

Kentucky Academic Standards Diagnostic

Component 1: Develops, in collaboration with district and building leadership teams, a plan for standards implementation and communicates the plan to all stakeholders.				
Level One	Level Two	Level Three	Level Four	Level Five
<ul style="list-style-type: none"> • Develops, in collaboration with district leadership team, a standards implementation process for all schools. • Communicates the standards implementation process to all stakeholders and establishes timelines. • Requires and engages all schools to implement professional learning and collaboration to: <ol style="list-style-type: none"> a. Interpret standards, deconstruction, unit development and assessment development b. Conduct gap analysis c. Revise curriculum guides d. Develop pacing guides, and e. Reflect on and refine new practices. • Supports all schools by providing resources (i.e., funding for teacher release time, materials, protocols, assistance). 	<ul style="list-style-type: none"> • Develops with limited involvement of schools, an implementation process for all schools. • Communicates the standards implementation process to all stakeholders. • Requires and engages all schools in implementing the plan by developing timelines for professional learning and collaboration to: <ol style="list-style-type: none"> a. Interpret standards, deconstruction, unit development and assessment development b. Conduct gap analysis c. Revise curriculum guides d. Develop pacing guides, and e. Reflect on and refine new practices. • Supplies some resources but fails to provide release time for collaborative work. 	<ul style="list-style-type: none"> • Develops and disseminates a standards implementation plan to all schools. • Expects schools to implement the plan independently without district assistance. • Supplies curriculum materials only. 	<ul style="list-style-type: none"> • Fails to develop a plan for standards implementation. 	<ul style="list-style-type: none"> •

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Component 2: Establishes and communicates expectations for high quality implementation of KAS.				
Level One	Level Two	Level Three	Level Four	Level Five
<ul style="list-style-type: none"> Creates expectations that all schools and teachers implement the standards with fidelity to provide a guaranteed curriculum for all students. Develops and utilizes collaboratively with staff, the knowledge, skills, and dispositions required for high-quality KAS implementation. Monitors fidelity of KAS implementation. Develops in collaboration with staff and utilizes a variety of protocols to self-monitor progress of implementation. Utilizes teacher leaders as PLC facilitators who collaborate with staff to implement standards. Develops capacity of PLC/teams to monitor quality and fidelity of implementation. Guides next steps with needed support systems (i.e., resources, personnel, and professional learning in specific topics). 	<ul style="list-style-type: none"> Creates expectations that all schools implement the standards with fidelity to provide a guaranteed curriculum for all students. Develops staff's knowledge and skills related to standards implementation Monitors fidelity of KAS implementation. Develops and utilizes a variety of protocols for staff to self-monitor progress of implementation. Utilizes teacher leaders as facilitators to collaborate with staff in the PLC process to implement standards. Guides next steps with need support systems (i.e., resources, personnel, and professional learning in specific topics). 	<ul style="list-style-type: none"> Develops school's awareness of a standards implementation process without setting the explicit expectations for implementation. Fails to provide district guidance or support of KAS implementation. 	<ul style="list-style-type: none"> Disseminates information about a standards implementation process. Fails to set expectations for standards implementation. 	<ul style="list-style-type: none">

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Component 3: Dedicates resources to implement the standards.				
Level One	Level Two	Level Three	Level Four	Level Five
<ul style="list-style-type: none"> Creates a district culture which supports long-term implementation of standards including multiple, ongoing opportunities for collaborative learning time. Maximizes resources (e.g., personnel, time, materials, and supplemental pay) to meet identified needs and enhance standards implementation. Designs professional learning to address, support, and enhance standards implementation (i.e., individual staff level, content area, school based or district wide needs). Ensures building leaders adjust school schedules to provide opportunities to staff collaboration. Requires all district and building leaders to engage stakeholders in all decisions regarding resources to support standards implementation. 	<ul style="list-style-type: none"> Provides time for staff to collaborate to implement standards (i.e., Growth Days, Early Release, substitutes for instructional time). Provides supports (i.e., substitutes, stipends, materials, and other needs-base training opportunities outside district or external providers). Identifies and provides professional learning opportunities to implement standards. Encourages building leaders to adjust school schedules to provide opportunities for staff collaboration. 	<ul style="list-style-type: none"> Provides some resources without an explicit standards implementation plan. Designs training that builds knowledge of KAS. Fails to create a consistent schedule for staff collaboration about standards implementation. 	<ul style="list-style-type: none"> Neglects to provide resources (i.e., time, personnel, materials, and finances) to support standards implementation. 	<ul style="list-style-type: none">