



## State System of Support Coaching Program

### Interview Documents June 2015

The following State System of Support Coaching Program documents will be used for the interviews.

- SSOS Coaching Program Handbook (Draft)
- Alaska STEPP School Rubric
- Alaska Cultural Standards for Educators Rubric
- Expectations for Priority Schools

We strongly suggest that you download, print and organize the documents with the questions and data that follow because you will need to reference the documents during the phone interview. The documents as a group provide a wide breadth of the work of the SSOS program and the SSOS Coaches. For some questions, specific documents will be listed; however, offerors are not limited to referring to only those documents specified.

#### **Acronyms used in this document:**

- SSOS- The State System of Support
- EED- The Alaska Department of Education and Early Development
- Alaska STEPP- Steps Toward Educational Progress and Partnership school improvement planning tool

In addition to questions 1-3 presented here, there will be 3 additional questions asked of each candidate at the time of the interview asking for a spontaneous response. Question 3 (both parts) requires that the offeror reflect and respond to an AIMSweb and NWEA MAP data display, included as Mock Site Data. Question 6, when presented during the interview, will refer to the data attached as Mock Site Data: Question 6.

### **Specific information provided to each candidate prior to the interview**

Welcome.

This is a structured interview with the same questions and conditions for each offeror.

On each interview are Brad Billings, ESEA and School Support administrator, Karen Melin, Instructional Support administrator, and Paul Prussing, Assistant Director, Teacher and Learning Support, and Bob Thompson, SSOS Coaching Program Managing Director.

The interviewers will take turns reading each question aloud.

The structure is for you to have self-directed responses. You will have 5 minutes to speak to each question.

We will let you know when one minute remains.

There will be a few minutes at the end of the interview to answer questions.

We hope to notify successful offerors no later than June 30, 2015.

**Do you have any questions regarding the interview format?**

## **Question 1**

Documents to review for this scenario:

- Alaska STEPP Site Rubric
- SSOS Coaching Program Handbook
- Expectations for Priority Schools

Scenario:

You are getting ready to make your third on-site visit to your school (you have attended the fall inservice and completed 2 one-week site visits already). The school is in a small rural Alaska village, and 90% of the students in the school are Alaska Native. You have established a positive relationship with the principal and most of the staff. Below is a summary of the site and some of the observations related to leadership you have made to date:

- This K-12 school has 46 students, and the following teacher configuration:
  - K-1 (new teacher)
  - 2-3 (second year at school)
  - 4-5-6 (new teacher)
  - 4 secondary teachers (2 teachers in their third year at the school; 2 in second year)
- One principal who also teaches one secondary class per day. This is his second year.
- The school implements the district-adopted universal screeners in reading and math 3 times per year.
- The school has an early release time once per week for collaborative meetings; your observation is that these are mostly used as a staff meeting to discuss building issues and plan events. Paraprofessionals are not part of these meetings.
- The principal has conducted walkthroughs when you are on-site, but in conversations with him you do not hear about consistent walkthroughs or informal instructional feedback being given to teachers.
- The teachers have the district-adopted materials in their classrooms; you have seen teachers using these materials as well as other materials.
- The schedule varies widely from class to class; it has not been the same on your two visits.
- You have not observed a systematic, school wide approach to providing intervention to low performing students.
- Each teacher uses a different system for classroom management; behavior expectations are not consistent.
- Community members are asking for more integration of local culture into the school curriculum and less of an emphasis on student discipline and testing.

Scenario questions:

- a. Describe the coaching conversation you would have with this principal regarding effective leadership strategies and student achievement.
- b. What recommendations might you make for addressing the issues you observed?
- c. What will be accomplished in one month? Three months? Six months?
- d. Describe your actions to ensure that these goals (in “c”) are met.

## **Question 2**

Please review the following documents:

- SSOS Coaches Handbook; section on Alaska STEPP.
- Alaska STEPP School Rubric, with a focus on the Supportive Learning Environment Domain and those indicators in the other domains that describe teacher/principal/administrative relationships with the community.
- Alaska Cultural Standards for Educators Rubric.
- Expectations for Priority Schools; sections 6. And 7.

Describe experiences and provide examples in which you have implemented effective practices in your classroom, school, and/or district that specifically address the learning environment, professional and community relationships, and cultural standards for educators.

## **Question 3**

In answering this question, refer to the mock site data labeled *Question 3.1 Mock Site Data A* and *Mock Site Data for Question #3.2* found in the eight pages following this question.

The SSOS program and the SSOS Coaches promote the use of data to make instructional decisions at all levels of the educational system. Please examine the following two sets of data and the additional informational documents regarding each data set:

**Mock Site Data #3.1:** AIMSweb Tier Transition Report for Phoneme Segmentation Fluency (PSF). The teacher was the same for both years (09-10, 10-11) and teaches a K-1-2 classroom.

- 2009-10 grade K (the screener is not given in the fall to grade K; this teacher did not give it in the spring)
- 2010-11 grade 1 (while this is not a matched cohort report, the students in this school do not have a high transient rate and this is the only K-1-2 classroom in the school; therefore, it can be assumed that most of these students were in the 2009-10 K class)
- 2010-11 grade K

**Mock Site Data #3.2:** NWEA MAP data

- 4<sup>th</sup> Grade Homeroom, Achievement and Student Growth Report
- Additional information on report notes, RIT scores, and growth norms.

Please discuss the following 3 questions for ***each*** data set:

- a. What do you notice?
- b. What do you wonder?
- c. Based on this data, what might be some actions you take with this teacher, the principal, and/or the district administrative team?

**Note: These two data sets are not from the same school and should be discussed individually.**

#### **Question 4**

(Spontaneous response required for question revealed during interview.)

#### **Question 5**

(Spontaneous response required for question revealed during interview.)

#### **Question 6**

(Spontaneous response required for question revealed during interview.)

Please review the following data documents. Questions will be provided at the time of the interview.

Mock Site Data for Question 6:

2015 Student Learning Objective - Principal, Grades K - 2									
Student	Grade	AIMSweb Assessment	Target-Fall	Corrects-Fall	Target-Winter	Corrects-Winter	Target-Spring	Corrects-Spring	Met Spring Target
Kindergarten									
1	K	LNF	13	30.0	38	56	29	60	YES
2	K	LNF	13	9.0	NS	NS	29	39	YES
3	K	LNF	13	7.0	38	47	29	50	YES
4	K	LNF	13	5.0	38	14	29	22	NO
5	K	LNF	13	4.0	38	38	29	NS	
6	K	LNF	13	4.0	38	50	29	54	YES
7	K	LNF	13	4.0	38	34	29	18	NO
8	K	LNF	13	4.0	NS	NS	29	16	NO
9	K	LNF	13	3.0	38	43	29	46	YES
10	K	LNF	13	0.0	NS	NS	29	NS	
11	K	LNF	13	0.0	38	0	29	2	NO
12	K	LNF	13	0.0	38	7	29	8	NO
13	K	LNF	13	0.0	38	5	29	NS	
14	K	LNF	13	0.0	38	6	29	14	NO
		Number Met Target:		1.0	11	5.0			
		Percent Met Target:		7.1%		45.5%	Total Meeting Target:		5
1st Grade									
1	1	PSF	35	36.0	45	53	46	69	YES
2	1	PSF	35	34.0	NS	NS	46	76	YES
3	1	PSF	35	29.0	45	54	46	64	YES
4	1	PSF	35	9.0	45	42	46	62	YES
5	1	PSF	35	0.0	NS	NS	46	45	NO

6	1	PSF	35	27.0	45	69	46	55	YES
7	1	PSF	35	12.0	45	29	46	46	YES
8	1	PSF	35	22.0	45	13	46	NS	
		Number Met Target:		1.0	6	3.0			
		Percent Met Target:		12.5%		50.0%	<b>Total Meeting Target:</b>		<b>6</b>
<b>2nd Grade</b>									
1	2	R-CBM	55	58.0	80	73	82	111	YES
2	2	R-CBM	55	37.0	80	60	82	88	YES
3	2	R-CBM	55	36.0	80	69	82	97	YES
4	2	R-CBM	55	19.0	80	30	82	73	NO
5	2	R-CBM	55	12.0	80	33	82	70	NO
6	2	R-CBM	55	11.0	80	59	82	63	NO
7	2	R-CBM	55	6.0	80	NS	82	NS	
8	2	R-CBM	55	5.0	80	18	82	47	NO
9	2	R-CBM	55	3.0	NS	NS	82	29	NO
10	2	R-CBM	55	3.0	80	7	82	35	NO
11	2	R-CBM	55	2.0	80	10	82	28	NO
12	2	R-CBM	55	0.0	NS	NS	82	NS	
		Number Met Target:		1.0	10	0.0			
		Percent Met Target:		8.3%		0.0%	<b>Total Meeting Target:</b>		<b>3</b>
NS = No Score									

2015 Student Learning Objective - Principal, Grades K - 2 GOALS & RESULTS				
Kindergarten				
Goal #1	50%			...of students will be at LNF benchmark by the end of the year
RESULTS:				
Goal #1 Met:	NO	45.5%		...of students are at LNF benchmark at the end of the year
1st Grade Goal #2	70%			...of students will be at PSF benchmark by the end of the year
RESULTS:				
Goal #2 Met:	YES	85.7%		...of students are at PSF benchmark at the end of the year
2nd Grade Goal #3	50%			...of students will be at R-CBM benchmark by the end of the year
RESULTS:				
Goal #3 Met:	NO	30.0%		...of students are at R-CBM benchmark at the end of the year