



Kansas Educator Evaluations Systems Handbook



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Kansas Educator Evaluation Handbook Introduction

Educators are committed to setting high expectations for student learning. To achieve proficiency in their professional practice, they need the guidance and expertise of supervisors and peers in identifying both strengths and areas for improvement. Teachers and administrators (educators) are interested in the meaningful exchange of information about their practice.

Evaluations can be powerful interventions. High-quality, thoughtful evaluation carries the potential to improve schooling. As districts strive to design contemporary evaluation systems for all educators, the philosophy and purpose must reflect strategies that support and develop effective educators at all levels.

The Kansas State Department of Education (KSDE) in partnership with the Kansas education community is committed to setting high expectations for all students' academic performance. The Kansas Educator Evaluation Protocol (KEEP) was designed to espouse support and acknowledgement of critical components of professional practice that ensures valid outcomes. The KSDE recognizes that along with the education community, it is our collective responsibility to support an evaluation system that provides formative feedback to those being evaluated so that performance can improve over time and the evaluation system can contribute to student achievement.

KEEP is an exemplar evaluation system that is both flexible enough to support existing evaluation processes in schools and districts, and sufficiently robust to support the improvement of practice. Districts will be encouraged to use KEEP but will be allowed to submit their own evaluation systems for approval. These systems must meet the Kansas Educator Evaluation Guidelines established by the Kansas State Department of Education.

KSA #72-9003 requires all Kansas districts to adopt a written policy of personnel evaluation procedure in accordance with the law as outlined in KSA #72-9004, and file the same with the State Board. If deficiencies are identified by KSDE, districts will have thirty days to be in compliance. KSDE requires information included in the written policy and measured by the evaluation instrument for all licensed educators (See "Teacher and Leader Evaluation Instrument Review."). Written policy with attached instruments must be submitted to KSDE by the third week of March prior to the proposed school year of use. Each submission will be reviewed for the elements described in this document. Submissions not meeting the requirements will be returned for editing; thus, resubmission is required for approval. Resubmission must be made within thirty days. Those meeting approval will be notified.

By 2014-2015, all districts must implement educator evaluation systems based on the Kansas Educator Evaluation Guidelines developed for the ESEA Flexibility Waiver. These systems must be approved through a peer review process conducted by KSDE.

By "evaluation," the Department refers to the actual assessment of the teacher's or principal's effectiveness, not necessarily to the number of times a teacher or principal is observed. Evaluation should be based on multiple observations. Although no specific number of observations is required, good practice suggests that multiple observations per year should occur for all teachers and principals. Inexperienced teachers and principals, or teachers and principals who have been evaluated as ineffective, might benefit from more observations per year

as a means of providing appropriate guidance to help them identify areas of weakness and improve their practice.

Evaluation Systems

Kansas Educator Evaluations Systems are rigorous, transparent and equitable evaluation systems for all educators.

Rigorous evaluation systems provide multiple opportunities for teacher or leader observation and data collection. The instruments mandate evidence-based performance decisions described in judgment rubrics, including observations, valid/reliable student growth data, artifacts and evidence of teaching and learning.

Transparent evaluation systems provide multiple opportunities for input by the evaluator(s) and evaluatee. The process of evaluation is collaborative, it includes self-reflection and goal setting, and it is reflective of a continuous improvement model.

Equitable evaluation systems required that all teachers and building leaders are afforded the same opportunities as other teachers/leaders in the district, including opportunities for job-embedded professional development in effective instructional practices, access to resources including mentors, teacher leaders and/or supervisors, and appropriate assistance in monitoring student progress and adjusting instruction.

KSDE Guidance

A quality educator evaluation system will include the following:

1. Used for Continual Improvement—Statement of Philosophy

The Kansas State Department of Education believes that high quality educator evaluation systems do more than just meet the requirements established by law. KSDE believes that educator evaluation systems should lead not only to increased student learning and achievement but also to continual improvement of instruction.

The evaluation system design should be supported by research that is varied and comprehensive, including resources such as the Interstate School Leaders Licensure Consortium (ISLLC); the Interstate Teacher Assessment and Support Consortium (InTASC) standards; and research around growth models, effective teaching and leading, and professional learning studies.

2. Meaningfully Differentiates Performance

Overall performance levels must be based on both instructional practice and student performance. Locally-developed educator evaluation instruments must have a minimum of three performance levels. One level should reflect effective performance; one level is above such performance to identify, learn from and retain

outstanding educators; and another level is below effective. This level identifies those in need of additional support or other interventions.

KSDE recommends four performance levels to provide more clarity and avoid the tendency for rating in the middle. The Kansas Educator Evaluation Protocol (KEEP) uses four performance levels. For each component of the KEEP there are descriptors of practice at four levels of performance. The levels of performance are provided as a tool not only for evaluation, but also to support self-assessment, goal setting and professional learning in a continuous improvement model. Following are the KEEP descriptors of levels of performance:

- Highly Effective—Educator consistently exhibits a high level of performance on this component.
- Effective—Educator usually exhibits a more than adequate level of performance on this component.
- Developing—Educator sometimes exhibits an adequate level of performance on this component.
- Ineffective—Educator rarely exhibits an adequate level of performance on this component.

These levels must be valid measures supported by evidence and/or artifacts including measures clearly related to improving student performance.

3. Based on Evidence and Artifacts

Strong evaluation systems are based on a combination of instructional practices protocol and student performance which provide a means for the collection of data, evidence and artifacts to support effective instructional practices as well as student performance. The evaluation system should take into account data on student growth. Other factors to consider are multiple observation-based assessments of performance, ongoing collections of professional practice reflective of student achievement, and increased high school graduation rates. Use of state assessments is not required for determining student performance.

The evaluation system should include multiple observations of teacher performance with opportunities for collaboration around the observations.

4. Evaluates Educators on a Regular Basis – Kansas Statutes

Kansas statute specifies the minimum timeline for evaluating educators. Districts will explain how they meet the requirements. Following is an excerpt:

Article 90 – Evaluation of Licensed Personnel

72-9003 Policy of personnel evaluation; adoption; forms; contents; time.

72-9004 Evaluation policies; criteria; development; procedure; evaluation required prior to contract nonrenewal.

Each board must adopt written policies for evaluation procedures with input from persons to be evaluated and the evaluators. Persons to be evaluated participate in the evaluation with an opportunity for self-evaluation. Evaluations of the chief administrator are made by the board. A contract may not be non-renewed prior to

completion of an evaluation that complies with board policy. Timetable for evaluations is based on years of experience and is the minimum requirement.

Years 1 and 2: at least once per semester prior to the 60th day (if not employed the full semester, an evaluation is not required).

Years 3 and 4: at least one time per year, no later than February 15.

Thereafter: at least once every three years prior to February 15 of the evaluation year

5. Provides Useful Feedback

Comprehensive systems of evaluation should provide for clear, timely and useful feedback which identifies needs and guides professional development. The professional development supports all educators by identifying both strengths and areas for professional growth in order to improve skill in areas of identified need. The evaluation system requires opportunity for personal professional learning. A personal professional growth plan is a part of the process for teachers and leaders that do not meet desired performance levels. KEEP2 provides a work space to monitor this part of the evaluation.

Educators should be provided ongoing, high-quality, job-embedded professional development that is aligned with their school's comprehensive instructional program and designed collaboratively with school staff to ensure that educators are equipped to facilitate effective teaching and learning and have the capacity to successfully implement instructional strategies.

Districts must explain how feedback is clear, timely and useful and how it guides professional development.

6. Used to Inform Equity

The evaluation system supports final judgments that render decisions regarding retention, promotion, compensation and rewards. It should be aligned to educator licensure and help the educator's ability to improve student learning. This information should be used to address an equitable distribution of effective educators.

HelpDesks

Educator Evaluation Questions:

Bill Bagshaw, bbagshaw@ksde.org, 785-296-2198

Ann Yates, ayates@ksde.org, 785-296-5140

Web Resources

KSDE Educator Evaluation website: <http://bit.ly/KSDE-Eval>

Relevant Statutory Language

72-5413 et.seq. The Professional Negotiations Act.

Teacher evaluation is a term and condition of professional service and, as such, is a mandatory topic for bargaining. In the Act, the phrase used in 72-5413 (l)(1)(a) is “professional employee appraisal procedures.”

72-9001 Evaluation of Licensed Personnel.

The evaluation of licensed personnel in Kansas is governed by KSA 72-9001 through 9006. The statute requires each local board of education to adopt written policies of personnel evaluation procedure [and those relating to teacher evaluation are governed by the above-referenced Professional Negotiations Act].

The statute also includes timelines for evaluations, which are consistent with the requirements for evaluation on a “regular basis,” as required by the ESEA Waiver. Those timelines are:

First two consecutive years of employment: at least one time per semester by not later than the 60th school day of the semester.

Third and fourth years of employment: at least one time each school year by not later than February 15.

Fifth year and beyond: at least once every three years not later than February 15 of the school year in which the employee is evaluated.

The complete text of 72-5413 and 72-9001 through 9006 are included in the appendices.

Using Instructional Practices Protocol and Student Performance in Evaluation

Relevant Definitions

State Assessments

State Assessments used for the purpose of showing patterns of likely teacher effectiveness, over time, are those assessments developed by CETE for KSDE.

Commercial Assessment

Assessment instruments purchased from a vendor and designed to show student growth over time. These assessments have pre-determined student targets of achievement.

Local Performance Assessments

Assessments created by district, regional or national collaborative teams for the purpose of identifying student performance over time.

Significant factor

Districts will show positive student performance in multiple ways.

Multiple

More than one. Two or more.

Instructional Practices Protocol Summary Rating

Summary Rating based on the ratings on components and constructs in the educator evaluation rubrics.

Student Performance Summary Rating

Summary Rating based on the Met/Not Met status improved of Student Performance.

Summative Evaluation Rating

Overall final summary evaluation rating based on S Summary Rating and IPP Summary Rating.

Selecting Student Performance Methods

Kansas educators have long used measures to indicate levels of student growth. Some assessment measures are purchased because they are deemed valid and reliable and are intended to depict a specific knowledge or skill demonstrated by the student. These are referred to as commercial, or vendor, assessments. Other district or regionally created measures are referred to as local assessments.

The Kansas “default list” of measures that educators will use at any given grade level or in any given content area is an ongoing list that will be annually updated each summer based on criteria listed below. The KSDE facilitated the development of the default list with the help and input of Kansas educators, REL and the Center for Great Teachers and Leaders.

KSDE recommendations are:

1. Local assessments are created in consultation with a school administrator with expertise in assessments, special education, ELL specialist and content expert.
2. Assessments cover all key subject/grade level content standards.
3. Number of test items should correlate to distribution of % of time spent teaching the content.
4. Assessments should require higher order thinking as appropriate.
5. Assessments should allow high and low achieving students to demonstrate their knowledge.
6. Assessments should measure accurately what it is designed to measure and produce similar results for students with similar levels of ability.

Additional considerations:

1. Kindergarten readiness.
2. Increasing graduation rates.
3. Increasing the percent of students completing a credential or pursuing post-secondary education.
4. Each student will have an individual plan of study focused on career interest.
5. Social/emotional factors relative to student success are to be measured locally.

Incorporating Student Performance in the Evaluation

The KSDE method and final guidelines to include student performance in teacher and building leader evaluation and support systems are follows:

Instructional Practices Protocol (IPP) Summary Rating

LEAs may select an evaluation system of choice for the instructional practice component—such as the Kansas default model (KEEP), a commercially purchased system or a locally-developed system. A Summary Rating for Educator Instructional Practice will be determined by using the rubrics for the Instructional Practice Protocol chosen by a district.

Defining Met/Not Met for Student Performance

LEAs will define what it means for an educator to “meet growth” using the Kansas State Assessments a performance measure. State assessments are not required to be a part of educator evaluation.

Kansas LEAs will determine met/not met standards for other Student Performance methods used.

Student Performance Summary Rating

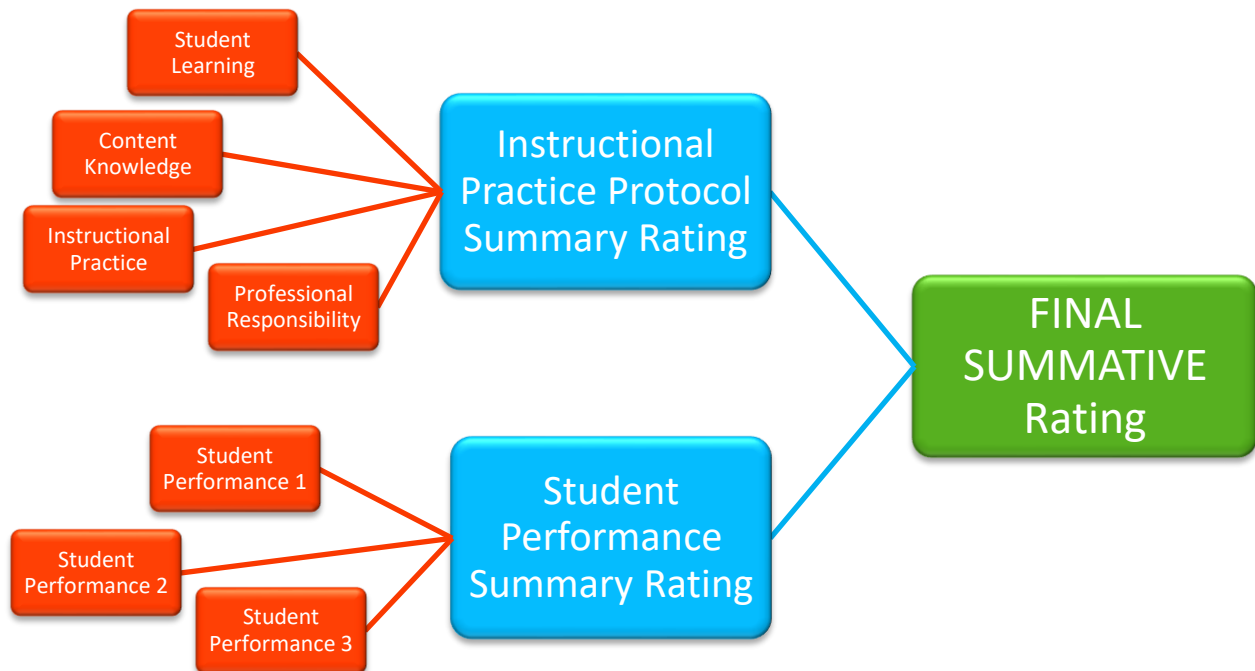
All Kansas LEAs will determine an overall Summative Evaluation Rating per evaluated educator regardless of the evaluation system chosen by a district.

An SP Summary Rating will be determined by using student performance measures.

It is recommended that a teacher/building leader meets at least two student performance measures in order to receive an SP Summary Rating of Effective or higher.

Final Summative Evaluation Rating

An SP Summary Rating and an IPP Summary Rating will be combined to determine the final Summative Evaluation Rating.



Examples Areas of Measurement and Evidence

Student Performance Measures:

- State Assessment
- Commercially purchased assessment
- Locally developed performance methods

Student Learning:

- Differentiated lesson plans
- Student work samples
- School community perception survey
- Attendance

Content Knowledge:

- Formative assessment data
- Varied student products

- Student self-assessment of work

Instructional Practice:

- Multiple effective strategies demonstrated
- Standards-based lesson plans
- Summative assessment history

Professional Responsibility:

- Action research
- Job embedded professional learning
- Reflective journals
- Professional learning plan

Calculating the Final Summative Evaluation Rating

The Kansas Department of Education Summative Evaluation Rating Matrix delineates how educators may be evaluated by component and provides for a correlation between the ratings based on the statewide assessments being utilized in Kansas and the other four components of the Instructional Practice Protocol - Student Learning, Content Knowledge, Instructional Practice, and Professional Responsibility.

Multiple different student performance measures result in a SP Summary rating.

The combined result (IPP + SP) is known as the Summative Evaluation Rating.

Additionally, significant “rules” are in place to prevent skewed ratings. These include:

- Meet at least two student performance measures to be considered “effective or highly effective” as an SP Summative Rating.
- May be considered developing as an SP Summative Rating if meeting only one student performance measure.
- Summary Evaluation Rating should only be rated one performance level higher than the lowest Summary Rating (IPP or SP)
- When IPP and SP Summary Ratings are the same, that rating becomes the Summary Evaluation Rating.

The ratings provide quality data for use in addressing “equitable access” to effective teachers for all students.

KANSAS PERFORMANCE MATRIX

SP1	SP2	SP3	SP Summary Rating	Student Learning	Content Knowledge	Instructional Practice	Professional Responsibility	IPP Summary Rating	Final Summative Rating
Met	Met	Met	Highly Effective	HE	HE	HE	HE	Highly Effective	Highly Effective
Met	Met	Met	Highly Effective	E	E	E	E	Effective	Highly Effective or Effective
Met	Met	Met	Highly Effective	D	D	D	D	Developing	Effective or Developing
Met	Not Met	Met	Effective	E	HE	HE	HE	Highly Effective	Highly Effective or Effective
Not Met	Met	Met	Effective	E	D	E	E	Effective	Effective
Met	Met	Not Met	Effective	D	E	D	D	Developing	Effective or Developing
Not Met	Not Met	Met	Developing	E	E	E	E	Effective	Effective or Developing
Not Met	Met	Not Met	Developing	E	D	D	IE	Developing	Developing
Not Met	Not Met	Met	Developing	IE	IE	D	IE	Ineffective	Developing or Ineffective
Not Met	Not Met	Not Met	Ineffective	D	D	D	D	Developing	Developing or Ineffective
Not Met	Not Met	Not Met	Ineffective	IE	IE	IE	IE	Ineffective	Ineffective

1. Recommended educator meets 3 SPs to be considered highly effective or its equivalent**
2. Must meet at least two SPs to be considered effective or its equivalent for the SP Summary Rating.
3. Must meet at least one SPs to be considered developing or its equivalent for the SP Summary Rating.
4. The Final Summative Rating can only be rated one performance level higher than the lowest summary rating.
5. When both summary ratings are the same, that rating becomes the Final Summative Rating.

NOTE: One Kansas State Assessments are required as an SP for teachers of tested grades and subject only.

IE = Ineffective
D = Developing
E = Effective
HE = Highly Effective

Educator Recommendations

In the KEEP system, educators rated as “developing” or “ineffective” will be evaluated at least twice annually and subject to intensive supervision until improvement of instruction results in ratings of “effective” or “highly effective.” Failure to improve for two consecutive years could lead to dismissal.

The Educator Intervention Schedule for All Kansas Schools states the following:

For 1st and 2nd year teachers: Inexperienced teachers in the first two years of employment showing a pattern of ineffectiveness according to evaluations may not be eligible for a continuance of a contract and may not qualify for a professional license.

For 3rd and 4th year teachers: Experienced teachers found to be developing or ineffective for two consecutive years will be considered in “job jeopardy” and will be placed on an intensive supervision plan that may lead to due process or dismissal.

For experienced teachers beyond the 4th year of teaching: An experienced teacher rated developing or ineffective will be evaluated annually and on intensive supervision until rated effective or highly ineffective. Failure to improve for two consecutive years may lead to dismissal.

KSA 72-9004(f) authorizes the opportunity to non-renew on the basis of incompetence if the evaluation has been completed prior to the notice of non-renewal. KSA 72-5445a authorizes the local board the opportunity to delay the awarding of non-probationary status if the educator performance is less than satisfactory.

Individual Growth Plans

In addition to an intervention schedule, an Individual Growth Plan is required for teachers and building leaders who are evaluated as “developing” or “ineffective.”

The table below indicates when an Individual Growth Plan is required, as well as the recommended course of action should an educator’s practice not improve. KEEP2 provides a workspace for the evaluator and evaluatee to document more intense supervision.

Year 1	Year 2	Year 3	Recommendation
Ineffective*	Ineffective*		Non-renew
Ineffective*	Developing*	Developing*	Intensive Supervision
Ineffective*	Developing*	Ineffective*	Non-renew
Developing*	Ineffective*	Developing*	Intensive Supervision
Developing*	Developing*	Ineffective*	Intensive Supervision
Developing*	Ineffective*	Ineffective*	Non-renew
*Individual Growth Plan (IGP) required.			

Inter-Rater Agreement

All Kansas school districts will provide continual professional learning opportunities for building leaders with a primary focus of district-level training with regard to inter-rater agreement as part of the evaluation process.

Inter-rater Agreement (IRA) is the degree to which two raters, using the same scale, give the same rating in identical situations. The statistical goal for IRA is 75% agreement with no two raters more than one level apart.

Achieving IRA within a district starts with building a Common Frame of Reference among all educators so that the evaluation system works consistently across the district. All educators — evaluators and evaluates alike — must develop a common understanding of what excellent instruction “looks like” in the classroom.

Professional learning and practice in IRA calibrates evaluators’ and evaluates’ views concerning the various performance levels in teacher application of the elements of instruction, pedagogical concepts and terms and language specifically used in the evaluation rubrics.

In order to achieve high IRA, evaluators must practice objectivity, compare observed performance to the rubrics, accurately assign ratings that align with the district’s master raters and provide a preponderance of evidence to support the rating.

Thorough and ongoing professional learning about Inter-rater Agreement, including regular calibration of evaluators and observers to the master raters, is a critical component of an educator evaluation system.

IRA Training Program Guidance

Phase I

Learning the Instructional Practice Protocol (IPP) framework

- Philosophical/research-based underpinnings
- Purpose/logic for each performance level
- Framework/rubric structure and core performance behaviors included in each dimension or component

Phase II

Learning to apply the IPP framework

- to 2-minute video clips illustrating exemplary performance of specific core practices
- Exploration of what each core practice looks like at each performance level
- 10- to 15-minute videos to identify rubric elements in the specific core practice, initial practice with scoring and discussion of scoring decisions.
- Practice scoring full-length master-scored classroom videos, discussing scoring decisions, and calibrating scores against master scores.

Phase III

- Assessment activities to demonstrate evaluators’ mastery of skills and agreement
- Recalibration and reassessment as needed
- Ongoing recalibration to retain accuracy and reliability

Evaluation Requirements

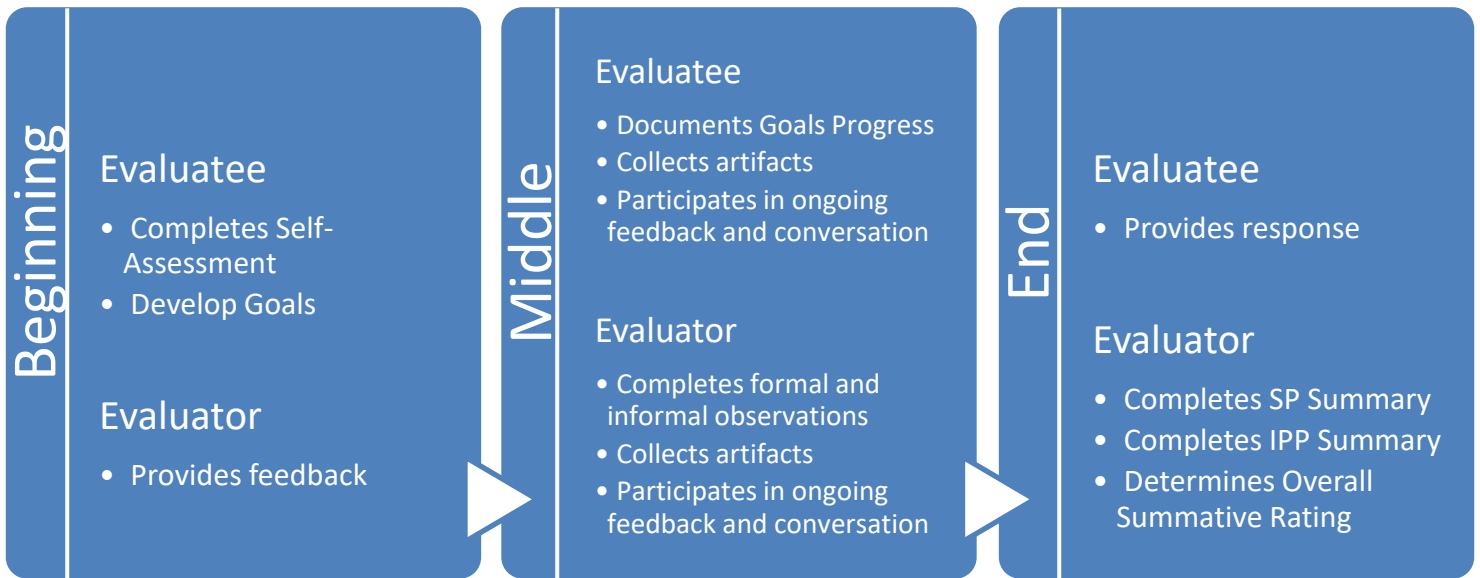
The following are required steps in the educator evaluation process for every licensed educator. Frequency requirements and deadlines are on the following page.

Required Steps	Implementation Details
Orientation to evaluation process and procedures.	<ul style="list-style-type: none"> • Group overview for all teachers within first 10 days. • Detailed review of the evaluation process for those being formally evaluated, including timelines, rubrics, evidence, artifacts, etc., and mentors, if assigned. • Detailed evaluation software training for those on cycle to be evaluated. Recommended for all educators.
Educator completes self-assessment and develops goals.	<ul style="list-style-type: none"> • May be done in a group session or individually. • Educator completes self-assessment using Instructional Practices Rubrics. • Educator chooses components of the rubric as goals and develops them with expected outcomes and activities. • Evaluator provides documented feedback on self-assessment and goals.
Formal observation.	<ul style="list-style-type: none"> • Educator and Evaluator determine formal observation date and time. Scheduling may be done electronically or face-to-face. • Educator provides evaluator with lesson plans, supporting documentation, agenda, etc., electronically or face-to-face. • Formal observations are 30 consecutive minutes to 1 full class period. • Post-formal observation feedback is required. This feedback must be in a face-to-face meeting and documented as a part of the evaluation record.
Ongoing informal observations, artifacts and data collection.	<ul style="list-style-type: none"> • Informal observations: <ul style="list-style-type: none"> ○ Ongoing informal observations must align with Instructional Practices rubrics. ○ At a minimum, one informal observation per month. ○ Informal observations are 5-30 minutes in length and may include post-observation feedback. Feedback may be electronic or face-to-face. • Artifacts and data collection <ul style="list-style-type: none"> ○ Educator and evaluator collect artifacts in an ongoing process documenting progress towards meeting selected goals and as of instructional practices quality, which may be used for the IPP Summary Rating. ○ Educator and/or evaluator gather data relevant to selected Student Performance methods to be used to determine the Student Performance Summary Rating.
Instructional Practices Protocol Summary Rating, Student Performance Summary Rating and Final Summative Rating assigned.	<ul style="list-style-type: none"> • Evaluator completes rating of educator quality using Instructional Practices Rubric and determines an IPP Summary Rating. • Evaluator determines educator “met/not meet” status for student performance for each selected Student Performance Method. Evaluator determines a Student Performance Summary Rating. • Evaluator determines the Final Summative Rating based on combining the IPP and SP Summary Ratings.
Final Conference	<ul style="list-style-type: none"> • Final face-to-face feedback and discussion.

Evaluation Timelines and Deadlines

Required Steps	Educators in their 1 st or 2 nd consecutive year in the district	Educators in their 3 rd or 4 th year in the district	Educators in their 5 th year and beyond in the district
Evaluation Frequency Requirements	Each semester	Each year	At least 1 time every three years
Orientation to evaluation process and procedures.	Within first 10 duty days of the year.	Within first 10 duty days of the year.	General evaluation process – once per year. Specific training – within first 10 duty days of the year.
Educator completes self-assessment and develops goals.	Beginning of each semester . Specific date determined by LEA or evaluator.	Beginning of each year . Specific date determined by LEA or evaluator.	LEA or evaluator may require each year. Must be done during formal evaluation year. Specific date determined by LEA or evaluator.
Formal observation.	During the first 60 days of each semester	By February 15 th each year .	By February 15 th during formal evaluation year.
Ongoing informal observations, artifacts and data collection.	Continual	Continual	Continual
Instructional Practices Protocol Summary Rating, Student Performance Summary Rating and Final Summative Rating assigned.	No later than the 60 th day of each semester .	No later than February 15 th of each year .	No later than February 15 th of formal evaluation year.
Final Conference	No later than the 60 th day of each semester .	No later than February 15 th of each year .	No later than February 15 th of formal evaluation year.

The KEEP Evaluation Process



The KEEP Web Application

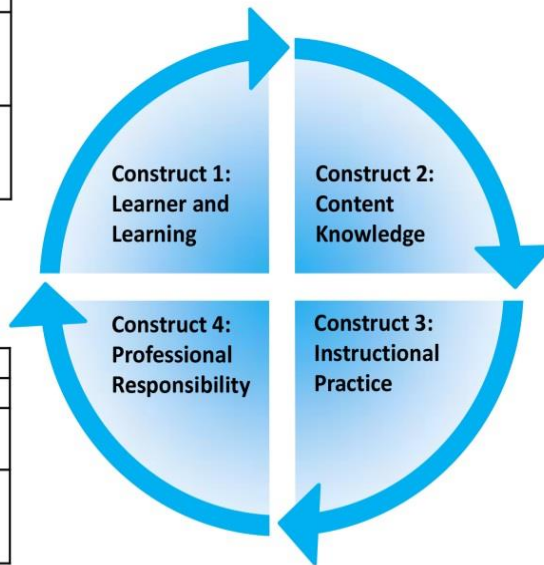
KSDE provides, free of charge, an electronic educator evaluation system for use by schools and districts in the state. All information concerning the KEEP Web Application can be found in the KEEP User Guide (<http://bit.ly/KSDE-KEEPUserGuide>)

KEEP Teacher Instructional Practices Protocol

The **TEACHER** Instructional Practices Constructs to be measured in the evaluation instrument:

1. Learner and Learning
Components:
1.1 The teacher plans instruction based on learning and developmental levels of all students.
1.2 The teacher recognizes and fosters individual differences to establish a positive classroom culture.
1.3 The teacher establishes a classroom environment conducive to learning.

TEACHER
The constructs to be measured in the evaluation instrument:



2. Content Knowledge
Components:
2.1 The teacher demonstrates a thorough knowledge of the content.
2.2 The teacher provides a variety of innovative applications of knowledge.

4. Professional Responsibility
Components:
4.1 The teacher engages in reflection and continuous growth.
4.2 The teacher participates in collaboration and leadership opportunities.

3. Instructional Practice
Components:
3.1 The teacher uses methods and techniques that are effective in meeting student needs.
3.2 The teacher uses varied assessments to measure learner progress.
3.3 The teacher delivers comprehensive instruction for students.

KEEP Teacher Evaluation Rubrics

Construct 1: Learner and Learning

To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary individually, that students bring unique individual differences to the learning process, and that students need supportive and safe learning environments to thrive. Demonstration of the teacher's proficiency in Learner and Learning is evidenced by:

1.1 Learner Development

The teacher planned instruction based on the learning and developmental levels of all students.

Key indicators: planning instruction, aligning instruction with student learning needs, using a variety of approaches and resources, providing adaptation of instruction.

1.2 Learner Differences

The teacher recognized and fostered individual differences to establish a positive classroom culture.

Key indicators: getting to know all students, using that knowledge of students to create a culture of respect, meeting needs of all students.

1.3 Learning Environment

The teacher established a classroom environment conducive to learning.

Key indicators: collaborating with students, establishing a safe, respectful and academically challenging environment.

1.1 Learner Development: The teacher planned instruction based on the learning and developmental levels of all students.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the teacher did not or infrequently planned instruction that aligns with students' developmental levels and learning needs.	The evidence indicates that the teacher planned instruction that partially aligns with students' developmental levels and learning needs.	The evidence indicates that the teacher planned instruction that aligns with students' developmental levels and learning needs.	The evidence indicates that the teacher consistently and effectively planned instruction that closely aligns with students' learning needs and developmental levels.
The evidence indicates that the teacher relied on a single teaching approach and resource.	The evidence indicates that the teacher incorporated some teaching approaches and resources.	The evidence indicates that the teacher regularly used a variety of teaching approaches and resources.	The evidence indicates that the teacher consistently and effectively used a variety of appropriate teaching approaches and resources.
The evidence indicates that the teacher did not or infrequently provided adaptation of plans and instruction, and the adaptation that was provided was often not appropriate to the students' learning needs.	The evidence indicates that the teacher provided some adaptation of plans and instruction that met some of the student's learning needs.	The evidence indicates that the teacher adapted plans and instruction, when appropriate, to meet all students' learning needs.	The evidence indicates that the teacher consistently and effectively adapted plans and instruction, when appropriate, to meet all students' learning needs.

Sources of Evidence for Planning Instruction Based on the Learning and Developmental Levels of All Students

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Planning and alignment of instruction	<ul style="list-style-type: none"> Teacher lesson plans 	<ul style="list-style-type: none"> Lesson and unit plans reflected consistent alignment with the students' learning needs and illustrate how the teacher takes into consideration the developmental levels of all students.
Using a variety of teaching approaches and resources	<ul style="list-style-type: none"> Teacher lesson and/or unit plans Student work samples Learning style inventories Observations (by peers or evaluators) 	<ul style="list-style-type: none"> Lesson plans and student work consistently reflected a variety of approaches to help students learn. Observations or artifacts of classroom activities over a period of time provide evidence of the variety.
Adapting instruction to meet student needs	<ul style="list-style-type: none"> Teacher reflection Samples of student work Conference notes with colleagues 	<ul style="list-style-type: none"> The teacher consistently reflected on instruction both during and after and provided both written and oral evidence of this.

1.2 Learner Differences: The teacher recognized and fostered individual differences to establish a positive classroom culture.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the teacher did not or infrequently took steps to learn about students as individuals and as learners.	The evidence indicates that the teacher took partial steps to learn about students as individuals and as learners.	The evidence indicates that the teacher regularly took steps to learn about students as individuals and as learners.	The evidence indicates that the teacher consistently and effectively took steps to learn about students as individuals and as learners.
The evidence indicates that the teacher did not or infrequently incorporated knowledge of individual students to create a classroom culture of respect and rapport that meets the needs of all students.	The evidence indicates that the teacher began to use knowledge of individual students to create a positive culture that meets the needs of all students.	The evidence indicates that the teacher regularly incorporated knowledge of student diversity to create a positive culture of respect and rapport that meets the needs of most students	The evidence indicates that the teacher consistently and effectively incorporated knowledge of student diversity to create a positive culture of respect and rapport that meets the needs of all students.

Sources of Evidence for Recognizing and Fostering Individual Differences to Establish a Positive Classroom Culture

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Knowledge of all students	<ul style="list-style-type: none"> • Student surveys • Student writing • Parent surveys • Student attendance data 	<ul style="list-style-type: none"> • The teacher consistently interacted with students in a respectful manner, encouraging and respecting them as they share their thoughts and experiences.
Using knowledge of students to create a culture of respect among all students	<ul style="list-style-type: none"> • Student reflections/contributions of personal experience • Classroom rules • Behavior and/or office referrals 	<ul style="list-style-type: none"> • Student writing and discussion provided consistent evidence of contributions of personal experiences to the topics being studied during class.

1.3 Learning Environment: The teacher established a classroom environment conducive to learning.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the teacher did not or infrequently collaborated with students to promote student ownership of the learning.	The evidence indicates that the teacher began to collaborate with students to promote student ownership of the learning.	The evidence indicates that the teacher regularly collaborated with students to promote student ownership of the learning.	The evidence indicates that the teacher consistently and effectively collaborated with students to promote student ownership of the learning.
The evidence indicates that the teacher did not or infrequently established a safe, respectful, and academically engaging environment for students.	The evidence indicates that the teacher began to establish a safe, respectful, and academically engaging environment for students.	The evidence indicates that the teacher regularly established a safe, respectful, and academically engaging environment for students.	The evidence indicates that the teacher consistently and effectively established a safe, respectful, and academically challenging environment for all students.

Sources of Evidence for Establishing a Classroom Environment Conducive to Learning

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Collaboration with students	<ul style="list-style-type: none"> • Classroom rules developed collaboratively • Student surveys • Student developed rubrics 	<ul style="list-style-type: none"> • The teacher was seen consistently involving students in various classroom activities, giving the student opportunities to give direction to their own learning.
Establishing a safe, respectful, and academically challenging environment	<ul style="list-style-type: none"> • Lesson plans • Classroom expectations • Observations (by peers or evaluators) • Student work samples • Feedback to students 	<ul style="list-style-type: none"> • Student work provided consistent evidence that students are being academically challenged at their appropriate level.

Construct 2: Content Knowledge

Teachers must have a deep and flexible understanding of their content area(s) and be able to draw upon it as they work with students to access information, apply knowledge in real world settings and work with meaningful issues. Demonstration of the teacher's proficiency in Content Knowledge is evidenced by:

2.1 Content Knowledge

The teacher demonstrated a thorough knowledge of content.

Key indicators: encouraging use of multiple representations, explanations and a wide variety of experiences building student understanding.

2.2 Innovative Applications of Content Knowledge

The teacher provided a variety of innovative applications of knowledge.

Key indicators: using problem solving, critical thinking skills and technology, exploring and delivering content through real world application of knowledge, collaborating with colleagues to provide cross-curricular opportunities.

2.1 Content Knowledge: The teacher demonstrated a thorough knowledge of content.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the teacher did not or infrequently displayed knowledge of the important content in the discipline and identification of possible student misconceptions.	The evidence indicates that the teacher displayed limited knowledge of the important content in the discipline and identification of possible student misconceptions.	The evidence indicates that the teacher displayed knowledge of the important content in the discipline, used multiple representation and explanations, understood how these relate to each other, and identified student misconceptions.	The evidence indicates that the teacher displayed extensive knowledge of the important concepts in the discipline by consistently and effectively using multiple representations, explanations, and a wide variety of experiences and opportunities.
The evidence indicates that the teacher did not or infrequently used strategies to build understanding of content for all students.	The evidence indicates that the teacher began to use strategies to build understanding of content for all students.	The evidence indicates that the teacher regularly used strategies to build a deep understanding of content for all students.	The evidence indicates that the teacher consistently and effectively used strategies to build a deep understanding of content for all students.

Sources of Evidence for Showing Knowledge of Content

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Knowledge of content by encouraging use of multiple representations, explanations, and a wide variety of experiences	<ul style="list-style-type: none"> Lesson plans aligned to content standards Curriculum committee work documentation Observations of strategies used to deliver content (by peers or evaluators) 	<ul style="list-style-type: none"> Evidence observed shows the teacher consistently provided a variety of instructional strategies that provide students a range of experiences to learn content.
Built student understanding	<ul style="list-style-type: none"> Student work samples Student feedback and reflection pieces Teacher developed assessments and rubrics Student involvement in content contests 	<ul style="list-style-type: none"> Student work, judged according to a rubric, consistently showed understanding of key content area topics.

2.2 Innovative Applications of Content Knowledge: The teacher provided a variety of innovative applications of knowledge.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the teacher did not or infrequently used problem solving, critical thinking skills, and technology to explore and deliver content.	The evidence indicates that the teacher used limited problem solving, critical thinking skills, and technology to explore and deliver content.	The evidence indicates that the teacher regularly used problem solving, critical thinking skills, and technology to explore and deliver content.	The evidence indicates that the teacher consistently and effectively used problem solving, critical thinking skills, and technology to explore and deliver content.
The evidence indicates that the teacher did not or infrequently provided opportunities to students for real world application of content.	The evidence indicates that the teacher provided limited opportunities to students for real world application of content.	The evidence indicates that the teacher regularly provided opportunities to students for real world application of content.	The evidence indicates that the teacher consistently and effectively provided opportunities to students for real world application of content.
The evidence indicates that the teacher did not or infrequently collaborated with colleagues to provide purposeful cross-curricular learning opportunities.	The evidence indicates that the teacher began to collaborate with colleagues to provide purposeful cross-curricular learning opportunities.	The evidence indicates that the teacher regularly collaborated with colleagues to provide purposeful cross-curricular learning opportunities.	The evidence indicates that the teacher consistently and effectively collaborated with colleagues to provide purposeful cross-curricular learning opportunities.

Sources of Evidence for Providing a Variety of Innovative Applications of Knowledge

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Use of problem solving, critical thinking skills, and technology	<ul style="list-style-type: none"> • Problem-solving based assignments with student responses • Student created videos 	<ul style="list-style-type: none"> • Evidence consistently showed effective use of critical thinking skills in developing content-based assignments; questions promote evaluation and synthesis rather than recall.
Explored and delivered content through real world application of knowledge	<ul style="list-style-type: none"> • Portfolio of materials associated with real world application of topics of study • Feedback from community member regarding a project tied to a real-world activity 	<ul style="list-style-type: none"> • A collection of student work over a period of time consistently showed practical application of content
Collaborated to provide cross curricular learning opportunities	<ul style="list-style-type: none"> • Co-Curricular performances tied to the subject area • Unit plans from collaborative planning 	<ul style="list-style-type: none"> • Evidence from lesson plans showed students making use of a variety of content areas within one activity.

Construct 3: Instructional Practice

Effective instructional practice requires that teachers understand and integrate planning, instructional strategies and assessment in coordinated and engaging ways. Demonstration of the teacher’s proficiency in Instructional Practice is evidenced by:

3.1 Planning for Instruction

The teacher used methods and techniques that are effective in meeting student needs.

Key indicators: planning rigorous activities, using objectives that align with standards, meeting needs of students.

3.2 Assessment

The teacher used varied assessments to measure learner progress.

Key indicators: providing opportunities for students to demonstrate learning, using assessment data to inform instruction, providing feedback that encourages students to take responsibility for the learning.

3.3 Instructional Strategies

The teacher delivered comprehensive instruction for students.

Key indicators: Using a variety of strategies to engage and challenge students, incorporating strategies to differentiate and scaffold instruction, engaging student in higher order thinking skills.

3.1 Planning for Instruction: The teacher used methods and techniques that are effective in meeting student needs.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the teacher did not or infrequently planned activities that connect with district, state, and/or national standards to meet the needs of students.	The evidence indicates that the teacher planned activities that partially connect with district, state and/or national standards to meet the needs of students.	The evidence indicates that the teacher regularly planned rigorous and challenging activities using objectives that align with district, state and/or national standards to meet the needs of all students.	The evidence indicates that the teacher consistently and effectively planned rigorous and challenging activities using objectives that align with district, state and/or national standards to meet the needs of all students.

Sources of Evidence for Using Methods and Techniques that are Effective in Meeting Student Needs

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Planned rigorous activities	<ul style="list-style-type: none"> Formative and summative assessments Observations (by peers and evaluators) Student work samples showing the rigor of the assignments Teacher and student reflections 	<ul style="list-style-type: none"> Evidence from student work consistently showed that lessons are planned using challenging and appropriate activities.
Used objectives that align with standards	<ul style="list-style-type: none"> Lesson plans noting relevant standards Assessment data 	<ul style="list-style-type: none"> Assessment data consistently showed students meeting district, state, and national standards.
Met needs of all students	<ul style="list-style-type: none"> Student need inventory Individual assessment data including portfolios 	<ul style="list-style-type: none"> Evidence from portfolios collected over a period of time reflected student understanding of content appropriate for their individual needs.

3.2 Assessment: The teacher used varied assessments to measure learner progress.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the teacher did not or infrequently provided basic opportunities for students to demonstrate learning by using formative, summative, informal and/or formal assessments.	The evidence indicates that the teacher provided limited opportunities for students to demonstrate learning by using formative, summative, informal and/or formal assessments.	The evidence indicates that the teacher regularly provided multiple opportunities for students to demonstrate learning by using formative, summative, informal, and/or formal assessments.	The evidence indicates that the teacher consistently and effectively provided multiple opportunities for students to demonstrate learning by using formative, summative, informal, and/or formal assessments.
The evidence indicates that the teacher did not or infrequently used student data to inform future instruction.	The evidence indicates that the teacher began to use student data to inform future instruction.	The evidence indicates that the teacher regularly used student data to inform future instruction.	The evidence indicates that the teacher consistently and effectively used student data to inform future instruction.
The evidence indicates that the teacher did not or infrequently provided feedback to students.	The evidence indicates that the teacher provided some feedback to encourage students.	The evidence indicates that the teacher regularly provided timely feedback to encourage students to take responsibility for their own learning.	The evidence indicates that the teacher consistently and effectively provided timely feedback to encourage students to take responsibility for their own learning.

Sources of Evidence for using varied assessments to measure learner progress

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Provided opportunities for students to demonstrate learning	<ul style="list-style-type: none"> • Scored rubrics from performance assessments • Assessment samples (formative and summative) • Portfolios • Student presentations 	<ul style="list-style-type: none"> • Evidence consistently showed that students have a variety of ways to demonstrate their learning: oral presentations, portfolios.
Used assessment data to inform instruction	<ul style="list-style-type: none"> • Teacher reflection • Lesson plans linking activities to assessment results 	<ul style="list-style-type: none"> • Teacher consistently provided rationales for chosen activities based on student assessment results.
Provided feedback to promote student responsibility	<ul style="list-style-type: none"> • Written feedback on student work • Observations (by peers or evaluators) • Teacher/student conferences 	<ul style="list-style-type: none"> • Written evidence from teacher/student conference consistently showed student identification of next steps in the learning.

3.3 Instructional Strategies: The teacher delivered comprehensive instruction for students.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the teacher did not or infrequently used strategies and available technologies to engage students in the learning process.	The evidence indicates that the teacher used some strategies and available technology to engage and challenge students.	The evidence indicates that the teacher regularly used a variety of strategies including available technology to engage and challenge students in a variety of learning situations.	The evidence indicates that the teacher consistently and effectively used a variety of strategies including available technology to engage and challenge students in a variety of learning situations.
The evidence indicates that the teacher did not or infrequently used strategies for differentiating instruction.	The evidence indicates that the teacher incorporated limited strategies to differentiate instruction.	The evidence indicates that the teacher regularly used strategies to differentiate and scaffold information so it is accessible to all students.	The evidence indicates that the teacher consistently and effectively incorporated strategies to differentiate and scaffold information so it is accessible to all students.
The evidence indicates that the teacher did not or infrequently engaged students in the learning process.	The evidence indicates that the teacher began to engage students in higher order thinking skills.	The evidence indicates that the teacher regularly engaged students in higher order thinking skills.	The evidence indicates that the teacher consistently and effectively engaged students in higher order thinking skills.

Sources of Evidence for Delivering Comprehensive Instruction for Students

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Used a variety of strategies to engage and challenge students in a variety of learning situations	<ul style="list-style-type: none"> Professional growth log Lesson plans Observations 	<ul style="list-style-type: none"> Evidence from lesson plans consistently showed use of strategies to engage students in worthwhile content learning activities.
Incorporated strategies for differentiation and scaffolding for all students	<ul style="list-style-type: none"> Teacher reflection Lesson plans showing how strategies were used for scaffolding/differentiation 	<ul style="list-style-type: none"> Teacher consistently developed assignments that provide students with a variety of options and submission schedules.
Engaged students in higher order thinking	<ul style="list-style-type: none"> Student work samples that reflect use of higher level thinking skills 	<ul style="list-style-type: none"> Teacher consistently provided students with problem solving activities related to the classroom content.

Construct 4: Professional Responsibility

Creating and supporting learning environments that result in students achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in professional self-renewal, which means they regularly examine their own and each other's practice through self-reflection and collaboration, providing collegial support and feedback that assures a continuous cycle of self-improvement. Demonstration of the teacher's proficiency in Professional Responsibility is evidenced by:

4.1 Reflection and Continuous Growth

The teacher engaged in reflection and continuous growth.

Key indicators: engaging in ongoing, purposeful professional development, reflecting on practice and seeking professional development, analyzing and reflecting on student data to guide instruction.

4.2 Collaboration and Leadership

The teacher participated in collaboration and leadership opportunities. Key indicators: collaborating with multiple stakeholders, communicating in a variety of ways, demonstrating leadership skills.

4.1 Reflection and Continuous Growth: The teacher engaged in reflection and continuous growth.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the teacher did not or infrequently participated in professional development.	The evidence indicates that the teacher began to participate in ongoing professional development relevant to student learning.	The evidence indicates that the teacher engaged in ongoing, purposeful professional development relevant to student learning.	The evidence indicates that the teacher consistently and effectively engaged in ongoing, purposeful professional development relevant to student learning.
The evidence indicates that the teacher did not or infrequently reflected on his/her practices	The evidence indicates that the teacher began to reflect on practices and is aware of opportunities for improvement.	The evidence indicates teacher regularly reflected on his/her practice and seeks opportunities for improvement.	The evidence indicates that the teacher consistently and effectively reflected on his/her practice and actively seeks opportunities for improvement.
The evidence indicates that the teacher did not or infrequently analyzed and reflected on student data to guide planning.	The evidence indicates that the teacher began to analyze and reflect on student data to guide planning and instruction.	The evidence indicates that the teacher regularly analyzed and reflects on student data to guide planning, instruction, and student growth.	The evidence indicates that the teacher consistently and effectively analyzed and reflected on student data to guide planning, instruction, and student growth.

Sources of Evidence for Engaging in Reflection and Continuous Growth

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Engaged in ongoing, purposeful professional learning connected to student learning	<ul style="list-style-type: none"> Professional development log noting connections to classroom application of learning Written evaluation of a professional learning experience Professional portfolio 	<ul style="list-style-type: none"> Teacher consistently sought professional learning experiences (workshops, courses, and self-study) and applied the learning to classroom activities.
Reflecting on practice and actively seeks opportunities for improvement	<ul style="list-style-type: none"> Lesson plans with reflections on effectiveness of lesson and ideas for future improvements Video recording of a lesson with feedback from a peer or evaluator 	<ul style="list-style-type: none"> Teacher consistently welcomed feedback from peers in the development of lesson plans and the implementation of instruction and activities.
Analyzing and reflecting on student data to impact student growth	<ul style="list-style-type: none"> Formative and summative assessments Data collection device for use over an extended period of time to see student growth 	<ul style="list-style-type: none"> Teacher consistently collected data from a variety of sources and determined what students have and have not learned in order to address student learning needs.

4.2 Collaboration and Leadership: The teacher participated in collaboration and leadership opportunities.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the teacher did not or infrequently communicated with colleagues about school issues.	The evidence indicates that the teacher began to meet with and discusses school issues with colleagues and other stakeholders.	The evidence indicates that the teacher regularly collaborated with colleagues and stakeholders in leadership, school, and professional activities using multiple communications.	The evidence indicates that the teacher consistently and effectively collaborated with multiple stakeholders in school and professional activities using a variety of methods of communication.
The evidence indicates that the teacher did not or infrequently demonstrated leadership skills by initiating, advocating, and/or leading activities.	The evidence indicates that the teacher began to demonstrate some leadership skills by initiating, advocating, or leading activities.	The evidence indicates that the teacher regularly demonstrated leadership skills by initiating, advocating, and/or leading activities to improve and support student learning.	The evidence indicates that the teacher consistently and effectively demonstrated leadership skills by initiating, advocating, and/or leading activities to improve and support student learning.

Sources of Evidence for Participation in Collaboration and Leadership Opportunities

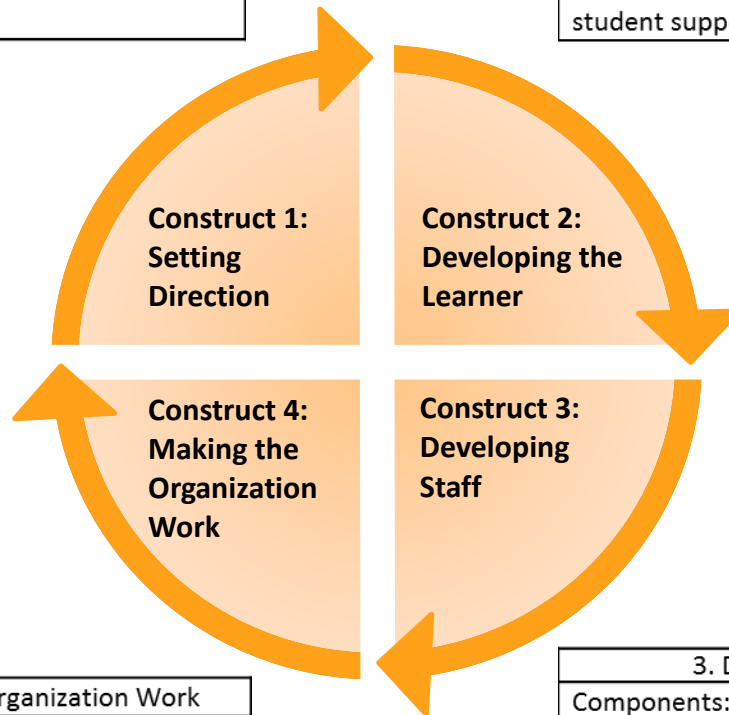
What You Want to Demonstrate	Possible Evidence	Performance Considerations
Collaborated with multiple stakeholders in school and professional activities	<ul style="list-style-type: none"> Minutes of meetings: IEP, PLC, Student Improvement Team meetings Notes from meetings with mentor Contact logs 	<ul style="list-style-type: none"> Evidence shows the teacher’s consistent communication with a mentor to discuss a variety of learning strategies.
Used a variety of methods of communication	<ul style="list-style-type: none"> Copies of communication: emails, letters, newsletters Log of phone calls 	<ul style="list-style-type: none"> The teacher consistently used a reflective journal and shared ideas from that with colleagues in a team meeting.
Demonstrated leadership skills used to support and improve student learning	<ul style="list-style-type: none"> Agendas generated by the teacher in a team leadership role Portfolio of leadership activities 	<ul style="list-style-type: none"> Teacher consistently initiated meetings with a variety of groups such as care givers, peers and teachers of the same content to improve student learning.

KEEP Building Leader Instructional Practices Protocol

The **Building Leader** Instructional Practices Constructs to be measured in the evaluation instrument:

1. Setting Direction
Components:
1.1 The building leader will lead stakeholder team in developing vision, mission, and goals.
1.2 The building leader will lead the development of a plan to implement the school vision with stakeholders.
1.3 The building leader will lead the implementation of a school improvement plan.

2. Developing the Learner
Components:
2.1 The building leader will monitor the instructional program and provide support based on student data.
2.2 The building leader will share student learning results.
2.3 The building leader will implement a variety of student activities.
2.4 The building leader will provide student support services.



4. Making the Organization Work
Components:
4.1 The building leader will create a positive culture for learning and teaching.
4.2 The building leader will direct and manage resources and facilities.
4.3 The building leader establishes and sustains a culture of collaboration with staff and community members to achieve school and district goals.

3. Developing Staff
Components:
3.1 The building leader will conduct staff evaluations.
3.2 The building leader will guide professional learning (courses, coaching, mentoring, evaluation) and promote a culture of learning and collaboration.
3.3 The building leader will develop and promote shared instructional and leadership opportunities for staff.

KEEP Building Leader Evaluation Rubrics

Construct 1: Setting Direction

Building leaders create climates of inquiry that challenge the school's community to continually improve by building on its core values and beliefs and developing the pathway to reach them. Demonstration of the building leader's proficiency in setting direction is evidenced by:

1.1 Participation in a Team to Create a Vision and Mission

The building leader organized and participated in a committee of stakeholders that is representative of the community in order to facilitate the development or adaptation of a vision of learning that is shared and supported by all participants. The vision, mission and goals are aligned to those of the district.

Key indicators: knowledge of school community, involvement of key stakeholders, collection and use of baseline data from multiple sources, full collaboration in the process of developing and producing a vision of learning.

1.2 Participation in a Team to Develop an Implementation Plan and a School Improvement Plan

The building leader organized and participated in a committee of stakeholders that is representative of the school community in order to facilitate the collaborative development of an implementation plan that includes strategies for sharing and encouraging support of the vision by the school community and processes to ensure that the school vision, mission, values, beliefs and goals (which are all student focused) guide decisions and enhance the culture of the school.

Key indicators: involvement of stakeholders in the planning, collection and use of data from multiple sources; collaboration in the process of creating a plan to communicate and implement the school's vision of learning.

1.3 Implementation of the School Improvement Plan

The building leader facilitated the implementation of a school improvement plan that meets all district and state requirements. The building leader articulated and monitored the school improvement plan, making adjustments as necessary based on the collection and analysis of data.

Key indicators: using data from multiple and varied sources to support implementation of a school improvement plan; plan that is articulated, monitored, and adjusted as needed.

1.1 Participation in a Team to Create a Vision and Mission: The building leader organized and participated in a committee of stakeholders that is representative of the community in order to facilitate the development or adaptation of a vision of learning that is shared and supported by all participants. The vision, mission and goals are aligned to those of the district.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates the building leader had minimal knowledge of the school community by involving few or no stakeholders and using little or no baseline data from internal and/or external sources. Collaboration, if present, was procedural or superficial.	The evidence indicates the building leader had limited knowledge of the school community by involving some stakeholders, using limited baseline data from internal and/or external sources, and collaborating only during parts of the process of defining the vision.	The evidence indicates the building leader had adequate knowledge of the school community by involving stakeholders, using appropriate baseline data from multiple internal and/or external sources, and collaborating through most of the process of defining the vision.	The evidence indicates the building leader had extensive knowledge of the school community by involving key stakeholders, using significant data from multiple (appropriate and varied) internal and external sources, and collaborating throughout the process of defining
The evidence indicates the building leader produced a generic or vague vision of learning or an unclear vision and mission, minimally aligned to the district's vision.	The evidence indicates the building leader produced a partial or incomplete vision of learning and mission, partially aligned to the district's vision.	The evidence indicates the building leader produced an adequate vision of learning and mission, aligned to the district's vision, as a result of the work of the committee.	The evidence indicates the building leader produced a clearly defined vision of learning and mission, closely aligned to the district's vision, as a result of the work of the committee.

Sources of Evidence for Participation in a Team to Create a Common Purpose

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Data gathered/reviewed that identifies key stakeholders	<ul style="list-style-type: none"> • Focus Groups • Surveys 	<ul style="list-style-type: none"> • Data are from multiple and varied internal and external selection of stakeholders that represents the school community profile.
Methods used to involve the key stakeholders in the development of a school vision	<ul style="list-style-type: none"> • Site Council minutes/notes • Stakeholders minutes/notes 	<ul style="list-style-type: none"> • Meeting minutes over time show collaboration throughout the development process.
Baseline data collected and internal and external sources used to collect that data	<ul style="list-style-type: none"> • Survey of identified stakeholders for vision, mission, goals 	<ul style="list-style-type: none"> • Survey results are evidence for baseline conversation.
Process(es) used to collaboratively develop and determine the vision	<ul style="list-style-type: none"> • System to involve stakeholders (Site Council, PTA/PTO, etc.) 	<ul style="list-style-type: none"> • Collaboration is evident throughout the development process.

1.2 Participation in a Team to Create an Implementation Plan and a School Improvement Plan: The building leader organized and participated in a committee of stakeholders that is representative of the school community in order to facilitate the collaborative development of a plan to communicate and embed the school vision into the culture and decision making process of the school.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates the building leader developed a minimal or generic plan for communicating and implementing the vision with little or no collaboration with stakeholders and little or no use of information/data from any sources.	The evidence indicates the building leader developed a limited plan for communicating and implementing the vision with limited collaboration with some stakeholders using information/data from a few sources.	The evidence indicates the building leader developed an appropriate plan for communicating and implementing the vision collaboratively with stakeholders using information/data from multiple, yet similar, sources.	The evidence indicates the building leader developed a comprehensive plan for communicating and implementing the vision collaboratively with key stakeholders using information/data from multiple and varied sources.
The evidence indicates the building leader produced a plan, however, it includes trivial, generic or inappropriate strategies for sharing and encouraging support of the vision by the school community and/or processes to ensure the school's identity (vision, mission, values, beliefs, and goals which are student focused) drive decisions and inform the culture of the school.	The evidence indicates the building leader produced a plan that is partial or disjointed and includes limited strategies for sharing and encouraging support of the vision by the school community and/or processes to ensure the school's identity (vision, mission, values, beliefs, and goals which are student focused) drive decisions and inform the culture of the school.	The evidence indicates the building leader produced a plan that includes appropriate strategies for sharing and encouraging support of the vision by the school community and/or processes to ensure the school's identity (vision, mission, values, beliefs, and goals which are student focused) drive decisions and inform the culture of the school.	The evidence indicates the building leader produced a clearly articulated plan that includes varied and appropriate strategies for sharing and encouraging support of the vision by the school community and processes to ensure the school's identity (vision, mission, values, beliefs, and goals which are student focused) drive school decisions and inform the culture of the school.
The evidence indicates the building leader developed a school improvement plan in isolation or with minimal collaboration using little data from multiple and varied sources. The plan minimally meets or does not meet district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.	The evidence indicates the building leader developed a school improvement plan with limited collaboration with others using limited or partially appropriate data from multiple and varied sources. The plan partially or tangentially meets district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.	The evidence indicates the building leader developed a school improvement plan collaboratively with others using data from multiple, yet similar, sources. The plan meets district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.	The evidence indicates the building leader developed a school improvement plan collaboratively with many others using data from multiple and varied sources. The plan meets or exceeds district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.

Sources of Evidence for Participation in a Team to Create a Plan to Implement the Vision

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Pertinent data collected to develop a plan and internal and external sources used to collect that data	<ul style="list-style-type: none"> • Focus groups • Surveys (Climate surveys, community demographic information, etc.) 	<ul style="list-style-type: none"> • Provided evidence of some of the data sources used in the development of a plan • Provided a rationale for identifying the external and internal sources used.
Method(s) used to select and involve key stakeholders in the development of a plan to communicate and implement the vision	<ul style="list-style-type: none"> • Staff meeting agendas • Site Council minutes/notes • Stakeholders minutes/notes • Demographic data to show makeup of student and community population that led 	<ul style="list-style-type: none"> • Agendas and notes over time demonstrated ongoing involvement of multiple and varied stakeholders in the development of the plan.
Specific strategies incorporated into the plan to communicate and gather feedback from different members of the school community	<ul style="list-style-type: none"> • Clear vision statement displayed and communicated • system to involve stakeholders (Site Council, PTA/PTO, etc.) 	<ul style="list-style-type: none"> • Used multiple and varied opportunities to communicate the vision. • Systems in place to involve multiple and varied stakeholders in the plan to communicate and implement the vision
Method(s) used to ensure the vision will inform the school decision-making processes	<ul style="list-style-type: none"> • Instructional programs that tie back to the vision of learning (curriculum guides, curricula mapping, and professional learning 	<ul style="list-style-type: none"> • Evidence of how decisions around the instructional program were made to ensure alignment with the vision of the school

1.3 Implementation of a School Improvement Plan: The building leader facilitated the implementation of a school improvement plan that meets all district requirements for school improvement plans. The building leader articulated and monitored the school improvement plan, making adjustments as necessary based on the collection and analysis of data.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates the building leader utilized minimal strategies to communicate, implement, and monitor the details of the school improvement plan. Many of the strategies may be unclear or inappropriate for the school.	The evidence indicates the building leader utilized limited strategies to communicate, implement, and monitor the details of the school improvement plan, but the strategies are not varied and some may be inappropriate for some of the school population.	The evidence indicates the building leader utilized appropriate strategies to communicate, implement, and monitor the details of the school improvement plan.	The evidence indicates the building leader utilized varied and appropriate strategies to communicate, implement, and monitor the details of the school improvement plan.
The evidence indicates the building leader practiced little or no monitoring of the implementation of the school improvement plan through data collection and analysis. No adjustments were made when needed, or uninformed inappropriate adjustments were made.	The evidence indicates the building leader practiced limited or periodic monitoring of the implementation of the school improvement plan through data collection and analysis, making limited or trivial adjustments, as needed.	The evidence indicates the building leader practiced regular monitoring of the implementation of the school improvement plan through data collection and analysis, making adjustments, as needed. The monitoring may not have been as frequent as needed.	The evidence indicates the building leader practiced comprehensive, ongoing monitoring of the implementation of the school improvement plan through data collection and analysis, making adjustments as needed.

Sources of Evidence for Implementation of a School Improvement Plan

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Pertinent data collected to develop the School Improvement Plan and internal and external sources used to collect that data	<ul style="list-style-type: none"> • Focus groups • Surveys 	<ul style="list-style-type: none"> • Data were collected and analyzed from multiple and varied internal and external resources to inform the development, implementation, monitoring and evaluation of the School Improvement Plan.
Method(s) used to involve key stakeholders in the development and implementation of the School Improvement Plan.	<ul style="list-style-type: none"> • System to involve all shareholders (Site Council, PTA/PTO, etc.)—with documentation of ways these groups were involved in development and implementation • Staff meeting agendas • Site Council minutes/notes • Shareholders minutes/notes 	<ul style="list-style-type: none"> • Clear plan for the involvement of multiple and varied stakeholders in the development, implementation and monitoring of the School Improvement Plan. • Agendas, minutes and notes all provided evidence of collaboration of stakeholders in development and implementation.
Method(s) used to ensure the plan meets or exceeds district timelines and quality standards for school improvement plans	<ul style="list-style-type: none"> • Documentation of alignment of continuous school plan with district improvement plan 	<ul style="list-style-type: none"> • Clear indications of alignment with district timelines and standards procedure to monitor, adjust, receive feedback to ensure meeting plan.
Processes and procedures used to implement, monitor and adjust the implementation of the School Improvement Plan	<ul style="list-style-type: none"> • Reflection by building leader and staff or leadership team • Records that indicate review and revision of the existing plan (with rationale for changes) • Records to document efforts to ensure implementation (walkthroughs, evaluations, curriculum meetings, etc.) • Instructional programs that tie back to the vision of learning 	<ul style="list-style-type: none"> • Ongoing process described for monitoring and evaluating the implementation of the School Improvement Plan. • Monitored all aspects of instructional program, curriculum and PLCs.

Construct 2: Developing All Students

Building leaders, as instructional leaders, create and maintain an environment that supports the academic, emotional, social and attitudinal development of every student. Student learning data is made available to teachers and other stakeholders so that the instructional program can be differentiated and support services provided based on ongoing analysis of student data. Likewise, co-curricular activities are designed to address a variety of student needs and interests and are scheduled in a way that provides easy access for all students. Building leaders develop and implement a plan for monitoring and evaluating intra-curricular and extracurricular activities so that all students have access to those programs and services that are successful in meeting their needs.

Demonstration of the building leader's proficiency in developing all students is evidenced by:

- 1) Monitoring Student Progress and the Instructional Program
- 2) Sharing Student Learning Results
- 3) Implementing a Variety of Student Activities
- 4) Providing Student Support Services

Below is a description of each of the four components:

2.1 Monitoring Student Progress and the Instructional Program

The building leader ensured that all students are making academic progress by monitoring the instructional program. The building leader ensured that instructional guidelines are in place, teachers are following the district's course/grade level standards, and teachers are implementing the curriculum with fidelity. The building leader ensured that all students have access to the core curriculum and that teachers differentiate instruction and interventions based on student test data results and other student information.

Key indicators: communication of instructional guidelines and standards to multiple stakeholders, process for monitoring implementation of instructional guidelines and standards, providing feedback on implementation of the instructional program, use of student data to inform instructional decisions.

2.2 Sharing Student Learning Results

The building leader communicated data and provided access to all stakeholders; i.e., staff, students, parents, district administrators, board of education, etc., as the law permits. The building leader ensured that teachers have time and guidance and/or support as needed to analyze and respond to student data results.

Key indicators: analysis and interpretation of multiple student data from a variety of sources; dissemination of data to multiple stakeholders based on an understanding of legal parameters; providing time, support and guidance for teachers and other support staff to review data and plan to address the instructional implications of the data.

2.3 Implementing a Variety of Student Activities

The building leader ensured that all students have access to a variety of student activities which support their leadership, physical, emotional, social and attitudinal growth.

Key indicators: variety of intra- and extracurricular activities offered, process for activity/club development, enrollment/participation (numbers by subgroups, cultural diversity, etc.), scheduling, inclusion of stakeholders, knowledge of context.

2.4 Providing Student Support Services

The building leader ensured that all students have access to and are supported with services that promote mental, physical and emotional wellness for students.

Key indicators: access to counselors, social workers, nurses, and other support personnel to include volunteer services, parent service organizations and community-based programs.

2.1 Monitoring Student Progress and the Instructional Program: The building leader ensured that instructional guidelines are in place, teachers are following the district’s course/grade level standards, and teachers are implementing the curriculum with fidelity. The building leader ensured that all students have access to the core curriculum and that teachers differentiate instruction and interventions based on student data results and other student information.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the building leader provided district and school instructional guidelines (standards, curriculum, pacing guides, etc.), which were available to teachers.	The evidence indicates that the building leader provided district and school instructional guidelines (standards, curriculum, pacing guides, etc.), which were available and to teachers and students.	The evidence indicates that the building leader provided district and school instructional guidelines (standards, curriculum, pacing guides, etc.), which were available and communicated to teachers and students.	The evidence indicates that the building leader provided district and school instructional guidelines (standards, curriculum, pacing guides, etc.), which were available and specifically communicated to teachers, students, and other stakeholders.
The evidence indicates that the building leader provided little or no monitoring of the use of these guidelines to inform the instructional program, or there was evidence that the instructional program was only minimally aligned with the established guidelines.	The evidence indicates that the building leader established a process for monitoring the use of these guidelines, it was used only occasionally, on a limited basis, or only across some classrooms.	The evidence indicates that the building leader established an appropriate process for monitoring the implementation of those guidelines. Feedback was articulated and used by the building leader across many classrooms.	The evidence indicates that the building leader established a systematic process for monitoring the implementation of those guidelines. Feedback was clearly articulated and used consistently by the building leader across all classrooms.
The evidence indicates that the building leader utilized little or no student data to inform instructional decisions, differentiate instruction or determine instructional interventions for students.	The evidence indicates the building leader occasionally reviewed data and used it in a limited or superficial manner to inform instructional decisions, differentiate instruction or provide instructional interventions based on student learning results.	The evidence indicates the building leader regularly reviewed data and used it to inform instructional decisions, differentiate instruction and/or provide appropriate instructional interventions based on student learning results and/or other student needs.	The evidence indicates the building leader systematically reviewed data and consistently and effectively used it to inform instructional decisions, differentiate instruction and provide appropriate instructional interventions based on student learning results and other student needs.

Sources of Evidence for Monitoring Student Progress and the Instructional Program

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Communication of instructional guidelines and standards, to whom, and how	<ul style="list-style-type: none"> • Samples of communication to stakeholders (staff meeting minutes, content or grade level meeting minutes, newsletters send to parents, website entries, etc.) • Course grade level standards • Instructional time guidelines • Curriculum Maps/Pacing Guides • Samples of communication to stakeholders 	<ul style="list-style-type: none"> • Multiple and various types of evidence of communications included for sharing curriculum maps/course grade level standards and time lines with stakeholders. • Communications are clear and specific to multiple stakeholders concerning instructional time guidelines and standards, showing dates, times, specific groups contacted. • Course grade level standards provided each grade level, each subject.
Process for monitoring implementation of instructional guidelines and standards	<ul style="list-style-type: none"> • Instructional monitoring tools • Instructional time guidelines • Lesson Plans/Course Syllabus (Syllabi) • Fidelity checklists • Formative and Summative Assessment data analysis • Walkthrough logs/teacher evaluation logs/Teacher Evaluations 	<ul style="list-style-type: none"> • Process specified implementation of monitoring tools for instruction. • Ongoing review/revision of instructional time guidelines • Review of lesson plans and /course syllabus to monitor standards implementation • Process specified for: fidelity checklists and walkthrough logs to ensure that instructional guidelines are being monitored; regular review of formative and summative data and resulting plans developed to address instructional needs; analysis of walkthroughs and evaluation results and resulting plans developed to address standards
Feedback was given and to whom	<ul style="list-style-type: none"> • Progress/Grade Reports • Walkthrough analysis reports/staff meeting • Teacher evaluation process(individual conferences) • Samples of communication to stakeholders 	<ul style="list-style-type: none"> • Process specified for informing students • Provided evidence of feedback through progress/grade reports and/or needs for improvement data • Process specified for regular review of walk through results and needs • Compilation of individual teacher conferencing results—strengths and needs shared individually and as a group • Provide evidence of ongoing systemic communication with all stakeholders of feedback given to them
Student data was used to make effective instructional decisions	<ul style="list-style-type: none"> • Formative assessment data reports, MTSS Tier data • Summative assessment data 	<ul style="list-style-type: none"> • Processes specified for regular data analysis and resulting data-based decision making and for MTSS evidence of review of data by school leader • Evidence of the use of data in a systemic process to inform data-driven instructional decisions • Provide samples of instructional interventions and results based on data

2.2 Sharing Student Learning Results: The building leader communicated data and provided access to all stakeholders; i.e., staff, students, parents, district administrators, board of education, etc., as the law permits. The building leader ensured that teachers have time to analyze and respond to student data results.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the building leader rarely, if ever, disseminated or updated data for stakeholder groups (students, staff, parents, district administrators, board of education, etc.) or disseminated inaccurate or incomplete data to stakeholders.	The evidence indicates that the building leader occasionally disseminated and updated appropriate data to some stakeholder groups (students, staff, parents, district administrators, board of education, etc.).	The evidence indicates that the building leader regularly analyzed, interpreted, disseminated and updated appropriate data for a variety of stakeholder groups (students, staff, parents, district administrators, board of education, etc.).	The evidence indicates that the building leader systematically analyzed, interpreted and utilized multiple modalities to disseminate and update appropriate data for a variety of stakeholder groups (students, staff, parents, district administrators, board of education, etc.).
The evidence indicates that the building leader provided teachers and other stakeholders little or no access to data (as the law allows), access to a minimal amount of data, or receipt of data upon request only.	The evidence indicates that the building leader provided teachers and other stakeholders periodic and limited access to data from multiple and varied sources, as the law allowed.	The evidence indicates that the building leader provided teachers and other stakeholders regular and appropriate access to data from multiple and varied sources, as the law allowed.	The evidence indicates that the building leader provided teachers and other stakeholders comprehensive access to data from multiple and varied sources (as the law allows) and each group was encouraged to contribute additional relevant data.
The evidence indicates that the building leader provided minimal time or support/guidance for teachers to collaboratively review and analyze data and to identify and address the instructional implications for individuals and groups of students.	The evidence indicates that the building leader provided periodic time and/or a limited amount of support/guidance for teachers to collaboratively review and analyze a variety of data and to identify the instructional implications for individuals or groups of students.	The evidence indicates that the building leader provided regular time and adequate support/guidance for teachers and other support staff to collaboratively review and analyze a variety of data and to identify the instructional implications for individuals or groups of students.	The evidence indicates that the building leader provided dedicated, scheduled time and comprehensive support/guidance for teachers and other support staff to collaboratively review and analyze a variety of data and to identify and address the instructional implications for individuals and groups of students.

2.2 Sources of Evidence for Sharing Student Learning Results

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Data was analyzed and how was it interpreted	<ul style="list-style-type: none"> • Formative assessment data • Summative assessment data 	<ul style="list-style-type: none"> • Evidence of data analysis and interpretation for stakeholders including but not limited to level of analysis, process collaboration and process timeline.
Information about data was disseminated, to whom, and how	<ul style="list-style-type: none"> • Progress/Grade reports • Formative assessment data • Summative assessment data • Sample of communication to stakeholders, including students, and response to the information 	<ul style="list-style-type: none"> • Evidence of aggregate data sharing with stakeholders. • Samples of how data will drive decision making for the school, classroom and individual. • Process or procedures to disseminate to appropriate stakeholders as allowed by law.
Support and guidance was provided for review and use of data by staff	<ul style="list-style-type: none"> • Collaboration agendas/minutes • Walk Through logs/Teacher evaluations • Formative assessment data • Summative assessment data 	<ul style="list-style-type: none"> • Agendas and minutes that indicate training and guidance to staff about review and use of data. • Training and review of assessment data to

2.3 Implementing of a Variety of Student Activities: The building leader ensured that students have access to a variety of student activities which support their leadership, physical, emotional, social and attitudinal growth.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the building leader offered little or no variety of intra-curricular and extracurricular activities or the activities/ clubs provided met the needs of few students or was based on a tangential or trivial analysis of student needs and/or interests.	The evidence indicates that the building leader offered a limited variety of intra-curricular and extracurricular activities to meet the needs and interests of some of the student population based on a limited analysis of student data.	The evidence indicates that the building leader offered an adequate variety of intra-curricular and extracurricular activities to meet the needs and interests of many of the student population based on an adequate analysis of student data.	The evidence indicates that the building leader offered a wide variety of intra-curricular and extracurricular activities to meet the diverse needs and interests of most of the student population based on analysis of student achievement and performance data, student interest surveys, counseling records, etc.
The evidence indicates that the building leader provided little or no access for some students or groups of students and/or participation by only a small number of students.	The evidence indicates that the building leader has not established a process, or the process is complicated, for students to initiate the development of new activities/clubs.	The evidence indicated that the building leader developed a culture in the school such that many students have the opportunity to initiate the development of new activities/clubs and hold positions of leadership within some clubs/activities.	The evidence indicates that the building leader developed a culture of in school such that all students have the opportunity to initiate the development of new activities/clubs and hold positions of leadership within all clubs/activities.
The evidence indicates the school leader has not established a system for monitoring or evaluating the effectiveness of activities/ clubs or to make adjustments.	The evidence indicates the building leader maintained a weak or limited system to evaluate the effectiveness of activities/clubs and make adjustments as necessary. No evidence exists of a recent evaluation or that evaluation evidence was used to make adjustments.	The evidence indicates that the building leader maintained an appropriate system to evaluate the effectiveness of activities/clubs and make adjustments as necessary, but no evidence exists of a relatively recent evaluation or that evaluation evidence was used to make adjustments.	The evidence indicates that the building leader maintained an appropriate system to evaluate the effectiveness of the activities/clubs and evidence exists that a recent evaluation has occurred and appropriate adjustments were made based on evaluation evidence.

2.3 Sources of Evidence for Implementing of a Variety of Student Activities

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Variety of intra- and extracurricular activities offered and how they were determined	<ul style="list-style-type: none"> • Activity/club rosters with reflection included as to how they were determined • Student and parent need assessment 	<ul style="list-style-type: none"> • Rosters indicate that initial survey of all subgroups are participating at some level in intra- and extracurricular activities offered. • Collect information on how activities were chosen as an activity.
Process for the creation of an activity/club	<ul style="list-style-type: none"> • Activity/club guidelines (Board/school policies) • Samples of communication to stakeholders 	<ul style="list-style-type: none"> • Guidelines indicate attention to legal guidelines and open access to all students • Provide evidence of information given to stakeholders about the process of starting up a club • Show that the school culture encourages students to start up a club
Who was involved in activities/club (for participants and sponsors: numbers by subgroups, cultural diversity, academic and developmental needs, etc.)	<ul style="list-style-type: none"> • Demographics for activities and clubs along with total school demographics and/or under-represented groups • Activity/Club rosters (Desegregation of subgroups/numbers of participants) • Documentation that includes monitoring of and support for students to be eligible to participate in activities 	<ul style="list-style-type: none"> • Clear plan specified to address individual student needs and academic levels • Collect and show data on who is involved from all subgroups • Evidence that indicates all students have access to activities
The activities evaluated and how the results were used	<ul style="list-style-type: none"> • Annual reports (KSHSAA, BOE, etc.) • Reflection describing annual revisions • Summative assessment data • Progress/Grade reports/disaggregated data analysis reports 	<ul style="list-style-type: none"> • Clear plan specified for annual review • Show evidence on how the activities are evaluated • Indicate how the evaluation data is utilized • Analysis of data to show evidence of the clubs effectiveness and revision based on student responses and data analysis

2.4 Providing Student Support Services: The building leader ensured that students have access and are supported with services that promote mental, physical, and emotional wellness for every student.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the building leader was aware of few or none of the school and/or district-provided student support personnel, resources and services (e.g. counselors, nurses, social workers, support groups, etc.) and made minimal use of these services to meet the mental, physical, and emotional needs of the student population.	The evidence indicates that the building leader was aware of some of the school and/or district-provided student support personnel, resources and services (e.g. counselors, nurses, social workers, support groups, etc.) and made limited use of these services to meet the mental, physical, and emotional needs of the student population.	The evidence indicates that the building leader was aware of many of the school and/or district-provided student support personnel, resources and services (e.g. counselors, nurses, social workers, support groups, etc.) and consistently used these services to meet the mental, physical, and emotional needs of the student population.	The evidence indicates that the building leader was aware of a variety of school and district-provided student support personnel, resources and services (e.g. counselors, nurses, social workers, support groups, etc.) and maximized the use of these services to meet the mental, physical, and emotional needs of the student population.
The evidence indicates that the building leader had little or no knowledge of and made minimal use of external community-based, volunteer, and/or family services to provide enhanced support for individual students and families, some of whom have been identified through data collection and analysis.	The evidence indicates that the building leader had limited knowledge of, but only occasionally made use of external community-based, volunteer, and/or family services in order to provide enhanced support for individual students and families who have been identified through data collection and analysis.	The evidence indicates that the building leader had adequate knowledge of and sought additional external community-based, volunteer, and/or family services in order to provide enhanced support for individual students and families based on identified needs.	The evidence indicates that the building leader had comprehensive knowledge of external resources and when appropriate, sought external community-based, volunteer, and family services in order to provide enhanced support for individual students and families based on identified needs.
The evidence indicates that the building leader did not have a system, or an incomplete or ineffective system was in place, to evaluate the effectiveness of school, district, or external resources and services in meeting the needs of the students and families served.	The evidence indicates that the building leader maintained a limited or ambiguous system to evaluate the effectiveness of school, district, or external resources and services in meeting the needs of the students and families served.	The evidence indicates that the building leader maintained an appropriate evaluation system, but it was not consistently used to evaluate the effectiveness of school, district, or external resources and services in meeting the needs of the students and families served.	The evidence indicates that the building leader maintained a comprehensive system and it was consistently used to evaluate and provide feedback on the effectiveness of school, district, and external resources and services in meeting the needs of the students and families served.

Sources of Evidence for Providing Student Support Services

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Internal and external services and resources are available to students and families	<ul style="list-style-type: none"> • Listing of school/community services available for students and families • Samples of communication to stakeholders 	<ul style="list-style-type: none"> • Number and type provide evidence of knowledge of services listed demonstrate appropriate and resources available for all disaggregated student groups and how communicated to stakeholders
The established system and how system serves a variety of needs	<ul style="list-style-type: none"> • Stakeholder communication systems (how do they find about and/or access the services available) • School demographics report showing typically underserved populations and services available • Formative assessment data • Summative assessment data • Progress/Grade reports • Instructional monitoring tools 	<ul style="list-style-type: none"> • Sample communications indicate that a variety of media methods are being used and accessed by all stakeholder groups. • Survey results from stakeholder groups indicate that their needs are being addressed. • Review data and provide analysis of services and resources utilized by stakeholders. • Provide evidence that the needs of student population are monitored on an ongoing basis.
How the system was evaluated, updated and adjusted	<ul style="list-style-type: none"> • Annual reporting/revision system • Formative/Summative assessment data • Progress/Grade reports • Support services annual report regarding accessing of those services (numbers, disaggregated groups served, etc.) • Annual needs survey results • Collaboration agendas/minutes 	<ul style="list-style-type: none"> • Climate surveys indicate a high percentage of satisfaction with school services. • Overall academic success indicates that support services are being provided. • Show analysis of the system, the data and other feedback. • Provide evidence of changes or adjustments made based on data. • Provide evidence of how collaboration works within the system.

Construct 3: Developing Staff

Building leaders, as instructional leaders, understand the relationship between quality instruction and student learning. Therefore, they promote the success of every student by providing a culture of learning and development for all staff in the school. Building leaders supervise instruction in order to gather information about the strengths and weaknesses of staff and students. The building leader analyzes and uses this information to determine professional development needs and creates plans to address those needs. The professional development opportunities are varied and differentiated in order to develop the instructional and leadership capacity of staff.

Demonstration of the building leader's proficiency in developing staff is evidenced by:

- 1) Staff Evaluation
- 2) Professional Development
- 3) Distributed Leadership

Below is a description of each of the three components:

3.1 Staff Evaluation

The building leader evaluated teachers and other staff members for the purpose of improving student growth, identifying professional development needs, promoting teacher leadership, and making decisions. Evaluations included the use of a variety of techniques for collecting multiple sources of evidence throughout the year. The building leader followed established guidelines and timelines for the evaluations.

Key indicators: utilize multiple measures, analyze and use data from multiple measures to inform decisions, ensure process and systems are in place, adhere to legal requirements and regulatory guidelines.

3.2 Professional development

The building leader promoted a culture of learning and collaboration by providing opportunities for staff to acquire, enhance, and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students. The building leader used data to determine professional learning opportunities for the purpose of improving student growth, enhancing staff practice, and promoting teacher leadership. Effective professional learning came in many different forms (learning communities, coaching, mentoring, courses, workshops, job-embedded activities, collegial sharing, etc.), and differentiated to meet staff and student needs. The professional development plan is part of the school improvement plan and is aligned to district and state curriculum, instruction and assessments. The building leader evaluated the implementation and impact of professional development to determine what is working and what needs to be modified.

Key indicators: differentiated in topics and methodology, connected to identified needs of staff, teachers, and students, aligned with school and district improvement goals, provides time and support, evaluation of professional development.

3.3 Distributed Leadership

The building leader established and sustained a culture of distributed leadership within the school, district and community. The building leader developed the capacity for distributed leadership as part of the process of shared governance. The building leader modeled distributed leadership and expected staff to take an active role in decision making and serve in leadership roles according to their areas of expertise.

Key indicators: develop capacity for distributed leadership and promote shared instructional and leadership opportunities for staff.

3.1 Staff Evaluation: The building leader evaluated teachers and other staff members for the purpose of improving student growth, identifying professional development needs, promoting teacher leadership and making decisions. Evaluations were based on the use of a variety of techniques to collect multiple sources of evidence throughout the year. The building leader followed established guidelines for the evaluations.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the building leader implemented and met legal requirements and regulatory guidelines for staff evaluation. Staff were not participants in their own evaluation, and received little or no constructive feedback.	The evidence indicates that the building leader implemented and met legal requirements and regulatory guidelines for staff evaluation, with some staff understanding the evaluation process, participating in their own evaluation, and receiving feedback.	The evidence indicates that the building leader implemented and met legal requirements and regulatory guidelines for staff evaluation, with most staff understanding the evaluation process, participating in their own evaluation and receiving feedback.	The evidence indicates that the building leader implemented and met legal requirements and regulatory guidelines for staff evaluation, with all staff understanding the evaluation process, participating in their own evaluation and receiving substantial, ongoing feedback.
The evidence indicates that the building leader utilized little or no data to inform decisions about improving staff effectiveness and leadership for student growth.	The evidence indicates that the building leader utilized limited data to inform decisions about improving staff effectiveness and leadership for student growth.	The evidence indicates that the building leader utilized appropriate analysis of multiple sources of data to inform decisions about improving staff effectiveness and leadership for student growth.	The evidence indicates that the building leader utilized comprehensive analysis and use of multiple sources of data to inform decisions about improving staff effectiveness and leadership for student growth.

Sources of Evidence for Evaluation of Staff

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Collected data to measure staff performance	<ul style="list-style-type: none"> • Evaluation schedule that documents adherence to legal requirements and regulatory guidelines • Utilization of teacher evaluation tool. • Examples of staff communications about the evaluation process • Teacher evaluation artifacts – classroom observation notes, walkthrough notes, collaboration minutes, staff meeting notes, staff and personal professional development plans, lesson plans, staff goals • Student achievement results (formative and summative) • Mentor records and beginning teacher feedback • Teacher self-assessment 	<ul style="list-style-type: none"> • There is evidence of consistent use of the district evaluation tool • Communication documentation indicates that all staff members are informed of instruments used in the processes and expectations in the collection of data • Explain the differentiation in the use of instruments per the licensed staff job position
Analyzed and used data to inform decisions	<ul style="list-style-type: none"> • Artifacts that show collaboration with individual staff, i.e., meeting minutes, written goals and objectives, walk through teacher notes. • Response to student achievement data, i.e., lesson plans, collaboration minutes, implementation of data analysis tool, consistent use of fluid student groupings, evidence of differentiation 	<ul style="list-style-type: none"> • Articulate how adjustments are made based on data analysis • Multiple sources of data are utilized to base decisions • Evidence that staff input is sought • Clear plan described as to ways analysis was shared and adjustments made for the next year's process • Articulate how staff participate in evaluation process and receive ongoing feedback
Implemented processes and systems	<ul style="list-style-type: none"> • Evaluation schedule that documents adherence to legal requirements and regulatory guidelines • Evidence of faculty notification of the process and access to forms • Walkthrough supervision schedules • Classroom observation schedule • Documentation of mentoring and induction programs regarding evaluation processes • Mentor records and beginning teacher feedback • Building collaboration schedules 	<ul style="list-style-type: none"> • Clear plan described showing notification of all staff members regarding evaluation process. • Provide evidence that outlines district policy and legal guidelines • Clear plan described for implementation of these processes (scheduling, assignment of duties, timelines, etc.) • Clear plan described for informing new staff of the evaluation process and expectations
Adhered to legal requirements and regulatory guidelines	<ul style="list-style-type: none"> • Documentation of adherence to the district evaluation process and schedules • Dated evaluations • Evaluation schedule that documents adherence to legal requirements and regulatory guidelines • Accurate written descriptions of teacher performance that includes both strengths and areas for growth. 	<ul style="list-style-type: none"> • Plan adheres to all legal requirements • Evidence indicates that administration has adhered to legal requirements and regulatory guidelines

3.2 Professional Learning: The building leader promoted a culture of learning and collaboration by providing opportunities for staff to acquire, enhance, and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students. Professional development was determined by data and is aligned with school/district improvement goals. Effective professional learning was in many different forms, differentiated to meet identified needs and promoting teacher leadership.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the building leader utilized little or no data to determine areas of improvement and professional learning needs.	The evidence indicates that the building leader utilized data from a few sources to identify areas of improvement and to determine professional learning needs.	The evidence indicates that the building leader utilized data from a variety of sources to identify areas of improvement and to determine professional learning needs.	The evidence indicates that the building leader utilized data from a variety of sources and routinely analyzes that data to identify areas of improvement and to determine professional learning needs.
The evidence indicates that the building leader designed professional development to meet legal requirements and regulatory guidelines only.	The evidence indicates that the building leader occasionally designed professional development that was differentiated and loosely matches the adult learning preferences and needs of the staff and school.	The evidence indicates that the building leader regularly designed professional development that was differentiated and adequately matches the adult learning preferences and needs of the staff and school.	The evidence indicates that the building leader systematically designed professional development that was research-based, differentiated and matches the adult learning preferences and needs of the staff and school.
The evidence indicates that the building leader designed professional development that was poorly aligned and implemented with the school improvement plan, and was rarely focused on student learning.	The evidence indicates that the building leader coached only some of the staff to participate in differentiated learning opportunities that addressed career stages and individual needs.	The evidence indicates that the building leader coached most of the staff to participate in differentiated learning opportunities that addressed career stages and individual needs.	The evidence indicates that the building leader actively coached to participate in differentiated learning opportunities that addressed career stages and individual needs.
The evidence indicates that the building leader involved little or no staff in the decisions about professional learning, including leading it.	The evidence indicates that the building leader involved staff in limited engagement in selecting and/or designing professional learning opportunities, and staff are sometimes involved with delivering professional learning. Limited time was provided and protected for staff collaboration and professional development.	The evidence indicates that the building leader appropriately engaged staff in selecting and/or designing professional learning opportunities, and staff were regularly involved with delivering professional learning. Adequate time was provided and protected for staff collaboration and professional development.	The evidence indicates that the building leader actively engaged staff in selecting and designing professional learning opportunities, and staff are frequently involved with delivering professional learning. Extensive time was provided and protected for staff collaboration and professional development.
The evidence indicates that the building leader and staff practiced minimal evaluation of the professional learning. If evaluation did happen, it was about the delivery of the professional development, implementation, not about the impact.	The evidence indicates that the building leader and staff practiced limited evaluation of the implementation and impact of professional learning based on change in staff practices and student growth using a variety of data sources. Few modifications to the professional learning were made based on the evaluation.	The evidence indicates that the building leaders and staff practiced regular evaluation of the implementation and impact of professional learning based on change in staff practices and student growth using a variety of data sources. The evaluation was limited when it came to studying the impact. Some appropriate modifications to the professional learning were made based on the evaluation.	The evidence indicates that the building leader and staff practiced continuous and extensive evaluation of the implementation and impact of professional learning based on change in staff practices and student growth using a variety of data sources. Appropriate and meaningful modifications to professional learning were made based on the evaluation.

Sources of Evidence for Professional Development

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Analyzed and used data to determine differentiate topics and methodology connected to identified needs of staff, teachers, and students	<ul style="list-style-type: none"> • A needs assessment survey’s results around professional development • Building or district climate surveys • Student achievement and testing data to evaluate instructional needs 	<ul style="list-style-type: none"> • Clear plan specified for gathering data • Provide evidence from surveys’ • All relevant stakeholders are represented in the data • Analysis that directed topic choice to meet needs of multiple groups • Provide information on how student performance data relates to the design of the professional development plan
Aligned professional learning with school and district improvement goals	<ul style="list-style-type: none"> • Research-based Professional Development Plan 	<ul style="list-style-type: none"> • Plan demonstrates clear alignment with school and district improvement goals
Provided time and support and engaged staff in selecting topics for professional development	<ul style="list-style-type: none"> • Professional development plans based on individual staff needs • Professional development agendas, objectives, handouts, minutes, attendance rosters, sign-in sheets • Professional development calendar, design and implementation 	<ul style="list-style-type: none"> • Documentation specifies allotment of appropriate time for completion • Provide evidence that staff is highly involved in selection, design and delivery of professional development activities • Indicate how time and support were provided for collaboration among staff
Evaluated and adjusted professional development	<ul style="list-style-type: none"> • IDP, Professional development agendas, objectives, handouts, minutes • Documentation of analysis—what was accessed by whom of professional development results • Revised School Improvement Plan • Implementation rubrics (pre and post teacher surveys) 	<ul style="list-style-type: none"> • Due to participation in select PD activities, teachers showed growth on their implementation rubrics • Student performance data indicates improvement in targeted areas • Provide documentation on continuous evaluation of professional learning and impact on student performance/learning using multiple data sources • Provide evidence of changes to professional development based on data analysis provided and appropriate revisions made to address needs

3.3 Distributed Leadership: The building leader established and sustained a culture of distributed leadership within the school, district and community. The building leader developed the capacity for distributed leadership as part of the process of shared governance. The building leader modeled distributed leadership and expected staff to take an active role in decision making and serving in leadership roles according to their areas of expertise.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the building leader made minimal attempts to establish a culture of distributed leadership within the school, district and community. There was little or no evidence of capacity building related to distributed leadership.	The evidence indicates that the building leader began to establish a culture of distributed leadership within the school, district and community or was sustaining the established culture with mixed results. Capacity building related to distributed leadership was limited to only a few staff and stakeholders.	The evidence indicates that the building leader established a culture of distributed leadership within the school, district and community. Appropriate capacity building related to distributed leadership was established. Leaders routinely provided opportunities for shared leadership with staff and other stakeholders.	The evidence indicates that the building leader established and sustained a culture of distributed leadership within the school, district and community. Extensive capacity building related to distributed leadership was established. There were consistent, multiple and substantial opportunities for shared leadership with staff and other stakeholders.
The evidence indicates that the building leader had a leadership team in place, but the members and leaders needed clarification regarding focus, roles, and responsibilities, or the team did not have a role in decision-making that will bring about improvements.	The evidence indicates that the building leader had a leadership team in place, but the members and leaders needed clarification regarding focus, roles, and responsibilities.	The evidence indicates that the building leader had a leadership team in place, and the members and leaders understood the focus, roles, and responsibilities.	The evidence indicates that the building leader had an effective leadership team in place, and was viewed as the engine for continuous improvement by staff, leaders, and external stakeholders.
The evidence indicates that the building leader had minimal expectations for staff to take a role in decision making and serve in leadership roles.	The evidence indicates that the building leader had limited expectations for staff to take a role in decision making and serve in leadership roles according to their areas of expertise. Leaders provided only initial opportunities for staff to have input into decision making and rarely coach others in the process of shared governance.	The evidence indicates that the building leader had expectations for staff to take a role in decision making and serve in leadership roles according to their areas of expertise, but may have had uneven results. Leaders coached others in the process of shared governance.	The evidence indicates that the building leader had expectations for all staff to take an active role in decision making and serve in leadership roles according to their areas of expertise. Leaders effectively coached others in the process of shared governance.
The evidence indicates that the building leader rarely gave staff members a role in school/district initiatives.	The evidence indicates that the building leader periodically gave staff members a leadership role in school/district initiatives.	The evidence indicates that the building leader regularly gave staff members the opportunity to lead school/district initiatives.	The evidence indicates that the building leader consistently gave and encouraged staff members to take opportunities to lead school/district initiatives.
The evidence indicates that the building leader did not reflect on distributed leadership and decision making processes. Consequently, adjustments were not based on reflective behavior and data.	The evidence indicates that the building leader occasionally reflected on the processes and the effectiveness of distributed leadership, and made necessary adjustments.	The evidence indicates that the building leader regularly reflected on the processes and the effectiveness of distributed leadership, and made necessary adjustments.	The evidence indicates that the building leader comprehensively reflected on the processes and the effectiveness of distributed leadership, and made necessary adjustments.

Sources of Evidence for Distributed Leadership

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Developed capacity for distributed leadership	<ul style="list-style-type: none"> • Examples of distributed leadership activities and opportunities for staff • Agendas, minutes of staff, community, and site councils • Staff addendums for supplemental teacher-leader roles 	<ul style="list-style-type: none"> • Clear plan to enhance overall building leadership capacity • Review data/feedback from surveys concerning opportunities for staff involvement and shared leadership • Provide evidence of a culture that encourages and sustains shared leadership throughout the learning community
Provided instructional leadership opportunities	<ul style="list-style-type: none"> • Examples of shared leadership roles throughout the organization • Master schedule documenting individual and collaborative planning • Staff surveys 	<ul style="list-style-type: none"> • Document opportunities for shared leadership at all staff levels • Provide time for staff to engage in leadership activities • Analyze data from surveys and shared leadership activities to evaluate effectiveness and make changes based on analysis and reflection

Construct 4: Making the Organization Work

Building leaders, as instructional leaders, create a positive organizational culture for learning and teaching. They ensure teacher and organization time is focused to support quality instruction and student learning. They have high expectations for all, promote professional and ethical behavior, and ensure that individual student needs inform all aspects of schooling. Building leaders promote the success of every student and staff by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. They make decisions about resources that are supportive of the vision of learning. They obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources. They promote and protect the welfare and safety of students and staff. They create and sustain a collaborative environment with students, staff, and the community. They promote understanding, appreciation, and use of the community's diverse cultural, social and intellectual resources. They build and sustain partnerships with families and community partners.

Demonstration of the building leader's proficiency in making the organization work is evidenced by:

- 1) Creation of a positive culture for learning and teaching
- 2) Management of the organization, operation, and resources
- 3) Collaborative environment with staff and community members

Below is a description of each of the three components:

4.1 Positive Organizational Culture

The building leader evaluated data regarding beliefs, processes and structures in the school that support or impede rigor in teaching and learning. The building leader used the results of the analysis of data to inform the school improvement plan and implements processes and structures that support a positive culture of high expectation for all students and adults. The building leader engaged participants (staff, students, parents, and other stakeholders) in collaborative work to establish and sustain the positive culture.

Key indicators: analyze and use data from multiple measures to inform plans, ensure process and systems are in place, promote collaboration to achieve goals.

4.2 Management of the Organization, Operation and Resources

The building leader ensured management of the organization, operation, and resources for a safe, efficient, and effective learning environment. The building leader obtained, allocated, aligned and efficiently utilized human, fiscal, and technological resources to meet the district and school goals. The building leader followed established guidelines and timelines for all of the elements required by federal, state, and district regulations. The building leader monitored and evaluated the management and operational systems to determine what is working and what needs to be modified.

Key indicators: make decisions about procedures and resources, monitors organizational processes, meets established regulations.

4.3 Collaborative Environment

The building leader established and sustained a culture of collaboration with staff and community members to achieve school and district goals. There was a response to diverse community interests and needs and mobilization of community resources. The building leader collected and analyzed data and information pertinent to the educational environment in order to promote understanding, appreciation, and use of the community's diverse cultural, social and intellectual resources. Plans were developed and implemented to improve the collaborative environment. The building leader built and sustained relationships with the staff, students, families and community partners. The building leader monitored the relationships and level of collaboration in order to make adjustments to better serve the school and school community.

Key indicators: collect and analyze data and information about the school community, implement plan to improve collaboration, monitor implementation of the plan.

4.1 Positive Organizational Culture: The building leader evaluated data regarding beliefs, processes and structures in the school that support or impede rigor in teaching and learning. The building leader used the results of the analysis of data to inform the school improvement plan and implemented processes and structures that support a positive culture of high expectation for all students and adults. The building leader engaged participants (staff, students, parents, and other stakeholders) in collaborative work to establish and sustain the positive culture.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the building leader rarely analyzed, interpreted and utilized multiple sources of data that were varied to make decisions that positively impact the school culture for learning.	The evidence indicates that the building leader occasionally analyzed, interpreted and utilized multiple sources of data that were varied to make decisions that positively impact the school culture for learning.	The evidence indicates that the building leader regularly analyzed, interpreted and utilized multiple sources of data that were varied to make decisions that positively impact the school culture for learning.	The evidence indicates that the building leader comprehensively analyzed, interpreted and uses multiple sources of data that were varied to make decisions that positively impact the school culture for learning.
The evidence indicates that the building leader rarely planned and implemented processes and procedures that created a culture in which few stakeholders take responsibility for and share in the planning, shaping and implementation of an effective instructional program.	The evidence indicates that the building leader occasionally planned and implemented processes and procedures that created a culture in which some stakeholders take responsibility for and share in the planning, shaping and implementation of an effective instructional program.	The evidence indicates that the building leader regularly planned and implemented processes and procedures that created a culture in which many stakeholders take responsibility for and share in the planning, shaping and implementation of an effective instructional program.	The evidence indicates that the building leader systematically planned and implemented processes and procedures that created a culture in which multiple stakeholders take responsibility for and share in the planning, shaping and implementation of an effective instructional program.
The culture for teaching and learning did not demonstrate sensitivity to, and was not inclusive of, the diversity among the school population, and reflected high expectations for only a few of its members.	The culture for teaching and learning was somewhat sensitive and inclusive of the diversity among the school population, and reflected high expectations for some of its members.	The culture for teaching and learning was largely sensitive to and inclusive of the diversity among the school population, and reflected high expectations for most of its members.	The culture for teaching and learning was sensitive to and inclusive of the diversity among the school population, and reflected high expectations for all its members.

Sources of Evidence for Positive Organization Culture

What You Want to Demonstrate	Possible Evidence	Performance Considerations
<p>High expectations for all</p> <p>What measures were used to collect and analyze data on school and community culture for learning</p> <p>High expectations for professional behavior, ethical behavior and equity for all</p>	<ul style="list-style-type: none"> • Documentation of standards for performance • School Climate Surveys • Staff Turnover and Retention Data • Community and Site Council Surveys • Formative assessment data • Summative assessment data agendas • Parent volunteer records • Community partnership data • Log of interagency interaction • Character education program 	<ul style="list-style-type: none"> • Clear documentation of high expectations for all (mission, etc.) • Demonstrates ethical behavior in all actions • Collect and analyze data on all surveys • Collect and analyze data on all assessments • Collect and analyze data on staff turnover and retention • Use of analysis of data for decision-making and feedback to appropriate stakeholders • Agendas should demonstrate support and discussion of teaching and learning, data-based decision-making, addressing the school improvement plan, and engaging stakeholders • Parent volunteer list and recognition ceremony includes representation from all sub-groups • Provides evidence of collaboration with higher ed and other business/community organizations • Provides evidence of character education activities and any related data
<p>How were the plans and implementation of processes put in place for shared responsibility of learning culture promotes collaboration</p>	<ul style="list-style-type: none"> • Community/school demographics • School Climate Surveys • Staff turnover and retention Data • Community and Site Council Surveys • Formative assessment data • Summative assessment data • Agendas and minutes of meetings and documents • MTSS documentation and structure and tiered instruction documents • Celebrations 	<ul style="list-style-type: none"> • Clear plan to provide teaching and learning opportunities for all stakeholder groups (purposeful community) • Items should demonstrate involvement of multiple stakeholder groups • Collect, analyze and discuss data for the purpose of driving instruction for the culture of learning • Provide evidence of effective implementation of the MTSS process and student performance data • Provide evidence of positive, supportive,

Evidence of engagement by a large percentage of the school population

What processes and plans are in place for establishing a culture inclusive of diversity of school/community population

- Data to indicate participation in school events
- School vision, mission and goals
- School Climate, Community and Site
- Council Surveys
- Events focused on community input and collaboration
- Meeting minutes
- Differentiation in lesson plans
- Newsletters, websites, media releases, etc.
- Clear plan specified that demonstrates community participation and/or plans to address any under-represented groups.
- Provides evidence that demonstrates differentiation of instruction.
- Provides evidence of collecting, analyzing and discussing data.
- Provides evidence of outreach to multiple stakeholder sub-groups.

4.2 Management of the Organization, Operation and Resources: The building leader ensured management of the organization, operation, and resources for a safe, efficient, and effective learning environment. The building leader obtained, allocated, aligned and efficiently utilized human, fiscal, and technological resources to meet the district and school goals. The building leader followed established guidelines and timelines for all of the elements required by federal, state, and district regulations. The building leader monitored and evaluated the management and operational systems to determine what is working and what needs to be modified.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the building leader was aware of a variety of school, district and external resources (human, fiscal, and technological) and rarely aligned those resources to district and school goals in order to create a safe and efficient learning environment for all students and staff.	The evidence indicates that the building leader was aware of a variety of school, district and external resources (human, fiscal, and technological) and occasionally aligned those resources to district and school goals in order to create a safe and efficient learning environment for all students and staff.	The evidence indicates that the building leader was aware of a variety of school, district and external resources (human, fiscal, and technological) and regularly aligned those resources to district and school goals in order to create a safe and efficient learning environment for all students and staff.	The evidence indicates that the building leader was aware of a variety of school, district and external resources (human, fiscal, and technological) and systematically aligned those resources to district and school goals in order to create a safe and efficient learning environment for all students and staff.
The evidence indicates that the building leader rarely developed, implemented and modified school budgets that rarely aligned with school and district priorities.	The evidence indicates that the building leader occasionally developed, implemented and modified school budgets that were somewhat aligned with school and district priorities.	The evidence indicates that the school leader regularly developed, implemented and modified school budgets that were usually aligned with school and district priorities.	The evidence indicates that the school leader systematically developed, implemented and modified school budgets that were aligned with school and district priorities.
The evidence indicates that the building leader rarely created and monitored routines, processes and procedures and rarely collected and analyzed a variety of data from multiple sources in order to gauge their effectiveness and to identify and plan for areas of improvement.	The evidence indicates that the building leader occasionally created and monitored routines, processes and procedures and periodically collected and analyzed a variety of data from multiple sources in order to gauge their effectiveness and to identify and plan for areas of improvement.	The evidence indicates that the building leader regularly created and monitored routines, processes and procedures and regularly collected and analyzed data from multiple sources in order to gauge their effectiveness and to identify and plan for areas of improvement.	The evidence indicates that the building leader systematically created and monitored routines, processes and procedures and regularly collected and analyzed a variety of data from multiple sources in order to gauge their effectiveness and to identify and plan for areas of improvement.
The evidence indicates that the building leader had little or no knowledge of guidelines and timelines required by federal, state and district mandates and always met those requirements.	The evidence indicates that the building leader had limited knowledge of guidelines and timelines required by federal, state and district mandates and always met those requirements.	The evidence indicates that the building leader had adequate knowledge of guidelines and timelines required by federal, state and district mandates and always met those requirements.	The evidence indicates that the building leader had an extensive knowledge of guidelines and timelines required by federal, state and district mandates and always met those requirements.

4.2 Sources of Evidence for Management of the Organization, Operation and Resources

What You Want to Demonstrate	Possible Evidence	Performance Considerations
<p>Tech plan that reflects attention to 21st century skills</p> <p>What procedures, plans and resources are in place to ensure a safe, efficient, and effective learning environment</p>	<ul style="list-style-type: none"> • Tech plan • Building schedule related to usage of tech resources, training • Law, fire, health services 	<ul style="list-style-type: none"> • Plan clearly indicates usage of cutting edge technology, staff training, student use • Provides evidence of technology access for sub-groups • Data indicates maximum usage of technology • Provides evidence of alignment of technology and learning standards to district and state standards • Provides evidence of sharing knowledge and access to law, fire and health services for all stakeholders
<p>How were human capital, fiscal and technological resources used to meet district & school goals</p>	<ul style="list-style-type: none"> • Budget expenditures • Fiscal plan • HR documentation • Technology usage documentation (training, attendance, differentiation) 	<ul style="list-style-type: none"> • Provides evidence that personnel provide all learning services needed for equity within sub-groups • Provides evidence that all fiscal resources are adequate to achieve school improvement plan goals • Provides evidence of equitable distribution of technology resources
<p>Efficient, effective allocation of all resources to address instructional needs</p> <p>What is the compliance process and how is it followed for legal regulations</p> <p>Follows established guidelines (federal, state, district regulations) related to safety</p>	<ul style="list-style-type: none"> • Reflection of ways resources were accessed and used to improve instruction and student performance • Fire and tornado logs • Handbooks • BOE agendas • Crisis plan 	<ul style="list-style-type: none"> • Reflection describes strategic use of resources to attain maximum use of resources available • Documentation of adherence to all regs
<p>How management of organization is evaluated for effectiveness and modifications</p> <p>Organizational processes</p>	<ul style="list-style-type: none"> • Student and staff handbooks • Course handbooks • Building work orders, maintenance records • PBR, EOYA, KIDS, Kan-DIS records • Safety reports • School Climate/Building Management surveys • Daily schedules 	<ul style="list-style-type: none"> • Provides evidence of meeting all compliance issues • Provides evidence of the systems used to accomplish goals • Provides evidence of ongoing maintenance of physical plant and environment • Provides evidence of mid-cycle review and/or modification as needed

4.3 Collaborative Environment: The building leader established and sustained a culture of collaboration with staff and community members to achieve school and district goals. The building leader responded to diverse community interests and needs and mobilization of community resources. The building leader collected and analyzed data and information pertinent to the educational environment in order to promote understanding, appreciation, and use of the community’s diverse cultural, social and intellectual resources. The building leader developed and implemented plans to improve the collaborative environment. The building leader built and sustained relationships with the staff, students, families and community partners. The building leader monitored the relationships and level of collaboration in order to make adjustments to better serve the school and school community.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the building leader rarely collected and analyzed data that was varied and from multiple sources in order to gain minimal knowledge of the diverse school community, its needs and resources.	The evidence indicates that the building leader occasionally collected and analyzed data that was varied and from multiple sources in order to gain basic knowledge of the diverse school community, its needs and resources.	The evidence indicates that the building leader regularly collected and analyzed data that was varied and from multiple sources in order to gain adequate knowledge of the diverse school community, its needs and resources.	The evidence indicates that the building leader systematically collected and analyzed data that was varied and from multiple sources in order to gain extensive knowledge of the diverse school community, its needs and resources.
The building leader developed and implemented minimal plans for building and sustaining relationships with all members of the school community (staff, students, families and community partners) in order to communicate and implement the school’s vision.	The building leader developed and implemented limited or basic plans for building and sustaining relationships with all members of the school community (staff, students, families and community partners) in order to communicate and implement the school’s vision.	The building leader developed and implemented adequate plans for building and sustaining relationships with all members of the school community (staff, students, families and community partners) in order to more regularly communicate and implement the school’s vision.	The building leader developed and implemented comprehensive plans for building and sustaining relationships with all members of the school community (staff, students, families and community partners) in order to more extensively communicate and implement the school’s vision.
The evidence indicates that the building leader initiated and responded to few opportunities for school community collaborations and partnerships.	The evidence indicates that the building leader initiated and responded to some opportunities for school community collaborations and partnerships.	The evidence indicates that the school leader initiated and responded to many opportunities for school community collaborations and partnerships..	The evidence indicates that the building leader initiated and responded to multiple and varied opportunities for school community collaborations and partnerships.
Few systems and procedures were put in place for monitoring, evaluating and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals.	Some systems and procedures were put in place for monitoring, evaluating and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals.	Adequate systems and procedures were put in place for monitoring, evaluating and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals	Comprehensive systems and procedures were put in place for monitoring, evaluating and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals.

4.3 Sources of Evidence for Collaborative Environment

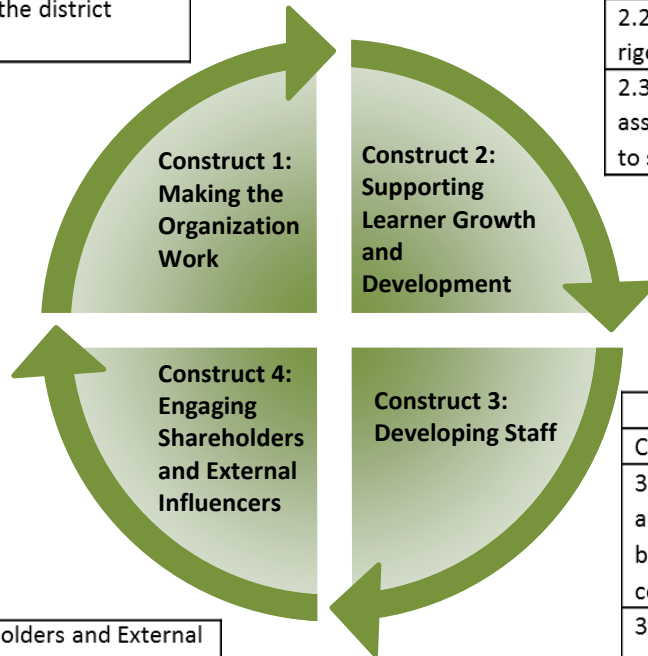
What You Want to Demonstrate	Possible Evidence	Performance Considerations
<p>Overall community involvement</p> <p>How information and data was collected and analyzed about school community</p>	<ul style="list-style-type: none"> • PTA/PTO involvement/activities • Community involvement/activities • Interest, Career, Culture and/or Wellness Fairs • Community and Site Council surveys • Newsletters, website 	<ul style="list-style-type: none"> • Clear plan specified to draw community members into the school with a variety of activities • Clear plan specified to involve school members (staff and students) in the community (service learning, etc.) • Provides evidence of multi-lingual documents (for school and community communications)
<p>How was the plan to improve collaboration implemented</p>	<ul style="list-style-type: none"> • Communication documents for the collaboration plan • Engaging community in implementation of the plan • Community and Site Council surveys 	<ul style="list-style-type: none"> • Provides documentation of community engagement in collaboration plans
<p>How was the plan monitored and implemented</p>	<ul style="list-style-type: none"> • Community and Site Council surveys (longitudinal, ongoing for comparisons) • Reflection of staff and community related to collaboration plan 	<ul style="list-style-type: none"> • Provides evidence of ongoing analysis and modification of the collaboration plan based on needs and goals • Provides evidence of knowledge and usage of community resources over time • Logs of student/family referrals to community agencies • Collect and analyze reflections for use in modifications of the plan

KEEP District Leader Instructional Practices Protocol

The **District Leader** Instructional Practices Constructs to be measured in the evaluation instrument:

1. Setting Direction and Making the Organization Work
Components:
1.1 The district leader will establish and communicate the district vision to support student learning and development.
1.2 The district leader will develop, implement and monitor a strategic plan that addresses continuous improvement.
1.3 The district leader will secure and allocate resources to meet optional needs and to support the district strategic plan.

2. Supporting Learner Growth and Development
Components:
2.1 The district leader will implement a rigorous and relevant curriculum and support services that promote success for all students.
2.2 The district leader will support rigorous and relevant instruction.
2.3 The district leader will use an assessment and accountability system to support student learning.



4. Engaging Shareholders and External Influencers
Components:
4.1 The district leader will advocate for educational policy (local, state, national).
4.2 The district leader will collaborate with the local community and special interests groups.

3. Developing Staff
Components:
3.1 The district leader will establish and maintain a culture of learning that builds collective efficacy and demands continuous learning for all staff.
3.2 The district leader will establish and maintain a process for staff evaluations.
3.3 The district leader will create a system that uses data to drive professional learning that is aligned with district goals and improvement plans and supports a differentiated professional learning program.
3.4 The district leader builds and sustains capacity for leadership throughout the system.

KEEP District Leader Evaluation Rubrics

Construct 1: Setting Direction and Making the Organization Work

District leaders have the responsibility of working with district stakeholders to collaboratively establish a common vision and to channel that vision into a strategic plan that is directed to maximize student learning and development. This responsibility requires the use of a wide range of data sources to guide both the development of both short-term and long-term plans, along with ongoing monitoring, supported by appropriate and targeted resources. Demonstration of the district leader's proficiency in setting direction is evidenced by:

1.1 Establishing and Communicating the District Vision

The district leader organized the development and/or maintenance and communication of the district vision that is focused on student learning and development. The district leader ensured that all appropriate and representative stakeholders (both internal and external) were involved in the process. (Note: there is no expectation that a new vision is created each year.)

Key indicators: development and/or maintenance of a vision focused on student learning needs and development; involvement of stakeholders; use of data to inform the vision; communication of the vision.

1.2 Developing, Implementing and Monitoring a Strategic Plan

The district leader worked collaboratively to develop, implement and monitor a strategic plan that addresses the district's vision and student learning needs. This strategic plan needs to be clearly aligned to the district vision. Data will be used to guide the process at all stages - the development, implementation and monitoring of the strategic plan.

Key indicators: development of a strategic plan that addresses continuous learning improvement for all students; implementation of a strategic plan; monitoring of the implementation; involvement of stakeholders at each part of the process; use of data at each stage of the process.

1.3 Seeking and Allocating Resources

The district leader sought appropriate and sufficient resources to support the work of the district from local, state and federal sources. The district leader used analyses of appropriate data and consultation with stakeholders to determine the allocation of resources to support the district strategic plan, using all resources in the most efficient and effective manner to meet operational needs and district strategic plan. The district leader communicated appropriately with stakeholders about the securing and allocation of resources.

Key indicators: seeking of resources; use of data and the strategic plan to guide decision making regarding resource allocation; allocation and management of district resources to support the strategic plan; allocation and management of resources to support operational needs; communication to stakeholders.

1.1 Establishing and Communicating the District Vision: The district leader organized the development and/or maintenance and communication of the district vision that is focused on student learning and development. The district leader ensured that all appropriate and representative stakeholders (both internal and external) were involved in the process. (Note: there is no expectation that a new vision is created each year.)

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the district leader organized the development and/or maintenance of a partial, generic or unclear vision that does not seem to match district goals or needs.	The evidence indicates that the district leader organized the development and/or maintenance of an incomplete vision that is loosely related to district goals and needs.	The evidence indicates that the district leader organized the development and/or maintenance of a vision that is aligned to district goals and needs.	The evidence indicates that the district leader organized the development and/or maintenance of a clearly defined vision that is aligned to district goals and needs, and that supports the work of the district.
The evidence indicates that the district leader did not utilize data to inform the vision, and little or no involvement of stakeholders (teachers, parents, students, district office, community members) occurred at each stage of the process.	The evidence indicates that the district leader utilized limited collection or analysis of data to inform the vision, and only some involvement of stakeholders, but with critical omissions.	The evidence indicates that the district leader utilized multiple sources of data to inform the vision, and involved most of the appropriate stakeholders (staff, parents, students, school board, and business community) at each stage of the process.	The evidence indicates that the district leader utilized multiple and varied sources of data to inform the vision, and involved all of the appropriate stakeholders (staff, parents, students, school board, and business community) at each stage of the process.
The evidence indicates that the district leader provided no or insignificant communication about the vision, or communicated about the vision in inconsistent, confusing ways.	The evidence indicates that the district leader provided limited communication of the vision using only a single modality or included only a limited range of stakeholders in the communication.	The evidence indicates that the district leader communicated the vision using several different modalities (e.g., meetings, newsletters, through technology) and included the majority of stakeholders in the communication.	The evidence indicates that the district leader communicated the vision using a variety of modalities (e.g., meetings, newsletters, through technology) and ensured that all stakeholders were included in the communication. While particular aspects of the vision might be stressed to different stakeholders, the message was consistent.

Sources of Evidence for Establishing and Communicating the District Vision

Vision
 Stakeholder meeting
 Family engagement

Surveys
 Public communication
 Internal communication

1.2 Developing, Implementing and Monitoring a Strategic Plan: The district leader worked collaboratively to develop, implement and monitor a strategic plan that addresses the district’s vision and student learning needs. This strategic plan was clearly aligned to the district vision. Data was used to guide the process at all stages – the development, implementation and monitoring of the strategic plan.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the district leader did not develop a strategic plan to support student learning needs, or developed a strategic plan that is unconnected to the district vision, was developed in isolation from relevant stakeholders, and without the use of data to guide and support decisions.	The evidence indicates that the district leader developed a strategic plan, partially connected to the district’s vision or to support student learning, with limited input from relevant stakeholders, or with limited or inappropriate data used to guide and support decisions.	The evidence indicates that the district leader developed a strategic plan that addressed most aspects of the district’s vision and supports student learning, was developed collaboratively with mostly relevant stakeholders, and utilized multiple sources of appropriate data to guide and support decisions.	The evidence indicates that the district leader developed a strategic plan that effectively addressed all aspects of the district’s vision and supports student learning with ongoing collaboration with relevant stakeholders, and utilized multiple and wide-ranging sources of appropriate data to guide and support decisions.
The evidence indicates that the district leader implemented the strategic plan in a sporadic and ineffective manner.	The evidence indicates that the district leader implemented the strategic plan in an inconsistent manner.	The evidence indicates that the district leader effectively implemented the strategic plan, although there were a few gaps or omissions.	The evidence indicates that the district leader effectively implemented all aspects of the strategic plan.
If a strategic plan is in place, the evidence indicates that the superintendent did little or no monitoring to ensure its success or to make necessary adjustments.	The evidence indicates that the district leader utilized only limited monitoring once the plan was in place to ensure its success with few if any adjustments as a result of collected data.	The evidence indicates that the district leader regularly monitored the plan once it was in place to ensure its success, but few adjustments were made as a result of collected data.	The evidence indicates that the district leader systematically monitored the plan once it was in place to ensure its success with appropriate adjustments as needed, based on the analysis of collected, meaningful data and input.

Sources of Evidence for Developing, Implementing and Monitoring a Strategic Plan

Strategic plan
Strategic plan operationalized

Data to support plan
Appropriate adjustments

1.3 Seeking and Allocating Resources: The district leader sought appropriate and sufficient resources to support the work of the district from local, state and federal sources. The district leader used analyses of appropriate data and consultation with stakeholders to determine the allocation of resources to support the district strategic plan, using all resources in the most efficient and effective manner to meet operational needs and district strategic plan. The district leader communicated appropriately with stakeholders about the securing and allocation of resources.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the district leader did not actively seek available resources to support district work.	The evidence indicates that the district leader occasionally sought out available resources to support district work.	The evidence indicates that the district leader explored multiple options when seeking out available resources to support district work.	The evidence indicates that the district leader explored multiple and varied options when seeking out available resources to support district work, and capitalized on all opportunities.
The evidence indicates that the district leader utilized little or no data in making decisions for resource allocation to meet student learning needs.	The evidence indicates that the district leader utilized data in a limited manner in making decisions for resource allocation to meet student learning needs.	The evidence indicates that the district leader consistently utilized adequate data in making decisions for resource allocation to meet student learning needs. Resources, in some cases, were directed based on priorities for those identified learning needs.	The evidence indicates that the district leader utilized significant data in making decisions for resource allocation to meet student learning needs. Resources were directed toward student learning needs with the highest priority.
The evidence indicates that the district leader did not allocate and manage resources to support the districts strategic plan.	The evidence indicates that that the district leader allocated and managed resources to support the district strategic plan in limited ways. These resources were often administered in processes that were uncoordinated and not prioritized.	The evidence indicates that the district leader allocated resources in most instances to consistently support the strategic plan. These resources were usually administered in a coordinated and prioritized process.	The evidence indicates that the district leader allocated all necessary and available resources to effectively and consistently support the district strategic plan. These resources were administered in a strategic process that was coordinated and prioritized.
The evidence indicates that the district leader provided little or no communication to relevant stakeholders regarding the use, availability and priorities for resource allocation.	The evidence indicates that the district leader provided some limited and isolated communication to relevant stakeholders regarding the use, availability, and priorities for allocation of resources.	The evidence indicates that the district leader provided communication to most relevant stakeholders regarding the use, availability, and priorities for allocation of resources.	The evidence indicates that the district leader provided consistent and varied communication processes and channels to all relevant stakeholders regarding the use, availability and priorities for allocation of resources.

Sources of Evidence for Seeking and Allocating Resources

Resources
 Data
 Prioritized adjustments

Strategic plan
 Stakeholder involvement
 Family engagement

Construct 2: Supporting Student Growth and Development

District leaders will be advocates for the development of well-rounded and well-prepared students. Support for student learning will be characterized by the use of relevant curriculum, instruction and an appropriate assessment system to promote the success of all students. Demonstration of district leader's proficiency in supporting student learning is evidenced by:

2.1 Implementing a Rigorous and Relevant Curriculum and Support Services

The district leader worked with district staff and stakeholders to implement a rigorous and relevant curriculum to prepare all students to be globally competitive for college and career readiness. In addition the district leader provided support services to promote students' physical, emotional and social development in addition to student academic success.

Key indicators: implementation of a curriculum with high expectations for students; a curriculum that prepares them to be globally competitive for college and career readiness; provision of student services to support student leadership and physical, emotional, social and attitudinal growth.

2.2 Supporting Rigorous and Relevant Instruction

The district leader worked with building leaders to ensure that the instructional guidelines are in place and that teachers are following the district's course/grade level standards and implementing the curriculum with fidelity. The district leader worked with building leaders to ensure that all students have access to the core curriculum and that teachers differentiate instruction and interventions based on student test data and other student information.

Key indicators: ensuring that the instructional models and practices support the translation from standards to instruction for all students; communication to building leaders and teachers; support for building leaders to monitor instructional programs.

2.3 Using an Assessment and Accountability System to Support Student Learning

The district leader ensured that there is a district-wide assessment plan that provides information about the progress of all students. Accountability expectations and results were communicated to all relevant stakeholders, and these results became part of the data used to evaluate the effectiveness of school and district programs, instruction and student supports.

Key indicators: an assessment plan that supports student learning and provides timely, actionable information; communication of assessment results to relevant stakeholders; use of assessment data to support student learning; evaluation of school and district programs and student supports.

2.1 Implementing a Rigorous and Relevant Curriculum and Support Services: The district leader worked with district staff and stakeholders to implement a rigorous and relevant curriculum to prepare all students to be globally competitive for college and career readiness. In addition the district leader provided support services to promote students’ physical, emotional and social development in addition to student academic success.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the district leader did not implement a rigorous curriculum with high expectations for all students.	The evidence indicates that the district leader implemented a rigorous curriculum with high expectations for students unevenly across the district, with greater rigor in some schools, subjects or grade levels than others.	The evidence indicates that the district leader implemented a rigorous curriculum with high expectations for all students across the district.	The evidence indicates that the district leader implemented a rigorous curriculum with high expectations for all students across the district, with a defined process in place for periodic review.
The evidence indicates that the district leader paid no attention to issues of curriculum breadth, global competitiveness or career and college readiness.	The evidence indicates that the district leader paid limited attention to issues of curriculum breadth, global competitiveness or career and college readiness, or addressed the issues primarily in sporadic, inconsistent or superficial ways.	The evidence indicates that the district leader paid appropriate attention to issues of curriculum breadth, global competitiveness or career and college readiness, although there were some gaps in the provisions.	The evidence indicates that the district leader paid thoughtful and planned attention to issues of curricular breadth, global competitiveness or career and college readiness, with access and provision for all students.
The evidence indicates that the district leader provided few or no student services to support student leadership, physical, emotional, social and attitudinal growth, or access to opportunities was not equal to all students.	The evidence indicates that the district leader provided limited student services to support student leadership, and physical, emotional, social and attitudinal growth, and access to opportunities was uneven.	The evidence indicates that the district leader provided an adequate variety of student services to support student leadership, and physical, emotional, social and attitudinal growth.	The evidence indicates that the district leader provided a wide variety of appropriate student services to support student leadership, and physical, emotional, social and attitudinal growth, with access clearly promoted to all students.
The evidence indicates that the district leader provided few or no interventions or alternative programming to address student failure or to promote student excellence.	The evidence indicates that the district leader provided limited interventions or alternative programming to address student failure with unevenly availability and with few opportunities to promote student excellence.	The evidence indicates that the district leader provided an adequate variety of interventions or alternative programming available to address student failure and opportunities to promote student excellence.	The evidence indicates that the district leader provided a wide variety of interventions or alternative programming to address student failure and rich opportunities to promote student excellence, with access and support for all students.

Sources of Evidence for Implementing a Rigorous and Relevant Curriculum and Support Services

Curriculum for all students
 Career and college readiness

Leadership for school community
 MTSS

2.2 Supporting Rigorous and Relevant Instruction: The district leader worked with building leaders to ensure that the instructional guidelines are in place and that teachers are following the district’s course/grade level standards and implementing the curriculum with fidelity. The district leader worked with building leaders to ensure that all students have access to the core curriculum and that teachers differentiate instruction and interventions based on student test data and other student information.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the district leader did not work with school leaders to ensure that instructional models and practices (standards, curriculum, pacing guides, etc.) exist.	The evidence indicates that the district leader supported the development of district and school instructional models and practices (standards, curriculum, pacing guides, etc.).	The evidence indicates that the district leader supported the development of district and school instructional models and practices (standards, curriculum, pacing guides, etc.).	The evidence indicates that the district leader supported the development of district and school instructional models and practices (standards, curriculum, pacing guides, etc.).
The evidence indicates that if such models and practices were developed, the district leader did not communicate to teachers.	The evidence indicates that the instructional models and practices were available to teachers although the communication was not thorough or consistent. (For example, the needs of new teachers were not addressed.)	The evidence indicates that the use of the instructional models and practices was communicated in an ongoing way to teachers and other stakeholders	The evidence indicates that the use of the instructional models and practices was communicated in thoughtful and relevant ways to teachers and other stakeholders, with training as needed.
The evidence indicates that the district leader did not establish a process for monitoring models and practices to inform instructional programs, or there is evidence that instructional programs were only partially aligned with the established guidelines.	The evidence indicates that the district leader may have established a process for monitoring the use of the models and practices, but the process was used only periodically, on a limited basis, or only for some schools or classrooms.	The evidence indicates that the district leader established a process for monitoring the implementation of the models and practices, and the provision of feedback was articulated. This process was used across the district although there may be some inconsistencies.	The evidence indicates that the district leader established a systematic process for monitoring the implementation of the models and practices, and the provision of feedback was articulated. This process was used consistently throughout the district.

Sources of Evidence for Supporting Rigorous and Relevant Instruction

Instructional models
 Implementing models for all students

Systemic process
 Consistent application for all students

2.3 Using an Assessment and Accountability System to Support Student Learning: The district leader ensured that there is a district-wide assessment plan that provides information about the progress of all students. Accountability expectations and results were communicated to all relevant stakeholders, and these results become part of the data used to evaluate the effectiveness of school and district programs, instruction, and student supports.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the district leader ensured that some forms of assessments were used (state, local, formative, summative) but with little, if any, coordination to integrate these assessments to support school and district learning goals. There are little or no examples of assessment data used to inform and support student learning.	The evidence indicates that the district leader ensured some degree of coordination of various forms of assessment tools being used (state, local, formative, summative) by the district. The coordination was often based on the initiative of individual teachers and principals and not on any district wide assessment coordination strategy. There is limited evidence that student data was used to support student learning.	The evidence indicates that the district leader ensured various forms of assessments (state, local, formative, summative) were integrated into a cohesive plan to guide, support and inform student learning. This integrated approach utilized data to guide the teaching and learning within and between various grades and schools.	The evidence indicates that the district leader ensured all forms of assessment data (state, local, formative, summative) were integrated into a cohesive plan to guide, support and inform student learning. The integration of the various assessments supported the district accountability plan and addressed local and other accountability expectations.
The evidence indicates that the district leader provided little or no support to building leaders and teachers to engage with or use classroom assessment evidence to inform instruction.	The evidence indicates the district leader provided limited support to building leaders and teachers to engage with and use classroom assessment evidence to inform instruction, but emphasized higher stakes assessments.	The evidence indicates that the district leader provided adequate support to building leaders and teachers to engage with and use classroom assessment evidence to inform instruction, and not to rely only on interim and summative assessments.	The evidence indicates the district leader provided meaningful support to building leaders and teachers to thoroughly engage with and use classroom assessment evidence to inform instruction, and not to rely only on interim and summative assessments.
The evidence indicates that the district leader did not ensure that assessment data is appropriately analyzed to support student learning, or to evaluate school and district programs.	The evidence indicates that the district leader ensured assessment data was used in limited ways to support student learning and evaluate school and district programs.	The evidence indicates that the district leader ensured assessment data was used appropriately to support student learning and to evaluate school and district programs.	The evidence indicates that the district leader ensured assessment data was used extensively to support student learning and to evaluate school and district programs, with efforts made to demonstrate that the use of data supports a more transparent and fair decision making process.

The evidence indicates that the district leader provided little or no methods or strategies to communicate assessment results or their use to relevant stakeholders.

The evidence indicates that the district leader provided limited communication of assessment results to relevant stakeholders, although with no consistent process or plan to make the results available to appropriate stakeholders.

The evidence indicates that the district leader provided an adequate variety of methods for communicating the assessment results to relevant stakeholders.

The evidence indicates that the district leader provided clear and transparent communication of information to all relevant stakeholders, in a variety of ways appropriate to the audiences.

Sources of Evidence for Using an Assessment Accountability System:

Assessment data

Licensure data

Evaluative data

District expectations

Stakeholder engagement

Construct 3: Developing Staff

The district leader will work to establish a professional learning community that is involved in the establishment of processes and systems for the support and evaluation of a high-performing, diverse staff. Effective evaluation processes are implemented for all staff, supporting reflection, feedback and continuous growth. Demonstration of the district leader's proficiency in developing staff is evidenced by:

3.1 Establishing and Maintaining a Culture of Learning

The district leader worked to establish a collaborative learning ethos with the common purpose throughout the district of achieving district learning goals. The district leader is a role model as a learner. The district leader built collective efficacy throughout the district by working with district and school leaders to celebrate district, school and individual accomplishments, contributions and efforts in reaching student learning goals.

Key indicators: communication of importance of learning for everyone; promotion of the message that learning is important for all students and staff; modeling behavior supporting individual learning

3.2 Establishing and Maintaining a Process for Staff Evaluations

The district leader was responsible for establishing and maintaining a process for staff evaluations in a fair and effective manner to recognize excellence, support growth, and to identify the need for remediation.

Key indicators: use of a process for evaluation; creation of actionable feedback; formative and summative components to the process.

3.3 Supporting Professional Learning

The district leader analyzed district and school data to identify staffing needs, supported the delivery of needs-based professional learning services, and used evaluation data to monitor the impact of professional learning on student learning and professional practice. Appropriate and needed resources were made available to support and deliver a differentiated professional learning program. The district leader recognized that change takes time and requires ongoing support.

Key indicators: use of data to inform professional learning needs; support for professional learning for staff focused on supporting student growth and development; connections between analysis of collected data and the selection of/delivery of targeted professional learning; use of data to evaluate impact of professional learning delivered.

3.4 Building and Sustaining Capacity for Leadership throughout the System

The district leader implemented programs and strategies to build leadership capacity throughout the system. Leadership was encouraged, recognized and celebrated at all levels of district staffing. Every effort was made to ensure that leadership capacity is being emphasized and encouraged by all district staff in an effort to create sustainability for improving success with student learning goals.

Key indicators: identification of district leadership needs through the use of data; development of leadership capacities to ensure leadership sustainability; recognition and celebration of leadership successes.

3.1 Establishing and Maintaining a Culture of Learning: The district leader worked to establish a collaborative learning ethos with the common purpose throughout the district of achieving district learning goals. The district leader modeled the role of “learner.” The district leader built collective efficacy throughout the district by working with district and school leaders to celebrate district, school and individual accomplishments, contributions and efforts in reaching student learning goals.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the district leader developed little or no communication efforts or awareness among stakeholders of the district message that learning is important for everyone.	The evidence indicates that the district leader developed some awareness among stakeholders of the district message that learning is important for everyone, but with limited evidence of communication across the district.	The evidence indicates that the district leader appropriately communicated through an adequate variety of strategies awareness among most stakeholders of the district message that learning is important for everyone.	The evidence indicates that the district leader created among all stakeholders an understanding of the district message that learning is important for everyone, extensively communicated through a wide variety of strategies that effectively targeted each audience.
The evidence indicates that the district leader did not build or nurture a collective sense of efficacy. While there may have been occasional rhetoric of learning for all, there is little evidence that it had meaning.	The evidence indicates that the district leader attempted to build a collective sense of efficacy through occasional, but inconsistent promotions of student learning.	The evidence indicates that the district leader made adequate attempts at building a collective sense of efficacy, promoting the belief that all students and adults are learners with evident support across the district.	The evidence indicates that the district leader built a deeply held collective sense of efficacy, with obvious promotions of the belief that all students and adults are learners, with learning clearly supported and celebrated consistently across the district.
The evidence indicates that the district leader did not participate in professional development to support his/her own growth or the district strategic plan and goals but instead, participated in stand-alone, disjointed activities or only professional development targeted for other staff within the district.	The evidence indicates that the district leader participated in some professional development activities to support his/her own growth or the district strategic plan and goals.	The evidence indicates that the district leader participated in appropriate professional development activities to support his/her own growth or the district strategic plan and goals, although the activities may have been narrowly focused.	The evidence indicates that the district leader had a personal growth plan and actively pursued professional growth and was visible as a learner to staff.

Sources of Evidence for Establishing and Maintaining a Culture of Learning

External communication
Internal communication

Professional learning
Staff growth plans

3.2 Establishing and Maintaining a Process for Staff Evaluations: The district leader was responsible for establishing and maintaining a process for staff evaluations in a fair and effective manner to recognize excellence, support growth, and identify the need for remediation.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the district leader maintained an evaluation process that was not transparent, and many staff did not view the evaluation process as fair or relevant in providing for continuous improvement.	The evidence indicates that the district leader maintained an evaluation process that was somewhat transparent in that documentation of the processes existed, but was not widely available, or was generic across different roles and responsibilities. Some staff did not view the evaluation process as fair, relevant, and meaningful for continuous improvement.	The evidence indicates that the district leader implemented a transparent staff evaluation process. The evaluation processes and criteria were shared and discussed with those staff members being evaluated, with training for all involved. Evidence indicates that the evaluation process was seen as important and fair.	The evidence indicates that the district leader implemented a transparent evaluation process that involved the relevant stakeholders, and appropriately considered the work relevant to each position within the district. The evaluation processes and criteria were shared and discussed, with training for all involved. Evidence indicates that the evaluation process was seen as important, fair and instrumental in staff development.
The evidence indicates that the district leader maintained an evaluation process that did not use multiple measures or time points in evaluating staff performance and did not have a formative component in the process. Staff members received a summative evaluation at the end of the school year, with little or no prior discussions of performance during the school year. There is no evidence of actionable performance feedback being provided during the school year.	The evidence indicates that the superintendent maintained an evaluation process that occasionally use multiple measures and had a formative component that was weak, and not utilized for the most benefit. The process did not identify the time or frequency that formative evaluations should take place during the school year so that it was largely haphazard. Continuous improvement was discussed as part of the evaluation but was often not adhered to in the actual process.	The evidence indicates that the superintendent implemented an evaluation process that regularly used multiple measures and had both formative and summative components. The formative was effectively utilized in following up with the previous year’s summative remediation needs and with the current year’s goals and objectives for each member of staff. The formative sessions provided immediate feedback and assessment of progress toward the professional improvement goals and a focus on continuous improvement.	The evidence indicates that the superintendent implemented an evaluation process that systematically used multiple measures, collected over time and had a strong formative component. The process provided the opportunity of a self-assessment prior to each formal formative and summative meeting. The process, the implementation and the results of both formative and summative evaluations, incorporated best evaluation practices by connecting evaluations to future professional development.

Sources of Evidence for Establishing and Maintaining a Process for Staff Evaluations

Evaluation instrument

Equal distribution

Evaluation system

3.3 Supporting Professional Learning: The district leader analyzed district and school data to identify staffing needs, supported the delivery of needs-based professional learning services, and used evaluation data to monitor the impact of professional learning on student learning and professional practice. The district leader made appropriate and needed resources available to support and deliver a differentiated professional learning program. The district leader recognized that change takes time and requires ongoing support.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the district leader utilized little or no data of any type to inform decisions on professional development activities that supported district goals. Decisions about professional development were based on “hunches” or personal preferences with little communication to staff about rationales.	The evidence indicates that the district leader utilized limited data (primarily from formative and summative evaluations,) to inform decisions on professional development activities to support district goals, with little effort to communicate how the data analysis informed decisions.	The evidence indicates that the district leader utilized adequate data (primarily from formative and summative evaluations, and staff input) to inform decisions on differentiated professional development activities to support the district goals, with a clear articulation of how the various data sources informed the decisions made regarding the professional development activities.	The evidence indicates that the district leader extensively utilized varied types of data (staff evaluations and observations, staff input, student assessment data, district goals, strategic plan) to inform decisions on differentiated professional development activities to support the district goals, with a clear communication about the decisions.
The evidence indicates that the district leader utilized little or no data from staff evaluations, observations, surveys or student assessments to monitor professional development activities.	The evidence indicates that the district leader monitored the effectiveness of professional development being provided within schools and district in a limited way. Limited data from staff evaluations, observations, surveys and student assessments was used to assess the effectiveness of professional development, but no evidence of a systemic plan in place for consistent monitoring and feedback.	The evidence indicates that the district leader implemented an adequate plan for monitoring the effectiveness of most professional development being provided within schools and district. The monitoring plan made use of multiple data sources, such as staff evaluations, observations, surveys and student assessments.	The evidence indicates that the district leader placed a strong emphasis on monitoring the effectiveness of all professional development activities, utilized multiple sources of data, building a strong base of support for accountability on the part of all involved in the identification and implementation of professional development activities.
The evidence indicates professional development activities tended to be of the “one size fits all” variety, with little or no evidence that they are job-embedded.	The evidence indicates professional development was occasionally based on data but with limited differentiation and reliance on job-embedded approaches. There was limited choice offered to staff.	The evidence indicates professional development across the district was regularly differentiated for most staff, using job-embedded approaches, with some degree of choice recognizing needs, interests and specializations.	The evidence indicates professional development across the district was systematically on-going, job-embedded and differentiated for all staff, with a variety of choice recognizing needs, interests and specializations.

Sources of Evidence for Supporting Professional Learning

Data informed professional learning
 Job-embedded professional learning
 Multiple measures of data

District goals
 District strategic plan

3.4 Building and Sustaining Capacity for Leadership Throughout the System: The district leader implemented programs and strategies to build leadership capacity throughout the system. Leadership was encouraged, recognized and celebrated at all levels of district staffing. Every effort was made to ensure that leadership capacity is being emphasized and encouraged by all district staff in an effort to create sustainability for improving success with student learning goals.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the district leader utilized little or no use of data in planning activities and strategies to build leadership capacity in school and district leadership positions. Data was seldom, if ever, used to identify leadership needs in the schools and district, or prepare for changes in formal leadership positions at any level.	The evidence indicates that the district leader utilized limited data in planning activities and strategies to build leadership capacity in school and district leadership positions. Data was used, although inconsistently, and with no systemic approach to identify leadership needs in the school and district or prepare for changes in formal leadership positions at any levels.	The evidence indicates that the district leader utilized appropriate data in planning activities and strategies to build leadership capacity in school and district leadership positions. Data was regularly used to identify leadership needs in the school and district, and prepare for changes in formal leadership positions at any levels.	The evidence indicates that the superintendent utilized data extensively to build leadership capacity in school and district leadership positions. The district leader placed emphasis on a collaborative approach that involved all relevant stakeholders to identify and implement varied leadership development activities. These activities were designed to build leadership capacity and prepare for changes in formal leadership positions at all levels.
The evidence indicates that the district leader provided no commitment or plan to build leadership capacity at the classroom, building and district level. The district leader did not recognize the responsibility to share district leadership skills with the community.	The evidence indicates that the district leader provided some activity although not a plan to build leadership capacity at the classroom, building and district level, but with insufficient time, resources and professional development activities. The district leader occasionally recognized the responsibility to share district leadership skills with the community, but was somewhat inconsistent.	The evidence indicates that the district leader implemented an appropriate plan to build leadership capacity at the classroom, building and district level, with mostly adequate time, resources and leadership experiences. The district leader recognized the responsibility to share district leadership skills with the community, but the support had to be sought out.	The evidence indicates that the district leader implemented a sophisticated and professional plan to build leadership capacity at the classroom, building and district level, with broad staff buy-in and support. The district leader recognized the responsibility, and actively encouraged staff, to share district leadership skills at all levels with the community.
The evidence indicates that the district leader did not recognize, promote and celebrate leadership accomplishments.	The evidence indicates that the district leader occasionally recognized, promoted and celebrating leadership accomplishments.	The evidence indicates that the district leader regularly recognized, promoted and celebrated leadership accomplishments for staff members.	The evidence indicates that the district leader systematically provided a strong and consistent commitment to recognize, promote and celebrate leadership accomplishments for all staff members.

Sources of Evidence for Building Leadership Capacity

- Leadership (district) capacity plan
- Leadership (building) capacity plan

Staff input

Construct 4: Engaging Stakeholders and External Influencers

The district leader will establish structures and processes that result in broad community engagement with all district stakeholders in promoting ownership for the district vision. This engagement will be with school and district staff, students, parents, school board members, community members, government leaders and business leaders. Demonstration of the district leader’s proficiency in engaging stakeholders, external influencers and supporting the board is evidenced by:

4.1 Advocating for Education

The district leader advocated for education and students at the local, state and national levels. The district leader provided information to allow others to be advocates themselves and developed advocacy capacity within the district.

Key indicators: advocacy within the educational system to support educational policies; a communication process is in place to keep stakeholders informed of critical educational policies, procedures and requirements; the provision of updates with all appropriate laws, policies and procedures to the Board; building advocacy capacity across the district.

4.2 Collaborating with the Local Community and Special Interest Groups

The district leader consistently collaborated with staff and community members (including parents and special interest groups) and responded to diverse community interests and needs. This was a two-way process that both used community resources to support student development and learning and provided district resources to support community projects. An active effort was made to create programs, initiatives and projects that utilize the resources of the community in support of student learning. The district leader attempted to use resources, facilities and expertise in providing support to community projects and initiatives.

Key indicators: the identification, solicitation and utilization of various community resources in meeting the student learning goals, the identification of community needs, interests and projects that the district could promote, support and serve as a collaborative partner.

4.1 Advocating for Education: The district leader advocated for education and students at the local, state and national levels. The district leader provided information to allow others to be advocates themselves, and developed advocacy capacity within the district.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the district leader did not engage in any forms of advocacy for educational policy to support the district’s vision and strategic plan at the local, state and/or national level.	The evidence indicates that the district leader engaged in limited forms of advocacy for educational policy to support aspects of the district’s vision and strategic plan at the local, state and/or national level, but rarely at more than one level, and in sporadic ways.	The evidence indicates that the district leader engaged in appropriate forms of advocacy for educational policy that supports the district’s vision and strategic plan at the local, state and/or national level.	The evidence indicated that the district leader engaged effectively in multiple forms of advocacy for educational policy that supports the district’s vision and strategic plan at the local, state and national level, and that supports the overall welfare of students at the local, state and national level.
The evidence indicates that the district leader rarely, if ever, communicated to stakeholders about his/her advocacy activities, nor provided updates to the Board with respect to appropriate laws, policies and procedures from local, state and federal mandates.	The evidence indicates that the district leader occasionally communicated to some of the relevant stakeholders about his/her advocacy activities, and provided infrequent updates to the Board with respect to appropriate laws, policies and procedures from local, state and federal mandates, although sometimes information was not forthcoming, was unclear, or was not timely.	The evidence indicates that the district leader regularly communicated to most relevant stakeholders about his/her advocacy activities, and ensured Board members were kept up to date with all appropriate laws, policies and procedures from local, state and federal mandates.	The evidence indicated the district leader systematically communicated effectively to relevant stakeholders about his/her advocacy activities, ensured that Board members were kept up to date with all appropriate laws, policies and procedures from local, state and federal mandates, had a clear understanding of the specific impacts that they would have on the district, and recommended alternative actions for Board members to take.
The evidence indicates that the district leader rarely, if ever, provided guidance to staff and other stakeholders across the district as they engaged in advocacy at various levels.	The evidence indicates that the district leader occasionally provided guidance to staff and other stakeholders across the district as they engaged in advocacy at various levels.	The evidence indicates that the district leader regularly provided guidance to staff and other stakeholders across the district as they engaged in advocacy at various levels.	The evidence indicates that the district leader provided structured opportunities for staff and other stakeholders to build advocacy capacity across the district, and provided guidance to help them develop skills.

Sources of Evidence for Advocating for Education

Internal policy design
 External policy design

Advocacy opportunity

4.2 Collaborating with the Local Community and Special Interest Groups: The district leader consistently collaborated with staff and community members (including parents and special interest groups) and responded to diverse community interests and needs. This was a two-way process that both used community resources to support student development and learning and provided district resources to support community projects. An active effort was made to create programs, initiatives and projects that utilize the resources of the community in support of student learning. The district leader attempted to use resources, facilities and expertise in providing support to community projects and initiatives.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the district leader made no efforts to engage in two-way relationship building between the district and the local community. There is little or no evidence indicating that the superintendent was able to make connections across people or projects in a way that supports student learning.	The evidence indicates that the district leader made limited efforts to engage in two-way relationship building between the district and the local community, with results being largely one-sided at best. The process was not planned but capitalized occasionally on presented opportunities.	The evidence indicates that the district leader tried to engage in two-way relationship building between the district and the local community, with active and mostly successful efforts to both create district programs, initiatives and projects that utilized the resources of the community in support of student learning and to provide the use of district resources, facilities and expertise for to community projects and initiatives. The two-way support capitalized on opportunities, but was not actively planned.	The evidence indicates that the district leader actively engaged in two-way relationship building between the district and the local community, with active and successful efforts to both create district programs, initiatives and projects that utilized the resources of the community in support of student learning and to provide the use of district resources, facilities and expertise for to community projects and initiatives. This two-way support was actively planned for and developed.
The evidence indicates that the district leader was not able to get support from stakeholders or involve them in district projects and initiatives.	The evidence indicates that the district leader was limited in his/her ability to get support from stakeholders and involve them in district projects and initiatives.	The evidence indicates that the district leader was mostly successful at getting support from stakeholders and involving them in district projects and initiatives.	The evidence indicates that the district leader was consistently able to get support from stakeholders and involve them in district projects and initiatives.
The evidence indicates that the district leader did not provide opportunities for stakeholders to engage in, to react to or provide support and feedback on district initiatives.	The evidence indicates that the district leader provided limited opportunities for stakeholders to engage in, react to and provide support and feedback on district initiatives. Opportunities were sporadic, or had no feedback.	The evidence indicates that the district leader provided adequate opportunities for stakeholders to engage in, react to and provide support and feedback on most important district initiatives.	The evidence indicates that the district leader provided multiple and varied opportunities for stakeholders to engage in, react to, and provide support and feedback on all relevant district initiatives.

4.2 Sources of Evidence for Engaging the Local Community

Internal communication
 External communication
 Stakeholder engagement

Family engagement

APPENDICES

Appendix A – Kansas Statutes, Chapter 72 – Article 54 – Teacher’ Contracts

72-5413

Title: Teacher contracts; definitions.

Description: As used in this act and in acts amendatory thereof or supplemental thereto: (a) The term “persons” includes one or more individuals, organizations, associations, corporations, boards, committees, commissions, agencies, or their representatives. (b) “Board of education” means the state board of education pursuant to its authority under K.S.A. 76-1001a and 76-1101a, and amendments thereto, the board of education of any school district, the board of control of any area vocational-technical school and the board of trustees of any community college. (c) “Professional employee” means any person employed by a board of education in a position which requires a certificate issued by the state board of education or employed by a board of education in a professional, educational or instructional capacity, but shall not mean any such person who is an administrative employee and, commencing in the 2006-2007 school year, shall not mean any person who is a retirant from school employment of the Kansas public employees retirement system, regardless of whether an agreement between a board of education and an exclusive representative of professional employees that covers terms and conditions of professional service provides to the contrary. (d) “Administrative employee” means, in the case of a school district, any person who is employed by a board of education in an administrative capacity and who is fulfilling duties for which an administrator’s certificate is required under K.S.A. 72-7513, and amendments thereto; and, in the case of an area vocational-technical school or community college, any person who is employed by the board of control or the board of trustees in an administrative capacity and who is acting in that capacity and who has authority, in the interest of the board of control or the board of trustees, to hire, transfer, suspend, layoff, recall, promote, discharge, assign, reward or discipline other employees, or responsibly to direct them or to adjust their grievances, or effectively to recommend a preponderance of such actions, if in connection with the foregoing, the exercise of such authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (e) “Professional employees’ organizations” means any one or more organizations, agencies, committees, councils or groups of any kind in which professional employees participate, and which exist for the purpose, in whole or part, of engaging in professional negotiation with boards of education with respect to the terms and conditions of professional service. (f) “Representative” means any professional employees’ organization or any person it authorizes or designates to act in its behalf or any person a board of education authorizes or designates to act in its behalf. (g) “Professional negotiation” means meeting, conferring, consulting and discussing in a good faith effort by both parties to reach agreement with respect to the terms and conditions of professional service. (h) “Mediation” means the effort through interpretation and advice by an impartial third party to assist in reconciling a dispute concerning terms and conditions of professional service which arose in the course of professional negotiation between a board of education or its representatives and representatives of the recognized professional employees’ organization. (i) “Fact-finding” means the investigation by an individual or board of a dispute concerning terms and conditions of professional service which arose in the course of professional negotiation, and the submission of a report by such individual or board to the parties to such dispute which includes a determination of the issues involved, findings of fact regarding such issues, and the recommendation of the fact-finding individual or board for resolution of the dispute. (j) “Strike” means an action taken for the purpose of coercing a change in the terms and conditions of professional service or the rights, privileges or obligations thereof, through any failure by concerted action with others to report for duty including, but not limited to, any work stoppage, slowdown, or refusal to work. (k) “Lockout” means action taken by a board of education to provoke interruptions of or prevent the continuity of work normally and usually performed

by the professional employees for the purpose of coercing professional employees into relinquishing rights guaranteed by this act and the act of which this section is amendatory. (l) (1) "Terms and conditions of professional service" means (A) salaries and wages, including pay for duties under supplemental contracts; hours and amounts of work; vacation allowance, holiday, sick, extended, sabbatical, and other leave, and number of holidays; retirement; insurance benefits; wearing apparel; pay for overtime; jury duty; grievance procedure; including binding arbitration of grievances; disciplinary procedure; resignations; termination and nonrenewal of contracts; reemployment of professional employees; terms and form of the individual professional employee contract; probationary period; professional employee appraisal procedures; each of the foregoing being a term and condition of professional service, regardless of its impact on the employee or on the operation of the educational system; (B) matters which relate to privileges to be granted the recognized professional employees' organization including, but not limited to, voluntary payroll deductions; use of school or college facilities for meetings; dissemination of information regarding the professional negotiation process and related matters to members of the bargaining unit on school or college premises through direct contact with members of the bargaining unit, the use of bulletin boards on or about the facility, and the use of the school or college mail system to the extent permitted by law; reasonable leaves of absence for members of the bargaining unit for organizational purposes such as engaging in professional negotiation and partaking of instructional programs properly related to the representation of the bargaining unit; any of the foregoing privileges which are granted the recognized professional employees' organization through the professional negotiation process shall not be granted to any other professional employees' organization; and (C) such other matters as the parties mutually agree upon as properly related to professional service including, but not limited to, employment incentive or retention bonuses authorized under K.S.A. 72-8246 and amendments thereto. (2) Nothing in this act, and amendments thereto, shall authorize the diminution of any right, duty or obligation of either the professional employee or the board of education which have been fixed by statute or by the constitution of this state. Except as otherwise expressly provided in this subsection (l), the fact that any matter may be the subject of a statute or the constitution of this state does not preclude negotiation thereon so long as the negotiation proposal would not prevent the fulfillment of the statutory or constitutional objective. (3) Matters which relate to the duration of the school term, and specifically to consideration and determination by a board of education of the question of the development and adoption of a policy to provide for a school term consisting of school hours, are not included within the meaning of terms and conditions of professional service and are not subject to professional negotiation. (m) "Secretary" means the secretary of labor or a designee thereof. (n) "Statutory declaration of impasse date" means June 1 in the current school year. (o) "Supplemental contracts" means contracts for employment duties other than those services covered in the principal or primary contract of employment of the professional employee and shall include, but not be limited to, such services as coaching, supervising, directing and assisting extracurricular activities, chaperoning, ticket-taking, lunchroom supervision, and other similar and related activities. History: L. 1970, ch. 284, § 1; L. 1976, ch. 314, § 1; L. 1977, ch. 248, § 1; L. 1979, ch. 226, § 1; L. 1980, ch. 220, § 1; L. 1989, ch. 216, § 1; L. 1990, ch. 255, § 1; L. 2002, ch. 167, § 4; L. 2004, ch. 179, § 94; L. 2006, ch. 143, § 4; L. 2009, ch. 72, § 1; July 1.

Appendix B – Kansas Statutes, Chapter 72 – Article 90 – Evaluation of Certificated Personnel

72-9001

Title: Legislative intent.

Description: It is hereby declared that the legislative intent of this act is to provide for a systematic method for improvement of school personnel in their jobs and to improve the educational system of this state. History: L. 1973, ch. 281, § 1; July 1.

72-9002

Title: Evaluation of licensed employees; definitions.

Description: As used in this act: (a) "Board" means the board of education of a school district, the governing authority of a nonpublic school offering any of grades kindergarten through 12 in accredited schools and the board of control of an area vocational-technical school. (b) "State board" means, in the case of school districts and nonpublic schools, the state board of education; and in the case of area vocational-technical schools, the state board of regents. (c) "Employees" means all licensed employees of school districts and of nonpublic schools and all instructional and administrative employees of area vocational-technical schools. (d) "School year" means the period from July 1 to June 30. (e) "Accredited" means accredited by the state board of education. History: L. 1973, ch. 281, § 2; L. 1979, ch. 233, § 1; L. 1981, ch. 295, § 1; L. 1982, ch. 304, § 1; L. 1999, ch. 147, § 128; L. 2006, ch. 45, § 1; July 1.

72-9003

Title: Policy of personnel evaluation; adoption; filing; forms; contents; time.

Description: Each board shall adopt a written policy of personnel evaluation procedure in accordance with K.S.A. 72-9002 et seq., and amendments thereto. Every policy so adopted shall: (a) Be prescribed in writing at the time of original adoption and at all times thereafter when any amendments are adopted. (b) Include evaluation procedures applicable to all employees. (c) Provide that all evaluations are to be made in writing and that evaluation documents and responses thereto are to be maintained in a personnel file for each employee for a period of not less than three years from the date each evaluation is made. (d) Except as provided herein, provide that every employee in the first two consecutive school years of employment shall be evaluated at least one time per semester by not later than the 60th school day of the semester. Any employee who is not employed for the entire semester shall not be required to be evaluated. During the third and fourth years of employment, every employee shall be evaluated at least one time each school year by not later than February 15. After the fourth year of employment, every employee shall be evaluated at least once in every three years not later than February 15 of the school year in which the employee is evaluated. History: L. 1973, ch. 281, § 3; L. 1981, ch. 295, § 2; L. 1982, ch. 304, § 2; L. 1983, ch. 244, § 1; L. 2003, ch. 104, § 3; L. 2006, ch. 45, § 2; July 1.

72-9004

Title: Evaluation policies; criteria; development; procedure; evaluation required prior to contract nonrenewal.

Description: Evaluation policies adopted under K.S.A. 72-9003, and amendments thereto, shall meet the following guidelines or criteria: (a) Consideration shall be given to the following employee attributes: Efficiency, personal qualities, professional deportment, ability, results and performance, including improvement in the academic performance of pupils or students insofar as the evaluated employee has authority to cause such academic improvement, in the case of teachers, the capacity to maintain control of pupils or students, and such other matters as may be deemed material. (b) Community attitudes toward, support for and expectations with regard to educational programs shall be reflected. (c) The original policy and amendments thereto shall be developed by the board in cooperation with the persons responsible for making evaluations and the persons who are to be evaluated, and, to the extent practicable, consideration shall be given to comment and suggestions from other community interests. (d) Evaluations of the chief administrator employed by a board shall be made by the board. The board shall place primary responsibility upon members of the administrative staff in making evaluations of

other employees. (e) Persons to be evaluated shall participate in their evaluations, and shall be afforded the opportunity for self-evaluation. (f) The contract of any person subject to evaluation shall not be nonrenewed on the basis of incompetence unless an evaluation of such person has been made prior to notice of nonrenewal of the contract and unless the evaluation is in substantial compliance with the board's policy of personnel evaluation procedure as filed with the state board in accordance with the provisions of K.S.A. 72-9003, and amendments thereto. History: L. 1973, ch. 281, § 4; L. 1979, ch. 233, § 2; L. 1981, ch. 295, § 3; L. 1982, ch. 304, § 3; L. 1994, ch. 205, § 1; July 1.

72-9005

Title: Evaluation documents; presentation to employee; acknowledgment; limited availability.

Description: Whenever any evaluation is made of an employee, the written document thereof shall be presented to the employee, and the employee shall acknowledge such presentation by his or her signature thereon. At any time not later than two (2) weeks after such presentation, the employee may respond thereto in writing. Except by order of a court of competent jurisdiction, evaluation documents and responses thereto shall be available only to the evaluated employee, the board, the appropriate administrative staff members designated by the board, the school board attorney upon request of the board, the state board of education as provided in K.S.A. 72-7515, the board and the administrative staff of any school to which such employee applies for employment, and other persons specified by the employee in writing to his or her board. History: L. 1973, ch. 281, § 5; L. 1979, ch. 233, § 3; July 1.

72-9006

Title: Same; assistance from state board.

Description: Upon request of any board, the state board shall provide assistance in the preparation of policies of personnel evaluation or amendments thereto. History: L. 1973, ch. 281, § 6; L. 1982, ch. 304, § 4; L. 1999, ch. 147, § 129; L. 2003, ch. 104, § 4; July 1.

Appendix C – ISLLC Educational Leadership Policy Standards

Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions:

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership

- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions:

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal and cultural context.

Functions:

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Appendix D – InTASC Model Core Teaching Standards

Council of Chief State School Officers (CCSSO) April 2011, CCSSO’s Interstate Teacher Assessment and Support Consortium (InTASC)

Standard 1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

(This area aligns with 1.1 of the Teacher KEEP Rubric.)

PERFORMANCES

1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners’ needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

ESSENTIAL KNOWLEDGE

1(d) The teacher understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

1(e) The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.

1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

CRITICAL DISPOSITIONS

1(h) The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development.

1(i) The teacher is committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning.

1(j) The teacher takes responsibility for promoting learners’ growth and development.

1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.

Standard 2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

(This area aligns with 1.2 of the Teacher KEEP Rubric.)

PERFORMANCES

2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

2(d) The teacher brings multiple perspectives to the

discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

2(e) The teacher incorporates tools of language

development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

ESSENTIAL KNOWLEDGE

2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

CRITICAL DISPOSITIONS

2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

2(n) The teacher makes learners feel valued and helps them learn to value each other.

2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard 3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation.

(This area aligns with 1.3 of the Teacher KEEP Rubric.)

PERFORMANCES

3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3(c) The teacher collaborates with learners and

colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

ESSENTIAL KNOWLEDGE

3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

CRITICAL DISPOSITIONS

3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

3(p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

3(q) The teacher seeks to foster respectful communication among all members of the learning community.

3(r) The teacher is a thoughtful and responsive listener and observer.

Standard 4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

(This area aligns with 2.1 of the Teacher KEEP Rubric.)

PERFORMANCES

4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.

4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.

4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

ESSENTIAL KNOWLEDGE

4(j) The teacher understands major concepts,

assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

4(l) The teacher knows and uses the academic

language of the discipline and knows how to make it accessible to learners.

4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

CRITICAL DISPOSITIONS

4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

4(p) The teacher appreciates multiple perspectives

within the discipline and facilitates learners' critical analysis of these perspectives.

4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Standard 5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

(This area aligns with 2.2 of the Teacher KEEP Rubric.)

PERFORMANCES

5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

5(h) The teacher develops and implements supports for learner literacy development across content areas.

ESSENTIAL KNOWLEDGE

5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.

5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

CRITICAL DISPOSITIONS

5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

(This area aligns with 3.2 of the Teacher KEEP Rubric.)

PERFORMANCES

6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

ESSENTIAL KNOWLEDGE

6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

6(o) The teacher knows when and how to evaluate and report learner progress against standards.

6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

CRITICAL DISPOSITIONS

6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.

6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.

6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard 7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

(This area aligns with 3.1 of the Teacher KEEP Rubric.)

PERFORMANCES

7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

ESSENTIAL KNOWLEDGE

7(g) The teacher understands content and content standards and how these are organized in the curriculum.

7(h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.

7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

CRITICAL DISPOSITIONS

7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard 8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

(This area aligns with 3.3 of the Teacher KEEP Rubric.)

PERFORMANCES

8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8(h) The teacher uses a variety of instructional strategies

to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

ESSENTIAL KNOWLEDGE

8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.

8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

CRITICAL DISPOSITIONS

8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Standard 9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

(This area aligns with 4.1 of the Teacher KEEP Rubric.)

PERFORMANCES

9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

ESSENTIAL KNOWLEDGE

9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

CRITICAL DISPOSITIONS

9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard 10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

(This area aligns with 4.2 of the Teacher KEEP Rubric.)

PERFORMANCES

10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being.

10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

10(g) The teacher uses technological tools and a variety of

Appendix E – Kansas Educator Evaluation Project Design Participants

2010-2011

Name	Affiliation	Committee
Tammy Austin	USD 501 Topeka	Building Leader
Katherine Bassett	Educational Testing Service	Teacher
Joe Beffer	USD 445 Coffeyville	Teacher
Damian Bettebenner	National Education Policy Center	
Sam Blubaugh	USD 503 Parsons	Teacher
Laurie Boyd	USD 500 Kansas City	Building Leader
Henry Braun	Boston College	
Larry Brayton	USD 501 Topeka	Teacher
Destry Brown	USD 250 Pittsburg	District Leader
Michelle Broxterman	USD 250 Pittsburg	Teacher
John Burke	USD 261 Haysville	District Leader
Laura Caillouet-Weiner	USD 257 Iola	Teacher
Max Clark	USD 331 Kingman-Norwich	Building Leader
Clim Clayburn	Emporia State University	Building Leader
Susan Clayton	USD 424 Mullinville	Teacher
Nicole Cobb	Educational Testing Service	Teacher
Pamela Coleman	Kansas State Department of Education	Teacher
Clint Corby	USD 424 Mullinville	Teacher
Norma Cregan	Kansas State Department of Education	Teacher
Mary Devin	Kansas State University	District Leader
Dustin Dick	USD 501 Topeka	Building Leader
Jeanne Duncan	Kansas State Department of Education	Building Leader, Teacher
Peg Dunlap	Kansas National Education Association	Teacher

Steve Dunn	Newman University	Teacher
Craig Elliott	United School Administrators	District Leader
Mark Evans	USD 385 Andover	District Leader
Lana Evans	USD 480 Liberal	Teacher
Julie Ford	Kansas State Department of Education	District Leader
Brian Foreman	USD 445 Coffeyville	Building Leader
Glenn Fortmayer	USD 247 Cherokee	District Leader
Harold Frye	Baker University	District Leader
Kelly Gentry	USD 417 Morris	Building Leader
Guy Glidden	Newman University	Building Leader
Laura Goe	Educational Testing Service	Teacher
Cindy Goering	USD 290 Ottawa	Building Leader
Curt Graves	USD 503 Parsons	Building Leader
Diane Gross	USD 480 Liberal	District Leader
Sandy Guidry	Kansas State Department of Education	Building Leader
Shirley Hall	Educational Testing Service	Building Leader
Jerry Hamm	USD 445 Coffeyville	Building Leader
Melanie Haster	USD 475 Geary County	Building Leader
Betty Hawley	USD 257 Iola	Teacher
Susan Helbert	Kansas Department of Education	Building & District Leader
Amy Hogan	Ottawa University	Building Leader
Joan Houghton	Kansas State Department of Education	Teacher
Heidi Howard	USD 331 Kingman-Norwich	Teacher
Teri Howard	USD 290 Ottawa	Teacher
Jim Jackson	Educational Testing Service	District Leader
Greg Jones	Kansas National Education Association	Building Leader
Jarius Jones	USD 500 Kansas City	Teacher

Chelle Kemper	Kansas State Department of Education	Building Leader
Shelly Kiblinger	USD 457 Garden City	District Leader
Mike King	USD 443 Dodge City	Building Leader
Angelique Kobler	USD 497 Lawrence	District Leader
Retta Kramer	USD 475 Geary County	Teacher
Rick Kraus	USD 308 Hutchinson	Teacher
Cynthia Lane	USD 500 Kansas City	District Leader
Rita Lesser	USD 343 Perry-Lecompton	Teacher
Roberta Lewis	USD 234 Fort Scott	Teacher
Rebecca Logan	USD 247 Cherokee	Teacher
Clara Martin	USD 331 Kingman-Norwich	Teacher
Jean McCally	USD 290 Ottawa	District Leader
Mike Meier	Baker University	Building Leader
Debbie Mercer	Kansas State University	Teacher
Teresa Miller	Kansas State University	Building Leader
Verna Mines	USD 352 Goodland	Building Leader
Robert Moody	Fort Hays State University	District Leader
David Myers	USD 409 Atchison	Teacher
Carla Nolan	USD 501 Topeka	Building Leader
Lois Orth-Lopes	USD 497 Lawrence	Teacher
Deborah Perbeck	USD 501 Topeka	Building Leader
Mary Porterfield	USD 352 Goodland	Teacher
Kathy Preheim	USD 398 Peabody-Burns	Teacher
Jenny Prichard	USD 501 Topeka, K-ACTE	Teacher
Ben Proctor	USD 247 Cherokee	Building Leader
Eric Punswick	USD 453 Leavenworth	District Leader
Kathy Ramsour	USD 443 Dodge City	Building Leader

Ed Raymond	USD 259 Wichita	District Leader
Cheryl Reding	Benedictine College	Building Leader
Myron Regier	USD 261 Haysville	Building Leader
John Rhodes	Friends University	Teacher
Colleen Riley	Kansas State Department of Education	
Tim Robertson	USD 398 Peabody-Burns	Building Leader
Mindy Salmans	Fort Hays State University	Building Leader
Carolyn Schmitt	Kansas National Education Association	Teacher
Steve Schreiner	Educational Testing Service	District Leader, Teacher
Denise Seguine	USD 259 Wichita	District Leader
Clint Shipley	USD 261 Haysville	Teacher
Howard Shuler	Kansas State Department of Education	District Leader
Donna Sill	USD 480 Liberal	Building Leader
Jeff Spangler	USD 247 Cherokee	Building Leader
Julie Stegman	USD 443 Dodge City	Teacher
Dan Stiffler	USD 261 Haysville	Teacher
Ed Streich	Pittsburg State University	District Leader
Ward Symons	Kansas National Education Association	District Leader
Bethany Teppe	Baker University	Teacher
Patrick Terry	Wichita State University	Building Leader
Shauna Tinich	USD 261 Haysville	Teacher
Cindy Tocci	Educational Testing Service	Building Leader
Ron Walker	USD 475 Geary County	District Leader
Rex Watson	USD 398 Peabody-Burns	District Leader
Larry Wheelles	Kansas State Department of Education	Building Leader
Patsy Whiteford	USD 308 Hutchinson	Teacher
Mary Whiteside	USD 259 Wichita	Building Leader

Kevin Wiles	USD 503 Parsons	Teacher
Brad Wilson	USD 453 Leavenworth	Building Leader
Caroline Wylie	Educational Testing Service	Teacher

Glossary

Analysis – examination of an object or concept to determine its parts.

Artifacts – examples of educator and/or student work used to determine the quality of professional practice. Instructional artifacts may include lesson plans, assignments, scoring rubrics and student work. Artifacts listed are

- Examples or suggested artifacts – not all required
- Artifacts not mentioned on this list can be added as a result of the preconference with the administrator
- Artifacts to be collected are not the sole responsibility of the educator or evaluator, but a combination of both
- Artifacts can be used for multiple constructs and would not be required to be duplicated

Assessment –

Formative – analysis of data collected throughout a unit of instruction to help make “mid-lesson /unit” corrections prior to the graded Summative Assessment. (Informing teachers of what learners are learning during instruction. Examples: formative test, peer evaluation, observation, questioning, exit card, portfolio check, quiz, journal entry, self-evaluation.)

Summative – analysis of data collected to determine a learner’s mastery of knowledge (facts), understandings (concepts and principles), and skills used for the purpose of a final grade, decision, or report that causes teachers to align formative and pre-assessments with the “end in mind.” (determining what learners know or have learned: Examples: unit test, benchmark test, performance task, product/exhibit, demonstration, portfolio review, etc.)

Best practices – techniques or methodologies that, through experience and research, have proven to lead reliably to a desired result.

Collaboration – an interactive process that enables educators/stakeholders at various levels of experience, expertise and involvement to work together as equals and engage in shared decision making toward mutually defined goals.

Content – subject matter or discipline that educators are being prepared to teach at the elementary, middle and/or secondary levels. Content also refers to the professional field of study (e.g., special education, early childhood education, school psychology, reading, or school administration).

Content knowledge – concepts, principles, relationships, processes and applications within a given academic subject appropriate to developmental age/grade level.

Co-teaching – the practice of having two or more educators in a classroom, delivering or assisting in the daily lesson.

Cross-curricular – a conscious effort to apply knowledge, principles and/or values to more than one academic discipline simultaneously. The disciplines may be related through a central theme, issue, problem, process, topic or experience. The organizational structure of interdisciplinary/cross-curricular teaching is called a theme, thematic unit, project based learning or unit, which is a framework with goals/outcomes that specify what students are expected to learn as a result of the experiences and lessons that are a part of the unit.

Curriculum – courses, experiences and assessments necessary to prepare learners at a specific grade/developmental level.

Data – factual information, often in the form of facts or figures, used as a basis for making decisions or drawing inferences.

Diversity – differences among groups of people and individuals based on ethnicity, race, socio-economic status, gender, exceptionalities, language and geographical area.

Educator ID Number – number generated by KSDE assigned to each licensed educator (teacher, principal, superintendent). This number is printed on the license and can be found by entering name and social security number into Licensure Look-up located on the KSDE website at <https://svapp15586.ksde.org/TLL/SearchLicense.aspx>.

Ethnicity – physical and cultural characteristics that make a social group distinctive. These characteristics may include, but are not limited to, national origin, ancestry, language, shared history, traditions, values, and symbols – all of which contribute to a sense of distinctiveness among members of the group.

Evaluator – one who examines or judges carefully to appraise.

Evaluation – a systematic determination of merit and significance of a person, program, organization, etc. using criteria against a set of standards.

Exceptionalities – physical, mental, or emotional conditions, including gifted/talented abilities that require individualized instruction and/or other educational support or services.

Fairness – the commitment demonstrated in striving to meet the educational needs of all learners in a caring, non-discriminatory and equitable manner.

Feedback – the output (resulting from observation) that is returned, or “fed back,” to modify the next action.

- **Informal** – often consists of conversations between the evaluator and the evaluatee. These sessions occur on a more regular basis than formal feedback sessions. Peers can provide informal feedback in the form of peer rewards or a verbal acknowledgment. This form of feedback gives the evaluatee an immediate sense of job performance.
- **Formal** – planned feedback gathering sessions occurring on a previously agreed-upon schedule during a formal evaluation cycle. The school or district determines the timeline according to its performance management plans. When a formal feedback session takes place, evaluators document the outcome of the session and share outcomes with evaluatee. The documentation then goes into the personnel file of the evaluatee.

Goal – an area of focus during an evaluation cycle based on one to four components on which the educator is being evaluated.

IEP – individual educational plan is a formal, legal document that delineates special education services for students with special needs who have been formally placed in the school’s special education program. The IEP includes any modifications that are required in the classroom and any additional programs or services that will be provided.

Individual Growth Plan – Optional – a document for educators needing more intensive supervision or direction for professional improvement.

Inclusive education – refers to the education of each learner in the least restrictive environment to the maximum extent appropriate for his/her exceptionalities.

Instructional practice – the body of techniques, methods, processes and strategies that are used in the art of teaching. “Best,” or “research-based,” refers to those instructional practices that have proven themselves over time and/or through research to accomplish a given task.

InTASC Standards – The Interstate Teaching and Support Consortium standards-based model built around four general categories (The Learners and Learning, Content Knowledge, Instructional Practice, Professional Responsibility) to support schools and states in defining effective teaching.

ISLLC Standards – the Interstate School Leaders Licensure Consortium Standards reflect research based guidance and insight about the traits, functions of work and responsibilities of building and district leaders. The standards document focuses on six areas of leadership: vision, culture of learning, resource management, collaboration with community, integrity/fairness/ethics, influencing political/social/legal contexts.

Itinerant teacher – a teacher that travels, teaching in more than one school. Often refers to special education teachers and other professionals that are licensed in a particular field.

Learner – refers to anyone who is learning: student, pupil, apprentice, trainee, teacher, leader.

Licensure – The official recognition by a state governmental agency that an individual has met certain qualifications specified by the state and is, therefore, approved to practice in an occupation as a professional.

Log – a journal completed by an evaluatee (teacher, principal, or superintendent) containing information and contributions relevant to their area and documenting progress on previously agreed upon goals and objectives.

Mentor – an educational colleague who shares his or her expertise with a novice colleague or person with similar career or field-of-study aspirations.

Mentoring program – a program in which high-quality educators pair with new-to-the-profession educators for a period of at least one school year for support and collaboration.

Multiple Measures – a term used to look at various measures of student growth, in addition to the state assessments.

Observation –

- **Informal** – aligned with components and rubrics, last one to 30 minutes, may include a pre-conference and should include feedback.
- **Formal** – aligned with components and rubrics, last 30 minutes to a full class period, includes a pre-conference and face-to-face post observation feedback.

Outcomes – the specific knowledge, skills, and abilities that students and teachers have attained as a result of their involvement in a particular set of educational experiences.

Pedagogical content knowledge – the distinctive bodies of knowledge for the art of teaching (pedagogy). It represents the blending of content and pedagogy into an understanding of how particular topics, problems or issues are organized, represented, and adapted to the diverse interests and abilities of learners and then presented for instruction.

Peer coach – Peer coaching is a partnership between teachers in a nonjudgmental environment built around a collaborative and reflective dialogue. It is a confidential process through which instructors share their expertise and provide one another with feedback, support, and assistance for the purpose of enhancing learning by refining present skills, learning new skills, and/or solving classroom-related problems.

Performance criteria – Qualities or levels of educator proficiency that are used to evaluate performance, as specified in scoring guides such as descriptions or rubrics.

Performance levels – (see definition on page 5)

- Highly effective
- Effective
- Developing
- Ineffective

Plan of assistance – a strategy for professional learning and growth designed to address an educator’s deficiencies in meeting designated performance standards, based on the results of an evaluation. The plan of assistance should indicate goals and objectives for improvement, an action plan for improvement, what staff and resources are available, the timeline for development activities, benchmarks for ensuring that professional growth is occurring, and measures for verifying achievement of the goals and objectives.

Post-observation conference – Formal (face-to-face required) interaction between evaluator and evaluatee (teacher, principal, superintendent) involving evaluatee reflection and evaluator feedback following the formal observation.

Pre-observation conference – Formal (face-to-face not required) interaction between evaluator and evaluatee (teacher, principal, superintendent) in which the state is set for the formal observation.

Reflection – critical examination of professional practices.

Related service providers – any person or agency providing support to a student identified for special education from the following list of services: Assistive Technology; Audiology; Counseling Services; Early Identification; Medical diagnostic services; Occupational Therapy; Orientation and Mobility; Parent Counseling and Training; Physical Therapy; Psychological Services; Recreation Therapy; Rehabilitation Counseling; School Health Services; Social Work Services; Speech-Language Pathology; Transition Services; and Transportation.

Repository – the secure electronic workspace for managing the KEEP evaluation system.

Rubric – a chart composed of criteria for evaluation and levels of fulfillment of those criteria. A rubric allows for standardized evaluation according to specified criteria.

Standards – adopted by a governing or guiding board or agency, standards specify the knowledge, competencies and skills necessary to perform in a particular role or position.

Summary rating – overall rating of the level of performance based on the professional judgment of the evaluator considering all evidence and artifacts in the evaluation.

Technology – hardware and software tools that educators (teachers, principals, superintendents) can use to enhance instruction.

- **Hardware** - electronic equipment such as computers, monitors, printers, scanners, smart boards, smart phones, document cameras, web-based media, calculators, media devices, cameras [video and still], adaptive technology devices, robotics, etc.
- **Software** – programs used to interact with hardware and to cause various types of hardware to interact with each other. Examples of types of software: word processing, spreadsheet, presentation, database, scanning, operating system.

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DISTRICT 2
Steve Roberts



DISTRICT 3
John W. Bacon



DISTRICT 4
Carolyn L.
Wims-Campbell,
Co-chair



DISTRICT 5
Sally Cauble



DISTRICT 6
Deena Horst



DISTRICT 7
Kenneth Willard



DISTRICT 8
Kathy Busch



DISTRICT 9
Jim Porter



DISTRICT 10
Jim McNiece,
Chairman

Mission

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

Vision

Kansas leads the world in the success of each student.

Motto

Kansans CAN.

Successful Kansas High School Graduate

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

Outcomes for Measuring Progress

- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation rates
- Postsecondary completion/attendance
- Social/emotional growth measured locally



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