**WSBA WYOMING STANDARDS PRINCIPAL/DIRECTOR EVALUATION**

The Superintendent and Board of Education recognize the need to review the Principal/Director performance regularly.

 Purpose of Evaluation

1. Determine the effectiveness of the Principal/Director in achieving the goals of the district and adhering to job expectations.
2. Clarify responsibilities and expectations for the Principal/Director.
3. Assure the Board that its policies are being implemented and followed.
4. Enhance the working relationship between the Superintendent and the Principal/Director.
5. Promote the professional development of the Principal/Director.
6. Guide decisions relative to continued employment and compensation.

Desired Outcomes:

* 1. The Superintendent and Principal/Director model the value of performance assessments.
	2. Communication between the Superintendent and Principal/Director is enhanced.
	3. The performance of the Principal and certified Director is documented.
	4. Accountability is viewed as a key aspect of the District’s continuous improvement efforts.
1. Instructions and timelines for completing the evaluation:

**Self Assessment and Goal Setting:** September / October (New administrators to the District only)

**Mandatory Initial Meeting with Supervisor to Review and Potentially Revise Goals:** September/ October

**Evidence Collection / Review of Evidence:** Continuous cycle of formal and informal reviews throughout the school year with continued updates and reflection within the evaluation document. Reflection of the actions you as a leader are doing and what adjustments are you making.

**Summative Evaluation / Self Assessment and Goal Setting:** By the last week in May. If necessary there will be an additional meeting for self assessment and goal setting with the supervisor by the last contract day for administrators for that school year.

1. Rating Scale: Descriptions of performance levels for each category

**Highly Effective:** The highly effective educational leader maintains unwavering school- or district-wide focus on student learning, and continuously raises expectations for student achievement and growth. The highly effective educational leader recognizes the value of educator input into academic achievement and growth by creating and/or maintaining a community of education leaders who actively encourage academic achievement and growth; nurture student development; and promote a standard of academic excellence. The highly effective educational leader’s practices and actions embody the seven Wyoming leadership standards. The highly effective educational leader capably and consistently applies each leadership standard in order to establish learning environments where practice ensures that all students learn at high levels.

**Effective:** The effective educational leader maintains unwavering school- or district-wide focus on student achievement and growth, and recognizes the value of teacher input into academic achievement and growth through creating and/or maintaining a community of learners that values academic achievement and growth; nurtures student development; and promotes a standard of academic excellence. The effective educational leader’s practices and actions demonstrate a solid understanding of the seven Wyoming leadership standards. The effective educational leader capably and consistently applies most leadership standards in order to establish learning environments where - practice ensures that all students learn at high levels.

**Needs Improvement:** The educational leader who needs improvement attempts to maintain a school- or district-wide focus on student achievement and growth and may not recognize the value of teacher input into academic achievement and growth. The educational leader who needs improvement employs practices and actions that demonstrate a partial understanding of the seven Wyoming leadership standards. The educational leader who needs improvement applies some leadership standards demonstrating strengths in some areas; however, the educational leader who needs improvement does not use their strengths to establish learning environments where - practice ensures that all students learn at high levels.

**Ineffective:** The ineffective educational leader does not clearly prioritize school- or district-wide student achievement and growth, and does not recognize the value of teacher input into academic achievement and growth. The ineffective educational leader’s practices and actions demonstrate a limited understanding of the seven Wyoming leadership standards. The ineffective educational leader inconsistently applies the leadership standards and does not use their strengths in order to establish learning environments where practice ensures that all students learn at high levels.

1. Expectation Check: Performance on the responsibilities is appropriate.

**Follow Through and Documentation:** Continued self-reflection on goals and progress, documenting *quality* (not quantity) and *relevent* evidence as appropriate, continued formal and informal evidence reviews throughout the year.

**Equal:** Same

**Equality:** Fair, all have access to the same opportunities. Based on individual need.

 This evaluation will be based off equality in the individualization of the goals and expected evidence.

Wyoming Standards for District 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 five years based on district priorities and the strengths and areas for growth for the leader being evaluated.**

## [Standard 1 – Clear and Consistent Focus on Maximizing the Learning and Growth of All Students](#First_heading)

## [Standard 2 – Instructional and Assessment Leadership](#Second_heading)

## [Standard 3 – Developing and Supporting a Learning Organization](#Third_heading)

## [Standard 4 – Vision, Mission, and Culture](#Fourth_heading)

## [Standard 5 – Efficient and Effective Management](#Fifth_heading)

## [Standard 6 – Ethics and Professionalism](#Sixth_heading)

## [Standard 7 – Communication and Community Engagement](#Seventh_heading)

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| STANDARD 1 – CLEAR AND CONSISTENT FOCUS ON MAXIMIZING THE LEARNING AND GROWTH OF ALL STUDENTS*What are you doing as the leader to contribute to the achievement from your school? What role do you play in each of the outcomes listed below? If your teachers were asked what you have done to meet each of these benchmarks, what would they describe? What systems, overview, and follow through do you implement to make the following benchmarks happen?*\* The examples below each benchmark are *not* a list, but are intended as guiding definition of the meaning behind the benchmark*OVERALL RATING*

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| Minimal (1) | Modest (2) | Essential (3) | Exceptional (4) |

Benchmarks | Expectation Check |
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| Minimal (1) | Modest (2) | Essential (3) | Exceptional (4) |
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1. 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.

\*(i.e. District Strategic Priorities, School Improvement Plans)* The District will create and foster academic success through partnerships with its schools, community and families.
* The District will nurture a positive learning climate and culture.
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1. Ensure the alignment of the assessments to district identified prioritized standards used to track student growth and achievement over time.

\*(i.e. Curriculum maps and benchmarks, common assessment data review in PLCs measuring the benchmarks, modular assessments, etc.) |  |
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1. Use multiple data measures appropriately within the technical limitations to monitor students’ progress toward learning objectives to improve instruction.

\*(i.e. Failure list, exit tickets, common assessment data review in PLCs, . . . to improve instruction (Hattie’s research on effective practices) |  |
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1. Ensure a system of accountability for students’ academic success and career readiness.

\*(i.e. components that lead to student academic success include classroom management, MTSS for ALL kids = RtI + AMP+ PBIS, Advocacy Groups, social skill development, building schedule with systems built in, business partner, career fair, public speak, hand shake competition, guest speakers, roundtable discussions, panels, hallway behavior, employability skills, student relationships, faculty meetings to model teambuilding) |  |
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1. Develop and maintain longitudinal data and communication systems to deliver actionable information for district, school, and classroom improvement.

\*(i.e. Assessment office to assist, Principal access to WY-TOPP platforms, access to SWIS, access to Acadience (DIBELS), PLC agenda & minutes, ParentSquare, discipline referral communication process to parents, SIP, student climate surveys for 6 -12, parent letters, 35% of our parents don’t understand school processes, staff surveys and what is the leader doing at a building level to address school improvement) |  |
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| Minimal (1) | Modest (2) | Essential (3) | Exceptional (4) |
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1. Lead the implementation of a high-quality student support and assessment system.

\*(i.e. ideas from section E. above, extended day / after school programs) |  |
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| Minimal (1) | Modest (2) | Essential (3) | Exceptional (4) |
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1. Ensure high expectations for achievement, growth and equity in opportunities for all students.

\*(i.e. use of materials, SIP & SMART Goal, leadership follow up from District trainings, instructional coaching) |  |
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1. Work with staff to evaluate and use data to improve student achievement.

\*(i.e. Principal attends and participates in PLC meetings, SWIS data review, AMP meetings, climate survey. What have you changed in your building based on previous data?) |  |
| Administrator Reflection:       |  |
| Supervisor Comments:      |  |

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| STANDARD 6- ETHICS AND PROFESSIONALISM*What are you doing as the leader? What role do you play in each of the outcomes listed below? If your teachers were asked what you have done to meet each of these benchmarks, what would they describe? What systems, overview, and follow through do you implement to make the following benchmarks happen?*\* The examples below each benchmark are *not* a list, but are intended as guiding definition of the meaning behind the benchmark~This standard the evidence is based off of consistency and follow through of the behaviors and actions.*OVERALL RATING*

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| Minimal (1) | Modest (2) | Essential (3) | Exceptional (4) |

Benchmarks | Expectation Check |
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| Minimal (1) | Modest (2) | Essential (3) | Exceptional (4) |
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1. Lead with integrity by being self-aware, reflective, transparent, perseverant, trustworthy, fair, and ethical.

\*(i.e. Integrity by being self-aware: awareness about yourself, the ability to realize your reliability, dependability, and honesty. Reflective: ability to take the time think through things and be deliberate in your actions. Transparent: Being explicit, straightforward, and apparent in your leadership expectations and follow-through. Perseverant: Your persistence, problem-solving, determination towards end goals. Trustworthy: your ability for others to rely on you, that your word is honest and dependable. Fair: equitable. Ethical: Doing the right thing.) |       |
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| Minimal (1) | Modest (2) | Essential (3) | Exceptional (4) |
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1. Establish a culture in which exemplary ethical behavior is expected and practiced by all faculty, staff, students, and volunteers.

\*(i.e. Your modeled behavior, non-negotiables and follow-through, your communication, etc.) |       |
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| Minimal (1) | Modest (2) | Essential (3) | Exceptional (4) |
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1. Significantly contribute to district and state initiatives.

\*(i.e. Your follow through and procedures for your building that show implementation and results towards state standard achievement, PBIS, PLC). |       |
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| Minimal (1) | Modest (2) | Essential (3) | Exceptional (4) |
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1. Evaluate the potential ethical, legal, and precedent-setting consequences of decision-making.

\*(i.e. Communicaiton with appropriate individuals involving decisions, following policy and directives). |       |
| Administrator Reflection:      |  |
| Supervisor Comments:      |  |

Evaluation Summary

*OVERALL RATING*

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| Ineffective (1) | Needs Improvement (2) | Effective (3) | Highly Effective (4) |

Achievements:

Areas of Strength:

Opportunities for Growth:

Performance Goal # 1:

The Principal/Director will:

Evidence needed to measure achievement and/or progress:

Performance Goal # 2:

The Principal/Director will:

Evidence needed to measure achievement and/or progress:

Performance Goal # 3:

The Principal/Director will:

Evidence needed to measure achievement and/or progress:

Superintendent Comments

Period of Evaluation:      to

Principal/Director Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

Superintendent’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_