1. Principle 1-Transition to College- and Career-Ready Standards
   1. Lack of a high-quality plan to (1) provide near-term and ongoing professional development to teachers and principals on the transition to or implementation of college- and career-ready standards, and (2) address the needs the teacher of English Learners and students with disabilities.

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| Month | Math, ELA and Core Subjects  College and Career Standards | | LSP Issues Addressed | Sped Issues Addressed |
|  | Teacher PD | Principal PD |
| March | *Topics*  *Audience*  *Materials*  *Method*  *Evidence of Impact* | *Topics*  *Audience*  *Materials*  *Method*  *Evidence of Impact* | Grades  Strategies |  |
| April | *Topics*  *Audience*  *Materials*  *Method*  *Evidence of Impact* | *Topics*  *Audience*  *Materials*  *Method*  *Evidence of Impact* |  |  |
| May |  |  |  |  |
| June |  |  |  |  |
| July |  |  |  |  |
| August |  |  |  |  |
| Sept |  |  |  |  |
| October |  |  |  |  |

* 1. No high quality model for curricular or instructional materials

<http://www.state.nj.us/education/modelcurriculum/>

<http://www.engageny.org/common-core-curriculum>

<http://opi.mt.gov/curriculum/curriculum-development-guide/>

* 1. No formal relationship or clear plans to initiate conversations with the State institution of higher education with respect to integrating the new college- and career-ready standards into teacher and principal preparation programs.

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| Month | Collaborate with Wyoming school districts, the University of Wyoming College of Education and UW content area scholars, the Wyoming Department of Education; | Establish a Steering Committee with representation from the districts, UW, ;and WDE that will guide the work; | Contract with an outside expert(s) in formative assessment development and common core standards to facilitate workshops designed to build capacity through technical assistance and hands on training in the development of formative assessments aligned with the Common Core State Standards with an initial focus on the standard for literacy in the content areas at the secondary level; | Support the increase in capacity around the design, development, and implementation of common district level formative assessments aligned with the CCSS; and | Inform and develop a bank of common shared district level formative assessments aligned with the CCSS with an initial focus on the standard for literacy in the content areas at the secondary level. |
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| March |  |  |  |  |  |
| April |  |  |  |  |  |
| May |  |  |  |  |  |
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In addition, suggest including activities like:

* Review existing teacher preparation programs
* Review existing principal preparation programs
* Identify aspects of the program that need to be modified to include reference to CCLS
* Develop new courses/modules
* Review and gather stakeholder feedback
* Pilot and assess effectiveness
* Finalize and implement for the graduating class of 20XX

1. Principle 2-Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support
   1. Lack of intervention activities and high-quality implementation plan for priority and focus schools that coherently integrate requirements of ESEA flexibility

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| **Turnaround Principles:** | WDE Requirement For Priority Schools | WDE Method for Oversight of Implementation | WDE Technical Assistance and Support to be Provided |
| providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget; |  |  |  |
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| ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs; |  |  |  |
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| redesigning the school day, week, or year to include additional time for student learning and teacher collaboration; |  |  |  |
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| strengthening the school’s instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards; |  |  |  |
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| using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data; |  |  |  |
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| establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students’ social, emotional, and health needs; and |  |  |  |
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| providing ongoing mechanisms for family and community engagement. |  |  |  |

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| **Focus School Identification Reason** | WDE Intervention Recommendations | WDE Method for Oversight of Implementation | WDE Technical Assistance and Support to be Provided |
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* 1. Lack of clarity around interventions in focus and priority schools, particularly integrating the requirements of ESEA Flexibility with the system of support Wyoming proposes.

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| System of Support Element | Related Priority School Intervention | Related Focus School Intervention |
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* 1. Absence of interventions based on missed proficiency or graduation rate targets in "other Title I schools” (non-priority and non-focus schools).

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| **Other Title I School Performance Issue** | WDE Intervention Recommendations | WDE Method for Oversight of Implementation | WDE Technical Assistance and Support to be Provided |
| Missed Proficiency |  |  |  |
| Missed Graduation Rate Target |  |  |  |
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1. Principle 3-Develop, Pilot, and Implement Teacher and Principal Evaluation and Support Systems
   1. Plan to finalize guidelines indicates the spring of20 15 before guidelines will be finalized-two full years beyond that which is required under ESEA flexibility.

Need clarification of what WY can do given the current legislation and determine if this will allow for the State to meet the ESEA requirements. Can WY complete the guidelines now?

* 1. The legislation that gives Wyoming the authority to require its districts to implement new evaluation system; (1) calls for implementation in 20 16-17 (one year beyond that which is required under ESEA flexibility), (2) does not explicitly require professional development driven by evaluation results, and (3) does not define the student growth nor how much it will contribute to evaluation ratings.

Need to determine if WY can make these adjustments to the law

* 1. Lack of structures, system;, and processes for (1) reviewing and approving LEA-developed system; consistent with ESEA flexibility requirements and (2) training and professional development on the State system should districts opt to implement it.

We should check with ED to be sure the concerns listed are the ONLY concerns. I think Principle 3 should be updated and enhanced to address these points. The guidelines and evaluation tools should be discussed in the application and attached to the submission.

Training

* Create a monthly calendar of trainings on the evaluation system
* Create a webpage and post resources that support implementation
* Assign someone from WDE to each district to be a point person for questions/technical assistance

Oversight Activities

* Collect district teacher and principal evaluation tools;
* Develop a rubric to assess the degree to which district evaluation tools and processes align with the State requirements
* Collect district level summary reporting tool that shows when/ how the district will ensure the evaluations take place
* Collect the district professional development templates that will be used to address weaknesses in found in evaluations
* Collect end of year report from districts that note the overall teacher/principal professional development needs; require districts to outline a plan for how they will address these professional development needs going forward
* Conduct onsite monitoring to review evidence that teacher and principal evaluations have been completed
* Create some State level professional development offerings that address the big trends in evaluation findings