



Kansas Educator Evaluation Protocol

KEEP

KEEP

The ultimate goal of all educator evaluation should be...

TO IMPROVE TEACHING AND LEARNING



KEEP

- Standards based, evidence centered design
- Continuous growth model
- Strong research base aligned to InTASC and ISLLC standards
- Systematic and data informed
- Collaborative relationships between teachers and leaders
- Job embedded professional development
- Monitoring student progress and adjusting instruction
- Support in addition to sorting/ranking people



KEEP

Considerations in development:

- National experts
- Leading researchers
- Models from other states
- Kansas' context
- Collaboration
- Collective wisdom from Kansas stakeholders

Stakeholders Represented:

- Teachers
- District Leaders
- Building Leaders
- Institutions of Higher Education
- KNEA, KASB, USA, KSDE
- ETS



KEEP

Constructs and Components

- KEEP consists of four constructs comprising the big ideas to be considered for the evaluation
- Components were developed from researched-based practices that impact student achievement
- Constructs and components provide the basis for collaboration



KEEP

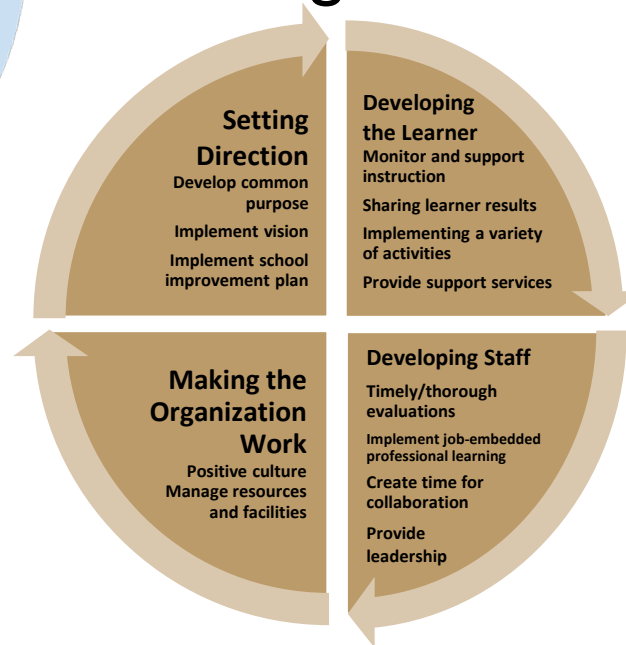
Teacher



District Leader



Building Leader



RUBRICS

- Organized by constructs and components
- Indicators that describe performance across 4 levels of practice
- Rubrics guide:
 - Examination of educator practice
 - Self assessment
 - Goal setting
 - Determine types of evidence/artifacts
 - Guide professional learning
 - Assessment of educator practice through KEEP process

Kansas Teacher Evaluation Rubrics

Observation ✓

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

Goal

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	<input type="checkbox"/> The evidence indicates that the teacher provided some adaptation of plans and instruction that met some of the student's	<input type="checkbox"/> The evidence indicates that the teacher adapted plans and instruction, when appropriate, to meet all students'	<input type="checkbox"/> The evidence indicates that the teacher consistently and effectively adapted plans and instruction, when appropriate, to meet all

Observation ✓

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

Goal

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.

KEEP

Common Elements in Process

1. Self-Assessment
2. Goal Setting
3. Evaluator/Evaluated Conferences
4. Artifact/Evidence Collection
5. Observations (Teacher and Building)

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.

KEEP

Electronic Repository

- Workspace to manage all processes
- Authenticated application through KSDE
- Districts complete a sequence of steps to set up evaluation roles and gain access to the Repository



KEEP

Steps – District completes

Within EDCS:

1. Complete profile and assignment data
2. Set evaluation roles
3. Submit evaluation roles

Flexibility Waiver

Kansas agreed to 3 Principles

1. *College- and Career-Ready Expectations for All Students*
2. *State-Developed Differentiated Recognition, Accountability, and Support*
3. **Supporting Effective Instruction and Leadership**



Principle 3: Supporting Effective Instruction and Leadership

Implement teacher & principal evaluation & support systems that:

- Use for continual improvement of instruction
- Use at least 3 performance levels
- Use multiple measures including student growth as significant factor
- Evaluate on a regular basis
- Provide clear, timely, and useful feedback
- Use to inform personnel decisions

Which Evaluation System?

- No specific system is required; however, all teacher and principal evaluation systems must meet the Kansas guidelines for educator evaluation
- Kansas Educator Evaluation Protocol (KEEP) is a model which districts may use
- If districts use own system, it will be *reviewed by KSDE to ensure it meets guidelines*
- Refer to Teacher and Leader Evaluation Instrument Review

Principle 3 Timeline

- 2011-12— Kansas guidelines submitted for ED Peer Review
 - By end of 2012-2013 define student growth & how used as significant factor in educator evaluations
 - State assessments
 - Other measures to be determined
 - **Teaching in Kansas Commission II**
 - Makes recommendations on student growth as significant factor in educator evaluations
 - State Board makes final decision

Timeline (cont.)

- 2012-13—
 - Districts determine whether to use KEEP or another system; submit own system for review
 - Teaching in Kansas Commission II
 - Pilot KEEP
- 2013-14—Pilot III
- 2014-15—Fully implement



Next Steps

- Develop web-based tools for new accountability system and reports
- Convene Teaching in Kansas Commission II
- Continue piloting KEEP

Timeline Summary

- September: Letter to Superintendents
- October: Evaluation Protocol Review Committee
- November: Annual Conference & Regional Trainings
- December: Teaching in Kansas Commission II continues
- January: Pilot 2 KEEP Feedback Session
- March: Districts declare intent to use KEEP or other
- April, May, June: Trainings

KEEP Regional Information Meeting Schedule

November 15	Sublette	1:15 – 3:15
November 16	Colby	9:00 - 11:00 am
November 16	Hays	2:00 - 4:00 pm
November 26	Salina	9:00 - 11:00 am
November 26	Wichita	2:00 - 4:00 pm
November 27	Chanute	9:00 - 11:00 am
November 27	Emporia	2:00 - 4:00 pm
December 14	Eudora	9:30 - 10:30 am
November 28	Manhattan	TBA
November 29	Topeka	TBA

Questions?



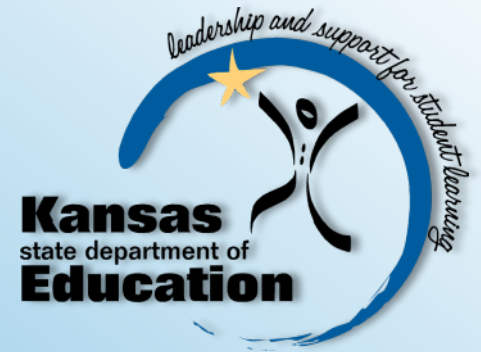
Did you ask these?

- Who determines significant part? Percentages?
- What are realistic percentages?
- Who determines “multiple measures”?
- What about specialty schools? K-2, Spec. Ed. Alternative
- How are assistant principals evaluated? What if they do not evaluate teachers? Are they still accountable?
- When will KSDE approve our local evaluation protocol?
- Who can view or modify these evaluations?
- What will the evaluation system approval process look like? Who will do it?

Essential Takeaways

- KEEP or another instrument – must meet criteria
- Student Growth measure still under development through Teaching in Kansas Commission II
- Electronic Repository through KSDE authenticated applications
- Final professional judgment will take into account summary rating from KEEP process plus student growth measures





Top 5 Great Things About KEEP

#5

- Easier to say and remember than other educational acronyms.
- (AYP, NCLB, CCS, QPA, etc.)



#4

- Part of ESEA Waiver that replaces AYP.



#3

- Undefeated and ranked in the Top Ten!
- (Oops....Sorry.... That's from the Top 5 Great Things about K-State List.)



#2

- Easy to use for clever motivational sayings.
- KEEP on truckin'!
- KEEP on believing!
- KEEP up the good work!
- KEEP it close to your heart!
- KEEP on making a difference.
- KEEP it real!



#1

- Helps all of us improve instruction to better serve all of our students!

Courtesy of Nils Gabrielson, Principal, Maize USD 266

