

WSBA WYOMING STANDARDS DISTRICT LEADER EVALUATION

The District recognizes the need to review the District Leader's performance regularly.

Purpose of Evaluation

1. Determine the effectiveness of the District Leader in achieving the goals of the district and adhering to job expectations.
2. Clarify responsibilities and expectations for the District Leader.
3. Assure the Board that its policies are being implemented and followed.
4. Promote the professional development of the District Leader.
5. Guide decisions relative to continued employment and compensation.

Desired Outcomes:

1. The Superintendent and District Leader model the value of performance assessments.
2. Communication between the Superintendent and District Leader is enhanced.
3. The performance of the District Leader is documented.
4. Accountability is viewed as a key aspect of the district's continuous improvement efforts.

- I. Instructions and timelines for completing the evaluation:

See Policy Regulation GCM-R

- II. Rating Scale: Descriptions of performance levels for each category.

1- Performance does not meet expectations.

2- Performance meets expectations some of the time.

3- Performance meets expectations most of the time.

4- Performance fully meets expectations.

- III. Expectation Check: Performance on the responsibilities is appropriate.

Based on the multiple sources of Evidence (see Policy Regulation GCM-R)

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

Standard 2-Instructional and Assessment Leadership

Standard 3-Developing and Supporting a Learning Organization

Standard 5- Efficient and Effective Management

Standard 4- Vision, Mission and Culture

Standard 6- Ethics and Professionalism

Standard 7- Communication and Community Engagement

Standard 1-Clear and Consistent Focus on Maximizing the Learning and Growth of all Students

OVERALL RATING _____

- 1 - Performance does not meet expectations.
- 2 - Performance meets expectations some of the time.
- 3 - Performance meets expectations most of the time.
- 4 - Performance fully meets expectations.

Benchmarks	Expectation Checks
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 student's progress toward learning objectives to improve instruction.	
D. Ensure a system of accountability for student's 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.	
COMMENTS:	

Standard 2-Instructional and Assessment Leadership

OVERALL RATING _____

- 1 - Performance does not meet expectations.
- 2 - Performance meets expectations some of the time.
- 3 - Performance meets expectations most of the time.
- 4 - Performance fully meets expectations.

Benchmarks	Expectation Checks
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: a. Aligns curriculum with teaching, assessment, and learning AND b. 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.	
COMMENTS:	

Standard 3-Developing and Supporting a Learning Organization

OVERALL RATING _____

- 1 - Performance does not meet expectations.
- 2 - Performance meets expectations some of the time.
- 3 - Performance meets expectations most of the time.
- 4 - Performance fully meets expectations.

Benchmarks	Expectation Check
A. Effectively lead the implementation of a high-quality 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 the continuous improvement process.	
F. Cultivate the competency, opportunities, and encouragement for teacher leadership across the district community.	
G. Facilitate high functioning groups of faculty and staff.	
COMMENTS:	

Standard 4- Vision, Mission and Culture

OVERALL RATING _____

- 1 - Performance does not meet expectations.
- 2 - Performance meets expectations some of the time.
- 3 - Performance meets expectations most of the time.
- 4 - Performance fully meets expectations.

Benchmarks	Expectation Check
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 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, renewing them based on changing intentions, opportunities, demands, and positions of students, staff, and community	
COMMENTS:	

Standard 5- Efficient and Effective Management

OVERALL RATING _____

- 1 - Performance does not meet expectations.
- 2 - Performance meets expectations some of the time.
- 3 - Performance meets expectations most of the time.
- 4 - Performance fully meets expectations.

Benchmarks	Expectation Check
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 district goals to support learning for all students.	
F. Ensure that the 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.	
COMMENTS:	

Standard 6- Ethics and Professionalism

OVERALL RATING _____

- 1 - Performance does not meet expectations.
- 2 - Performance meets expectations some of the time.
- 3 - Performance meets expectations most of the time.
- 4 - Performance fully meets expectations.

Benchmarks	Expectation Check
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 decision-making.	
COMMENTS:	

Standard 7- Communication and Community Engagement

OVERALL RATING _____

- 1 - Performance does not meet expectations.
- 2 - Performance meets expectations some of the time.
- 3 - Performance meets expectations most of the time.
- 4 - Performance fully meets expectations.

Benchmarks	Expectation Check
A. Advocate and effectively communicate with a range of stakeholders, from administrators, support staff, 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 district goals.	
C. Use community engagement efforts to identify and share successes and to address challenges for the benefit of students.	
D. Demonstrates leadership attributes of being easily approachable, available, and inviting to students, staff, and community.	
E. Intentionally elicits and considers improvement ideas from outside the school system, but still within the community.	
COMMENTS:	

Superintendent

Principal

Date

Date

