

ACTION SUMMARY SHEET

DATE: June 21, 2018

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the June 21, 2018 State Board of Education meeting.

SUPPORTING INFORMATION ATTACHED:

- Agenda

PREPARED BY: Kylie Taylor
Executive Assistant

ACTION TAKEN BY STATE BOARD: _____ DATE: _____

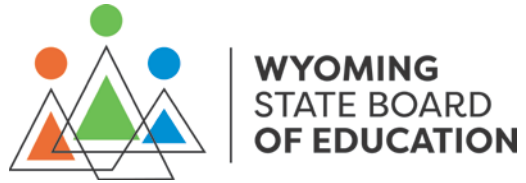
COMMENTS:



WYOMING STATE BOARD OF EDUCATION

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

June 21, 2018 Via Teleconference		
1:00 p.m. - 3:00 p.m.	State Board of Education	
	<ul style="list-style-type: none"> • Call to Order • Roll Call • Pledge of Allegiance 	
	<ul style="list-style-type: none"> • Approval of Agenda 	Tab A
	<ul style="list-style-type: none"> • Minutes - May 18, 2018 	Tab B
	<u>Action Items:</u> <ul style="list-style-type: none"> • Chapter 29 – Leader Evaluation 	Tab C
	Other issues, concerns, discussion, public comment:	
3:00 p.m.	Adjourn	



ACTION SUMMARY SHEET

DATE: June 21, 2018

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the State Board of Education meeting on May 18, 2018

SUPPORTING INFORMATION ATTACHED:

- Minutes of May 18, 2018

PREPARED BY: Kylie Taylor

Kylie Taylor, Executive Assistant

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

COMMENTS:

WYOMING STATE BOARD OF EDUCATION

May 18, 2018

Teleconference

Wyoming State Board of Education members present: Chairman Walt Wilcox, Sue Belish, Max Mickelson, Dicky Shanor (proxy for State Superintendent Balow), Ryan Fuhrman, Dan McGlade, Ken Rathbun, Scotty Ratliff, Dean Ray Reutzel, Robin Schamber, and Nate Breen.

Members absent: Jim Rose, Kathryn Sessions, and Forrest Smith.

Also present: Kari Eakins, WDE; Dr. Tom Sachse, SBE Coordinator; Dr. Julie Magee, WDE; Dr. Laurel Ballard, WDE; Elaine Marces, WDE; Mackenzie Williams and Adam Leuschel, Attorney General's Office (AG); Kathy Scheurman, WEA; Superintendent Boyd Brown, Campbell #1; Superintendent Diana Clapp, Fremont #6; Brian Farmer, Wyoming School Boards Association; and Jeff Verosky, Wyoming Virtual Academy.

May 18, 2018

CALL TO ORDER

Chairman Wilcox called the State Board of Education to order at 8:03 a.m.

Kari Eakins conducted roll call and established that a quorum was present.

APPROVAL OF AGENDA

Ken Rathbun moved to approve the agenda, seconded by Max Mickelson.

Dr. Sachse recommended that the WAEA report be incorporated into the Interim Topics under the Coordinator's report. The agenda was approved as amended.

GUEST PRESENTATION

The SBE received a presentation from Rebecca Watts, the executive director of the University of Wyoming Trustees Education Initiative.

Nate Breen asked Dr. Watts how they were hoping to incentivize classroom teachers to serve as mentors. Dr. Watts said they are still exploring the possibilities. Ryan Fuhrman wanted more information on the Educator Rising competition. Dr. Watts explained the categories established by the national organization, including content areas and how the students would be judged in the competition. The SBE discussed the need to encourage more students to join the teaching profession.

APPROVAL OF MINUTES

Minutes from the April 19-20, 2018 State Board of Education meeting were presented for approval.

Robin Schamber 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 SBE's budgets, and went over the remaining balances and time left in the current biennium.

The SBE discussed the amount of funds still remaining in their budget and asked for encumbrance deadlines for the biennium. Dr. Magee informed the board that the WDE would need to be notified of any encumbrances by June 12, 2018, and encouraged any contract work to begin as soon as possible. Chairman Wilcox informed the board that contracts for the PJP and the board coordinator are gathering final signatures.

Sue Belish moved to approve the Treasurer's Report, seconded by Ryan Fuhrman; the motion carried.

SUPERINTENDENT'S UPDATE

Dicky Shanor, proxy for State Superintendent Balow, presented the Superintendent's Update. He informed the board that the WDE has completed its move to the Herschler East Building. He also provided information on the WDE's computer science initiative, Boot Up Wyoming 2022, as well as the WY-TOPP summative testing window, and the start of the next phase of the Professional Learning Communities training as part of the Statewide System of Support.

Sue Belish asked which schools were chosen for the PLC initiative. Dicky offered to have the information sent to the board. Ryan Fuhrman said his local school board was concerned about the delay in getting scores back for WY-TOPP. The WDE discussed the formation of the timeline for working with the new assessment vendor, and discussed the need for additional communications to school districts regarding the release of data in the first year of the new assessment. Dr. Magee explained the process for receiving raw data, standards setting, setting cut scores, and reviewing the confidential student data.

Chairman Wilcox wanted to know if there were any issues with accommodations, and asked for more information from the Standards and Assessment Division.

COORDINATOR'S REPORT

Governance Policies Sections 1-7

Dr. Tom Sachse, SBE Coordinator presented proposed revisions to the SBE's Policies of Governance in sections 1-7.

Sue Belish mentioned her hesitancy regarding the sentence on a board member needing to be excused from a meeting by the board chair in the Section 5 Policy Statement. Ken Rathbun said he did not believe the excused absence language was necessary in the same section. Chairman Wilcox recommended removing those areas from the policy statement and Nate Breen agreed.

Update on BETA Contract

Dr. Sachse and Dr. Julie Magee presented on the status of the BETA contract. The contract is gathering final signatures and Dr. Magee will execute the paperwork to have the funds encumbered out of the current Fiscal Year. Dr. Sachse discussed the possibility of encumbering additional funds for the PJP meeting expenses. Dr. Magee went over the anticipated expenses for the PJP meeting and the timeline for submitting accountability reports to the Joint Education Interim Committee.

Interim Topics

Dr. Sachse presented three reports for submittal to the Joint Education Interim Committee.

Dr. Sachse presented the draft memo on Education Accountability and confirmed with the SBE that Phase II Teacher Accountability is considered less flexible than the parallel statute for leader accountability, particularly regarding the requirement to have teacher evaluations tied to standardized test scores. Sue Belish discussed the change in education landscape with the additional flexibility in federal accountability law and the need to explain the historical context of the teacher accountability statute. Nate Breen expressed his concern that local school boards will not be held accountable for leader accountability. Chairman Wilcox recommended adding that concern to the JEIC memo, Sue disagreed and said she would rather make adjustments to the Chapter 29 rules to address this issue. Dr. Sachse proposed circling back to the language in this memo after the SBE had taken action on Chapter 29.

Dr. Magee presented the draft joint memo on Chapters 6, 10, and 31 from the WDE, SBE, and Office of the Attorney General. Dr. Sachse and Sue Belish expressed the importance of the collaborative effort on the memo, and several board members agreed.

Dr. Sachse presented the draft memo on the State's Educational Program, and expressed his concerns that the tone has too much edge to it and that it is too long. Sue Belish recommended trimming the section on education governance context and going into less detail on the three recent reports, including removing some of the quotes. Several board members agreed. Nate Breen expressed his concern that the tone of the memo contained too much commentary. The SBE discussed the need to convey concerns about adding to the basket of goods while reducing school district budgets, the wish to convene a constituency group to provide recommendations on changes to the basket, and the list of recommendations to the JEIC.

SBE COMMITTEE REPORTS

Administrative Committee

Sue Belish asked for questions on the Administrative Committee Summary. Ryan asked about the potential change to the June/July meeting. Dr. Magee discussed the WDE's request to revise the SBE meeting schedule to better facilitate the promulgation of Chapter 6, 10, and 31 rules.

Communications Committee

Ryan Fuhrman presented the Communications Committee Summary and discussed the work with Wyoming Public Radio to do a story on the rule promulgation process and the importance of public comment.

ACTION ITEMS

Alternative Schedules

WDE consultant Elaine Marces presented the requests from school districts for an alternative schedule, showing that eight additional school districts have submitted all required materials requesting approval from the SBE to implement an alternative school schedule.

Sue Belish moved to approve the request for an alternative schedule for Albany County School District No. 1, seconded by Robin Schamber, the motion carried.

Nate Breen moved to approve the request for an alternative schedule for Converse County School District No. 1, seconded by Ryan Fuhrman, the motion carried.

Sue Belish moved to approve the request for an alternative schedule for Crook County School District No. 1, seconded by Ryan Fuhrman, the motion carried. Ken Rathbun abstained from the vote.

Ken Rathbun moved to approve the request for an alternative schedule for Fremont County School District No. 6, seconded by Robin Schamber, the motion carried.

Sue Belish moved to approve the request for an alternative schedule for Fremont County School District No. 24, seconded by Ryan Fuhrman, the motion carried.

Robin Schamber moved to approve the request for an alternative schedule for Natrona County School District No. 1, seconded by Ryan Fuhrman, the motion carried. Chairman Wilcox abstained from the vote.

Sue Belsih moved to approve the alternative schedule for Uinta County School Districts No. 4 and No. 6, seconded by Ryan Fuhrman, the motion carried.

Ken asked if Crook 1 had previously been approved. Elaine confirmed that they had and were included by accident.

Sue Belish requested a comprehensive list of all school districts that have been approved for an alternative schedule within the last two years. Chairman Wilcox asked if there is a process in place to remind school districts of the requirement to submit a letter for the second year they have been approved for, and Elaine confirmed that the WDE does contact those school districts to follow up.

Chapter 29 – Leader Evaluation

Dr. Laurel Ballard, WDE Student/Teacher Resources Supervisor, presented the work of the Certified Personnel Evaluation System (CPES) Advisory Panel for Leaders and Regional Educational Laboratory (REL) Central to the SBE. Dr. Ballard reviewed the comparison of elements of State Defined vs. Locally Designed Evaluation Systems.

Nate asked if leaders could be assured that the people evaluating them would have full understanding of the evaluation system being utilized. Dr. Ballard said this area was one where the most feedback was received, with a wide spectrum of opinions on what the requirement should be.

Sue Belish asked for continuity in the language in the assurances regarding “has or will”, and Dr. Ballard agreed to make those changes. She also asked why there are additional requirements for locally designed evaluation systems. Dr. Ballard explained that the extra requirements are so the board can have information to approve the locally designed evaluation systems.

Chairman Wilcox asked for public comment.

Diana Clapp, Superintendent in Fremont #6, commented that the proposed rules seem extensive and she wonders if they are necessary in light of changes in federal and state accountability laws that restore local control. She asked for clarity in the definitions of certified personnel and research based, and the use of multiple measures. She requested that the SBE ask for a change to W.S.21-3-110(b), and expressed concerns about the fidelity of the implementation of the evaluation systems.

Brian Farmer, Wyoming School Boards Association, commented that he appreciates the flexibility added in the most recent changes to the proposed rules. He expressed hesitancy about the assurance deadline of November 1 just before elections on November 6, 2018, and the possibility of board turnover immediately following the assurance deadline. He also mentioned that there will be turnover in ten district superintendents, and also wondered if interim superintendents would be required to be evaluated using this system.

Boyd Brown, Superintendent in Campbell #1, also expressed concern about the November 1 deadline, saying it would be very difficult for those deadlines to be met.

Sue Belish asked about the statutory requirements for rule promulgation and consequences for not meeting the deadline. Mackenzie responded that there are no consequences, although the legislature might not be pleased. Sue commented that she would rather get the rules right, then just get them done, and that she is uncomfortable with some of the language in the rules.

Chairman Wilcox commented that the rules are progressing, but he feels like the board is being pressured to adopt the rules before they are ready because of the statutory deadline of July 1, 2018. Mackenzie Williams provided information on the rule promulgation process for both emergency and regular rules.

Dr. Ballard clarified that the definition of research based only applies to the teacher evaluation, which is also part of Chapter 29, and that the WDE collects all assurances on November 1 because of several other statutory requirements for other assurances.

Scotty Ratliff said he would like to avoid delaying rule promulgation and would like to hear suggestions for solutions from those with concerns.

Sue Belish asked for clarification of the requirements around measurements and Dr. Ballard reviewed the definition of "multiple measures" in the definitions section of the proposed rules.

Dicky Shanor asked if it would be beneficial to pull the CPES advisory committee together within the next month to work through the details of the concerns.

Max Mickelson moved to promulgate Emergency Chapter 29 Rules on Evaluation Systems for District and School Leaders and other Certified Personnel as presented, seconded by Dan McGlade, the motion failed with Max Mickelson, Ryan Fuhrman, and Dan McGlade voting for the motion and Chairman Wilcox, Sue Belish, Superintendent Balow (proxy Shanor), Ken Rathbun, and Robin Schamber voting against the motion.

Chairman Wilcox asked if the CPES advisory committee could meet again. Dicky suggested that those who expressed concerns today attend the next advisory committee meeting or provide a letter containing additional information either showing support or requesting specific changes. Chairman Wilcox and Dr. Sachse agreed to work with Dr. Ballard on identifying specific concerns with stakeholder groups.

Approval of Governance Policies Sections 1-7

Sue Belish moved to approve the revisions to the SBE Policies of Governance in sections 1-7, seconded by Ken Rathbun, the motion carried.

Coordinator's Contract

Sue Belish moved to approve the Coordinator's Contract for Dr. Sachse as presented, seconded by Robin Schamber, the motion carried, with Superintendent Balow (proxy Shanor) voting against.

Technology Device for SBE Coordinator

Sue Belish moved to approve the purchase of a new electronic device for the SBE Coordinator, seconded by Chairman Wilcox, the motion carried.

June/July Meetings

Sue Belish moved to change the July meeting date for the SBE to July 12, 2018 via teleconference, seconded by Ken Rathbun, the motion carried.

Membership Dues for NASBE and WY School Boards Association

Sue moved, Robin seconded, the motion carried, with Scotty Ratliff voting against.

OTHER ISSUES, CONCERNS, DISCUSSION, PUBLIC COMMENT

Sue Belish discussed the need to begin discussion on the trigger for standards review and wished Chairman Wilcox a happy birthday.

NEXT MEETING

The board's next meeting will take place on June 21, 2018 via teleconference.

The State Board of Education adjourned at 12:56 p.m.

CREATING
OPPORTUNITIES
FOR STUDENTS TO
KEEP WYOMING
STRONG



JILLIAN BALOW

Superintendent of Public Instruction

DICKY SHANOR

Chief of Staff

MEGAN DEGENFELDER

Chief Policy Officer

DIANNE BAILEY

Chief Operations Officer



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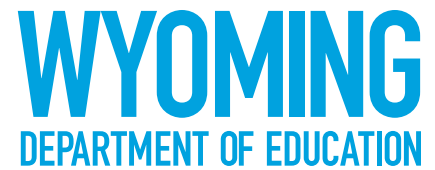
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TO: State Board of Education

FROM: Laurel Ballard, Supervisor,
Student and Teacher Resources Team

DATE: June 21, 2018

SUBJECT: Chapter 29 - Leader Evaluations

ITEM TYPE: Action

After the May State Board of Education (SBE) meeting, Chairman Wilcox sent a memo to the Wyoming School Boards Association (WSBA), Wyoming Association of School Administrators (WASA), Wyoming Curriculum Directors Association (WCDA), Wyoming Association of Secondary School Principals (WASSP), and Wyoming Association of Elementary and Middle School Principals (WAEMSP) requesting comments, concerns, and solutions for the Leader - Certified Personnel Evaluation System Advisory Panel (CPES) regarding Chapter 29 rules.

Each comment received was reviewed and considered by the panel during its June meetings to complete the rules ([full comments available here](#)). Representatives from the aforementioned associations were also invited to attend and participate in the meetings. As a result of the comments, several changes were made in the rules and statement of reasons. Changes to the rules since the May SBE meeting are summarized below and include:

1. Clarification & Refinement of the Systems
2. Extending Initial Implementation Timeline
3. Evaluation Cycles & Rating Systems

Final drafting of the Chapter 29 rules was completed with active representation by both WASA and WCDA. Full consensus was reached for each change, and for the completed rules in their entirety, with no further issues raised.

1. Clarification & Refinement of the Systems

The majority of concerns of the draft Chapter 29 rules were due to misunderstanding of the differences between the state-defined system and locally-defined system, as well as the flexibility offered

in both. To address these concerns, the rules were reorganized and language clarified within the professional standards.

The rules are now organized to first define the two systems before defining the standards, as a district's choice of system will determine the use of certain standards, or lack thereof. The flexibility for districts within each system is also now better outlined in the statement of reasons. For example, there is flexibility in both systems for a district to use a different evaluation system for superintendents than other district leaders. While a separate superintendent system would still require the same components, flexibility is given to districts to design these components in alternative ways for different groups of leaders throughout the system, such as through differing standards or elements within the standards.

As a result of comments, language around the professional standards that was more subjective and difficult to measure was removed. For example, the word "unwavering" was changed to "clear and consistent" in Standard 1. The term "elements" was also changed to "benchmarks." The multiple uses of the word "plan" were replaced with "list, description, or evidence."

2. Extending Initial Implementation Timeline

Several concerns were brought forward regarding the deadline of November 1 for assurances, especially in the first year. To accommodate these concerns, new dates have been incorporated in the rules. On or before February 1, 2019, districts will notify the SBE whether a state-defined or locally-defined model will be used for their leader evaluation system. Locally-defined systems will receive conditional approval for the 2018-19 school year, and 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 of adoption and implementation for either the state-defined model or an approved locally-defined model on or before November 1.

3. Evaluation Cycles & Ratings System

Also as a result of comments, the cycle by which a district must use each standard within its system to assess a leader was changed from 3 to 5 years, so as to better align with strategic plan cycles.

The stakeholder comments showed concern with the specificity detailed in the rules around requiring a summative rating system. Rather than addressing the ratings system in detail in the rules, reference was made to the requirements of W.S. 21-3-110(b).

Statutory Reference:

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

Supporting Documents/Attachments:

- Chapter 29 Rules Presentation
- Wyoming Education Leaders Standards
- Chapter 29 Statement of Reasons
- Chapter 29 Rules - Clean Copy
- Chapter 29 Rules - Strike and Underline Copy

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

STATEMENT OF REASONS

Emergency rules are in effect no longer than 120 days after filing with the Registrar of Rules.

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-Defined System

The locally-defined 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-defined systems must be approved by the SBE and districts 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-defined model will be used for their leader evaluation system. Locally-defined systems will receive conditional approval for the 2018-19 school year. For districts electing to use a locally-defined 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-defined model on or before November 1.

Chapter 29

CERTIFIED PERSONNEL EVALUATION SYSTEMS FOR DISTRICT AND SCHOOL LEADERS AND OTHER CERTIFIED PERSONNEL

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

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 4-2. Definitions.

(a) ~~“Best Practice-practice”~~ —means practices that have produced ~~outstanding~~ positive, documented results in a similar situation and could be replicated.

(b) ~~“Certified Personnel-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, ~~(counselors, media specialists, principals, etc.,~~ exclusive of extra-duty positions).

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

~~(c)~~ (f) ~~“Certified personnel Evaluation System-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-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)~~ (d) ~~“Equitable”~~ —means dealing fairly and equally with all concerned.

(f) (e) ~~“Evaluation Cycle-cycle”~~ —means the timelines and timeframes under which the various components of the an evaluation process occurs. ~~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 defined 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 at one or more points during the evaluation cycle to a person being evaluated that is intended to modify thinking or behavior.

(j) “Locally defined district and school leader evaluation system” means a locally defined 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-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 at the conclusion of the evaluation cycle that is 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 standards, which, for purposes of this chapter, is referred to as a locally defined district and school leader evaluation system, a locally defined 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-defined 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 defined 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 defined 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 defined 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 defined 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

defined 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 defined 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 reflective 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) 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)~~ (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)~~ (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)~~ (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)~~ (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)~~ (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.~~

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 defined 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 at one or more points during the evaluation cycle to a person being evaluated that is intended to modify thinking or behavior.

(j) “Locally defined district and school leader evaluation system” means a locally defined 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 at the conclusion of the evaluation cycle that is 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 standards, which, for purposes of this chapter, is referred to as a locally defined district and school leader evaluation system, a locally defined 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-defined 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 defined 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 defined 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 defined 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 defined 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 defined 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 defined 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.

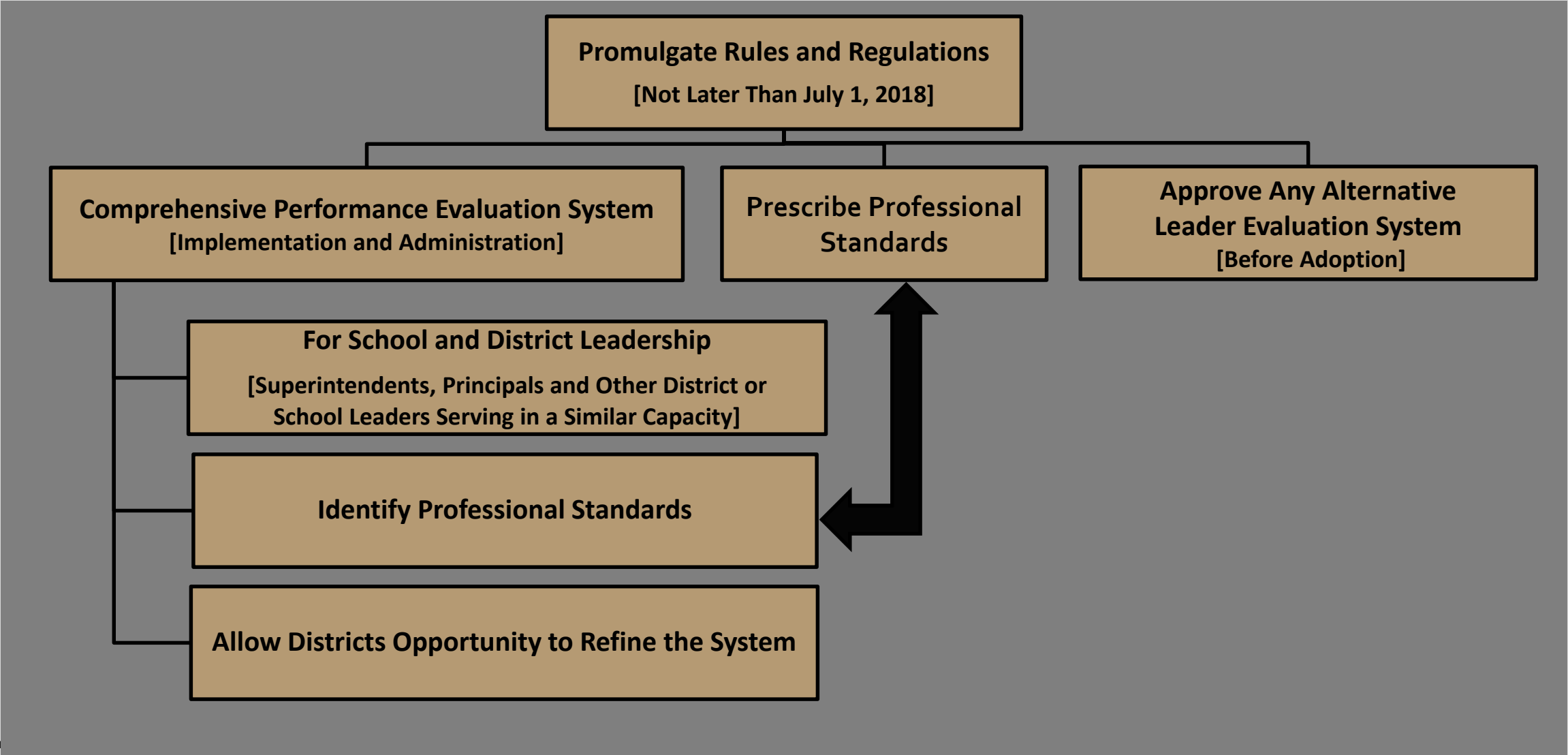
FORESIGHT LAW + POLICY

**Developing Rules and Regulations:
District and School Leader Evaluation System**

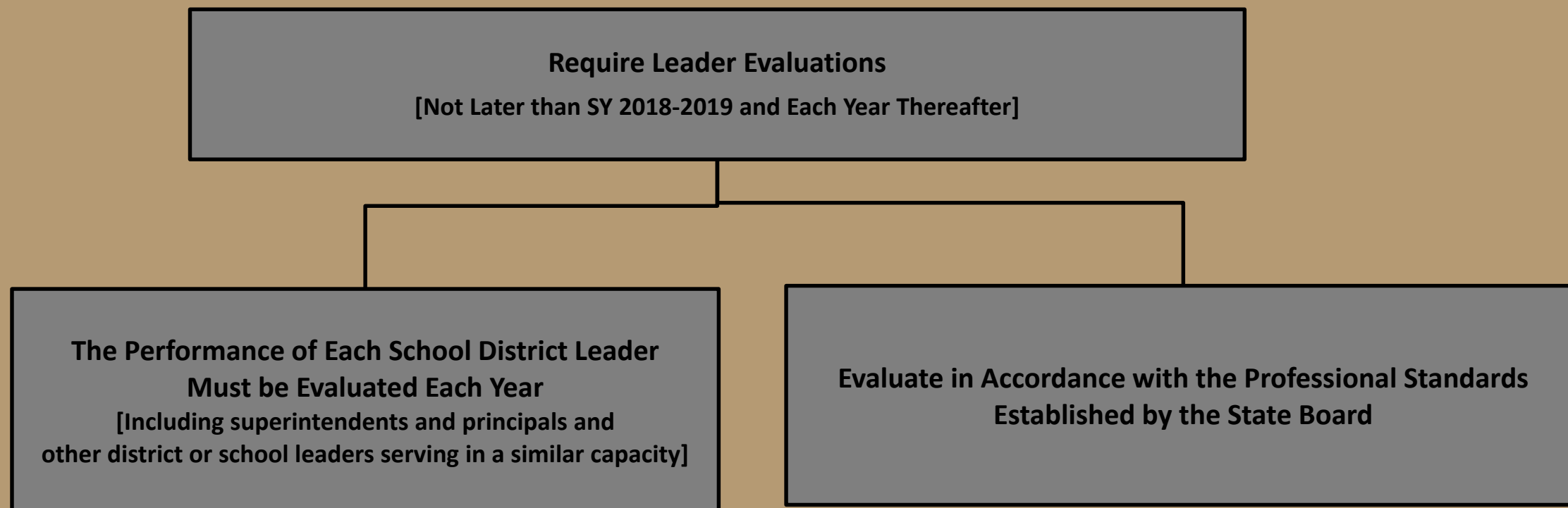
Wyoming CPES Leader Advisory Group | Revised June 5, 2018

Statutory Requirements

Duties of the State Board of Education – W.S. 21-2-304(b)(xvi)



Duties of the Boards of Trustees– W.S. 21-110(a)(xxx)



Highlights of Proposed Approach

OPTION: State Defined or Locally Designed

- Option described in Section 3:
 - Each board of trustees must administer a comprehensive performance evaluation system based on professional standards identified or approved by the State Board and including each of the six required components described on slide 7.
 - The system may be either:
 - The **state-defined** district and school leader evaluation system, with or without revisions; or
 - A **locally designed** district and school leader evaluation system that has been reviewed and approved by the State Board.

Define “Comprehensive Performance Evaluation System”

- Defined in Section 3:
 - A comprehensive system, whether state-defined or locally designed, shall include each of the following six components:

Multiple Measures

- Use multiple measures to assess each

District Selects Measures

Rating System

- Identify or develop a rating system based on

District Defines Performance Level Descriptors

Evaluation Cycle

- Uses goal-setting, data analysis, and information to inform and improve practice and supports

District Designs the Cycle

Guidance Documents/Training

- To provide guidance and training to being

District Determines Guidance/Training Needs

Quality Controls

- Include quality control measures to ensure

District Defines Policies/Procedures

• Supports

- For the purpose of providing support for

District Designs/Prescribes Supports

Identify/Prescribe Professional Standards

- Defined in Section 4:
 - **Standard 1** – Unwavering focus on maximizing the learning and growth of all students [with 8 elements]
 - **Standard 2** – Instructional and assessment leadership [with 6 elements]
 - **Standard 3** – Developing and supporting a learning organization [with 7 elements]
 - **Standard 4** – Vision, mission, and culture [with 4 elements]
 - **Standard 5** – Efficient and effective management [with 6 elements]
 - **Standard 6** – Ethics and professionalism [with 4 elements]
 - **Standard 7** – Communication and community engagement [with 5 elements]
- For a locally designed system, the standards and elements adopted by a board of trustees shall be deemed performance standards identified by the State Board (pursuant to W.S. 21-2-304(b)(xvi)) once they have been approved for use.

CRITERIA: State Defined vs. Locally Designed

	<u>State Defined</u>	<u>Locally Designed</u>
Standards-Based	Yes <ul style="list-style-type: none"> • Use State Board Standard 1 • Use 5 of the 6 remaining State Board Standards and a majority of the associated elements 	Yes <ul style="list-style-type: none"> • Use State Board Standard 1
Comprehensive System Components	Yes <ul style="list-style-type: none"> • Use multiple measures for each standard • Use a ratings system • Use CI process/eval cycle • Use guidance documents/training • Promote fidelity with policies/procedures • Provide supports 	Yes <ul style="list-style-type: none"> • Use multiple measures for each standard • Use a ratings system • Use CI process/eval cycle • Use guidance documents/training • Promote fidelity with policies/procedures • Provide supports
Requires Annual Assurances	Yes	Yes
Requires State Board Approval Before Adoption	No	Yes

SUBMISSION: State Defined vs. Locally Designed

State Defined	Locally Designed
On or before February 1, 2019, notify the State Board of election to implement and administer a State-Defined District and School Leader Evaluation System for evaluations during the 2018-2019 SY.	<p>On or before February 1, 2019, notify the State Board of election to implement and administer a Locally Designed District and School Leader Evaluation System for evaluations during the 2018-2019 SY.</p> <p>Conditional Approval for the 2018-2019 SY to be based on submission of:</p> <ul style="list-style-type: none">• The board’s leader evaluation system standards and associated elements• 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• An assurance that the board will submit additional information on its leader evaluation system for full approval <p>On or before June 1, 2019, submit the following for Full Approval:</p> <ul style="list-style-type: none">• The purpose and goals of the evaluation system;• Evidence that the district’s standards reflect best practice; and• Evidence of system quality as demonstrated by adherence with the comprehensive system component requirements of section 4(c), which may include leader evaluation system policies adopted by the board and procedures developed for administration of the system.

On or before November 1, 2019, and by the same date each year thereafter, provide 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.

Following any revision of the Wyoming District and School Leader Standards prescribed by section 4, 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.

FORESIGHT **LAW + POLICY**

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