

Leader Evaluation System Approval: Locally-Designed Professional Standards Crosswalk Review

Instructions:

- 1) Districts must identify their district, the name of their evaluation system and which leader positions are being evaluated using this evaluation system. *A separate form must be completed for each different leader evaluation system that the district needs to be approved by the State Board of Education.*
- 2) Districts choosing to use an evaluation system based on locally-designed professional standards are required to show alignment to Standard 1 - Unwavering Focus on Maximizing the Learning and Growth of All Students. To show alignment to a standard, the professional standards used by the district must have alignment with a majority of the benchmarks defined under the WY Education Leader Standards. In the District Leader Evaluation Alignment Notes column, indicate where that benchmark can be found in your evaluation system. It is possible to have multiple benchmarks represented by a single benchmark or standard in your district's evaluation system. It is also possible to combine several benchmarks or standards in the district's evaluation system to meet the benchmark in the WY Education Leader Standards. If a benchmark is not represented in the district's leader evaluation system, then put "Not In Evaluation System" in the District Leader Evaluation Alignment Notes column. There are no requirements for alignment for any standard beyond Standard 1, but districts are required to show similar their standards and the WY Education Leader Standards. For examples of completed crosswalks, please see the Wyoming Department of Education (WDE) [website](#).
- 3) If your district's evaluation system already has a crosswalk completed on the [website](#), you do not need to complete the alignment work in the attached table. Be sure to provide a link below to the completed crosswalk.

District Name:

Name of District Leader Evaluation System:

District Leader Position Being Evaluated Using This System:

Link to WDE completed crosswalk (not required if completing table below):

WY Education Leader Standards	District Leader Evaluation Alignment Notes
<p>Standard 1 - Unwavering Focus on Maximizing the Learning and Growth of All Students</p>	
<p>Benchmark 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.</p>	
<p>Benchmark B. Ensure the alignment of the assessments to district identified prioritized standards used to track student growth and achievement over time.</p>	
<p>Benchmark C. Use multiple data measures appropriately within the technical limitations to monitor students' progress toward learning objectives to improve instruction.</p>	
<p>Benchmark D. Ensure a system of accountability for students' academic success and career readiness.</p>	

<p>Benchmark E. Develop and maintain longitudinal data and communication systems to deliver actionable information for district, school, and classroom improvement.</p>	
<p>Benchmark F. Lead the implementation of a high-quality student support and assessment system.</p>	
<p>Benchmark G. Ensure high expectations for achievement, growth and equity in opportunities for all students.</p>	
<p>Benchmark H. Work with staff to evaluate and use data to improve student achievement.</p>	
<p><i>Standard 2 - Instructional and Assessment Leadership</i></p>	
<p>Benchmark A. Focus on student learning by leading the implementation of a rigorous, relevant and prioritized curriculum and assessment system.</p>	
<p>Benchmark 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.</p>	
<p>Benchmark C. Recognize a full range of pedagogy and monitor the impact of instruction.</p>	
<p>Benchmark D. Ensure that there is differentiation, personalization, intellectual stimulation, collaboration, authenticity, and recognition of student strengths in instructional practice.</p>	

Benchmark E. Promote the effective uses of technology to support teaching and learning.	
Benchmark F. Ensure the use of formative assessment data to inform instruction.	
<i>Standard 3 - Developing and Supporting a Learning Organization</i>	
Benchmark A. Effectively lead the implementation of a high-quality educator support and evaluation system that advances the professional growth of their staff.	
Benchmark B. Have a solid understanding of adult learning and ensure that all adults have the knowledge, skills, and dispositions necessary to promote student success.	
Benchmark C. Create and/or support collaborative learning organizations to foster improvements in teacher practices and student learning.	
Benchmark D. Guide implementation of improvement initiatives and provide the time and support for these initiatives to achieve desired outcomes.	
Benchmark E. Lead the evaluation of new and existing programs as part of a continuous improvement process.	
Benchmark F. Cultivate the ability of teachers and other members of the community to become leaders by providing assistance and leadership opportunities.	
Benchmark G. Facilitate high-functioning groups of faculty and staff.	
<i>Standard 4 - Vision, Mission, and Culture</i>	

<p>Benchmark 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.</p>	
<p>Benchmark B. Articulate, advocate, and cultivate core values that define the school's/district's culture and stress the imperative of academic success, child-centered education, high expectations and student support, equity, inclusiveness, social justice, openness, caring, and trust.</p>	
<p>Benchmark C. Create and maintain a positive climate with a trusting, safe environment that promotes effective student learning and adult practice.</p>	
<p>Benchmark D. Collaboratively evaluate the mission and vision, modifying them based on changing intentions, opportunities, demands, and positions of students, staff, and community.</p>	
<p><i>Standard 5 - Efficient and Effective Management</i></p>	
<p>Benchmark A. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an effective team.</p>	
<p>Benchmark 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</p>	

operations focused on high-quality teaching and learning.	
Benchmark C. Limit the number of initiatives and ensure that whatever programs and strategies are implemented in their school/district are supported by the best research available and are aligned to school and district plans.	
Benchmark D. Use appropriate strategies to guide their organizations through change (e.g. first- and second-order change strategies).	
Benchmark E. Support the learning of all students by inventively appropriating and regulating monetary, human and material supplies, time, equipment, technology, and alliances with school and district goals.	
Benchmark F. Ensure the expectation that students, staff, and the school/district engage persistently within the guidelines of federal, state, and local laws, policies, regulations, and statutory requirements.	
<i>Standard 6 - Ethics and Professionalism</i>	
Benchmark A. Lead with integrity by modeling fundamentals of mindfulness, deliberate practice, clarity, perseverance, trust, fairness, and ethical behavior.	
Benchmark B. Establish a culture in which exemplary ethical behavior is expected and practiced by all faculty, staff, students, and volunteers.	
Benchmark C. Significantly contribute to district and state initiatives.	

<p>Benchmark D. Evaluate the potential ethical, legal, and precedent-setting consequences of decision-making.</p>	
<p>Standard 7 - Communication and Community Engagement</p>	
<p>Benchmark 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.</p>	
<p>Benchmark B. Implement and maintain policies to establish working relationships with the community and media to garner support and build consensus for school/district goals.</p>	
<p>Benchmark C. Use community engagement efforts to identify and share successes and to address challenges for the benefit of students.</p>	
<p>Benchmark D. Are easily approached, available, and inviting to students, staff, and community.</p>	
<p>Benchmark E. Are intentional about welcoming improvement ideas from outside the school system, but still within the community.</p>	