

MOVING FROM QPA TO QPS



The quality of Kansas public schools has been markedly improved since the Quality Public Accreditation process was adopted, but the minimum it sets often becomes a ceiling as well. Moving to higher standards should be implicit in the continuous improvement model and those standards are best exemplified in the KNEA definition of a **Quality Public School**. Use this rubric to see how your school fares and where your staff needs to focus to best benefit your students.

Standard	Four	Three	Two	One
Your school is learner centered.				
1. Your school has clear goals for learning.	All educational goals are clear and embraced by everyone.	Almost all goals are clear and accepted by nearly everyone.	Most goals are clear and accepted by most of the stakeholders.	School goals are ambiguous and not accepted by most stakeholders.
2. Your school expects success for all staff.	The entire school expects every staff member to succeed.	Nearly the entire school expects staff members to succeed.	The school expects most staff members to succeed.	The school has undefined expectations for staff success.
3. Your school expects success for all students.	The entire school expects every student to succeed.	Nearly the entire school expects every student to succeed.	The school has well-defined expectations and expects most students to succeed.	The school has poorly defined expectations and does not expect most students to succeed.
Your school has a caring, competent, and qualified teacher in every classroom.				
4. Teachers are assigned congruently with their certification and endorsements.	Every classroom has a properly certified teacher and most have advanced training in their subject area.	Every classroom has a properly certified teacher.	Nearly every classroom has a properly certified teacher.	Many classrooms do not have a properly certified teacher.
5. Teacher success is the priority over contracted supplementals.	Supplementals are always allocated with regard to teaching success.	Supplementals are almost always allocated with regard to teaching success.	Supplementals are usually allocated with regard to teaching success.	Supplementals are often allocated with no regard to teaching implications.
6. The assignment of new teachers to classes and students is calculated to ensure success.	Teaching assignments are always made with regard to ensure teaching success.	Teaching assignments are almost always made with regard to ensure teaching success.	Teaching assignments are usually made with regard to ensure teaching success.	Teaching assignments are made with little regard to ensure teaching success.
7. The teacher appraisal system evaluates whether teachers care for their students.	The appraisal system includes well-crafted caring criteria and effectively evaluates whether teachers deeply care for their students.	The appraisal system includes caring criteria and effectively evaluates whether teachers care for their students.	The appraisal system includes caring criteria and evaluates whether teachers care for their students.	The appraisal system does not include caring criteria that evaluates whether teachers care for their students.

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Your school seeks and accepts meaningful engagement of all staff, students, parents, and the community.				
8. Your school promotes and supports strong relationships between groups and members of groups	At every opportunity, relationships are encouraged and nourished among all stakeholders.	At nearly every opportunity, relationships are encouraged and nourished among all stakeholders.	At many opportunities, relationships are encouraged among stakeholders.	Relationships among stakeholders are often inadequate and suffer from a lack of support.
9. All persons embrace their responsibilities and see their roles as vital to the success of the school.	Everyone eagerly accepts his/her role in causing the school to succeed.	Almost everyone accepts his/her role in causing the school to succeed.	Most people accept their roles in causing the school to succeed.	Many people see themselves as irrelevant to school success.
Your school demands individual and collective accountability for student learning.				
10. All staff, parents, and students accept responsibility for student achievement.	The school insists that every person and every group accept appropriate responsibility for student success.	The school usually insists that every person and group accept appropriate responsibility for student success.	Most people usually accept responsibility for student success.	Many people see themselves as irrelevant to student success.
11. Your school provides meaningful learning opportunities.	Every lesson is replete with meaningful and engaging learning opportunities tailored to each student.	Almost every lesson includes meaningful learning opportunities tailored to each student.	Meaningful and engaging learning opportunities occur most of the time.	Lessons tend to be directed at the majority of the class and may lack a connectedness to the individual student.
12. Your school equally benefits students regardless of achievement.	Gaps in achievement do not exist regardless of disaggregation.	Gaps in achievement are minimal regardless of disaggregation.	Gaps in achievement are being addressed but are not entirely solved.	Gaps in achievement exist when one disaggregates.
Your school is organized to promote learning.				
13. Your school makes decisions based on student learning.	Every decision is based on what students need to learn and how to accomplish that goal.	Almost every decision is based on what students need to learn and how to accomplish that goal.	Most decisions are based on what students need to learn and how to accomplish that goal.	Many decisions are not directly based on what students need to learn.

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14. Your school expects collaboration and provides time for in-depth planning by the staff.	Collaboration is a deeply embedded value supported by allocating sufficient time for high quality planning.	Collaboration is strongly supported through the allocation of sufficient time for quality planning.	Collaboration is supported through the allocation of sufficient time for planning.	Collaboration is poorly supported and planning time is insufficient.
15. Your school has class size limits of fewer than 19 in the first through third grades.	Every classroom in grades 1-3 has fewer than 19 students.	Almost every classroom in grades 1-3 has fewer than 19 students.	A strong effort is made to limit class sizes in grades 1-3 to fewer than 19 students.	Class sizes are determined by other factors than maximizing student success.
Your school has the necessary financial, political, and technical (all other necessary help) support.				
16. Your school is a part of a system of agencies and organizations.	The system of agencies and organizations is seamless and community-wide.	The system of agencies and organizations is coordinated and community-wide.	The system of agencies and organizations is extensive and effective.	The system of agencies and organizations is fragmented.
17. Your system regards student success as a measure of its own success.	The system has a deeply rooted culture of self-assessment based on student success.	The system has a culture of self-assessment based on student success.	The system generally regards student success as a measure of its own success.	The system has an assessment independent of its impact on students.
18. Your school receives the resources to accelerate learning.	Abundant resources ensure multiple and high-quality opportunities for students.	Excellent resources ensure high-quality opportunities for students.	Adequate resources ensure many opportunities for students.	Resources are inadequate for students to progress independently.
19. Your school receives the resources to create a safe environment that is conducive to learning.	Abundant resources ensure a safe and nurturing learning environment.	Excellent resources ensure a safe and nurturing learning environment.	Adequate resources ensure a safe learning environment.	Resources are inadequate to create a safe learning environment for students.
Your school maximizes teacher success.				
20. Your school offers effective induction for new teachers.	The induction program includes comprehensive orientation, a focus on exemplary teaching skills, peer assistance from a trained consulting teacher, and is at least two years in duration.	The induction program includes orientation, a focus on teaching skills, peer assistance from a trained consulting teacher, and is at least two years in duration.	The induction program includes orientation, a focus on teaching skills, and peer assistance from a trained consulting teacher.	The induction program is inadequate or nonexistent.

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21. Your school offers quality mentoring.	The mentoring program includes generous funding of the program, strict provisions on confidentiality, and stipulates that mentees must be highly trained in the appropriate roles they play.	The mentoring program includes adequate funding of the program, provisions on confidentiality, and stipulates that mentees must be trained in the appropriate roles they play.	The mentoring program includes funding of the program, provisions on confidentiality, and stipulates that mentees must be trained in the appropriate roles they play.	The mentoring program has inadequate funding of the program, insufficient provisions on confidentiality, and/or the mentees are poorly trained in the roles they should play.
22. Your school offers a quality peer assistance program.	The peer assistance program includes generous funding of the program, strict provisions on confidentiality, and stipulates that consulting teachers must be highly trained in observation and coaching.	The peer assistance program includes adequate funding of the program, provisions on confidentiality, and stipulates that consulting teachers must be highly trained in observation and coaching.	The peer assistance program includes funding of the program, provisions on confidentiality, and stipulates that consulting teachers must be trained in observation and coaching.	The peer assistance program has inadequate funding of the program, insufficient provisions on confidentiality, and/or the consulting teachers are poorly trained in observation and coaching.
23. Your school offers meaningful evaluation for improvement of instruction.	The evaluation system reflects research-based standards, is systematic and continuous, focuses on high quality professional growth, and is integrally supported by a system of professional development.	The evaluation system reflects research-based standards, is systematic and continuous, focuses on professional growth, and is integrally supported by a system of professional development.	The evaluation system reflects clear standards, is systematic and continuous, focuses on professional growth, and is supported by a system of professional development.	The evaluation system is not standards based, is fragmented, and lacks support beyond the event itself.
24. Your school offers job-embedded professional development that meets the teachers' needs.	Professional development is highly job-embedded, reflective, and tightly focused on student learning and school and personal improvement and includes evaluation, feedback, coaching and follow-up.	Professional development is job-embedded, reflective, and focused on student learning and school and personal improvement and includes evaluation, feedback, coaching and follow-up.	Professional development is job-embedded, and focused on student learning and school improvement.	Professional development is not job-embedded and is often a haphazard series of unrelated events without planning or follow-up.

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25. Your school offers support for National Board Certification.	The support includes enthusiastic encouragement to attain the certification, district payment of the fees, generous release time, supplies, and an ample stipend for the life of the certificate.	The support includes encouragement to attain the certification, partial payment of the fees, adequate release time, supplies, and a stipend for the life of the certificate.	The support includes minimal release time, and a stipend for the life of the certificate.	The support is inadequate. There is no stipend beyond the state payment and release time is inadequate or nonexistent.
The staff of your school has clarity of purpose.				
26. The staff of your school cultivates and maintains a focused vision that evolves over time.	Every staff member has a deep and thorough understanding of the shared school vision and embraces his/her responsibility in revising the vision as needed.	Almost every staff member has a thorough understanding of the shared school vision and embraces his/her responsibility in revising the vision as needed.	Most staff members have a thorough understanding of the shared school vision and accept their responsibilities in revising the vision.	Many staff members have a poor understanding of the school vision and do not accept responsibility for revising the vision as needed.
The staff of your school is willing to change to ensure that all students can learn.				
27. The staff of your school approaches school with an attitude of inquiry.	Every staff member exhibits a high level of professional inquiry.	Almost every staff member exhibits a high level of professional inquiry.	Most staff members exhibit an acceptable level of professional inquiry.	Most staff members exhibit an unacceptable level of professional inquiry.
28. The staff of your school routinely reflects on practice.	Every staff member exhibits a very high level of professional reflection.	Almost every staff member exhibits a high level of professional reflection.	Most staff members exhibit an acceptable level of professional reflection.	Most staff members exhibit an unacceptable level of professional reflection.
29. The staff of your school bases all change on the needs of students.	Every staff member bases all change on the needs of every student and exhibits a very high level of flexibility in professional practice.	Almost every staff member bases all change on the needs of every student and exhibits a high level of flexibility in professional practice.	Most staff members base change on the needs of most students and exhibit an acceptable level of flexibility in practice.	Most staff members do not base change on the needs of students and are often inflexible in professional practice.

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The staff of your school chooses strategies based on evidence of success.				
30. The staff of your school continuously assesses student and school progress.	Every staff member engages in a continual assessment of student and school progress.	Almost every staff member engages in a continual assessment of student and school progress.	Most staff members engage in continuous assessment of student and school progress.	Most staff members infrequently assess student and school progress and may not choose strategies based on likely success.
31. The staff of your school chooses strategies and methods that are supported by research or by professional experiences.	Every staff member always chooses strategies or methods supported by research or professional experiences.	Almost every staff member chooses strategies or methods supported by research or professional experiences.	Most staff members choose strategies or methods supported by research or professional experiences.	Most staff members do not choose strategies or methods supported by research or professional experiences.
32. The school supports systematic, collaborative problem-solving by all stake-holders.	At every opportunity, problem-solving is utilized by all stakeholders.	At nearly every opportunity, problem-solving is utilized by almost every stakeholder.	At most opportunities, problem-solving is utilized by most stakeholders.	Collaborative problem-solving is often not used by many stakeholders.
33. The school supports innovative approaches consistent with school improvement goals.	At every opportunity, the school encourages and supports focused, effective, and innovative strategies.	At nearly every opportunity, the school supports focused, effective, and innovative strategies.	At many opportunities, the school supports focused and innovative strategies.	Innovation is poorly supported or is inconsistent with school goals.

*Rubric developed by Kansas NEA
Quality Public Schools Workteam
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