

# Regulations Meet Reality

Planning and Implementing an Effective Certificated  
Evaluation System in Kodiak

Kodiak Island Borough School District Team  
Alaska Department of Education and Early Development Conference/  
Alaska Staff Development Network Working conference

April 8, 2014  
Anchorage, Alaska

# Introduction

- \* What is the Desired Effect?
- \* What do YOU need?

**Please share your  
questions and  
thoughts at**

\* [https://todaysmeet.com/KodiakEva  
Team](https://todaysmeet.com/KodiakEvaTeam)

# The KIBSD Story

- \* Prologue: Marilyn
- \* Impact on Instruction: Kerry
- \* Impact on an Individual: Stephen
- \* Impact on Leadership: Stewart
- \* Impact on the System: Marilyn

# The Prologue

- \* All Docs are available in pdf at [www.kibsd.org](http://www.kibsd.org)
- \* Want them in Word? See one of us!

# Impact on Instruction

- \* Element 1: Providing clear learning goals and scales
- \* Element 2: Tracking student progress
- \* Element 4: Establishing Classroom Routines
- \* Element 24: Noticing when students are not engaged

## Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

### 1. Providing Clear Learning Goals and Scales (Rubrics)

The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.

#### Teacher Evidence

- Teacher has a learning goal posted so that all students can see it
- The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment
- Teacher makes reference to the learning goal throughout the lesson
- Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it
- Teacher makes reference to the scale or rubric throughout the lesson

#### Student Evidence

- When asked, students can explain the learning goal for the lesson
- When asked, students can explain how their current activities relate to the learning goal
- When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric

#### Scale Levels: *(choose one)*

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

# Impact on an Individual

\* [www.effectiveeducators.com](http://www.effectiveeducators.com)




# Impact on Leadership

\* [www.effectiveeducators.com](http://www.effectiveeducators.com)

# Impact on the System

\* [www.effectiveeducators.com](http://www.effectiveeducators.com)

A large, hand-drawn speech bubble with a thick black outline is centered on a light beige background with a fine, repeating dot pattern. The speech bubble has a tail pointing towards the bottom right. Inside the bubble, the words "Question, Reflect, Apply" are written in a bold, blue, sans-serif font, stacked vertically and centered.

**Question,  
Reflect,  
Apply**

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