WDE ✓ ACCREDITATION
WYOMING DISTRICT PEER REVIEW
TEAM WORKBOOK

TEAM MEMBER NAME	
DISTRICT BEING REVIEWED	

Wyoming Department of Education

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Purpose

The purpose of the peer review is to provide feedback to districts to improve processes, and to enable collaboration and shared practice among districts. This workbook is used by statewide peers to evaluate district processes during the five-year district review. Prior to each peer review, the Wyoming Department of Education accreditation section prepares a web-site with these documents:

1. Printed and Electronic Peer Review Workbooks
2. District Evidence
3. Peer Review Agenda
4. Rationale and Research

After the peer review, results are summarized by the team lead into a final report for the district.

Rating of District Practices

Based on review of district artifacts and processes, as well as discussions and observations, each team member completes the printed workbook. The information from the printed workbook is transferred to the electronic workbook. These definitions are used:

Deficient No relevant artifacts or evidence of a process were observed.

Adequate Some to numerous artifacts were observed, but there was not a clearly-defined, systematic process, or there was limited implementation of the process.

Strong A coherent, systematic process that is being implemented across the district was discussed with the team, and concise artifacts were observed.

Exemplary A coherent, systematic, documented process that is well-implemented across the district was shared with the team, and concise artifacts were observed. The process and artifacts were of a level of quality that can be shared statewide.

Evidence Definition

Artifacts Data, print documents, videos, photographs, digital files, self-ratings, survey results, focus group results, research, strategies, plans, reports, models, etc.

Processes Processes are clearly defined work steps that will produce the desired result if consistently well-implemented.

Accreditation vs. Peer Review

Wyoming State accreditation is conferred annually by the State Board of Education based on the recommendation of the Wyoming Department of Education (WDE). This is based primarily on review of artifacts and assurances submitted to the WDE by the district, and WDE internal review processes.

A five-year external review coordinated by the WDE or an approved provider is required for accreditation. The peer review is based on research-based practices selected and developed by the WDE with input from the Wyoming accreditation task force. Regardless of the external review option selected, a five-year review of the district assessment system is required.

Table of Contents

A. Governance and Leadership

01. Governing Board

a. DISTRICT PURPOSE. The district board has developed a widely shared purpose statement (e.g. mission, vision, shared values, and goals) focused on ensuring high levels of learning for all students.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. The district board, with input from key stakeholders, has developed a shared purpose statement focused on ensuring high levels of learning for all students.				
ii. The district board has implemented a planning process with goals, strategies, aligned resources, and a monitoring process.				

b. GOVERNANCE AND OVERSIGHT. The district board and superintendent work as a team to achieve the district purpose and goals.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. The board is trained in and self-evaluates relative to its duties, and uses a systematic process to review and revise board policies.				
ii. The board works as a team with the superintendent to develop and maintain a quality school district.				

GOVERNING BOARD COMMENTS:

02. Central Office Leadership

a. COLLABORATIVE LEADERSHIP. District central office administrators work in partnership with school leaders to develop strategies and solve problems.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. District administrators and school leaders meet regularly to discuss, define, evaluate and, if necessary, improve processes and programs across the district.				
ii. The district convenes committees to improve district processes, and promotes involvement in statewide professional organizations and improvement efforts.				

b. QUALITY IMPROVEMENT. District central office administrators support school improvement through a coherent theory of action for resource allocation and process improvement that links adult actions to student results.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. The district has a clearly defined theory of action for quality improvement (e.g. Internal Coherence Framework) shared with and by district personnel.				
ii. District administrators provide instructional guidance consistent with the district instructional model, and assist school leaders with data collection and analysis, improvement planning, and resource allocation.				

CENTRAL OFFICE LEADERSHIP COMMENTS:

03. School Leadership

a. SCHOOL CULTURE. Principals are efficient, effective leaders who share leadership responsibilities and maintain the conditions necessary to ensure the success of all students.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. School leaders promote a culture of trust, efficacy, teamwork, engagement with data, organizational learning, and continuous improvement.				
ii. School leaders make strategic staffing decisions, share leadership roles with staff, and promote leadership development among staff.				

b. LEARNING LEADERSHIP: Principals act as leaders of learning and agents of change who positively contribute to their own school and the district improvement efforts.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. Principals act in the capacity of the lead learner by routinely promoting and participating in professional development with teachers and instructional staff.				
ii. Time is built into the schedule for professional collaboration, and principals lead and support collaborative work that improves quality throughout the faculty.				

SCHOOL LEADERSHIP COMMENTS:

04. Climate and Safety

a. LEARNING ENVIRONMENT. Leaders ensure that healthy, safe, and supportive conditions are in place that enable learning for all students.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. The district ensures that personnel and processes are in place to promote and maintain a safe and healthy learning environment for all students.				
ii. The district assesses climate to improve district and school processes.				

b. POSITIVE RELATIONSHIPS. Leaders and teachers maintain positive rapport with students and work in partnership with families.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. Educators maintain a positive rapport with all students and work with families to promote academic, social, and emotional skill development.				
ii. Structure and processes are in place to ensure interpersonal connectedness and support for each student by at least one caring adult in the school.				

CLIMATE AND SAFETY COMMENTS:

05. Stakeholder Relations

a. STAKEHOLDER COMMUNICATIONS. District leaders and staff routinely provide information to district, school, and community stakeholders.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. The district and all schools communicate with stakeholders in a consistent and thorough manner.				
ii. The district maintains a current, accessible, functional web presence, and provides information to stakeholders using a variety of methods.				

b. STAKEHOLDER INPUT. District and school leaders provide formal and informal opportunities for stakeholders to provide input to improve the district and schools.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. Representatives of appropriate stakeholder groups provide input into district and school decisions.				
ii. Leaders and staff are involved in community organizations and events, and develop relational trust and social capital within the community.				

STAKEHOLDER RELATIONS COMMENTS:

06. Human Resources

a. HUMAN CAPITAL. District leaders recruit, develop and retain instructional and support personnel with the necessary expertise to achieve the district purpose.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. The district hiring, mentoring and induction processes ensure that staff have the necessary expertise to meet the expectations defined in policy for their position.				
ii. Evaluation focuses on each employee's efforts to enhance their own expertise relative to their position.				

b. EMPLOYEE RECOGNITION. District leaders appropriately recognize instructional staff and support personnel who are making an outstanding contribution to the district or their school.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. Structures are in place that promote collective efficacy and internal coherence across the district.				
ii. Staff are provided opportunities for candid input to improve processes, and their suggestions are acted upon by leadership.				

HUMAN RESOURCES COMMENTS:

07. Accountability and Improvement

a. NEEDS ANALYSIS. School-level leadership teams determine necessary improvements to increase school performance using WAEA data and other needs assessment processes.

Effective Practices	Deficient	Adequate	Strong	Exemplary	N/A
i. State accountability results are analyzed to determine strengths and opportunities for improvement, which are used to establish improvement goals.					
ii. Additional data are collected, analyzed, and discussed among staff, and processes are reviewed to decide what needs to be improved.					

b. IMPROVEMENT PLANS. Principals of schools that are partially meeting or not meeting expectations submit improvement plans to the district and state. These plans are used to guide school improvement.

Effective Practices	Deficient	Adequate	Strong	Exemplary	N/A
i. Improvement plans consistent with statute and district expectations are developed and implemented.					
ii. Improvement priorities identified in the improvement plan are addressed through professional development.					

* Schools that are meeting or exceeding expectations are not required to do school improvement plans.

ACCOUNTABILITY AND IMPROVEMENT COMMENTS:

B. Instructional Programming

08. Professional Development

a. COLLABORATIVE EXPERTISE. District leaders maintain an ongoing, collaborative approach to professional development designed to increase the individual and collective expertise of leaders and instructional staff.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. Professional development, aligned to the district priorities, provides staff with opportunities for collaboration, peer observation, and shared practice.				
ii. The district engages in professional development through the creation of shared curriculum units and common assessments by collaborative teams.				

b. COLLECTIVE EFFICACY. District leaders evaluate the effectiveness of professional development by monitoring the collective efficacy of instructional staff.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. The Professional Learning Community (PLC) model or a similarly collaborative approach is used to increase collective efficacy.				
ii. Collective efficacy is measured, with the results used to evaluate the impact of staff collaboration.				

PROFESSIONAL DEVELOPMENT COMMENTS:

09. Content Areas, Standards, and Curriculum

a. CONTENT AREAS AND STANDARDS. All students have the opportunity to learn the Wyoming common core of knowledge and skills in all content areas.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. All students have the opportunity to learn all content areas defined by Wyoming Content and Performance Standards.				
ii. The curriculum in all content areas is aligned to Wyoming Content and Performance Standards and inclusive of the Common Core of Skills.				

b. CURRICULUM. Learning goals and targets are logically sequenced and are the same for equivalent courses in the core content areas.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. Teacher teams develop a continuously refined guaranteed and viable curriculum in the core content areas.				
ii. The district defines expectations for curriculum development, including the use of curriculum frameworks, scales, etc.				

CONTENT AREAS, STANDARDS, AND CURRICULUM COMMENTS:

10. District Assessment System

a. ASSESSMENT PROCESS. The district defines the assessment system and methods used to determine levels of student performance for each standard or learning goal.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. The district provides assessment literacy training to ensure uniformity in assessment vocabulary and practices across the district.				
ii. Collaborative teams use common formative assessments to provide feedback for determining intervention or enrichment needs.				

b. GRADING AND REPORTING. The grading system provides information on the level of student performance for each learning goal.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. Educators and stakeholders have clarified the purpose of grades in a common grading policy, and use a grading approach that achieves this purpose.				
ii. Grades reflect level of performance on selected standards (state performance standards) or standards-aligned units. Behavior is reported separate from content.				

DISTRICT ASSESSMENT SYSTEM COMMENTS:

11. Instructional Methods

a. INSTRUCTIONAL PRACTICES. Teachers use the shared instructional practices defined by the district to engage students in the subject matter in all content areas.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. Teachers use the instructional methods and classroom management practices prioritized in the district teacher evaluation framework.				
ii. Teachers use instructional strategies that elicit high levels of student engagement, active participation, and student discussion.				

b. ACADEMIC TASKS. Teachers expect all students to demonstrate knowledge, apply learning, engage in thoughtful dialogue, and develop high-quality work products in all classrooms.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. Teachers enable deeper learning and integrate skills for success through rigorous units/lessons with real-world scenarios and/or performance tasks.				
ii. Student products, presentations, and performances integrate technology, art, and design with essential content.				

INSTRUCTIONAL METHODS COMMENTS:

12. Learning Support

a. INTERVENTION. The district and all schools maintain a coordinated approach to supporting students who are experiencing difficulty achieving proficiency on the learning goals.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. Schools implement systematic interventions (i.e. MTSS) during the school day that include interventions for Students with Disabilities and English learners.				
ii. Schools involve families and other required parties in the intervention process, and learning support is coordinated between the home and school.				

b. EXTENSION AND ENRICHMENT. The district and schools provide extended learning opportunities and enrichment for students who have demonstrated proficiency on the learning goals.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. High-performing students, including gifted students, who have demonstrated proficiency are provided differentiated instruction during the school day.				
ii. Active, hands-on after-school and out-of-school enrichment opportunities are provided for students that support a range of positive learning outcomes.				

LEARNING SUPPORT COMMENTS:

13. At-Risk and Dropout Prevention

a. EARLY WARNING SYSTEMS. District leaders ensure that a process is in place to analyze early warning data to identify students at-risk of dropping out of high school.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. The district and individual schools use an early warning data system or an intervention team process to identify students at-risk of academic failure.				
ii. The district recognizes dropping out of school as a process rather than an event. Monitoring, prevention, and intervention begins in early elementary.				

b. DROPOUT PREVENTION STRATEGIES. District leaders ensure that evidence-based dropout prevention strategies are embedded throughout the system.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. The district has incorporated evidence-based dropout prevention strategies throughout the system.				
ii. The district promotes shared responsibility for all students and has implemented processes to reduce barriers to learning.				

AT-RISK AND DROPOUT PREVENTION COMMENTS:

14. Student Activities

a. CO-CURRICULAR ACTIVITIES. Leaders and staff encourage all students to participate in activities that extend learning beyond the classroom.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. The district encourages participation in co-curricular activities by all students in the district.				
ii. The district has a clearly defined process for adding new co-curricular activities that support the academic mission of schools.				

b. EXTRA CURRICULAR ACTIVITIES AND CLUBS. Leaders and staff encourage all students to participate in clubs, extra curricular activities, after school programs, and athletics.

Effective Practices	Deficient	Adequate	Strong	Exemplary
i. The district provides activities, maintains activity participation data, implements strategies to encourage participation in activities, and ensures that fees are not a barrier to participation.				
ii. The district and schools recognize and celebrate success in sports and other student activities, and encourages sportsmanlike conduct at events.				

STUDENT ACTIVITIES COMMENTS:

Classroom Observation Tool

Content
What are the students learning?

1	2	3	4
It is unclear what students are learning. It is unclear how success is measured. Students who experience difficulty have not been identified. It is unclear whether the lesson is aligned to a standard or standards.	The standards-aligned learning target is understood by students. Students may or may not know whether they have met a particular standard or learning target. Students who experience difficulty have the option to come in before or after school.	The standards-aligned learning target is aligned in both rigor and content and is understood by students. The success criteria are defined using a checklist, rubric, or percentage cut score and communicated to students. Students are provided multiple opportunities to demonstrate proficiency. Students are encouraged to participate in learning supports or enrichments.	The standards-aligned learning target is clearly visible in the classroom, understood by students, and the level of proficiency is well defined. All students are provided multiple opportunities to demonstrate proficiency at high levels. Students are required to participate in learning supports or enrichments.

Teacher
What is the teacher doing?

1	2	3	4
There is little to no evidence of behaviors that can be described as teaching. The teacher uses no active engagement strategies and ignores off-task behavior.	There is a learning target or objective posted. The teacher initiates an interaction with a class, and invites some form of response, typically through presenting a question. The teacher often answers their own questions. The teacher provides limited explanation of expectations of performance on the assignments or tasks. The teacher offers limited feedback on student performance. The teacher is delivering instruction to the class with little to no interaction with students. The teacher uses some active engagement strategies, but largely ignores disengaged students.	There is a clearly communicated learning target or objective. The teacher-directed learning involves ongoing interaction between the teacher and all students. The teacher provides concise expectation of performance on the assignments or tasks students are expected to perform. Teacher uses varied strategies for student questioning. The teacher uses active engagement strategies and addresses disengaged students.	There is a clearly communicated learning target or objective and it is revisited throughout the lesson. The teacher monitors students working diligently on academic tasks and adjusts lesson activities. The teacher works with the students to create agreed upon expectations of performance for the assignments or tasks. The teacher uses questioning strategies that draw out higher level thinking and understanding by students. The teacher uses varied active engagement strategies and addresses disengaged students with minimal distraction. The teacher facilitates high level student discussions. The teacher checks for understanding (embedded formative assessment) and provides feedback to students.

Student

What are the students doing?

1	2	3	4
Students are not doing anything or doing very little that could be viewed as learning. The classroom is practically devoid of any direct evidence of student learning. Students are not self assessing their learning. Students are not answering and asking questions at the appropriate Depth of Knowledge (DOK) level.	Students are listening to the teacher lecture and answering questions if called on by the teacher. Students are completing worksheets or problems from a workbook or textbook. Students are using computers to do electronic worksheets or tests. Students are reading independently or listening to the teacher read. Students are coloring. Students are practicing spelling or vocabulary words. Students are doing a word search. Students are making a simple poster or display. Student work is mainly worksheets and a few simple projects. When asked, students are aware of their learning and need teacher guidance and direction. Few students are answering and asking questions at the appropriate DOK level.	Students are engaged in a teacher-directed lesson that includes active learning and discussion from nearly all students. Students are reading short passages and completing constructed-response writing. Students are reading and summarizing or outlining from the textbook. Students are following teacher directions in working on a consistent product or project assigned by the teacher. Students are involved in service learning or a community service project organized and supervised by the teacher. Most students are producing high quality work as evidence of their learning. Students are self assessing their learning. Some students are answering and asking questions at the appropriate DOK level.	Students are engaged in classroom discussion and debate with peers based on their own reading and written notes with limited teacher talk. Students are working independently or together to develop a project or product for which they are allowed to make choices and mistakes (able to take a risk at learning). Students are working independently or in small groups on a performance task, project or product that has an audience beyond the teacher or the test. Students are writing an extended response and multiple revisions. Students are producing high quality work as evidence of their learning for application, sharing, or display. Students are self assessing their learning and can articulate the steps necessary for improvement. Most students are answering and asking questions at the appropriate DOK level.

District Assessment System Review

Assessment System Requirements	Deficient	Adequate
The Wyoming Content and Performance Standards are taught and assessed in all content areas (Chapter 6, Sec. 5 (j)) (Chapter 31, Sec. 5 (b))		
All students are expected to learn and are assessed on the state performance standards in accordance with Chapter 10, Section 3(d)		
The assessment system is aligned to the Wyoming Content and Performance Standards in terms of content and cognitive complexity. (Chapter 31, Sec. 5 (b)(i))		
The district has a process for updating the assessment system within three years of revision of the Wyoming Content and Performance Standards. (Chapter 31, Sec. 5 (b)(i)		
Levels of student performance for each class or subject are determined through assessment of the standards-aligned content. (Chapter 31, Sec. 5 (b)(i)(A))		
The assessment system measures the knowledge or skill for the appropriate grade level and content. (Chapter 31, Sec. 5 (b)(i)(B))		
The assessment system provides every student with multiple opportunities to demonstrate what the student understands, knows, and can do. (Chapter 31, Sec. 5 (b)(i)(B))		
Levels of student performance for each class or subject are reported to the district through a student information system or another method. (Chapter 31, Sec. 5 (b)(ii))		
The district has a process in place to evaluate its district assessment system on an ongoing basis. (Chapter 31, Sec. 5 (b)(iii))		
The district graduation policy meets or exceeds the minimum requirements established in Chapter 31, Sec. 4 (a)		
The minimum passing grade for all high school courses incorporates the district definition of proficient performance (e.g. passing all units, or proficient performance on the majority of units). (Chapter 31, Sec. 4 (a)(iii)(A))		

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