## Accreditation Rubric Guidelines

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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| Implementing| • This level is the first step towards growth in this category  
   • The decision to start doesn’t count  
   • Shows intention and is tangible  
   • As evidenced by  
   • It is not a state of mind  
   • Training has been held  
   
   Examples:  
   • Committee meetings have been held  
   • Surveys have been collected  
   • Activities, systems and other outputs  
   
   *Action Verbs*  
| Transitioning| • This level shows growth from previous level and at the halfway point of modeling  
   • Self-corrective feedback loop  
| Modeling    | • At this level, the district has in place highly effective practices and would serve as a model for others to follow.  
   • Attainable, but ambitious  

- Bulleted description of “What it looks like” at each level.
- Should be clear and understandable to teachers and administrators.
- Language should be consistent with other KSDE/state initiatives.
- It cannot be too complex. Stay with the consistent points.
- Start with the end in mind – modeling.
- 2nd, what would they have to do to get started – implementing.
- 3rd, what is the middle – transitioning.

Rev. April 19, 2012