

Foundational Structure Reflection Rubric



BASIC SKILLS

- Comprehensive and aligned pre-K-12 curriculum in all academic areas.
- Student programs/services aligned with, and supportive of, the defined curriculum.
- Real-world, problem-solving opportunities.
- Computer literacy communication skills.

Definition

Systems must provide pre-K-12 curricula/programs/services to support student learning and growth in reading, writing, speaking, listening, math and STEM (science, technology, engineering and math).

Students will develop the skills to solve real-world problems. The skills will be used to identify, comprehend and interpret information in, but not limited to, reports, technical manuals, graphs and flowcharts using computer literacy and communication skills.

	EMERGING	IMPLEMENTING	TRANSITIONING	MODELING
	<ul style="list-style-type: none"> • Work is becoming more evident. • Plans are taking form. • All of the relevant pieces are in place. 	<ul style="list-style-type: none"> • There is evidence that work is being done. • Plans are being actively put into action. 	<ul style="list-style-type: none"> • There is evidence that work is moving in a positive direction. • There are pockets of implementation and sustained efforts. 	<ul style="list-style-type: none"> • Work is a part of the school culture, and efforts are being made to maintain, embed and improve quality.
Curriculum Resources	Curriculum guides are not complete for all curricular areas. The system utilizes textbook resources more than the defined curriculum to drive instructional/resource decisions.	Curriculum guides have been completed for all core curricular areas, but are not consistently used to drive instructional/resource decisions.	Curriculum guides have been completed for all core and non-core areas, but are not consistently used to drive instructional/resource decisions.	Curriculum guides are developed for all grade levels and all content areas (core and non-core). The system's curriculum guides serve as the basis for all instructional/resource decisions.
Standards Alignment	Curriculum guides and resources have not been intentionally aligned with the Kansas State Department of Education standards for each content area.	There is evidence that the Kansas State Department of Education standards were used as a resource when to inform the system curriculum for all content areas.	Curriculum guides and resources align with the Kansas State Department of Education standards for each content area.	Curriculum guides and resources align with the Kansas State Department of Education standards for each content area, and citations/links to state standards documents are embedded.
Review Process	Curriculum guides and resources are incomplete, and no process timeline is in place for reviewing existing curriculum documents.	The system has developed a timeline for core curriculum review, but a curriculum review process has not been established/adopted.	The system has established a timeline to review all curricular areas, but the use of a curriculum process is inconsistent.	The system has established a timeline to review and updates all curriculum guides and resources (core and non-core). A curriculum review process has been established/adopted and is consistently applied to all curriculum content reviews.
Professional Development	The systems professional development plan does not reflect a long-term plan, but is a yearly plan. The plan does not show evidence of a focus on maintenance of existing curriculum, successful implementation of new curriculum or onboarding of new staff members.	The system has evidence of an ongoing professional development process and plan. The plan may address initiatives, but does not specifically address the support of existing curriculum, successful implementation of new curriculum or onboarding of new staff members.	The system has evidence on an ongoing professional development process and plan. The plan includes efforts to support existing curriculum and successful implementation of new curriculum. However, there is not a plan for onboarding new staff members.	An ongoing professional development plan is in place that ensures the successful implementation of new curricula, maintenance of existing curricula, and the onboarding of new staff members.