# Kentucky Academic Standards Diagnostic

## Component 1: Develops, in collaboration with district building leadership teams, a plan for standards implementation and communicates the plan to all stakeholders.

| Descriptor | Evidence of Implementation | No Evidence of Implementation | Notes/Evidence |
| --- | --- | --- | --- |
| Develops, in collaboration with district leadership team, a standards implementation process for all schools. |[ ] [ ]  Click or tap here to enter text. |
| Communicates the standards implementation process to all stakeholders and establishes timelines. |[ ] [ ]  Click or tap here to enter text. |
| Requires and engages all schools to implement professional learning and collaboration to: 1. Interpret standards, deconstruction, unit development and assessment development
2. Conduct Gap Analysis
3. Revise curriculum guides
4. Develop pacing guides, and
5. Reflect on and refine new practices
 |[ ] [ ]  Click or tap here to enter text. |
| Supports all schools by providing resources (i.e., funding for teacher release time, materials, protocols, assistance). |[ ] [ ]  Click or tap here to enter text. |

## Component 2: Establishes and communicates expectations for high quality implementation of KAS.

| Descriptor | Evidence of Implementation | No Evidence of Implementation | Notes/Evidence |
| --- | --- | --- | --- |
| Creates expectations that all schools and teachers implement the standards with fidelity to provide a guaranteed curriculum for all students. |[ ] [ ]  Click or tap here to enter text. |
| Develops and utilizes (collaboratively with staff) the knowledge, skills, and dispositions required for high-quality KAS implementation. |[ ] [ ]  Click or tap here to enter text. |
| Monitors the fidelity of KAS implementation. |[ ] [ ]  Click or tap here to enter text. |
| Develops and utilizes (in collaboration with staff) a variety of protocols to self-monitor progress of implementation. |[ ] [ ]  Click or tap here to enter text. |
| Utilizes teacher leaders as PLC facilitators who collaborate with staff to implement standards. |[ ] [ ]  Click or tap here to enter text. |
| Develops capacity of PLC/teams to monitor quality and fidelity of implementation. |[ ] [ ]  Click or tap here to enter text. |
| Guides next steps with needed support systems (i.e., resources, personnel, and professional learning in specific topics). |[ ] [ ]  Click or tap here to enter text. |

## Component 3: Dedicates resources to implement the standards.

| Descriptor | Evidence of Implementation | No Evidence of Implementation | Notes/Evidence |
| --- | --- | --- | --- |
| Creates a district culture which supports long-term implementation of standards including multiple, on-going opportunities for collaborative learning time. |[ ] [ ]  Click or tap here to enter text. |
| Maximizes resources (e.g., personnel, time, materials, and supplemental pay) to meet identified needs and enhance standards implementation. |[ ] [ ]  Click or tap here to enter text. |
| Designs professional learning to address, support, and enhance standards implementation (i.e., individual staff level, content area, school based or district wide needs). |[ ] [ ]  Click or tap here to enter text. |
| Ensures building leaders adjust school schedules to provide opportunities for staff collaboration. |[ ] [ ]  Click or tap here to enter text. |
| Requires all district and building leaders to engage stakeholders in all decisions regarding resources to support standards implementation. |[ ] [ ]  Click or tap here to enter text. |