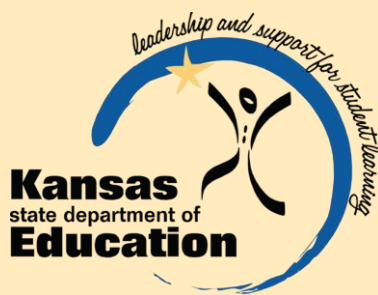




KANSAS EDUCATOR EVALUATION PROTOCOL KEEP



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KANSAS EDUCATOR EVALUATION PROTOCOL, (KEEP)

Philosophy of KEEP

Evaluation is to assess performance and facilitate professional growth to increase student learning aligned with district mission and goals. The evaluation reflects research-based evidence; is systematic and continuous and is developed between the teacher, the school administration and district leadership using multiple data points as part of a formative and summative review process. Together the expectations are defined, with enhanced communication, prioritized district goals and focus attention on the roles of improving learning and the culture for learning for all students. The KEEP system reflects a shared commitment to the ongoing involvement of students, teachers and other district staff, parents and community stakeholders as valued partners in setting the direction of the district and as participants in all district improvement efforts. The evaluation recognizes that educators must exhibit personal and professional integrity, fairness and ethical behavior in decision-making and in the performance of all duties.

The Purpose of KEEP

The Kansas Educator Evaluation Protocol process will:

- serve as a guide to reflect upon and improve effectiveness as an educator;
- guide professional learning and provide opportunities for personal and professional growth as an educator;
- serve as a tool in developing coaching and mentoring programs;
- acknowledge strengths and improve performance;
- align with the achievement of academic, social, emotional and developmental targets for all learners in the school and the district;
- be ongoing and connected to district improvement goals;
- reflect systems approach that supports professional integrity.

Constructs, Components and Rubrics

While the responsibilities of educators are many and varied, not all areas of practice need to be measured in an evaluation system. The Interstate Teacher Assessment and Support Consortium (InTASC) and the Interstate School Leadership Licensure Consortium (ISLLC) Standards provide some guidance on what can be measured and a charge to remain focused on the educator's responsibility in promoting the success of all learners. Using the InTASC and ISLLC standards as the foundation, the Kansas Educator Evaluation Protocol System has identified key areas, or constructs, for evaluation of district leaders, building leaders and teachers.

The constructs represent the big ideas to be considered for evaluation. In the Kansas system, the constructs are further defined by relevant components. These components reflect the research-based practices of educators that impact student achievement. In the KEEP System, each level of educator practice will be examined and assessed using rubrics developed for each of the components below.

For each component 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.

Kansas Descriptors of Levels of Performance

X4-----Educator consistently exhibits a high level of performance on this component.

X3-----Educator usually exhibits a more than adequate level of performance on this component.

X2-----Educator sometimes exhibits an adequate level of performance on this component.

X1-----Educator rarely exhibits an adequate level of performance on this component.

The rubrics that follow are organized by construct and component and will guide the examination and assessment of educator practice by the practitioner and the evaluator. These rubrics will also assist in the collection and selection of evidence to support the evaluation process.

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.

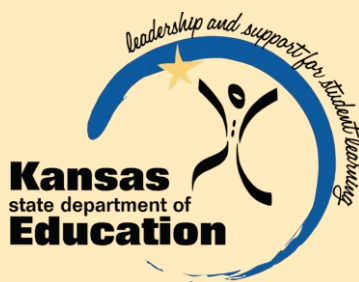
Third and fourth years of employment: at least one time each school year by not later than February 15.

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.

TEACHER EVALUATION

KANSAS EDUCATOR EVALUATION PROTOCOL KEEP



KANSAS TEACHER EVALUATION PROCESS

NEW TEACHERS

Step 1 Cycle 1: Review of Evaluation Process and Procedures

To be accomplished within the first 10 calendar days of the school year:

- Group overview for everyone in the building

Step 1A Cycle 1: Intensive Training for New Teachers and New to District/Building Teachers

- Detailed orientation for those being evaluated and their mentors to review process, timeline and examine rubrics .
- Teacher and mentor meet prior to beginning process.
- New teachers meet as a cohort group.

Step 2 Cycle 1: Self-Assessment (and IDP Completion) – Goal setting – Beginning of Cycle Conference

- Teacher completes Self- Assessment (using Rubric) and chooses tentative Goals in conjunction with mentor (completed prior to one-on-one conference)
- Within first 30 calendar days of the start of the school year:**
- Beginning of Cycle Conference with evaluator and teacher to review rubric and goals, prioritize constructs/components, set data sources, timelines, and potential professional learning activities and identify resources.
 - Record final decisions/comments.

Step 3 Cycle 1: Observation Cycle – Artifact Collection – Mid Cycle Conference

- Collect data and other artifacts determined in step 3
- Observations
 - Pre-Observation Conference
 - Informal: 3-5
 - Formal: 2, one scheduled
 - Post-Observation feedback/reflections
- Mid Cycle Conference with evaluator and teacher to review progress, make adjustments as needed.
- Record adjustments, comments.

Step 4 Cycle 1: End of Cycle Conference – Formative Evaluation

- Review and discuss data sources and teacher performance according to the rubrics
- Revisit and Re-evaluate professional goals (see Step 3)
- Formative evaluation form completed and signed by the 60th day of the semester
- Teacher has 14 days to respond, in writing

Repeat Steps 2 and 3 for the Second Cycle

Step 4 Cycle 2: End of Cycle Conference – Summative Evaluation

- End of Cycle Conference with evaluator and teacher to review progress towards goals, discuss data sources/artifacts and teacher performance according to the rubrics.
- Record comments.
- Summative evaluation form completed and signed by the 60th day of the semester
- Teacher has 14 days to respond, in writing

KANSAS TEACHER EVALUATION PROCESS

EXPERIENCED TEACHERS

STEP 1 Annual Review of Evaluation Process and Procedures

To be accomplished within the first 10 calendar days of the school year:

- Group overview for everyone in the building
- Detailed orientation for those being evaluated with mentors to review materials and timeline.

STEP 2 Self-Assessment (and IDP Completion) – Goal setting – Beginning of Cycle Conference

- Teacher updates self- assessment rubrics and chooses tentative goals in conjunction with mentor/peer (completed prior to one-on-one conference)

Within first 45 calendar days of the start of the school year:

- Beginning of Cycle Conference with evaluator and teacher to outline the process, review rubric and goals, prioritize constructs/components, set data sources, timelines, and potential professional learning activities and identify resources. Record final decisions/comments.

STEP 3 Observation Cycle – Artifact Collection – Mid Cycle Conference

- Collect data and other artifacts determined in step 3
- Observations
 - Pre-Observation Conference
 - Informal: 3-5 per cycle
 - Formal: 3 observations, one scheduled
 - Post-Observation feedback/reflections
- Mid Cycle Conference with evaluator and teacher to review progress, make adjustments as needed. Record adjustments, comments.

STEP 4 End of Cycle Conference – Summative Evaluation

- End of Cycle Conference with evaluator and teacher to review and discuss data sources and teacher performance according to the rubrics. Record comments.
- Summative evaluation form completed and signed by February 15th.
- Teacher has 14 days to respond, in writing

Plan of Assistance

- Teacher should receive a formal list of items that need to be fixed.
- Administration helps teacher find ways (PD activities, classes) to gain any needed training.
- Continued cycle of observation (this should be more frequent than “On Cycle” teacher).
- Assign a trained mentor who can facilitate improvement.
- Teacher has to continue to collect artifacts and reflect upon those artifacts.
- Teacher observes other classrooms that are strong in teacher’s weakness.

KANSAS 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 include: 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 include: 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 include: 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.

X1	X2	X3	X4
<input type="checkbox"/> The evidence indicates that the teacher did not or infrequently planned instruction that aligns with students' developmental levels and learning needs.	<input type="checkbox"/> The evidence indicates that the teacher planned instruction that partially aligns with students' developmental levels and learning needs.	<input type="checkbox"/> The evidence indicates that the teacher planned instruction that aligns with students' developmental levels and learning needs.	<input type="checkbox"/> The evidence indicates that the teacher consistently and effectively planned instruction that closely aligns with students' learning needs and developmental levels.
<input type="checkbox"/> The evidence indicates that the teacher relied on a single teaching approach and resource.	<input type="checkbox"/> The evidence indicates that the teacher incorporated some teaching approaches and resources.	<input type="checkbox"/> The evidence indicates that the teacher regularly used a variety of teaching approaches and resources.	<input type="checkbox"/> The evidence indicates that the teacher consistently and effectively used a variety of appropriate teaching approaches and resources.
<input type="checkbox"/> 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.	<input type="checkbox"/> The evidence indicates that the teacher provided some adaptation of plans and instruction that met some of the student's learning needs.	<input type="checkbox"/> The evidence indicates that the teacher adapted plans and instruction, when appropriate, to meet all students' learning needs.	<input type="checkbox"/> 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

- Differentiated lesson plans
- Student work sample
- Assessment data
- Teacher reflection

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

X1	X2	X3	X4
<input type="checkbox"/> The evidence indicates that the teacher did not or infrequently took steps to learn about students as individuals and as learners.	<input type="checkbox"/> The evidence indicates that the teacher took partial steps to learn about students as individuals and as learners.	<input type="checkbox"/> The evidence indicates that the teacher regularly took steps to learn about students as individuals and as learners.	<input type="checkbox"/> The evidence indicates that the teacher consistently and effectively took steps to learn about students as individuals and as learners.
<input type="checkbox"/> 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 students.	<input type="checkbox"/> The evidence indicates that the teacher began to use knowledge of individual students to create a positive culture that meets the needs of students.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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

- School community perception survey
- Attendance data
- Office referral data
- Differentiated instruction

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

X1	X2	X3	X4
<input type="checkbox"/> The evidence indicates that the teacher did not or infrequently collaborated with students to promote student ownership of the learning.	<input type="checkbox"/> The evidence indicates that the teacher began to collaborate with students to promote student ownership of the learning.	<input type="checkbox"/> The evidence indicates that the teacher regularly collaborated with students to promote student ownership of the learning.	<input type="checkbox"/> The evidence indicates that the teacher consistently and effectively collaborated with students to promote student ownership of the learning.
<input type="checkbox"/> The evidence indicates that the teacher did not or infrequently established a safe, respectful, and academically engaging environment for students.	<input type="checkbox"/> The evidence indicates that the teacher began to establish a safe, respectful, and academically engaging environment for students.	<input type="checkbox"/> The evidence indicates that the teacher regularly established a safe, respectful, and academically engaging environment for students.	<input type="checkbox"/> 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

- Office referrals
- Attendance
- Classroom rules established collaboratively
- Cooperative group work
- Differentiated student work samples

KANSAS TEACHER EVALUATION RUBRICS

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 include: 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 include: 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.

X1	X2	X3	X4
<input type="checkbox"/> 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.	<input type="checkbox"/> The evidence indicates that the teacher displayed limited knowledge of the important content in the discipline and identification of possible student misconceptions.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.
<input type="checkbox"/> The evidence indicates that the teacher did not or infrequently used strategies to build understanding of content for all students.	<input type="checkbox"/> The evidence indicates that the teacher began to use strategies to build understanding of content for all students.	<input type="checkbox"/> The evidence indicates that the teacher regularly used strategies to build a deep understanding of content for all students.	<input type="checkbox"/> 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

- Subject specific formative assessment data
- Varied student products
- Student self-assessment of work
- Student video

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

X1	X2	X3	X4
<input type="checkbox"/> The evidence indicates that the teacher did not or infrequently provided opportunities to students for authentic application of content.	<input type="checkbox"/> The evidence indicates that the teacher provided limited opportunities to students for authentic application of content.	<input type="checkbox"/> The evidence indicates that the teacher regularly provided opportunities to students for authentic application of content.	<input type="checkbox"/> The evidence indicates that the teacher consistently and effectively provided opportunities to students for authentic application of content.
<input type="checkbox"/> The evidence indicates that the teacher did not or infrequently collaborated with colleagues to provide purposeful cross-curricular learning opportunities.	<input type="checkbox"/> The evidence indicates that the teacher began to collaborate with colleagues to provide purposeful cross-curricular learning opportunities.	<input type="checkbox"/> The evidence indicates that the teacher regularly collaborated with colleagues to provide purposeful cross-curricular learning opportunities.	<input type="checkbox"/> 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

- Team meeting minutes
- Student performance data
- Formative assessment data
- Co-teaching plans

KANSAS TEACHER EVALUATION RUBRICS

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 include: 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 include: 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 include: 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.

X1	X2	X3	X4
<input type="checkbox"/> 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.	<input type="checkbox"/> The evidence indicates that the teacher planned activities that partially connect with district, state and/or national standards to meet the needs of students.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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

- Standards-based lesson plans
- Summative assessment history
- Students reading level

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

X1	X2	X3	X4
<input type="checkbox"/> 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.	<input type="checkbox"/> The evidence indicates that the teacher provided limited opportunities for students to demonstrate learning by using formative, summative, informal and/or formal assessments.	<input type="checkbox"/> The evidence indicates that the teacher regularly provided multiple opportunities for students to demonstrate learning by using formative, summative, informal, and/or formal assessments.	<input type="checkbox"/> 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.
<input type="checkbox"/> The evidence indicates that the teacher did not or infrequently used student data to inform future instruction.	<input type="checkbox"/> The evidence indicates that the teacher began to use student data to inform future instruction.	<input type="checkbox"/> The evidence indicates that the teacher regularly used student data to inform future instruction.	<input type="checkbox"/> The evidence indicates that the teacher consistently and effectively used student data to inform future instruction.
<input type="checkbox"/> The evidence indicates that the teacher did not or infrequently provided feedback to students.	<input type="checkbox"/> The evidence indicates that the teacher provided some feedback to encourage students.	<input type="checkbox"/> The evidence indicates that the teacher regularly provided timely feedback to encourage students to take responsibility for their own learning.	<input type="checkbox"/> 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

- Formative (written feedback)
- Summative
- Interim assessment
- Multiple representations of assessments
- Multiple and varied assessment data

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

X1	X2	X3	X4
<input type="checkbox"/> The evidence indicates that the teacher did not or infrequently used strategies and available technologies to engage students in the learning process.	<input type="checkbox"/> The evidence indicates that the teacher used some strategies and available technology to engage and challenge students.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.
<input type="checkbox"/> The evidence indicates that the teacher did not or infrequently used strategies for differentiating instruction.	<input type="checkbox"/> The evidence indicates that the teacher incorporated limited strategies to differentiate instruction.	<input type="checkbox"/> The evidence indicates that the teacher regularly used strategies to differentiate and scaffold information so it is accessible to all students.	<input type="checkbox"/> The evidence indicates that the teacher consistently and effectively incorporated strategies to differentiate and scaffold information so it is accessible to all students.
<input type="checkbox"/> The evidence indicates that the teacher did not or infrequently engaged students in the learning process.	<input type="checkbox"/> The evidence indicates that the teacher began to engage students in higher order thinking skills.	<input type="checkbox"/> The evidence indicates that the teacher regularly engaged students in higher order thinking skills.	<input type="checkbox"/> 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

- Multiple effective strategies
- Differentiated plan
- Student work sample

KANSAS TEACHER EVALUATION RUBRICS

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 include: engaging in ongoing, purposeful professional learning, reflecting on practice and seeking professional learning, and analyzing and reflecting on student data to guide instruction.

4.2 Collaboration and Leadership

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

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

X1	X2	X3	X4
<input type="checkbox"/> The evidence indicates that the teacher did not or infrequently participated in professional development.	<input type="checkbox"/> The evidence indicates that the teacher began to participate in ongoing professional development relevant to student learning.	<input type="checkbox"/> The evidence indicates that the teacher engaged in ongoing, purposeful professional development relevant to student learning.	<input type="checkbox"/> The evidence indicates that the teacher consistently and effectively engaged in ongoing, purposeful professional development relevant to student learning.
<input type="checkbox"/> The evidence indicates that the teacher did not or infrequently reflected on his/her practices.	<input type="checkbox"/> The evidence indicates that the teacher began to reflect on practices and is aware of opportunities for improvement.	<input type="checkbox"/> The evidence indicates that the teacher regularly reflected on his/her practice and sees opportunities for improvement.	<input type="checkbox"/> The evidence indicates that the teacher consistently and effectively reflected on his/her practice and actively seeks opportunities for improvement.

Sources of Evidence for Engaging in Reflection and Continuous Growth

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

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

X1	X2	X3	X4
<input type="checkbox"/> The evidence indicates that the teacher did not or infrequently communicated with colleagues about school issues.	<input type="checkbox"/> The evidence indicates that the teacher began to meet with and discuss school issues with colleagues and other stakeholders.	<input type="checkbox"/> The evidence indicates that the teacher regularly collaborated with colleagues and stakeholders in leadership, school, and professional activities using multiple communications.	<input type="checkbox"/> 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.
<input type="checkbox"/> The evidence indicates that the teacher did not or infrequently demonstrated leadership skills by initiating, advocating, and/or leading activities.	<input type="checkbox"/> The evidence indicates that the teacher began to demonstrate some leadership skills by initiating, advocating, or leading activities.	<input type="checkbox"/> The evidence indicates that the teacher regularly demonstrated leadership skills by initiating, advocating, and/or leading activities to improve and support student learning.	<input type="checkbox"/> 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

- Family engagement
- Meeting/minutes supporting leadership roles
- Meeting minutes documenting collaboration with colleagues and families
- Evidence of communication

RECORD OF TEACHER EVALUATION ACTIVITIES (REQUIRED)

Teacher Name: _____ ID#: _____

School: _____ School Year: _____

Position/Assignment: _____

Evaluator: _____ Title: _____

Teacher Background (Briefly describe the teacher's educational background, years of experience, assignment, and any other factors that may impact the evaluation):

Time spent: _____

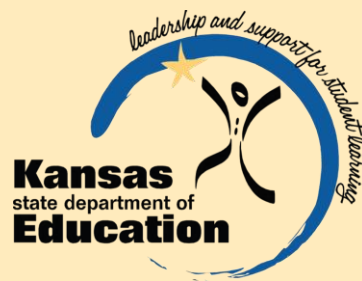
The Kansas Teacher Evaluation is based, in part, on informal and formal observations and conferences conducted on the following dates:

Activity	Date	Teacher Signature	Evaluator Signature
Orientation			
Self-Reflection/Assessment and IDP Completion			
Planning Conference with Evaluator			
Pre-Observation Conference			
Observation 1			
Post-Observation Conference 1			
Pre-Observation Conference (Optional)			
Observation 2			
Post-Observation Conference 2			
Pre-Observation Conference (Optional)			
Observation 3			
Post-Observation Conference 3			
Pre-Observation Conference (Optional)			
Observation 4 (if required)			
Post-Observation Conference 4 (if required)			
Summary Evaluation Conference			
Individual Growth Completed			

In addition to observations, other relevant sources of performance evidence, such as the artifacts suggested on the rubric, may be considered when determining the teacher's overall level of performance. Sources of evidence discussed in completing this evaluation include the following:

BUILDING LEADER EVALUATION

KANSAS EDUCATOR EVALUATION PROTOCOL KEEP



KANSAS BUILDING LEADER EVALUATION PROCESS

MINIMAL EXPECTATION

STEP 1 ORIENTATION TO THE PROCESS

The evaluator (district leader or designee) provides:

- Detailed overview of the process for building leaders being evaluated to review process, timeline and examine rubrics
- Share any district goals and/or evidence that will be consistent across schools.

STEP 2 SELF-ASSESSMENT – GOAL SETTING

- Complete self-assessment (using rubrics) and select tentative goals for the evaluation period; (completed prior to one-on-one conference)
- Upload artifacts to support the self-assessment and goal selection.

STEP 3 BEGINNING OF CYCLE CONFERENCE

- Beginning of Cycle Conference with evaluator to review rubric and goals, prioritize constructs/components, set data sources, timelines, and potential professional learning activities and identify district resources and supports
- Record final decisions/comments.
- Evaluatee adjusts rubrics/goals

STEP 4 OBSERVATION – ARTIFACT AND DATA COLLECTION

- Collect data and artifacts determined in Step 3.
- Observations
 - At least once to provide support and/or collect evidence on progress toward achievement of goals
 - Post observation feedback/reflections
- Additional school visits may be scheduled based on individual goals and needs.

STEP 5 MID-CYCLE CONFERENCE

- **Mid-Cycle Conference** with evaluator to review progress and make adjustments as needed.
- Record adjustments, comments
- Evaluatee adjusts rubrics

Note: Additional conferences may be held throughout the year based upon individual goals and needs.

STEP 6 OBSERVATION – ARTIFACT AND DATA COLLECTION

- Continue to collect data and artifacts determined in Step 3 and/or modified in step 5.
- Observations
 - At least once to provide support and/or collect evidence on progress toward achievement of goals
 - Post observation feedback/reflections
- Additional school visits may be scheduled based on individual goals and needs.

STEP 7 END OF CYCLE CONFERENCE – DATA REVIEW – SUMMATIVE EVALUATION

- End of Cycle Conference with evaluator to review progress towards goals, discuss data sources/artifacts and building leader performance according to the rubrics.
- Record comments.
- Summative evaluation form completed and signed.
- Create an Individual Growth Plan as needed
- Self – assessment and preliminary goals (Step 2 starts cycle again) for the next year

KANSAS BUILDING LEADER EVALUATION RUBRICS

Construct 1: Setting Direction

Building leaders, as instructional 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 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 include: knowledge of school community, involvement of key stakeholders, collection and use of baseline data from multiple sources, and 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 include: involvement of stakeholders in the planning, collection and use of data from multiple sources, and 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 include: using data from multiple and varied sources to support implementation of a school improvement plan, and the plan is articulated, monitored, and adjusted as needed.

1.1 Participation in a Team to Create a Vision and Mission: The building leader 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.

X1	X2	X3	X4
<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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 vision.
<input type="checkbox"/> 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.	<input type="checkbox"/> The evidence indicates the building leader produced a partial or incomplete vision of learning and mission, partially aligned to the district's vision.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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

- Survey
- Vision/mission minutes
- Activities related to operationalize the vision/mission

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 a plan to communicate and embed the school vision into the culture and decision making process of the school.

X1	X2	X3	X4
<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.
<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.
<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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

- School improvement plan
- Meeting minutes
- Data sharing meetings

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.

X1	X2	X3	X4
<p><input type="checkbox"/> 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.</p>	<p><input type="checkbox"/> 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.</p>	<p><input type="checkbox"/> The evidence indicates the building leader utilized appropriate strategies to communicate, implement, and monitor the details of the school improvement plan.</p>	<p><input type="checkbox"/> The evidence indicates the building leader utilized varied and appropriate strategies to communicate, implement, and monitor the details of the school improvement plan.</p>
<p><input type="checkbox"/> 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.</p>	<p><input type="checkbox"/> 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.</p>	<p><input type="checkbox"/> 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.</p>	<p><input type="checkbox"/> 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.</p>

- School improvement monitoring
- School improvement plan

KANSAS BUILDING LEADER EVALUATION RUBRICS

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 on-going 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:

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

2.4 Providing Student Support Services

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

X1	X2	X3	X4
<input type="checkbox"/> The evidence indicates that the building leader provided instructional guidelines (standards, curriculum, pacing guides, etc.), which were available to teachers.	<input type="checkbox"/> The evidence indicates that the building leader provided instructional guidelines (standards, curriculum, pacing guides, etc.), which were available and to teachers and students.	<input type="checkbox"/> The evidence indicates that the building leader provided instructional guidelines (standards, curriculum, pacing guides, etc.), which were available and communicated to teachers and students.	<input type="checkbox"/> The evidence indicates that the building leader provided instructional guidelines (standards, curriculum, pacing guides, etc.), which were available and specifically communicated to teachers, students, and other stakeholders.
<input type="checkbox"/> 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.	<input type="checkbox"/> The evidence indicates that the building leader established a process for monitoring the use of those guidelines. It was used only occasionally, on a limited basis, or only across some classrooms.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.
<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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

- Instructional monitoring
- Assessment data
- Instructional monitoring plans
- Available resources supplies

2.2 Sharing Student Learning Results: The building leader communicated data and provided access to all stakeholders; e.g., 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.

X1	X2	X3	X4
<input type="checkbox"/> 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.	<input type="checkbox"/> 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.).	<input type="checkbox"/> 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.).	<input type="checkbox"/> 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.).
<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.
<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.

Sources of Evidence for Sharing Student Learning Results

- Pre data
- Post data
- Data sharing
- Walk through feedback
- Professional learning
- Observation feedback

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.

X1	X2	X3	X4
<p>☐ 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.</p>	<p>☐ 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.</p>	<p>☐ 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.</p>	<p>☐ 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.</p>
<p>☐ 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.</p>	<p>☐ 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.</p>	<p>☐ 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.</p>	<p>☐ 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.</p>
<p>☐ The evidence indicates the school leader has not established a system for monitoring or evaluating the effectiveness of activities/clubs or to make adjustments.</p>	<p>☐ The evidence indicates the building leader maintained a weak or limited system to monitor and 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.</p>	<p>☐ The evidence indicates that the building leader maintained an appropriate system to monitor and 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.</p>	<p>☐ The evidence indicates that the building leader maintained an appropriate system to monitor and 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.</p>

Sources of Evidence for Implementing a Variety of Student Activities

- Student engagement evidence
- Student activities evaluated

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.

X1	X2	X3	X4
<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.
<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.
<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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

- MTSS
- Family engagement
- Community involvement
- Evaluation of support services

KANSAS BUILDING LEADER EVALUATION RUBRICS

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 learning needs, and creates plans to address those needs. The professional learning 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:

3.1 Staff Evaluation

The building leader evaluated teachers and other staff members for the purpose of improving student growth, identifying professional learning 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 include: utilize multiple measures, analyze and use data from multiple measures to inform decisions, ensure process and systems are in place, and adhere 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. 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 learning 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 learning to determine what is working and what needs to be modified. Key indicators include: 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, and evaluation of professional learning.

3.3 Distributed Leadership (Instructional 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 include: 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 learning 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.

X1	X2	X3	X4
<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.
<input type="checkbox"/> The evidence indicates that the building leader utilized little or no data to inform decisions about improving staff effectiveness and leadership for student growth.	<input type="checkbox"/> The evidence indicates that the building leader utilized limited data to inform decisions about improving staff effectiveness and leadership for student growth.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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

- All licensed personnel are licensed in the correct assignment
- Staff survey
- Staff meeting minutes

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 learning 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.

X1	X2	X3	X4
<input type="checkbox"/> The evidence indicates that the building leader utilized little or no data to determine areas of improvement and professional learning needs.	<input type="checkbox"/> The evidence indicates that the building leader utilized data from a few sources to identify areas of improvement and to determine professional learning needs.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.
<input type="checkbox"/> The evidence indicates that the building leader designed professional learning to meet legal requirements and regulatory guidelines only.	<input type="checkbox"/> The evidence indicates that the building leader occasionally designed professional learning that was differentiated and loosely matches the adult learning preferences and needs of the staff and school.	<input type="checkbox"/> The evidence indicates that the building leader regularly designed professional learning that was differentiated and adequately matches the adult learning preferences and needs of the staff and school.	<input type="checkbox"/> The evidence indicates that the building leader systematically designed professional learning that was research-based, differentiated and matches the adult learning preferences and needs of the staff and school.
<input type="checkbox"/> The evidence indicates that the building leader did not or ineffectively coached staff to participate in differentiated learning opportunities that addressed career stages and individual needs.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> The evidence indicates that the building leader actively coached all staff to participate in differentiated learning opportunities that addressed career stages and individual needs.
<input type="checkbox"/> The evidence indicates that the building leader involved little or no staff in the decisions about professional learning, including leading it.	<input type="checkbox"/> 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 learning.	<input type="checkbox"/> The evidence indicates that the building leader appropriately engaged staff in selecting and/or designing professional learning opportunities, and staff are regularly involved with delivering professional learning. Adequate time was provided and protected for staff collaboration and professional learning.	<input type="checkbox"/> 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. Meaningful time was provided and protected for staff collaboration and professional learning.
<input type="checkbox"/> 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 learning, implementation, not about the impact.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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. Some appropriate modifications of the professional learning were made based on the evaluation.	<input type="checkbox"/> 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 Learning

- Professional learning logs
- Professional learning (district's theory of instruction)
- Professional learning
- Meeting minutes
- Student growth data

3.3 Distributed Leadership (Instructional 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 expects staff to take an active role in decision making and serve in leadership roles according to their areas of expertise.

X1	X2	X3	X4
<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.
<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> The evidence indicates that the building leader had a leadership team in place, and the members and leaders understood the focus, roles, and responsibilities.	<input type="checkbox"/> 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.
<input type="checkbox"/> The evidence indicates that the building leader had minimal expectations for staff to take a role in decision making and serve in leadership roles.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.
<input type="checkbox"/> 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.	<input type="checkbox"/> The evidence indicates that the building leader occasionally reflected on the processes and the effectiveness of distributed leadership, and made necessary adjustments.	<input type="checkbox"/> The evidence indicates that the building leader regularly reflected on the processes and the effectiveness of distributed leadership, and made necessary adjustments.	<input type="checkbox"/> 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

- Leadership opportunities for staff
- Meeting minutes
- School-wide initiatives

KANSAS BUILDING LEADER EVALUATION RUBRICS

Construct 4: Making the Organization Work

School 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. School 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 school leader's proficiency in making the organization work is evidenced by:

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 include: analyze and use data from multiple measures to inform plans, ensure process and systems are in place, and 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 include: make decisions about procedures and resources, monitors organizational processes, and 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. There was monitoring of the relationships and level of collaboration in order to make adjustments to better serve the school and school community. Key indicators include: collect and analyze data and information about the school community, implement plan to improve collaboration, and 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 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.

X1	X2	X3	X4
<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.
<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.
<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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

- School culture survey
- Meeting minutes reflecting changes
- Stakeholder input
- Family engagement

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.

X1	X2	X3	X4
<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.
<input type="checkbox"/> The evidence indicates that the building leader rarely developed, implemented and modified school budgets that rarely aligned with school and district priorities.	<input type="checkbox"/> The evidence indicates that the building leader occasionally developed, implemented and modified school budgets that were somewhat aligned with school and district priorities.	<input type="checkbox"/> The evidence indicates that the school leader regularly developed, implemented and modified school budgets that were usually aligned with school and district priorities.	<input type="checkbox"/> The evidence indicates that the school leader systematically developed, implemented and modified school budgets that were aligned with school and district priorities.
<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.
<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.

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

- School goals
- Discipline referral
- Suspension/expulsion
- School budget
- Resources
- State, federal requirements

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. There was monitoring of the relationships and level of collaboration in order to make adjustments to better serve the school and school community.

X1	X2	X3	X4
<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.
<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.
<input type="checkbox"/> The evidence indicates that the building leader initiated and responded to few opportunities for school community collaborations and partnerships.	<input type="checkbox"/> The evidence indicates that the building leader initiated and responded to some opportunities for school community collaborations and partnerships.	<input type="checkbox"/> The evidence indicates that the school leader initiated and responded to many opportunities for school community collaborations and partnerships.	<input type="checkbox"/> The evidence indicates that the building leader initiated and responded to multiple and varied opportunities for school community collaborations and partnerships.
<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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

Sources of Evidence for Collaborative Environment

- Meeting minutes
- Team minutes
- School improvement plans
- Learning communicates meeting
- Family engagement

RECORD OF BUILDING LEADER EVALUATION ACTIVITIES (REQUIRED)

Building Leader Name: _____ **ID#:** _____

School: _____ **School Year:** _____

Position/Assignment: _____

Evaluator: _____ **Title:** _____

Leadership Background (Briefly describe the building leader’s educational background, years of experience, assignment, and any other factors that may impact the evaluation):

Time Spent: _____

The Kansas Building Leader Evaluation is based, in part, on informal and formal observations and conferences conducted on the following dates:

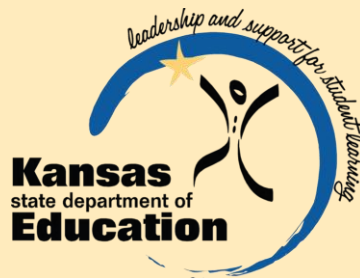
Activity	Date	Building Leader Signature	Evaluator Signature
Orientation			
Self-Assessment & Goal Selection			
Beginning-of-Year Conference			
School Visit 1			
Mid-Year Conference			
School Visit 2			
Reflective Summary			
End-of-Year Conference			
Individual Growth Plan (if needed)			

In addition to observations, other relevant sources of performance evidence, such as the artifacts suggested on the rubric, may be considered when determining the principal’s overall level of performance. Sources of evidence discussed in completing this evaluation include the following:

_____	_____
_____	_____
_____	_____

DISTRICT LEADER EVALUATION

KANSAS EDUCATOR EVALUATION PROTOCOL KEEP



KANSAS DISTRICT LEADER EVALUATION PROCESS

MINIMAL EXPECTATION

STEP 1 Orientation to the process

The district leader and board members or designee will:

- Review the district leader evaluation process together, including a review of the rubrics, documentation, evidence sources and timeline.

STEP 2 Self-Assessment – Goal Setting

- Complete Self-Assessment (using rubrics) and select tentative Goals for the evaluation period; (completed prior to one-on-one conference)
- Upload artifacts to support the self-/assessment and goal selection.

STEP 3 Beginning of Cycle Conference

- Beginning of Cycle Conference with evaluator to review rubric and goals, prioritize constructs/components, set artifact and data sources, timelines and actions needed to support the year-end determination of a level of performance.
- Identify ways in which the Board can support the district leader to accomplish goals.
- Record final decisions/comments.
- Evaluatee adjusts rubrics/goals.

STEP 4 Artifact and Data Collection

- Collect data and artifacts determined in Step 3.
- Evaluator may upload pertinent evidence.

STEP 5 Mid-Cycle Conference

- Mid-Cycle Conference with evaluator to review progress and make adjustments as needed.
- Record adjustments, comments.
- Evaluatee adjusts rubrics.
- **Note:** Additional conferences may be held throughout the year based upon individual goals and needs.

STEP 6 Artifact and Data Collection

- Continue to collect data and artifacts determined in Step 3 and/or modified in step 5.

STEP 7 End of Cycle Conference - Data Review – Summative Evaluation

- End of Cycle Conference with evaluator to review progress towards goals, discuss data sources/artifacts and district leader performance according to the rubrics.
- Record comments.
- Summative evaluation form completed and signed.
- Create an Individual Growth Plan as needed.
- Self – assessment and preliminary goals (Step 2 starts cycle again) for the next year.

KANSAS 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 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 include: 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 include: development of a strategic plan that addresses continuous learning improvement for all students; implementation of a strategic plan; the 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 include: 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.)

X1	X2	X3	X4
<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> The evidence indicates that the district leader organized the development and/or maintenance of a vision that is aligned to district goals and needs.	<input type="checkbox"/> 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.
<input type="checkbox"/> The evidence indicates that the district leader did not utilize data to inform the vision.	<input type="checkbox"/> The evidence indicates that the district leader utilized limited collection or analysis of data to inform the vision.	<input type="checkbox"/> The evidence indicates that the district leader utilized multiple sources of data to inform the vision.	<input type="checkbox"/> The evidence indicates that the district leader utilized multiple and varied sources of data to inform the vision.
<input type="checkbox"/> The evidence indicates that the district leader utilized little or no involvement of stakeholders (teachers, parents, students, district office, community members) at each stage of the process.	<input type="checkbox"/> The evidence indicates that the district leader utilized some involvement of stakeholders, but with critical omissions.	<input type="checkbox"/> The evidence indicates that the district leader involved most of the appropriate stakeholders (staff, parents, students, school board, and business community) at each stage of the process.	<input type="checkbox"/> The evidence indicates that the district leader involved all of the appropriate stakeholders (staff, parents, students, school board, and business community) at each stage of the process.
<input type="checkbox"/> The evidence indicates that the district leader provided no or insignificant communication about the vision, or communicated about the vision in inconsistent, confusing ways.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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 received a consistent message.

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 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.

X1	X2	X3	X4
<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.
<input type="checkbox"/> The evidence indicates that the district leader implemented the strategic plan in a sporadic and ineffective manner.	<input type="checkbox"/> The evidence indicates that the district leader implemented the strategic plan in an inconsistent manner.	<input type="checkbox"/> The evidence indicates that the district leader effectively implemented the strategic plan, although there were a few gaps or omissions.	<input type="checkbox"/> The evidence indicates that the district leader effectively implemented all aspects of the strategic plan.
<input type="checkbox"/> If a strategic plan is in place, the evidence indicates that the district leader did little or no monitoring to ensure its success or to make necessary adjustments.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.

X1	X2	X3	X4
<input type="checkbox"/> The evidence indicates that the district leader did not actively seek available resources to support district work.	<input type="checkbox"/> The evidence indicates that the district leader occasionally sought out available resources to support district work.	<input type="checkbox"/> The evidence indicates that the district leader explored multiple options when seeking out available resources to support district work.	<input type="checkbox"/> 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.
<input type="checkbox"/> The evidence indicates that the district leader utilized little or no data in making decisions for resource allocation to meet student learning needs.	<input type="checkbox"/> The evidence indicates that the district leader utilized data in a limited manner in making decisions for resource allocation to meet student learning needs.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.
<input type="checkbox"/> The evidence indicates that the district leader did not allocate and manage resources to support the district operations and strategic plan.	<input type="checkbox"/> The evidence indicates that the district leader allocated and managed resources to support the district operations and strategic plan in limited ways. These resources were often administered in processes that were uncoordinated and not prioritized.	<input type="checkbox"/> The evidence indicates that the district leader allocated resources in most instances to consistently support district operations and the strategic plan. These resources were usually administered in a coordinated and prioritized process.	<input type="checkbox"/> The evidence indicates that the district leader allocated all necessary and available resources to effectively and consistently support the district operational needs and the district strategic plan. These resources were administered in a strategic process that was coordinated and prioritized.
<input type="checkbox"/> The evidence indicates that the district leader provided little or no communication to relevant stakeholders regarding the use, availability and priorities for resource allocation.	<input type="checkbox"/> 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.	<input type="checkbox"/> The evidence indicates that the district leader provided communication to most relevant stakeholders regarding the use, availability, and priorities for allocation of resources.	<input type="checkbox"/> 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

KANSAS DISTRICT LEADER EVALUATION RUBRICS

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, not just student academic success. Key indicators include: 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, teachers are following the district's course/grade level standards, and are 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 results and other student information. Key indicators include: 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 include: 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, not just student academic success.

X1	X2	X3	X4
<input type="checkbox"/> The evidence indicates that the district leader did not implement a rigorous curriculum with high expectations for all students.	<input type="checkbox"/> 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.	<input type="checkbox"/> The evidence indicates that the district leader implemented a rigorous curriculum with high expectations for all students across the district.	<input type="checkbox"/> 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.
<input type="checkbox"/> The evidence indicates that the district leader paid no attention to issues of curriculum breadth, global competitiveness or career and college readiness.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.
<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.
<input type="checkbox"/> The evidence indicates that the district leader provided few or no interventions or alternative programming to address student failure or to promote student excellence.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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, teachers are following the district's course/grade level standards, and are 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 results and other student information.

X1	X2	X3	X4
<input type="checkbox"/> 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.	<input type="checkbox"/> The evidence indicates that the district leader supported the development of district and school instructional models and practices (standards, curriculum, pacing guides, etc.).	<input type="checkbox"/> The evidence indicates that the district leader supported the development of district and school instructional models and practices (standards, curriculum, pacing guides, etc.).	<input type="checkbox"/> The evidence indicates that the district leader supported the development of district and school instructional models and practices (standards, curriculum, pacing guides, etc.).
<input type="checkbox"/> The evidence indicates that if such models and practices were developed, the district leader did not communicate their use to teachers.	<input type="checkbox"/> The evidence indicates that 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.)	<input type="checkbox"/> The evidence indicates that the use of the instructional models and practices was communicated in an ongoing way to teachers and other stakeholders.	<input type="checkbox"/> The evidence indicates that the use of the instructional models and practices was communicated in an thoughtful and relevant ways to teachers and other stakeholders, with training as needed.
<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.

X1	X2	X3	X4
<p><input type="checkbox"/> 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.</p>	<p><input type="checkbox"/> 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 building leaders and not on any district wide assessment coordination strategy. There is limited evidence that student data was used to support student learning.</p>	<p><input type="checkbox"/> 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.</p>	<p><input type="checkbox"/> 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.</p>
<p><input type="checkbox"/> 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.</p>	<p><input type="checkbox"/> 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.</p>	<p><input type="checkbox"/> 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.</p>	<p><input type="checkbox"/> 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.</p>
<p><input type="checkbox"/> 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.</p>	<p><input type="checkbox"/> 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.</p>	<p><input type="checkbox"/> The evidence indicates that the district leader ensured assessment data was used appropriately to support student learning and to evaluate school and district programs.</p>	<p><input type="checkbox"/> 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.</p>
<p><input type="checkbox"/> The evidence indicates that the district leader provided little or no methods or strategies to communicate assessment results or their use to relevant stakeholders.</p>	<p><input type="checkbox"/> 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.</p>	<p><input type="checkbox"/> The evidence indicates that the district leader provided an adequate variety of methods for communicating the assessment results to relevant stakeholders.</p>	<p><input type="checkbox"/> 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.</p>

Sources of Evidence for Using an Assessment Accountability System

- Assessment data
- Licensure data
- Evaluative data
- District expectations
- Stakeholder engagement

KANSAS DISTRICT LEADER EVALUATION RUBRICS

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 include: 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 include: 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, supports the delivery of needs-based professional learning services, and uses 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 include: 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 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 include: 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 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.

X1	X2	X3	X4
<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.
<input type="checkbox"/> 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.	<input type="checkbox"/> The evidence indicates that the district leader attempted to build a collective sense of efficacy through occasional, but inconsistent promotions of student learning.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.
<input type="checkbox"/> The evidence indicates that the district leader did not participate in professional learning to support his/her own growth or the district strategic plan and goals but instead, participated in stand-alone, disjointed activities or only professional learning targeted for other staff within the district.	<input type="checkbox"/> The evidence indicates that the district leader provided limited modeling by participating in some professional learning activities to support his/her own growth or the district strategic plan and goals.	<input type="checkbox"/> The evidence indicates that the district leader was a role model in the support and promotion of individual learning by participating in appropriate professional learning activities to support his/her own growth or the district strategic plan and goals, although the activities may have been narrowly focused.	<input type="checkbox"/> The evidence indicates that the district leader was an exemplary role model in the support and promotion of individual learning; had a personal growth plan, 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 to identify the need for remediation.

X1	X2	X3	X4
<p><input type="checkbox"/> 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.</p>	<p><input type="checkbox"/> 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.</p>	<p><input type="checkbox"/> 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.</p>	<p><input type="checkbox"/> 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.</p>
<p><input type="checkbox"/> 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.</p>	<p><input type="checkbox"/> The evidence indicates that the district leader 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.</p>	<p><input type="checkbox"/> The evidence indicates that the district leader 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.</p>	<p><input type="checkbox"/> The evidence indicates that the district leader 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 learning.</p>

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

- Evaluation instrument
- Evaluation system
- Equal distribution

3.3 Supporting Professional Learning: The district leader analyzed district and school data to identify staffing needs, supports the delivery of needs-based professional learning services, and uses 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.

X1	X2	X3	X4
<p>☐ The evidence indicates that the district leader utilized little or no data of any type to inform decisions on professional learning activities that supported district goals. Decisions about professional learning were based on “hunches” or personal preferences with little communication to staff about rationales.</p>	<p>☐ The evidence indicates that the district leader utilized limited data (primarily from formative and summative evaluations,) to inform decisions on professional learning activities to support district goals, with little effort to communicate how the data analysis informed decisions.</p>	<p>☐ 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 learning activities to support the district goals, with a clear articulation of how the various data sources informed the decisions made regarding the professional learning activities.</p>	<p>☐ 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 learning activities to support the district goals, with a clear communication about the decisions.</p>
<p>☐ The evidence indicates that the district leader utilized little or no data from staff evaluations, observations, surveys or student assessments to monitor professional learning activities.</p>	<p>☐ The evidence indicates that the district leader monitored the effectiveness of professional learning 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 learning, but no evidence of a systemic plan in place for consistent monitoring and feedback.</p>	<p>☐ The evidence indicates that the district leader implemented an adequate plan for monitoring the effectiveness of most professional learning being provided within schools and district. The monitoring plan made use of multiple data sources, such as staff evaluations, observations, surveys and student assessments.</p>	<p>☐ The evidence indicates that the district leader placed a strong emphasis on monitoring the effectiveness of all professional learning 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 learning activities.</p>
<p>☐ The evidence indicates professional learning activities tended to be of the “one size fits all” variety, with little or no evidence that they are job-embedded.</p>	<p>☐ The evidence indicates professional learning was occasionally based on data but with limited differentiation and reliance on job-embedded approaches. There was limited choice offered to staff.</p>	<p>☐ The evidence indicates professional learning across the district was regularly differentiated for most staff, using job-embedded approaches, with some degree of choice recognizing needs, interests and specializations.</p>	<p>☐ The evidence indicates professional learning across the district was systematically on-going, job-embedded and differentiated for all staff, with a variety of choice recognizing needs, interests and specializations.</p>

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.

X1	X2	X3	X4
<p>☐ 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.</p>	<p>☐ 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.</p>	<p>☐ 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.</p>	<p>☐ The evidence indicates that the district leader 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.</p>
<p>☐ 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.</p>	<p>☐ 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 learning activities. The district leader occasionally recognized the responsibility to share district leadership skills with the community, but was somewhat inconsistent.</p>	<p>☐ 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.</p>	<p>☐ 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.</p>
<p>☐ The evidence indicates that the district leader did not recognize, promote and celebrate leadership accomplishments.</p>	<p>☐ The evidence indicates that the district leader occasionally recognized, promoted and celebrating leadership accomplishments.</p>	<p>☐ The evidence indicates that the district leader regularly recognized, promoted and celebrated leadership accomplishments for staff members.</p>	<p>☐ 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.</p>

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 are: 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 responds 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 are: 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.

X1	X2	X3	X4
<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.
<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.
<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.

X1	X2	X3	X4
<input type="checkbox"/> 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 district leader was able to make connections across people or projects in a way that supports student learning.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.
<input type="checkbox"/> The evidence indicates that the district leader was not able to get support from stakeholders or involve them in district projects and initiatives.	<input type="checkbox"/> 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.	<input type="checkbox"/> The evidence indicates that the district leader was mostly successful at getting support from stakeholders and involving them in district projects and initiatives.	<input type="checkbox"/> The evidence indicates that the district leader was consistently able to get support from stakeholders and involve them in district projects and initiatives.
<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.

Sources of Evidence for Engaging the Local Community

- Internal communication
- External communication
- Stakeholder engagement
- Family engagement

RECORD OF DISTRICT LEADER EVALUATION ACTIVITIES (REQUIRED)

District Leader Name: _____ ID#: _____

School: _____ School Year: _____

Position/Assignment: _____

Evaluator: _____ Title: _____

Leadership Background (Briefly describe the district leader's educational background, years of experience, assignment, and any other factors that may impact the evaluation):

Time spent: _____

The Kansas District Leader Evaluation is based, in part, on conferences conducted on the following dates:

Activity	Date	District Leader Signature	Evaluator Signature
Orientation			
Self- Assessment & Goal Selection			
Beginning-of-Year Conference			
Mid-Year Conference			
Reflective Summary			
End-of-Year Conference			
Individual Growth Plan (if needed)			

Relevant sources of performance evidence, such as the artifacts suggested on the rubric, must be considered when determining the district leader's overall level of performance. Sources of evidence discussed in completing this evaluation include the following:

APPENDICES

KANSAS EDUCATOR EVALUATION PROTOCOL KEEP



APPENDIX A
KANSAS STATUTES

Chapter 72 - Article 54 – Teachers’ 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 any 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:

ISLLC 2008 as adopted by the National Policy Board for Educational Administration (NPBEA) on December 12, 2007

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.

PERFORMANCES	ESSENTIAL KNOWLEDGE
<p><i>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.</i></p> <p><i>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.</i></p> <p><i>1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.</i></p>	<p><i>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.</i></p> <p><i>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.</i></p> <p><i>1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.</i></p> <p><i>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.</i></p>
	<p style="text-align: center;">CRITICAL DISPOSITIONS</p> <p><i>1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.</i></p> <p><i>1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.</i></p> <p><i>1(j) The teacher takes responsibility for promoting learners' growth and development.</i></p> <p><i>1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.</i></p>

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.

PERFORMANCES	ESSENTIAL KNOWLEDGE
<p>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.</p> <p>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.</p> <p>2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.</p> <p>2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.</p> <p>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.</p> <p>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.</p>
	CRITICAL DISPOSITIONS
	<p>2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.</p> <p>2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.</p> <p>2(n) The teacher makes learners feel valued and helps them learn to value each other.</p> <p>2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.</p>

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.

PERFORMANCES	ESSENTIAL KNOWLEDGE
<p>3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.</p> <p>3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.</p>	<p>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.</p> <p>3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.</p> <p>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.</p> <p>3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.</p> <p>3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.</p>
	<p style="text-align: center;">CRITICAL DISPOSITIONS</p> <p>3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.</p> <p>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.</p> <p>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.</p> <p>3(q) The teacher seeks to foster respectful communication among all members of the learning community.</p> <p>3(r) The teacher is a thoughtful and responsive listener and observer.</p>

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.

PERFORMANCES	ESSENTIAL KNOWLEDGE
<p>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.</p> <p>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.</p> <p>4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.</p> <p>4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.</p> <p>4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.</p> <p>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.</p> <p>4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.</p> <p>4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.</p> <p>4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.</p>	CRITICAL DISPOSITIONS
	<p>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.</p> <p>4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.</p> <p>4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.</p> <p>4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.</p> <p>4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.</p> <p>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.</p> <p>4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.</p> <p>4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.</p> <p>4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.</p>

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.

PERFORMANCES	ESSENTIAL KNOWLEDGE
<p>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).</p> <p>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).</p> <p>5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.</p> <p>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.</p> <p>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.</p> <p>5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.</p> <p>5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.</p> <p>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.</p> <p>5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.</p> <p>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.</p>
	CRITICAL DISPOSITIONS
	<p>5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.</p> <p>5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.</p> <p>5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.</p>

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.

PERFORMANCES	ESSENTIAL KNOWLEDGE
<p>6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.</p> <p>6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p> <p>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.</p> <p>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.</p> <p>6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</p> <p>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.</p> <p>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.</p>	<p>6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.</p> <p>6(o) The teacher knows when and how to evaluate and report learner progress against standards.</p> <p>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.</p>
<p>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.</p> <p>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.</p>	CRITICAL DISPOSITIONS
	<p>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.</p> <p>6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.</p> <p>6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.</p> <p>6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.</p> <p>6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.</p> <p>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.</p>

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.

PERFORMANCES	ESSENTIAL KNOWLEDGE	
<p>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.</p> <p>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.</p> <p>7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.</p> <p>7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</p> <p>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.</p> <p>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.</p>	<p>7(g) The teacher understands content and content standards and how these are organized in the curriculum.</p> <p>7(h) The teacher understands how integrating crossdisciplinary skills in instruction engages learners purposefully in applying content knowledge.</p> <p>7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.</p> <p>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.</p> <p>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.</p> <p>7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.</p> <p>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).</p>	
	<th data-bbox="812 1194 1445 1249">CRITICAL DISPOSITIONS</th>	CRITICAL DISPOSITIONS
	<p>7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.</p> <p>7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.</p> <p>7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.</p> <p>7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.</p>	

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.

PERFORMANCES	ESSENTIAL KNOWLEDGE	
<p>8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</p> <p>8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.</p> <p>8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.</p> <p>8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.</p> <p>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).</p>	<p>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.</p> <p>8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.</p> <p>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.</p> <p>8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.</p> <p>8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.</p> <p>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.</p>	
	<th data-bbox="812 1121 1445 1171">CRITICAL DISPOSITIONS</th>	CRITICAL DISPOSITIONS
	<p>8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.</p> <p>8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.</p> <p>8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.</p> <p>8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.</p>	

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.

PERFORMANCES	ESSENTIAL KNOWLEDGE
<p>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.</p> <p>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.</p> <p>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.</p> <p>9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.</p> <p>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.</p>	<p>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.</p> <p>9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.</p> <p>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.</p> <p>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).</p> <p>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.</p>
<p>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.</p>	CRITICAL DISPOSITIONS
	<p>9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.</p> <p>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.</p> <p>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.</p> <p>9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.</p>

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.

PERFORMANCES	ESSENTIAL KNOWLEDGE	
<p>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.</p> <p>10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.</p> <p>10(c) The teacher engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.</p> <p>10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.</p> <p>10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.</p> <p>10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.</p> <p>10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.</p> <p>10(h) The teacher uses and generates meaningful research on education issues and policies.</p> <p>10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.</p> <p>10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.</p> <p>10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.</p>	<p>10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.</p> <p>10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.</p> <p>10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.</p> <p>10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.</p>	
	<th data-bbox="812 871 1443 924">CRITICAL DISPOSITIONS</th>	CRITICAL DISPOSITIONS
	<p>10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.</p> <p>10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.</p> <p>10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.</p> <p>10(s) The teacher takes responsibility for contributing to and advancing the profession.</p> <p>10(t) The teacher embraces the challenge of continuous improvement and change.</p>	

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GLOSSARY

Analysis – examination of a thing to determine its parts.

Artifacts – examples of educator and/or student workmanship used to determine the quality of instruction in a classroom. Instructional artifacts may include lesson plans, assignments, scoring rubrics and student work.

Artifacts listed are

- A list of 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
- Artifacts should address all bullets within the construct of the rubric
- An artifact Tracking Document should be used during the process. The document should show a connection with the rubric

Assessment –

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

Summative – data collected to determine a student’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 students 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 with diverse expertise 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 application a student should know within a given academic subject appropriate for their developmental age/grade level.

Continuous Improvement Plan – a set of instructional decisions made designed to bring gradual, but continual improvement to a process through constant review.

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 students at a specific grade/developmental level.

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

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

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 someone 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.

Experienced teacher – a teacher that has completed a minimum of three years teaching in a given district and holds a valid Kansas teaching License.

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

Feedback – when observation results in output that is returned, or fed-back, to modify the next action.

Informal - often consists of conversations between the evaluator and the employee. 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 employee an immediate sense of job performance

Formal - planned feedback gathering sessions take place on a previously agreed to review cycle. The school 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 teacher. The documentation then goes into the personnel file of the person being evaluated.

IDP/PGP – individual development plan or the professional growth plan is a plan designed to foster

Inclusive Education - Refers to the education of each student in the least restrictive environment to the maximum extent appropriate.

IEP – individual educational plan is a document that delineates special education services for special-needs students. The IEP includes any modifications that are required in the regular classroom and any additional special programs or services.

Inclusive education - Refers to the education of each student in the least restrictive environment to the maximum extent appropriate.

Instructional practice – 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 to accomplish a given task.

InTASC Standards – The Interstate Teaching and Support Consortium has developed a standards-based model around four general categories to support schools and states in defining effective teaching.

ISLLC – 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.

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 educator 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 colleague of 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 building teachers – teachers assigned to teach in more than one building.

Pedagogical content knowledge – Pedagogical content knowledge identifies the distinctive bodies of knowledge for teaching. 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 presented for instruction.

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

Observation cycle – a single school year where a planned schedule of formal and informal observations followed by formal and informal feedback and a summative assessment are completed

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

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.

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 (wmich.edu)

Professional Goals – objectives that are the desired result an educator envisions, plans, and commits to achieve as part of the IDP or PGP.

Professional Responsibilities – addresses an educator's additional responsibilities beyond teaching, including self-assessment and reflection, communication with parents, participating in on-going professional learning, and contributing to the school and district environment.

Reflection – examination of instructional 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.

Resources – somebody or something that is a source of help or information, such as money, personnel, or equipment

Resource Room – a classroom, generally taught by a special education teacher, that provides support and assistance to students in their general education course work

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, making evaluations simpler and more transparent.

Skills – the ability to use content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures that all students are learning.

Standards – adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.

Technology – includes a range of tools educators can use to enhance instruction. Refers specifically to electronic equipment. Examples would include smart boards, document cameras, web-based media, calculators, media devices, cameras [video and still], adaptive technology devices, robotics, etc.

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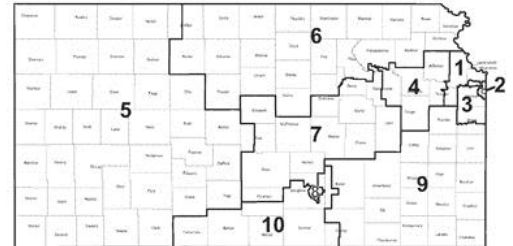


Great students. Great teachers. Great leaders. Great citizens.

The mission of the Kansas State Board of Education is to prepare Kansas students for lifelong success through rigorous academic instruction, 21st century career training, and character development according to each student's gifts and talents. To accomplish this mission the State Board has identified four goals. They are as follows:

- Provide a flexible delivery system to meet our students' changing needs.
- Provide an effective educator in every classroom.
- Ensure effective, visionary leaders in every school.
- Collaborate with families, communities, constituent groups, and policy partners.

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The following person has been designated to handle inquiries regarding the non-discrimination policies:

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