the form of multiple measures of data for each standard, and the superintendent has authority to assign "designee" to perform evaluations to avoid conflict of interest or other issues. ***No Change***
Overall, I support the development of a statewide set of standards for school leaders. I think the standards are comprehensive and address all of the necessary elements of effective school leadership. Some of the terminology and language can be improved. Line D under Standard 4 uses the term "modifying". This may encourage a school leader to change something that is working well at the time. I would suggest using a term like "renew" that would make it acceptable to keep a current mission and vision in place that is working well for a school. Line E under Standard 5 does not read well. I think the word "supplies" should be replaced with the term "resources". We typically don't use the terms monetary supplies or human supplies, but this is how it reads. Lines D and E under Standard 7 begin with the word "Are". In my opinion, this is an awkward changeup from the rest of the document. Replace D with "Demonstrates leadership attributes of being easily approached, available, and inviting to students, staff, and community." Replace E with "Systematically (or intentionally) elicits and considers improvement ideas from outside the school system." Please strike Section 3 (iii) from these rules. I believe that rating scales and systems can be used effectively on the formative side of supervision. However, on the summative side, they typically present an emotional barrier preventing the good honest communication that needs to take place between a school leader and his/her evaluator. There is a lot of evidence in the literature supporting this notion. In our district, we use performance indicators to inform our evaluations, but then on the summative evaluation form, we use narratives to describe what the school leader is doing well and what needs to improve relative to the standards. The level of honest communication and trust has improved since we started using this less judgmental approach and we do not want to go back to rating scales. Please give districts the flexibility to use rating systems or just performance indicators behind the scenes to inform the evaluation of our school leaders, without having to indicate ratings on the actual evaluation form. We don't want to step backwards to comply with Section 3 (iii). Our district appreciates the ability to innovate. Without a good amount of local control, our innovative hands will be tied! Please give us more flexibility in how we implement the wonderful new standards for district and school leaders.	The changes suggested to Standards 4, 5, and 7 do not constitute a substantive change and all suggestions were accepted. ***Changes Accepted*** All aspects of these rules, including the rating scale, were determined and vetted through a stakeholder-driven process. A rating scale is a component of a "comprehensive evaluation system" required in law. ***No Change***

Chapter 29

EVALUATION SYSTEMS FOR DISTRICT AND SCHOOL LEADERS AND OTHER CERTIFIED PERSONNEL

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

Section 2. Definitions.

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

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

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

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

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

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

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

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

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

(j) "Locally designed district and school leader evaluation system" means a locally designed district and school leader evaluation system comprising the standards and comprehensive system components described in sections 3 and 4 of this rule, which must be evaluated and approved by the State Board of Education, prior to adoption by a board of trustees.

(k)   "Multiple sources of evidence" means using more than one method or source of data to determine a person's level of performance in an area of practice or outcomes.

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

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

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

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

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

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

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

(ii)   Has been replicated by other researchers; and

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

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

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

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

(u)   "State-defined district and school leader evaluation system" means a district and school leader evaluation system comprising the standards and comprehensive system components described in sections 3 and 4 of this rule.

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

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

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

Section 3. District and School Leader Evaluation System Design.

(a)   Every board of trustees shall adopt policies and procedures for the administration of a district and school leader evaluation system designed and implemented in accordance with this chapter. Such policies shall define the purpose and goals of the system.

(b)   A district and school leader evaluation system, hereinafter referred to as a leader evaluation system, shall be one of the following:

(i)   A system based on all seven (7) of the Wyoming standards for district and school leaders or standard 1 and any five (5) of the remaining six (6) standards so long as a majority of the benchmarks of each such standard are represented, which, for purposes of this chapter, is referred to as a state-defined district and school leader evaluation system or a state-defined system; or

(ii)   A system based on standards prescribed by the board of trustees, so long as standard 1 of the Wyoming standards for district and school leaders (prescribed in section 4) is included in the board's standard, which, for purposes of this chapter, is referred to as a locally designed district and school leader evaluation system, a locally designed system, or an alternative leader evaluation system in accordance with W.S. 21-2-304(b)(xvi).

(c)   Any leader evaluation system adopted by a board of trustees, whether a state-defined system or locally designed system, shall be a comprehensive system in that, in addition to being based on standards, as prescribed in paragraph (b) of this section, the system's design incorporates the following comprehensive system components:

(i)   **Multiple Sources of Evidence -** The leader evaluation system shall utilize multiple sources of evidence.

(A)   Leader performance on each standard shall be evaluated using more than one source of evidence in order to provide a more comprehensive and accurate assessment.

(ii)   **Evaluation Cycle** - The leader evaluation system shall be administered in accordance with an evaluation cycle which provides for, at a minimum:

(A)   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;

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(B)   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;

(C)   The board of trustees shall evaluate any person employed as superintendent of schools in accordance with the district's evaluation policies and procedures;

(D)   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;

(E)   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

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

(iii)   **Ratings System** - The leader evaluation system shall include a ratings system designed so that there is a performance level descriptor for each evaluation system standard that is the focus of the evaluation and in a manner that enables compliance with W.S. 21-3-110(b).

(iv)   **Training and Guidance Documents** - The leader evaluation system shall include training on the use of the system, as well as guidance documents and training materials to support implementation and administration.

(A)   Every employee of the district who is an evaluator or a person being evaluated shall be trained on using the system and any related tools and receive all guidance documents; and

(B)   Training and guidance documents shall be made available to all members of the board of trustees and other employees.

(v)   **Quality Controls** - The leader evaluation system shall include quality controls to ensure that the system is implemented and administered with fidelity.

(A)   Each district shall establish procedures for the collection and appropriate use of all data; and

(B)   Each district shall establish a timeline and procedures for evaluating the district's implementation of the leader evaluation system which includes a review of training, guidance documents, and other tools.

(vi)   **Supports** - The leader evaluation system shall include supports for persons being evaluated to foster professional learning and growth, and to aid in building capacity.

(A)   Every district shall establish a timeline and procedures for supporting professional learning, growth, and improvement in response to the performance of each leader and in a manner that enables compliance with W.S. 21-3-110(b).

Section 4. Wyoming Standards for District and School Leaders.

(a)   Subject to the exceptions provided for in this chapter, every board of trustees shall adopt the following standards and associated benchmarks for the annual evaluation of district and school leaders pursuant to W.S. 21-3-110(a)(xxx).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(B)   Articulate, advocate, and cultivate core values that define the school's and district's culture.

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

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

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

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

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

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

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

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

(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.

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

(A)   Lead with integrity.

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

(C)   Contribute to district and state initiatives.

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

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

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

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

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

(D)   ~~Are easily approached, available, and inviting to students, staff, and community.~~ Demonstrates leadership attributes of being easily approached, available, and inviting to students, staff, and community.

(E)   ~~Are intentional about considering improvement ideas from outside the school system.~~ Systematically (or intentionally) elicits and considers improvement ideas from outside the school system.

Section 5. District and School Leader Evaluation System Implementation and Administration.

(a)   On or before February 1, 2019, the board of trustees shall notify the State Board of Education of its election to implement and administer either a state-defined district and school leader evaluation system or a locally designed district and school leader evaluation system for the evaluation of district and school leaders during the 2018-2019 school year as required by W.S. 21-3-110(a)(xxx).

(i)   With such notice, a board of trustees that elects to adopt a state-defined system shall provide an assurance that district and school leader evaluations will be based on standards that meet the requirements of section 3(b)(i) of this chapter.

(ii)   A board of trustees that elects to adopt a locally designed system shall receive conditional approval from the State Board prior to adoption by submitting to the Department, on behalf of the State Board, the following:

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

(B)   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; and

(C)   An assurance that the board will submit additional information on its leader evaluation system for full approval, as described in paragraph (b) of this section, by June 1, 2019.

(b)   On or before June 1, 2019, a board that is implementing a locally designed system that has been conditionally approved by the State Board, shall submit the following for State Board review and full approval prior to administration during the 2019-2020 school year and subsequent school years:

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

(ii)   Evidence that the district's standards reflect best practice; and

(iii)   Evidence of system quality as demonstrated by adherence with the comprehensive system component requirements of section 3(c) of this chapter, which may include leader evaluation system policies adopted by the board and procedures developed for administration of the system.

The State Board of Education will approve any locally designed system that it determines to be of sufficient quality on the basis of the strength of the evidence submitted. If the State Board finds the evidence submitted to be insufficient for approval, additional information may be requested for consideration.

(c)   On or before November 1, 2019, and by the same date each year thereafter, the board of trustees shall provide the Department, on behalf of the State Board, with an assurance that the board has adopted and implemented, and is continuing to administer during the current school year, a leader evaluation system that is a state-defined system or an approved locally designed system and that meets all of the requirements for such a system as prescribed by section 3 of this chapter.

(d)   Following any revision of the Wyoming district and school leader standards prescribed by section 4 of this chapter, the assurance required by paragraph (c) shall include an assurance that the district has modified its system as necessary to ensure continued alignment with any of the Wyoming district and school leader standards that are included in the board's leader evaluation system.

(e)   Any board of trustees that elects to adopt a locally designed system after June 1, 2019, shall submit its system for State Board review and approval prior to adoption in accordance with the requirements established by paragraphs (a)(2)(A) and (B) and paragraph (b) of this section.

Section 6. Certified Personnel Evaluation System Design and Approval Criteria. The evaluation systems for each of the major certified job categories shall be designed to measure the effectiveness with which certified personnel in those categories perform their roles. Criteria on which these positions are evaluated shall reflect the nature of these positions. The

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

(a) Appropriate stakeholder involvement in the development of the certified personnel evaluation system;

(b) Clear performance criteria that are considered best practice and on which certified personnel are evaluated;

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

(d) Evidence the system is reliable and equitable;

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

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

(g) Including student performance growth data relevant to the nature of each certified personnel's position and indicating how it is used by the certified personnel to improve teaching and learning; and

(h) A description of the district's complete evaluation cycle that shall include frequency of evaluations for initial and continuing contract teachers and other certified personnel and may include cycles of clinical supervision, action research, intensive assistance, and any other cycles used by the district.

Section 7. Submission of Certified Personnel Evaluation Systems.

(a) Each board of trustees shall submit a copy of its evaluation systems for certified personnel to the Department. Once filed with the Department, the evaluation system will stand unless it is changed or significantly amended, at which time the board of trustees shall resubmit the new or significantly amended system.

(b) Each board of trustees shall include in its submission the following documentation:

(i) A list of members of the committee that was used to develop and adopt the certified personnel evaluation system. The list contains appropriate stakeholder representation;

(ii) A list of performance criteria on which the district evaluates certified personnel. The district shall define the criteria sufficiently so that an outside reader will clearly

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

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

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

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

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

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

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

Section 8. Certified Personnel Evaluation System Approval. The State Board of Education shall approve or deny each district's certified personnel evaluation system based upon the previous stated criteria. Approval shall be at one of the following levels and any determination other than full approval shall be accompanied with feedback describing the conditions or deficiencies that the district shall address before reconsideration by the State Board of Education:

(a)   Full approval;

(b)   Conditional approval with conditions noted for remediation;

(c)   Disapproval with deficiencies noted; and

(d)   Non Compliance.

Section 9. Technical Assistance. Technical assistance will be made available to school districts by the Department and other partners to help them develop and implement evaluation systems that comply with the requirements of this chapter and to support districts with the ongoing evaluation system improvement.

Chapter 29

~~CERTIFIED PERSONNEL~~ EVALUATION SYSTEMS <u>FOR DISTRICT AND SCHOOL LEADERS AND OTHER CERTIFIED PERSONNEL</u>

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

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

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

Section 4 <u>2</u>. Definitions.

(a) "Best ~~Practice~~ <u>practice</u>" ―means practices that have produced ~~outstanding~~ <u>positive</u>, documented results in a similar situation and could be replicated.

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

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

<u>(c)</u> ~~(f)~~ "Certified personnel ~~Evaluation System~~ <u>evaluation system</u>" ―means a standard structure and set of procedures by which a school district initiates, designs, implements<u>,</u> and uses evaluations of its ~~Certified Personnel~~ <u>certified personnel</u> for the purposes of professional growth and continued employment.

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

<u>(e)</u> ~~(d)~~ "Equitable" ―means dealing fairly and equally with all concerned.

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

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

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

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

(j)   "Locally designed district and school leader evaluation system" means a locally designed district and school leader evaluation system comprising the standards and comprehensive system components described in sections 3 and 4 of this rule, which must be evaluated and approved by the State Board of Education, prior to adoption by a board of trustees.

(k)   "Multiple sources of evidence" means using more than one method or source of data to determine a person's level of performance in an area of practice or outcomes.

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

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

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

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

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

(q)   (i) "Research ~~B~~based" ─means basic or applied research that:

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

(ii)   Has been replicated by other researchers; and

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

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

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

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

(u)   "State-defined district and school leader evaluation system" means a district and school leader evaluation system comprising the standards and comprehensive system components described in sections 3 and 4 of this rule.

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

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

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

Section 3. District and School Leader Evaluation System Design.

(a)   Every board of trustees shall adopt policies and procedures for the administration of a district and school leader evaluation system designed and implemented in accordance with this chapter. Such policies shall define the purpose and goals of the system.

(b)   A district and school leader evaluation system, hereinafter referred to as a leader evaluation system, shall be one of the following:

(i)   A system based on all seven (7) of the Wyoming standards for district and school leaders or standard 1 and any five (5) of the remaining six (6) standards so long as a majority of the benchmarks of each such standard are represented, which, for purposes of this chapter, is referred to as a state-defined district and school leader evaluation system or a state-defined system; or

(ii)   A system based on standards prescribed by the board of trustees, so long as standard 1 of the Wyoming standards for district and school leaders (prescribed in section 4) is included in the board's standard, which, for purposes of this chapter, is referred to as a locally designed district and school leader evaluation system, a locally designed system, or an alternative leader evaluation system in accordance with W.S. 21-2-304(b)(xvi).

(c)   Any leader evaluation system adopted by a board of trustees, whether a state-defined system or locally designed system, shall be a comprehensive system in that, in addition

to being based on standards, as prescribed in paragraph (b) of this section, the system's design incorporates the following comprehensive system components:

(i)   **Multiple Sources of Evidence -** The leader evaluation system shall utilize multiple sources of evidence.

(A)   Leader performance on each standard shall be evaluated using more than one source of evidence in order to provide a more comprehensive and accurate assessment.

(ii)   **Evaluation Cycle** - The leader evaluation system shall be administered in accordance with an evaluation cycle which provides for, at a minimum:

(A)   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;

(B)   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;

(C)   The board of trustees shall evaluate any person employed as superintendent of schools in accordance with the district's evaluation policies and procedures;

(D)   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;

(E)   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

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

(iii)   **Ratings System** - The leader evaluation system shall include a ratings system designed so that there is a performance level descriptor for each evaluation system standard that is the focus of the evaluation and in a manner that enables compliance with W.S. 21-3-110(b).

(iv)   **Training and Guidance Documents** - The leader evaluation system shall include training on the use of the system, as well as guidance documents and training materials to support implementation and administration.

(A)   Every employee of the district who is an evaluator or a person being evaluated shall be trained on using the system and any related tools and receive all guidance documents; and

(B)   Training and guidance documents shall be made available to all members of the board of trustees and other employees.

(v)   **Quality Controls** - The leader evaluation system shall include quality controls to ensure that the system is implemented and administered with fidelity.

(A)   Each district shall establish procedures for the collection and appropriate use of all data; and

(B)   Each district shall establish a timeline and procedures for evaluating the district's implementation of the leader evaluation system which includes a review of training, guidance documents, and other tools.

(vi)   **Supports** - The leader evaluation system shall include supports for persons being evaluated to foster professional learning and growth, and to aid in building capacity.

(A)   Every district shall establish a timeline and procedures for supporting professional learning, growth, and improvement in response to the performance of each leader and in a manner that enables compliance with W.S. 21-3-110(b).

Section 4. Wyoming Standards for District and School Leaders.

(a)   Subject to the exceptions provided for in this chapter, every board of trustees shall adopt the following standards and associated benchmarks for the annual evaluation of district and school leaders pursuant to W.S. 21-3-110(a)(xxx).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(B)   Articulate, advocate, and cultivate core values that define the school's and district's culture.

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

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

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

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

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

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

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

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

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

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

(A)   Lead with integrity.

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

(C)   Contribute to district and state initiatives.

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

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

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

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

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

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

(E)   Are intentional about considering improvement ideas from outside the school system.

Section 5. District and School Leader Evaluation System Implementation and Administration.

(a)   On or before February 1, 2019, the board of trustees shall notify the State Board of Education of its election to implement and administer either a state-defined district and school leader evaluation system or a locally designed district and school leader evaluation system for

the evaluation of district and school leaders during the 2018-2019 school year as required by W.S. 21-3-110(a)(xxx).

      (i)   With such notice, a board of trustees that elects to adopt a state-defined system shall provide an assurance that district and school leader evaluations will be based on standards that meet the requirements of section 3(b)(i) of this chapter.

      (ii)   A board of trustees that elects to adopt a locally designed system shall receive conditional approval from the State Board prior to adoption by submitting to the Department, on behalf of the State Board, the following:

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

      (B)   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; and

      (C)   An assurance that the board will submit additional information on its leader evaluation system for full approval, as described in paragraph (b) of this section, by June 1, 2019.

    (b)   On or before June 1, 2019, a board that is implementing a locally designed system that has been conditionally approved by the State Board, shall submit the following for State Board review and full approval prior to administration during the 2019-2020 school year and subsequent school years:

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

      (ii)   Evidence that the district's standards reflect best practice; and

      (iii)   Evidence of system quality as demonstrated by adherence with the comprehensive system component requirements of section 3(c) of this chapter, which may include leader evaluation system policies adopted by the board and procedures developed for administration of the system.

The State Board of Education will approve any locally designed system that it determines to be of sufficient quality on the basis of the strength of the evidence submitted. If the State Board finds the evidence submitted to be insufficient for approval, additional information may be requested for consideration.

    (c)   On or before November 1, 2019, and by the same date each year thereafter, the board of trustees shall provide the Department, on behalf of the State Board, with an assurance that the board has adopted and implemented, and is continuing to administer during the current school year, a leader evaluation system that is a state-defined system or an approved locally

designed system and that meets all of the requirements for such a system as prescribed by section 3 of this chapter.

(d)   Following any revision of the Wyoming district and school leader standards prescribed by section 4 of this chapter, the assurance required by paragraph (c) shall include an assurance that the district has modified its system as necessary to ensure continued alignment with any of the Wyoming district and school leader standards that are included in the board's leader evaluation system.

(e)   Any board of trustees that elects to adopt a locally designed system after June 1, 2019, shall submit its system for State Board review and approval prior to adoption in accordance with the requirements established by paragraphs (a)(2)(A) and (B) and paragraph (b) of this section.

Section 5 6. Certified Personnel Evaluation System Design and Approval Criteria. The ~~Evaluation Systems~~ evaluation systems for each of the major certified job categories shall be designed to measure the effectiveness with which ~~Certified Personnel~~ certified personnel in those categories perform their roles. Criteria on which these positions are evaluated shall ~~be~~ reflect~~ive of~~ the nature of these positions. The Department, on behalf of the State Board, shall review each ~~Evaluation System~~ evaluation system on the criteria identified below:

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

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

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

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

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

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

(g)   ~~Includes Student Performance Growth Data~~ Including student performance growth data, relevant to the nature of each ~~Certified Personnel's~~ certified personnel's position ~~which is a measure of a significant function of the~~

position, and ~~indicates~~ indicating how it is used by the ~~Certified Personnel~~ certified personnel to improve teaching ~~and/or~~ learning; and

(h)   ~~Provides a~~ A description of the district's complete ~~Evaluation Cycle, which~~ evaluation cycle that shall ~~includes~~ frequency of evaluations for initial and continuing contract teachers and other ~~Certified Personnel~~ certified personnel and may include cycles of clinical supervision, action research, intensive assistance, ~~etc~~ and any other cycles used by the district.

Section ~~6~~ 7. Submission of Certified Personnel Evaluation Systems.

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

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

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

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

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

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

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

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

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

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

Section 7 8. Certified Personnel Evaluation System Approval ~~Criteria~~. The ~~department~~ State Board of Education shall approve or deny ~~determine the approval of the~~ each district's certified personnel ~~Evaluation System~~ evaluation system based upon the previous stated criteria. Approval shall be at one of the following levels and any determination other than full approval shall be accompanied with feedback describing the conditions or deficiencies that the district shall address before reconsideration by the State Board of Education:

(a)   Full approval;

(b)   Conditional approval with conditions noted for remediation;

(c)   Disapproval with deficiencies noted; and

(d)   Non Compliance.

Section 8 9. Technical Assistance. ~~It is recognized that some districts may already have systems which are fully compliant. These may be submitted to the Department for assessment and consideration.~~ Technical assistance will be made available to school districts by the Department and other partners to help them develop and implement ~~Evaluation Systems~~ evaluation systems that comply with the requirements of this chapter and to support districts with the ongoing evaluation system improvement.