

KANSAS EDUCATOR EVALUATION PROTOCOL (KEEP)

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# Teacher 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

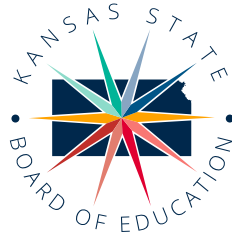
A successful Kansas high school graduate has the

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

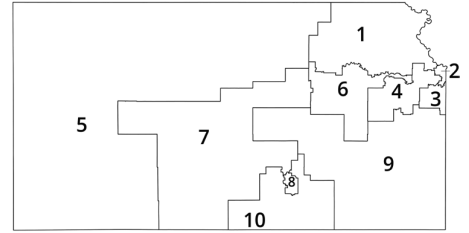
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

## OUTCOMES

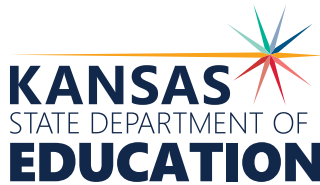
- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success



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*Kansas leads the world in the success of each student.*

# KEEP TEACHER INSTRUCTIONAL PRACTICES PROTOCOL

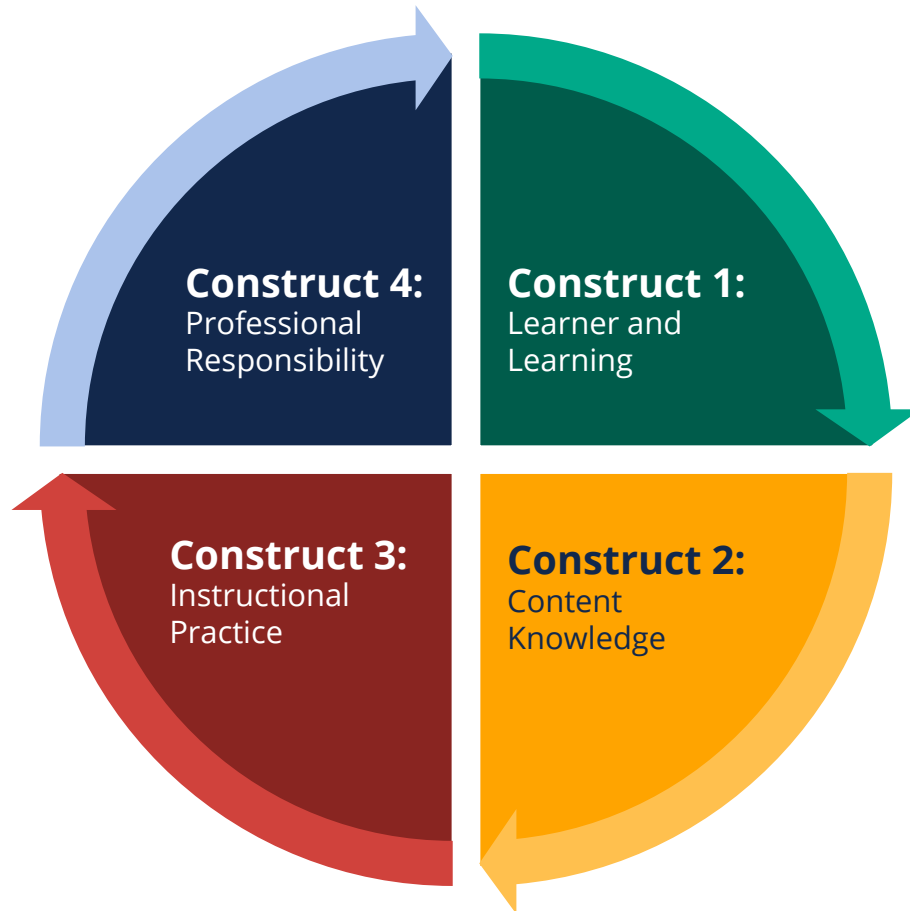
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# KEEP TEACHER INSTRUCTIONAL PRACTICES PROTOCOL

## Instructional Practices Protocol

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



## Construct 1: Learner and Learning

### Components:

- 1.1 The teacher plans instruction based on learning and developmental levels of all students.
- 1.2 The teacher recognizes and fosters individual differences to establish a positive classroom culture.
- 1.3 The teacher establishes a classroom environment conducive to learning.

## Construct 2: Content Knowledge

### Components:

- 2.1 The teacher demonstrates a thorough knowledge of the content.
- 2.2 The teacher provides a variety of innovative applications of knowledge.

## Construct 3: Instructional Practice

### Components:

- 3.1 The teacher uses methods and techniques that are effective in meeting student needs.
- 3.2 The teacher uses varied assessments to measure learner progress.
- 3.3 The teacher delivers comprehensive instruction for students.

## Construct 4: Professional Responsibility

### Components:

- 4.1 The teacher engages in reflection and continuous growth.
- 4.2 The teacher participates in collaboration and leadership opportunities.

# KEEP TEACHER INSTRUCTIONAL PRACTICES PROTOCOL

## Construct 1 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. Demonstration of the teacher's proficiency in Learner and Learning is evidenced by:

### 1.1 Learner Development

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

**Key indicators:** Planning instruction; aligning instruction with student learning needs; using a variety of approaches and resources; providing adaptation of instruction.

### 1.2 Learner Differences

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

**Key indicators:** Getting to know all students; using that knowledge of students to create a culture of respect; meeting needs of all students.

### 1.3 Learning Environment

The teacher established a classroom environment conducive to learning.

**Key indicators:** Collaborating with students; establishing a safe, respectful and academically challenging environment.

# 1.1 Learner Development

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

## Planning and alignment of instruction.

### LEADERSHIP TYPE DESCRIPTION

<b>Ineffective</b>	The evidence indicates that the teacher did not plan or infrequently planned instruction that aligns with students' developmental levels and learning needs.
<b>Developing</b>	The evidence indicates that the teacher planned instruction that partially aligns with students' developmental levels and learning needs.
<b>Effective</b>	The evidence indicates that the teacher planned instruction that aligns with students' developmental levels and learning needs.
<b>Highly Effective</b>	The evidence indicates that the teacher consistently and effectively planned instruction that closely aligns with students' learning needs and developmental levels.

## Using a variety of teaching approaches and resources.

### LEADERSHIP TYPE DESCRIPTION

<b>Ineffective</b>	The evidence indicates that the teacher relied on a single teaching approach and resource.
<b>Developing</b>	The evidence indicates that the teacher incorporated some teaching approaches and resources.
<b>Effective</b>	The evidence indicates that the teacher regularly used a variety of teaching approaches and resources.
<b>Highly Effective</b>	The evidence indicates that the teacher consistently and effectively used a variety of appropriate teaching approaches and resources.

## Adapting instruction to meet student needs.

**LEADERSHIP TYPE DESCRIPTION**

**Ineffective** The evidence indicates that the teacher did not provide or infrequently provided adaptation of plans and instruction, and the adaptation that was provided was often not appropriate to the students' learning needs.

**Developing** The evidence indicates that the teacher provided some adaptation of plans and instruction that met some of the student's learning needs.

**Effective** The evidence indicates that the teacher adapted plans and instruction, when appropriate, to meet all students' learning needs.

**Highly Effective** The evidence indicates that the teacher consistently and effectively adapted plans and instruction, when appropriate, to meet all students' learning needs.

## Sources of evidence for planning instruction based on the learning and developmental levels of all students:

WHAT YOU WANT TO DEMONSTRATE	POSSIBLE EVIDENCE	PERFORMANCE CONSIDERATIONS
Planning and alignment of instruction	<ul style="list-style-type: none"> <li>Teacher lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>Lesson and unit plans reflected consistent alignment with the students' learning needs and illustrated how the teacher takes into consideration the developmental levels of all students.</li> </ul>
Using a variety of teaching approaches and resources	<ul style="list-style-type: none"> <li>Teacher lesson and/or unit plans</li> <li>Student work samples</li> <li>Learning style inventories</li> <li>Observations (by peers or evaluators)</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans and student work consistently reflected a variety of approaches to help students learn. Observations or artifacts of classroom activities over a period of time provide evidence of the variety.</li> </ul>
Adapting instruction to meet student needs	<ul style="list-style-type: none"> <li>Teacher reflection</li> <li>Samples of student work</li> <li>Conference notes with colleagues</li> </ul>	<ul style="list-style-type: none"> <li>The teacher consistently reflected on instruction both during and after and provided both written and oral evidence of this.</li> </ul>



## 1.2 Learner Differences

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

### Knowledge of all students.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the teacher did not take or infrequently took steps to learn about students as individuals and as learners.
Developing	The evidence indicates that the teacher took partial steps to learn about students as individuals and as learners.
Effective	The evidence indicates that the teacher regularly took steps to learn about students as individuals and as learners.
Highly Effective	The evidence indicates that the teacher consistently and effectively took steps to learn about students as individuals and as learners.

### Using knowledge of students to create a culture of respect among all students.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the teacher did not incorporate or infrequently incorporated knowledge of individual students to create a classroom culture of respect and rapport that meets the needs of all students.
Developing	The evidence indicates that the teacher began to use knowledge of individual students to create a positive culture that meets the needs of all students.
Effective	The evidence indicates that the teacher regularly incorporated knowledge of student diversity to create a positive culture of respect and rapport that meets the needs of most students.
Highly Effective	The evidence indicates that the teacher consistently and effectively incorporated knowledge of student diversity to create a positive culture of respect and rapport that meets the needs of all students.

### Sources of evidence for recognizing and fostering individual differences to establish a positive classroom culture:

WHAT YOU WANT TO DEMONSTRATE	POSSIBLE EVIDENCE	PERFORMANCE CONSIDERATIONS
Knowledge of all students	<ul style="list-style-type: none"> <li>• Student surveys</li> <li>• Student writing</li> <li>• Parent surveys</li> <li>• Student attendance data</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher consistently interacted with students in a respectful manner, encouraging and respecting them as they shared their thoughts and experiences.</li> </ul>
Using knowledge of students to create a culture of respect among all students	<ul style="list-style-type: none"> <li>• Student reflections/ contributions of personal experience</li> <li>• Classroom rules</li> <li>• Behavior and/or office referrals</li> </ul>	<ul style="list-style-type: none"> <li>• Student writing and discussion provided consistent evidence of contributions of personal experiences to the topics being studied during class.</li> </ul>

## 1.3 Learning Environment

The teacher established a classroom environment conducive to learning.

### Collaboration with students.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the teacher did not collaborate or infrequently collaborated with students to promote student ownership of the learning.
Developing	The evidence indicates that the teacher began to collaborate with students to promote student ownership of the learning.
Effective	The evidence indicates that the teacher regularly collaborated with students to promote student ownership of the learning.
Highly Effective	The evidence indicates that the teacher consistently and effectively collaborated with students to promote student ownership of the learning.

### Establishing a safe, respectful, and academically challenging environment.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the teacher did not establish or infrequently established a safe, respectful and academically engaging environment for students.
Developing	The evidence indicates that the teacher began to establish a safe, respectful and academically engaging environment for students.
Effective	The evidence indicates that the teacher regularly established a safe, respectful and academically engaging environment for students.
Highly Effective	The evidence indicates that the teacher consistently and effectively established a safe, respectful and academically challenging environment for all students.

### Sources of evidence for establishing a classroom environment conducive to learning:

WHAT YOU WANT TO DEMONSTRATE	POSSIBLE EVIDENCE	PERFORMANCE CONSIDERATIONS
Collaboration with students	<ul style="list-style-type: none"> <li>Classroom rules developed collaboratively</li> <li>Student surveys</li> <li>Student developed rubrics</li> </ul>	<ul style="list-style-type: none"> <li>The teacher was seen consistently involving students in various classroom activities, giving the student opportunities to give direction to their own learning.</li> </ul>
Establishing a safe, respectful and academically challenging environment	<ul style="list-style-type: none"> <li>Lesson plans</li> <li>Classroom expectations</li> <li>Observations (by peers or evaluators)</li> <li>Student work samples</li> <li>Feedback to students</li> </ul>	<ul style="list-style-type: none"> <li>Student work provided consistent evidence that students are being academically challenged at their appropriate level.</li> </ul>

# KEEP TEACHER INSTRUCTIONAL PRACTICES PROTOCOL

## Construct 2 Content Knowledge

Teachers must have a deep and flexible understanding of their content area(s) and be able to draw upon it as they work with students to access information, apply knowledge in real-world settings and work with meaningful issues. Demonstration of the teacher's proficiency in Content Knowledge is evidenced by:

### 2.1 Content Knowledge

The teacher demonstrated a thorough knowledge of content.

**Key indicators:** Encouraging use of multiple representations, explanations and a wide variety of experiences building student understanding.

### 2.2 Innovative Applications of Content Knowledge

The teacher provided a variety of innovative applications of knowledge.

**Key indicators:** Using problem-solving, critical thinking skills and technology; exploring and delivering content through real-world application of knowledge; collaborating with colleagues to provide cross-curricular opportunities.

## 2.1 Content Knowledge

The teacher demonstrated a thorough knowledge of content.

**Knowledge of content by encouraging use of multiple representations, explanations and a wide variety of experiences.**

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the teacher did not display or infrequently displayed knowledge of the important content in the discipline and identification of possible student misconceptions.
Developing	The evidence indicates that the teacher displayed limited knowledge of the important content in the discipline and identification of possible student misconceptions.
Effective	The evidence indicates that the teacher displayed knowledge of the important content in the discipline, used multiple representations and explanations, understood how these relate to each other and identified student misconceptions.
Highly Effective	The evidence indicates that the teacher displayed extensive knowledge of the important concepts in the discipline by consistently and effectively using multiple representations, explanations, and a wide variety of experiences and opportunities.

### Built student understanding.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the teacher did not use or infrequently used strategies to build understanding of content for all students.
Developing	The evidence indicates that the teacher began to use strategies to build understanding of content for all students.
Effective	The evidence indicates that the teacher regularly used strategies to build a deep understanding of content for all students.
Highly Effective	The evidence indicates that the teacher consistently and effectively used strategies to build a deep understanding of content for all students.

## Sources of evidence for showing knowledge of content:

WHAT YOU WANT TO DEMONSTRATE	POSSIBLE EVIDENCE	PERFORMANCE CONSIDERATIONS
Knowledge of content by encouraging use of multiple representations, explanations and a wide variety of experiences	<ul style="list-style-type: none"> <li>• Lesson plans aligned to content standards</li> <li>• Curriculum committee work documentation</li> <li>• Observations of strategies used to deliver content (by peers or evaluators)</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence observed shows the teacher consistently provided a variety of instructional strategies that provided students a range of experiences to learn content.</li> </ul>
Built student understanding	<ul style="list-style-type: none"> <li>• Student work samples</li> <li>• Student feedback and reflection pieces</li> <li>• Teacher developed assessments and rubrics</li> <li>• Student involvement in content contests</li> </ul>	<ul style="list-style-type: none"> <li>• Student work, judged according to a rubric, consistently showed understanding of key content area topics.</li> </ul>

## 2.2 Innovative Applications of Content Knowledge

The teacher provided a variety of innovative applications of knowledge.

### Use of problem-solving, critical thinking skills and technology.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the teacher did not use or infrequently used problem-solving, critical thinking skills and technology to explore and deliver content.
Developing	The evidence indicates that the teacher used limited problem-solving, critical thinking skills and technology to explore and deliver content.
Effective	The evidence indicates that the teacher regularly used problem-solving, critical thinking skills and technology to explore and deliver content.
Highly Effective	The evidence indicates that the teacher consistently and effectively used problem-solving, critical thinking skills and technology to explore and deliver content.

### Explored and delivered content through real-world application of knowledge.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the teacher did not provide or infrequently provided opportunities to students for real-world application of content.
Developing	The evidence indicates that the teacher provided limited opportunities to students for real-world application of content.
Effective	The evidence indicates that the teacher regularly provided opportunities to students for real-world application of content.
Highly Effective	The evidence indicates that the teacher consistently and effectively provided opportunities to students for real-world application of content.

## Collaborated to provide cross-curricular learning opportunities.

### LEADERSHIP TYPE DESCRIPTION

**Ineffective** The evidence indicates that the teacher did not collaborate or infrequently collaborated with colleagues to provide purposeful cross-curricular learning opportunities.

**Developing** The evidence indicates that the teacher began to collaborate with colleagues to provide purposeful cross-curricular learning opportunities.

**Effective** The evidence indicates that the teacher regularly collaborated with colleagues to provide purposeful cross-curricular learning opportunities.

**Highly Effective** The evidence indicates that the teacher consistently and effectively collaborated with colleagues to provide purposeful cross-curricular learning opportunities.

## Sources of evidence for providing a variety of innovative applications of knowledge:

WHAT YOU WANT TO DEMONSTRATE	POSSIBLE EVIDENCE	PERFORMANCE CONSIDERATIONS
Use of problem-solving, critical thinking skills and technology	<ul style="list-style-type: none"> <li>• Problem-solving based assignments with student responses</li> <li>• Student-created videos</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence consistently showed effective use of critical thinking skills in developing content-based assignments; questions promoted evaluation and synthesis rather than recall.</li> </ul>
Explored and delivered content through real-world application of knowledge	<ul style="list-style-type: none"> <li>• Portfolio of materials associated with real-world application of topics of study</li> <li>• Feedback from community members regarding a project tied to a real-world activity</li> </ul>	<ul style="list-style-type: none"> <li>• A collection of student work over a period of time consistently showed practical application of content.</li> </ul>
Collaborated to provide cross curricular learning opportunities	<ul style="list-style-type: none"> <li>• Co-curricular performances tied to the subject area</li> <li>• Unit plans from collaborative planning</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence from lesson plans showed students making use of a variety of content areas within one activity.</li> </ul>

# KEEP TEACHER INSTRUCTIONAL PRACTICES PROTOCOL

## Construct 3: Instructional Practice

Effective instructional practice requires that teachers understand and integrate planning, instructional strategies and assessment in coordinated and engaging ways. Demonstration of the teacher's proficiency in Instructional Practice is evidenced by:

### 3.1 Planning for Instruction

The teacher used methods and techniques that are effective in meeting student needs.

**Key indicators:** Planning rigorous activities; using objectives that align with standards; meeting needs of students.

### 3.2 Assessment

The teacher used varied assessments to measure learner progress.

**Key indicators:** Providing opportunities for students to demonstrate learning; using assessment data to inform instruction; providing feedback that encourages students to take responsibility for the learning.

### 3.3 Instructional Strategies

The teacher delivered comprehensive instruction for students.

**Key indicators:** Using a variety of strategies to engage and challenge students; incorporating strategies to differentiate and scaffold instruction; engaging student in higher-order thinking skills.



## 3.1 Planning for Instruction

The teacher used methods and techniques that are effective in meeting student needs.

**Planned rigorous activities, used objectives that align with standards and met needs of all students.**

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the teacher did not plan or infrequently planned activities that connect with district, state and/or national standards to meet the needs of students.
Developing	The evidence indicates that the teacher planned activities that partially connect with district, state and/or national standards to meet the needs of students.
Effective	The evidence indicates that the teacher regularly planned rigorous and challenging activities using objectives that align with district, state and/or national standards to meet the needs of all students.
Highly Effective	The evidence indicates that the teacher consistently and effectively planned rigorous and challenging activities using objectives that align with district, state and/or national standards to meet the needs of all students.

**Sources of evidence for using methods and techniques that are effective in meeting student needs:**

WHAT YOU WANT TO DEMONSTRATE	POSSIBLE EVIDENCE	PERFORMANCE CONSIDERATIONS
Planned rigorous activities	<ul style="list-style-type: none"> <li>Formative and summative assessments</li> <li>Observations (by peers and evaluators)</li> <li>Student work samples showing the rigor of the assignments</li> <li>Teacher and student reflections</li> </ul>	<ul style="list-style-type: none"> <li>Evidence from student work consistently showed that lessons are planned using challenging and appropriate activities.</li> </ul>
Used objectives that align with standards	<ul style="list-style-type: none"> <li>Lesson plans noting relevant standards</li> <li>Assessment data</li> </ul>	<ul style="list-style-type: none"> <li>Assessment data consistently showed students meeting district, state and national standards.</li> </ul>
Met needs of all students	<ul style="list-style-type: none"> <li>Student need inventory</li> <li>Individual assessment data including portfolios</li> </ul>	<ul style="list-style-type: none"> <li>Evidence from portfolios collected over a period of time reflected student understanding of content appropriate for their individual needs.</li> </ul>

## 3.2 Assessment

The teacher used varied assessments to measure learner progress.

### Provided opportunities for students to demonstrate learning.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the teacher did not provide or infrequently provided basic opportunities for students to demonstrate learning by using formative, summative, informal and/or formal assessments.
Developing	The evidence indicates that the teacher provided limited opportunities for students to demonstrate learning by using formative, summative, informal and/or formal assessments.
Effective	The evidence indicates that the teacher regularly provided multiple opportunities for students to demonstrate learning by using formative, summative, informal and/or formal assessments.
Highly Effective	The evidence indicates that the teacher consistently and effectively provided multiple opportunities for students to demonstrate learning by using formative, summative, informal and/or formal assessments.

## Used assessment data to inform instruction.

### LEADERSHIP TYPE DESCRIPTION

**Ineffective** The evidence indicates that the teacher did not use or infrequently used student data to inform future instruction.

**Developing** The evidence indicates that the teacher began to use student data to inform future instruction.

**Effective** The evidence indicates that the teacher regularly used student data to inform future instruction.

**Highly Effective** The evidence indicates that the teacher consistently and effectively used student data to inform future instruction.

## Provided feedback to promote student responsibility.

### LEADERSHIP TYPE DESCRIPTION

**Ineffective** The evidence indicates that the teacher did not provide or infrequently provided feedback to students.

**Developing** The evidence indicates that the teacher provided some feedback to encourage students.

**Effective** The evidence indicates that the teacher regularly provided timely feedback to encourage students to take responsibility for their own learning.

**Highly Effective** The evidence indicates that the teacher consistently and effectively provided timely feedback to encourage students to take responsibility for their own learning.

## Sources of evidence for using varied assessments to measure learner progress:

WHAT YOU WANT TO DEMONSTRATE	POSSIBLE EVIDENCE	PERFORMANCE CONSIDERATIONS
Provided opportunities for students to demonstrate learning	<ul style="list-style-type: none"> <li>• Scored rubrics from performance assessments</li> <li>• Assessment samples (formative and summative)</li> <li>• Portfolios</li> <li>• Student presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence consistently showed that students have a variety of ways to demonstrate their learning: oral presentations, portfolios.</li> </ul>
Used assessment data to inform instruction	<ul style="list-style-type: none"> <li>• Teacher reflection</li> <li>• Lesson plans linking activities to assessment results</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher consistently provided rationales for chosen activities based on student assessment results.</li> </ul>
Provided feedback to promote student responsibility	<ul style="list-style-type: none"> <li>• Written feedback on student work</li> <li>• Observations (by peers or evaluators)</li> <li>• Teacher/student conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Written evidence from teacher/student conference consistently showed student identification of next steps in the learning.</li> </ul>

## 3.3 Instructional Strategies

The teacher delivered comprehensive instruction for students.

### Used a variety of strategies to engage and challenge students in a variety of learning situations.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the teacher did not use or infrequently used strategies and available technologies to engage students in the learning process.
Developing	The evidence indicates that the teacher used some strategies and available technology to engage and challenge students.
Effective	The evidence indicates that the teacher regularly used a variety of strategies including available technology to engage and challenge students in a variety of learning situations.
Highly Effective	The evidence indicates that the teacher consistently and effectively used a variety of strategies including available technology to engage and challenge students in a variety of learning situations.

### Incorporated strategies for differentiation and scaffolding for all students.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the teacher did not use or infrequently used strategies for differentiating instruction.
Developing	The evidence indicates that the teacher incorporated limited strategies to differentiate instruction.
Effective	The evidence indicates that the teacher regularly used strategies to differentiate and scaffold information so it is accessible to all students.
Highly Effective	The evidence indicates that the teacher consistently and effectively incorporated strategies to differentiate and scaffold information so it is accessible to all students.

### Engaged students in higher-order thinking.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the teacher did not engage or infrequently engaged students in the learning process.
Developing	The evidence indicates that the teacher began to engage students in higher-order thinking skills.
Effective	The evidence indicates that the teacher regularly engaged students in higher-order thinking skills.
Highly Effective	The evidence indicates that the teacher consistently and effectively engaged students in higher-order thinking skills.

## Sources of evidence for delivering comprehensive instruction for students:

WHAT YOU WANT TO DEMONSTRATE	POSSIBLE EVIDENCE	PERFORMANCE CONSIDERATIONS
Used a variety of strategies to engage and challenge students in a variety of learning situations	<ul style="list-style-type: none"> <li>Professional growth log</li> <li>Lesson plans</li> <li>Observations</li> </ul>	<ul style="list-style-type: none"> <li>Evidence from lesson plans consistently showed use of strategies to engage students in worthwhile content learning activities.</li> </ul>
Incorporated strategies for differentiation and scaffolding for all students	<ul style="list-style-type: none"> <li>Teacher reflection</li> <li>Lesson plans showing how strategies were used for scaffolding/differentiation</li> </ul>	<ul style="list-style-type: none"> <li>Teacher consistently developed assignments that provided students with a variety of options and submission schedules.</li> </ul>
Engaged students in higher-order thinking	<ul style="list-style-type: none"> <li>Student work samples that reflect use of higher-level thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>Teacher consistently provided students with problem-solving activities related to the classroom content.</li> </ul>



## KEEP TEACHER INSTRUCTIONAL PRACTICES PROTOCOL

# Construct 4

## Professional Responsibility

Creating and supporting learning environments that result in students achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in professional self-renewal, which means they regularly examine their own and each other's practice through self-reflection and collaboration, providing collegial support and feedback that assures a continuous cycle of self-improvement. Demonstration of the teacher's proficiency in Professional Responsibility is evidenced by:

### 4.1 Reflection and Continuous Growth

The teacher engaged in reflection and continuous growth.

**Key indicators:** Engaging in ongoing, purposeful professional development; reflecting on practice and seeking professional development; analyzing and reflecting on student data to guide instruction.

### 4.2 Collaboration and Leadership

The teacher participated in collaboration and leadership opportunities.

**Key indicators:** Collaborating with multiple stakeholders; communicating in a variety of ways; demonstrating leadership skills.

## 4.1 Reflection and Continuous Growth

The teacher engaged in reflection and continuous growth.

### Engaged in ongoing, purposeful professional learning connected to student learning.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the teacher did not participate or infrequently participated in professional development.
Developing	The evidence indicates that the teacher began to participate in ongoing professional development relevant to student learning.
Effective	The evidence indicates that the teacher engaged in ongoing, purposeful professional development relevant to student learning.
Highly Effective	The evidence indicates that the teacher consistently and effectively engaged in ongoing, purposeful professional development relevant to student learning.

### Reflecting on practice and actively seeks opportunities for improvement.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the teacher did not reflect or infrequently reflected on his/her practices.
Developing	The evidence indicates that the teacher began to reflect on practices and is aware of opportunities for improvement.
Effective	The evidence indicates teacher regularly reflected on his/her practice and seeks opportunities for improvement.
Highly Effective	The evidence indicates that the teacher consistently and effectively reflected on his/her practice and actively seeks opportunities for improvement.

### Analyzing and reflecting on student data to impact student growth.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the teacher did not analyze or infrequently analyzed and reflected on student data to guide planning.
Developing	The evidence indicates that the teacher began to analyze and reflect on student data to guide planning and instruction.
Effective	The evidence indicates that the teacher regularly analyzed and reflects on student data to guide planning, instruction and student growth.
Highly Effective	The evidence indicates that the teacher consistently and effectively analyzed and reflected on student data to guide planning, instruction and student growth.



## Sources of evidence for engaging in reflection and continuous growth:

WHAT YOU WANT TO DEMONSTRATE	POSSIBLE EVIDENCE	PERFORMANCE CONSIDERATIONS
Engaged in ongoing, purposeful professional learning connected to student learning	<ul style="list-style-type: none"> <li>Professional development log noting connections to classroom application of learning</li> <li>Written evaluation of a professional learning experience</li> <li>Professional portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Teacher consistently sought professional learning experiences (workshops, courses, and self-study) and applied the learning to classroom activities.</li> </ul>
Reflecting on practice and actively seeks opportunities for improvement	<ul style="list-style-type: none"> <li>Lesson plans with reflections on effectiveness of lesson and ideas for future improvements</li> <li>Video recording of a lesson with feedback from a peer or evaluator</li> </ul>	<ul style="list-style-type: none"> <li>Teacher consistently welcomed feedback from peers in the development of lesson plans and the implementation of instruction and activities.</li> </ul>
Analyzing and reflecting on student data to impact student growth	<ul style="list-style-type: none"> <li>Formative and summative assessments</li> <li>Data collection device for use over an extended period of time to see student growth</li> </ul>	<ul style="list-style-type: none"> <li>Teacher consistently collected data from a variety of sources and determined what students have and have not learned in order to address student learning needs.</li> </ul>

## 4.2 Collaboration and Leadership

The teacher participated in collaboration and leadership opportunities.

**Collaborated with multiple stakeholders in school and professional activities and used a variety of methods of communication.**

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the teacher did not communicate or infrequently communicated with colleagues about school issues.
Developing	The evidence indicates that the teacher began to meet with and discuss school issues with colleagues and other stakeholders.
Effective	The evidence indicates that the teacher regularly collaborated with colleagues and stakeholders in leadership, school and professional activities using multiple communications.
Highly Effective	The evidence indicates that the teacher consistently and effectively collaborated with multiple stakeholders in school and professional activities using a variety of methods of communication.

**Demonstrated leadership skills used to support and improve student learning.**

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the teacher did not demonstrate or infrequently demonstrated leadership skills by initiating, advocating and/or leading activities.
Developing	The evidence indicates that the teacher began to demonstrate some leadership skills by initiating, advocating or leading activities.
Effective	The evidence indicates that the teacher regularly demonstrated leadership skills by initiating, advocating and/or leading activities to improve and support student learning.
Highly Effective	The evidence indicates that the teacher consistently and effectively demonstrated leadership skills by initiating, advocating and/or leading activities to improve and support student learning.

## Sources of evidence for participation in collaboration and leadership opportunities:

WHAT YOU WANT TO DEMONSTRATE	POSSIBLE EVIDENCE	PERFORMANCE CONSIDERATIONS
Collaborated with multiple stakeholders in school and professional activities	<ul style="list-style-type: none"> <li>• Minutes of meetings: IEP, PLC, Student Improvement Team meetings</li> <li>• Notes from meetings with mentor</li> <li>• Contact logs</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence shows the teacher's consistent communication with a mentor to discuss a variety of learning strategies.</li> </ul>
Used a variety of methods of communication	<ul style="list-style-type: none"> <li>• Copies of communication: emails, letters, newsletters</li> <li>• Log of phone calls</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher consistently used a reflective journal and shared ideas from that with colleagues in a team meeting.</li> </ul>
Demonstrated leadership skills used to support and improve student learning	<ul style="list-style-type: none"> <li>• Agendas generated by the teacher in a team leadership role</li> <li>• Portfolio of leadership activities</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher consistently initiated meetings with a variety of groups such as care givers, peers and teachers of the same content to improve student learning.</li> </ul>

For more information, contact:

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