Accreditation Rubric Guidelines

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

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• 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

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