

Wyoming SEES Rubric

Information pertaining to the Wyoming SEES Rubric can be found under the Human Resource tab or staff links under evaluation at www.sweetwater1.org.

Orientation Colleague Mentor Availability

An opportunity will be provided for all initial, and year two and three contract certified staff members to avail themselves of an orientation colleague mentor at the building site or one specific to area of specialty in order to provide non-evaluative feedback in support of either goals listed on the Professional Development Growth Plan or professional responsibilities job targets associated with individual staff development. Such an opportunity will be afforded to all initial, and year two and three contract certified staff members and notice of the availability of such individuals would be discussed during the orientation conference. These expert orientation colleagues mentors shall not serve as administrators or sources of data collected to substantiate a summative judgment.

An opportunity will be provided for all certified staff members to avail themselves of a mentor at the building site or one specific to area of specialty in order to provide non-evaluative feedback in support of either goals listed on the Professional Growth Plan or professional responsibilities associated with individual staff development, upon request by either an administrator or the teacher. These mentors shall not serve as administrators or sources of data collected to substantiate a summative judgment.

Supporting Data and Input

Evidence of Teacher Practice

The goal of SEES is to promote professional growth, helping teachers to achieve ever more refined pedagogy. To accomplish this goal, the SEES emphasizes the use of multiple sources of evidence, which refers to two things:

- The use of multiple types of evidence of a specific teacher practice.
 - For example, samples of students' work from a unit might indicate that students have not achieved an academic benchmark while students' performance on a common assessment at the end of the unit might show that students achieved the benchmark.
- Multiple samples of the same type of evidence of a specific teacher practice.
 - For example, one observation in a teacher's classroom might indicate that the teacher did not discuss the lesson's learning objectives; observations over several weeks might show that the teacher routinely shares learning objectives and why they are important to learn.

Sources of evidence include observations in classrooms and other educational settings, artifacts, surveys of students or families, and measures of student growth. Although not required, a variety of measures of student growth might be considered (e.g., classroom assessments, common assessments, district summative assessments, student projects, student demonstrations of their skills). Determining which student growth measures to possibly include as evidence depends on several factors (e.g., grade level, subject area,

availability and timeliness of assessment data, professional or student growth goals set by the teacher).

- Decisions about which sources of evidence to include are made by the evaluator and teacher during the initial phase of the SEES evaluation cycle and are revisited and adjusted, as needed, throughout the cycle.
- Conversations between the evaluator and teacher about which sources of evidence will be used for rubric indicators that are not directly observable are particularly important. Sources of evidence for these indicators are often artifacts, such as written communications. Having conversations about which sources of evidence will be used ensures that gathering the evidence is planned and there are no unexpected requests for evidence at the last minute.
- In general, teachers receive the results of state assessments and end-of-year summative assessments too late in the Initial Contract Evaluation Cycle to be of use as evidence for the current school year. These assessments might be appropriate for some teachers as part of the Continuing Contract Evaluation Cycle when they are looking for patterns in their students' performance, self-assessing, or setting goals (see Evaluation Cycles).
- Although using multiple sources of evidence and multiple samples of the same type of evidence can be time intensive, such practices provide more information for the evaluation process, which leads to more accurate evaluation feedback that can be used to improve teacher practice.

Improvement Plan

An improvement plan is to assist teachers to work to their fullest potential, while providing goals and suggestions to help the teacher improve in areas of deficiencies. A teacher may be put on an improvement plan if:

- Not showing progress on the SEES rubric
- Immediate concerns on the SEES Rubric standards and professional responsibilities

An improvement plan will include the following components:

- Area of Deficiency
- Description of the conduct or performance that needs improved with documentation of the multiple data points. This could include, but not limited to:
 - Evaluation documentation
 - Documented conversations
 - Observations
- Timeline (Detail out when plan begins and ends)
- Next steps to detail what happens if improvement occurs or if improvement does not occur
- Conference (Detail out when follow up conferences will occur)

Professional Assistance Review Program

Administrative Review Team

Professional evaluation in Sweetwater County School District Number One exists to maintain and improve the quality of teaching and learning. Such evaluation occurs within a process based on trust and mutual cooperation. The District understands the importance of these conditions and extends necessary assistance to teaching and support professionals who experience difficulties attaining performance standards set forth by the District.

The purpose of an Administrative Review Team is to support administration in ensuring all policy and procedures have and are being followed with the SEES evaluation and that may assist with more intensive support for a teacher.

An Administrative Review Team is composed of at least 3 (three) district administrators. This anonymous review will, by consensus, determine whether or not the recommendation being made by the supervising administrator is justified. Deliberation and review of data substantiating the recommendation shall be the responsibility of the Administrator Assistance Team. The supervising administrator will present their case to the Team and before a summative judgment is presented to the professional who might need assistance. The referral to the Team shall be made only after an entire evaluation process has been completed and after the SEES Rubrics, performance areas, criteria, benchmarks, and indicators, professional responsibilities, and improvement plan have been carefully applied to the certified staff members performance.

General Guidelines for Documentation

In the preparation of any documentation, the following guidelines should be observed:

- Rely on facts and observations rather than hearsay, inferences and judgments. Avoid conclusion statements which are not supported by facts.
- Directives should be worded in a straightforward and precise manner to avoid confusion regarding expectations. Educational jargon should be avoided.
- All documentation which is provided to the certified staff member shall invite a response to clarify disagreements and include a place for signatures acknowledging receipt.

