



LEADERSHIP EVALUATION INSTRUMENT 2019

The ACSD1 Leadership Evaluation Instrument is used for all administrative personnel. In accordance with Wyoming Rules and Regulations, Chapter 29, School Leader includes Superintendent, District Leaders, and School Principals. This instrument uses the state standards and key elements and aligns to the ACSD1 strategic plan. The instruments is administered in accordance with School Board Policy 1400, Superintendent of Schools, and Board Policy, 5010, Certified Employee Evaluation.

STANDARD 1 - UNWAVERING FOCUS ON MAXIMIZING THE LEARNING AND GROWTH OF ALL STUDENTS.

Key Elements	Data Sources (Evidence)	Strategic Plan Alignment
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.	Strategic Plan goals and priorities	Overall Strategic Plan and Destinations
B. Ensure the alignment of the assessments to district identified prioritized standards used to track student growth and achievement over time.	State accountability results disaggregated according to targeted student groups	Trail 3A
C. Use multiple data measures appropriately within the technical limitations to monitor students' progress toward learning objectives to improve instruction	<i>Short Cycle Results</i> <i>Formative Assessments</i> <i>MTSS Monitoring</i>	Trail 3B Trail 5B
D. Ensure a system of accountability for students' academic success and career readiness.	State Assessment Results Graduation rates <i>Naviance (Secondary)</i>	Trail 5B Trail 5 E



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E. Develop and maintain longitudinal data and communication systems to deliver actionable information for district, school, and classroom improvement.	Results from district and school level common assessments disaggregated according to targeted student groups.	Trail 5C
F. Lead the implementation of a high-quality student support and assessment system	<i>District Assessment System</i> <i>MTSS Monitoring</i>	Trail 5B
G. Ensure high expectations for achievement, growth and equity in opportunities for all students.	State accountability results disaggregated according to relevant student groups	Trail 5B
H. Work with staff to evaluate and use data to improve student achievement	Strategic plan goals and priorities	Trail 5C

Expected evidence of impact: Increases in student achievement over multiple years and student longitudinal growth, as well as improvement (or maintenance for high performing schools) of other district identified outcomes and processes, such as equity, attendance and graduation rates.

Rating:

Comment:

- _____ Far exceeds expectations
- _____ Exceeds expectations
- _____ Equals expectations
- _____ Short of expectations
- _____ Far short of expectations

STANDARD 2 - INSTRUCTIONAL AND ASSESSMENT LEADERSHIP

Key Elements	Data Sources (Evidence)	Strategic Plan Alignment
A. Focus on student learning by leading the implementation of a rigorous, relevant and prioritized curriculum and assessment system.	<i>ATLAS</i> <i>District Assessment System</i>	Trail 5C
B. Work collaboratively to implement a common instructional framework that: <ul style="list-style-type: none"> • Aligns curriculum with teaching, assessment, and learning • Guides teacher conversation, practice, observation, evaluation, and feedback. 	Evidence of monitoring student assessment and grading practices to ensure that assessments support meaningful learning. <i>ATLAS Alignment</i> <i>High Leverage Practices</i>	Trail 5B
C. Recognize a full range of pedagogy and monitor the impact of instruction.	Student work from units, including approaches that help faculty develop shared understandings and expectations of high quality student work reflecting deeper learning.(High Leverage Practices)	Trail 5A
D. Ensure instructional practice is intellectually challenging, collaborative, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.	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.	Trail 5C

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E. Promote the effective uses of technology to support teaching and learning.	Student work from units, including approaches that help faculty develop shared understandings and expectations of high quality student work reflecting deeper learning.	Trail 4A Trail 6C
F. Ensure the use of formative assessment data to inform instruction.	Unit/lesson plans from a sample of educators that indicate high expectations of students in specific courses and content areas.	Trail 4A

Expected evidence of impact: Leaders who are performing well on this standard have a sound knowledge of research-based instructional and assessment methods, including using multiple forms of assessment to improve instruction and programs. They actively share these strategies with their staff which directly impacts student achievement. They 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.

Rating:

- _____ Far exceeds expectations
- _____ Exceeds expectations
- _____ Equals expectations
- _____ Short of expectations
- _____ Far short of expectations

Comment:

STANDARD 3 - DEVELOPING AND SUPPORTING A LEARNING ORGANIZATION

Key Elements	Data Sources (Evidence)	Strategic Plan Alignment
A. Effectively lead the implementation of a high-quality educator support and evaluation system that advances the professional growth of their staff.	Documentation of the evaluations and feedback provided to a range of educators, including evidence for which feedback is based.	Trail 4D
B. Have a solid understanding of adult learning and ensure that all adults have the knowledge, skills, and dispositions necessary to promote student success.	Documentation that professional development based on evaluation results had a meaningful effect on leader or teacher practice and/or student performance.	Trail 4C
C. Create and/or support collaborative learning organizations to foster improvements in teacher practices and student learning.	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.	Trail 1E
D. Guide implementation of improvement initiatives and provide the time and support for these initiatives to achieve desired outcomes.	Schedules or policies that support the implementation of collaborative structures.	
E. Lead the evaluation of new and existing programs as part of a continuous improvement process.	School or district improvement plan aligned to the school/district priorities.	



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F. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.	Data that provides evidence of follow-up and monitoring by the leader to ensure successful actions.	Trail 2B
G. Facilitate high functioning groups of faculty and staff.	Staff survey results related to perceptions of the development and support of a learning organization and documentation that the leader uses the survey data to improve performance at the school or district.	Trail 1E

Expected evidence of impact: 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 and time is given to support teacher collaboration and learning, and evidence of shared leadership and emerging leaders among staff. Induction and professional development systems rely on research-based professional development approaches. These 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.

Rating:

- _____ Far exceeds expectations
- _____ Exceeds expectations
- _____ Equals expectations
- _____ Short of expectations
- _____ Far short of expectations

Comment:

STANDARD 4 - VISION, MISSION, AND CULTURE

Key Elements	Data Sources (Evidence)	Strategic Plan Alignment
A. In concert with stakeholders and using relevant data, establish and advocate for the progress and achievement of each student.	Strategic Plan -- Destinations	Strategic Plan -- Destinations
B. Articulate, advocate, and cultivate core values that define the school/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.	Records of the infractions of student conduct codes and the consequences. The number and trend in reported bullying and harassment incidents.	Strategic Vision and Mission
C. Create and maintain a positive climate with a trusting, safe environment that promotes effective student learning and adult practice.	Evidence of plans and activities to address bullying and other school discipline concerns.	Trail 3C
D. Collaboratively evaluate the mission and vision, adjusting them to changing expectations, opportunities, needs, and situations of students, staff, and community.	Observations about the ways in which the leader incorporates the vision and mission when communicating about various programs	



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Expected evidence of impact: 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 should be 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 also evidence that the mission and vision are reviewed and adjusted as appropriate.

Rating:

Comment:

- _____ Far exceeds expectations
- _____ Exceeds expectations
- _____ Equals expectations
- _____ Short of expectations
- _____ Far short of expectations

STANDARD 5 - EFFICIENT AND EFFECTIVE MANAGEMENT

Key Elements	Data Sources (Evidence)	Strategic Plan Alignment
A. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an effective team.	Human resources documentation and records.	
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.	Management plans and documents.	Trail 1E Trail 3E
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.	The School/District Improvement Plan (use for evidence of research base for current, past, and future initiatives and connections among them)	Strategic Plan: Three (3) Pathways and Four (4) Destinations
D. Use appropriate strategies to guide their organizations through change (e.g. first- and second-order change strategies).	Documentation of plans and/or activities to address the change process when new initiatives are implemented.	

<p>E. Allocate and align financial, human and material resources, time, facilities, technology, and partnerships with district- and school- level goals innovatively and equitably to support the learning of all students.</p>	<p>Budget documents demonstrating alignment with district/school-level goals and fiscal responsibility</p>	
<p>F. Ensure that the school/district operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements and articulate their expectation that all staff and students do the same.</p>	<p>Staff survey and interview responses specifically about school/district management of policies, processes, and procedures.</p>	

Expected evidence of impact: 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/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 district/school vision mission and goals. Policies are in place that protect the rights and confidentiality of students and staff.

Rating:

- _____ Far exceeds expectations
- _____ Exceeds expectations
- _____ Equals expectations
- _____ Short of expectations
- _____ Far short of expectations

Comment:

STANDARD 6 - ETHICS AND PROFESSIONALISM

Key Elements	Data Sources (Evidence)	Strategic Plan Alignment
A. Lead with integrity by modeling principles of self-awareness, reflective practice, transparency, perseverance, trust, fairness, and ethical behavior.	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.	
B. Establish a culture in which exemplary ethical behavior is expected and practiced by all faculty, staff, students, and volunteers.	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.	Trail 3E
C. Significantly contribute to district and state initiatives.	Documentation of contributions to the profession (e.g., committee membership, professional association membership, community outreach, article writing) at the district and state level.	
D. Evaluate the potential ethical, legal, and precedent setting consequences of decision-making.	Evidence of meetings with school district attorney regarding ethical and legal issues.	



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Expected evidence of impact: 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.

Rating:

- _____ Far exceeds expectations
- _____ Exceeds expectations
- _____ Equals expectations
- _____ Short of expectations
- _____ Far short of expectations

Comment:

Standard 7 - Communication and Community Engagement

Key Elements	Data Sources (Evidence)	Strategic Plan Alignment
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.	Documented relationships with key school and community groups such as the PTA, civic/business groups, and post-secondary institutions.	Trail 1A Trail 1C
B. Implement and maintain policies to establish working relationships with the community and media to garner support and build consensus for school/district goals.	Meeting logs and summaries of meeting outcomes.	
C. Use community engagement efforts to identify and share successes and to address challenges for the benefit of students.	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.	Trail 1D
D. Are approachable, accessible, and welcoming to staff, families, and members of the community.	Documentation of efforts to engage disenfranchised parents and a regular evaluation of the effectiveness of these efforts.	
E. Are intentional about welcoming improvement ideas from outside the school system, but still within the community.	Meeting logs and summaries of meeting outcomes.	Trail 1D



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Expected evidence of impact: Effective leaders are seen and known by the community as respected advocates for the school/district and its staff, students, and community. These 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.

Rating:

- _____ Far exceeds expectations
- _____ Exceeds expectations
- _____ Equals expectations
- _____ Short of expectations
- _____ Far short of expectations

Comment: