Kairos Academies: St. Louis

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The Kraken Excellence in Personalized Teaching Rubric
The KEPT Rubric

The KEPT Rubric - Executive Summary

Purpose:

The Kraken Excellence in PersonalizedArms for Excellent Teaching (KEPT) Rubric is a tool for evaluation, coaching, and personal development.

It is evaluative because it includes criteria that a teacher, coach, or manager can use to rate instruction using a rubric. The criteria are designed to be objective (i.e., straightforward and not highly subject to different interpretations), which helps ensure fair, consistent measurement of classroom instruction across the network. Its goal is to help an educator understand "What am I doing well?" and "What can I adjust to improve my students' learning?"

This type of clarity leads to growth—and this is where the coaching and personal development elements come in. The skills and associated resources for each Arm are designed to help a teacher coach themselves' in an area they want to improve in or to be used jointly by a teacher and their manager or coach to work on a skill together

The KEPT Rubric is used to describe and assess teacher performance across five Arms:
1. **Content**: Are students engaged in content aligned to the appropriate standards for their subject and grade?
2. **Culture:** Are students joyfully engaged in a positive learning environment?
3. **Facilitation of Learning:** Are students maximizing their personal learning experience?
4. **Ownership:** Are students doing the thinking?
5. **Data Driven:** Are students demonstrating that they are learning?
6. **Beyond the Lesson:** Do your overall actions support student learning?

Arms 1-5: Descriptors are structured to be observed during a single classroom observation.

Arm 6: Descriptors are cumulative in nature and structured to consider evidence and artifacts collected/observed over time.

The KEPT Rubric Includes:

Essential Questions: A core question is provided for each Arm to help understand student outcomes. In an effective teacher's classroom, the answer to each Essential Question is "yes".

Strand Descriptors: Descriptors of each Arm are used to differentiate five levels of performance: Exceptional, Advanced, Proficient, Novice and Pre-Novice. The KEPT Rubric uses descriptors that focus primarily on student actions and responses.

Kairos Core Values: Throughout the KEPT rubric there are references to our Core Values. When the Kairos community leans into our values of excellence, agency, diversity, and love, we create collective empowerment. These core values are investments that lay the foundation for the Arms of the KEPT Rubric.

Low Inference Evidence Examples: Low inference data is observable data expressed in a non-judgmental way. Examples are provided to see what types of evidence align with the strands of the KEPT rubric.

Table of Contents:

The KEPT Rubric | Executive Summary

Beliefs

The following beliefs about teaching inform how this rubric has been developed:

Everyone can improve:
- Sometimes it feels easier to have a growth mindset for students than for ourselves. But we know that a rating on a rubric does not define our worth as individuals or our potential as educators.
- The skills in the rubric are designed to help new and experienced teachers improve their teaching craft.

Students first:
- Because the goal of teaching is student learning, the rubric focuses first on student actions.
- We believe that the more teachers and coaches pay attention to what students are and are not learning, the more quickly instruction can improve.

Teacher actions can vary:
- The actions of the teacher also matter deeply, and some of those are included directly in the evaluation criteria. Many more are found in the 'Core Teacher Skills' section of the KEPT Rubric Companion Guide. The reason for this is to acknowledge that there can be many possible teacher actions that lead to positive student outcomes. In other words, the 'skills' section is not an exhaustive list – there are many other strong teaching skills.
- However, we do believe the skills included in the companion guide are tried-and-true and can help teachers improve. If you're a new teacher or looking for ideas to grow, we recommend this as a great place to start!

Rubric Orientation

The organization of the KEPT Rubric relates to the root-cause analysis framework called "Outcomes, Causes, Solutions" (OCS) that a teacher, coach, or manager can use to help improve instruction.

1. **Outcomes** - Always start by using each Arm's Essential Question to understand student outcomes.
2. **Causes** - Then ask, "What actions or inactions are leading to the outcomes?" Evidence from the various strand descriptors will help you answer that question.
3. **Solutions** – Use the KEPT Rubric Companion Guide to identify a solution that will improve the outcome.

While teacher managers are trained to use this OCS process to support teachers, many effective teachers themselves follow this thought process to reflect and plan their own ways to improve their craft as teachers.

Performance Levels

A key part of assigning accurate, consistent ratings is correctly distinguishing between different levels of performance. Below we offer specific guidance on the differences between all five performance levels. When observers use the KEPT Rubric, they select the rating where the strand descriptors most closely describes the observed performance, using a preponderance of evidence for each strand.

(1) NOT YET PROFICIENT - A teacher performing at the Not Yet Proficient (NYP) level shows more missed opportunities and negative evidence than they do positive evidence. They see positive evidence of the expected student outcomes less than 60 percent of the time.

(2) APPROACHING PROFICIENT A teacher performing at the Novice level sees the expected student outcomes some of the time and in some instances. At this level, teachers demonstrate some novice skills, but there is clear room for improvement. On the KEPT Rubric, "some" means "often," or 60-74 percent of the time.

(3) PROFICIENT A teacher performing at the Proficient level is not perfect, but clearly on the right track: They see the expected student outcomes most of the time, with most students, and in most instances. On the KEPT Rubric, "most" means "nearly always," or 75-89 percent of the time.

(4) ADVANCED A teacher performing at the Advanced level is seeing expected student outcomes nearly all of the time with nearly all students. On the KEPT Rubric, "all or almost all" means generally 90 percent of the time or higher. We believe that the best teachers—those capable of closing achievement gaps and helping all students reach their academic potential—consistently perform at the Advanced level.

(5) MASTER The Exceptional level on all focus areas starts with "All descriptors for 'Advanced' are met and at least one of the following types of evidence is demonstrated." This is because we don't expect all teachers to perform consistently at the Exceptional level; rather, Exceptional performance as described by the KEPT Rubric highlights "north star" practices, like students self-assessing or synthesizing diverse perspectives, that may not be reasonable to expect in every lesson. Across performance areas, Exceptional descriptors are characterized by strong student ownership and connections to academic and real-life goals.

The KEPT Rubric Structure | How to collect and interpret evidence?

Full Rubric (Page 1)
The first page for each Arm lists full strand descriptors which are used to differentiate five levels of performance: Master, Advanced, Proficient, Approaching Proficient and Not Yet Proficient.

Classroom Walkthrough Tool (Page 2)
The second pages of Arms 1-5 provide examples of low-inference evidence aligned with the strands of the KEPT rubric. In addition there is space to collect evidence for each strand descriptor, and to provide a brief evidence summary and rating, based on preponderance of evidence during a classroom observation. This space could also be used for individual self reflection. Arm 6 includes a space for teachers and coaches to collect evidence and artifacts over time.

The KEPT Rubric can be used by multiple roles for a number of purposes:

Teachers & Co-Teachers:

1. Personal Reflection (either by self-reflecting after a lesson, or after watching a recorded lesson of yourself)

2. Peer-to-Peer Feedback

3. Development and Support (including debriefing observations conducted by peers, coaches or leaders)

Coaches and Leaders:

1. Development and Support (Including debriefing observations with teachers or other leaders, identifying coaching supports, and identifying trends across school(s)/network)

2. Evidence Collection to support coaching and evaluation processes

Arm 1A: CONTENT
Are students engaged in content aligned to the appropriate standards for their subject and grade?

Lesson Internalization

Many grades and content areas across Kairos utilize curriculum that include lesson plans that are already prepared for teachers based on the Gradient Learning platform. These lessons still require internalization to be taught well. Arm 1A is written to reflect the knowledge, skills, & actions necessary to be able execute these pre-written lessons.

	1 - Not Yet Proficient	2 - Approaching Proficient	3 - Proficient	4 - Advanced
	Less than 60%	60-74%	75-89%	90%+
I	The lesson plan does not identify what students should know and be able to do.	The plan partially identifies what students should know and be able to do.	The plan identifies what students should know and be able to do, including for some students with IEPs, accommodations, and/or modifications.	The plan identifies what students should know and be able to do, including for all students with IEPs, accommodations, and/or modifications.
II	Very few of the exemplar responses reflect grade-level and/or IEP-aligned mastery and thinking.	Only some exemplar responses reflect grade- level and/or IEP-aligned mastery and thinking.	Most exemplar responses reflect grade-level and/or IEP-aligned mastery and thinking.	All or almost all exemplar responses reflect grade-level and/or IEP-aligned mastery and thinking.
III	Very few of the learning activities students will engage in are aligned to the objectives of the lesson and/or IEP goals, accommodations, and/or modifications.	Only some of the learning activities students will engage in are aligned to the objectives of the lesson and/or IEP goals, accommodations, and/or modifications.	Most of the learning activities students will engage in are aligned to the objectives of the lesson and/or IEP goals, accommodations, and/or modifications.	All or almost all of the learning activities students will engage in are aligned to the objectives of the lesson and/or IEP goals, accommodations, and/or modifications
IV	Very few instructional materials students will use (e.g., technology texts, questions, problems, exercises, and assessments) come from Gradient curriculum (where applicable) and some are not rigorous and/or aligned to standards.	Only some of the instructional materials students will use (e.g., technology, texts, questions, problems, exercises, and assessments) come from Gradient curriculum (where applicable) and/or are rigorous and aligned to standards.	Most of the instructional materials students will use (e.g., technology texts, questions, problems, exercises, and assessments) come from Gradient curriculum (where applicable) and/or are rigorous and aligned to standards.	All or almost all of the instructional materials students will use (e.g., technology, texts, questions, problems, exercises, assessments, independent work, centers, etc.) come from Gradient curriculum (where applicable) and/or are rigorous and aligned to standards
V	Very few or no students will have multiple opportunities in the lesson to express learning through writing or speaking using academic and grade-appropriate language.	Only some students will have multiple opportunities in the lesson to express learning through writing or speaking using academic and grade-appropriate language.	Most students will have multiple opportunities in the lesson to express learning through writing or speaking using academic and grade- appropriate language.	All or almost all students will have multiple opportunities in the lesson to express learning through writing or speaking using academic and grade-appropriate language.
VI	The teacher frequently does not deliver the lesson as planned. There are no adjustments to the lesson, or they do not increase student learning.	Some of the time, the teacher delivers the lesson as planned and/or makes lesson adjustments that increase learning for some students.	Most of the time, the teacher delivers the lesson as planned and/or makes lesson adjustments that increase student learning for most students.	All or almost all of the time, the teacher delivers the lesson as planned and/or makes lesson adjustments that increase learning for nearly all students
VII	The content students learn is not accurate and does not use academic language.	The content students learn is accurate and includes academic language some of the time.	The content students learn is accurate and includes academic language most of the time.	The content students learn is accurate and includes academic language all of the time.

MASTER (All descriptors for "Advanced" are met, and at least one of the following types of evidence is demonstrated)
- Students make connections between what they are learning and other content across disciplines, their historical context (local, state, and national), and/or their current lives.
- Students independently connect lesson content to real-world situations.
- Planning includes identifying misconceptions that students may struggle with, names key skills and knowledge that address those misconceptions, and plans for when the teacher will address those

Arm 1A: CONTENT
Are students engaged in content aligned to the appropriate standards for their subject and grade?

	Strand Expectations	Recommended Low-Inference Evidence to Collect	Not Yet	Approaching	Proficient	Advanced	Master
			<60%	60-74%	75-89%	90% +	90% + AND
I	The plan identifies what students should know and be able to do, including for all students with IEPs, accommodations, and/or modifications.	• Lesson Objectives • IEP goals/accommodations/modifications/special pops supports					
II	All or almost all exemplar responses reflect grade-level and/or IEP-aligned mastery and thinking.	• # of planned exemplar responses ○ # that reflect grade-level or IEP aligned mastery					
III	All or almost all of the learning activities students will engage in are aligned to the objectives of the lesson and/or IEP goals, accommodations, and/or modifications	• # of learning activities ○ # of activities aligned to objectives/IEP goals					
IV	All or almost all of the instructional materials students will use (e.g., technology, texts, questions, problems, exercises, assessments, independent work, centers, etc.) come from Gradient curriculum (where applicable) and/or are rigorous and aligned to standards	• Kairos curriculum materials • Other texts/questions/problems/ assessments • % of materials rigorous and aligned to standards					
V	All or almost all students will have multiple opportunities in the lesson to express learning through writing or speaking using academic and grade-appropriate language.	• # of planned opportunities for students to write and speak using academic and grade-appropriate language • # of students planned to take part in opportunities					
VI	All or almost all of the time, the teacher delivers the lesson as planned and/or makes lesson adjustments that increase learning for nearly all students	• Amount of time plan is being followed during instruction • # of lesson adjustments that increase student learning (and are there any missed opportunities?) • # of students benefited by lesson adjustments					
VII	The content students learn is accurate and includes academic language all of the time.	• Accurate content • Incorporation of academic language					

MASTER (All descriptors for "Advanced" are met, and at least one of the following types of evidence is demonstrated)

• Students make connections between what they are learning and other content across disciplines, their historical context (local, state, and national), and/or their current lives.	**YES / NO**
• Students independently connect lesson content to real-world situations.	**YES / NO**
• Planning includes identifying misconceptions that students may struggle with, names key skills and knowledge that address those misconceptions, and plans for when the teacher will address those	**YES / NO**

Evidence Summary | **Overall Rating for Arm 1A - Content**

	Not Yet	Approaching	Proficient	Advanced	Master

Arm 1B: CONTENT
Are students engaged in content aligned to the appropriate standards for their subject and grade?

Planning Your Own Lessons
Some grades and content areas at Kairos still require teachers to plan and write their own lessons. Arm 1B is written to include the components & actions necessary for a teacher to write and execute strong lessons

	1 - Not Yet Proficient	2 - Approaching Proficient	3 - Proficient	4 - Advanced
	Less than 60%	60-74%	75-89%	90%+
I	Lesson plan does not have objectives that identify what students should know and be able to do.	Lesson plan has some SMART objectives that identify what students should know and be able to do.	Lesson plan has SMART objectives that identify what students should know and be able to do, including for some students with IEPs, accommodations, and/or modifications.	Lesson plan has SMART objectives that identify what students should know and be able to do, including for all students with IEPs, accommodations, and/or modifications.
II	Lesson plan does not include key points that explain the essential knowledge and skills students must internalize to master the objectives.	Lesson plan includes some key points that explain the essential knowledge and skills students must internalize to master the objectives.	Lesson plan includes most key points that explain the essential knowledge and skills students must internalize to master the objectives.	Lesson plan includes all or almost all key points that explain the essential knowledge and skills students must internalize to master the objectives and why the objectives are important.
III	The lesson assessment is not aligned to the objectives and the rigor of the end of year exam and district assessments.	The lesson assessment is partially aligned to the objectives and the rigor of the end of year exam and district assessments.	The lesson assessment is aligned to the objectives and the rigor of the end of year exam and district assessments.	The lesson assessment is aligned to the objectives and the rigor of multiple assessments and pushes students to think critically.
IV	Very few of the learning activities students will engage in are aligned to the objectives of the lesson and/or IEP goals.	Only some of learning activities students will engage in are aligned to the objectives of the lesson and/or IEP goals,	Most of learning activities students will engage in are aligned to the objectives of the lesson and/or IEP goals.	All or almost all learning activities students will engage in are aligned to the objectives of the lesson and/or IEP goals.
V	Lesson plan does not include exemplar responses that reflect grade-level and/or IEPaligned mastery and thinking.	Lesson plan includes some exemplar responses that reflect grade-level and/or IEP-aligned mastery and thinking.	Lesson plan includes exemplar responses that mostly reflect grade-level and/or IEP-aligned mastery and thinking.	Lesson plan includes exemplar responses that all reflect grade-level and/or IEP-aligned mastery and thinking.
VI	Very few or no students will have multiple opportunities in the lesson to express learning through writing or speaking using academic language.	Only some students will have multiple opportunities in the lesson to express learning through writing or speaking using academic language.	Most students will have multiple opportunities in the lesson to express learning through writing or speaking using academic language.	All or almost all students will have multiple opportunities in the lesson to express learning through writing or speaking using academic language.
VII	The teacher frequently does not deliver the lesson as planned. There are no adjustments to the lesson, or they do not increase student learning.	Some of the time, the teacher delivers the lesson as planned and/or makes lesson adjustments that increase learning for some students.	Most of the time, the teacher delivers the lesson as planned and/or makes lesson adjustments that increase student learning for most students.	All or almost all of the time, the teacher delivers the lesson as planned and/or makes lesson adjustments that increase learning for nearly all students.
VIII	The content students learn is not accurate and does not use academic language.	The content students learn is accurate and includes academic language some of the time.	The content students learn is accurate and includes academic language most of the time.	The content students learn is accurate and includes academic language all of the time.
MASTER (All descriptors for "Advanced" are met, and at least one of the following types of evidence is demonstrated)				

- Students make connections between what they are learning and other content across disciplines, their historical context (local, state, and national), and/or their current lives.
- Students independently connect lesson content to real-world situations.
- Planning includes identifying misconceptions that students may struggle with, names key skills and knowledge that address those misconceptions, and plans for when the teacher will address those

Arm 1B: CONTENT
Are students engaged in content aligned to the appropriate standards for their subject and grade?

	Strand Expectations	Recommended Low-Inference Evidence to Collect	Not Yet <60%	Approaching 60-74%	Proficient 75-89%	Advanced 90% +	Master 90% + AND
I	Lesson plan has SMART objectives that identify what students should know and be able to do, including for all students with IEPs, accommodations, and/or modifications.	• SMART objectives • IEP goals/accommodations/modifications/special pops supports • Clear What & How Key Points					
II	Lesson plan includes all or almost all key points that explain the essential knowledge and skills students must internalize to master the objectives and why the objectives are important.	• Key points that explain essential knowledge and skills (any missed opportunities?) +Planned connections to why the objectives are important (Advanced)					
III	The lesson assessment is aligned to the objectives and the rigor of multiple assessments and pushes students to think critically.	• Assessment alignment to objectives • Assessment alignment to district assessments + Assessments provide opportunities to think critically. (Advanced)					
IV	All or almost all learning activities students will engage in are aligned to the objectives of the lesson and/or IEP goals.	• • # of learning activities o # of activities aligned to objectives/IEP goals					
V	Lesson plan includes exemplar responses that all reflect grade-level and/or IEP-aligned mastery and thinking.	• # of planned exemplar responses • # that reflect grade-level or IEP aligned mastery					
VI	All or almost all students will have multiple opportunities in the lesson to express learning through writing or speaking using academic language.	• # of planned opportunities for students to write and speak using academic language • # of students that will take part in planned opportunities					
VII	All or almost all of the time, the teacher delivers the lesson as planned and/or makes lesson adjustments that increase learning for nearly all students.	• Amount of time plan is being followed during instruction • # of lesson adjustments that increase student learning (and are there any missed opportunities?) • # of students benefited by lesson adjustments					
VIII	The content students learn is accurate and includes academic language all of the time.	• Accurate content • Incorporation of academic language					

MASTER (All descriptors for "Advanced" are met, and at least one of the following types of evidence is demonstrated)	
• Students make connections between what they are learning and other content across disciplines, their historical context (local, state, and national), and/or their current lives.	YES / NO
• Students independently connect lesson content to real-world situations.	YES / NO
• Planning includes identifying misconceptions that students may struggle with, names key skills and knowledge that address those misconceptions, and plans for when the teacher will address those	YES / NO
Evidence Summary	**Overall Rating for Arm 1B - Content**

	Not Yet	Approaching	Proficient	Advanced	Master

Arm 2: CULTURE
Are students joyfully engaged in a positive learning environment?

Student learning doesn't occur in a vacuum. Instead, it is a social process between teacher and students and among students themselves. Research consistently shows that students learn more in classrooms with a positive and DIVERSE climate. This Arm gathers evidence not only to see that students understand and follow behavioral expectations, but also that we live our values of LOVE and EXCELLENCE to ensure little to no time is wasted, and that praise and positive reinforcement is more EMPOWERING than redirections or critiques. Celebrations and supports create AGENCY.

	1 - Not Yet Proficient	2 - Approaching Proficient	3 - Proficient	4 - Advanced
	Less than 60%	**60-74%**	**75-89%**	**90%+**
I	Very few or no students complete instructional tasks when directed and follow classroom or individual behavioral expectations.	**Some** students complete instructional tasks when directed and follow classroom or individual behavioral expectations.	**Most** students complete instructional tasks when directed and follow classroom or individual behavioral expectations. .	**All or almost all** students complete instructional tasks when directed and follow classroom or individual behavioral expectations (BIPs)
II	Very few or no student actions that do not meet expectations are addressed in a consistent, least invasive manner.	**Some** student actions that do not meet expectations are addressed in a consistent, least invasive manner.	**Most** student actions that do not meet expectations are addressed in a consistent, least invasive manner. **Most** students hear more positive reinforcements than redirections.	**All** student actions that do not meet expectations are addressed in a consistent, least-invasive manner. **All or almost all** students hear more positive reinforcements than redirections. .
III	Students do not execute transitions, routines and procedures safely and in a way that maximizes learning time.	**Some** students execute transitions, routines, and procedures safely and in a way that maximizes learning time. **They may require substantial direction or narration from the teacher.**	**Most** students execute transitions, routines, and procedures safely and in a way that maximizes learning time. They require **some** direction or narration from the teacher.	**All or almost all** students execute transitions, routines, and procedures safely and in a way that maximizes learning time. They require **minimal** direction or narration from the teacher.
IV	Students are **left without work to do for a significant portion** of the class period.	Students **are idle** while waiting for the teacher or left with nothing to do **for one or two minutes at a time.**	Students are **idle only for short periods of time (less than one minute at a time)** while waiting for the teacher to provide directions, when finishing assigned work early, or during transitions.	Students are **engaged in the work of the lesson from start to finish** and display a sense of urgency about how time is used. Students **practice self management and responsible decision making** in independent and extended learning.
V	Student work is not displayed, or work displayed is not exemplar.	The physical environment displays exemplar student work based on achievement and/or growth that is up to date.	The physical environment displays exemplar student work based on achievement and/or growth that is up to date (**within 1 month**).	The physical environment displays exemplar student work based on achievement and/or growth that is up to date (**within 2 weeks**).
VI	Very few or no students participate in joyful habits or routines in the lesson and/or receive precise praise.	**Some** students participate in joyful habits or routines during the lesson and/or receive precise praise.	**Most** students participate in joyful habits or routines during the lesson and/or receive precise praise.	**All or almost all** students participate in joyful habits or routines during the lesson and/or receive precise praise.
VII	When asked 1 or more of the culture questions below (or similar questions), **very few or no** students indicate a sense of belonging in the classroom: o Do you feel connected to your teacher? o Does your class understand you as a person?	When asked 1 or more of the culture questions below (or similar questions), **some** students indicate a sense of belonging in the classroom: o Do you feel connected to your teacher? o Does your class understand you as a person?	When asked 1 or more of the culture questions below (or similar questions), **most** students indicate a sense of belonging in the classroom: o Do you feel connected to your teacher? o Does your class understand you as a person?	When asked 1 or more of the culture questions below (or similar questions), **all or almost all** students indicate a sense of belonging in the classroom: o Do you feel connected to your teacher? o Does your class understand you as a person?

o Do you believe your teacher cares about you?	o Do you believe your teacher cares about you?	o Do you believe your teacher cares about you?	o Do you believe your teacher cares about you?		

MASTER (All descriptors for "Advanced" are met, and at least one of the following types of evidence is demonstrated)
- Students redirect, celebrate, and encourage each other.
- Student identities are recognized, respected, and celebrated in the classroom by the teacher and other students.
- When students exhibit behavior that is unsafe (physically or psychologically), they are supported to reflect on what happened, repair the harm, and/or learn a replacement skill.
- The physical environment is utilized as a central tool for ongoing teaching. Artifacts change over time and are purposeful. Exemplar student work is posted and updated frequently.

Arm 2: CULTURE
Are students joyfully engaged in a positive learning environment?

	Strand Expectations	Recommended Low-Inference Evidence to Collect	Not Yet <60%	Approaching 60-74%	Proficient 75-89%	Advanced 90% +	Master 90% + AND
I	**All or almost all** students complete instructional tasks when directed and follow classroom or individual behavioral expectations (BIPs)	• # of students completing instructional tasks • # of students following behavioral expectations/directions					
II	**All** student actions that do not meet expectations are addressed in a consistent, least-invasive manner. **All or almost all** students hear more positive reinforcements than redirections. .	• # of times student actions do not meet expectations • # of times teacher addresses behavior that is not meeting expectations • # of opportunities to address behavior in a less-invasive manner • ADVANCED: Evidence of more positive reinforcements than redirections					
III	**All or almost all** students execute transitions, routines, and procedures safely and in a way that maximizes learning time. They require **minimal** direction or narration from the teacher.	• # of students safely executing transitions/routines/procedures • Amount of teacher redirection/narration needed? ((Substantial=N, Some = P, Minimal = A) • Length of time spent in transitions/routines/procedures					
IV	Students are **engaged in the work of the lesson from start to finish** and display a sense of urgency about how time is used. Students **practice self management and responsible decision making** in independent and extended learning.	• # of students engaged in work of lesson from start to finish • Idle time? • Meaningful work for students who finish work early? • ADVANCED: Evidence of self-management practices by students (Advanced					
V	The physical environment displays exemplar student work based on achievement and/or growth that is up to date (**within 2 weeks**).	• Student work posted based on achievement • Student work posted based on growth • PROFICIENT Within 1 month; • ADVANCED Within 2 weeks					
VI	**All or almost all** students participate in joyful habits or routines during the lesson and/or receive precise praise.	• # of students demonstrating joyful habits • # of students receiving precise praise					
VII	**All or almost all** students indicate a sense of belonging in the classroom: o Do you feel connected to your teacher? o Does your class understand you as a person? o Do you believe your teacher cares about you?	• % of students say yes to the indicated questions (or similar questions). Note that asking follow-up questions ("Why do you think that?") may also be helpful.					

MASTER (All descriptors for "Advanced" are met, and at least one of the following types of evidence is demonstrated)
- Students redirect, celebrate, and encourage each other. **YES / NO**
- Student identities are recognized, respected, and celebrated in the classroom by the teacher and other students. **YES / NO**
- When students exhibit behavior that is unsafe (physically or psychologically), they are supported to reflect on what happened, repair the harm, and/or learn a replacement skill. **YES / NO**

•	The physical environment is utilized as a central tool for ongoing teaching. Artifacts change over time and are purposeful. Exemplar student work is posted and updated frequently. **YES / NO**

Evidence Summary	Overall Rating for Arm 2 - Culture				
	Not Yet	Approaching	Proficient	Advanced	Master

Arm 3: FACILITATION OF LEARNING
Are students maximizing their personalized learning experience?

In order for our students to achieve the profile of a Kairos graduate - one who is a lifelong learner, a leader, a designer of their own story, and a connector - they must begin having agency and lead their personalized learning journey today. In order to do this, our teachers must act as facilitators of learning rather than the traditional "sage on stage."

	1 - Not Yet Proficient	2 - Approaching Proficient	3 - Proficient	4 - Advanced
	Less than 60%	60-74%	75-89%	90%+
I	The teacher has Independent Work time for the students to and it meets **zero or one** of the four key elements: o Shares and posts clear expectations and directions o Provides one-to-one support o Circulates the room consistently o Gives active in the moment feedback	The teacher has Independent Work time for the students to and it meets **two** of the six key elements: o Shares and posts clear expectations and directions o Provides one-to-one support o Circulates the room consistently o Gives active in the moment feedback	The teacher has Independent Work time for the students to and it meets **three** of the six key elements: o Shares and posts clear expectations and directions o Provides one-to-one support o Circulates the room consistently o Gives active in the moment feedback	The teacher has Independent Work time for the students to and it meets **all four** of the four key elements: o Shares and posts clear expectations and directions o Provides one-to-one support o Circulates the room consistently o Gives active in the moment feedback
II	The teacher has Collaborative Work time for the students to and it meets **zero or one** of the six key elements: o Creates structured learning experiences/stations o Shares rubric and exemplar with students o Projects work time on the board o Uses checkpoints to measure student's progress o Circulates the room consistently o Provides opportunities for peer feedback	The teacher has Collaborative Work time for the students to and it meets **two or three** of the six key elements: o Creates structured learning experiences/stations o Shares rubric and exemplar with students o Projects work time on the board o Uses checkpoints to measure student's progress o Circulates the room consistently o Provides opportunities for peer feedback	The teacher has Collaborative Work time for the students to and it meets **four or five** of the six key elements: o Creates structured learning experiences/stations o Shares rubric and exemplar with students o Projects work time on the board o Uses checkpoints to measure student's progress o Circulates the room consistently o Provides opportunities for peer feedback	The teacher has Collaborative Work time for the students to and it meets **all six** of the six key elements: o Creates structured learning experiences/stations o Shares rubric and exemplar with students o Projects work time on the board o Uses checkpoints to measure student's progress o Circulates the room consistently o Provides opportunities for peer feedback
III	The teacher does not monitor student work.	The teacher monitors student work by leveraging **one or two** of the four key components: o Active Feedback in Class o Exemplar in hand o Monitoring pathway o Name the lap and narrate	The teacher monitors student work by leveraging **three** of the four key components: o Active Feedback in Class o Exemplar in hand o Monitoring pathway o Name the lap and narrate	The teacher monitors student work by leveraging all **four** of the key components: o Active Feedback in Class o Exemplar in hand o Monitoring pathway o Name the lap and narrate
IV	Teacher does not stamp learning from the activity on the Gradient platform.	Teacher only stamps the main objective of the lesson from the activity on the Gradient platform.	Teacher stamps the objective and key points or essential understandings from the activity on the Gradient platform.	Teacher stamps the objective; key points or essential understandings; and cognitive skills from the activity on the Gradient platform.

MASTER (All descriptors for "Advanced" are met, and at least one of the following types of evidence is demonstrated)
- Students independently drive thor work time
- Students lead remediation and extension groups with the teacher as coach
- External program or partner is successful with all students because of the actions the teacher takes to build the bridge (scaffolds, etc)

Arm 3: FACILITATION OF LEARNING
Are students maximizing their personalized learning experience?

		Strand Expectations	Recommended Low-Inference Evidence to Collect	Not Yet	Approaching	Proficient	Advanced	Master
				<60%	60-74%	75-89%	90% +	90% + AND
I		The teacher has Independent Work time for the students to and it meets **all four** of the six key elements: o Shares and posts clear expectations and directions o Provides one-to-one support o Circulates the room consistently o Gives active in the moment feedback	● Shares and posts clear expectations and directions ● Provides one-to-one support ● Circulates the room consistently ● Gives active in the moment feedback					
II		The teacher has Collaborative Work time for the students to and it meets **all six** of the six key elements: o Creates structured learning experiences/ stations o Shares rubric and exemplar with students o Projects work time on the board o Uses checkpoints to measure student's progress o Circulates the room consistently o Provides opportunities for peer feedback	● Creates structured learning experiences/ stations ● Shares rubric and exemplar with students ● Projects work time on the board ● Uses checkpoints to measure student's progress ● Circulates the room consistently ● Provides opportunities for peer feedback					
III		The teacher monitors student work by leveraging all **four** of the key components: o Active Feedback in Class o Exemplar in hand o Monitoring pathway o Name the lap and narrate	● Active Feedback in Class ● Exemplar in hand ● Monitoring pathway ● Name the lap and narrate					
IV		Teacher stamps the objective; key points or essential understandings	● Evidence of objectives, key points or essential understandings					

MASTER (All descriptors for "Advanced" are met, and at least one of the following types of evidence is demonstrated)

● Students self-assess whether they have achieved the lesson objective and provide feedback to the teacher.	**YES / NO**
● Students demonstrate that they make connections between what they are learning and how it advances their personal and professional goals.	**YES / NO**
● Students monitor their own progress, identify their own errors, and seek additional opportunities for practice.	**YES / NO**

Evidence Summary	Overall Rating for Arm 3 - Facilitation				
	Not Yet	Approaching	Proficient	Advanced	Master

Arm 4: OWNERSHIP OF LEARNING

Are students responsible for doing the thinking in this class from start to finish?

With the Culture Arm above, we're measuring the extent to which students are engaged, kind of like the speedometer in a car, i.e., are students moving down the road? With this guidepost, however, we are measuring the depth of that engagement, which is more like the tachometer in a car, i.e., how much effort do students have to exert to move down the road? It's important that students aren't just on-task, but also that they find their work interesting, enjoy doing it, concentrate deeply and collaborate with others, a concept also known in psychology as "flow". In The Opportunity Myth, TNTP found that students in classrooms where they felt this flow-like level of ownership learned nearly a month's more content over the course of the school year compared to classrooms where students did not report higher levels of ownership. We create AGENCY by creating ownership opportunities for students to voice their perspectives and experiences.

	1 - Not Yet Proficient	2 - Approaching Proficient	3 - Proficient	4 - Advanced
	Less than 60%	60-74%	75-89%	90%+
I	Very few or no students complete work aligned to the rigor of the objective, IEP goals, and/or DI skill during the lesson, such as reading, writing, discussion, analysis, computation, playing, competing, or problem solving, given the focus of the lesson. The teacher completes all or almost all of the cognitive work.	Some students complete work aligned to the rigor of the objective, IEP goals, and/or DI skill during the lesson, such as reading, writing, discussion, analysis, computation, playing, competing, or problem solving, given the focus of the lesson. The teacher completes most or a very small number of students complete most of the cognitive work.	Most students complete work aligned to the rigor of the objective, IEP goals, and/or DI skill during the lesson, such as reading, writing, discussion, analysis, computation, playing, competing, or problem solving, given the focus of the lesson. The teacher completes some of the cognitive work (i.e., expands on student responses) that students could own.	**All or almost all students** complete work aligned to the rigor of the objective, IEP goals, and/or DI skill during the lesson, such as reading, writing, discussion, analysis, computation, playing, competing, or problem solving, given the focus of the lesson. The teacher rarely finishes any of the cognitive work that students could own.
II	Very few or no students provide grade-level and/or IEP-aligned spoken or written evidence to support their thinking using academic language and complete sentences (or on-level spoken language, for DI students).	Some students provide grade-level and/or IEP-aligned spoken or written evidence to support their thinking using academic language and complete sentences (or on-level spoken language, for DI students).	Most students provide grade-level and/or IEPaligned spoken or written evidence to support their thinking using academic language and complete sentences (or on-level spoken language, for DI students).	**All or almost all students** provide grade-level and/or IEP-aligned spoken or written evidence to support their thinking using academic language and complete sentences (or on-level spoken language, for DI students).
III	The teacher follows very few planned opportunities in release thinking to students.	The teacher follows some planned opportunities in release thinking to students.	The teacher follows most planned opportunities in release thinking to students.	The teacher follows **all or almost all** planned opportunities in release thinking to students.
IV	Students respond negatively to their peers' thinking, ideas, or answers.	Students do not respond to their peers' thinking, ideas, or answers, or do not provide feedback.	Students respond to their peers' thinking, ideas or answers and provide feedback to their classmates.	Students respond to **and build** on their peers' thinking, ideas or answers. Students routinely **provide constructive feedback** to their classmates and **respond productively** when a peer

				answers a question incorrectly or when students do not agree with the response.

MASTER (All descriptors for "Advanced" are met, and at least one of the following types of evidence is demonstrated)
● Students synthesize diverse perspectives or points of view during the lesson.
● Students independently show enthusiasm and interest in taking on advanced or more challenging content.

Arm 4: OWNERSHIP OF LEARNING
Are students responsible for doing the thinking in this class from start to finish?

		Strand Expectations	Recommended Low-Inference Evidence to Collect	Not Yet <60%	Approaching 60-74%	Proficient 75-89%	Advanced 90% +	Master 90% + AND
	I	Students complete work aligned to the rigor of the objective, IEP goals, and/or DI skill during the lesson, such as reading, writing, discussion, analysis, computation, playing, competing, or problem solving, given the focus of the lesson.	● # of students completing work aligned to rigor or objective, IEP goal, ● # of students completing work that is low rigor/approaching objective and/or IEP goal					
	II	Students provide grade-level and/or IEP-aligned spoken or written evidence to support their thinking using academic language and complete sentences (or on-level spoken language, for DI students).	● # of students providing meaningful oral or written evidence to support thinking ● # of students using academic language ● # of students answering in complete sentences (or on-level spoken language)					
	III	The teacher follows planned opportunities in releasing thinking to students.	● # of planned opportunities to release thinking to students • # of times teacher executes planned opportunity					
	IV	Students respond to and build on their peers' thinking, ideas or answers. + Students routinely provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when students do not agree with the response.	● # of opportunities for students to build on peer's thinking/answers ○ # of students that respond and build on peer's thinking/answers ● ADVANCED Evidence of constructive/productive feedback from students					

MASTER (All descriptors for "Advanced" are met, and at least one of the following types of evidence is demonstrated)	
● Students synthesize diverse perspectives or points of view during the lesson.	YES / NO
● Students independently show enthusiasm and interest in taking on advanced or more challenging content.	YES / NO
● IEP students correct self and others during class and/or when the teacher gives feedback, students can self-correct their work using the teacher's feedback.	YES / NO

Evidence Summary	Overall Rating for Arm 4 - Ownership				
	Not Yet	Approaching	Proficient	Advanced	Master

Arm 5: DATA DRIVEN

Are students demonstrating they are learning?

College- and career-readiness is our promise to students and their families, but "a journey of a thousand miles begins with a single step". Over the past several decades, there has been a considerable amount of research showing that students make greater long-term gains in classrooms that measure and achieve shorter-term progress. Research consistently shows that data-driven instruction improves student learning, but only if we're actually using the data - not just collecting it. With this guidepost, we're making sure both the teacher and the students can act on the data collected. When and how during the lesson can we collect data? How can we adjust in real-time to support our students? Do students understand how they are performing? We EMPOWER our teacher sand students to thoughtfully use student data to help students achieve their goals and chase EXCELLENCE.

	1 - Not Yet Proficient Less than 60%	2 - Approaching Proficient 60-74%	3 - Proficient 75-89%	4 - Advanced 90%+
I	Questions, tasks or assessments **do not yield data** that allows the teacher to assess students' progress toward learning goals.	Questions, tasks or assessments yield data that only **partially allows the teacher to assess** students' progress toward learning goals.	Questions, tasks or assessments yield data that **allows the teacher to assess** students' progress toward learning goals.	Questions, tasks or assessments yield data that allows the teacher to assess students' progress toward learning goals and **help pinpoint where understanding breaks down.**
II	Teacher **does not successfully adjust** instruction throughout the lesson in response to data.	Teacher **attempts to adjust** instruction throughout the lesson in response to data (i.e., student oral or written responses to checks for understanding or independent practice, with varying success).	Teacher **occasionally demonstrates the ability to successfully adjust** instruction throughout the lesson in response to data (i.e., student oral or written responses to checks for understanding or independent practice).	Teacher **consistently** demonstrates the ability to successfully adjust instruction throughout the lesson in response to data (i.e., student oral or written responses to checks for understanding or independent practice).
III	**Very few or no students** monitor and track their own progress based on peer and teacher feedback and can articulate their goals and what they are working on to achieve them.	**Some students** monitor and track their own progress based on peer and teacher feedback and can articulate their goals and what they are working on to achieve them.	**Most students** monitor and track their own progress based on peer and teacher feedback and can articulate their goals and what they are working on to achieve them.	**All or almost all students** monitor and track their own progress based on peer and teacher feedback and can articulate their goals and what they are working on to achieve them.
IV	Student responses, work and interactions demonstrate that most students are not on track to achieve stated or implied learning goals	Student responses, work and interactions demonstrate that some students are on track to achieve stated or implied learning goals.	Student responses, work and interactions demonstrate that most students are on track to achieve stated or implied learning goals.	Student responses, work and interactions demonstrate that all or almost all students are on track to achieve stated or implied learning goals.

Arm 5: DATA DRIVEN
Are students demonstrating they are learning?

	Strand Expectations	Recommended Low-Inference Evidence to Collect	Not Yet	Approaching	Proficient	Advanced	Master
			<60%	60-74%	75-89%	90% +	90% + AND
I	Questions, tasks or assessments yield data that allows the teacher to assess students' progress toward learning goals and **help pinpoint where understanding breaks down.**	● # of questions/tasks/assessments observed ● # that yield data that allows the teacher to assess student progress ● towards goals ● ADVANCED Evidence that questions/tasks/assessments pinpoint ● where misunderstanding breaks down					
II	Teacher **consistently** demonstrates the ability to successfully adjust instruction throughout the lesson in response to data (i.e., student oral or written responses to checks for understanding or independent practice).	● # of opportunities to address misunderstanding based on student ● response ● # of times teacher attempted to adjust instruction ● # of times attempt was successful					
III	**All or almost all students** monitor and track their own progress based on peer and teacher feedback and can articulate their goals and what they are working on to achieve them.	● # of students monitoring and tracking their progress ● # of students that can articulate goals/how they are working on ● achieving them					
IV	Student responses, work and interactions demonstrate that all or almost all students are on track to achieve stated or implied learning goals.	● # of Student work/responses that demonstrate progress towards goals ● # of Student work/responses/interactions demonstrate students on ● track to achieve learning goal (end of lesson)					
MASTER (All descriptors for "Advanced" are met, and at least one of the following types of evidence is demonstrated)							
● Students self-assess whether they have achieved the lesson objective and provide feedback to the teacher.							YES / NO
● Students demonstrate that they make connections between what they are learning and how it advances their personal and professional goals.							YES / NO
● Students monitor their own progress, identify their own errors, and seek additional opportunities for practice.							YES / NO

Evidence Summary	Overall Rating for Arm 5 Data Driven				
	Not Yet	Approaching	Proficient	Advanced	Master

Arm 6: BEYOND THE CLASSROOM
Are overall actions aligned with the Kairos values and supporting personalized learning?

What happens outside of class time and individual lessons can have just as big of an impact on students as what happens during class time. Students not only benefit from timely feedback, but also a strong partnership with their family. Furthermore, teachers who are clear on their current performance know what to focus on are the most likely to grow. With this section, we both honor and assess your work outside of individual lessons. Evidence and feedback for these topics are cumulative in nature, as opposed to Arms 1-5 which are structured to be observed during a single classroom observation. By prioritizing these beyond the classroom strands we show LOVE to our community by always maintaining a high standard of honest and ethical behaviors for ourselves. We EMPOWER our community by contributing to a desirable DIVERSE environment for colleagues, students, and families.

	1 - Not Yet Proficient Less than 60%	2 - Approaching Proficient 60-74%	3 - Proficient 75-89%	4 - Advanced 90%+
I	Students rarely receive graded work within a week. Grading rarely includes additional details to tell students what to continue and what to fix.	Students inconsistently receive graded work within a week. Grading inconsistently includes additional details to tell students what to continue and what to fix.	Students consistently receive graded work within a week. Grading sometimes includes additional details to tell students what to continue and what to fix.	Students always or almost always receive graded work within a week. Grading usually includes additional details to tell students what to continue and what to fix.
II	Families rarely receive information about students' progress.	Families receive information about students' progress on an inconsistent basis.	Families receive information about students' progress at least monthly.	Families receive information about students' progress on a weekly basis
III	Action steps and feedback are rarely implemented.	Action steps and feedback are implemented some of the time.	Action steps and feedback are implemented most of the time.	Action steps and feedback are implemented all or nearly all of the time.
IV	The physical environment and seating chart do not support the learning objectives and the needs of learners.	The physical environment and seating chart support the learning objectives and the needs of some learners.	The physical environment and seating chart support the learning objectives and the needs of most learners.	The physical environment and seating chart support the learning objectives and the needs of all or almost all learners.
V	The teacher rarely attends and participates in required professional development and family, campus & community meetings or events; and/or there is limited or no evidence that the teacher is implementing learnings.	The teacher attends, participates in, and implements learnings from required professional development and family, campus & community meetings or events some of the time.	The teacher attends, participates in, and implements learnings from required professional development and family, campus & community meetings or events most of the time.	The teacher attends, participates in, and implements learnings from required professional development and family, campus & community meetings or events all or nearly all of the time.

	The teacher rarely maintains high standards of honest and ethical behaviors, including as explained in the employee handbook.	The teacher maintains high standards of honest and ethical behaviors, including as explained in the employee handbook some of the time.	The teacher maintains high standards of honest and ethical behaviors, including as explained in the employee handbook most of the time.	The teacher maintains high standards of honest and ethical behaviors, including as explained in the employee handbook all or nearly all of the time.
VI				

MASTER (All descriptors for "Advanced" are met, and at least one of the following types of evidence is demonstrated)

- **Students make connections between what they are learning and other content across disciplines, their historical context (local, state, and national), and/or their current lives.**
- **Students independently connect lesson content to real‑world situations.**
- **Planning includes identifying misconceptions that students may struggle with, names key skills and knowledge that address those misconceptions, and plans for when the teacher will address those**

Arm 6: BEYOND THE CLASSROOM
Are overall actions aligned with the Kairos values and supporting personalized learning?

I. Students receive graded work within a week. Grading includes additional details to tell students what to continue / fix. (Advanced = always or almost always receive + usually included add'l details)							
Date of Assignment	Date Work Returned	Within a week?	Did graded work include details of what to continue / fix?	Date of Assignment	Date Work Returned	Within a week?	Did graded work include details of what to continue / fix?

II. Families receive information about students' progress. (Advanced = weekly basis)			
Date of Family Communication	Description	Date of Family Communication	Description

III. Action steps and feedback are implemented. (Advanced = all or nearly all of the time)		
Date of Feedback	Action Step Provided	Evidence of implementation (Include date)

IV. The physical environment and seating chart support the learning objectives and the needs of learners (Advanced = all or nearly all learners)		
Date of WalkThrough	Physical Environment Evidence	Evidence of implementation (Include date)

V. The physical environment and seating chart support the learning objectives and the needs of learners (Advanced = all or nearly all learners)		
Date of PD/Meeting	Topic covered / to be implemented	Evidence of implementation (Include date)

Evidence Summary	Overall Rating for Arm 5 Data Driven				
	Not Yet	Approaching	Proficient	Advanced	Master

Appendix – Research References in KEPT Rubric

The KEPT Rubric Design and Contents is modeled and mirrored after IDEA Public School's GET Rubric.

College- and career-readiness is our promise to students and their families, but "a journey of a thousand miles begins with a single step". Over the past several decades, there has been a considerable amount of research showing that students make greater long-term gains in classrooms that measure and achieve shorter-term progress (i). Through the Guideposts, we are holding ourselves accountable to delivering results today while also moving students one step closer to their longer-term goals. Furthermore, by measuring students' success, we can use the data to support students during this and future lessons (see "Arm 5: Using Data").

Arm 1: Content - *Have you internalized what students should know and do? Do you follow your plan?*
Our students cannot be college- or career-ready if they are not given regular access to rigorous, grade-appropriate content. In fact, in The Opportunity Myth, TNTP found that students who consistently engage with grade-appropriate content experience the equivalent of nearly two additional months of learning! But how do we ensure students have access to strong content? Research shows that the most effective teachers "are able to mentally walk through their lessons beforehand"ii. With this guidepost, we are looking to see that teachers have engaged in this mental preparation, including developing exemplar student responses and internalizing instructional materials.

Arm 2: Culture - *Are students engaged in a positive learning environment?*
Student learning does not occur in a vacuum. Instead, it is a social process between teacher and students and among students themselves, and research consistently shows that students learn more in classrooms with a positive climate (iii) . With this guidepost, we are not only looking to see that students understand and follow behavioral expectations, but also that little to no time is wasted, and that praise and positive reinforcement is used far more often than redirections or critiques.

Arm 3: Facilitation of Learning - *Are students maximizing their personalized learning experience?*

Arm 4: Ownership - *Are students doing the thinking?*
With the Culture guidepost above, we are measuring the extent to which students are engaged, kind of like the speedometer in a car, i.e., are students moving down the road? With this focus area, however, we are measuring the depth of that engagement, which is more like the tachometer in a car, i.e., how much effort do students have to exert to move down the road? It's important that students aren't just on-task, but also that they find their work interesting, enjoy doing it, concentrate deeply and collaborate with others (iv), a concept also known in psychology as "flow". In The Opportunity Myth, TNTP found that students in classrooms where they felt this flow-like level of ownership learned nearly a month's more content over the course of the school year compared to classrooms where students did not report higher levels of ownership (v) .

Arm 5: Data Driven - *Is data guiding instruction?*
Research consistently shows that data-driven instruction improves student learning (vi), but only if we are actually using the data - not just collecting it. In this focus area, we are making sure both the teacher and the students can act on the data collected. When and how during the lesson can we collect data? How can we adjust in real-time to support our students? Do students understand how they are performing?

Arm 6: Beyond the Lesson - *Do your overall actions support student learning?*

What happens outside of class time and individual lessons can have just as big of an impact on students as what happens during class time. Students not only benefit from timely feedback, but also a strong partnership with their family(vii). Furthermore, teachers who are clear on their current performance know what to focus on are the most likely to grow(viii). With this section, we both honor and assess your work outside of individual lessons. Evidence and feedback for these topics are cumulative in nature, as opposed to Instructional Arms 1-5 which are structured to be observed during a single classroom observation.

i Boston, Carol. (2002). "The Concept of Formative Assessment". Practical Assessment, Research, and Evaluation: Vol. 8, Article 9. https://scholarworks.umass.edu/pare/vol8/iss1/9

ii McEwan, Elain. (2001). Ten Traits of Highly Effective Teachers. Sage Publications.

iii Ming-Te Wang, et al. (2020). "Classroom climate and children's academic and psychological wellbeing: A systematic review and meta-analysis". Developmental Review, Volume 57. https://doi.org/10.1016/j.dr.2020.100912

iv Shernoff, David & Csikszentmihalyi, Mihaly & Shneider, Barbara & Shernoff, Elisa. (2003). "Student Engagement in High School Classrooms from the Perspective of Flow Theory". School Psychology Quarterly. 18. 158-176. https://www.researchgate.net/publication/232520082_Student_Engagement_in_High_School_Classrooms_from_the_Perspective_of_Flow_Theory

v TNTP. (2018). "The Opportunity Myth". https://tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf

vi Datnow, A., V. Park, and P. Wohlstetter. (2007). "Achieving with Data: How High Performing School Systems Use Data to Improve Instruction for Elementary Students." University of Southern California: Center on Educational Governance. http://www.newschools.org/wp/wp-content/uploads/AchievingWithData.pdf

vii National Center on Safe and Supportive Learning Environments. "Family-School-Community Partnerships." U.S. Department of Education. https://safesupportivelearning.ed.gov/training-technicalassistance/education-level/early-learning/family-school-community-partnerships

viii TNTP. (2015). "The Mirage". https://tntp.org/assets/documents/TNTP-Mirage_2015.p