

NATRONA

COUNTY SCHOOLS

Board of Trustees Meeting

School Central Services
970 N. Glenn Road
Casper, WY 82601

November 8, 2010

- I. Executive Session – 5:00 p.m.**
 - A. Legal
 - B. Personnel
 - C. Property

- II. Work Session - 6:00 p.m.**
 - A. Committee Reports (30 min.)
 - B. Administrative and Teacher Evaluation Process (60 min.)

- III. Regular Session – 7:30 p.m.**
 - A. Pledge of Allegiance
 - B. Persons Requesting to Address the Board (three minute maximum)
 - C. Recognition – 2010-11 District Teacher of the year – Ronnie Mull
 - D. Approval of Minutes of the Board of Trustees’ General and Executive Sessions of October 25, 2010
 - E. Consent Calendar Items
 - 1. Personnel Item – Certified and Classified Personnel Report
 - 2. Business and Financial Item
 - a. Bills of October 29, 2010 and November 5, 2010
 - b. Grant Awards
 - i. Wyoming Department of Education – School Safety Initiative Mentor Program
 - ii. Wyoming Department of Education – NASA Summer of Innovation Continuation Award
 - iii. US Department of Health and Human Services – Drug Free Community Support Grant

- IV. Reports and Recommendations**
 - A. Goal Team #4 Update – Safe, Healthy People / Gallup Results
 - B. PAWS Results Report
 - C. High School Projects Update
 - D. Legislative Dinner – November 17, 2010

- V. Trustee Comments**

- VI. Other Business**
 - A. Next Board Meeting – November 29, 2010, 7:30 p.m., Fort Casper Academy

- VII. Adjournment**

NATRONA

COUNTY SCHOOLS

Minutes of the Board of Trustees October 25, 2010

Chairman Steve Degenfelder called the Board of Trustees of Natrona County School District Number One Executive Session to order at 5:07 p.m. on October 25, 2010, at Bar Nunn Elementary School, 2050 Siebke Drive, Bar Nunn, WY, 82601.

Members Present: Steve Degenfelder, Audrey Cotherman, Todd Ingram, Donn McCall, Shannon Jackett, Suzanne Sandoval, Jim Bush, Elizabeth Horsch, and Rita Walsh.

Others Present: Superintendent Joel Dvorak; Associate Superintendent for Human Resource Services, Crystal Mueller; Executive Director for Human Resource Services, Kelly Hornby; Associate Superintendent for Facilities and Technology, Mark Antrim; Executive Director for Curriculum and Instruction, Mike Bond; and Board Counsel Kathleen Dixon.

Trustee Jim Bush moved to go into Executive Session to discuss legal, personnel, and property issues. The motion was seconded by Trustee Rita Walsh and carried unanimously. Trustees adjourned the Executive Session at 5:48 p.m.

GENERAL SESSION: The General Session was called to order at 7:35 p.m., with the same Trustees attending. Those present stood for the Pledge of Allegiance.

Persons Requesting to Address Trustees

There were no individuals requesting to address Trustees.

Approval of Minutes

Trustee Suzanne Sandoval moved to accept the General Session minutes of October 11, 2010. The motion was seconded by Trustee Audrey Cotherman and carried unanimously.

Trustee Audrey Cotherman moved to accept the Executive Session minutes of October 11, 2010. The motion was seconded by Trustee Suzanne Sandoval and carried unanimously.

Consent Calendar

Superintendent Dvorak recommended the Board of Trustees accept the Consent Calendar items as follows (incorporating by reference the Superintendent's recommendations attached):

1. Personnel Item – Certified and Classified Personnel Report
2. Business and Financial Items
 - a. Bills of October 15 and 22, 2010
 - b. 2010-11 Application for Reimbursement for Private Transportation of Isolated Students
 - c. Bid Approval – Promethean Boards/Projectors/Installation
 - d. Bid Ratification – Fire Suppression for Westwood Elementary

Trustee Suzanne Sandoval moved to accept the Consent Calendar items noted above. The motion was seconded by Trustee Donn McCall. Discussion followed regarding the bid establishing pricing for

schools to purchase promethean boards from individual school budgets throughout the year; inability to calculate the maximum dollar amount to be spent; ability to leverage buyer power: and the Curriculum and Instruction Committee looking at the effectiveness of all digital medium. The motion carried unanimously.

Reports and Recommendations

2011-12 District Calendar – Second Reading

Trustee Rita Walsh, as Calendar Committee Chairman, reported that she is glad to see calendar revisions come to second reading. Trustee Walsh thanked the committee for their hard work on September 15, 2010. Trustees have only received positive comments.

Trustee Shannon Jackett and Suzanne Sandoval reminded Trustees, that as part of the recommendation, there are parking lot issues that still need to be discussed. It was suggested that the first part of January would be a good time to begin discussion before developing the 2012-13 calendar.

Trustee Rita Walsh moved to approve revisions to the 2011-12 District Calendar. The motion was seconded by Trustee Jim Bush. While supporting the motion, Trustee Donn McCall expressed concern regarding the calendar's possible impact on the effectiveness of professional development and instructional facilitators as described in the recalibration research. The motion carried unanimously.

Recalibration Report

Superintendent Joel Dvorak reported that the State of Wyoming Select Committee on School Finance Recalibration met in Cody the week of October 18, 2010. In preparation for the next meeting on November 18-19, 2010 in Casper, the District will be hosting a meeting with Wyoming Superintendents and District Business Managers on November 1, 2010 in the Jefferson Room at Central Services.

Dr. Dvorak stated that there may be \$99.5 million less in the funding model if technical adjustments and consultant recommendations are included in the legislative bill. As in the past, once the bill is introduced, school districts may not have a lot of time to respond to the draft.

Education Jobs Fund Report

Superintendent Joel Dvorak provided a report on the Education Jobs Fund. The District will be receiving approximately \$2.1 million in one-time funds that must be encumbered by September 2011. Funds come with specific guidelines for use and can not be used on costs of an ongoing nature. If funds were not used, they would go back for distribution for other Wyoming school districts. Staff continue to look at distribution options and will update Trustees at future meetings.

Trustee Comments

Trustee Shannon Jackett distributed and provided background on additional resolutions being made at the Wyoming School Boards Association Fall Conference on November 17-19, 2010.

Trustee Todd Ingram thanked Bar Nunn staff for hosting the board meeting. Trustee Ingram expressed concern for student's being labeled as numbers rather than individuals that can be inspired and given the opportunity to grow.

Trustee Audrey Cotherman thanked Bar Nunn for an excellent school update and stated that she loves to see children setting their own goals.

Trustee Donn McCall expressed delight in seeing the school working through goals from the bottom up.

Trustee Jim Bush thanked Rene Rickabaugh for her impressive staff. Trustee Bush also stated that he would love to see Bar Nunn's status in three or four years.

Trustee Rita Walsh stated that it was wonderful to hear teachers and students both working toward individual and school goals.

Trustee Suzanne Sandoval stated that she looks forward to receiving a PAWS update with the focus on excelling schools.

Trustee Elizabeth Horsch expressed appreciation for Bar Nunn's staff dedication and hard work. Trustee Horsch also stated that the Board Facilities Committee will be meeting on Tuesday, October 26, 2010 at 4:00 p.m. in the East Room at Central Services.

Chairman Steve Degenfelder stated that Bar Nunn's staff ownership is a direct attribute of their leader, Rene Rickabaugh. The board retreat has been moved to Friday, November 12, 2010 at 12:00 p.m. at the Casper Petroleum Club. In addition, the District will be hosting a legislative dinner on November 17, 2010 at 6:00 p.m. The November 8, 2010 board work session will review the new teacher and administrator evaluation process.

Other Business

Dr. Dvorak stated that next Board meeting will be on November 8, 2010, at the Central Services Facility at 7:30 p.m.

Adjournment

There being no further business to come before the Board of Trustees, Chairman Steve Degenfelder adjourned the meeting 8:29 p.m.

Chairman

Clerk

NATRONA

COUNTY SCHOOLS

TO: Board of Trustees

FROM: Dr. Joel Dvorak

DATE: November 8, 2010

SUBJECT: Personnel Items

RECOMMENDATION: I recommend that the Board approve the following requests:

I. Employment of the Following:

A. Teacher/Administrator

B. Classified

Douglas Nelson, Custodian I at North Casper, 10/6/10

Noah Thorson, District Classified Substitute, 10/15/10

Eric Tewes, Information Technology Support Technician for Facilities at CSF, 10/6/10

Katherine Zimmerman, Secretary for Human Resources at CSF, 11/1/10

Casey Hanson, Cafeteria Worker at DMJH, 10/11/10

Suzanne Gilbert, Special Education Instructional Assistant II at KWHS, 10/15/10

Jon Freiberg, District Classified Substitute, 10/11/10

Dasha Buckallew, Special Needs Bus Assistant for Transportation at CSF, 9/15/10

II. Promotions/Transfers

A. Teacher/Administrator

None

B. Classified

Justin Putzier, from District Certified Substitute to Instructional Assistant at Fort Caspar Academy, 10/15/10

Wendee Tobin, from District Certified Substitute to Special Education Instructional Assistant at Evansville, 10/15/10

Kristina Honken, from District Certified Substitute to Coordinator-Student Wellness/Health at RHS, 10/15/10

Bertha Holbrook, from Head Cafeteria Worker at CYMS to Office Assistant/Cafeteria Records Clerk at RHS, 10/18/10

Phillip Hammon, from Custodian I at NCHS to Custodian II at RHS, 10/6/10

IV. Resignations/Terminations

A. Teacher/Administrator

Kim Ibach, Safe Schools Healthy Student Grant Coordinator for Curriculum and Instruction at CSF, 10/22/10

B. Classified

Linda Gillham, Student Monitor at CYMS, 5/28/10

Brooke Latka, Special Education Bus Assistant for Transportation at CSF, 10/29/10

V. Retirements

A. Teacher/Administrator
None

B. Classified
None

VI. Corrections

A. Teacher/Administrator
Nicole Reutner, Initial Contract Renewal for 2010-2011, from 3rd year contract to Continuing Contract, omitted from April 5, 2010 board report listing continuing contract teachers

B. Classified
None

NATRONA

COUNTY SCHOOLS

SUPERINTENDENT'S OFFICE

970 N. GLENN RD. * CASPER, WY 82601 * FAX: (307) 253-5333* WWW.NATRONASCHOOLS.ORG

TO: Board of Trustees
FROM: Dr. Joel Dvorak, Superintendent
DATE: November 8, 2010
SUBJECT: Grant Awards

RECOMMENDATION: I recommend that the Board of Trustees accept the following grants:

1. The Wyoming Department of Education awarded Roosevelt High School a School Safety Initiative Mentor Program grant in the amount of \$10,000. The grant will be under the direction of Shawna Trujillo, Roosevelt High School Principal, Curriculum and Instruction Department of Natrona County School District.
2. The Wyoming Department of Education has issued a NASA Summer of Innovation Continuation Award in the amount of \$16,200 to Natrona County School District working in partnership with the Natrona County Prevention Coalition (NCPC). The Grant will be under the direction of Marty Wood, Student Support, Safe Schools Director, Curriculum and Instruction Department.
3. The US Department of Health and Human Services awarded the Drug Free Community Support grant in the amount of \$125,000 to Natrona County School District working in partnership with the Natrona County Prevention Coalition (NCPC). The Grant will be under the direction of Marty Wood, Student Support Safe Schools Director, Curriculum and Instruction Department.

MEMORANDUM

TO: Russ Mullen
Grant Applicant

FROM: Bruce Hayes
School Safety Consultant

DATE: May 5, 2010

SUBJECT: 2010 School Safety Initiative

GRANT RESULTS

Congratulations. The grant review team was able to grant partial funding for your submitted request for your proposed mentor program via the Mentor Consulting Group for the amount of ten thousand dollars (\$10,000).

Another applicant in your district, Sheri Steenbergen from Midwest, was also awarded funding for the same purpose and it will be expected that you coordinate your efforts as you work with the Mentor Consulting Group to avoid duplication of effort.

Funding is reimbursable upon submission of district invoice and copies of provider invoices.

For questions, feel free to contact me at bhayes1@educ.state.wy.us or call 307-777-6198.

MEMORANDUM

TO: Russ Mullen
Grant Applicant, Roosevelt High School
Natrona County School District #1

FROM: Bruce Hayes
School Safety Consultant

DATE: June 10, 2010

SUBJECT: 2010 School Safety Initiative

GRANT FOLLOW-UP AND REMINDER

Among many of the 2010 School Safety Initiative recipients, there has been interest in utilizing this grant over a two year time period (the grant application posed a scenario of use over one year).

This is actually possible because one half of all the available federal funding for this grant is from a source that must be used in the 2010 calendar year. The other half can be used in the calendar year of 2011.

The grant structure can accommodate a situation where all of your grant monies are spent this year or where one half of your grant is spent in 2010 and the other half in 2011. Remember that what you spend is reimbursable via EFT deposit upon submission of a district invoice or copies of provider invoices.

The bottom line is this - if I do not receive *at least half* of your grant's invoices by September/October of 2010 for payment, there is a real risk that the grant funding pool will be reduced. We all need to work together on this.

For your reference, this funding is provided by the federal Department of Education Safe & Drug Free School funds, CFDA # 84.186A.

For questions, feel free to contact me at bhayes1@educ.state.wy.us or call 307-777-6198. Thank you for putting kids first.

Roosevelt High School is in the beginning stages of the development and implementation of a mentorship program. We intend to improve school safety and to promote an educational environment that is conducive to all ethnic backgrounds and that facilitates quality teaching and learning. We believe that positive school cultures and learning environments are essential in ensuring school safety and that it will reduce the occurrence of bullying, drug use, and school violence. To date we have contacted Mrs. Susan Weinberger of the Mentorship Group who has agreed to train us in the area of mentoring. Due to her busy schedule the tentative date for training will be October 25th. Approximately \$2200 will be spent for her travel, training, and expenses. In addition to securing training from the Mentorship Group, we distributed applications to all staff members interested in facilitating meetings as a mentor. Seven staff members have been selected to run the groups. They will be paid their hourly rate of pay to participate as mentors and the majority of the remaining funds of the grant will go to pay for these stipends. Any funds left over will be spent on student incentives and possible meals during the mentoring meetings. This will increase student participation and ensure attendance. We are essentially piloting this program with students in grades nine and ten as this group of individuals have the highest number of office referrals and behavior problems. Potential groups and topics will center on drug and alcohol abuse, homelessness, physical abuse, living with addiction (whether it is the individual themselves or a family member), dealing with bullying and harassment. We are fully aware that some topics may be inappropriate and that certain information

must be reported to the proper authorities so we are looking forward to our training and direction from Susan as to what mentoring looks like and how to run the groups. Unfortunately, we will be unable to begin the process until training is complete so we are tentatively ready to begin the groups in late October. In the future we would like to expand this program to all grade levels and all students who are interested in the mentorship program.



Wyoming Department of Education

Dr. Jim McBride, Superintendent of Public Instruction
Hathaway Building, 2nd Floor, 2300 Capitol Avenue
Cheyenne, WY 82002-0050
Phone 307-777-7673 Fax 307-777-6234 Website www.k12.wy.us

Date: 9/8/2010 ✓

Grant Name: NASA SOI Continuation Award - Wind Turbines

Grantee Information

Name: Jennifer Dyer

LEA Number: 1301000

Title: Project Coordinator

Budget Period: 6/1/10-5/31/11

Company: Natrona County Prevention Coalition

Budget String: 11 6303 630

Address: 425 CY Ave.

Grant Award Amount: \$16,200.00

City: Casper State: WY Zip Code: 82601

Federal Funds: Yes No

Fiscal Agent: Natrona County School District #1

CFDA#: NASA 00.000

Grant Award Letter

Congratulations on your NASA SOI Continuation Award in the amount of \$16,200. The purpose of this funding is to acquire and install one Skystream residential wind turbine in Natrona County School District #1.

Residential wind turbines are to be purchased from W.G. Dale Electric Company in Cheyenne, Wyoming. Their physical address is 801 Logan Avenue, Cheyenne, WY 82001. Their phone number is 307.632.9238. Please let them know the turbines are part of the Wyoming Department of Education lot for the NASA Summer of Innovation program.

In addition, the Wyoming Department of Education will be providing your site with one weather station, one long range outdoor video camera and housing unit, and hard hats for participants while on the construction site. We will be shipping these items to your site shortly.

In addition to items explicitly outlined in this award letter, your community is also bound by the original grant application and grant parameters. Additionally, you agree to adhere to statutes, executive orders, rules, regulations, and policies associated with this grant, including appropriate OMB Circulars, EDGAR, and the 21st Century Community Learning Centers Non-Regulatory Guidance.

Your NASA Summer of Innovation award funds for 2010 are being processed and will appear in your bank account shortly. The project period is for a term of three (3) years, specifically for the period June 1, 2010, to and including May 31, 2013. The Grantee is in the first year of the project period. The current budget period is from the 1st day of June, 2010, to and including the 31st day of May 2011.

Additional funding is contingent upon satisfactory progress under the terms and conditions of the award and availability of funds. Funding obligations of the grantor are contingent upon its receipt of applicable State and Federal funds.

Please note that it is of extreme importance that you submit any program, budget, or personnel changes in writing using the forms and have them approved before implementing the change. We support the decisions you make to encourage student success within your community, but it is imperative for us to be made aware of changes and to

ensure program compliance.

The Grantor, its auditor, the University of Wyoming, the Head of the Federal Grantor Agency and the Comptroller General of the United States, or any duly authorized representatives, shall have access to any books, documents, papers, records (including computer records), annual audits and/or personnel of the Grantee which are pertinent to this subgrant for the purpose of monitoring, auditing, or examination and may make excerpts, copies and transcripts.

Grantee must retain and make available all financial records, supporting documentation, statistical records, evaluation and program performance data, member information and personnel records for five (5) years from the date of the submission of the final Federal Financial Report. If an audit is started prior to the expiration of the 5-year period, the records must be retained until the audit findings involving the records have been resolved and final action taken.

The Grantee acknowledges that the NASA Summer of Innovation program is a supplemental 21 CCLC program. Grantees are required to submit all required 21 CCLC reports as well as back-up documentation as deemed appropriate by the Wyoming Department of Education.

If, for any reason, the Grantee fails to fulfill its obligations in a timely and proper manner, or violates this subgrant, the Grantor may terminate this subgrant by giving written notice to the Grantee specifying the effective date of termination. In such event, the Grantee will not be relieved of liability for damages sustained by the Grantor. In addition to or in lieu of termination, the Grantor may immediately suspend payments until the exact amount of damages is determined and paid to the Grantor or the cause of suspension is cured by appropriate action.

Failure of Grantor to enforce at any time any of the provisions of this subgrant, shall in no way be construed to be a waiver of such provisions, nor in any way affects the validity of this subgrant or any portion thereof, or the right of the Grantor to thereafter enforce each and every such provision.

The Wyoming Department of Education appreciates all the time and effort you and your team members have invested in supporting students with high-quality programming within your school(s) and community.

If you have questions at any time, please contact Amber Ash (307-777-5332) or aash@educ.state.wy.us.

Notice to all Sub-recipients of Federal Awards

Notice is hereby given to all sub-recipients of federal awards that a single audit, or program specific audit if appropriate, in accordance with OMB Circular A-133, is required if the sub-recipient expends \$500,000 or more a year total in federal awards. "Total federal awards" includes all federal funds expended by the sub-recipient during its fiscal year, whether received through the Department of Education or other agencies.

In order to identify sub-recipients requiring an audit, your organization may be required to participate in a survey conducted by the Department of Education to gather information pertaining to federal funds expended by the sub-recipient, from sources other than the Department. The survey will be conducted during state fiscal year 2003 and yearly thereafter.

A complete copy of OMB Circular A-133 is available on this website: <http://www.whitehouse.gov/omb/circulars/a133/a133.html>.

Powering STEM Education in Wyoming with Wind Energy Wind Turbine Grant Application

UW Accounting ID: NASA40344
 Project Sponsor: National Aeronautics and Space Administration
 CFDA Number: NASA, 00.000
 Cooperative Agreement Number: NNX10AJ89A
 Project Title: Summer of Innovation: Powering STEM Education in Wyoming with Wind Energy

Powering STEM Education in Wyoming with Wind Energy is a federally funded pilot program, 2010 NASA Cooperative Agreement Notice (CAN) NNX10ZNE004C Summer of Innovation Pilot. Powering STEM Education in Wyoming with Wind Energy is a partnership involving Wyoming NASA Space Grant, the Wyoming Department of Education, Duke Energy, the Wyoming Afterschool Alliance, the Wyoming Business Council, Cheyenne Light, Fuel and Power, Wyoming's Community Colleges, 21st Century Community Learning Centers Programs, and the University of Wyoming.

| | | |
|-------------------------|--|-----------------------------------|
| Recipient Agency | Last Name, First Dyer, Jennifer | Date 8/17/10 |
| | Organization Natrona County Prevention Coalition | Home Phone 307-265-7366 |
| | Address 425 CY Ave. | Other Phone |
| | City/State/Zip Casper/WY/82601 | Fax Number 307-473-2650 |
| | Fiscal Agent Natrona County School District #1 | LEA # 83-6000543 |

The Skystream has a twelve (12) foot rotor diameter and weighs 170 pounds. The Skystreams will be mounted on 33 ½ feet monopoles. It has three fiberglass reinforced composite blades and a cut-in wind speed of eight (8) miles per hour. The Skystream has a rated capacity of 2.4 kW at 29 miles per hour rated wind speed. It has a survival wind speed of 140 miles per hour. The Skystream has a five year limited warranty.

Recipient Agency Responsibilities:

The Recipient Agency is responsible for installation of one (1) Skystream Residential Wind Turbine at a site of their choosing. The Skystream Residential Wind Turbine will be installed according to manufacturer and local zoning specifications, including any permits or fees that may be required.

Upon approval by the Wyoming Department of Education of the Recipient Agency's proposed budget, Recipient Agency shall secure delivery and payment for the Skystream Residential Wind Turbine from WG Dale Electric, whose address is 801 Logan Avenue, Cheyenne, WY 82001.

Recipient Agency assumes all responsibility for ensuring that the installation and operation of the

Powering STEM Education in Wyoming with Wind Energy
Wind Turbine Grant Application

Skystream Residential Wind Turbine complies with Federal, State, and local laws.

Recipient Agency acknowledges that operation of the turbine requires a power source to operate. All credits resulting from the power produced by the Skystream belong to Recipient Agency.

Recipient Agency also agrees to install one (1) weather station and one (1) long range video camera. Recipient Agency agrees to provide the Wyoming Department of Education and/or the Wyoming Space Grant Consortium and their designees with access to all data obtained from the residential wind turbine, weather station, and video camera. Recipient Agency will be responsible for constructing such protective fixtures and appurtenances as may be necessary (e.g. fences, signs).

Recipient Agency agrees to provide a computer for the purposes of interfacing the Skyview 2.0 Software as well as video feeds and data from the weather station with the Wyoming Space Grant Consortium's website. Recipient Agency agrees to provide the Wyoming Space Grant Consortium, the Wyoming Department of Education, and their designees with access to both the computer and associated equipment in order access interfacing. Designation of a computer does not preclude its use for other purposes as deemed appropriate by Recipient Agency.

In the event that this agreement is terminated or Recipient Agency no longer wishes to house a Skystream Residential Wind Turbine, Recipient Agency is responsible for all costs associated therein.

Wyoming Department of Education Responsibilities:

The Wyoming Department of Education shall fund the acquisition of one (1) Skystream Residential Wind Turbine for Recipient Agency in accordance with the proposed budget as approved by the Wyoming Department of Education and terms contained herein.

The Wyoming Department of Education shall also award three (3) Weather Stations and three (3) outdoor long range video cameras to Recipient Agencies on a first come, first served basis.

The Wyoming Department of Education agrees to provide each site with hard hats for the construction site.

General Provisions:

Applicable Law/ Venue. *The construction, interpretation and enforcement of this document shall be governed by the laws of the State of Wyoming. The Courts of the State of Wyoming shall have jurisdiction over this document and the parties, and the venue shall be the First Judicial District, Laramie County, Wyoming.*

Assignment/Document Not Used as Collateral. *Neither party shall assign or otherwise transfer any of the rights or delegate any of the duties set forth herein without the prior written consent of the Wyoming Department of Education. The Recipient Agency shall not use this document, or any portion thereof, for collateral for any financial obligation, without prior written permission of the Wyoming Department of Education.*

Compliance with Laws. *The Recipient Agency shall keep informed of and comply with all applicable federal, state and local laws and regulations in the performance of the terms herein.*

Indemnification. *The Recipient Agency shall indemnify, defend and hold harmless the State, the Agency and their officers, agency's employees, successors and assignees from any and all claims, lawsuits, losses and liability arising out of the Recipient Agency's failure to perform any of the duties and obligations outlined herein or in connection with the negligent performance of Recipient Agency's duties or obligations, including but not limited to any claims lawsuits, losses or liability arising out of Recipient Agency's malpractice.*

Monitor Activities. *The Wyoming Department of Education shall have the right to monitor all activities related to the award of the sub-grant and all subcontractors. This shall include, but not limited to, the right to make site inspections at any time, to bring experts and consultants on site to examine or evaluate completed work or work in progress, and to observe all Recipient Agency personnel in every phase of performance of the terms of this Grant or related work.*

Notices. *All notices arising out of, or from, the provisions of this document shall be in writing and given to the parties at the address provided by the Recipient Agency herein and to the Wyoming Department of Education at 2300 Capitol Avenue, Hathaway Building, Cheyenne, WY 82002, either by regular mail or delivery in person.*

Sovereign Immunity. *The State of Wyoming and the Wyoming Department of Education do not waive sovereign immunity by entering into this Agreement and specifically retain immunity and all defenses available to them as sovereigns pursuant to Wyo. Stat. § 1-39-104(a) and all other state law.*

Taxes. *The Recipient Agency shall pay all taxes and other such amounts required by federal, state, local law, including but not limited to federal and social security taxes, workers compensation, unemployment insurance and sales taxes.*

Third Party Beneficiary Rights. *The parties do not intend to create in any other individual or entity the status of third party beneficiary, and this document shall not be construed so as to create such status. The rights, duties and obligations contained in this document shall operate only between the parties to this document, and shall insure solely to the benefit of the parties to this document. The provisions of this document are intended only to assist the parties in determining and performing their obligations under this document.*

Titles Non Controlling. *Titles of paragraphs are for reference only, and shall not be used to construe the language of this document.*

Waiver. *The waiver of any breach of any term or condition in this document shall not be deemed a waiver of any prior or subsequent breach.*

REMAINDER OF THIS PAGE IS INTENTIONALLY LEFT BLANK

The following is to be completed by the Recipient Agency:

Implementation Plan

Proposed Location for Wind Turbine: Saint Anthony's Tri-Parsih School or NCSD #1 Elementary School

| Major Milestones | | Completion Date |
|------------------|--|--------------------------|
| 1. | Purchase Wind Turbine from W.G. Dale Electric | <u>October 1, 2010</u> |
| 2. | Take Delivery of Wind Turbine from W.G. Dale Electric | <u>October 15, 2010</u> |
| 3. | Prepare Site for Installation of Wind Turbine (Dig Hole, Install Wire Cage, Pour Cement, Etc...) | <u>October 31, 2010</u> |
| 4. | Recruit Students Entering Sixth Grade Through Completing Ninth Grade to Install Wind Turbine | <u>October 15, 2010</u> |
| 5. | Install Wind Turbine | <u>November 1, 2010</u> |
| 6. | Install Weather Station | <u>November 15, 2010</u> |
| 7. | Install Long Range Outdoor Video Camera and Housing | <u>November 15, 2010</u> |
| 8. | Interface Data with Virtual Learning Lab | <u>Jan 1, 2011</u> |

| Budget | Description | WDE Estimated Cost | Amount Requested |
|--------|---|--------------------|--------------------|
| | Wind Turbine Acquisition (Includes Pole, Bolts, and Wind Turbine) | \$11,095.00 | <u>\$11,200.00</u> |
| | Installation Costs | \$4,121.00 | <u>\$5,000.00</u> |
| | Maintenance Costs for First Year | \$0.00 | <u>\$0.00</u> |

By signing this document, I certify that our organization is willing to accept the responsibilities outlined herein. I understand that if our implementation plan should change, I am required to notify the Wyoming Department of Education in writing.

Signature Jennifer Dyer Date 8/18/10 ✓
 Signature Carlene Burtz Date 8/18/10



DFC
Department of Health and Human Services
Substance Abuse and Mental Health Services Administration
Center for Substance Abuse Prevention

Notice of Award

Issue Date: 09/03/2010

Grant Number: 5H79SP011598-07

Program Director:

Melissa Stahley-Cummings

Project Title: Natrona County Prevention Coalition

| Grantee Address | Business Address |
|--|--|
| NATRONA COUNTY SCHOOL DISTRICT NO. 1 Marty Wood 970 N. Glenn Road Casper, WY 82601 | Marty Wood Safe and Drug Free Schools Administrator Natrona County School District #1 970 N. Glenn Road Casper, WY 82601 |

Budget Period: 09/30/2010 – 09/29/2011

Project Period: 09/30/2005 – 09/29/2014

Dear Grantee:

The Substance Abuse and Mental Health Services Administration hereby awards a grant in the amount of \$125,000 (see "Award Calculation" in Section I and "Terms and Conditions" in Section III) to NATRONA COUNTY SCHOOL DISTRICT NO. 1 in support of the above referenced project. This award is pursuant to the authority of DFC Act 1997 (PL105-20) reauth PL 107-82 reauth PL 109-469 and is subject to the requirements of this statute and regulation and of other referenced, incorporated or attached terms and conditions.

Award recipients may access the SAMHSA website at www.samhsa.gov (click on "Grants" then SAMHSA Grants Management), which provides information relating to the Division of Payment Management System, HHS Division of Cost Allocation and Postaward Administration Requirements. Please use your grant number for reference.

Acceptance of this award including the "Terms and Conditions" is acknowledged by the grantee when funds are drawn down or otherwise obtained from the grant payment system.

If you have any questions about this award, please contact your Grants Management Specialist and your Government Project Officer listed in your terms and conditions.

Sincerely yours,

Barbara Orlando
Grants Management Officer
Division of Grants Management

See additional information below

SECTION I – AWARD DATA – 5H79SP011598-07

Award Calculation (U.S. Dollars)

| | |
|--|------------------|
| Salaries and Wages | \$48,368 |
| Fringe Benefits | \$15,178 |
| Personnel Costs (Subtotal) | \$63,546 |
| Supplies | \$5,331 |
| Consortium/Contractual Cost | \$45,720 |
| Travel Costs | \$4,621 |
| Other | \$3,200 |
| | |
| Direct Cost | \$122,418 |
| Indirect Cost | \$2,582 |
| Approved Budget | \$281,250 |
| Federal Share | \$125,000 |
| Non-Federal Share | \$156,250 |
| Cumulative Prior Awards for this Budget Period | \$0 |
| | |
| AMOUNT OF THIS ACTION (FEDERAL SHARE) | \$125,000 |

| SUMMARY TOTALS FOR ALL YEARS | |
|------------------------------|-----------|
| YR | AMOUNT |
| 7 | \$125,000 |
| 8 | \$125,000 |
| 9 | \$125,000 |
| 10 | \$125,000 |

* Recommended future year total cost support, subject to the availability of funds and satisfactory progress of the project.

Fiscal Information:

CFDA Number: 93.276
 EIN: 1836000543A1
 Document Number: H9SP11598A
 Fiscal Year: 2010

| | | |
|-----------|------------|---------------|
| IC | CAN | Amount |
| SP | C96R655 | \$125,000 |

SP Administrative Data:

PCC: DFC / OC: 4145

SECTION II – PAYMENT/HOTLINE INFORMATION – 5H79SP011598-07

Payments under this award will be made available through the HHS Payment Management System (PMS). PMS is a centralized grants payment and cash management system, operated by the HHS Program Support Center (PSC), Division of Payment Management (DPM). Inquiries regarding payment should be directed to: The Division of Payment Management System, PO Box 6021, Rockville, MD 20852, Help Desk Support – Telephone Number: 1-877-614-5533.

The HHS Inspector General maintains a toll-free hotline for receiving information concerning fraud, waste, or abuse under grants and cooperative agreements. The telephone number is: 1-800-HHS-TIPS (1-800-447-8477). The mailing address is: Office of Inspector General, Department of Health and Human Services, Attn: HOTLINE, 330 Independence Ave., SW, Washington, DC 20201.

SECTION III – TERMS AND CONDITIONS – 5H79SP011598-07



Teacher Evaluation Process

Initial Implementation Packet

2010 2011

2010 – 2011 TEACHER EVALUATION PROCESS
INITIAL IMPLEMENTATION PACKET

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Introduction

All students deserve competent, caring, and effective teachers. In support of that belief, the goal of the NCSD teacher evaluation system is to improve teaching and learning by providing authentic assessment of teacher competence and meaningful feedback that leads to opportunities for teachers to improve their knowledge, skills and classroom practices with the ultimate goal of enhancing student learning.

The current NCSD teacher evaluation system has not been significantly revised for over thirty years and is largely used as a compliance model to support employment decisions. However, the guiding principles of NCSD and revisions to the Wyoming Department of Education certified evaluation system rules and regulations require the use of evaluation systems not only for determining continued employment, but for professional growth.

Philosophy

The Natrona County School District Compact outlines a set of guiding principles that include commitment to success for each student and commitment to a systems approach for systemic continuous improvement. As one of the few districts who have embraced a collaborative approach to providing services to students, families, and the community, NCSD has fostered a student-focused, learning-oriented climate of high expectations for students and staff. Systemic continuous improvement is a critical element for those who facilitate learning. Throughout the course of their careers, teachers grow and develop in settings that may require changes in skills and knowledge. Teacher performance must be assessed within the context of these settings, respecting and supporting cycles of change, growth, and continuous improvement.

Compact – The agreements developed and agreed to in 2001 are based on the Baldrige Systemic Continuous Improvement model and a collaborative trust. More information can be found in the Compact.

Philosophical Agreements

- Visionary Leadership
- Learning-Centered Education
- Organizational and Personal Learning
- Valuing Faculty, Staff, District, and Site Level Administrators, and Partners
- Relationship of Value and Trust
- Organizational Agility
- Focus on the Future
- Managing for Innovation
- Management by Fact
- Focus on Results and Creating Value

Guiding Principles

- Commitment to Success for Each Student
- Commitment to Honoring the Interest Based Agreement Process

- Commitment to Continual Stakeholder Training
- Commitment to a Systems Approach
- Commitment to Stakeholder Satisfaction

Governing Interest Based Agreement Process Committees

- Leader Group
- Compact Issues Committee
- Problem Solving Committee
- Compact Steering Committee

NCS D Mission

The Natrona County School District empowers every learner to grow, excel, and be successful contributors to the local/global community.

NCS D Values

- Collaboration
- Considerate, Meaningful Communication
- Diversity
- Excellence
- Fairness
- Integrity
- Joy
- Mutual Trust
- Responsible Risk-Taking
- Transparency

NCS D Goals

- Literate Students – All NCS D students read at grade level by the end of third grade.
- Excelling Schools – NCS D will perform within the top 10 percent in Wyoming on state assessment
- Prepared Graduates – All NCS D students will graduate and be prepared for college or high-skills career
- Safe, Healthy People – NCS D will maintain environments that are physically and mentally safe and healthy for everyone.
- Efficient and Effective Operations – NCS D will be efficient and effective in its operations

Many thanks to the Certification Evaluation Committee:

| | |
|-----------------|--|
| Michael Bond | Cabinet |
| Mike Britt | Elementary Principal |
| Chris Carruth | Elementary Principal |
| Joel Dvorak | Superintendent |
| Verba Echols | Organizational Development Administrator |
| Becky Ellsworth | Secondary Teacher |

| | |
|-----------------|---|
| Gail Farrar | Special Education Teacher |
| Angie Geiger | Elementary Teacher |
| Stan Hahn | Elementary Teacher |
| Crocker Hollis | Secondary Teacher |
| Kelly Hornby | Cabinet |
| Mike Jennings | Secondary Principal |
| Karla Jump | Teacher Mentor |
| Lynn Kahler | Elementary Principal |
| Chris Lenihan | Secondary Teacher |
| Doreen McGlade | Natrona County Education Association, President |
| Mary Moler | Secondary Teacher |
| Crystal Mueller | Cabinet |
| Tom Rodabaugh | Elementary Principal |
| Tim Stirrett | Special Education Teacher |

**Agreement to Participate
Initial Implementation Teacher Evaluation Process
2010 - 2011**

Employee Name _____ Employee ID _____

Evaluator _____ Location _____

I, _____ agree to participate in the 2010 – 2011 Initial Implementation Teacher Evaluation process.

My signature below indicates I have reviewed the 2010 – 2011 Initial Implementation Teacher Evaluation process. I volunteer of my own freewill to participate in the initial implementation of the 2010 - 2011 Teacher Evaluation process. I understand by participating in the 2010 – 2011 Teacher evaluation process, Natrona County School District #1 has fulfilled its obligation to conduct an annual evaluation for continuing contract teacher or a semi-annual evaluation for initial contract teacher.

Employee Signature

Date

WAIVER TO PARTICIPATE

I, _____ **DO NOT** agree to participate in the 2010 – 2011 Initial Implementation Teacher Evaluation process.

My signature below indicates I have reviewed the 2010 – 2011 Initial Implementation Teacher Evaluation process. I do not wish to participate in the 2010 – 2011 Initial Implementation Teacher Evaluation process. I understand that by not participating in the 2010 – 2011 Initial Implementation Teacher Evaluation process, I will be evaluated according to the current Teacher Employment Document (TED).

Employee Signature

Date

Teacher Evaluation Process

Note: During the initial implementation, teachers on Assistance Plans will be evaluated on the evaluation tool in the Teacher Employment Document.

Directed Growth

- All initial contract teachers will be on Directed Growth.
- A minimum of two evaluations per year will be required, with two observations required per evaluation.
- The Directed Growth Goal will be a principal supported/directed plan of continuous improvement.
- A Teacher Evaluation summary sheet needs to be completed annually.

Guided Growth

- Continuing contract teachers may be placed on Guided Growth, by the principal, due to changes in position/building/grade level, performance concerns, and life situations.
- Continuing contract teachers may chose to be placed on Guided Growth due to changes in position/building/grade level, performance concerns, and life situations.
- For continuing contract teachers, a minimum of one evaluation per year will be required, with one observation required per evaluation.
- The Guided Growth Goal will be a principal supported/directed plan of continuous improvement.
- A Teacher Evaluation summary sheet needs to be completed annually.

Independent Growth

- Only continuing contract teachers may be placed on Independent Growth.
- Principal and teacher agreement is required for placement on Independent Growth.
- All goals must be at or above proficient on the Standards Rubric.
- A minimum of one evaluation will be required per year, with one observation required per evaluation.
- The Continuous Growth Goal will be developed by the teacher and principal and may include teacher self-assessment.
- The first year review includes completing the teacher evaluation summary sheet then every three years principal completes a teacher evaluation summary sheet.
- Rubric Standard 8 must be reviewed annually.
- Submit Independent Growth Goal form every year that a teacher evaluation summary sheet is not submitted.

Collaborative Growth

- Only continuing contract teachers may be placed on Collaborative Growth.
- Principal/teacher agreement is required for placement on Collaborative Growth.
- All goals must be at or above proficient on the Standards Rubric.
- Observations at Collaborative Growth will be optional; the teacher or teacher team may request observations by the principal, peers, or others.
- The Continuous Growth Model will be aligned to goals and developed by the teacher or teachers with input from the principal and may include teacher/team self-assessment.
- The first year review includes completing the teacher evaluation summary sheet then every three years principal completes a teacher evaluation summary sheet.
- Rubric Standard 8 must be reviewed annually.
- Submit Continuous Growth Goal form every year that a teacher evaluation summary sheet is not submitted.

NOTES:

1. Plan of Assistance: Any goals marked “Needs Improvement” requires that the teacher be placed on a Plan of Assistance.

**NATRONA COUNTY SCHOOL DISTRICT
TEACHER EVALUATION FORM**

Standard 1: Collaborative Leadership

The teacher establishes and maintains collaborative leadership through positive relationships with students and parents.

| Goal 1: Classroom mission statement and goals have been developed and are being implemented. | | | | |
|---|--|--|---|---|
| Needs Improvement Comment Required | Developing | Proficient | Accomplished | Distinguished Comment If Applicable |
| | A classroom mission and goals are posted and beginning to be used to make classroom decisions. | A classroom mission and goals, developed with involvement of all students, are being used to guide most decisions. | A classroom mission and goals, developed with involvement of all students, guide classroom decisions. The goals require high performance from all students toward aligned classroom, district, and state performance standards. | |

Comments:

| Goal 2: Classroom progress is monitored and reported to parents and students. | | | | |
|--|---|---|---|---|
| Needs Improvement Comment Required | Developing | Proficient | Accomplished | Distinguished Comment If Applicable |
| | Classroom performance measures are reviewed, but there are no systematic processes to report progress toward goals. | Classroom performance measures are reviewed to assess progress toward classroom goals and sometimes reported to students and parents. | There is a documented system to monitor, chart, and publicly display progress toward all classroom goals. Progress is systematically reviewed and reported regularly to students and parents. | |

Comments:

| |
|--|
| <p>Suggested Evidence for Standard 1 NOTE: The evaluator and teacher shall determine appropriate evidence.</p> |
|--|

Standard 2: Facilitating Learning

The teacher guides learning through a partnership with students to ensure continuous improvement for student learning.

| Goal 1: Classroom goals are aligned to school goals and state performance standards. | | | | |
|---|---|--|--|---|
| Needs Improvement Comment Required | Developing | Proficient | Accomplished | Distinguished Comment If Applicable |
| | Classroom goals are displayed and aligned to school goals, but students are not involved in developing the goals. | Classroom goals, aligned to the school improvement plan and district/state performance standards, are in place, but not all students are committed to achieving the goals. | Students are involved in developing and are committed to achieving systemic goals that are challenging and aligned to school, district, and state performance standards. | |

Comments:

| Goal 2: The teacher involves the students in developing learning processes to accomplish classroom goals. | | | | |
|--|--|---|--|---|
| Needs Improvement Comment Required | Developing | Proficient | Accomplished | Distinguished Comment If Applicable |
| | Students may be involved in evaluating or improving learning processes in the classroom. Students do not monitor or record their own progress. | Students sometimes evaluate and improve learning processes. Students are involved in setting, monitoring, and recording class goals as well as their own individual progress. | Students are actively involved in evaluation and improvement of learning processes. Students are developing, monitoring, and recording individual performance goals, which are aligned to classroom goals. | |

Comments:

Suggested Evidence for Standard 2

NOTE: The evaluator and teacher shall determine appropriate evidence.

Standard 3: Reflective Practice on the Learning Process

The teacher focuses on school goals, district/state standards, and the support system to achieve these goals and standards.

| Goal 1: Classroom priorities are based on school goals and district/state performance standards. | | | | |
|---|--|---|--|---|
| Needs Improvement Comment Required | Developing | Proficient | Accomplished | Distinguished Comment If Applicable |
| | Teacher engages in informal discussions and processes to identify what students need to know to be successful at the next level. | Annually, next level/course surveys are used to check that the students' level of learning is adequate to prepare them for success. | A classroom survey, of the next and previous grade/course, is used to ensure that classroom goals are addressing next level requirements and are adequate to prepare students to be successful. Next level requirements are included in class and student goals. | |

Comments:

| Goal 2: Positive relationships are built with key stakeholders. | | | | |
|--|---|---|--|---|
| Needs Improvement Comment Required | Developing | Proficient | Accomplished | Distinguished Comment If Applicable |
| | There are some methods in place to work with key stakeholders but no formal processes to build stakeholder relationships. | There is evidence of positive relationships with parents, staff, and the community, but the relationships are not aligned to support classroom goals. | There is evidence of partnerships with parents, students, and key community members that support the classroom. These relationships provide assistance in achieving classroom goals. | |

Comments:

Suggested Evidence for Standard 3
NOTE: The evaluator and teacher shall determine appropriate evidence.

Standard 4: Student Data Analysis

The teacher uses assessment data to improve student and classroom performance.

| Goal 1: Classroom data are collected to improve class and individual student performance. | | | | |
|--|--|--|---|---|
| Needs Improvement Comment Required | Developing | Proficient | Accomplished | Distinguished Comment If Applicable |
| | Assessment data for some classroom goals are reported, but data are not analyzed and used to improve the learning process. | Classroom performance data for all classroom goals are reported. Some data are analyzed to improve the learning process. | Data that reflect performance on each classroom goal are systematically gathered, analyzed, and reported. Performance measures are aligned to classroom goals and used to improve learning processes. | |

Comments:

| Goal 2: Comparative classroom data are collected to analyze and improve the classroom learning process. | | | | |
|--|--|--|--|---|
| <input type="checkbox"/> Appropriate comparative data are not currently available. | | | | |
| Needs Improvement Comment Required | Developing | Proficient | Accomplished | Distinguished Comment If Applicable |
| | Comparison data are reviewed for classrooms within the school, but comparison data are not reviewed for similar classrooms in other schools. | Comparison data are reviewed for similar classrooms within and outside the school. Some data are reported as trend data. | Comparison trend data are systematically reported and analyzed for other high performing classrooms of comparable size and composition. Benchmarks are used to improve the learning process. | |

Comments:

Standard 3 (cont.)

| Goal 3: Students have access to their individual performance results data. | | | | |
|---|--|--|---|---|
| Needs Improvement Comment Required | Developing | Proficient | Accomplished | Distinguished Comment If Applicable |
| | Students keep formal records of their own performance, but individual student data are not yet charted or displayed. | Classroom data are charted and displayed, but individual student performance data are not displayed. | Both classroom and student performance data are charted and displayed so that students can monitor their own progress toward individual goals and compare their performance to overall classroom performance. | |

Comments:

| |
|---|
| <p>Suggested Evidence for Standard 4 NOTE: The evaluator and teacher shall determine appropriate evidence.</p> |
|---|

Standard 5: Student Ownership and Leadership

The teacher focuses on student ownership of their learning and the celebration/recognition of their learning.

| Goal 1: Student contribution toward goals is recognized and celebrated. | | | | |
|--|---|--|---|---|
| Needs Improvement Comment Required | Developing | Proficient | Accomplished | Distinguished Comment If Applicable |
| | Classroom and student success is recognized, but recognition is not yet aligned to classroom goals. | There is a formal process to recognize student success that is aligned to classroom goals. | Both formal and informal recognition methods are used to recognize student success toward achieving classroom and individual student goals. Classroom celebrations are held for progress toward accomplishing classroom and individual goals. | |

Comments:

| Goal 2: Students learn to be leaders in improving their individual and classroom performance. | | | | |
|--|---|--|--|---|
| Needs Improvement Comment Required | Developing | Proficient | Accomplished | Distinguished Comment If Applicable |
| | Students are involved in establishing some learning processes, but they do not take responsibility for individual learning. | Students are learning how to be involved in establishing and improving classroom learning processes, They are learning to take full responsibility for achieving personal goals and for assisting with achievement of classroom goals. | Students are trained to take responsibility for evaluating and improving classroom and individual learning processes. Students are responsible for achieving personal goals and assisting with achievement of classroom goals. | |

Comments:

Suggested Evidence for Standard 5

NOTE: The evaluator and teacher shall determine appropriate evidence.

Standard 6: Classroom Continuous Learning Approach

The teacher uses a continuous improvement approach to improve classroom practice.

| Goal 1: The teacher uses a continuous improvement approach to improve classroom practice. | | | | |
|--|--|--|---|---|
| Needs Improvement Comment Required | Developing | Proficient | Accomplished | Distinguished Comment If Applicable |
| | A continuous improvement approach is sometimes used to enhance the classroom learning process. | A continuous improvement approach is used to enhance classroom learning processes. Students are beginning to use a continuous improvement approach individually. | Classroom and individual student learning processes are designed and enhanced using a continuous improvement approach. The continuous improvement process includes the use of quality tools, action research, and aligned curriculum. | |

Comments:

| Goal 2: The teacher establishes a classroom environment and culture to support students in achieving classroom and individual goals. | | | | |
|---|--|---|---|---|
| Needs Improvement Comment Required | Developing | Proficient | Accomplished | Distinguished Comment If Applicable |
| | The classroom environment and culture are safe and orderly, but the classroom is not physically arranged to facilitate the learning process. | The classroom environment and culture are safe and orderly in order to efficiently facilitate the learning process. | The classroom environment and culture are safe and orderly in order to efficiently facilitate the learning process. Students have input to the learning environment and culture and classroom management processes. | |

Comments:

Standard 6 (cont.)

Goal 3: The teacher designs and frequently evaluates lessons to enhance student learning and to fully engage students. Appropriate accommodations are made to meet all students' learning styles and needs.

| Needs Improvement Comment Required | Developing | Proficient | Accomplished | Distinguished Comment If Applicable |
|--|---|--|---|---|
| | The classroom lessons are designed purposefully and are sometimes, but not often, evaluated by teachers and students. | The classroom lessons are designed to contribute to students achieving classroom and individual goals; lessons are frequently evaluated by teachers and students, but students are not yet involved in making the identified improvements. | Lessons are designed and constantly monitored to engage and guide students toward achieving classroom and individual goals. Students are regularly involved in evaluating the classroom workday and lesson design and in making improvements. Process improvements are based on a class evaluation process. | |

Comments:

Suggested Evidence for Standard 6

NOTE: The evaluator and teacher shall determine appropriate evidence.

Standard 7: Performance Results

Learning is demonstrated through classroom, district, and state assessment results.

| Goal 1: Classroom performance results are improving compared to past performance results. | | | | |
|--|--|---|--|---|
| Needs Improvement Comment Required | Developing | Proficient | Accomplished | Distinguished Comment If Applicable |
| | Classroom performance does not show consistent improvement trends, and it does show isolated areas of improvement. | Classroom performance has improved and goals are being met, but there is not yet a sustained positive trend. The achievement gaps between student groups are being addressed. | Classroom performance is consistently improving in all areas as compared to past performance. Aligned classroom goals are achieved and performance standards are met. The achievement gaps between student groups are closing. | |

Comments:

| Goal 2: Classroom performance is improving as compared to similar classrooms. | | | | |
|---|---|---|--|---|
| <input type="checkbox"/> Appropriate comparative data are not currently available. | | | | |
| Needs Improvement Comment Required | Developing | Proficient | Accomplished | Distinguished Comment If Applicable |
| | Classroom performance is not yet consistently improving compared to similar classrooms. | Classroom performance is improving compared to similar classrooms, but the achievement gap between student groups has not closed. | Classroom performance in most areas is consistently improving as compared to similar classrooms. Aligned classroom goals and performance standards are met. The achievement gap between student groups has closed. | |

Comments:

| |
|---|
| <p>Suggested Evidence for Standard 7 NOTE: The evaluator and teacher shall determine appropriate evidence.</p> |
|---|

Standard 8: Professional Responsibilities

NOTES:

- Any item marked “No” requires an explanation and documentation.
- Items marked “Yes” do not require explanation or comments.
- **If any item is marked “No,” then Standard 8 has not been met. i.e. To Meet Standard 8, all items must be marked “Yes.”**

| | | YES | NO | COMMENTS/EXPLANATION |
|----|--|-----|----|----------------------|
| a. | Demonstrates professional ethics. | | | |
| b. | Maintains confidentiality. | | | |
| c. | Follows rules, procedures, policies, statutes, regulations, and licensure standards (district, state, and/or federal). | | | |
| d. | Maintains records as required by law, district, policy, and administrative regulation. | | | |
| e. | Demonstrates a professional image of the district and the teaching profession. | | | |
| f. | Demonstrates professional oral and written communication skills. | | | |
| g. | Uses considerate and meaningful communication. | | | |
| h. | Participates in professional growth opportunities to enhance student achievement and achieve professional goals. | | | |
| i. | Demonstrates leadership by being an active team member in the school and teaching profession. | | | |

Employee ID _____

Employee Name _____

Employee Position _____ School _____

Evaluator _____

Natrona County School District #1

“Every Learner a Champion”

Administrator’s Appraisal Rubric

Standard 1: Strategic Leadership

Principals will create conditions that result in strategically re-imagining the school’s vision, mission, and goals in the 21st century. Understanding that schools ideally prepare students for an unseen but not altogether unpredictable future, the leader creates a climate of inquiry that challenges the school community to continually re-purpose itself by building on its core values and beliefs about its preferred future and then developing a pathway to reach it.

a. School Vision, Mission and Strategic Goals: The school’s identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes, and the ways they are embodied in the life of the school community.

| Needs Improvement Comment Required | Developing | Proficient | Accomplished | Distinguished Comment If Applicable |
|--|--|---|--|---|
| | <p>___The principal develops his/her own vision of the changing world in the 21st century that schools are preparing children to enter (Goal 3)</p> <p>___The school mission and goals were developed with some stakeholder involvement and are beginning to be used by some staff to guide decision-making (BAL 1.1)</p> | <p>...and</p> <p>___The principal has established a school mission and aligned goals, and implements as collaborative process to collect and analyze data about the school’s progress with involvement of all stake holders, and is using them to guide most decisions (BAL 1.1) (NN 4/Goals 1,2,3)</p> | <p>...and</p> <p>___The principal works with all stakeholders to set long and short-term direction based on data to improve school performance and establishes a clear mission and school goals that focus on student learning. Goals are aligned to district and state goals and are used to guide decisions. (BAL 1.1) (Goals 1,2,3)</p> | |

Strategic Leadership Continued

b. Leading Change: The principal articulates a vision, and implementation strategies, for improvements and changes, resulting in improved achievement for all students.

| Needs Improvement Comment Required | Developing | Proficient | Accomplished | Distinguished Comment If Applicable |
|---------------------------------------|---|---|---|--|
| | <p>___The principal identifies changes necessary for the improvement of student learnign</p> <p>necessary for the improvement of student learning (Goals 2,3)</p> | <p>...and</p> <p>___The principal adapts/varies leadership</p> <p>style according to the changing needs of the school and community</p> | <p>...and</p> <p>___The principal is a driving force behind major initiatives that help students acquire 21st century skills (Goals 1,3)</p> | |

Natrona County School District #1

“Every Learner a Champion”

| | | | | |
|--|---|---|--|--|
| | | (Goal 3) | | |
| | <p>necessary for the improvement of student learning (Goal 2,3)</p> <p>___The principal systematically considers new and better ways of leading for improved student achievement and engages stakeholders in the change process (Goals 2,3)</p> <p>___The principal reviews performance measures, but does not yet have a systematic process to report progress toward all goals (BAL 1.2)</p> <p>___The principal sometimes uses a continuous improvement approach in their leadership practices (BAL 1.3)</p> | <p>style according to the changing needs of the school and community (Goal 3)</p> <p>___The principal reviews performance measures to assess progress toward school goals and reports results to staff and some stakeholders (NN 1.2)</p> <p>___The principal routinely uses a continuous improvement approach in their leadership practices, but does not model a continuous improvement approach at all times (BAL 1.3)</p> | <p>Major initiatives that help students acquire 21st century skills (Goals 1,3)</p> <p>___The principal systematically challenges the status quo by leading change with potentially beneficial outcomes (Goal 3)</p> <p>___The principal has a documented system to monitor progress toward all school goals. Results are systematically reviewed and reported to stakeholders at least quarterly (BAL 1.2)</p> <p>___The principal uses and models a continuous improvement approach (Plan-Do-Study-Act or PDSA) in their leadership practices and evaluates and improves the performance of their school leadership practices (BAL 1.3)</p> | |

Strategic Leadership Continued

c. School Improvement Plan: The school improvement plan provides the structure for the vision, values, goals, and changes necessary for improved achievement for all students.

| Needs Improvement Comment Required | Developing | Proficient | Accomplished | Distinguished Comment If Applicable |
|---------------------------------------|---|---|---|--|
| | <p>___The principal complies with statutory requirements regarding the school improvement plan and develops goals aligned to district priorities, but does not involve key stakeholders or have a systematic planning process (BAL 2.1)</p> <p>___The principal has developed some action plans to accomplish strategic goals, but has limited staff involvement in responsibility for the action plans (BAL 2.2)</p> | <p>...and</p> <p>___The principal facilitates the successful execution of the school improvement plan has a systematic planning process to set and monitor school mission and goals which are aligned to the State and Natrona County Boards of Education, but has not yet involved all key stakeholders (JSA 2.1) (Goal 3)</p> <p>___The principal systematically collects, analyzes and uses data, ensuring there are action plans, which include necessary resources and short-term measures to track progress. The action</p> | <p>...and</p> <p>___The principal has a systematic planning process. The process involves key stakeholders in developing and monitoring school goals that are aligned to district and state performance standards (BAL 2.1)</p> <p>___The principal ensures that action plans include necessary resources and short-term performance measures to track progress, in order to achieve school goals. The action plans have been assigned to goal teams and are being implemented as</p> | |

Natrona County School District #1

“Every Learner a Champion”

| | | | |
|--|--|---|-------------------|
| | | plans have been assigned to goal teams, but have not been fully implemented (BAL 2.2) (Goals 1,2,3,4) | planned (BAL 2.2) |
|--|--|---|-------------------|

Strategic Leadership Continued

d. Distributive Leadership: The principal creates and utilizes processes to distribute leadership and decision-making throughout the school.

| Needs Improvement Comment Required | Developing | Proficient | Accomplished | Distinguished Comment If Applicable |
|---------------------------------------|---|---|---|--|
| | <p>___The principal opportunities for teachers to assume leadership and decision-making roles within the school (Goal 4)</p> <p>___The principal seeks input and involves key stakeholders in decisions about school governance, curriculum and instruction (Goal 3)</p> <p>___The principal provides leadership development activities for staff members</p> | <p>...and ___The principal ensures that key stakeholders have autonomy to make decisions and supports the decisions made as part of the collective decision-making process</p> <p>___The principal creates opportunities for staff and students to demonstrate leadership skills by allowing them to assume leadership and decision-making roles (NN 1)</p> | <p>...and ___The principal encourages staff members to accept leadership responsibilities outside of the school building</p> <p>___The principal incorporates teachers and support staff into leadership and decision-making roles in the school in ways that foster the career development of participating teachers</p> | |

Suggested Artifacts for Standard 1: School Improvement Plan; Student Achievement; Testing Data; Climate Survey; Goal Team Leadership and Action Plans; School PDSA on PLC Plans; Statement of School Vision, Mission, Values, Beliefs and Goals; Evidence of Stakeholder Involvement in Development of Vision, Mission, Value, Belief and Goals; Evidence of shared Decision Making and Distributed Leadership, System Level Check III

Standard 2: Instructional Leadership

Principals set high standards for the professional practice of 21st century instruction and assessment that result in a no-nonsense accountable environment. The school executive must be knowledgeable of best instructional and school practices and must use this knowledge to cause the creation of collaborative structures within the school for the design of highly engaging schoolwork for students, the on-going peer review of this work and the sharing of this work throughout the professional community.

a. Focus on Learning and Teaching, Curriculum, Instruction and Assessment: The principal leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students.

| Needs Improvement Comment Required | Developing | Proficient | Accomplished | Distinguished Comment If Applicable |
|---------------------------------------|--|--|---|--|
| | <p>___The principal systematically reports results for some school goals (BAL 4.1)</p> <p>___The principal has some comparative data from other schools in the</p> | <p>...and ___The principal reports results for all school goals, but does not yet analyze results to guide all decisions (BAL 4.1)</p> <p>___The principal has</p> | <p>...and ___The principal systematically gathers, analyzes, and reports results that reflect performance on each school goal. Performance measures are aligned to school goals and guide school decisions. (BAL 4.1)</p> | |

Natrona County School District #1

“Every Learner a Champion”

| | | | | |
|--|---|--|---|--|
| | district, but has not collected comparisons against similar schools in the state or nation (BAL 4.2) | some data that show how the school is performing against similar schools in the district and state, but | ___The principal uses assessment to support differentiated learning opportunities for all student and compares performance | |
| | <p>___The principal collects and analyzes student assessment data in adherence with instructional and legal requirements (Goals 2, 5)</p> <p>___The principal systematically focuses on the alignment of learning, teaching, curriculum, instruction, and assessment to maximize student learning (Goals 1, 2, 5)</p> <p>___The principal organizes targeted opportunities for teachers to learn how to teach their subjects well (Goals 2, 5)</p> <p>___The principal ensures that students are provided opportunities to learn and utilize best practices in the integrated use of 21st century instructional tools, including technology, to solve problems (Goals 2, 3, 5)</p> | <p>does not have benchmark data to compare against highest performing schools (BAL 4.2)</p> <p>___The principal ensures that the alignment of learning, teaching, curriculum, instruction and assessment is focused to maximize student learning (Goals 2, 3, 5)</p> <p>___The principal creates a culture that it is the responsibility of all staff to make sure that all students are successful (Goals 2,3, 5)</p> | <p>against schools of comparable size and composition. The school seeks benchmarks to compare performance against the highest performing schools in the district, state, and nation (BAL 4.2) (Goals 1,2,3,5)</p> <p>___The principal ensures that knowledge of teaching and learning serves as the foundation for the school’s professional learning community (NN 1, 2, 5, 6/ Goals 1, 2, 3, 5)</p> <p>___The principal requires and challenges staff to reflect deeply on, and define, what knowledge, skills and concepts are essential to the complete educational development of students (Goals 2, 3, 5)</p> | |

Instructional Leadership Continued

b. Focus on Instructional Time: The principal creates processes and schedules which protect teachers from disruption of instructional or preparation time.

| Needs Improvement Comment Required | Developing | Proficient | Accomplished | Distinguished Comment If Applicable |
|---------------------------------------|--|--|---|--|
| | <p>___The principal adheres to legal requirements for planning and instructional time (Goal 3)</p> <p>___The principal develops a master schedule to maximize student learning by providing for individual and on-going collaborative planning for every teacher (Goals 2, 3)</p> <p>___The principal designs scheduling processes and protocols that maximize staff input and address diverse student learning needs (Goal 3)</p> | <p>...and ___The principal routinely and conscientiously implements processes to protect instructional time from interruptions (Goals 1, 2, 3, 4)</p> <p>___The principal structures the school schedule to enable all teachers to have individual and team collaborative planning time (NG 3. 6/Goal 3)</p> | <p>...and ___The principal systematically monitors the effect of the master schedule on collaborative planning and student achievement (NN 3, 6/Goals 2, 3)</p> <p>___The principal ensures that district leadership is informed of the amounts and scheduling of individual and team planning time (NG 6/Goal 3)</p> | |

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| Instructional leadership continued | | | | |
|--|---|---|--|--|
| c. Performance Results: The principal establishes and creates processes using school achievement data in evaluating performance. School performance is improving compared to past performance results and as compared to similar schools. | | | | |
| Needs Improvement Comment Required | Developing | Proficient | Accomplished | Distinguished Comment If Applicable |
| | ___School performance does not show consistent improvement trends, but does show isolated areas of improvement (BAL 7.1) (Goals 1,2,3) ___School performance is not yet consistently improving compared to similar schools (BAL 7.2) (Goals 1,2,3) | ...and ___School performance has improved and goals are being met, but there is not yet a sustained positive trend and the achievement gap between student groups has not closed (BAL 7.1) (Goals 1,2,3) ___School performance is improving, but the achievement gap between student groups has not closed (BAL 7.2) (Goals 1,2,3) | ...and ___School performance is consistently improving in all areas as compared to past performance. Aligned school goals are achieved and performance standards are met. The achievement gap between student groups has closed (BAL 7.1)(Goals 1,2,3) ___School performance is consistently improving as compared to similar schools. Aligned school goals and performance standards are met. The achievement gap between student groups has closed (BAL 7.2)(Goals 1,2,3) | |

Suggested Artifacts for Standard 2: Surveys; School Improvement Plan; Student Achievement and Testing Data; Student Drop-out Data; Teacher Retention Data; Documented Use of Formative Assessment Instruments to Impact Instruction; Development and Communication of Goal-oriented Personalized Education Plans for Identified Students; Evidence of Team Development and Evaluation of Classroom Lessons; Use of Research-based Practices and Strategies in Classrooms; Master School Schedule Documenting Individual and Collaborative Planning for Every Teacher; Documented Use of Essential Curriculum

Standard 3: Cultural Leadership

Principals will understand and act on the understanding of the important role a school’s culture plays in contributing to the exemplary performance of the school. Principals must support and value the traditions, artifacts, symbols and positive values and norms of the school and community that result in a sense of identity and pride upon which to build a positive future. A principal must be able to “re-culture” the school if needed to align with school’s goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose. Cultural leadership implies understanding the school and the people in it each day, how they came to their current state, and how to connect with their traditions in order to move them forward to support the school’s efforts to achieve individual and collective goals.

| a. Focus on Collaborative Work Environment: The principal understands and acts on the understanding of the positive role that a collaborative work environment can play in the school’s culture. | | | | |
|---|------------|------------|--------------|---------------|
| Needs | Developing | Proficient | Accomplished | Distinguished |

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| Improvement Comment Required | | | | Comment If Applicable |
|---------------------------------|---|---|---|-----------------------|
| | <p>___The principal designs elements of a collaborative and positive work environment within the school (Goals 1, 2)</p> <p>___The principal participates in and relies upon the School Improvement Team and other stakeholder voices to make decisions about school policies</p> <p>___The principal initiates changes resulting from data gained from the Climate Survey and other sources</p> <p>___The principal applies a team approach to isolated improvement initiatives, but does not have formal work teams established (BAL 5.2)</p> | <p>...and</p> <p>___The principal utilizes a collaborative work environment predicated on site-based management and decision making, a sense of community and cooperation within the school (Goal 2)</p> <p>___The principal monitors the implementation and response to school policies and provides feedback to the School Improvement Team for their consideration (Goal 3)</p> <p>___The principal ensures changes resulting from data gained from the Climate Survey and other sources (NN 1/Goals 1, 4)</p> <p>___The principal supports a work environment that promotes cooperation and collaboration, but has not yet empowered improvement teams for each school goal (BAL 5.2)</p> | <p>...and</p> <p>___The principal establishes a collaborative work environment which promotes cohesion and cooperation among staff (Goal 2)</p> <p>___The principal facilitates the collaborative (team) design, sharing, evaluation and archiving of rigorous, relevant and engaging instructional lessons that ensure students acquire essential knowledge and skills (NN 2/ Goals 1, 2)</p> <p>___There are documented systems in place</p> <p>___The principal uses a team approach, encourages collaboration and empowers work teams that work for increased student success and professional growth. Each school goal has an empowered improvement team (BAL 5.2)</p> | |

Cultural Leadership Continued

b. School Culture and Identity: The principal develops and uses shared vision, values and goals to define the identity and culture of the school.

Continued...

| Needs Improvement Comment Required | Developing | Proficient | Accomplished | Distinguished Comment if Applicable |
|--|--|--|---|--|
| | <p>Continued...</p> <p>___The principal systematically develops and uses shared values, beliefs and a shared vision to establish a school culture and identity</p> <p>___The principal seeks staff and stakeholder input, but does not have formal methods to identify and document school priorities (BAL 3.1)</p> <p>___The principal has</p> | <p>Continued...</p> <p>...and</p> <p>___The principal establishes a culture of collaboration, distributed leadership and continuous improvement in the school which guides the disciplined thought and action of all staff and students</p> <p>___The principal systematically evaluates district goals and state requirements to identify school improvement</p> | <p>Continued...</p> <p>...and</p> <p>___The principal ensures that the school’s identity and changing culture (vision, mission, values, beliefs and goals) actually drives decisions and informs the culture of the school</p> <p>___The principal uses a variety of listening methods to seek input of faculty, staff, parents, and students in order to identify</p> | |

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| | <p>some methods to work with stakeholders, but does not have formal processes to build positive relationships (BAL 3.2)</p> | <p>priorities, but has not yet include community priorities (BAL 3.1) ___The principal builds positive relationships with parents, staff and community, but has not aligned the relationships to support school goals (BAL 3.2)</p> | <p>educational priorities and special needs of stakeholder groups. The school systematically evaluates district goals and state requirements to identify school improvement priorities (BAL 3.1) ___The principal develops partnerships with faculty, staff, students, parents, and key community members to meet educational outcomes. These relationships provide school goals (BAL 3.2)</p> |
|--|---|--|---|

Cultural Leadership Continued

c. Acknowledges Failures; Celebrates Accomplishments and Rewards: The principal acknowledges failures and celebrates accomplishments of the school in order to define the identity, culture and performance of the school.

| Needs Improvement Comment Required | Developing | Proficient | Accomplished | Distinguished Comment If Applicable |
|---------------------------------------|---|--|---|--|
| | <p>___The principal uses established criteria for performance as the primary basis for reward and advancement</p> <p>___The principal monitors levels of satisfaction from some, but not all stakeholders (BAL 3.3)</p> <p>___Reward and recognition are often focused on performance goals and action plans. Individual accomplishments are sometimes recognized (BAL 5.1)</p> | <p>...and ___The principal systematically recognizes individuals for reward and advancement based on established criteria</p> <p>___The principal recognizes individual and collective contributions toward attainment of strategic goals (Goal 1, 3)</p> <p>___The principal monitors the level of parent, student, and community satisfaction with school progress, but does not systematically document and respond to complaints (BAL 3.3)</p> <p>___The principal has processes to recognize teams and individuals who help achieve school goals (BAL 5.1)</p> | <p>...and ___The principal utilizes recognition, reward and advancement as a way to promote the accomplishments of the school (NN 1/Goal 3)</p> <p>___The principal utilizes recognition of failure as an opportunity to improve (NN 1/Goal 3)</p> <p>___The principal monitors satisfaction with performance through tracking data from a variety of stakeholder groups. There are documented systems to listen to and respond to stakeholder complaints (BAL 3.3)</p> <p>___The principal uses both formal and informal methods to recognize and reinforce individuals and work teams that contribute to high performance and school achievement. The school celebrates progress toward accomplishing school goals (BAL 5.1)</p> | |

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| Cultural Leadership Continued | | | | |
|--|---|---|---|--|
| d. Efficacy and Empowerment: The principal develops a sense of efficacy and empowerment among staff; which influences the school’s identity, culture and performance. | | | | |
| Needs Improvement Comment Required | Developing | Proficient | Accomplished | Distinguished Comment If Applicable |
| | <p>___The principal identifies strategies for building a sense of efficacy and empowerment among staff</p> <p>___The principal identifies strategies for developing a sense of well-being among staff, students and parents/guardians (Goal 4)</p> <p>___The principal uses informal methods to assess staff satisfaction (BAL 5.4)</p> | <p>...and ___The principal utilizes a variety of activities, tools and protocols to develop efficacy and empowerment among staff</p> <p>___The principal actively models and promotes a sense of well-being among staff, students and parents/guardians (Goals 2, 4)</p> <p>___The principal periodically surveys faculty and staff to measure levels of satisfaction, but does not yet disaggregate the data to meet the diverse needs of each group (BAL 5.4)</p> | <p>...and ___The principal builds a sense of efficacy and empowerment among staff that results in increased capacity to accomplish substantial outcomes (NN 1, 2/Goal 2)</p> <p>___The principal utilizes a collective sense of well-being among staff, students and parents/guardians to impact student achievement (Goal 2, 4)</p> <p>___The principal regularly assesses the level of staff and faculty satisfaction across the different categories and types of employees in order to improve workplace health, safety, and working conditions that meet the diverse needs of each group (BAL 5.4)</p> | |

| Cultural Leadership Continued | | | | |
|--|---|---|--|--|
| e. Staff Talentship: The principal develops systems and relationships to leverage staff expertise and influence in order to influence the school’s identity, culture and performance. | | | | |
| Needs Improvement Comment Required | Developing | Proficient | Accomplished | Distinguished Comment If Applicable |
| | <p>___The principal maintains high visibility and is easily accessible throughout the school</p> <p>___The principal acts on the expertise, power and influence of staff members and demonstrates sensitivity to their personal and professional needs (Goal 4)</p> | <p>...and ___The principal builds systems and relationships that utilize the staff’s diversity, ideological differences and expertise to realize the school’s goals (Goals 2, 4)</p> <p>___The principal involves staff in identifying training needs to accomplish</p> | <p>...and ___The principal employs an awareness of staff’s professional needs, issues and interests to build cohesion and to facilitate distributed governance and shared decision-making (NN 1/Goal 2)</p> <p>___The principal identifies key training and education needs to meet staff personal and</p> | |

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| | ___Some faculty training relates to school goals, but there is no formal process to ensure that there is a direct relationship between training and school goals (BAL 5.3) | school goals. Most training is aligned to school goals (BAL 5.3) | professional growth needs and to achieve school goals. Staff is provided with training support needed to accomplish school goals and to help them develop their career potential (BAL 5.3) |
|--|--|--|--|

Suggested Artifacts for Standard 3: Teacher Retention Data; Evidence of Visibility and Accessibility; Evidence of Shared Decision Making and Distributed Leadership

Standard 4: Human Resource Leadership

Principals will ensure that the school is a professional learning community. Principals will ensure that processes and systems are in place; which results in recruitment, induction, support, evaluation, development and retention of high performing staff. The principal must engage and empower accomplished teachers in a distributive manner, including support of teachers in day-to-day decisions such as discipline, communication with parents/guardians and protecting teachers from duties that interfere with teaching, and must practice fair and consistent evaluations of teachers. The principal must engage teachers and other professional staff in conversations to plan their career paths and support district succession planning.

Human Resource Leadership Continued

a. Professional Development/Learning Communities: The principal ensures that the school is a professional learning community.

| Needs Improvement Comment Required | Developing | Proficient | Accomplished | Distinguished Comment If Applicable |
|---------------------------------------|--|---|---|--|
| | ___The principal provides structures for, and implements the development of effective professional learning communities and result-oriented professional development ___The principal routinely participates in professional development focused on improving instructional programs and practices (Goals 1, 2) | ...and ___The principal facilitates opportunities for effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student learning (Goals 1, 2) | ...and ___The principal ensures that professional development within the school is aligned with curricular, instructional and assessment needs, while recognizing the unique professional development needs of individual staff members (NN 2/Goals 1, 2) | |

Human Resource Leadership Continued

b. Recruiting, Hiring, Placing and Mentoring of Staff: The principal establishes processes and systems in order to ensure a high-quality, high-performing staff.

| Needs Improvement Comment Required | Developing | Proficient | Accomplished | Distinguished Comment If Applicable |
|---------------------------------------|---|--|---|--|
| | The principal, at the school level, creates and implements processes for: | ...and ___The principal supports, mentors and coaches staff members who are new or | ...and ___The principal continuously searches for staff with outstanding potential as | |

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| | <p>___ Recruiting new teachers and staff (NN 1-8/Goal 2)</p> <p>___ Hiring new teachers and staff (NN1-8)</p> <p>___ Placing new teachers and staff (NN 1-8)</p> <p>___ Mentoring new teachers and staff (NN1-8)</p> | <p>emerging leaders or who need additional support (Goal 2)</p> | <p>educators and provides the best placement of both new and existing staff to fully benefit from their strengths while meeting the needs of a diverse student population</p> <p>___ The principal ensures that professional development is available for staff members with potential to serve as mentors and coaches</p> |
|--|--|---|--|

Human Resource Leadership Continued

c. Teacher and Staff Evaluation: The principal evaluates teachers and other staff in a fair and equitable manner with the focus on improving performance and, thus, student achievement.

| Needs Improvement Comment Required | Developing | Proficient | Accomplished | Distinguished Comment If Applicable |
|---------------------------------------|--|---|---|--|
| | <p>___ The principal adheres to legal requirements for teacher and staff evaluation</p> <p>___ The principal creates processes to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve their instructional practice</p> <p>___ The principal implements district and state evaluation policies in a fair and equitable manner</p> | <p>...and ___ The principal utilizes multiple assessments to evaluate teachers and other staff members</p> <p>___ The principal evaluates teachers and other staff in a fair and equitable manner and utilizes the results of evaluations to improve instructional practice (NN 4/Goal 2)</p> | <p>...and ___ The principal analyzes the results of teacher and staff evaluations holistically and utilizes the results to direct professional development opportunities in the school (NN 2, 4/Goal 2)</p> | |

Suggested Artifacts for Standard 4: School Improvement Plan; Student Achievement and Testing Data; Teacher Retention Data; National Board Certification; Teacher Professional Growth Plans; Plans Assistance; Master School Schedule Documenting Individual and Collaborative Planning for Every Teacher; Number of National Board Certified Teachers; Number of Teachers Pursuing Advanced Degrees; Record of Professional Development Provided Staff; Impact of Professional Development on Student Learning; Mentor Records and Beginning Teacher Feedback

Standard 5: Managerial Leadership

Principals will ensure that the school has processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building. The principal must be responsible for the monitoring of the school budget and the inclusion of all teachers in the budget decision so as to meet the 21st century needs of every classroom (Goal 3). Effectively and efficiently managing the complexity of everyday life is critical for staff to be able to focus its energy on improvement.

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| Managerial Leadership Continued | | | | |
|---|--|---|---|--|
| a. School Resources and Budget: The principal establishes budget processes and systems that are focused on, and result in, improved student achievement. | | | | |
| Needs Improvement Comment Required | Developing | Proficient | Accomplished | Distinguished Comment If Applicable |
| | <p>___The principal utilizes input from staff to establish funding priorities and a balanced operational budget for school programs and activities</p> <p>___The principal incorporates the input of the School Improvement Team in budget and resource decisions</p> <p>___The principal uses feedback and data to assess the success of funding and program decisions (NN 2/ Goals 1, 5)</p> | <p>...and ___The principal designs transparent systems to equitably manage human and financial resources (NN 1/ Goal 5)</p> | <p>...and ___The principal ensures the strategic allocation and equitable use of financial resources to meet instructional goals and support teacher needs (NN 2/Goals 1, 2, 3, 4, 5)</p> | |

| Managerial Leadership Continued | | | | |
|--|---|--|--|--|
| b. Conflict Management and Resolution: The principal effectively and efficiently manages the complexity of human interactions so that the focus of the school can be on improved student achievement. | | | | |
| Needs Improvement Comment Required | Developing | Proficient | Accomplished | Distinguished Comment If Applicable |
| | <p>___The principal demonstrates awareness of potential problems and /or areas of conflict within the school (Goal 4)</p> <p>___The principal creates processes to resolve problems and/or areas of conflict within the school (Goal 4)</p> | <p>...and ___The principal resolves school-based problems/conflicts in a fair, democratic way</p> <p>___The principal provides opportunities for staff members to express opinions contrary to those of authority or in relation to potentially discordant issues</p> <p>___The principal discusses with staff and implements solutions to address potentially discordant issues</p> | <p>...and ___The principal monitors staff response to discussions about solutions to potentially discordant issues to ensure that all interests are heard and respected (NN 1)</p> <p>___The principal resolves conflicts to ensure results are in the best interests of staff, students and the school (NN 1)</p> | |

| Managerial Leadership Continued | | | | |
|---|------------|------------|--------------|--|
| c. Systematic Communication: The principal designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement. | | | | |
| Needs Improvement | Developing | Proficient | Accomplished | Distinguished Comment If Applicable |
| | | | | |

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| Comment Required | <p>___The principal designs a system of open communication that provides for the timely, responsible sharing of information to, from, and with the school community (Goals 4, 5)</p> <p>___The principal routinely involves the School Improvement Team in school wide communications processes (Goals 4, 5)</p> | <p>...and ___The principal utilizes a system of open communication that provides for the timely, responsible sharing of information within the school community (Goal 5)</p> <p>___The principal provides information in different formats in multiple ways through different media in order to ensure communication with all members of the community (Goals 1, 5)</p> | <p>...and ___The principal ensures that all community stakeholders and educators are aware of school goals for instruction and achievement, activities used to meet these goals, and progress toward meeting these goals (Goals 2, 5)</p> | |
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Managerial Leadership Continued

d. School Expectations for Students and Staff: The principal develops and enforces expectations, structures, rules and procedures for students and staff.

| Needs Improvement Comment Required | Developing | Proficient | Accomplished | Distinguished Comment If Applicable |
|---------------------------------------|---|---|---|--|
| | <p>___The principal collaboratively develops clear expectations, structures, rules and procedures for students and staff through the School Improvement Team (Goal 4)</p> <p>___The principal effectively implements district rules and procedures (Goal 4)</p> | <p>...and ___The principal communicates and enforces clear expectations, structures, and fair rules and procedures for students and staff</p> | <p>...and ___The principal systematically monitors issues around compliance with expectations, structures, rules and expectations. Utilizes staff and student input to resolve such issues</p> <p>___The principal regularly reviews the need for changes to expectations, structures, rules and expectations</p> | |

Managerial Leadership Continued

e. Process Management: The principal uses a continuous improvement approach (Plan-Do-Study-Act) to improve education programs and student services.

| Needs Improvement Comment Required | Developing | Proficient | Accomplished | Distinguished Comment If Applicable |
|---------------------------------------|---|--|---|--|
| | <p>___The principal applies a PDSA approach to improve some, but not all, educational programs (BAL 6.1)</p> <p>___The principal occasionally applies a PDSA approach to improve some, but not all, support processes (BAL 6.2)</p> | <p>___A PDSA improvement approach is used by the principal to make improvements to educational programs aligned to school goals, but is not yet used to improve related student services (BAL 6.1)</p> <p>___The principal systematically uses quality tools to evaluate</p> | <p>___The principal applies process improvement strategies that employ a PDSA improvement approach. The approach includes the use of quality tools and data analysis to improve key instructional programs and student services that have been determined to maximize</p> | |

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| | | and improve most support processes, but does not yet have a formal PDSA improvement approach for all support processes (BAL 6.2) | student success (BAL 6.1) ___The principal systematically applies process improvement strategies that employ a PDSA improvement approach. The process includes the use of quality tools and data analysis, to improve all key support processes (BAL 6.2) | |
|--|--|--|--|--|

Suggested Artifacts for Standard 5: School Improvement Plan; School Financial Information; Written Budget Process; School Safety and Behavioral Expectations; Master School Schedule Documenting Individual and Collaborative Planning for Every Teacher; Evidence of Formal and Informal Systems of Communication; Dissemination of Clear Norms and Ground Rules; Evidence of Ability to Confront Ideological Conflict and Then Reach Consensus

Standard 6: Community Leadership

A principal will design structures and processes that result in community engagement, support, and ownership. Acknowledging that schools no longer reflect but, in fact, build community, the leader proactively creates with staff, opportunities for parents/guardians, community and business representatives to participate as “stakeholders” in the school such that continued investment of resources and good will are not left to chance.

a. Parent & Community Involvement & Outreach: The principal designs structures and processes that result in parent and community engagement, and support an ownership for the school.

| Needs Improvement Comment Required | Developing | Proficient | Accomplished | Distinguished Comment If Applicable |
|---------------------------------------|---|--|--|--|
| | <p>___The principal interacts with and acknowledges that parents/guardians and community members have a critical role in developing community engagement, support and ownership of the school (Goals 1, 3)</p> <p>_The principal creates systems that engage parents/guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community’s vision of the school (Goals 2, 3, 4)</p> | <p>...and ___The principal implements processes that empower parents/guardians and all community stakeholders to make significant decisions (Goal 3)</p> | <p>...and ___The principal develops relationships proactively with parents/guardians and the community so as to develop good will and garner fiscal, intellectual and human resources that support specific aspects of the school’s learning agenda(NN 1-8/Goal 3)</p> | |

Community Leadership Continued

b. Federal, State and District Mandates: The principal designs protocols and processes in order to comply with federal, state, and district mandates.

| Needs | Developing | Proficient | Accomplished | Distinguished |
|-------|------------|------------|--------------|---------------|
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| Improvement Comment Required | | | | Comment If Applicable |
|---------------------------------|---|--|---|-----------------------|
| | <p>___The principal designs protocols and processes to comply with federal, state and district mandates (Goal 3)</p> <p>___The principal implements district initiatives directed at improving student achievement (Goal 1, 2, 3)</p> | <p>...and ___The principal ensures compliance with federal, state and district mandates (Goal 3)</p> <p>___The principal continually assesses the progress of district initiatives and reports results to district-level decision makers (Goals 1, 3)</p> | <p>...and ___The principal interprets federal, state and district mandates for the school community so that such mandates are viewed as an opportunity for improvement within the school (Goal 3)</p> <p>___The principal actively participates in the development of district goals and initiatives directed at improving student achievement (Goals 1, 2, 3)</p> | |

Suggested Artifacts for Standard 6: Parent Involvement in School Improvement Team; PTSA/Booster Club Operation and Participation; Parent Survey Results: Climate Survey; Gallup Survey: HSSSE: Evidence of Business Partners and Projects Involving Business Partners: Plan for Shaping the School’s Image Throughout the Community: Evidence of Community Support: Number of Use of School Volunteers

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