

KEEP2 – Evaluatee Quick Start Guide



KEEP2 Quick Start Guide for Evaluatees

STOP: Only complete the Authenticated Applications registration step if you **do not** already have a **KEEP2** account through your **current district**. (License Application does not count, as it is in a different system)

Authenticated Applications Registration with KEEP2:

***BUILDING EDUCATORS** – Make sure you have your Educator ID (10-digit License #) on hand before you begin the registration process

***REGISTERED USERS** (Nurse, Counselor, Library, SLP) do not need an Educator ID

- 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**)
- 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 (**Building Educator or Registered User**)
- Choose a Username and Password (**choose a new username, do not reuse**)
- Fill in birthdate, security question and answer
- Click Submit (**Registered Users STOP HERE**)
- Enter your **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, assign a Cycle in the Cycles tab, and assign an Evaluator in the Assign Evaluators tab.

New Teachers, Long Term Subs, ETC. - Building Educator vs. Registered User

-If the teacher has turned in a fingerprint card, then he/she has been assigned an Educator ID which can be looked up in ELCS and can register as a Building Educator.

-If the teacher has not turned in a fingerprint card and does not have an educator ID yet, then he/she can register for an account using the role of Registered User, instead of Building Educator. The Registered User account will need to be approved but will function the same as the Building Educator account.

***Side Note: all the Educator ID does is make it so that the district office does not have to approve EVERY account in the district, other than that, there is no difference in the two roles.

KEEP2 Web Application:

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 Profile

My Profile

Update Information

Name:

Email Address:

Choose which email(s) you wish notifications sent to:

- ayates@ksde.org

Evaluation Orientation was provided.

1. Type your email address in the text box

2. Click Add Email button

3. Click the blue box by the email address to choose it

4. Click Save button

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

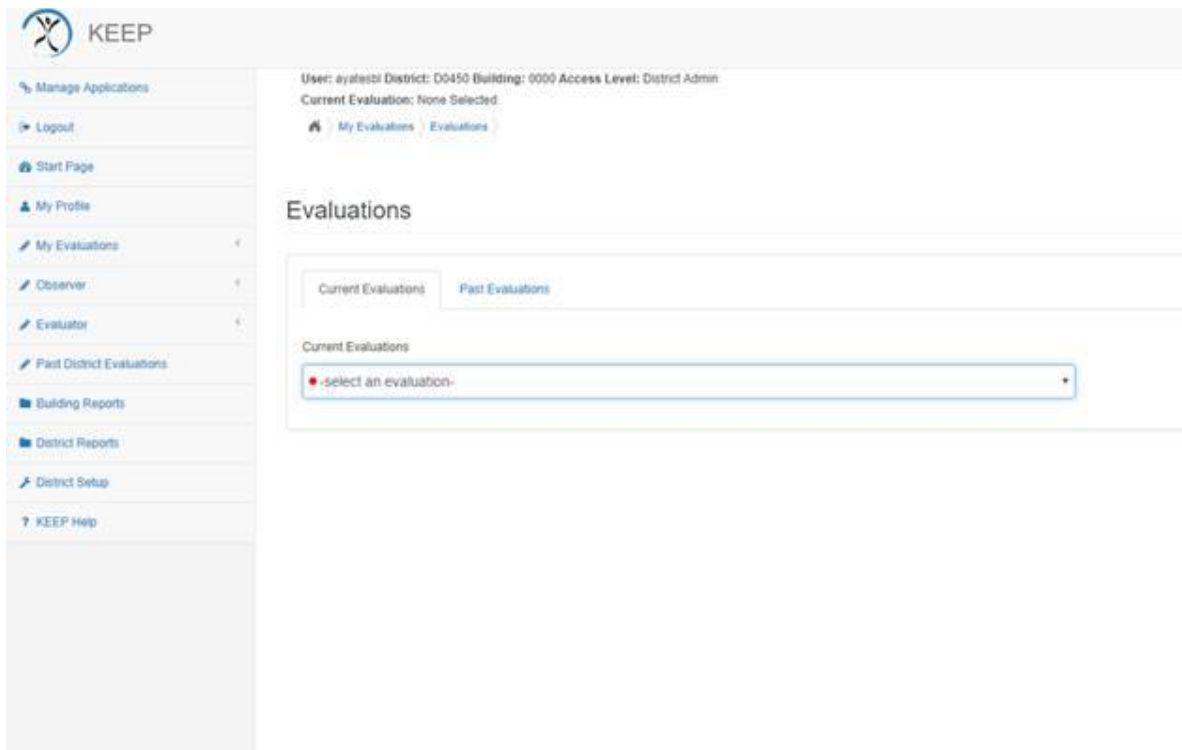
You have to select your evaluation from the drop-down box for the Evaluation tabs (Self-assessment, Goals, etc.) to show on the left. (See below)

Click My Evaluations

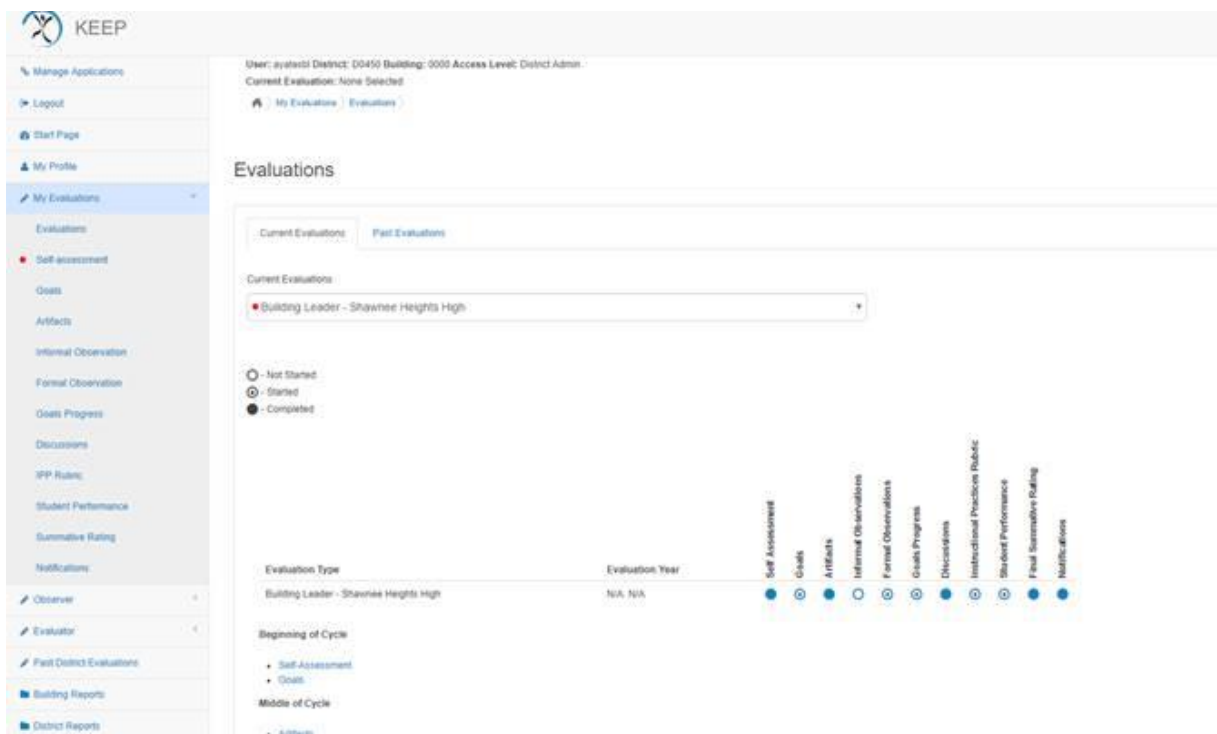
Click Evaluations

Click the Select an Evaluation drop down box

Click the evaluation in the drop down box



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: 1 Years in this role in this district: 1

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"/> 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"/> 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"/> 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 student's 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"/> The evidence indicates that the teacher did not or infrequently look 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 look steps to learn about students as individuals and as learners.

Goals

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="Edit"/>	<input type="button" value="Delete"/>	<input checked="" 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

Artifacts

Artifacts

Add New Artifact

Select one or more components

- 1.1 Learner Development
- 1.2 Learner Differences
- 1.3 Learning Environment
- 2.1 Content Knowledge
- 2.2 Innovative Applications of Content Knowledge
- 3.1 Planning for Instruction
- 3.2 Assessment
- 3.3 Instructional Strategies
- 4.1 Reflection and Continuous Growth
- 4.2 Collaboration and Leadership

Directions:

1. Label Artifact
2. Click **Choose File** (documents) or enter **URL** (Google Docs or Websites)
3. Upload document (skip this step if using URL)
4. Comment (optional)
5. Click **Save**

Optional:

Use checkboxes to label which component from your Goals that the artifact supports.

Label: Use drop down box to choose label for which type of artifact being uploaded. If you cannot find a selection in the list, use other and type a description in the comment box.

Upload file

File types allowed: PDF, MS Word, MS Excel, and Google Docs

Choose File 0 file chosen

Note: Photos will need to be inserted in a Word Document, then Uploaded.

URL

URL for files hosted elsewhere

Artifact Comments (optional):

Save **Reset**

Saved Artifacts are listed at the bottom of the page.
Open Document Edit Artifact Entry

Construct(s)	Type	File/URL	Comments	Edit	Delete
(1,1)	Other	KEEP2 Teacher Tips.docx	KEEP2 Teacher Tips		

Goals Progress

Goals Progress Page

Expected Outcome: Test 6/8/16

Comment:

Great!

Evaluatee must click this button to **SAVE** in this comment box.



Check for completed:

Activities:

Activity	Timeline	Resources	Complete	Comment	Save	Cancel
Test	6/8/16	KEEP2	<input checked="" type="checkbox"/>	Good job!		

Evaluatee must click this button to **SAVE** in this comment box.

Evaluator Comments for Goal 1

Once the Evaluatee has **SUBMITTED**, then the Evaluator can add comments. If you click **SAVE**, it saves a copy for you to finish at a later time. You must click **SUBMIT** for the Evaluatee to see your comments.

Save **Submit** **Unsubmit**

Submit

Evaluatee must click this button to **SUBMIT ALL COMMENTS**, which sends them to the Evaluator, who can now enter comments.

Student Performance

Student Performance

The screenshot shows a web form for entering student performance data. At the top, there are three tabs labeled 'Student Performance #1', '#2', and '#3'. A callout box points to tabs #2 and #3, stating: 'Repeat the steps below for tabs #2 and #3'. The main form area is for 'Student Performance #2' and includes the following fields:

- 'SP #2 Name:' with a dropdown menu containing '--Select a Student Performance Indicator--'. A callout box points to this dropdown with the instruction: '1. Select a Student Performance Indicator from the drop down box or choose other and describe it in the comment box'.
- 'Target score:' and 'Actual score:' input fields, both containing the number '0'.
- 'Grade level / Content area:' with a dropdown menu containing '--Select a Grade Level/Content Area--'. A callout box points to this dropdown with the instruction: '2. Select a Grade Level/Content Area'.
- 'Comments:' a large text area.
- Three radio button options for 'Student Performance #1', '#2', and '#3', each with 'Met', 'Not Met', and 'N/A' choices.
- 'Overall SP Rating:' a dropdown menu currently set to 'N/A'.
- A 'Save for later' button.

Below the main form is the 'Evaluatee Comments' section, which contains a text input field and two buttons: 'Save for later' and 'Submit'. A callout box points to the 'Submit' button with the instruction: '3. Click Submit when you have completed all three Student Performance tabs (you can use Save For Later if you need to complete at a later time)'.

Summative Rating

You **must type** a comment or your name in the Evaluatee (required) comment box for your evaluation to be finalized.

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