

Converse 2 Principal Evaluation Crosswalk to the Wyoming Education Leader Standards

To demonstrate alignment to the *Wyoming Education Leader Standards*, a system must 1) demonstrate alignment to a majority of the elements within each standard, 2) be aligned to Standard I (*Clear and Consistent Focus on Maximizing the Learning and Growth of All Students*), and 3) align to **five** of the **six** remaining standards. Based upon this crosswalk, the *Converse 2 Principal Evaluation* demonstrated alignment to **one** of the **seven** *Wyoming Education Leader Standards*. Using these criteria, the review team concluded that the *Converse 2 Principal Evaluation* is **not aligned to the Wyoming Education Leader Standards**. Please see Table 1 for an overview of the crosswalk and Table 2 for details of the crosswalk between the *Converse 2 Principal Evaluation* and the *Wyoming Education Leader Standards*.

Table 1. Crosswalk Overview

Standard	Number of Elements Aligned	Standard Aligned/Not Aligned
Standard 1	2/8	Not Aligned
Standard 2	5/6	Aligned
Standard 3	1/7	Not Aligned
Standard 4	1/4	Not Aligned
Standard 5	3/6	Not Aligned
Standard 6	1/4	Not Aligned
Standard 7	2/5	Not Aligned

Table 2. Detailed Converse 2 Principal Evaluation Crosswalk to Wyoming Education Leader Standards

Wyoming Education Leader Standards	Converse 2 Principal Evaluation Descriptors
<i>Standard 1 - Clear and Consistent Focus on Maximizing the Learning and Growth of All Students</i>	<i>Descriptor 1. Management of Student Behavior</i>

	Descriptor 2. Instructional Leadership
Key Element 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.	No Alignment
Key Element B. Ensure the alignment of the assessments to district identified prioritized standards used to track student growth and achievement over time.	No Alignment
Key Element C. Use multiple data measures appropriately within the technical limitations to monitor students' progress toward learning objectives to improve instruction.	No Alignment
Key Element D. Ensure a system of accountability for students' academic success and career readiness.	No Alignment
Key Element E. Develop and maintain longitudinal data and communication systems to deliver actionable information for district, school, and classroom improvement.	No Alignment
Key Element F. Lead the implementation of a high-quality student support and assessment system.	<p>Descriptor 1: Management of Student Behavior: (f) Supports and reinforces students.</p> <p>Descriptor 2: Instructional Leadership: (g) Encourages staff to integrate assessment with instruction to ensure relevant learning opportunities are provided for all students.</p>
Key Element G. Ensure high expectations for achievement, growth and equity in opportunities for all students.	Descriptor 2: Instructional Leadership: (e) Encourages high expectations.
Key Element H. Work with staff to evaluate and use data to improve student achievement.	No Alignment

Standard 2 - Instructional and Assessment Leadership	Descriptor 2. Instructional Leadership
Key Element A. Focus on student learning by leading the implementation of a rigorous, relevant and prioritized curriculum and assessment system.	Descriptor 2: Instructional Leadership: (h) Assists in helping to plan, implement, and evaluate curriculum/methods of instruction on a systemic basis.
Key Element 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>Descriptor 2: Instructional Leadership: (a) Regularly visits classes to observe instruction.</p> <p>Descriptor 2: Instructional Leadership: (b) Provides feedback to teachers to help them improve instruction.</p> <p>Descriptor 2: Instructional Leadership: (c) Engages in conversations with teachers about curriculum and instruction.</p>
Key Element C. Recognize a full range of pedagogy and monitor the impact of instruction.	Descriptor 2: Instructional Leadership: (h) Assists in helping to plan, implement, and evaluate curriculum/methods of instruction on a systematic basis.
Key Element D. Ensure that there is differentiation, personalization, intellectual stimulation, collaboration, authenticity, and recognition of student strengths in instructional practice.	Descriptor 2: Instructional Leadership: (f) Monitors student needs and assists teachers in designing interventions to meet those needs.
Key Element E. Promote the effective uses of technology to support teaching and learning.	No Alignment
Key Element F. Ensure the use of formative assessment data to inform instruction.	Descriptor 2: Instructional Leadership: (g) Encourages staff to integrate assessment with instruction to ensure relevant learning opportunities are provided for all students.

Standard 3 - Developing and Supporting a Learning Organization	Descriptor 2. Instructional Leadership
Key Element A. Effectively lead the implementation of a high-quality educator support and evaluation system that advances the professional growth of their staff.	Descriptor 2: Instructional Leadership: (i) Effectively evaluates assigned personnel.
Key Element B. Have a solid understanding of adult learning and ensure that all adults have the knowledge, skills, and dispositions necessary to promote student success.	No Alignment
Key Element C. Create and/or support collaborative learning organizations to foster improvements in teacher practices and student learning.	No Alignment
Key Element D. Guide implementation of improvement initiatives and provide the time and support for these initiatives to achieve desired outcomes.	No Alignment
Key Element E. Lead the evaluation of new and existing programs as part of a continuous improvement process.	No Alignment
Key Element F. Cultivate the ability of teachers and other members of the community to become leaders by providing assistance and leadership opportunities.	No Alignment
Key Element G. Facilitate high functioning groups of faculty and staff.	No Alignment
Standard 4 - Vision, Mission, and Culture	Descriptor 1. Management of Student Behavior Descriptor 5. Safety/Security Descriptor 6. Operations and Logistics
Key Element 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.	No Alignment

<p>Key Element B. Articulate, advocate, and cultivate core values that define the school's and district's culture .</p>	<p>No Alignment</p>
<p>Key Element C. Create and maintain a positive climate with a trusting, safe environment that promotes effective student learning and adult practice.</p>	<p>Descriptor 1: Management of Student Behavior: (e) Helps create an environment where students feel and are safe physically, emotionally, and educationally.</p> <p>Descriptor 5: Safety/Security: (a) Regularly assesses the level of safety and security at the school.</p> <p>Descriptor 5: Safety/Security: (b) Effectively manages crisis drills and responses.</p> <p>Descriptor 5: Safety/Security: (c) Problem-solves ways to improve emergency response.</p> <p>Descriptor 5: Safety/Security: (d) Works proactively to improve safety and security at the school.</p> <p>Descriptor 6: Operations and Logistics: (f) Ensures facilities in his/her area of responsibility are maintained in a clean, orderly, and safe condition (if applicable).</p>
<p>Key Element D. Collaboratively evaluate the mission and vision, modifying them based on changing intentions,</p>	<p>No Alignment</p>

<p>opportunities, demands, and positions of students, staff, and community.</p>	
<p>Standard 5 - Efficient and Effective Management</p>	<p>Descriptor 1. Management of Student Behavior</p> <p>Descriptor 2. Instructional Leadership</p> <p>Descriptor 6. Operations and Logistics</p>
<p>Key Element A. Recruit, hire, support, develop, and retain effective teachers and other professional staff and form them into an effective team.</p>	<p>No Alignment</p>
<p>Key Element 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.</p>	<p>Descriptor 1: Management of Student Behavior: (a) Administers consequences per school and District policy.</p> <p>Descriptor 1: Management of Student Behavior: (b) Establishes appropriate expectations for student behavior and assists students in meeting these expectations.</p> <p>Descriptor 1: Management of Student Behavior: (c) Enforces school rules, and ensures that faculty and staff enforce school rules.</p> <p>Descriptor 1: Management of Student Behavior: (i) Uses effective conflict management strategies for resolving student conflicts.</p>

	<p>Descriptor 6: Operations and Logistics: (a) Ensures areas of his/her responsibility run efficiently and effectively.</p> <p>Descriptor 6: Operations and Logistics: (b) Ensures appropriate rules, regulations, and procedures are in place for his/her areas of responsibility.</p>
Key Element 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.	No Alignment
Key Element D. Use appropriate strategies to guide their organizations through change (e.g. first- and second-order change strategies).	No Alignment
Key Element 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.	<p>Descriptor 2: Instructional Leadership: (d) Helps provide the resources teachers and other employees need to be successful.</p> <p>Descriptor 6: Operations and Logistics: (e) Administers the budget over which s/he has responsibility in an efficient and effective manner.</p>
Key Element 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.	Descriptor 6: Operations and Logistics: (c) Complies with school, District, state, and federal laws, regulations, policies, and rules and ensures others in the school do, also.
Standard 6 - Ethics and Professionalism	Descriptor 4. Communication
Key Element A. Lead with integrity	Descriptor 4: Communication: (j) Demonstrates appropriate work ethic and leads by example.

Key Element B. Establish a culture in which ethical behavior is expected and practiced by all faculty, staff, students, and volunteers.	No Alignment
Key Element C. Contribute to district and state initiatives.	No Alignment
Key Element D. Evaluate the potential ethical, legal, and precedent-setting consequences of decision-making.	No Alignment
Standard 7 - Communication and Community Engagement	Descriptor 1. Management of Student Behavior Descriptor 3. Relationships Descriptor 4. Communication
Key Element 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.	Descriptor 3: Relationships: (a) Works collaboratively with stakeholders in support of mission and vision. Descriptor 4: Communication: (e) Communicates with parents appropriately.
Key Element 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.	No Alignment
Key Element C. Use community engagement efforts to identify and share successes and to address challenges for the benefit of students.	No Alignment
Key Element D. Are easily approached, available, and inviting to students, staff, and community.	Descriptor 1: Management of Student Behavior: (a) Is visible to students. Descriptor 3: Relationships: (a) Makes opportunities to interact

	<p>with students other than in discipline situations.</p> <p>Descriptor 4: Communication: (a) Communicates well with faculty and staff.</p> <p>Descriptor 4: Communication: (b) Maintains good communication and rapport with students.</p> <p>Descriptor 4: Communication: (c) Is accessible to all members of the learning community.</p> <p>Descriptor 4: Communication: (d) Maintains high visibility around the school.</p>
Key Element E. Are intentional about considering improvement ideas from outside the school system.	No Alignment