WDE

Quality Standards for District and School Leaders

Given the critical influence of the leader on student achievement, Standard 1 shall be included in the evaluation of every leader, every year. All other standards shall be evaluated at least once every three years based on district priorities and the strengths and areas for growth for the leader being evaluated.

Standard 1 - Unwavering Focus on Maximizing the Learning and Growth of All Students		
KEY ELEMENTS	**EXPECTED EVIDENCE OF IMPACT**	**POSSIBLE SOURCES OF DATA**
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 programing. 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.	There are increases in student achievement over multiple years and student longitudinal growth. There is improvement of other district-identified outcomes and processes, such as equity, attendance and graduation rates.	State assessment results. State accountability results disaggregated according to targeted student groups. National assessments (e.g., ACT/SAT) Results from district and school level common assessments disaggregated according to targeted student groups. Strategic plan goals and priorities. Graduation rates. G. Attendance rates. Rates of disciplinary incidents to monitor student access to instruction. Participation and achievement in AP exams and dual and concurrent enrollment. Percentage of students participating in extra-curricular or co-curricular activities. Follow-up studies of students' success in post-secondary pursuits. Collaboration with community college and University of Wyoming on remediation rates.

Standard 2 - Instructional and Assessment Leadership		
KEY ELEMENTS	**EXPECTED EVIDENCE OF IMPACT**	**POSSIBLE SOURCES OF DATA**

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. Establish instructional practice that is challenging intellectually, collaborative, relevant, acknowledges student assets, and is individualized.
 	
E. Promote the effective uses of technology to support teaching and learning.
 	
F. Ensure the use of formative assessment data to inform instruction.
	Leaders who are performing well on this standard have a sound knowledge of research-based instructional and assessment methods, including use of multiple forms of assessment to improve instruction and programs.
	
	Effective leaders actively share research-based strategies with their staff which directly impacts student achievement.
	
	Effective leaders use data to evaluate the strengths and weaknesses of curricular implementation.
	
	Staff recognize the leader as someone who is capable of promoting the development of curricular, instructional, and assessment expertise.
	
	There is evidence that expertise shared by leadership among educators is impactful.
		Leaders need to ensure the validity of the inferences related to performance that are based on data, and the following are potential sources that focus on documenting strategies to support higher-fidelity implementation of curriculum and instruction:
		
		School Leader:
		▪ Syllabi from specific courses and/or curriculum maps documenting students' rich and relevant learning opportunities.
		▪ Unit/lesson plans from a sample of educators that indicate high expectations of students in specific courses and content areas.
		▪ Student work from units, including approaches that help faculty develop shared understandings and expectations of high quality student work reflecting deeper learning.
		▪ Notes from calibration efforts to ensure all faculty teaching the same material have similar expectations for students' success (e.g. anchor papers).
		▪ Student surveys/interviews related to classroom lesson goals.
		
		School and District Leader:
		▪ Evidence of monitoring student assessment and grading practices to ensure that assessments support meaningful learning.
		▪ Evidence of high-quality instruction from walk-through visits or other types of observation.
		▪ Surveys/interviews of staff members regarding their views and evidence of instructional/assessment leadership.
		
		District Leader:
		▪ Evidence of data dissemination to stakeholders.
		▪ Principal feedback.
		▪ Evidence of use of tools and processes for monitoring instruction.
		▪ Tactical expenditures of general funds and supplemental federal funds targeted to research-based successful interventions that improve student growth.

Standard 3 - Developing and Supporting a Learning Organization		
KEY ELEMENTS	**EXPECTED EVIDENCE OF IMPACT**	**POSSIBLE SOURCES OF DATA**
A. FEffectively lead the implementation of a highquality 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 and skills 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 competency, opportunities, and encouragement for teacher leadership across the school/ district community. G. Facilitate high functioning groups of faculty and staff.	Through the evaluation system leaders judge differences in instructional quality and provide useful feedback to educators in order to improve their instructional and assessment practices. Supervisors should see evidence of leaders coaching, mentoring, and supporting ineffective educators, and replacing them if improvement does not occur. Structures, such as Professional Learning Communities (PLCs) and school improvement teams, are in place, time is given to support teacher collaboration and learning, and there is evidence of shared leadership and emerging leaders among staff. Induction and professional development systems rely on researchbased professional development approaches. Research-based professional development approaches translate into deeper understanding on the part of the staff, and eventually more effective practices and improved student outcomes. Systems are in place to ensure appropriate time and resources to implement, monitor, and evaluate new and existing programs as part of the continuous improvement process that includes reporting to stakeholders.	Documentation of the evaluations and feedback provided to a range of educators, including evidence upon which feedback is based. Data that provides evidence of follow-up and monitoring by the leader to ensure successful actions. Data from calibration activities demonstrating the leader's ability to judge instructional quality. Data that demonstrates adherence to the complete evaluation cycle. The school or district professional development plan and other support strategies that clearly reflect an understanding of adult learning and use of staff evaluation data. Plans and documentation of meetings and other approaches for building expertise among staff. School or district improvement plan aligned to the school/district priorities. Documentation that professional development based on evaluation results had a meaningful effect on leader or teacher practice and/or student performance. Observations and/or documentation of the leader's use of high quality data and appropriate analyses to drive continuous improvement. Observations of the leader conducting activities that foster adult learning in the school or district, such as conducting classroom observations or pre/post evaluation interviews. Documentation that the leader uses survey data related to perceptions of the development and support of a learning organization to improve performance at the school/district. Documentation of the educator evaluation schedule and a clear description of the evaluation processes used in the school. Evidence of celebrations of effective teams and interventions for less effective teams. Schedules or policies that support the implementation of collaborative structures.

Standard 4 - Vision, Mission, and Culture		
KEY ELEMENTS	**EXPECTED EVIDENCE OF IMPACT**	**POSSIBLE SOURCES OF DATA**
A. In concert with stakeholders and using relevant data, establish and advocate for the progress and achievement of each student. B. Articulate, promote, and develop core values that establish the school's/district's cultural climate and emphasize the importance of academic success, student-directed education, expectations of high achievement with appropriate supports, within an environment that is equitable, inclusive, socially just, open, caring, and trustworthy. 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.	There is no doubt that an effective leader establishes and communicates a positive vision for the school or district. The leader encourages and inspires others to higher levels of performance, commitment, teamwork, and motivation. The effective leader has systems in place to ensure the safety of the students and staff from external as well as internal (e.g., bullying) threats to safety. There is evidence that all students and staff feel valued and respected. High expectations are established by the leader and shared among all members of the school community. There is evidence that the mission and vision are reviewed and adjusted as appropriate.	Observations about the ways in which the leader incorporates the vision and mission when communicating about various programs. Stakeholder (e.g. students, staff, and parents) survey and interview results about school/district climate including the degree to which all students are held to high expectations and the leader fosters a culture where students and staff feel safe, valued and respected. Documentation of how key decisions are made in support of the vision/mission. Records of the infractions of student conduct codes and the consequences. The number and trend in reported bullying and harassment incidents. Exit surveys of staff/students/families that leave the school/district, documenting their experiences and opinions. The school's documented plans to address the needs of those most at risk for school failure including monitoring course failures, truancy/absenteeism, and at-risk behavior. Documentation of teacher attendance patterns. Artifacts such as schedules, teacher assignments, and other day-to-day actions reflecting concerns about social justice and equity of access to educational opportunities. Evidence of plans and activities to address 8bullying and other school discipline concerns.

Standard 5 - Efficient and Effective Management		
KEY ELEMENTS	**EXPECTED EVIDENCE OF IMPACT**	**POSSIBLE SOURCES OF DATA**
A. Recruit, hire, support, develop, and retain effective and caring 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/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. Equitably and innovatively allocate all resources (e.g., facilities, financial, human and material resources, time, and technology) in alignment with school/district goals to support l earning for all students. F. Ensure that the school/district functions within the legal and regulatory parameters at the federal, state, and local levels, and articulate the expectation that all staff and students do the same.	The leader allocates resources to support the highest priority work of the school/district, with a schedule that strengthens and protects core instructional time to maximize student learning. There is evidence the leader manages the logistical and data demands of the school's/district's various operational and instructional systems (e.g., evaluation, assessment, fiscal) as well as legal and contractual agreements and records. There is alignment between allocation of resources, including technology, and school/district vision, mission, and goals. Policies are in place that protect the rights and confidentiality of students and staff.	The school/district improvement plan (use for evidence of research base for current, past, and future initiatives and connections among them). Budget documents demonstrating alignment with district/school-level goals and fiscal responsibility. Staff survey and interview responses specifically about school/district management of policies, processes, and procedures. Management plans and documents. Documentation of an up-to-date emergency response system and other safety systems. Documentation of plans and/or activities to address the change process when new initiatives are implemented. Leader self-reflection on management practices. Human resources documentation and records. Monitoring and financial audit reports.

Standard 6 - Ethics and Professionalism		
KEY ELEMENTS	**EXPECTED EVIDENCE OF IMPACT**	**POSSIBLE SOURCES OF DATA**
A. Lead with integrity by being self-aware, reflective, transparent, perseverant, trustworthy, fair, and ethical. B. Establish a culture in which exemplary ethical behavior is expected and practiced by all faculty, staff, students, and volunteers. C. Significantly contribute to district and state initiatives. D. Evaluate the potential ethical, legal, and precedent-setting consequences of decisionmaking.	The leader is respected and seen as being fair and just by staff, students, and the community. Staff and students demonstrate ethical, consistent, and fair behavior. The leader builds coherence between the work of the school, district, and state as a whole, promoting a sense of being a critical part of a larger system. The effective leader resolves conflicts in a fair and equitable way.	Supervisor observations and information from peer leaders (e.g., leaders from other schools/districts) regarding the leader's perceived adherence to established codes of conduct and professional standards. Stakeholder survey and interview responses related to perceptions of the leader as fair, just, and respected, and as an effective communicator of high expectations for ethical behavior. Documentation of contributions to the profession (e.g., committee membership, professional association membership, community outreach, article writing) at the district and state level. Evidence of meetings with the school district attorney regarding ethical and legal issues.

Standard 7 - Communication and Community Engagement		
KEY ELEMENTS	**EXPECTED EVIDENCE OF IMPACT**	**POSSIBLE SOURCES OF DATA**
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/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 welcoming improvement ideas from outside the school system, but still within the community.	Effective leaders are seen and known by the community as respected advocates for the school/district and its staff, students, and community. Effective leaders use multiple methods of communication and dissemination to engage the larger community and ensure that all parents have opportunities to learn about their students' education. The leader ensures the school/district is a resource for families and the community. The leader also recognizes and respects the goals and aspirations of diverse family and community groups. The leader seeks out opportunities to collaborate with the community and to gather improvement ideas.	Documented relationships with key school and community groups such as the PTA, civic/business groups, and post-secondary institutions. Meeting logs and summaries of meeting outcomes. Stakeholder survey responses about their awareness of and support of various school/district programs, events, and policies, as well as the quality and quantity of communication. Documentation of efforts to engage disenfranchised parents and a regular evaluation of the effectiveness of these efforts.