Locally-Designed Leader Evaluation Systems
Evaluation Criteria Form

Submission Form and Related Documentation is due to the Wyoming Department of Education by June 1, 2019.

Instructions:

1. Each section below must be completed. Incomplete information could result in a delay of the approval of your district's leader evaluation system(s).

2. If you are submitting multiple evaluation systems for approval, you must complete the information below for each evaluation system. You do not need to submit multiple Evaluation Criteria Forms, but you must clearly identify the information for each evaluation system submitted.

3. For the information requested below, districts have the option to provide a written description for each section or to provide documentation detailing the requested information. If your district chooses to provide documentation from your evaluation systems or district policies, please make sure to provide reference information such as document name and page number to make it easy to find the information.

4. Districts can either email the leader evaluation submission materials to Laurel Ballard at laurel.ballard@wyo.gov or mail them to:

   Wyoming Department of Education
   Att: Laurel Ballard
   122 W. 25th St.
   Suite E200
   Cheyenne, WY 82002

5. Webinars will be held on April 5 from 8-9 a.m. and April 15 from 3-4 p.m. to go over the submission requirements and materials, timelines, and answer district questions. Registration is required.
   a. Please register here to attend the April 5 webinar.
   b. Please register here to attend the April 15 webinar.
      i. Information on how to join the webinar will be provided after registration. If you miss the webinar and would like to have a recording sent to you, please email Robin Grandpre at robin.grandpre1@wyo.gov.

General Information

District Name:

Lincoln County School District #2

Name of Individual(s) Submitting Evaluation System(s):

Matt Erickson, Superintendent

Name of Submitted Leader Evaluation(s):

Marzano School Leader Evaluation Model
Marzano District Leader Evaluation Model

District Leader Position(s) Being Evaluated Using These Evaluation System(s):

Building Principals
Assistant Principals
Director of Special Services
Director of Elementary Education
Director of Secondary Education
Business Manager

Locally-Defined Professional Standards for Leaders

The board's leader evaluation system professional standards and associated benchmarks, developed in accordance with section 3(b)(ii) of Chapter 29 Rules, which, upon approval shall be deemed performance standards identified or established by the State Board of Education (SBE) pursuant to W.S. 21-2-304(b)(xvi);

- ❏ Districts must provide a description of the extent to which those standards are the same as or similar to the standards that are part of the state-defined system. The Leader Evaluation System Approval: Locally-Designed Professional Standards Crosswalk Review document must be completed and submitted with this form for each leader evaluation system to be approved by the SBE.

Completed Cross Walk
　　　District Leader
　　　School Leader

Purpose and Goals of the Leader Evaluation System

Leader Evaluation System Purpose: In the space below or in the attached documentation, provide a description of the purpose of each leader evaluation system. *If you are providing documentation, please provide information on where that information can be found in the documentation.*

School Leader

The Marzano Focused School Leader Evaluation Model is designed to encourage districts to consider how to use this growth and evaluation framework to break down large categories of behavior into individual elements, in order for school leaders to self-assess and guide professional practice and growth. As part of the process, the school leader is evaluated on how effectively he or she is getting the desired results of implementing these elements. This conceptual framework undergirds the model and supports improved performance and professional growth; thus, evaluation becomes the measurement of the school leader's progress toward specific elements or standards within the framework. If a school leader wants to grow his or her practice, the Focused School Leader Evaluation Model serves as a roadmap.

District Leader

The Marzano Focused District Leader Evaluation Model focuses on the non-negotiable goal of student achievement and encourages school district leaders to deliberately undertake the actions that support principals and drive learning. The six district leader model domains align to the domains in the school leader evaluation model. When used together, the Marzano models achieve a tightly coupled organizational structure with an emphasis on measurable student achievement.

Leader Evaluation System Goals: In the space below or in the attached documentation, provide information on the goals of each submitted leader evaluation system. *If you are providing documentation, please provide information on where that information can be found in the documentation.*

Goals for School Leader Model

- To recognize the responsibility of the school leader to find balance and synergy between instructional and operational leadership
- To recognize the importance of supporting diversity, inclusiveness, and equal opportunity for each student
- To clearly define the role of the school leader in keeping the school focused on its core values
- To support a caring and collaborative culture where all stakeholders embrace a growth mindset
- To keep a constant focus on results

Goals for District Leader Model

Based on the review of the research literature briefly outlined above, 21 categories of district leader actions and behaviors were identified. These 21 categories were organized into six domains:

(1) a data- driven focus to support student achievement

(2) continuous support for improvement of instruction

(3) continuous support for a guaranteed and viable curriculum

(4) cooperation and collaboration

(5) district climate and

(6) resource allocation.

In the space below or in the attached documentation, provide a description of how the district's professional standards reflect best practice. *If you are providing documentation, please provide information on where this information can be found.*

The following documentation provides support for the district's standards reflecting best practice:

- 2018 Update: The Marzano Focused School Leader Evaluation Model
  - 4 Primary documents of research that support the model
- Focused School Leader Evaluation Map
- Marzano District Leader Evaluation Model

System Quality: Multiple Sources of Evidence

In the space below or in your documentation, provide evidence on how the leader evaluation system utilizes multiple sources of data. *If you are providing documentation, please provide information on where this information can be found.*

Twenty-four categories of principal actions and behaviors are identified. These 24 categories are organized into five domains:

1. A data-driven focus on student achievement
   a. The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.
   b. The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.
   c. The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.
   d. The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals for individual students.
   e. The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.

2. Continuous improvement of instruction
   a. The school leader provides a clear vision as to how instruction should be addressed in the school.
   b. The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through refection and professional growth plans. TEACHER & LEADERSHIP EVALUATION 9
   c. The school leader is aware of predominant instructional practices throughout the school.
   d. The school leader ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.
   e. The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.

3. A guaranteed and viable curriculum

   a. The school ensures that the school curriculum and accompanying assessments adhere to state and district standards.
   b. The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.
   c. The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.

4. Cooperation and collaboration

   a. The school leader ensures that teachers have opportunities to observe and discuss effective teaching.
   b. The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives.
   c. The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.
   d. The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.
   e. The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school.

5. School climate.
   a. The school leader is recognized as the leader of the school who continually improves his or her professional practice.
   b. The school leader has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations.
   c. The school leader ensures that faculty and staff perceive the school environment as safe and orderly.
   d. The school leader ensures that students, parents, and community perceive the school environment as safe and orderly.
   e. The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students. (6) The school leader acknowledges the success of the whole school, as well as individuals within the school.

In the space below or in your documentation, provide evidence of the evaluation cycle used in the leader evaluation system. *If you are providing documentation, please provide information on where this information can be found.*

Chapter 29 Rules require evaluation cycle evidence to include the following:

- Each leader shall be evaluated at least annually; however, not every standard is required to be used for any leader's evaluation in a given year, except that standard 1 shall be used with every evaluation and all of the standards adopted by the board of trustees must be used for each leader's evaluations at least once during every five (5) year period;
- Each evaluation shall be carried out on a timeline established by the board of trustees, in consultation with the district superintendent, to ensure that evaluators and any person being evaluated have sufficient time to consider and complete all aspects of the evaluation cycle;
- The board of trustees shall evaluate any person employed as superintendent of schools in accordance with the district's evaluation policies and procedures;
- The district superintendent shall ensure that the evaluation of all other district leaders, principals, and other school leaders is carried out in accordance with the district's evaluation policies and procedures;
- Each evaluation shall be carried out in accordance with a process clearly defined by the district and which includes collaborative goal-setting, self-analysis, and information and data analysis to identify areas for professional growth; formative feedback; and a planning process during which appropriate growth opportunities and supports are identified; and;
- Each evaluation shall conclude with a written summary of annual evaluation findings and recommendations for improvement.

Lincoln County School District #2 Building Leader and District Leader Evaluation Cycle

Superintendent is Evaluated by Lincoln County School District #2, Board of Trustees
        Policy CBG

District and School Leader Evaluations
        Policy GCN - Certified Staff in Leadership Roles
        Policy GDN - Classified Staff in Leadership Roles

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District Leader Evaluation

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a. Annual Evaluation Process:
    a. Start of the Year:
        i. Pre-Evaluation and Planning Meeting
        ii. Collective Goal Setting
        iii. Growth opportunities and supports identified

     b. On-Going:
        i. Conferencing, monitoring, observing, data collection, ongoing formative feedback

     c. Mid-Year Review Process:
        i. Self analysis, information / data analysis

     d. End of Year Evaluation Meeting and Written Summary
        i. Summative feedback
        ii. Growth opportunities and supports identified

b. Five Year Evaluation Cycle
     a. Each Year: Evaluations Cover
        i. Standard 1 / Marzano Domain 1
        ii. At Least One Additional Standard / Marzano Domain

     b. Over a 5 Year Cycle: Evaluations Cover
        i. Standard 1 / Domain 1 (5x)
        ii. Each of the 7 Standards / 5 Marzano Domains (at least 1x)

School Leader Evaluation

c. Annual Evaluation Process:
     a. Start of the Year:
        i. Pre-Evaluation and Planning Meeting
        ii. Collective Goal Setting
        iii. Growth opportunities and supports identified

     b. On-Going:
        i. Conferencing, monitoring, observing, data collection, ongoing formative feedback

     c. Mid-Year Review Process:
        i. Self analysis, information / data analysis

     d. End of Year Evaluation Meeting and Written Summary
        i. Summative feedback
        ii. Growth opportunities and supports identified

d. Five Year Evaluation Cycle
     a. Each Year: Evaluations Cover
        i. Standard 1 / Marzano Domain 1
        ii. At Least One Additional Standard / Marzano Domain

     b. Over a 5 Year Cycle: Evaluations Cover
        i. Standard 1 / Domain 1 (5x)
        ii. Each of the 7 Standards / 5 Marzano Domains (at least 1x)

System Quality: Ratings System

In the space below or in your documentation, provide a description of the rating system. The rating system must be designed so that there is a performance level descriptor for each evaluation system professional standard that is the focus of the evaluation. *If you are providing documentation, please provide information on where this information can be found.*

School Leader Model

The Marzano School Leader Evaluation Model employs a five-point scales (0-4), and the model may be implemented as part of an aligned growth and evaluation system. The model is agnostic in that it is designed may be used in conjunction with any teacher or district leader evaluation system. The updated protocols provide broader evidences with more behaviors identified, so that as the leader uses the model for self-assessment and reflection, the evidences serve as a guide to process.

The focus statements in the protocols are designated at Level 2 on the scale. Providing evidence of the desired effects indicate a score at Level 3. Updated evidences and desired effects are included in the protocols. The example below is the protocol for Domain 1, Element 1. Note that the desired effect is specifically stated for each element beneath the focus statement.

Domain I: A Data-Driven Focus on School Improvement

I (1): The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.

Desired Effect: Everyone understands the school's most critical goals for improving student achievement.

Scale Value	Description
Innovating (4)	The school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the critical goals.
Applying (3)	The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school AND regularly monitors that everyone understands the critical goals for improving student achievement.
Developing (2)	The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.
Beginning (1)	The school leader attempts to use appropriate data to develop critical goals focused on improving student achievement at the school, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to use appropriate data to develop critical goals focused on improving student achievement at the school.

Sample Evidences for Element 1 of Domain I
- Published goals focus on a plan for eliminating the achievement gap for each student   - Goals support the vision and mission of the school   - School improvement goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments   - Multiple sources of data are used to develop critical goals   - School-wide achievement goals are posted and discussed regularly at faculty and staff gatherings   - Written goals address the most critical and severe achievement deficiencies   - Written timelines contain specific benchmarks for each goal including who provides support for achieving the goal   - A school improvement or strategic plan delineates the critical goals   - Faculty and staff can explain how goals support and eliminate differences in achievement for students   - at different socioeconomic levels, English learners, and students with disabilities   - Faculty and staff can describe why the identified school-wide achievement goals are the most critical   - Data are available to identify how the most critical achievement goals of the school are supported

The Role of the Evaluator

A district leader evaluating a school leader on Domain 1, Element 1 behaviors would turn to the sample evidences for that element (or additional evidences devised by the district) to gauge the success of the initiative. The evaluator might ask, for example: Are schoolwide achievement goals posted and discussed regularly at faculty meetings? Can faculty and staff explain how goals support eliminating differences in achievement for each student subgroup? Can faculty and staff identify the most critical achievement goals of the school?

As in the original 2012 model, each component of the updated model has been designed to meet three objectives: to develop school leader capacity; to ensure fair, accurate, and reliable evaluation of school leaders; and to improve teachers, because teachers are a leading indicator of principal effectiveness.

Procedures for Scoring

Scoring procedures remain the same as in the original Marzano School Leader Evaluation Model.

The scales of the model represent a continuum of behaviors for each of the model's 21 elements. For seamless alignment, the Marzano teacher, non- classroom, and district leader evaluation models employ the same scale structure.

In the sample scale above, the scale for Domain 1, Element 1 ranges from 0 (Not Using) to 4 (Innovating).

A score of 0 (Not Using) indicates that the school leader *does not attempt* to use the strategy or demonstrate the behavior—in this case, the school leader makes no attempt to use data to make decisions related to school improvement.

A score of 1 (Beginning) indicates that the school leader attempts to use the strategy or tries to demonstrate the behavior but *does so only partially or with errors*. For example, the school leader may have put in place a system for collecting and analyzing data but has not yet used that data to develop critical goals focused on improving student achievement.

A score of 2 (Developing) indicates that the school leader accurately displays all the behaviors called for in the element (recall that this is the level of the Focus Statement). This score indicates that the leader is in the compliance stage, consciously completing all the constructs required in the element but stopping there and not moving beyond. Here it is important for the evaluator to develop a plan with the school leader to move to Level 3 (Applying).

A score of 3 (Applying) indicates that the school leader has reached the target or proficiency level. This is the most critical level of the scale progression. A school leader at Applying incorporates all of the behaviors of the Developing level, with an important addition. At Applying, the school leader begins the process of analyzing whether the strategy is achieving the element's desired effect: In Domain 1, Element 1, for example, do the staff and faculty in the school understand the school's most critical goals for improving student achievement? And how is the school leader regularly monitoring this understanding with all staff?

A score of 4 (Innovating) indicates that the school leader not only achieves the desired effect with those impacted by the element, but additionally, in order to achieve a score of Innovating, the school

leader may need to change, modify, or adapt the current strategy. In Domain 1, Element 1, we see that a score of Innovating means that the school leader ensures *adjustments are made* or *new methods are utilized* so that *all* stakeholders sufficiently understand the critical goals. The language in the scale indicates flexibility and a willingness to try new strategies to continue to attempt to reach all faculty, communicate student achievement goals, and promote understanding.

The scale can serve as a self-assessment for the school leader as well as an evaluative measure for the evaluator. It establishes a common language of growth and evaluation and straightforward description of behaviors, actions, and goals that allows everyone within the system to understand exactly what is meant at each level of the scale.

District Leader Model

The District Leader Model follows the same format for rating as the School Leader Model. The role of evaluator and the procedures for scoring are similar as well. The example below is the protocol for Domain 1, Element 1. Note that the desired effect is specifically stated for each element beneath the focus statement.

Domain I: A Data-Driven Focus to Support School Achievement

I(1): The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement.

Desired Effect: Personnel know and provide support for the most critical goals for improving student achievement.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies created so that all personnel know the critical goals for improving student achievement.
Applying (3)	The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement AND monitors the extent to which personnel know and provide support for the most critical goals for improving student achievement.
Developing (2)	The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement.
Beginning (1)	The district leader attempts to ensure clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to ensure clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement.

Sample Evidences for Element 1 of Domain I

- Goals are posted (e.g. websites, bulletin boards, marquees, meeting rooms)
- Goals are aligned with district and/or school goals
- A strategic plan delineates the most critical goals
- Goals focus on eliminating the achievement gap
- Multiple sources of data are used to identify the most critical needs for improving student achievement
- Goals for improving student achievement are communicated
- Operational support is clearly aligned to show support for improving student achievement
- Goals are S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, Time-bound)
- Goals are incorporated in daily work plans/schedules
- Personnel know the goals for their area of responsibility
- Personnel communicate goals (e.g. at staff meetings, community forums, via social media)
- Personnel can explain how operations focus on supporting student achievement
- Information/data indicates personnel know the most critical goals for improving student achievement
- Adaptations or adjustments are created when data indicate personnel do not know or attend to the most critical goals

System Quality: Training and Guidance Documents

In the space below or in your documentation, provide evidence of the procedures for district employees to be trained on the use of the evaluation system. *If you are providing documentation, please provide information on where this information can be found.*

Training for Evaluation System

Evaluators need a good understanding of what quality leadership is. They also need to understand the evaluation instrument and the characteristics and behaviors it intends to measure. According to the REL Midwest study, only 11 districts (8 percent) had written documentation detailing training requirements for evaluators (Brandt et al., 2007). To increase the reliability of the instrument, evaluators must be trained to implement the evaluation model consistently. Evaluators in LCSD#2 are expected to complete required training before participating in the evaluation process. This training is outlined below.

Evaluator Training Outline

Component	Training Title	Training Type	Timeline
Training Component 1	**The Art and Science of Teaching & Handbook**	Resource	Ongoing
	Effective supervision Supporting the Art and Science of Teaching	Resource	Ongoing
Training Component 2	**Continuous Instructional Leadership training**	Superintendent lead book Study Monthly Admin Trainings Targeted training by professional trainers State, Regional or National Trainings	Annually
Training Component 3	**Evaluation System**	Marzano School Leader Marzano District Leader iObservation Platform	Ongoing and as directed by the Superintendent

Leaders will first participate in the book studies developing a general understanding of the framework. Training component 2 is the development of the instructional leader's skill set. Training component 3 consists of an in-depth look at the supervisor's roles within the evaluation model and technology used to implement the model.

In the space below or in your documentation, provide evidence of how all training and guidance documents are made available to all members of the of the boards of trustees and all employees. *If you are providing documentation, please provide information on where this information can be found.*

All training and guidance documents are available at the district office, upon request, to all members of the Board of Trustees and all employees.

System Quality: Quality Controls

Quality controls are procedures that ensure that the system is implemented and administered with fidelity. In the space below or in your documentation, provide evidence of the procedures the district uses for the collection and appropriate uses of data within the leader evaluation system. *If you are providing documentation, please provide information on where this information can be found.*

The Leadership Evaluation requires the leaders to provide a description of the method or methods of assessing student performance and academic growth and a summary of the indicators of student growth. This requires leaders to provide the evaluator with a description of the assessment system used to measure student performance and growth. The description should include the types of assessments used in the classroom and the method of determining growth. All leaders must use student performance data in determining student growth. Elementary and secondary leaders must use student performance data from multiple types of assessments, including one validated assessment, in determining student growth.

Following is a list of types of assessments and performance measures that can be used to generate student performance data:

WYTOPP
NWEA MAP
District Approved Common Assessments
General Outcome Measures (AIMSweb and DIBELS,)
ACT Explorer
ACT PLAN
Student Attendance
Graduation Rates
Parent Involvement Rates
Discipline Rates
Classroom Performance

The summative evaluation will identify the outcome of reviewing student performance data, such as identification of professional development goals or modification of instructional practices.

Although leaders are expected to meet the provisions contained in this section, there are no specific ratings associated with student performance. leaders are not expected to produce specified levels of academic growth; rather, they are expected to show evidence of an assessment system designed to measure student performance and growth. Furthermore, leaders must summarize how they plan to use assessment data to inform instruction and improve student achievement. Recommendations for employment and directives/recommendations for professional development can be influenced by a leader's performance relative to the provisions contained in student performance.

In the third section of the Leader Summative Evaluation, the evaluator describes the totality of the circumstances impacting classroom performance, professional development, and student achievement (McGrath, p. 7.8). Incidences and circumstances that impact a leader's performance are documented in this section of the summative evaluation. This section may be used to document cases where circumstances outside of the leaders control hinder performance (i.e. lengthy illness).

The supervisor makes a recommendation for employment in Section 4. The supervisor determines one of the three employment decision options (*renewal of contract, non-renewal of contract, or conditional renewal of contract*). If the supervisor indicates conditional renewal of contract, he/she must describe the condition or conditions upon which the leader will be employed during the next school year. This provides a means for differentiated supervision that may include specific directives, improvement objectives, provisions for supervision and evaluation, and/or changes in assignment.

In Section 5, the supervisor elicits leader input and uses all available information, including information, to articulate recommendations and/or directives for professional development. This section is only completed for leaders recommended for renewal or conditional renewal of contract and provides leaders with guidance and direction that can be used in the development of their Individual Professional Growth Plan for the upcoming school year.

In the space below or in your documentation, provide description of the timeline established and procedure for evaluating the district's implementation of the leader evaluation system, which includes a review of training, guidance documents, and other tools. *If you are providing documentation, please provide information on where this information can be found.*

Each year the district leadership will evaluate the Leadership Evaluation system. This evaluation will include training for evaluators and leaders, guiding documents and evaluation tools/methods. Using the feedback from both evaluators and leaders, modifications to the process, methods, or tools will be considered. Other considerations to modification will include; district policies and procedures, Chapter 29 rules; and current statute interpretations, etc.

System Quality: Supports

In the space below or in your documentation, provide a description establishing a timeline and procedures for supporting professional learning, growth, and improvement in response to the performance of each leader. *If you are providing documentation, please provide information on where this information can be found.*

The evaluation cycle provides a template to support learning, growth, and improvement for leaders. This cycle, along with creating SMART goals provide a seamless integration between the evaluation model and leader performance.

The following pages include the cross-walks for each evaluation system, as well as the protocols for both school and district leader models. Gaps in alignment have been addressed through the WDE submission form.