

KANSAS EDUCATOR EVALUATION PROTOCOL (KEEP)

Building Leader Instructional Practices Protocol



MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

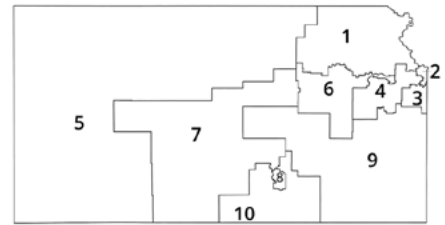
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success



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Kansas leads the world in the success of each student.

Jan. 25, 2024

KEEP BUILDING LEADER INSTRUCTIONAL PRACTICES PROTOCOL

Contents

- 4** Instructional Practices Protocol

- 6** Construct 1: Setting Direction
 - 7 1.1 Participation in a Team to Create a Vision and Mission
 - 8 1.2 Participation in a Team to Create an Implementation Plan and a School Improvement Plan
 - 10 1.3 Implementation of a School Improvement Plan

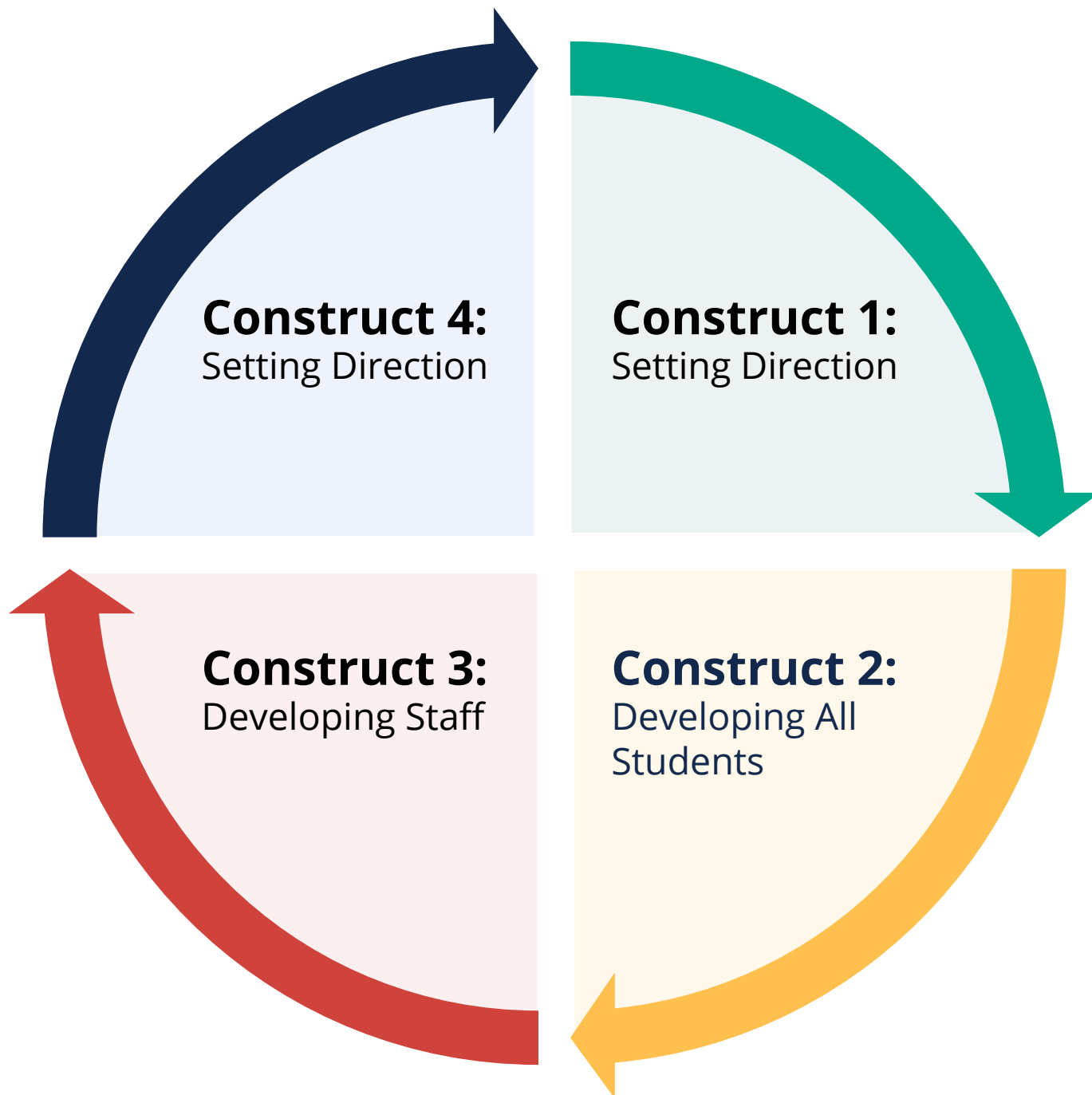
- 12** Construct 2: Developing All Students
 - 13 2.1 Monitoring Student Progress and the Instructional Program
 - 15 2.2 Sharing Student Learning Results
 - 17 2.3 Implementing of a Variety of Student Activities
 - 19 2.4 Providing Student Support Services

- 21** Construct 3: Developing Staff
 - 22 3.1 Staff Evaluations
 - 24 3.2 Professional Learning
 - 27 3.3 Distributed Leadership

- 30** Construct 4: Making the Organization Work
 - 31 4.1 Positive Organizational Culture
 - 33 4.2 Management of the Organization, Operation and Resources
 - 36 4.3 Collaborating Environment.

Instructional Practices Protocol

The Building Leader Instructional Practices Constructs to be measured in the evaluation instrument.



Construct 1: Setting Direction

Components:

- 1.1** Participation in a team to create a vision and mission.
- 1.2** Participation in a team to develop an implementation plan and a school improvement plan.
- 1.3** Implementation of the school improvement plan.

Construct 2: Developing All Students

Components:

- 2.1** Monitoring student progress and the instructional program.
- 2.2** Sharing student learning results.
- 2.3** Implementing a variety of student activities.
- 2.4** Providing student support services.

Construct 3: Developing Staff

Components:

- 3.1** Staff evaluation.
- 3.2** Professional development.
- 3.3** Distributed leadership.

Construct 4: Making the Organization Work

Components:

- 4.1** Positive organizational culture.
- 4.2** Management of the organization, operation and resources.
- 4.3** Collaborative environment.

Construct 1

Setting Direction

Building leaders create climates of inquiry that challenge the school's community to continually improve by building on its core values and beliefs and developing the pathway to reach them. Demonstration of the building leader's proficiency in setting direction is evidenced by:

1.1 Participation in a Team to Create a Vision and Mission

The building leader organized and participated in a committee of stakeholders that is representative of the community in order to facilitate the development or adaptation of a vision of learning that is shared and supported by all participants. The vision, mission and goals are aligned to those of the district.

Key indicators: Knowledge of school community, involvement of key stakeholders, collection and use of baseline data from multiple sources, full collaboration in the process of developing and producing a vision of learning.

1.2 Participation in a Team to Develop an Implementation Plan and a School Improvement Plan

The building leader organized and participated in a committee of stakeholders that is representative of the school community in order to facilitate the collaborative development of an implementation plan that includes strategies for sharing and encouraging support of the vision by the school community and processes to ensure that the school vision, mission, values, beliefs and goals (which are all student focused) guide decisions and enhance the culture of the school.

Key indicators: Involvement of stakeholders in the planning, collection and use of data from multiple sources; collaboration in the process of creating a plan to communicate and implement the school's vision of learning.

1.3 Implementation of the School Improvement Plan

The building leader facilitated the implementation of a school improvement plan that meets all district and state requirements. The building leader articulated and monitored the school improvement plan, making adjustments as necessary based on the collection and analysis of data.

Key indicators: Using data from multiple and varied sources to support implementation of a school improvement plan; plan that is articulated, monitored, and adjusted as needed.

1.1 Participation in a Team to Create a Vision and Mission

The building leader organized and participated in a committee of stakeholders that is representative of the community in order to facilitate the development or adaptation of a vision of learning that is shared and supported by all participants. The vision, mission and goals are aligned to those of the district.

Development and/or maintenance of a vision focused on student learning needs and development.

LEADERSHIP TYPE DESCRIPTION

Ineffective	The evidence indicates the building leader had minimal knowledge of the school community by involving few or no stakeholders and using little or no baseline data from internal and/or external sources. Collaboration, if present, was procedural or superficial.
Developing	The evidence indicates the building leader had limited knowledge of the school community by involving some stakeholders, using limited baseline data from internal and/or external sources, and collaborating only during parts of the process of defining the vision.
Effective	The evidence indicates the building leader had adequate knowledge of the school community by involving stakeholders, using appropriate baseline data from multiple internal and/or external sources, and collaborating through most of the process of defining the vision.
Highly Effective	The evidence indicates the building leader had extensive knowledge of the school community by involving key stakeholders, using significant data from multiple (appropriate and varied) internal and external sources, and collaborating throughout the process of defining the vision.

Communication of the vision

LEADERSHIP TYPE DESCRIPTION

Ineffective	The evidence indicates the building leader produced a generic or vague vision of learning or an unclear vision and mission, minimally aligned to the district's vision.
Developing	The evidence indicates the building leader produced a partial or incomplete vision of learning and mission, partially aligned to the district's vision.
Effective	The evidence indicates the building leader produced an adequate vision of learning and mission, aligned to the district's vision, as a result of the work of the committee.
Highly Effective	The evidence indicates the building leader produced a clearly defined vision of learning and mission, closely aligned to the district's vision, as a result of the work of the committee.

Sources of evidence for participation in a team to create a common purpose:

- Focus groups
- Surveys
- Site council minutes/notes
- Stakeholders minutes/notes
- Survey of identified stakeholders for vision, mission, goals
- System to involve stakeholders (site council, PTA/PTO, etc.)

CONSTRUCT 1

1.2 Participation in a Team to Create an Implementation Plan and a School Improvement Plan

The building leader organized and participated in a committee of stakeholders that is representative of the school community in order to facilitate the collaborative development of a plan to communicate and embed the school vision into the culture and decision-making process of the school.

Development of a strategic plan that addresses continuous learning improvement for all students, use of data and involvement of stakeholders.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates the building leader developed a minimal or generic plan for communicating and implementing the vision with little or no collaboration with stakeholders and little or no use of information/data from any sources.
Developing	The evidence indicates the building leader developed a limited plan for communicating and implementing the vision with limited collaboration with some stakeholders using information/data from a few sources.
Effective	The evidence indicates the building leader developed an appropriate plan for communicating and implementing the vision collaboratively with stakeholders using information/data from multiple, yet similar, sources.
Highly Effective	The evidence indicates the building leader developed a comprehensive plan for communicating and implementing the vision collaboratively with key stakeholders using information/data from multiple and varied sources.

Implementation of a strategic plan.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates the building leader produced a plan, however, it includes trivial, generic or inappropriate strategies for sharing and encouraging support of the vision by the school community and/or processes to ensure the school's identity (vision, mission, values, beliefs, and goals which are student focused) drive decisions and inform the culture of the school.
Developing	The evidence indicates the building leader produced a plan that is partial or disjointed and includes limited strategies for sharing and encouraging support of the vision by the school community and/or processes to ensure the school's identity (vision, mission, values, beliefs, and goals which are student focused) drive decisions and inform the culture of the school.
Effective	The evidence indicates the building leader produced a plan that includes appropriate strategies for sharing and encouraging support of the vision by the school community and/or processes to ensure the school's identity (vision, mission, values, beliefs, and goals which are student focused) drive decisions and inform the culture of the school.
Highly Effective	The evidence indicates the building leader produced a clearly articulated plan that includes varied and appropriate strategies for sharing and encouraging support of the vision by the school community and processes to ensure the school's identity (vision, mission, values, beliefs, and goals which are student focused) drive school decisions and inform the culture of the school.

Monitoring of the implementation of a strategic plan.

LEADERSHIP TYPE DESCRIPTION

Ineffective The evidence indicates the building leader developed a school improvement plan in isolation or with minimal collaboration using little data from multiple and varied sources. The plan minimally meets or does not meet district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.

Developing The evidence indicates the building leader developed a school improvement plan with limited collaboration with others using limited or partially appropriate data from multiple and varied sources. The plan partially or tangentially meets district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.

Effective The evidence indicates the building leader developed a school improvement plan collaboratively with others using data from multiple, yet similar, sources. The plan meets district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.

Highly Effective The evidence indicates the building leader developed a school improvement plan collaboratively with many others using data from multiple and varied sources. The plan meets or exceeds district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.

Sources of evidence for participation in a team to create a plan to implement the vision:

- Focus groups
- Surveys (Climate surveys, community demographic information, etc.)
- Staff meeting agendas
- Site Council minutes/notes
- Stakeholders minutes/notes
- Demographic data to show makeup of student and community population that led to
- Clear vision statement displayed and communicated
- System to involve stakeholders (Site Council, PTA/PTO, etc.)
- Instructional programs that tie back to the vision of learning (curriculum guides, curricula mapping, and professional learning)

CONSTRUCT 1

1.3 Implementation of a School Improvement Plan

The building leader facilitated the implementation of a school improvement plan that meets all district requirements for school improvement plans. The building leader articulated and monitored the school improvement plan, making adjustments as necessary based on the collection and analysis of data.

Strategies to communicate, implement and monitor school improvement plan

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates the building leader utilized minimal strategies to communicate, implement, and monitor the details of the school improvement plan. Many of the strategies may be unclear or inappropriate for the school.
Developing	The evidence indicates the building leader utilized limited strategies to communicate, implement, and monitor the details of the school improvement plan, but the strategies are not varied and some may be inappropriate for some of the school population.
Effective	The evidence indicates the building leader utilized appropriate strategies to communicate, implement, and monitor the details of the school improvement plan.
Highly Effective	The evidence indicates the building leader utilized varied and appropriate strategies to communicate, implement, and monitor the details of the school improvement plan.

Data collection and analysis of school improvement plan.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates the building leader practiced little or no monitoring of the implementation of the school improvement plan through data collection and analysis. No adjustments were made when needed or uninformed inappropriate adjustments were made.
Developing	The evidence indicates the building leader practiced limited or periodic monitoring of the implementation of the school improvement plan through data collection and analysis, making limited or trivial adjustments, as needed.
Effective	The evidence indicates the building leader practiced regular monitoring of the implementation of the school improvement plan through data collection and analysis, making adjustments, as needed. The monitoring may not have been as frequent as needed.
Highly Effective	The evidence indicates the building leader practiced comprehensive, ongoing monitoring of the implementation of the school improvement plan through data collection and analysis, making adjustments as needed.

Sources of evidence for implementation of a school improvement plan:

- Focus groups
- Surveys
- System to involve all shareholders (site council, PTA/PTO, etc.) with documentation of ways these groups were involved in development and implementation
- Staff meeting agendas
- Site Council minutes/notes
- Shareholders minutes/notes
- Documentation of alignment of continuous school plan with district improvement plan
- Reflection by building leader and staff or leadership team
- Records that indicate review and revision of the existing plan (with rationale for changes)
- Records to document efforts to ensure implementation (walkthroughs, evaluations, curriculum meetings, etc.)
- Instructional programs that tie back to the vision of learning

Construct 2

Developing All Students

Building leaders, as instructional leaders, create and maintain an environment that supports the academic, emotional, social and attitudinal development of every student. Student learning data is made available to teachers and other stakeholders so that the instructional program can be differentiated and support services provided based on ongoing analysis of student data. Likewise, co-curricular activities are designed to address a variety of student needs and interests and are scheduled in a way that provides easy access for all students. Building leaders develop and implement a plan for monitoring and evaluating intra-curricular and extracurricular activities so that all students have access to those programs and services that are successful in meeting their needs.

2.1 Monitoring Student Progress and the Instructional Program

The building leader ensured that all students are making academic progress by monitoring the instructional program. The building leader ensured that instructional guidelines are in place, teachers are following the district's course/grade level standards, and teachers are implementing the curriculum with fidelity. The building leader ensured that all students have access to the core curriculum and that teachers differentiate instruction and interventions based on student test data results and other student information.

Key indicators: communication of instructional guidelines and standards to multiple stakeholders, process for monitoring implementation of instructional guidelines and standards, providing feedback on implementation of the instructional program, use of student data to inform instructional decisions.

2.2 Sharing Student Learning Results

The building leader communicated data and provided access to all stakeholders; i.e., staff, students, parents, district administrators, board of education, etc., as the law permits. The building leader ensured that teachers have time and guidance and/or support as needed to analyze and respond to student data results.

Key indicators: analysis and interpretation of multiple student data from a variety of sources; dissemination of data to multiple stakeholders based on an understanding of legal parameters; providing time, support and guidance for teachers and other support staff to review data and plan to address the instructional implications of the data.

2.3 Implementing a Variety of Student Activities

The building leader ensured that all students have access to a variety of student activities which support their leadership, physical, emotional, social and attitudinal growth.

Key indicators: variety of intra- and extracurricular activities offered, process for activity/club development, enrollment/participation (numbers by subgroups, cultural diversity, etc.), scheduling, inclusion of stakeholders, knowledge of context.

2.4 Providing Student Support Services

The building leader ensured that all students have access to and are supported with services that promote mental, physical and emotional wellness for students.

Key indicators: access to counselors, social workers, nurses, and other support personnel to include volunteer services, parent service organizations and community-based programs.

2.1 Monitoring Student Progress and the Instructional Program

The building leader ensured that instructional guidelines are in place, teachers are following the district's course/grade level standards, and teachers are implementing the curriculum with fidelity. The building leader ensured that all students have access to the core curriculum and that teachers differentiate instruction and interventions based on student data results and other student information.

Communication of availability of district and school instructional guidelines (standards, curriculum, pacing guides, etc.).

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader provided district and school instructional guidelines (standards, curriculum, pacing guides, etc.), which were available to teachers.
Developing	The evidence indicates that the building leader provided district and school instructional guidelines (standards, curriculum, pacing guides, etc.), which were available and to teachers and students.
Effective	The evidence indicates that the building leader provided district and school instructional guidelines (standards, curriculum, pacing guides, etc.), which were available and communicated to teachers and students.
Highly Effective	The evidence indicates that the building leader provided district and school instructional guidelines (standards, curriculum, pacing guides, etc.), which were available and specifically communicated to teachers, students, and other stakeholders.

Monitoring implementation of guidelines.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader provided little or no monitoring of the use of these guidelines to inform the instructional program or there was evidence that the instructional program was only minimally aligned with the established guidelines.
Developing	The evidence indicates that the building leader established a process for monitoring the use of these guidelines, it was used only occasionally, on a limited basis or only across some classrooms.
Effective	The evidence indicates that the building leader established an appropriate process for monitoring the implementation of those guidelines. Feedback was articulated and used by the building leader across many classrooms.
Highly Effective	The evidence indicates that the building leader established a systematic process for monitoring the implementation of those guidelines. Feedback was clearly articulated and used consistently by the building leader across all classrooms.

CONSTRUCT 2**Student data used to inform instructional decisions, differentiate instruction and/or provide appropriate instructional interventions .****LEADERSHIP TYPE DESCRIPTION**

Ineffective The evidence indicates that the building leader utilized little or no student data to inform instructional decisions, differentiate instruction or determine instructional interventions for students.

Developing The evidence indicates the building leader occasionally reviewed data and used it in a limited or superficial manner to inform instructional decisions, differentiate instruction or provide instructional interventions based on student learning results.

Effective The evidence indicates the building leader regularly reviewed data and used it to inform instructional decisions, differentiate instruction and/or provide appropriate instructional interventions based on student learning results and/or other student needs.

Highly Effective The evidence indicates the building leader systematically reviewed data and consistently and effectively used it to inform instructional decisions, differentiate instruction and provide appropriate instructional interventions based on student learning results and other student needs.

Sources of evidence for monitoring student progress and the instructional program:

- Samples of communication to stakeholders (staff meeting minutes, content or grade level meeting minutes, newsletters send to parents, website entries, etc.).
- Course grade level standards.
- Instructional time guidelines.
- Curriculum maps/pacing guides.
- Samples of communication to stakeholders.
- Instructional monitoring tools.
- Instructional time guidelines.
- Lesson plans/course syllabus (syllabi).
- Fidelity checklists.
- Formative and summative assessment data analysis.
- Walkthrough logs/teacher evaluation logs/teacher evaluations.
- Progress/grade reports.
- Walkthrough analysis reports/staff meeting.
- Teacher evaluation process(individual conferences).
- Samples of communication to stakeholders.
- Formative assessment data reports, MTSS Tier data.
- Summative assessment data.

2.2 Sharing Student Learning Results

The building leader communicated data and provided access to all stakeholders; i.e., staff, students, parents, district administrators, board of education, etc., as the law permits. The building leader ensured that teachers have time to analyze and respond to student data results.

Ensuring that the instructional models and practices support the translation from standards to instruction for all students

LEADERSHIP TYPE DESCRIPTION

Ineffective The evidence indicates that the building leader rarely, if ever, disseminated or updated data for stakeholder groups (students, staff, parents, district administrators, board of education, etc.) or disseminated inaccurate or incomplete data to stakeholders.

Developing The evidence indicates that the building leader occasionally disseminated and updated appropriate data to some stakeholder groups (students, staff, parents, district administrators, board of education, etc.).

Effective The evidence indicates that the building leader regularly analyzed, interpreted, disseminated and updated appropriate data for a variety of stakeholder groups (students, staff, parents, district administrators, board of education, etc.).

Highly Effective The evidence indicates that the building leader systematically analyzed, interpreted and utilized multiple modalities to disseminate and update appropriate data for a variety of stakeholder groups (students, staff, parents, district administrators, board of education, etc.).

Communication to building leaders and teachers.

LEADERSHIP TYPE DESCRIPTION

Ineffective The evidence indicates that the building leader provided teachers and other stakeholders little or no access to data (as the law allows), access to a minimal amount of data or receipt of data upon request only.

Developing The evidence indicates that the building leader provided teachers and other stakeholders periodic and limited access to data from multiple and varied sources, as the law allowed.

Effective The evidence indicates that the building leader provided teachers and other stakeholders regular and appropriate access to data from multiple and varied sources, as the law allowed.

Highly Effective The evidence indicates that the building leader provided teachers and other stakeholders comprehensive access to data from multiple and varied sources (as the law allows) and each group was encouraged to contribute additional relevant data.

CONSTRUCT 2**Support for building leaders to monitor instructional programs.****LEADERSHIP TYPE DESCRIPTION**

Ineffective The evidence indicates that the building leader provided minimal time or support/guidance for teachers to collaboratively review and analyze data and to identify and address the instructional implications for individuals and groups of students.

Developing The evidence indicates that the building leader provided periodic time and/or a limited amount of support/guidance for teachers to collaboratively review and analyze a variety of data and to identify the instructional implications for individuals or groups of students.

Effective The evidence indicates that the building leader provided regular time and adequate support/guidance for teachers and other support staff to collaboratively review and analyze a variety of data and to identify the instructional implications for individuals or groups of students.

Highly Effective The evidence indicates that the building leader provided dedicated, scheduled time and comprehensive support/guidance for teachers and other support staff to collaboratively review and analyze a variety of data and to identify and address the instructional implications for individuals and groups of students.

Sources of evidence for sharing student learning results:

- Formative assessment data.
- Summative assessment data.
- Progress/grade reports.
- Formative assessment data.
- Summative assessment data.
- Sample of communication to stakeholders, including students, and response to the information.
- Collaboration agendas/minutes.
- Walk through logs/teacher evaluations.
- Formative assessment data.
- Summative assessment data.

2.3 Implementing of a Variety of Student Activities

The building leader ensured that students have access to a variety of student activities which support their leadership, physical, emotional, social and attitudinal growth.

Intra-curricular and extracurricular activities or activities/clubs to meet the needs of students.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader offered little or no variety of intra-curricular and extracurricular activities or the activities/ clubs provided met the needs of few students or was based on a tangential or trivial analysis of student needs and/or interests.
Developing	The evidence indicates that the building leader offered a limited variety of intra-curricular and extracurricular activities to meet the needs and interests of some of the student population based on a limited analysis of student data.
Effective	The evidence indicates that the building leader offered an adequate variety of intra-curricular and extracurricular activities to meet the needs and interests of many of the student population based on an adequate analysis of student data.
Highly Effective	The evidence indicates that the building leader offered a wide variety of intra-curricular and extracurricular activities to meet the diverse needs and interests of most of the student population based on analysis of student achievement and performance data, student interest surveys, counseling records, etc.

Development and access to students clubs/activities.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader provided little or no access for some students or groups of students and/or participation by only a small number of students.
Developing	The evidence indicates that the building leader has not established a process or the process is complicated, for students to initiate the development of new activities/clubs.
Effective	The evidence indicated that the building leader developed a culture in the school such that many students have the opportunity to initiate the development of new activities/clubs and hold positions of leadership within some clubs/activities.
Highly Effective	The evidence indicates that the building leader developed a culture of in school such that all students have the opportunity to initiate the development of new activities/clubs and hold positions of leadership within all clubs/activities.

CONSTRUCT 2**Systems of monitoring and evaluating effectiveness of activities/clubs.**

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates the school leader has not established a system for monitoring or evaluating the effectiveness of activities/ clubs or to make adjustments.
Developing	The evidence indicates the building leader maintained a weak or limited system to evaluate the effectiveness of activities/clubs and make adjustments as necessary. No evidence exists of a recent evaluation or that evaluation evidence was used to make adjustments.
Effective	The evidence indicates that the building leader maintained an appropriate system to evaluate the effectiveness of activities/clubs and make adjustments as necessary, but no evidence exists of a relatively recent evaluation or that evaluation evidence was used to make adjustments.
Highly Effective	The evidence indicates that the building leader maintained an appropriate system to evaluate the effectiveness of the activities/clubs and evidence exists that a recent evaluation has occurred and appropriate adjustments were made based on evaluation evidence.

Sources of evidence for implementing of a variety of student activities:

- Activity/club rosters with reflection included as to how they were determined
- Student and parent need assessment
- Activity/club guidelines (board/school policies)
- Samples of communication to stakeholders
- Demographics for activities and clubs along with total school demographics and/or underrepresented groups
- Activity/club rosters (desegregation of sub groups/numbers of participants)
- Documentation that includes monitoring of and support for students to be eligible to participate in activities
- Annual reports (KSHSAA, BOE, etc.).
- Reflection describing annual revisions.
- Summative assessment data.
- Progress/grade reports/disaggregated data analysis reports.

2.4 Providing Student Support Services

The building leader ensured that students have access and are supported with services that promote mental, physical, and emotional wellness for every student.

Student support personnel, resources and services

LEADERSHIP TYPE DESCRIPTION

Ineffective The evidence indicates that the building leader was aware of few or none of the school and/or district- provided student support personnel, resources and services (e.g. counselors, nurses, social workers, support groups, etc.) and made minimal use of these services to meet the mental, physical, and emotional needs of the student population.

Developing The evidence indicates that the building leader was aware of some of the school and/or district- provided student support personnel, resources and services (e.g. counselors, nurses, social workers, support groups, etc.) and made limited use of these services to meet the mental, physical, and emotional needs of the student population.

Effective The evidence indicates that the building leader was aware of many of the school and/or district- provided student support personnel, resources and services (e.g. counselors, nurses, social workers, support groups, etc.) and consistently used these services to meet the mental, physical, and emotional needs of the student population.

Highly Effective The evidence indicates that the building leader was aware of a variety of school and district- provided student support personnel, resources and services (e.g. counselors, nurses, social workers, support groups, etc.) and maximized the use of these services to meet the mental, physical, and emotional needs of the student population.

External community-based, volunteer and/or family services.

LEADERSHIP TYPE DESCRIPTION

Ineffective The evidence indicates that the building leader had little or no knowledge of and made minimal use of external community-based, volunteer, and/or family services to provide enhanced support for individual students and families, some of whom have been identified through data collection and analysis.

Developing The evidence indicates that the building leader had limited knowledge of, but only occasionally made use of external community- based, volunteer, and/or family services in order to provide enhanced support for individual students and families who have been identified through data collection and analysis.

Effective The evidence indicates that the building leader had adequate knowledge of and sought additional external community-based, volunteer, and/or family services in order to provide enhanced support for individual students and families based on identified needs.

Highly Effective The evidence indicates that the building leader had comprehensive knowledge of external resources and when appropriate, sought external community-based, volunteer, and family services in order to provide enhanced support for individual students and families based on identified needs.

CONSTRUCT 2**Evaluation system used to evaluate the effectiveness of school, district or external resources and services****LEADERSHIP TYPE DESCRIPTION**

Ineffective The evidence indicates that the building leader did not have a system or an incomplete or ineffective system was in place, to evaluate the effectiveness of school, district or external resources and services in meeting the needs of the students and families served.

Developing The evidence indicates that the building leader maintained a limited or ambiguous system to evaluate the effectiveness of school, district or external resources and services in meeting the needs of the students and families served.

Effective The evidence indicates that the building leader maintained an appropriate evaluation system, but it was not consistently used to evaluate the effectiveness of school, district or external resources and services in meeting the needs of the students and families served.

Highly Effective The evidence indicates that the building leader maintained a comprehensive system and it was consistently used to evaluate and provide feedback on the effectiveness of school, district, and external resources and services in meeting the needs of the students and families served.

Sources of Evidence for Providing Student Support Services

- Listing of school/community services available for students and families.
- Samples of communication to stakeholders.
- Stakeholder communication systems (how do they find about and/or access the services available).
- School demographics report showing typically underserved populations and services available.
- Formative assessment data.
- Summative assessment data.
- Progress/grade reports.
- Instructional monitoring tools.
- Annual reporting/revision system.
- Formative/summative assessment data.
- Progress/grade reports.
- Support services annual report regarding accessing of those services (numbers, disaggregated groups served, etc.).
- Annual needs survey results.
- Collaboration agendas/minutes.

KEEP BUILDING LEADER INSTRUCTIONAL PRACTICES PROTOCOL

Construct 3: Developing Staff

Building leaders, as instructional leaders, understand the relationship between quality instruction and student learning. Therefore, they promote the success of every student by providing a culture of learning and development for all staff in the school. Building leaders supervise instruction in order to gather information about the strengths and weaknesses of staff and students. The building leader analyzes and uses this information to determine professional development needs and creates plans to address those needs. The professional development opportunities are varied and differentiated in order to develop the instructional and leadership capacity of staff.

3.1 Staff Evaluations

The building leader evaluated teachers and other staff members for the purpose of improving student growth, identifying professional development needs, promoting teacher leadership, and making decisions. Evaluations included the use of a variety of techniques for collecting multiple sources of evidence throughout the year. The building leader followed established guidelines and timelines for the evaluations.

Key indicators: utilize multiple measures, analyze and use data from multiple measures to inform decisions, ensure process and systems are in place, adhere to legal requirements and regulatory guidelines.

3.2 Professional Development

The building leader promoted a culture of learning and collaboration by providing opportunities for staff to acquire, enhance, and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students. The building leader used data to determine professional learning opportunities for the purpose of improving student growth, enhancing staff practice, and promoting teacher leadership. Effective professional learning came in many different forms (learning communities, coaching, mentoring, courses, workshops, job-embedded activities, collegial sharing, etc.), and differentiated to meet staff and student needs. The professional development plan is part of the school improvement plan and is aligned to district and state curriculum, instruction and assessments. The building leader evaluated the implementation and impact of professional development to determine what is working and what needs to be modified.

Key indicators: differentiated in topics and methodology, connected to identified needs of staff, teachers, and students, aligned with school and district improvement goals, provides time and support, evaluation of professional development.

3.3 Distributed Leadership

The building leader established and sustained a culture of distributed leadership within the school, district and community. The building leader developed the capacity for distributed leadership as part of the process of shared governance. The building leader modeled distributed leadership and expected staff to take an active role in decision-making and serve in leadership roles according to their areas of expertise.

Key indicators: develop capacity for distributed leadership and promote shared instructional and leadership opportunities for staff. .

CONSTRUCT 3

3.1 Staff Evaluations

The building leader evaluated teachers and other staff members for the purpose of improving student growth, identifying professional development needs, promoting teacher leadership and making decisions. Evaluations were based on the use of a variety of techniques to collect multiple sources of evidence throughout the year. The building leader followed established guidelines for the evaluations.

implementation and legal requirements, and regulatory guidelines for staff evaluation.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader implemented and met legal requirements and regulatory guidelines for staff evaluation. Staff were not participants in their own evaluation, and received little or no constructive feedback.
Developing	The evidence indicates that the building leader implemented and met legal requirements and regulatory guidelines for staff evaluation, with some staff understanding the evaluation process, participating in their own evaluation, and receiving feedback.
Effective	The evidence indicates that the building leader implemented and met legal requirements and regulatory guidelines for staff evaluation, with most staff understanding the evaluation process, participating in their own evaluation and receiving feedback.
Highly Effective	The evidence indicates that the building leader implemented and met legal requirements and regulatory guidelines for staff evaluation, with all staff understanding the evaluation process, participating in their own evaluation and receiving substantial, ongoing feedback.

Use of data to inform decisions about improving staff effectiveness and leadership for student growth.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader utilized little or no data to inform decisions about improving staff effectiveness and leadership for student growth.
Developing	The evidence indicates that the building leader utilized limited data to inform decisions about improving staff effectiveness and leadership for student growth.
Effective	The evidence indicates that the building leader utilized appropriate analysis of multiple sources of data to inform decisions about improving staff effectiveness and leadership for student growth.
Highly Effective	The evidence indicates that the building leader utilized comprehensive analysis and use of multiple sources of data to inform decisions about improving staff effectiveness and leadership for student growth.

Sources of Evidence for evaluation of staff:

- Evaluation schedule that documents adherence to legal requirements and regulatory guidelines.
- Utilization of teacher evaluation tool.
- Examples of staff communications about the evaluation process
- Teacher evaluation artifacts – classroom observation notes, walkthrough notes, collaboration minutes, staff meeting notes, staff and personal professional development plans, lesson plans, staff goals
- Student achievement results (formative and summative)
- Mentor records and beginning teacher feedback
- Teacher self-assessment
- Artifacts that show collaboration with individual staff, i.e., meeting minutes, written goals and objectives, walk through teacher notes.
- Response to student achievement data, i.e., lesson plans, collaboration minutes, implementation of data analysis tool, consistent use of fluid student groupings, evidence of differentiation
- Evaluation schedule that documents adherence to legal requirements and regulatory guidelines
- Evidence of faculty notification of the process and access to forms
- Walkthrough supervision schedules
- Classroom observation schedule
- Documentation of mentoring and induction programs regarding evaluation processes
- Mentor records and beginning teacher feedback
- Building collaboration schedules
- Documentation of adherence to the district evaluation process and schedules
- Dated evaluations
- Evaluation schedule that documents adherence to legal requirements and regulatory guidelines
- Accurate written descriptions of teacher performance that includes both strengths and areas for growth.

CONSTRUCT 3

3.2 Professional Learning

The building leader promoted a culture of learning and collaboration by providing opportunities for staff to acquire, enhance, and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students. Professional development was determined by data and is aligned with school/district improvement goals. Effective professional learning was in many different forms, differentiated to meet identified needs and promoting teacher leadership.

Use of data to determine areas of improvement and professional learning needs.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader utilized little or no data to determine areas of improvement and professional learning needs.
Developing	The evidence indicates that the building leader utilized data from a few sources to identify areas of improvement and to determine professional learning needs.
Effective	The evidence indicates that the building leader utilized data from a variety of sources to identify areas of improvement and to determine professional learning needs.
Highly Effective	The evidence indicates that the building leader utilized data from a variety of sources and routinely analyzes that data to identify areas of improvement and to determine professional learning needs.

Design of professional development.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader designed professional development to meet legal requirements and regulatory guidelines only.
Developing	The evidence indicates that the building leader occasionally designed professional development that was differentiated and loosely matches the adult learning preferences and needs of the staff and school.
Effective	The evidence indicates that the building leader regularly designed professional development that was differentiated and adequately matches the adult learning preferences and needs of the staff and school.
Highly Effective	The evidence indicates that the building leader systematically designed professional development that was research-based, differentiated and matches the adult learning preferences and needs of the staff and school.

Alignment and implementation of professional development.

LEADERSHIP TYPE DESCRIPTION

Ineffective The evidence indicates that the building leader designed professional development that was poorly aligned and implemented with the school improvement plan, and was rarely focused on student learning.

Developing The evidence indicates that the building leader coached only some of the staff to participate in differentiated learning opportunities that addressed career stages and individual needs.

Effective The evidence indicates that the building leader coached most of the staff to participate in differentiated learning opportunities that addressed career stages and individual needs.

Highly Effective The evidence indicates that the building leader actively coached to participate in differentiated learning opportunities that addressed career stages and individual needs

Professional learning decisions and leadership.

LEADERSHIP TYPE DESCRIPTION

Ineffective The evidence indicates that the building leader involved little or no staff in the decisions about professional learning, including leading it.

Developing The evidence indicates that the building leader involved staff in limited engagement in selecting and/or designing professional learning opportunities, and staff are sometimes involved with delivering professional learning. Limited time was provided and protected for staff collaboration and professional development.

Effective The evidence indicates that the building leader appropriately engaged staff in selecting and/or designing professional learning opportunities, and staff were regularly involved with delivering professional learning. Adequate time was provided and protected for staff collaboration and professional development.

Highly Effective The evidence indicates that the building leader actively engaged staff in selecting and designing professional learning opportunities, and staff are frequently involved with delivering professional learning. Extensive time was provided and protected for staff collaboration and professional development.

CONSTRUCT 3**Evaluation of Professional Learning.****LEADERSHIP TYPE DESCRIPTION**

Ineffective The evidence indicates that the building leader and staff practiced minimal evaluation of the professional learning. If evaluation did happen, it was about the delivery of the professional development, implementation, not about the impact.

Developing The evidence indicates that the building leader and staff practiced limited evaluation of the implementation and impact of professional learning based on change in staff practices and student growth using a variety of data sources. Few modifications to the professional learning were made based on the evaluation.

Effective The evidence indicates that the building leaders and staff practiced regular evaluation of the implementation and impact of professional learning based on change in staff practices and student growth using a variety of data sources. The evaluation was limited when it came to studying the impact. Some appropriate modifications to the professional learning were made based on the evaluation.

Highly Effective The evidence indicates that the building leader and staff practiced continuous and extensive evaluation of the implementation and impact of professional learning based on change in staff practices and student growth using a variety of data sources. Appropriate and meaningful modifications to professional learning were made based on the evaluation.

Sources of Evidence for Professional Development:

- A needs assessment survey's results around professional development.
- Building or district climate surveys student achievement and testing data to evaluate instructional needs.
- Research-based professional development plan.
- Professional development plans based on individual staff needs.
- Professional development agendas, objectives, handouts, minutes, attendance rosters, sign-in sheets.
- Professional development calendar, design and implementation.
- IDP, professional development agendas, objectives, handouts, minutes.
- Documentation of analysis - what was accessed by whom of professional development results.
- Revised school improvement plan.
- Implementation rubrics (pre and post teacher surveys).

3.3 Distributed Leadership

The building leader established and sustained a culture of distributed leadership within the school, district and community. The building leader developed the capacity for distributed leadership as part of the process of shared governance. The building leader modeled distributed leadership and expected staff to take an active role in decision-making and serving in leadership roles according to their areas of expertise.

Use of data to inform professional learning needs.

LEADERSHIP TYPE DESCRIPTION

Ineffective The evidence indicates that the building leader made minimal attempts to establish a culture of distributed leadership within the school, district and community. There was little or no evidence of capacity building related to distributed leadership.

Developing The evidence indicates that the building leader began to establish a culture of distributed leadership within the school, district and community or was sustaining the established culture with mixed results. Capacity building related to distributed leadership was limited to only a few staff and stakeholders.

Effective The evidence indicates that the building leader established a culture of distributed leadership within the school, district and community. Appropriate capacity building related to distributed leadership was established. Leaders routinely provided opportunities for shared leadership with staff and other stakeholders.

Highly Effective The evidence indicates that the building leader established and sustained a culture of distributed leadership within the school, district and community. Extensive capacity building related to distributed leadership was established. There were consistent, multiple and substantial opportunities for shared leadership with staff and other stakeholders.

Leadership team.

LEADERSHIP TYPE DESCRIPTION

Ineffective The evidence indicates that the building leader had a leadership team in place, but the members and leaders needed clarification regarding focus, roles, and responsibilities, or the team did not have a role in decision-making that will bring about improvements.

Developing The evidence indicates that the building leader had a leadership team in place, but the members and leaders needed clarification regarding focus, roles, and responsibilities.

Effective The evidence indicates that the building leader had a leadership team in place, and the members and leaders understood the focus, roles, and responsibilities.

Highly Effective The evidence indicates that the building leader had an effective leadership team in place, and was viewed as the engine for continuous improvement by staff, leaders, and external stakeholders.

CONSTRUCT 3**Staff decision-making and leadership roles.****LEADERSHIP TYPE DESCRIPTION**

Ineffective The evidence indicates that the building leader had minimal expectations for staff to take a role in decision-making and serve in leadership roles.

Developing The evidence indicates that the building leader had limited expectations for staff to take a role in decision-making and serve in leadership roles according to their areas of expertise. Leaders provided only initial opportunities for staff to have input into decision-making and rarely coach others in the process of shared governance.

Effective The evidence indicates that the building leader had expectations for staff to take a role in decision-making and serve in leadership roles according to their areas of expertise, but may have had uneven results. Leaders coached others in the process of shared governance.

Highly Effective The evidence indicates that the building leader had expectations for all staff to take an active role in decision-making and serve in leadership roles according to their areas of expertise. Leaders effectively coached others in the process of shared governance.

Staff role in school/district initiatives.**LEADERSHIP TYPE DESCRIPTION**

Ineffective The evidence indicates that the building leader rarely gave staff members a role in school/district initiatives.

Developing The evidence indicates that the building leader periodically gave staff members a leadership role in school/district initiatives.

Effective The evidence indicates that the building leader regularly gave staff members the opportunity to lead school/district initiatives.

Highly Effective The evidence indicates that the building leader consistently gave and encouraged staff members to take opportunities to lead school/district initiatives.

Distributed leadership and decision-making processes.**LEADERSHIP TYPE DESCRIPTION**

Ineffective The evidence indicates that the building leader did not reflect on distributed leadership and decision-making processes. Consequently, adjustments were not based on reflective behavior and data.

Developing The evidence indicates that the building leader occasionally reflected on the processes and the effectiveness of distributed leadership, and made necessary adjustments.

Effective The evidence indicates that the building leader regularly reflected on the processes and the effectiveness of distributed leadership, and made necessary adjustments.

Highly Effective The evidence indicates that the building leader comprehensively reflected on the processes and the effectiveness of distributed leadership, and made necessary adjustments.

Sources of Evidence for Supporting Professional Learning

- Examples of distributed leadership activities and opportunities for staff.
- Agendas, minutes of staff, community, and site councils.
- Staff addendums for supplemental teacher-leader roles.
- Examples of shared leadership roles throughout the organization.
- Master schedule documenting individual and collaborative planning.
- Staff surveys.

Construct 4: Making the Organization Work

Building leaders, as instructional leaders, create a positive organizational culture for learning and teaching. They ensure teacher and organization time is focused to support quality instruction and student learning. They have high expectations for all, promote professional and ethical behavior, and ensure that individual student needs inform all aspects of schooling. Building leaders promote the success of every student and staff by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. They make decisions about resources that are supportive of the vision of learning. They obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.

They promote and protect the welfare and safety of students and staff. They create and sustain a collaborative environment with students, staff, and the community. They promote understanding, appreciation, and use of the community's diverse cultural, social and intellectual resources. They build and sustain partnerships with families and community partners.

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.

Key indicators: analyze and use data from multiple measures to inform plans, ensure process and systems are in place, promote collaboration to achieve goals.

4.2 Management of the Organization, Operation and Resources

The building leader ensured management of the organization, operation, and resources for a safe, efficient, and effective learning environment. The building leader obtained, allocated, aligned and efficiently utilized human, fiscal, and technological resources to meet the district and school goals. The building leader followed established guidelines and timelines for all of the elements required by federal, state, and district regulations. The building leader monitored and evaluated the management and operational systems to determine what is working and what needs to be modified.

Key indicators: make decisions about procedures and resources, monitors organizational processes, meets established regulations.

4.3 Collaborative Environment

The building leader established and sustained a culture of collaboration with staff and community members to achieve school and district goals. There was a response to diverse community interests and needs and mobilization of community resources. The building leader collected and analyzed data and information pertinent to the educational environment in order to promote understanding, appreciation, and use of the community's diverse cultural, social and intellectual resources. Plans were developed and implemented to improve the collaborative environment. The building leader built and sustained relationships with the staff, students, families and community partners. The building leader monitored the relationships and level of collaboration in order to make adjustments to better serve the school and school community.

Key indicators: collect and analyze data and information about the school community, implement plan to improve collaboration, monitor implementation of the plan.

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.

Analyzation, interpretation and utilization of data.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader rarely analyzed, interpreted and utilized multiple sources of data that were varied to make decisions that positively impact the school culture for learning.
Developing	The evidence indicates that the building leader occasionally analyzed, interpreted and utilized multiple sources of data that were varied to make decisions that positively impact the school culture for learning.
Effective	The evidence indicates that the building leader regularly analyzed, interpreted and utilized multiple sources of data that were varied to make decisions that positively impact the school culture for learning.
Highly Effective	The evidence indicates that the building leader comprehensively analyzed, interpreted and uses multiple sources of data that were varied to make decisions that positively impact the school culture for learning.

Planning and implementation processes and procedures.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader rarely planned and implemented processes and procedures that created a culture in which few stakeholders take responsibility for and share in the planning, shaping and implementation of an effective instructional program.
Developing	The evidence indicates that the building leader occasionally planned and implemented processes and procedures that created a culture in which some stakeholders take responsibility for and share in the planning, shaping and implementation of an effective instructional program.
Effective	The evidence indicates that the building leader regularly planned and implemented processes and procedures that created a culture in which many stakeholders take responsibility for and share in the planning, shaping and implementation of an effective instructional program.
Highly Effective	The evidence indicates that the building leader systematically planned and implemented processes and procedures that created a culture in which multiple stakeholders take responsibility for and share in the planning, shaping and implementation of an effective instructional program.

CONSTRUCT 4**Sensitivity and inclusion of diversity among the school population.****LEADERSHIP TYPE DESCRIPTION**

Ineffective The culture for teaching and learning did not demonstrate sensitivity to, and was not inclusive of, the diversity among the school population, and reflected high expectations for only a few of its members.

Developing The culture for teaching and learning was somewhat sensitive and inclusive of the diversity among the school population, and reflected high expectations for some of its members.

Effective The culture for teaching and learning was largely sensitive to and inclusive of the diversity among the school population, and reflected high expectations for most of its members.

Highly Effective The culture for teaching and learning was sensitive to and inclusive of the diversity among the school population, and reflected high expectations for all its members.

Sources of Evidence for Positive Organization Culture

- Documentation of standards for performance
- School Climate Surveys
- Staff Turnover and Retention Data
- Community and Site Council Surveys
- Formative assessment data
- Summative assessment data agendas
- Parent volunteer records
- Community partnership data
- Log of interagency interaction
- Character education program
- Community/school demographics
- School Climate Surveys
- Staff turnover and retention Data
- Community and Site Council Surveys
- Formative assessment data
- Summative assessment data
- Agendas and minutes of meetings and documents
- MTSS documentation and structure and tiered instruction documents
- Celebrations

4.2 Management of the Organization, Operation and Resources

The building leader ensured management of the organization, operation, and resources for a safe, efficient, and effective learning environment. The building leader obtained, allocated, aligned and efficiently utilized human, fiscal, and technological resources to meet the district and school goals. The building leader followed established guidelines and timelines for all of the elements required by federal, state, and district regulations. The building leader monitored and evaluated the management and operational systems to determine what is working and what needs to be modified.

Alignment of resources to meet district and schools goals.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader was aware of a variety of school, district and external resources (human, fiscal, and technological) and rarely aligned those resources to district and school goals in order to create a safe and efficient learning environment for all students and staff.
Developing	The evidence indicates that the building leader was aware of a variety of school, district and external resources (human, fiscal, and technological) and occasionally aligned those resources to district and school goals in order to create a safe and efficient learning environment for all students and staff.
Effective	The evidence indicates that the building leader was aware of a variety of school, district and external resources (human, fiscal, and technological) and regularly aligned those resources to district and school goals in order to create a safe and efficient learning environment for all students and staff.
Highly Effective	The evidence indicates that the building leader was aware of a variety of school, district and external resources (human, fiscal, and technological) and systematically aligned those resources to district and school goals in order to create a safe and efficient learning environment for all students and staff.

Development, implementation and modification of school budgets.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader rarely developed, implemented and modified school budgets that rarely aligned with school and district priorities.
Developing	The evidence indicates that the building leader occasionally developed, implemented and modified school budgets that were somewhat aligned with school and district priorities.
Effective	The evidence indicates that the school leader regularly developed, implemented and modified school budgets that were usually aligned with school and district priorities.
Highly Effective	The evidence indicates that the school leader systematically developed, implemented and modified school budgets that were aligned with school and district priorities.

CONSTRUCT 4**Creation and monitoring routines, processes and procedures for analyzation of data.****LEADERSHIP TYPE DESCRIPTION**

Ineffective The evidence indicates that the building leader rarely created and monitored routines, processes and procedures and rarely collected and analyzed a variety of data from multiple sources in order to gauge their effectiveness and to identify and plan for areas of improvement.

Developing The evidence indicates that the building leader occasionally created and monitored routines, processes and procedures and periodically collected and analyzed a variety of data from multiple sources in order to gauge their effectiveness and to identify and plan for areas of improvement.

Effective The evidence indicates that the building leader regularly created and monitored routines, processes and procedures and regularly collected and analyzed data from multiple sources in order to gauge their effectiveness and to identify and plan for areas of improvement.

Highly Effective The evidence indicates that the building leader systematically created and monitored routines, processes and procedures and regularly collected and analyzed a variety of data from multiple sources in order to gauge their effectiveness and to identify and plan for areas of improvement.

The provision of updates with all appropriate laws, policies and procedures to the board.**LEADERSHIP TYPE DESCRIPTION**

Ineffective The evidence indicates that the building leader had little or no knowledge of guidelines and timelines required by federal, state and district mandates and always met those requirements.

Developing The evidence indicates that the building leader had limited knowledge of guidelines and timelines required by federal, state and district mandates and always met those requirements.

Effective The evidence indicates that the building leader had adequate knowledge of guidelines and timelines required by federal, state and district mandates and always met those requirements.

Highly Effective The evidence indicates that the building leader had an extensive knowledge of guidelines and timelines required by federal, state and district mandates and always met those requirements.

Sources of Evidence for Advocating for Education

- Tech plan
- Building schedule related to usage of tech resources, training
- Law, fire, health services
- Budget expenditures
- Fiscal plan
- HR documentation
- Technology usage documentation (training, attendance, differentiation)
- Reflection of ways resources were accessed and used to improve instruction and student performance
- Fire and tornado logs
- Handbooks
- BOE agendas
- Crisis plan
- Student and staff handbooks
- Course handbooks
- Building work orders, maintenance records
- PBR, EOYA, KIDS, Kan-DIS records
- Safety reports
- School Climate/Building Management surveys
- Daily schedules

CONSTRUCT 4

4.3 Collaborating Environment.

The building leader established and sustained a culture of collaboration with staff and community members to achieve school and district goals. The building leader responded to diverse community interests and needs and mobilization of community resources. The building leader collected and analyzed data and information pertinent to the educational environment in order to promote understanding, appreciation, and use of the community's diverse cultural, social and intellectual resources. The building leader developed and implemented plans to improve the collaborative environment. The building leader built and sustained relationships with the staff, students, families and community partners. The building leader monitored the relationships and level of collaboration in order to make adjustments to better serve the school and school community.

Collaborated with staff and community members (including parents and special interest groups) and responded to diverse community interests and needs. This was a two-way process that both used community resources to support student development and learning and provided district resources to support community projects.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader rarely collected and analyzed data that was varied and from multiple sources in order to gain minimal knowledge of the diverse school community, its needs and resources.
Developing	The evidence indicates that the building leader occasionally collected and analyzed data that was varied and from multiple sources in order to gain basic knowledge of the diverse school community, its needs and resources.
Effective	The evidence indicates that the building leader regularly collected and analyzed data that was varied and from multiple sources in order to gain adequate knowledge of the diverse school community, its needs and resources.
Highly Effective	The evidence indicates that the building leader systematically collected and analyzed data that was varied and from multiple sources in order to gain extensive knowledge of the diverse school community, its needs and resources.

Development and implementation of plans for building and sustaining relationships with all members of the school community.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The building leader developed and implemented minimal plans for building and sustaining relationships with all members of the school community (staff, students, families and community partners) in order to communicate and implement the school's vision.
Developing	The building leader developed and implemented limited or basic plans for building and sustaining relationships with all members of the school community (staff, students, families and community partners) in order to communicate and implement the school's vision.
Effective	The building leader developed and implemented adequate plans for building and sustaining relationships with all members of the school community (staff, students, families and community partners) in order to more regularly communicate and implement the school's vision.
Highly Effective	The building leader developed and implemented comprehensive plans for building and sustaining relationships with all members of the school community (staff, students, families and community partners) in order to more extensively communicate and implement the school's vision.

Initiation and response to opportunities for school community collaborations and partnerships.

LEADERSHIP TYPE DESCRIPTION

Ineffective The evidence indicates that the building leader initiated and responded to few opportunities for school community collaborations and partnerships.

Developing The evidence indicates that the building leader initiated and responded to some opportunities for school community collaborations and partnerships.

Effective The evidence indicates that the school leader initiated and responded to many opportunities for school community collaborations and partnerships.

Highly Effective The evidence indicates that the building leader initiated and responded to multiple and varied opportunities for school community collaborations and partnerships.

Systems and procedures for monitoring, evaluating and maintaining existing community relationships and for identifying and establishing new ones.

LEADERSHIP TYPE DESCRIPTION

Ineffective Few systems and procedures were put in place for monitoring, evaluating and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals.

Developing Some systems and procedures were put in place for monitoring, evaluating and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals.

Effective Adequate systems and procedures were put in place for monitoring, evaluating and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals.

Highly Effective Comprehensive systems and procedures were put in place for monitoring, evaluating and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals.

Sources of Evidence for Engaging the Local Community

- PTA/PTO involvement/activities
- Community involvement/activities
- Interest, Career, Culture and/or Wellness Fairs
- Community and Site Council surveys
- Newsletters, website
- Communication documents for the collaboration plan
- Engaging community in implementation of the plan
- Community and Site Council surveys
- Community and Site Council surveys (longitudinal, ongoing for comparisons)
- Reflection of staff and community related to collaboration plan

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