



Wyoming Department of Education

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MEMORANDUM NO. 2011-048

TO: School District Superintendents
Personnel Directors
School Principals

FROM: Jillian Balow, Literacy/Numeracy Supervisor
Educational Quality & Accountability *jmb*

DATE: April 1, 2011

SUBJECT: Certified Personnel Evaluation Systems (CPES) Submissions and Program Updates

TIME SENSITIVE MATERIAL

Submission of CPES:

The district submission of evaluation systems for elementary teachers, core secondary teachers, and principal employee groups is due May 2, 2011. This submission will be part of what is now considered phase I of the CPES program. As a result of the 2011 legislative session in Wyoming and the passage of the Teacher Accountability Act, changes to the Certified Personnel Evaluation Systems (CPES) will be implemented over the next several years. Periodic updates to the CPES program and phase II will be given as rules are promulgated by the Wyoming Department of Education (WDE) and approved by the Wyoming State Board of Education (SBE).

There is not a prescribed format for submitting the CPES. However, districts *may* use the attached, WDE-developed submission guide that aligns to the scoring rubric.

Submissions may be sent electronically or hardcopy mailed. If submitted electronically, the CPES must be sent with a read-receipt to both of the following addresses: Jillian Balow at jbalow@educ.state.wy.us and Chelsie Bailey at cbaile@educ.state.wy.us. An electronic submission will be considered submitted only after it is successfully downloaded at the WDE and a read-receipt is sent and received by the submitting district.

If submitting a hard copy, the entire original CPES can be mailed or hand-delivered to: Chelsie Bailey, Executive Assistant, Wyoming Department of Education, 2300 Capitol Avenue, Cheyenne, Wyoming 82002.

Review of CPES:

The review of district CPES will take place during May. The attached rubric will be used to score each district CPES. Approval levels are as follows: (a) Full approval; (b) Conditional approval with conditions noted for remediation; (c) Disapproval with deficiencies noted; and (d) Non-compliance. Districts will be notified of their approval level by June 15, 2011. Resubmissions or amendments must be submitted to the WDE by August 1, 2011. **NOTE:** CPES submissions will not be reviewed prior to May 2, 2011. Districts

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may share their CPES in the Personnel Evaluation Systems Fusion community (Fusion community registration details below) for peer review, if desired.

Upcoming Training Opportunities:

In fulfillment of Wyoming Education Law Chapter 29, Section 6(d), district evaluators of certified personnel are required to attend an evaluator training. WDE will sponsor evaluator training that districts may attend. The training will be offered four times:

- June 20-21 in Riverton
- June 22-23 in Cheyenne
- October 3-4 in Rock Springs
- October 5-6 in Cheyenne

Space for each training is limited. There is no cost for the training; however, attendees are responsible for transportation, meals, and lodging. For more information on the June trainings (October registration will begin in August), or if you would like to register, please use the following links:

- June 20-21 in Riverton
<http://events.constantcontact.com/register/event?llr=ntir9bfab&oeidk=a07e3mmyaax1397a973>
- June 22-23 Cheyenne
<http://events.constantcontact.com/register/event?llr=ntir9bfab&oeidk=a07e3mme5rnc1f8f338>

Trainings for several specific evaluation instruments (e.g. McRel and Charlotte Danielson), are being coordinated by school district personnel and offered regionally to defray district costs. These trainings are not WDE-sponsored events. For more information on these trainings, please request membership in the Fusion community for Personnel Evaluation Systems at:

<http://fusion.edu.wyoming.gov/MySites/Home/default.aspx>. A one-time registration with a login and password is required to access Fusion.

Other resources for CPES including articles, presentations and an FAQ document are also available in the Fusion community.

If you have questions regarding the submission of the district CPES, or phase I or phase II of the CPES program, please contact Jillian Balow at jbalow@educ.state.wy.us or (307) 777-8909.

JB:al

Attachments: CPES Guide
CPES Scoring Rubric

PERFORMANCE CRITERIA: Chapter 29, Section 6(b):

For each employee group, the district has chosen to use a program which includes performance levels (rubric) and has criteria that are research-based or reflective of best-practice for each job category. Evidence is provided supporting the research or reflective best-practice.

Classroom/Core Teachers:

- McRel's Teacher Evaluation Rubric
- Charlotte Danielson's Framework for Teaching
- Other

Principals:

- McRel's Principal Evaluation Rubric
- ISLLC Practice Standards Snapshot for Principals
- Other

Comments:

PROFESSIONAL GROWTH: Chapter 29, Section 6(c):

The district **ties professional growth** to the results of the evaluations for each employee. At least one area for growth/improvement is identified (for each employee) with suggestions for improvement. The district indicates how and when the feedback will occur.

Teachers:

Principals:

Process:

Professional growth is tied to the results of evaluations individually and collectively by...

The process for identifying the area/s for growth/improvement is...

Feedback will be delivered by...when?

TRAINING OF EVALUATORS: Chapter 29, Section 6(d):

The district provides training for evaluators on how to collect evidence and implement the evaluation program correctly, and helps ensure consistency in scoring. Initial training occurs prior to conducting evaluations and on-going training occurs at least once every three years.

Description of training process:

Initial training will occur...

Every three years the district will...

In order to ensure consistency in scoring the district will...

DATA COLLECTION: Chapter 29, Section 6(e) and 6(f):

There is a process for collection of data to be used in summative evaluation that includes a list of the types of data and how it will be collected. The data and artifacts collected are clearly tied to performance criteria (Section 6b) and student performance criteria (Section 6g).

List of types of data/artifacts that might be used:

Elementary and Grade Level Teachers:

Secondary Core Teachers:

Principals:

The process for collecting data will be... (please include who will be collecting what and time frames)

Teacher Performance Criteria...

Student Performance Criteria...

STUDENT PERFORMANCE: Chapter 29, Section 6(g):

The district is using multiple student performance data (included in Section 6 (e) and 6 (f) for each employee to look at student growth. For Elementary Grade-Level and Secondary Core Teachers it includes at least one valid assessment. For Principals it includes at least one valid assessment. The district identifies how the data is used during the evaluation process.

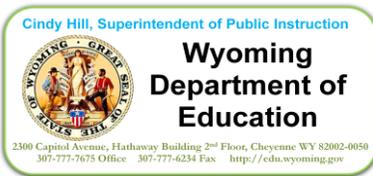
The data identified in 6(e) and 6(f) above will be collected and used during the summative evaluation for the purposes of...

EVALUATION CYCLES/CONTRACTS: Chapter 29, Section 6(h):

All initial-contract certified personnel are evaluated at least twice a year and all continuing-contract certified personnel are evaluated at least once a year. **At least one observation** each year includes a post-observation conference. The district clearly outlines other requirements, such as action research, portfolios, performance pay, etc. for each employee group.

The evaluation cycle for initial-contract and continuing-contract personnel...

Observations and post observations conferences will occur...



Chapter 29 - CPES

Certified Personnel Evaluation Systems

District: _____

Employee Group/s Scored: _____

The District's Performance Evaluation System scores the following:

	Full Approval (All items scored a 3)
	Conditional Approval (One or more items scored a 2)
	Not Approved (One or more items scored a 1)
	Non-compliance (No plan was submitted)
Comments:	

STAKEHOLDERS: Chapter 29, Section 6(a):

A list of members of the committee that was used to develop and/or adopt the Evaluation System. The list contains appropriate Representation of Stakeholders.

Exemplary Practice: The district committee or committees include broad representation from each employee group (counselors, teachers, principals, etc...) and their evaluators, as well as other stakeholders, parents, students or board members. There is an articulated and communicated process to gather input or receive feedback from all stakeholders.

3 - Approved	2 - Conditionally Approved	1 - Not Approved
The district committee or committees have representation from each employee group (counselors, teachers, principals, etc...) and their evaluators. There is a process to gather input or receive feedback from all employees in each group and their evaluators.	The district committee or committees do not have representation from each employee group (counselors, teachers, principals, etc...) and their evaluators and/or there is not a process to gather input or receive feedback from some employees in each group and their evaluators.	The district does not have a committee or committees with representation from each employee group, (counselors, teachers, principals, etc...) and their evaluators and/or a process to gather input or receive feedback from employees in each group and their evaluators.
Comments:		

PERFORMANCE CRITERIA: Chapter 29, Section 6(b):

A list of Performance Criteria on which the certified employees are evaluated. The criteria are defined sufficiently so that an outside reader will clearly understand each criterion. Evidence is provided that each criterion is Research-Based or reflective of Best-Practice.

Exemplary Practice: For each employee group, the district has chosen to use one of the following programs which includes performance levels and has identified criteria that are research-based or reflective of best practice:

- Classroom/Core Teachers: McREL’s Teacher Evaluation Rubric Charlotte Danielson’s Framework for Teaching
 Principals: McREL’s Principal Evaluation Rubric ISLLC Practice Standards Snapshot for Principals

3 - Approved	2 – Conditionally Approved	1 - Not Approved
For each employee group, the district has chosen to use a program which includes performance levels (rubric) and has criteria that are research-based or reflective of best-practice for each job category. Evidence is provided supporting the research or reflective best-practice.	For one or two employee groups, there are criteria that are questionable as to the relevance of the items to the success of the employees in the groups or performance levels are not well-defined. <i>Sufficient evidence is not provided for one or two employee groups.</i>	There is no evidence that the criteria for teachers or principals are research-based or there are a significant number of criteria in three or more other employee groups that are questionable as to the relevance of the items to the success in the groups. <i>Evidence is not provided for 3 or more employee groups.</i>
Comments:		

PROFESSIONAL GROWTH: Chapter 29, Section 6(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 staff member and provides opportunities to identify area(s) for improvement and suggestions for how improvement can occur.

Exemplary Practice: The district uses a professional growth model similar to that suggested by McREL’s (for teachers or principals) or the one suggested by Charlotte Danielson (for teachers).

3 - Approved	2 – Conditionally Approved	1 - Not Approved
The district ties professional growth to the results of the evaluations for each employee. At least one area for growth/improvement is identified (for each employee) with suggestions for improvement. The district indicates how and when the feedback will occur.	The district has a professional growth plan, but the linkage to the criteria on which the employees are evaluated is questionable or the District does not indicate how and when the feedback occurs.	The district has no linkage between a professional growth plan and their evaluation system.
Comments:		

TRAINING OF EVALUATORS: Chapter 29, Section 6(d):

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.

Exemplary Practice: The district provides training for evaluators on how to collect evidence and implement the evaluation program correctly; training includes the use of videos and/or in-class observations to view, discuss, and ensure consistency in scoring. Initial training occurs prior to conducting evaluations and on-going training occurs at least once every three years.

3 - Approved	2 - Conditionally Approved	1 - Not Approved
The district provides training for evaluators on how to collect evidence and implement the evaluation program correctly, and helps ensure consistency in scoring. Initial training occurs prior to conducting evaluations and on-going training occurs at least once every three years.	The district has chosen a method of training without a component to ensure consistency in scoring and/or initial training does not occur prior to conducting evaluations or at least once every three years on an on-going basis.	The district has not included a training process in their evaluation system.
Comments:		

DATA COLLECTION: Chapter 29, Section 6(e) and 6(f):

A description of how the Evaluation System provides for collection of data critical for use 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. **Section 6(f):** A list that details the type of data and how it will be collected in order to complete the Summative Evaluations.

Exemplary Practice: There is a process for collection of data to be used in summative evaluation that includes a list of the types of data and how it will be collected, some of which is submitted by the employee. The data and artifacts collected are clearly tied to performance criteria (Section 6b) and student performance criteria (Section 6g).

3 - Approved	2 - Conditionally Approved	1 - Not Approved
There is a process for collection of data to be used in summative evaluation that includes a list of the types of data and how it will be collected. The data and artifacts collected are clearly tied to performance criteria (Section 6b) and student performance criteria (Section 6g).	Some of data and artifacts collected for one or two employee groups are not clearly tied to the criteria identified by the district in Criteria (b) above or Criteria (g) below. There is data collected, but one of the following components is not clearly defined: process, list of types of data, how data will be used, collected or tied to performance.	Some of data and artifacts collected for three or more employee groups are not clearly tied to the criteria identified by the district in Criteria (b) above or Criteria (g) below. There is data collected, but the process is not clearly defined in two or more of the following components: process, list of types of data, how data will be used, collected or tied to performance.
Comments:		

STUDENT PERFORMANCE: Chapter 29, Section 6(g):

Identification of the types of Student Performance Growth Data, specific to each Certified Personnel’s position that is used in the evaluation process. The Summative Evaluations will identify the outcome of reviewing Student Performance Growth Data, such as identification of a professional development goal, modification of instructional practice, or identification of groups of students that need remediation or enrichment.

Exemplary Practice: The district is using multiple student performance data for each employee to look at student growth. For Elementary Grade-Level and Secondary Core Teachers it includes at least one valid and one other assessment. For Principals it includes at least one valid assessment and one other performance measure. The district identifies how the data is used.

3 - Approved	2 - Conditionally Approved	1 - Not Approved
<p>The district is using multiple student performance data for each employee to look at student growth. For Elementary Grade-Level and Secondary Core Teachers it includes at least one valid assessment. For Principals it includes at least one valid assessment. The district identifies how the data is used during the evaluation process.</p>	<p>The district has either not identified the types of student performance data for each employee to review or how the data will be used during the evaluation process.</p>	<p>The district does not include the use of student performance data to look at student growth in its evaluation system during the evaluation process.</p>
<p>Suggested Valid Assessments: WY PAWS, NWEA MAP, Terra Nova, ACT PLAN, ACT, District Assessments (if validated), DIBELS Suggested Other Assessments: Textbook Assessments, Teacher-made Assessments, District Assessments (not yet validated) Suggested Other Performance Measures: Student Attendance, Graduation Rates, Parent Involvement Rates, Discipline Rates</p>		
<p>Comments:</p>		

EVALUATION CYCLES/CONTRACTS: Chapter 29, Section 6(h):

The details of the Evaluation System include the 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 Cycle used by the district, such as action research or portfolios.

Exemplary Practice: All initial-contract certified personnel are evaluated at least twice a year and all continuing-contract certified personnel are evaluated at least once a year. All evaluations include pre- and post-observation conference sessions. Post-observation conferences include specific assistance or remediation plans if needed. The district clearly outlines other requirements, such as action research, portfolios, performance pay, etc. for each employee group.

3 - Approved	2 - Conditionally Approved	1 - Not Approved
<p>All initial-contract certified personnel are evaluated at least twice a year and all continuing-contract certified personnel are evaluated at least once a year. At least one observation each year includes a post-observation conference. The district clearly outlines other requirements, such as action research, portfolios, performance pay, etc. for each employee group.</p>	<p>All initial-contract teachers are evaluated at least twice a year and all continuing-contract teachers are evaluated at least once a year. The district does not include post-observation conferences in its process or the district does not clearly outline all other requirements, such as frequency and types of observation, assistance or remediation to be provided, action research, portfolios, performance pay, etc. for each employee group.</p>	<p>Details of the district’s evaluation system are not clearly defined.</p>
<p>Comments:</p>		