

KASAB (Knowledge, Attitudes, Skills, Aspirations, Behaviors) Based on the Functions of Curriculum Leads

The primary responsibility of curriculum leads is to develop the collective capacity of the organization to assure that all students are successful. We have identified eight functions of these individuals' work to assure just that - the capacity of the system and the success of the students. As curriculum leads, we must be leaders of curriculum, instruction, and assessment as well as data analysis, processes, professional learning, relationship building, performance, operations, and change.

Below you will find a chart providing a description and bottom line for each function as well as indicators of success based on the KASAB (i.e., knowledge, attitudes, skills, aspirations, and behavior).

Functions of Curriculum Leads	CIA	Data Analysis	Processes	Professional Learning	Relationship Building	Performance	Operations	Change
Description of Category	Leading alignment, implementing, and assessment of CIA.	Using data to inform, implement, monitor, and evaluate results-based decisions.	Establishing and monitoring common practices and procedures to assure alignment and achievement of initiatives and plans with district and building goals.	Modeling, expecting, and monitoring continuous learning of all.	Developing relationships of stakeholders focused on student learning.	Using consistent processes to develop, implement, manage, evaluate, and communicate achievement of results-based goals and initiatives informed by data.	Effectively and efficiently organizing and sustaining resources in the implementation of processes and systems to support teaching, learning, and organizational effectiveness.	Effectively and efficiently lead change and developing the capacity of others to deal with change.
Bottom Line	Focusing on creating a can-do culture in which all educators believe they are there to improve instruction so all kids can learn. It really is all about student success and the instruction to achieve the learning!	All stakeholders in each and every building must be data informed and results driven.	Processes are a must if we are to get the work done, achieve a common purpose, and build the capacity of the system to improve instructional practice and performance.	Continuous learning and continuous progress every day, everyone!	"Relationships! Relationships! Relationships! The conversations we have are the relationships that we build."	Gentle relentless pressure and ongoing support are the keys to assuring the capacity to achieve high expectations.	Our job as leaders of operations is to organize resources, processes, and systems to support learning.	Change is the only constant in education and life. Learn to deal with it!

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<p>Knowledge (K)</p>	<ul style="list-style-type: none"> ● Possesses a deep conceptual understanding of the Iowa Core. ● Understands both the learning and teaching within the content areas, including a picture of what instruction and assessment for learning look like. ● Knows avenues, such as a strengths-based approach, to develop teachers' content expertise. (Iowa Teaching Standard 2) ● Understands different approaches to review, adopt and implement curriculum and select/develop an approach that will work in the context of the district. 	<ul style="list-style-type: none"> ● Understands the role of data and evidence in informing decisions (i.e., data-informed and results-driven). ● Understands steps to build the capacity of educators to collect, summarize, analyze, and communicate data at the classroom, building, and district levels. ● Knows the purposes and steps for various assessments, including, screening, diagnostic, formative, and summative assessments. 	<ul style="list-style-type: none"> ● Understands systems thinking and the steps of action planning, including identification of current reality, desired state, gap analysis, root cause, goal setting, possible solutions, theory of change, actions). ● Understands MTSS (Multi-Tier System of Supports), including assessment, intervention systems, and resources. ● Knows how to bridge the gap among content, curriculum, professional learning, instruction, and assessment. ● Demonstrates awareness of various curriculum resources, including board policies, curriculum review processes and cycles, adoption of instructional resources, technology resources/ subscriptions. ● Understands the district's instructional framework or the importance of 	<ul style="list-style-type: none"> ● Stays current with curriculum leaders (e.g., Marzano, Hayes-Jacobs, Mooney, Mausbach, Ainsworth, Mattos, Dufour, McTighe, Hattie), supports (e.g., <i>Visible Learning, Understanding by Design, Art and Science of Teaching, Align the Design, School Leadership through the Seasons</i>) and learning theory. ● Understands roles and methods of coaching for student-centered learning. ● Understands the Iowa Professional Development Model and how to implement it within the context of the district and school(s). ● Understands current research and theory regarding effective leadership and practices (e.g., learning, curriculum, teaching). (ISSL 2g) ● Understands the need for clearly articulated high expectations with 	<ul style="list-style-type: none"> ● Understands how adults learn, how adult learning is different compared to student learning, and how to use this knowledge to build relationships among adult learners across the district. ● Understands how to balance role(s) and responsibilities in the district. ● Knows how to assist with improving student learning and instruction without being seen as evaluative or as an evaluator. ● Knows steps in coaching (e.g., Fierce, Cognitive, Crucial, Peer, Blended), including the ORID questioning skills. <p>The ORID (Objective, Reflective, Interpretive, Decisional) method of strategic questioning is a structured conversation, led by a facilitator, that moves towards a decision.</p>	<ul style="list-style-type: none"> ● Knows that external accountability must be preceded by internal accountability – accountability based on integrated building and district goals, clear expectations for all staff who are coached and evaluated often in the implementation of best practices and sound research, and the impact on student learning that is informed by data. ● Knows the steps of evaluating performance, including planning, conducting, and reporting our evaluation of programs and initiatives and their impact on students and their learning. 	<ul style="list-style-type: none"> ● Stays current on state reporting requirements, including: <ul style="list-style-type: none"> ○ CASA, CSIP & Desk Audits ○ Consolidated Applications (Title funds) ○ Differentiated Accountability ○ Student Count Day ○ Coordinating completion of different reports with other district administrators ○ Creation/Use of a calendar for due dates, tips for completing, etc. ○ Iowa School Performance Profile ● Stays aware of state testing requirements, policies, and procedures <ul style="list-style-type: none"> ○ Iowa State Assessment of Student Progress (ISASP) ○ ELPA 21 Screening and Summative Assessments for English Learners (EL) ○ Differentiated 	<ul style="list-style-type: none"> ● Demonstrates a deep understanding of the change process and recognizes that ALL school improvement efforts involve change at some level. ● Demonstrates a deep understanding of systems thinking and how it interrelates with the change process.
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			<p>implementing an instructional framework as a way to unify the entire system (learning, teaching, evaluation, professional learning, etc.).</p> <ul style="list-style-type: none"> • Explores processes/practices that turn “pockets of excellence” into a system-wide approach to learning (e.g., professional learning communities, hiring, evaluation, intensive assistance, data analysis, school improvement, evaluation of programs and initiatives, learning walks, classroom observations, facilitation of meetings, feedback, behavior expectations). 	<p>evidence of progress on a continuous basis.</p> <ul style="list-style-type: none"> • Knows best practices in monitoring for implementation and evaluating impact on student learning. 			<p>Assessment for Level III Special Education student)</p> <ul style="list-style-type: none"> • Develops deep understanding of special programs (e.g., Talented and Gifted, English Learners, Title I, Teacher Leadership), including yearly requirements, minimum to best practices, resources, reporting, state and AEA contacts/list servs. • Understands the current federal legislation impacting education (e.g., ESSA, Civil Rights Data Collection) and how it impacts districts. • Understands the foundational needs for an effective technology system that allows access to timely and high-quality data. 	
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Attitude (A)	<ul style="list-style-type: none"> • Believes that high expectations for learning require that all – students and 	<ul style="list-style-type: none"> • Believes that data-informed leadership is the anchor for increased learning 	<ul style="list-style-type: none"> • Believes that use of common practices/ processes build capacity in 	<ul style="list-style-type: none"> • Believes that all educators (e.g., teachers, principals, paraeducators, 	<ul style="list-style-type: none"> • Believes that listening, feedback and action are priorities in 	<ul style="list-style-type: none"> • Believes a key to student success is in the quality professional 	<ul style="list-style-type: none"> • Believes in the development of human capital of the school and district. 	<ul style="list-style-type: none"> • Believes that all students can learn. • Believes to create a sense of urgency we

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	educators – are students of and advocates for learning.	and data/evidence are the tools for focusing on learning and improving instructional practices. ● Sees it as his/her responsibility to collaboratively build a culture of inquiry and engage all educators in data-informed actions.	○ consistency of actions, ○ achievement of intended outcomes, ○ a system to support teaching, learning, and organizational effectiveness consistent with the district's vision and goals and student needs.	district administrators) can become even more effective through job-embedded professional learning experiences and coaching. ● Believes that all students and all educators - each and everyone of them - must constantly strive for increased success.	developing relationships with stakeholders. ● Values student voices through authentic opportunities for their involvement in the organizations.	practices of teachers and leaders.	● Believes that resources should be allocated equitably, not equally, in response to student learning needs.	must replace “obstacles to improvement” with their counterparts - purpose, focus, engagement, collaboration, and clarity in expectations. ● Believes that we must be a community of risk takers and learn through our mistakes and the “wisdom in the room.”
Skills (S)	<ul style="list-style-type: none"> ● Develops capacity in others to understand and increase knowledge of content and best instructional practices. (ISSL 1b) ● Develops skills in monitoring, coaching, and supporting educators to use established curriculum to do effective teaching to achieve intended learning aligned with district and/or building goals. 	<ul style="list-style-type: none"> ● Develops skills in using evidence to inform, implement, monitor, and evaluate results-based decisions. ● Develops skills in educators to use evidence to make effective instructional decisions for their students’ learning. ● Collaborates with other educators to involve students in the collection, analysis, and use of their own data to make good learning decisions. ● Ensures the ethical collection, storage, 	<ul style="list-style-type: none"> ● Selects/Develops and practices common sets of procedures/steps to move toward consistent and system-wide approaches to learning (e.g., professional learning communities, hiring, evaluation, intensive assistance, data analysis, school improvement, evaluation of programs and initiatives, learning walks, classroom observations, facilitation of meetings, behavior 	<ul style="list-style-type: none"> ● Designs and implements professional learning based on the following: <ul style="list-style-type: none"> ○ Informed by data ○ Reflecting current evidence-based practices ○ Differentiated to meet individual and group needs ○ Aligned with the Iowa Professional Development Model ○ Monitored and coached for implementation ○ Evaluated for impact ○ Celebrated for 	<ul style="list-style-type: none"> ● Builds meaningful, two-way communication among stakeholders for increased learning. ● Builds skills in coaching (e.g., Fierce, Cognitive, Crucial, Peer, Blended), including the ORID questioning skills shared in evaluator training. ● Centers group discussions on the instructional work of the organization. ● Develops skills in participating in public conversations to understand the 	<ul style="list-style-type: none"> ● Develops skills of educators on the following: <ul style="list-style-type: none"> ○ What is assessed – The Learning ○ Who is assessed – the Students ○ When is assessment conducted – Both Formative and Summative ○ How is assessment conducted – With Integrity and Fidelity ○ How are assessment results used - Informing Decisions for 	<ul style="list-style-type: none"> ● Manages the politics of learning-focused leadership. ● Monitors and evaluates resource effectiveness, equity, and adequacy. 	<ul style="list-style-type: none"> ● Leads change, develops the capacity of others and delegates to . . . <ul style="list-style-type: none"> ○ Create a sense of urgency for learning and school improvement. ○ Use a theory of change/action to initiate and sustain change efforts. ○ Nurture schools, staff and stakeholders as they navigate through change processes. ○ Balance gentle relentless pressure and ongoing support.

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		and use of data. (ISSL 3d)	<p>expectations).</p> <ul style="list-style-type: none"> • Designs/Selects/Provides tools to guide processes (e.g., use of data, input opportunities, decision-making strategies, facilitation, negotiating, presentation, monitoring and evaluation strategies). (ISSL 6c). 	<p>increased learning.</p> <ul style="list-style-type: none"> • Implements strategies to bridge the gap between professional learning and actual classroom implementation. <ul style="list-style-type: none"> ○ Coaching ○ Setting goals and monitoring progress toward goals. ○ Establishing communities of learners (e.g., PLCs). • Back maps expectations for adult learners, providing clarity and intended evidence for high expectations at the novice, practitioner, and expert stages. • Uses ongoing feedback/ coaching and reflective questioning to support educators' consistent use of best practices. 	<p>stakeholders' perspectives and concerns.</p> <ul style="list-style-type: none"> • Develops skills in building teachers' competency in meaningful two-way communication, first honoring the fact that all parents want their child to succeed. • Develops the use of feedback skills to validate good practice, notice close approximations, and encourage reflective practices in improvement. 	Best Practice in Learning		<ul style="list-style-type: none"> ○ Monitor and evaluate the change through data/feedback that are timely, accurate, and specific. • Articulate a KASAB (or similar tool) - the knowledge, attitude, skills, aspirations, and behaviors - of all stakeholder groups in the change.
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Aspirations (A)	<ul style="list-style-type: none"> • Desires the assurance that what is learned is tightly aligned with how it is learned – 	<ul style="list-style-type: none"> • Desires to develop the capacity of others to use data to address the needed 	<ul style="list-style-type: none"> • Desires to establish common practices and procedures to assure alignment and 	<ul style="list-style-type: none"> • Expects and supports staff members to continuously learn, reflect, and improve 	<ul style="list-style-type: none"> • Desires to have focused conversations on student learning. 	<ul style="list-style-type: none"> • Desires to provide a laser-like focus on performance, linking individual and and 	<ul style="list-style-type: none"> • Desires to assure a learning-focused allocation of resources. 	<ul style="list-style-type: none"> • Desires to help stakeholders see the <i>why</i> for the change in the organization as

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	and how well it is learned.	changes, to create a sense of urgency, to determine improvement strategies, and to celebrate progress toward eliminating the gap between the initial reality and the desired state.	achievement of initiatives and plans with district and building goals.	their professional skills (ISSL 2c and 2f) <ul style="list-style-type: none"> Desires to achieve a system of learning through developing reflective students and educators. 	<ul style="list-style-type: none"> Desires to build trust in public education 	organizational goals, performance, and results through evidence about student and educator performance.	<ul style="list-style-type: none"> Strives for vertical equity, ensuring that schools serving students with different levels of needs receive differentially appropriate levels of resources. 	well as for the individuals within the organization.
Behaviors (B)	<ul style="list-style-type: none"> Develop the collaborative, inquiry-based approach for the design and implementation of plans informed by data, addressing root causes of strengths and challenges, and including performance goals. (ISSL 1a) Creates and promotes a vision for high expectations and builds collective responsibility for the vision. (ISSL1c) Eliminates initiatives that are not aligned with district goals or student learning needs and/or are ineffective in meeting those goals or needs. (ISSL 1d) 	<ul style="list-style-type: none"> Supports the collaborative, inquiry-based approach for the design and implementation of plans informed by data, addressing root causes of strengths and challenges, and includes performance goals (ISSL 1a) Communicates data, both internally and externally, in a clear and concise manner to appropriate stakeholders (ISSL 1f) Select and supports technology systems to collect, analyze, and report data in a timely and effective manner (ISSL 2d) 	<ul style="list-style-type: none"> Effectively and efficiently organizes and sustains resources, and implements processes and systems to support teaching, learning, and organizational effectiveness consistent with the district’s visions and goals and student needs (ISSL 1d) Develops and implements process(es) for monitoring, coaching, and evaluating programs and initiatives. (ISSL 2d) Ensures accountability for implementation with fidelity and consistency of standardized 	<ul style="list-style-type: none"> Utilizes theory, demonstration, practice, and feedback for professional development that substantiates the improvement initiative. (ISSL 1b) Provides timely, specific feedback that validates best practice, notices close approximations, and encourages reflection (ISSL 2e) Provides for collaborative, sustained, job-embedded professional development for all staff aligned with student needs and district goals (ISSL 2f) <ul style="list-style-type: none"> Informed by data Reflecting current 	<ul style="list-style-type: none"> Fosters a culture where productive relationships among stakeholders charged with leading or supporting targeted changed results in intended improvements/ changes consistent with district’s vision and goals (ISSL 1e) Supports distributive leadership Provides coaching Participates in co-learning while modeling willingness to change Promotes communities of practice Supports the development and maintenance of a district-wide culture that is characterized 	<ul style="list-style-type: none"> Ensures accountability for successful implementation of initiative/change through fidelity and consistency (ISSL 1e) <ul style="list-style-type: none"> Assures support and resources (e.g., time, personnel, expertise, dollars). Utilizes formative assessment as a form of “gentle relentless pressure” and indicators of progress toward intended change. Collaboratively makes decisions to adjust the plan for initiative/change based on analysis 	<ul style="list-style-type: none"> Manages, allocates, and distributes resources equitably to provide on-going, research-based, job-embedded professional learning. (ISSL 2f) Assures compliance with district/school rules, regulations, and policies, and state and federal laws. (ISSL 3a) Focuses the use of district resources, including time, people, and finances, to effectively implement the district’s goals based on student needs. (ISSL 3d) Communicates to both internal and external stakeholders the efficient and 	<ul style="list-style-type: none"> Creates, sustains, and supports a sense of urgency to address changing conditions (ISSL 1e) <ul style="list-style-type: none"> Supports distributive leadership. Provides coaching Participates in co-learning while modeling willingness to change. Supports communities of practice. Engages staff in the use of data to understand learning, teaching, and organizational needs. Crafts an understandable message about how the proposed

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			<p>processes and procedures for family and community involvement. (ISSL 4b)</p>	<p>research-based practices</p> <ul style="list-style-type: none"> ○ Differentiated to meet individual and group needs ○ Aligned with Iowa Professional Development Model ○ Monitored for implementation ○ Evaluated for impact ● Manages, allocates, and distributes resources equitably to provide on-going, research-based, job-embedded professional development. (ISSL 2f) ● Develops, implements, adjusts, and assesses professional growth plans based on individual and group needs aligned with district goals and expectations. (ISSL 2g) ● Provides structures for and expects participation in collaboration with colleagues to reach full implementation 	<p>by collegiality and collaboration (ISSL 2f)</p> <ul style="list-style-type: none"> ● Maintains an open-door policy to stakeholders (e.g., students, teachers, parents, families, community members) to focus on students' success (ISSL 2i) ● Promotes the involvement of students, families, and community members in decision-making processes to enhance student success. (ISSL 4a) ● Engages stakeholders reflecting the community's demographics in the planning, reviewing, and decision making of issues. (ISSL 4b and 6b) ● Builds and sustains trust among internal and external groups (ISSL 5c) ● Builds cultural competence among stakeholders (ISSL 5d) ● Participates in and develops the capacity of others to have difficult conversations within and outside 	<p>of assessment data.</p> <ul style="list-style-type: none"> ○ Evaluates initiative/change paired with the tasks of efficiency and effectiveness and minimizes or eliminates the root causes of resistance or ineffectiveness. ● Develops and implements process(es) for monitoring, coaching, and evaluation of programs and initiatives. (ISSL 2d) 	<p>effective use of district resources (e.g., time, people, money, expertise) aligned with district priorities and students' needs. (ISSL 3f)</p>	<p>changes will lead to improvement.</p> <ul style="list-style-type: none"> ○ Articulates change efforts that lead to improvement in ways that result in achievement of the shared vision.
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				<p>of new learning and determine impact on students. (ISSL 2h)</p> <ul style="list-style-type: none">• Builds cultural competence among stakeholders. (ISSL 5d)	<p>the district, demonstrating respect for divergent opinions (ISSL 5e)</p> <ul style="list-style-type: none">• Develops the capacity of the staff to advocate for children and families in the larger community. (ISSL 6b)			
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