Wyoming Education Leader Evaluation System Components

Multiple Measures

Measures are the methods used to determine levels of performance in the areas of practice (such as providing guidance to teachers on instruction and assessment) and outcomes (such as student growth). The use of multiple measures in an evaluation system allows for a more comprehensive and accurate formative and summative assessment. Multiple measures offer additional opportunities to collect evidence related to strengths and areas for development outside of set goals and rubric rating scores. Multiple measures are recommended due to the complexity of evaluating the impact of leadership on districts and schools.

Examples of measures of leader outcomes include student achievement and growth results, instructional quality measures, and progress on school improvement plans. Measures of leader practice include observations, portfolios, and evidence of implementation of professional learning. Stakeholder surveys also provide data about leader practice and allow for the inclusion of feedback from direct reports, parents, and teaching staff. Including feedback from such stakeholders can help chart professional growth that goes beyond the perspective of supervisors or board members.

Rating System

A rating system includes multiple levels of performance (e.g., highly effective, effective, needs improvement, and ineffective) designed to measure progress towards, and achievement of, the skills and responsibilities associated with education leadership. A rating system provides fair and equitable performance assessment, focused on the strengths and weaknesses in order to support the growth and improvement of leadership skills. A rating system includes the use of data and is goals-based, measurable, continuous, and collaborative. An example of performance levels is presented below:

Highly Effective: The highly effective educational leader maintains unwavering school- or district-wide focus on student learning, and continuously raises expectations for student achievement and growth. The highly effective educational leader recognizes the value of educator input into academic achievement and growth by creating and/or maintaining a community of education leaders who actively encourage academic achievement and growth; nurture student development; and promote a standard of academic excellence. The highly effective educational leader's practices and actions embody the seven Wyoming leadership standards. The highly effective educational leader capably and consistently applies each leadership standard in order to establish learning environments where practice ensures that all students learn at high levels.

Effective: The effective educational leader maintains unwavering school- or district-wide focus on student achievement and growth, and recognizes the value of teacher input into academic achievement and growth through creating and/or maintaining a community of learners that values academic achievement and growth; nurtures student development; and promotes a standard of academic excellence. The effective educational leader's practices and actions demonstrate a solid understanding of the seven Wyoming leadership standards. The effective educational leader capably and consistently applies most leadership standards in order to establish learning environments where - practice ensures that all students learn at high levels.

Needs Improvement: The educational leader who needs improvement attempts to maintain a school- or district-wide focus on student achievement and growth and may not recognize the value of teacher input into academic achievement and growth. The educational leader who needs improvement employs practices and actions that demonstrate a partial understanding of the seven Wyoming leadership standards. The educational leader who needs improvement applies some leadership standards demonstrating strengths in some areas; however, the educational leader who needs improvement does not use their strengths to establish learning environments where - practice ensures that all students learn at high levels.

Ineffective: The ineffective educational leader does not clearly prioritize school- or district-wide student achievement and growth, and does not recognize the value of teacher input into academic achievement and growth. The ineffective educational leader's practices and actions demonstrate a limited understanding of the seven Wyoming leadership standards. The ineffective educational leader inconsistently applies the leadership standards and does not use their strengths in order to establish learning environments where - practice ensures that all students learn at high levels.

Evaluation Cycle

An evaluation cycle (Figure 1) is a continuous improvement process that includes planning and goal-setting, and the collection of data from multiple sources to chart professional growth and refine goals. In particular, the leader should conduct a self-assessment and set goals for the academic year that align with the school/district strategic plan. The supervisor/board should review the self-assessment and goals, and make recommendations for modification, if needed. The supervisor/board and leader should also agree on a data collection plan to best evaluate the yearly goals. Further, the supervisor/board and leader should also review how the goals can be measured and met by utilizing a professional development plan that includes professional development opportunities, trainings, and other resources.

This evaluation cycle should also include formal meetings which might be related to initial goal setting, as well as a mid-year and end-of-year summative meeting. Informal meetings are recommended and can help monitor progress throughout the year towards goals, as well as make needed revisions.

Figure 1: Example of an evaluation cycle.
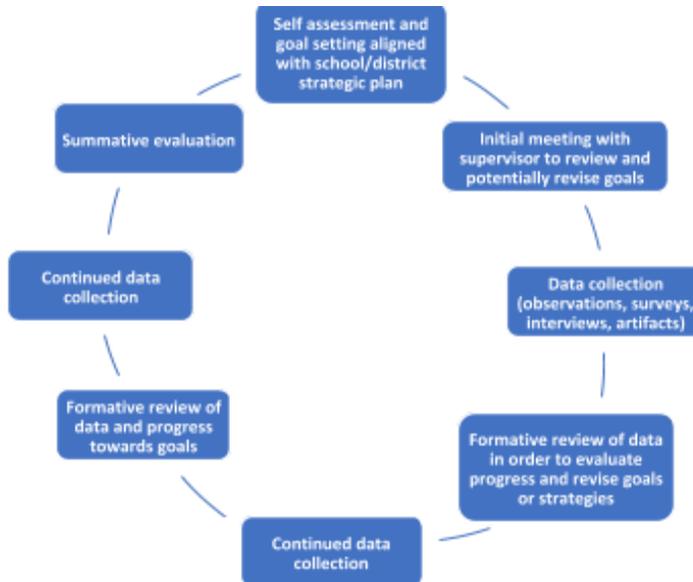
Quality Controls

Quality controls are those policies and procedures that are necessary to ensure that the evaluation system is implemented with fidelity. Quality controls are important for monitoring whether systems are producing accurate and reliable results that can be used to inform decision making and increase understanding of the impact of leadership evaluations on district and school improvement, as well as student growth. Examples of quality controls are articulation of clear procedures for data collection and validation, use of easily understood measures, user-friendly access to data-entry portals, and a plan describing how evaluation data will be used. Procedures for evaluating the evaluation system are also part of quality control.

Guidance Documents

The use of guiding documents is important to establish and maintain implementation fidelity and ongoing calibration (rater agreement). These documents help prepare supervisors/boards and leaders for implementing evaluation systems and aid in developing an understanding of the evaluation process for both evaluator and evaluatee.

Training for Evaluation Team

Training should include examples of skills, goals, artifacts, and behaviors that can aid both supervisors/boards performing evaluations and leaders being evaluated. Ideally, these examples will be provided in written form, presented in videos when applicable, and offer opportunities for supervisors to practice using the rating system and other components. Districts may choose to consult or contract with outside experts to provide training for school board members or others evaluating school or district leaders.

Supports

Evaluation system results provide feedback, support professional learning and growth, aid in building capacity, and inform personnel decision-making. Exemplary ratings could lead to additional opportunities, while developmental ratings should lead to targeted supports.

Districts can support leaders through such actions as improving the training of evaluators, implementing mentoring programs, providing (or assisting leaders in acquiring) appropriate professional development, and networking with high performers locally, regionally, and across the state. The state is able to support leaders by providing better access to training and advice via support networks and online resources.