

KEEP2 Quick Start Guide (Evaluatee)

Authenticated Applications Registration with KEEP2:

***MAKE SURE YOU HAVE YOUR EDUCATOR ID (10 digit License #) ON HAND BEFORE BEGINNING REGISTRATION PROCESS**

- Go to www.ksde.org
- Click the Authenticated Applications link (right side of screen)
- Click the Register button (bottom, left)
- Fill out the required registration fields
- Choose your organization from the first drop down box (**USD**)
- Choose your building from the second drop down box (**School Name**)
- Once you choose a building from the drop down box, the blue and white App list will appear
- Scroll down to choose KEEP2 and your Role (**Role – see chart below**)
- Choose a Username and Password (**choose a new username, do not reuse**)
- Fill in birthdate, security question and answer
- Click Submit
- Enter you **Educator ID** (do not copy and paste from ELCS)
Enter Social Security Number (no dashes)
- Click Submit

After you have registered, the District KEEP2 Administrator (District Office) will need to go to District Set Up in KEEP2 and click the Batch Import Buildings button in the Assign Buildings tab. The District Administrator or the Building Administrator will also need to assign a rubric in the Educator Assignments tab and assign an Evaluator in the Assign Evaluators tab.

Role Types:

(Role choices depend on whether you choose the **district office** or a **building** from the drop down box)

- **District Administrator** – Superintendent, Assistant/Associate Superintendent, HR Director
(*Account approval required) – access to all district information as evaluator and/or evaluatee
- **KEEP Administrator** – Board Clerk, Administrative Assistant
(*Account approval required) – access to district and building set up process
- **District Educator** – All other district-wide personnel
(**Automatic Approval, requires Educator ID and SSN**) – access as evaluatee
- **Building Administrator** – Principal, Assistant Principal
(*Account approval required) – access to all building information as evaluator and/or evaluatee
- **Building Educator** – Classroom Teacher, Itinerant Teacher
(**Automatic approval, requires Educator ID and SSN**)
- **Registered User** – Any personnel without an Educator ID (Board Member, School Psych, Nurse, etc.)
(*Account approval required) – access as evaluatee and/or evaluator depending upon District Set Up

*Account approval occurs when the system sends an email to the District Administrator and they reply with approval for the access level requested

KEEP2:

Application Menu (Gray tabs on left)

- Manage Application** – takes you back to the Manage Account button on Login Page
- Logout** – always click when leaving KEEP2
- Start Page** – general information
- My Profile** – enter email for Notifications and check for Evaluation Orientation
- My Evaluations** – Evaluatee work area (Current/Past) – Select an Evaluation
- Observer** – Observer work area – Select an Evaluation
- Evaluator** – Evaluator work area (Current/Past) – Select an Evaluation
- Past District Evaluations** – ALL district evaluations that have been **Completed & Archived**
- Building Reports** – 6 reports (Goals, Self-assessment, Instructional Practice Protocol, Student Performance Aggregate, Evaluation Cycle, Status List)
- District Reports** – 10 reports (EDEN Teacher, EDEN Building Leader, Student Performance, Student Performance Met/Not Met, Goals, Self-assessment, Instructional Practice Protocol, Student Performance Aggregate, SP Aggregate by Building, Evaluation Cycle)
- District Set Up/Building Set Up** – connecting registrants to buildings, rubrics and evaluators
- KEEP Help** – takes you to the KEEP2 page on KSDE website

My Evaluations

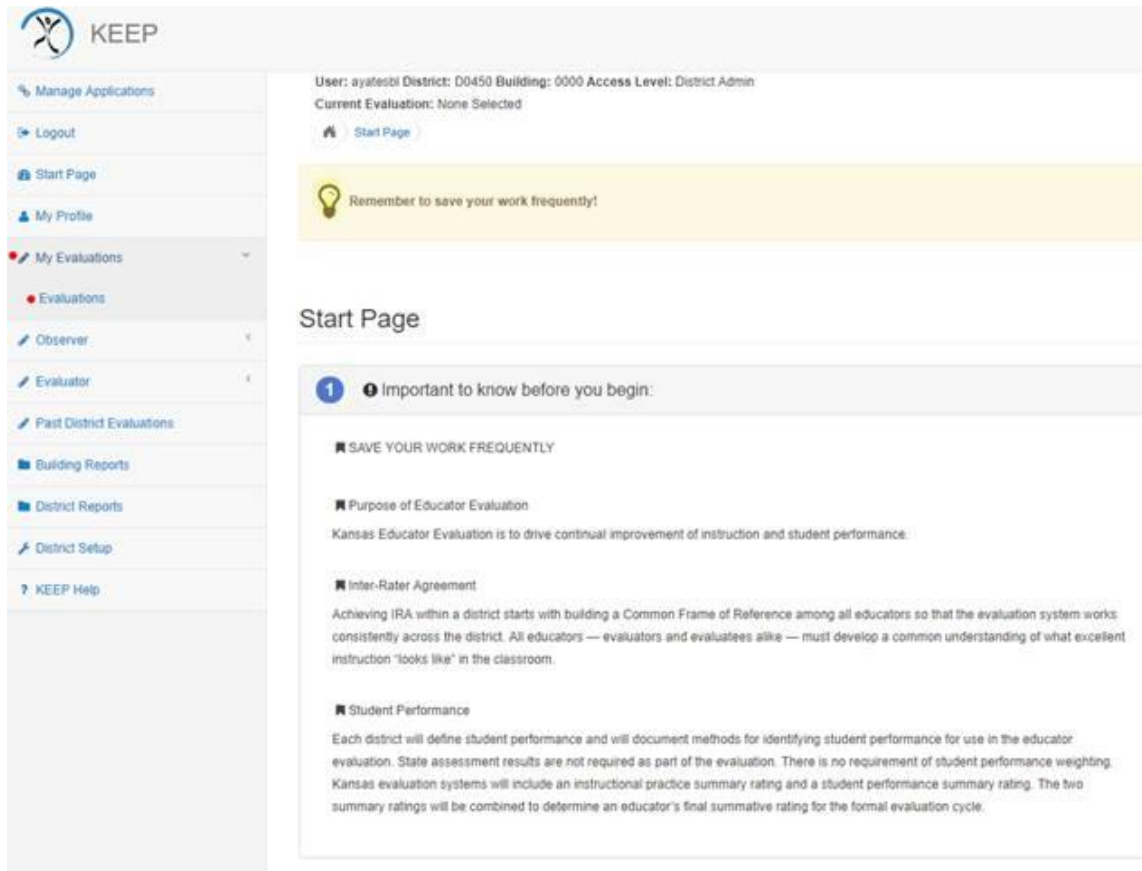
- Evaluations** – Select an evaluation
- Self-assessment** – Enter ratings for self – check Goal boxes
- Goals** – Enter Expected Outcomes and Activities
- Artifacts** – Documentation to support goals
- Informal Observation** – Review observation
- Formal Observation** – Review observation
- Goals Progress** – Update over course of evaluation
- Discussions** – Side comments/conversations
- IPP Rubric** – Review ratings
- Student Performance** – Add indicators
- Summative Rating** – Comment in second comment box (must type something)
- Notifications** – For information purposes only

Self-assessment and Goals

You have to select your evaluation from the drop down box for the Evaluation tabs (Self-assessment, Goals, etc.) to show on the left. (See below)

Click My Evaluations

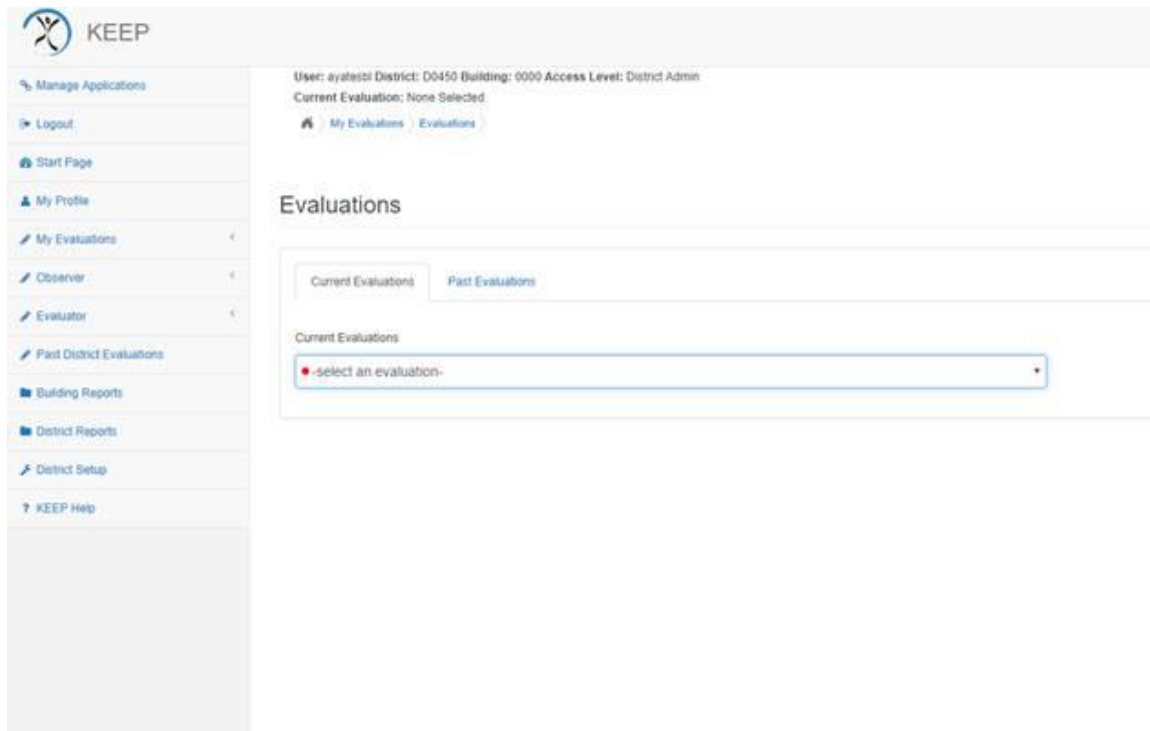
Click Evaluations



The screenshot shows the KEEP system interface. On the left is a navigation menu with items like 'Manage Applications', 'Logout', 'Start Page', 'My Profile', 'My Evaluations', 'Observer', 'Evaluator', 'Past District Evaluations', 'Building Reports', 'District Reports', 'District Setup', and 'KEEP Help'. The 'My Evaluations' item is highlighted. The main content area shows the user's name 'ayatesbi District: D0450 Building: 0000 Access Level: District Admin' and 'Current Evaluation: None Selected'. A yellow banner with a lightbulb icon says 'Remember to save your work frequently!'. Below this is the 'Start Page' section with a heading '1 Important to know before you begin:' and three sub-sections: 'SAVE YOUR WORK FREQUENTLY', 'Purpose of Educator Evaluation' (stating the goal is to drive continual improvement), and 'Inter-Rater Agreement' (stating the goal is to build a Common Frame of Reference).

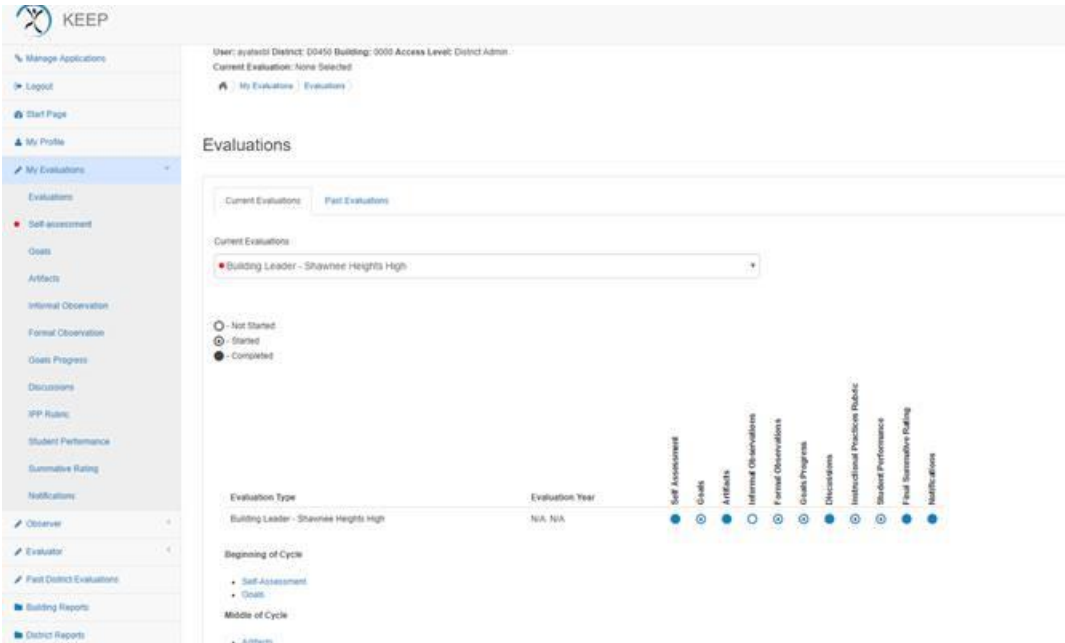
Click the Select an Evaluation drop down box

Click the evaluation in the drop down box



The screenshot shows the 'Evaluations' page in the KEEP system. The navigation menu is the same as in the previous screenshot. The main content area shows the user's name and 'Current Evaluation: None Selected'. There are two tabs: 'Current Evaluations' (selected) and 'Past Evaluations'. Below the tabs is a dropdown menu labeled 'Current Evaluations' with the text '-select an evaluation-' and a downward arrow.

Once you have selected the evaluation from the drop down box, then you can select Self-assessment and goals from the left.



First you will rate yourself in the four constructs of the Self-assessment and will choose your goal areas by checking a couple goal boxes in the Self-assessment. When you submit your Self-assessment with the checked goals boxes, the system will pre-populate the goals page and you will then be able to add Expected Outcomes and Activities.

Self-Assessment

Years in profession: Years in this role in this district:

Construct 1 ● Construct 2 ● Construct 3 ● Construct 4 ●

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.

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

Goal

N/A	Ineffective	Developing	Effective	Highly Effective
<input type="radio"/>	<input type="radio"/> The evidence indicates that the teacher did not or infrequently planned instruction that aligns with students' developmental levels and learning needs.	<input type="radio"/> The evidence indicates that the teacher planned instruction that partially aligns with students' developmental levels and learning needs.	<input checked="" type="radio"/> The evidence indicates that the teacher planned instruction that aligns with students' developmental levels and learning needs.	<input type="radio"/> The evidence indicates that the teacher consistently and effectively planned instruction that closely aligns with students' learning needs and developmental levels.
<input type="radio"/>	<input type="radio"/> The evidence indicates that the teacher relied on a single teaching approach and resource.	<input type="radio"/> The evidence indicates that the teacher incorporated some teaching approaches and resources.	<input type="radio"/> The evidence indicates that the teacher regularly used a variety of teaching approaches and resources.	<input checked="" type="radio"/> The evidence indicates that the teacher consistently and effectively used a variety of appropriate teaching approaches and resources.
<input type="radio"/>	<input type="radio"/> 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="radio"/> The evidence indicates that the teacher provided some adaptation of plans and instruction that met some of the students' learning needs.	<input checked="" type="radio"/> The evidence indicates that the teacher adapted plans and instruction, when appropriate, to meet all students' learning needs.	<input type="radio"/> The evidence indicates that the teacher consistently and effectively adapted plans and instruction, when appropriate, to meet all students' learning needs.

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

Goal

N/A	Ineffective	Developing	Effective	Highly Effective
<input type="radio"/>	<input checked="" type="radio"/> The evidence indicates that the teacher did not or infrequently took steps to learn about students as individuals and as learners.	<input type="radio"/> The evidence indicates that the teacher took partial steps to learn about students as individuals and as learners.	<input type="radio"/> The evidence indicates that the teacher regularly took steps to learn about students as individuals and as learners.	<input type="radio"/> The evidence indicates that the teacher consistently and effectively took steps to learn about students as individuals and as learners.

Now you can enter your Expected Outcomes (Goal) and Activities (Objectives).

Component 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.

Expected Outcome: Type Expected Outcome and click Save (blue circle with picture of diskette)

Activities: Type Activity and click Save (blue circle with picture of diskette)

Activity	Timeline	Resources	Edit	Delete	Save	Cancel
<input type="text"/>	<input type="text"/>	<input type="text"/>			<input type="button" value="Save"/>	<input type="button" value="Cancel"/>

Only click Submit All Goals after you have entered ALL Expected Outcomes and Activities for each goal

Your Evaluator will guide you through the rest of the evaluation process.

For more information:

<https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Educator-Evaluations>

Authenticated Applications Assistance (Login):

Helpdesk

helpdesk@ksde.org

785.296.7935

KEEP2 Assistance

Ann Yates

ayates@ksde.org

785.296.5140