

**Alaska Department of Education & Early Development**  
**State System of Support Coaching Program**

**Coach Handbook**

2013-2014



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# **Alaska Department of Education & Early Development**

## **State System of Support Program Information**

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## **Alaska Department of Education: State System of Support**

### **State Education Policy**

#### **AS 14.03.015**

It is the policy of this state that the purpose of education is to help ensure that all students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.

### **Alaska Department of Education Mission**

To ensure quality standards-based instruction to improve academic achievement for all students.

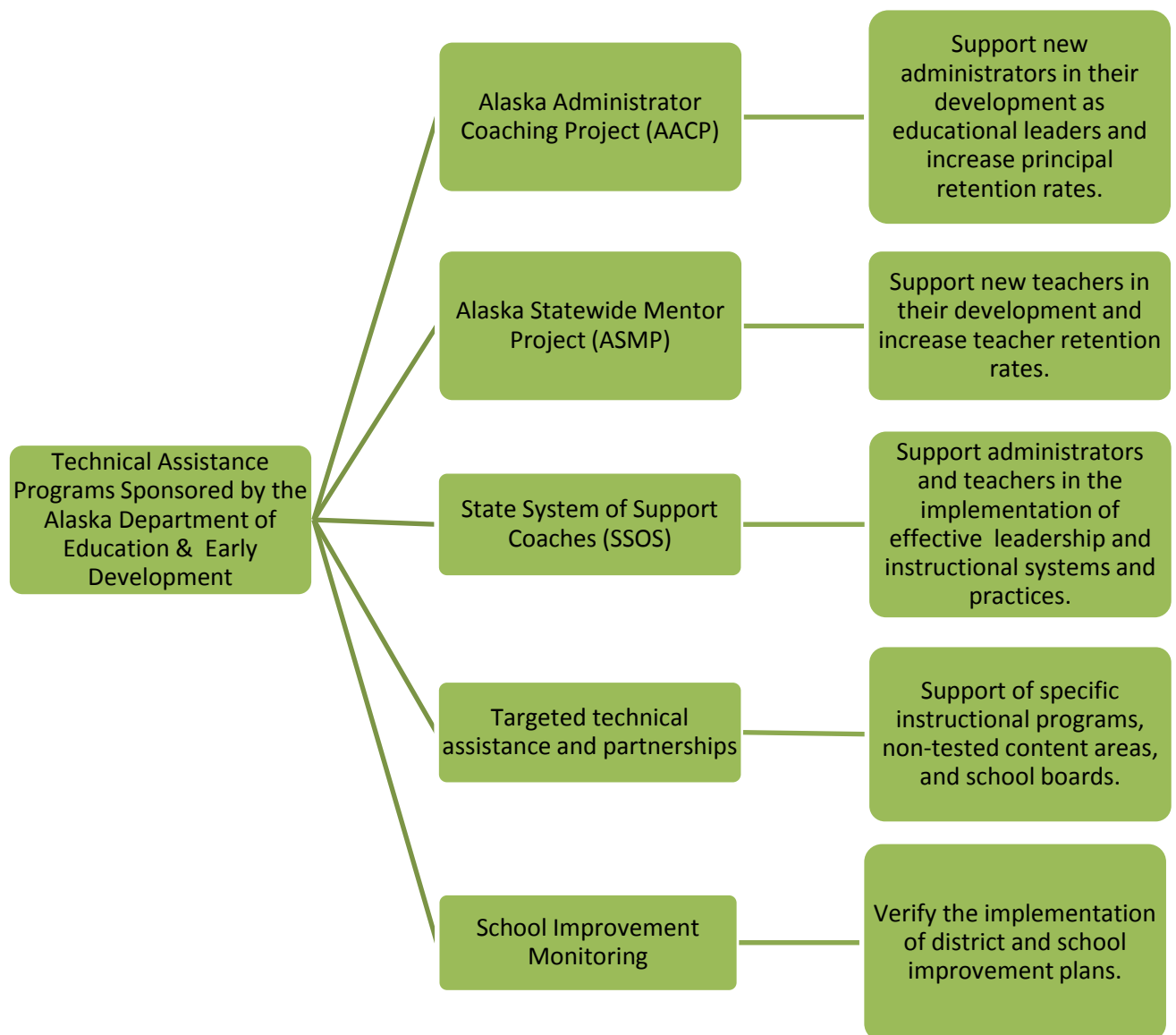
### **Alaska Department of Education Core Services**

- Provide and evaluate a comprehensive student and school standards, assessment and accountability system based on student, school, educator, and culturally responsive standards.
- Provide and support standards-based professional development and mentoring for Alaska's educators.
- Provide a statewide program to ensure all students have the foundational skills required for success.
- Secure and award educational funding to school districts and other educational organizations.
- Provide high-quality data to school districts and stakeholders.

### **State System of Support Coaching Program Contribution to the Alaska Department of Education Mission**

The purpose of the State System of Support (SSOS) coaching program is to support districts and schools as they build their capacity to implement sustainable school improvement strategies with fidelity.

**The State System of Support coaches work in partnership with multiple programs which incorporate site visits as part of their work:**



# State System of Support Coaching Program

## Coaching Model, Tools, and Protocols

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## **I. State System of Support Coaching Program Objective & Tenets**

### **SSOS Coaching Program Objective**

To increase the capacity of the educators and community members to improve the education provided to their children.

### **Tenets of the SSOS Coaching Program**

We believe that educators and community members have the capability to address the issues affecting the performance of their students; the SSOS coaches' role is to support the self-directed learning of educators through effective coaching strategies that facilitate change.

We believe that it is essential to use multiple sources of data to inform our coaching; the SSOS coaches' role is to support the understanding and application of student data by educators in order to facilitate root cause analyses and precision goal setting.

We believe that our role is to be well-informed regarding the most current effective models of leadership and instructional practices and to share and model these practices with the educators we serve.

## II. SSOS Coaching Program Coach Competencies

*Competencies: from the Latin “competentem” “to coincide, agree;” the integrated knowledge, judgment, and personality traits, along with the measurable skills, abilities and attributes that people need to perform a job effectively in a defined role within an organization.*

The SSOS coaches strive to obtain, master, and continually develop the following sets of knowledge, skills and traits.

### A. Coaching – Provides support to educators

**Knowledge:** Views coaching relationships as reciprocal. Understands the context of when to coach versus when to consult. Relies on coaching as the primary function. Consults when requested. Includes choices and maintains a capacity-building focus when consulting or teaching.

**Skills:** Is precise, accurate and articulate. Skillfully uses strategies of paraphrasing, mediative questions, and assessment of client’s present skills and knowledge. Brings data to light in the environment and interacts to support self-directed learning.

**Traits:** Identifies as a mediator of thinking. Allows others to solve their own problems. Extends invitations instead of mandates.

### B. Teaching and Learning – Provides support for improved student learning and well-being

**Knowledge:** Understands major concepts and best practices central to the teaching profession and core learning areas. Possesses instructional leadership expertise and experience to direct all staff in effective teaching and learning. Knowledgeable about assessment systems and understands how to use assessments to design effective instruction for all students. Understands the Alaska Cultural Standards.

**Skills:** Models effective teaching in the classroom. Adapts to different learning situations. Analyzes student data to determine instructional programs. Applies the Alaska Cultural Standards to learning situations to increase student engagement and make content relevant for students.

**Traits:** Believes that all students are able to learn and have a right to high-quality education. Believes that all educators are acting with the best intentions and have the capacity to make decisions that will benefit their students. Recognizes that students and educators are individuals who bring particular experiences, interests, enthusiasm, needs and fears to the school setting.



### **C. Progress and Achievement – Provides support for continuous improvement of education systems**

**Knowledge:** Understands the change process and the research about how to facilitate change in a system. Understands the school improvement process and how to facilitate and identify a meaningful school improvement plan.

**Skills:** Assesses quickly and accurately current status of the school/district and offers improvement recommendations based on current research. Creates a sense of urgency with schools and communities yet respects and honors past and current contexts. Models the use of tools and strategies to facilitate continuous improvement (data collection and analysis, precision goal setting, and results monitoring).

**Traits:** Shows resilience in the face of constraints, frustrations, or adversity. Deals skillfully with challenges. Adjusts willingly and aptly to multiple demands, shifting priorities, ambiguity, and rapid change.

### **D. Learning Community – Builds and maintains credibility within the school and community**

**Knowledge:** Understands factors that influence motivation and engagement. Understands, or seeks to understand, local culture and community values of the school.

**Skills:** Builds teams and reaches consensus. Applies conflict resolution strategies.

**Traits:** Shows a high degree of personal integrity in dealing with others. Demonstrates respect of cultural diversity and believes that community involvement in the education of children is essential.

### **E. Management of Technical Assistance – Provides high-quality technical assistance services**

**Knowledge:** Keeps current on research in the field of school improvement and content areas.

**Skills:** Actively engages in own professional development. Effective written and oral communication. Responds quickly to inquiries, concerns and problems. Manages time well. Navigates technological demands of the work. Engages in effective planning. Critically evaluates own performance.

**Traits:** Believes in, and demonstrates, high standards of professional conduct and ethics. Eager, humble, confident and reflective.

### III. SSOS Coaching Program Coach Scope of Work

The SSOS Coaching Program provides on-site technical assistance to support schools and districts in their efforts to improve systems and structures that increase student achievement. Coaches work collaboratively with educators to assess district and school needs, and to design and implement supports based on education research.

Coaches will visit their assigned site each month, spending four consecutive days with the staff. Prior to the site visit, coaches are expected to collect and analyze data to guide their work. SSOS staff will assist in the collection of data. A site visit may occur during an in-service. If a coach is assigned to two schools, the on-site time will be divided between the sites; this schedule will be designed in an effort to provide the best support to the schools. Site visit activities will be based on school need, and may include:

- Conducting planning, reflecting, and/or problem resolving conversations using the Cognitive Coaching™ conversation maps
- Analyzing instructional data with leaders and/or staff
- Facilitation and/or co-facilitation of collaborative meetings or professional learning communities
- Modeling leadership practices
- Modeling classroom management strategies
- Modeling instruction and co-teaching lessons in classrooms
- Delivering professional learning

In addition to on-site visits, coaches provide continuing support to their site throughout the month via Skype, phone, email, and other distance communication tools; this may require evening and weekend contact time.

The logistics of coaching in rural Alaska may require that coaches travel on the weekend, sleep in classrooms, and pack their own food and bedding. EED staff and coaches who have served previously will be available to assist in travel logistics, *but it is the responsibility of the coach to make all travel arrangements.*

**Duties & Responsibilities:**

- Support the site leader in the development of sustainable plans for school improvement using the EED online planning tool Alaska STEPP.
- Support the implementation of the school improvement plan by working with the school to systematically address issues and establish structures to sustain improvement efforts.
- Provide specific technical expertise in the six domains of effective schools and districts (curriculum, assessment, instruction, supportive learning environment, professional development, and leadership).
- Facilitate data analysis of student achievement using multiple sources of data with the site leader and staff.
- Facilitate the establishment of a data briefing system.
- Provide site with support to ensure implementation of the district-adopted curricula by all teachers and the use of effective instructional practices.
- Implement EED-supported Coaching Cycle as described in Coach Handbook.
- Communicate regularly and in a timely fashion with the school leadership team, SSOS coaches, and EED.
- Stay current on professional practices and professional literature/research.
- Contribute to the ongoing assessment and refinement of the SSOS Coaching Program.
- Notify EED staff of any planned or unplanned absences related to illness, personal necessity, personal business, or any other reasons.

**Deliverables:**

- Visit your assigned district four consecutive school days per month (August-April, excluding the month of December), *unless approved to do otherwise by EED*.
  - On-site visit schedule for the 2013-14 school year to be submitted to EED no later than September 30, 2013.
  - Every attempt should be made to schedule visits on a consistent schedule (for example, every first full week).
- Provide between-visit support as needed (“distance coaching”).
- Design, in collaboration with site leader, a Plan of Service using the SSOS Coaching Program Plan of Service form.
- Provide results-oriented monthly reports using SSOS Coaching Program Monthly Report form.
  - Provide a copy of this report to site leader; whenever possible, provide a draft copy prior to leaving site and a final copy no later than one week after site visit.
  - Submit this report to EED no later than one week after site visit.
- Prepare for and attend meetings ([as described in SSOS Coach Work Calendar](#)):
  - District briefing
  - Provider’s Conference
  - District team check-in
  - EED data briefing
- Prepare for and participate in SSOS Coaching Program development and support activities ([as described in Scope of Work Calendar](#)):
  - Three Coaches Meetings in Anchorage: July 29-30, 2013; December 9-10, 2013; and 2 days in Spring of 2014
  - Triads
  - Partners
- Complete electronic activity log no later than the first day of each month regarding the previous month.

## State System of Support Coaching Program SSOS Coach Work Calendar FY14

July	August	September
Meeting #1: July 29-30	Site Visit #1: Plan of Service Report  Aug 27-30: "Lemons to Lemonade" Training  Provider's Conference  Log Invoice	Site Visit #2; Report  Partner meeting   Log Invoice
October	November	December
Site Visit #3; Report  Audio: District Briefing  Audio: EED data briefing   Log Invoice	Site Visit #4; Report  Audio: District team check in  Triad meeting  Partner meeting  Log Invoice	Meeting #2: December 9-10     Log Invoice
January	February	March
Site Visit #5; Report  Partner meeting  Audio: District Briefing   Log Invoice	Site Visit #6; Report  Triad meeting  Audio: EED data briefing  Log Invoice	Site Visit #7; Report  Audio: District team check in  Partner meeting  Log Invoice
April	May	June
Site Visit #8; Report  Audio: District team check in  Triad meeting  Date TBD: Coach meeting #3  Log Invoice	Audio: District Briefing (wrap up; planning forward)   Log Final Invoice	

## **Description of items in Scope of Work Calendar:**

Triad Meeting: 30-minute conversation responding to research article or other document related to work

Partner Meeting: 45-minute coaching practice (20 minutes per coach; one phone call or two)

### **Audio: District Briefing**

- Superintendent, SSOS program manager, SSOS coaches working in the district
- 1 hour
- To brief superintendent on work at sites, discuss points of interest
- Co-facilitated by superintendent and SSOS program manager

### **Audio: District team check in**

- SSOS team, coaches working within the same district
- 30 minutes
- Check in to discuss any issues/needs
- Facilitated by SSOS coach manager

### **Audio: EED Data Briefing**

- SSOS team, commissioner, coaches working within the same district
- 2 hours (20-30 minutes per school)
- Briefing on screener assessments (AIMS, MAP)

## **IV. SSOS Coach Site Visits: SSOS Coaching Cycle of Work**

### **Coaching Agreement**

The Coaching Agreement defines the structures required to be in place and maintained to support the collaborative work of the coach and school staff. The purpose of the Coaching Agreement is to establish a framework for a collaborative relationship between the coach and site leader. The Coaching Agreement will be presented to the district team prior to the start of the school year. The SSOS coach and site leader will review the Coaching Agreement on the first site visit, write notes from the discussion on the final page, initial, and return to EED. See Appendix B for a copy of the agreement.

### **Research**

Prior to the coach's first site visit, the SSOS Coaching Program Manager will assist the coach in obtaining data from the school/district. This data may include SBA data, universal screener data, graduation rates, attendance, teacher retention rates, as well as information that may provide a more complete picture of the school and community.

Coaches are expected to use this data as one source of information to formulate questions and to determine potential technical problems and adaptive challenges.

### **Initial Visit**

#### **Entry Conversations**

The SSOS coach will begin the first site visit with an entry conversation. The purpose of the entry conversation is to determine the current situation, as defined by the educators on-site. As with the research, coaches are defining the technical problems and the adaptive challenges that the school or district is facing. The initial conversation is with the site leader (superintendent, principal, or principal-teacher). Other staff may take part in focus group conversations, or coaches may choose to conduct individual interviews.

#### **Observations**

The SSOS coach will review school/district processes, observe instruction and examine documents to verify the information and issues brought forward by the research and entry conversations. The purpose of these observations is to gather information for the coach and site leader to inform the creation of the Plan of Service (see Appendix C for the Plan of Service).

### **Creation of Plan of Service**

The site leader and SSOS coach will synthesize the multiple sources of information into a Plan of Service that includes a precise articulation of the areas of focus, the actions needed to address technical problems, the actions needed to address adaptive challenges, and the timeframe for achieving the expected results.

The specific actions are determined through coaching conversations with the principal and educators. When needed, the coach will consult, providing multiple options for possible effective solutions.

### **Monthly Site Visits: Ongoing Coaching and Technical Assistance**

Subsequent on-site visits build on prior work. The coach instills a sense of urgency and assists with barriers as they present themselves. The principal and the educators of the school work with the coach to set the agenda for the support services. While serving the site, the coach will follow established district procedures and direct school staff to do so as well. Each on-site visit should follow the outline as described in the Coaching Agreement and will include, at minimum, the following elements:

- Entry and exit meeting with the principal for planning, goal setting and reflection;
- Attendance at the site's collaborative meeting;
- Data analysis and application of data analysis to instructional program;
- Principal walk-throughs and informal observations;
- Instruction and/or classroom management models;
- Specific actions focused on analyzing, facilitating, and implementing the improvement plan goals.

### **Data Review and Distance Support**

Coaches continue to monitor progress and review new data. Support during off-site weeks is given via email, phone, and/or face-time conferencing. Off-site coaching strategies must be consistent with the on-site coaching model.

### **Reporting**

SSOS coaches are responsible for completing a monthly report regarding each site visit (see Appendix D). The purpose of these reports is to:

- Maintain communication between the coach, the site, the district, and EED.
- Provide essential information regarding data, progress, and goals.
- Document progress, challenges, and resources needed.

## **V. SSOS Coaching Program Guiding Documents and Tools**

The SSOS coaching program strives to provide responsive support that is based on the context of each site and district. While all SSOS coaches use similar processes, each makes ongoing decisions about when a protocol or other tool will be most useful to the educators they support. SSOS coaches are expected to use the processes and resources of the SSOS program and to not deviate from the basic tenets and program objectives. This ensures consistency and coherency.

Coaches are expected to participate in professional development provided by the SSOS program as well as to pursue topics on their own to increase their knowledge and skills in the concepts and processes that align with the SSOS coach work.

The following five guiding documents and tools provide coaches with a foundation for the approach and goals of the SSOS program.

- Expectations for Priority Schools
- School and District Improvement Plans
- The Alaska Cultural Standards for Educators
- Cognitive Coaching Learning Guide
- Collaborative Meetings

### **1. Expectations for Priority Schools**

The Alaska Department of Education has developed specific targets for schools that further define the indicators of the six domains. The targets are based on education research and provide clear guidelines for district and school administration to set policy and establish systems. Coaches support the district and site staff in their implementation of the plans related to these expectations.

### **2. School and District Improvement Plans**

The coach's role is to facilitate positive change in the school's or district's processes as they are outlined in the school improvement documents. The document itself is the responsibility of the district/school staff. The coach uses the document as a vehicle to assist the site leader to find potential gaps in the systems and structures of the school or district. The "Expectations" documents, in concert with the school and district improvement plans, assist the school or



district to assess current systems and plan effectively for improving the structures that are necessary to support increased student achievement.

Alaska STEPP is an online tool that is structured to promote a continuous improvement process. Schools and districts assess their implementation of indicators of effective practice, create action plans to address focus areas, and monitor progress, revising when needed. The process is intended to be carried out by a team of educators and others who are committed to the growth of the school. The Alaska STEPP plan is the Title I School and/or District Improvement Plan and is designed to meet all of the federal improvement planning requirements for schools receiving Title I funding.

Alaska STEPP is organized by the six domains: curriculum, instruction, assessment, supportive learning environment, professional development, and leadership. Within the domains are indicators of effective educational systems. These indicators are divided into two types: Key and Comprehensive. Key indicators are those that align with the initiatives of the Alaska Department of Education & Early Development; these are also those indicators that are essential in the phase I, or foundation phase, of school improvement. Comprehensive indicators (the remainder of the indicators) are those that are part of phase II.

Coaches support staff in their understanding of the domains and indicators. Coaches assist the principal, and, when applicable, the leadership team, to assess current implementation and to define and focus their improvement goals. Educators and coaches discuss these goals using the planning, reflecting, and/or problem resolving coaching conversations. Coaches also provide, when requested, additional support toward implementation of the school's plan by modeling, co-teaching, professional development, or other requested services.

### **3. The Alaska Cultural Standards for Educators**

The standards, and the accompanying rubric and activities, assist the school or district to assess current implementation of culturally responsive educational practices and to increase these practices to benefit their students and community.

Coaches support staff in their understanding of the standards and rubric and can assist the principal in assessing the current implementation. Planning and implementing for deeper implementation of practices that support the standards is facilitated by the coach through the planning, reflecting, and problem resolving conversations.

## **Cognitive Coaching Conversation Maps and Structures**

Coaching is the primary function of the SSOS Coaching Program. SSOS coaches are trained in Cognitive Coaching™ to ensure that they have the skills and strategies most likely to be effective in supporting educators. These strategies are designed to produce “self-directed, self-managing, self-monitoring, and self-modifying persons with the capacity for high performance, both independently and as a members of a community” (Cognitive Coaching™ mission statement). The propositions of Cognitive Coaching™ align with the mission of the SSOS Coaching program. These propositions are as follows:

- All behavior is produced by thought and perception.
- Teaching is constant decision making.
- To learn something new requires engagement and alteration in thought.
- Humans continue to grow cognitively.

A SSOS coach uses Cognitive Coaching™ tools, such as the conversation maps for a planning, reflecting or problem resolving conversation, to facilitate the decision making of the educators with whom they work. For further information on this coaching model, please refer to the Adaptive Schools website: <http://www.thinkingcollaborative.com/>.

### **4. Collaborative Meetings**

Many districts take part in early release days to facilitate the use of collaborative meetings to examine student work and improve instructional practices. Coaches support this effort by attending collaborative meetings, providing facilitation assistance when requested, and offering resource support for the staff. Coaches will become familiar with the type of collaborative meeting model promoted by the district in which they serve in order to best support the process at sites.

# State System of Support Coaching Program

## Logistics and Guides

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## SSOS Communication Protocols

These protocols relate to the State System of Support group communication and the way in which the SSOS team communicates with the school districts that they serve.

In any confidential communications, these protocols should be modified accordingly.

These protocols should never substitute for courtesy or common sense.

### **SSOS Coaches are representatives of the EED SSOS coaching program and the Commissioner of Education.**

- All information related to the education of students at the intervention sites should be communicated to the SSOS coaching program staff.
- All SSOS coaches are expected to support the initiatives and policies of EED when working with school district staff, speaking with members of the public while in work status, and in written documents that pertain to their work for SSOS.
- All written documents, including email, notes, reports, and notes on Backpack, are public documents. These are regularly shared with the state legislature and the public.

### **Communication within the SSOS coaching team**

- All written and oral communication should always be respectful, particularly of third parties. Language that demeans others should never be a part of SSOS communication (for example: it is inappropriate to include demeaning or derogatory comments regarding any educator with whom we work in an email).
- **Backpack** (BP) is the main source of group communication for the SSOS coach team. All messages, notices, and documents that are to be accessed by the group should be posted on this site.
  - SSOS coaches are expected to check BP at least once per work day during the school year.
  - Backpack protocols and guide are found on pgs. 32-44.
- **Email** is reserved for communicating with individuals or small groups.
- The SSOS team relies upon transparent, open communication to work effectively. It is essential that coaches use the email cc function to include district administrators, school staff, coaches, and/or department staff when the conversation pertains to their work.
- Coach judgment is relied upon to determine at which point to include others. In general, include those with authority at the beginning of a potentially high-risk issue.
- Coaches must cc or forward information regarding technical/logistical issues either when a conclusion has been reached or when information is needed.

- *With regard to email correspondence with district staff, when in doubt, cc or forward to EED SSOS coaching program manager.*
- There will be instances when the SSOS coaching program staff contacts the district staff without prior notification to coaches and/or without cc'ing coaches in the email. Coaches will receive information regarding these communications in a timely fashion.
- **General Email Manners**
  - Subject lines should succinctly explain the main topic of the email.
  - Emails should be limited to one main topic whenever possible to allow for filing and retrieval.
  - Subject line only email for quick messages are designated by a \* before and after the text in the subject line. Example: \*Please send me your January invoice.\*
  - One word replies, such as “thanks,” are usually unnecessary.
  - If you require a reply or a confirmation of receipt, please specify this in your message. Example: in subject line, “Please Respond: draft site visit calendar attached.”
  - Always double check the recipient list.
  - Avoid forwarding or copying trivial emails to others (jokes, stories, etc.).

### **Communication with Districts in which SSOS Coaches Serve**

Each district has unique protocols regarding communication between the district and the SSOS coaching team. In general, the SSOS coaches communicate directly with both principals and teachers prior to and after site visits in order to design their time on-site and to follow up as necessary.

## **State System of Support Coaching Program Plan of Service and Reports Guidance**

### **Plan of Service**

The Plan of Service is developed collaboratively with district and/or school administrative staff and coach during the first site visit in August or September (see appendix C for the Plan of Service document). In January, coach and leader revise the Plan of Service. This includes designating new goals or continuing to work toward implementation of current goals.

1. Prior to development of the Plan of Service, leader and coach review student achievement and other data to identify needs.
2. Identify at least three domains that will be the primary area of focus.
3. Identify at least one specific indicator for each domain that will be the primary areas of focus.
4. For each indicator, identify the current level of implementation.
5. For each indicator, identify the data that will be utilized to document monthly progress (i.e. SBA, AIMSweb, professional development agendas, staff feedback, and classroom observations).
6. For each indicator, identify at least one measurable goal that will be accomplished by December.
7. For each measurable goal, describe initial actions committed to by coach, leader, others.

### **Monthly Reports**

The reports completed by the State System of Support coaches are evidence-based documents based on direct observation and data analysis of the district and/or sites' performance. They are tools for communication with the district, school and department and provide a record of progress, next steps, and specific coach support provided to the site.

Reports are aligned to the six domains of the Improvement Plans.

It is essential to complete the reports accurately.

The reports are public documents.

Reports are read weekly by the SSOS Coaching Program Manager, Angela Love. She will follow up as needed.

## **Protocol for Submitting the Plan of Service and Monthly Reports**

Coaches will write the Plan of Service collaboratively with the site leader. Coaches will review the report on site with the principal or designee.

Coaches will submit reports by posting on Backpack one week following their visit.

Reports posted on Backpack should be posted chronologically, by district.

All reports must be saved as a PDF.

### **All reports will be titled with the format below:**

District name.Site.Coach Surname.Month.Year

For example:

YKSD.Huslia.Walker.January.2009

## Guide to Completing and Submitting Coaching Logs 2013-2014

Coach logs are a record of each coach's work (the deliverables in the scope of work). This includes on-site and distance coaching as well as EED meetings.

This data is necessary for multiple purposes. It provides information to cross reference to invoices and it provides data that is useful in reviewing program design. It is also used to provide program reports to the Alaska State Legislature.

It is essential that each coach fill in his or her log monthly using this guide. Every effort has been made to provide clear instructions so that there is uniformity in the logs. This is necessary for collating the data collected.

The SSOS associate is responsible for reviewing the logs and working with coaches to amend entries that are unclear.

### Deliverables to be Recorded in SSOS Coach Log

**On-site Coaching:** Site visits (on-site visits, in-services, etc.). One log entry is created for each site visit, noting dates of visit and number of days, to the quarter day, of the visit. A narrative describes the main themes of the work completed on the site visit.

**Distance Coaching:** One log entry is created **per month**, noting the total number of events. Events include actions such as email correspondence, Skype calls, phone calls, research, and follow-up actions from the site visit. A narrative describes the main topics and issues of the distance coaching for the month.

**EED Meetings:** One entry is created per EED meeting. EED meetings include events such as in-person and audio coach meetings, data briefings, and triads. A narrative describes the agenda and content of the meeting.

Note: preparation time ("prep time") for meetings or site visits is not a deliverable and is not recorded in the log.



## Logging into SSOS Coach Log

The SSOS Coach Log is housed on the Alaska Comprehensive Center website.

[www.alaskacc.org](http://www.alaskacc.org)

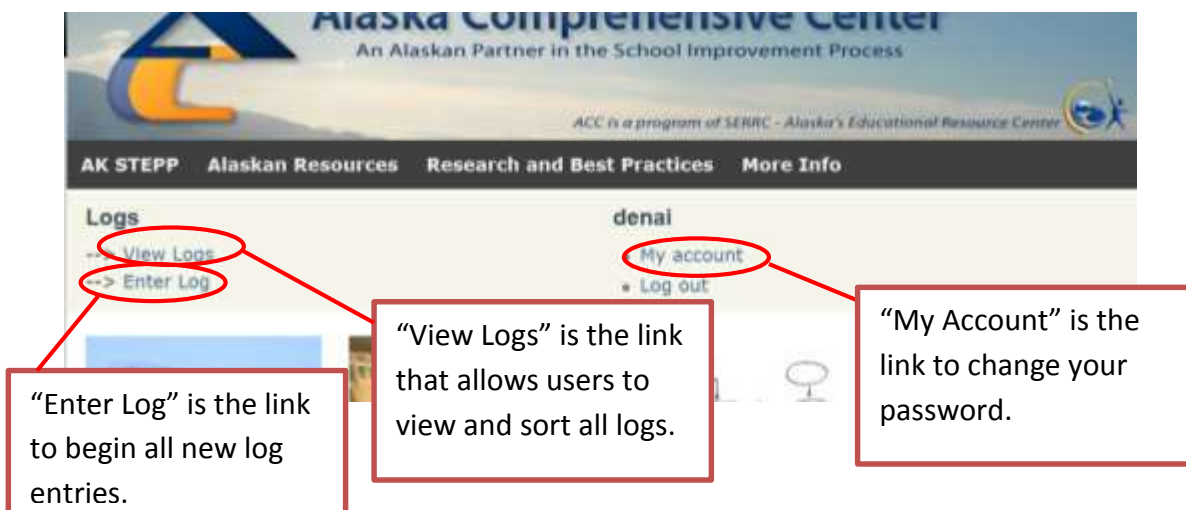


The log-in link is located at the bottom right corner of the page.



Note: If you have trouble logging in or have misplaced your login information, contact the SSOS associate.

## Tour of Log Home Page



## Creating a Log Entry

Click “Enter Log” on the Log Home Page

A screenshot of the 'Create Log Entry' form. It has a title 'Create Log Entry' at the top. Below it are four fields: 'Entry Title: \*' (a text input field), 'District: \*' (a dropdown menu with 'Alaska\_Gateway' selected), 'School: \*' (a dropdown menu with 'Alaska Gateway District' selected), and 'Log Narrative:' (a large text area).

### Entry Title:

Enter a title for the log entry. When applicable, include the site, district and month. Examples of entry titles:

- Huslia, YKSD, Site Visit, December
- Alakanuk, LYSD, Distance Coaching, March
- YFSD, Superintendent Briefing, April
- Coach Meeting, Anchorage, December
- Coach Triad, Audio, February

A screenshot of the 'District: \*' dropdown menu. The menu is open, showing a list of districts: Alaska\_Gateway, Alaska\_Gateway, Aleutian\_Region, Aleutians\_East, Anchorage, Annette\_Island, Bering\_Strait, Bristol\_Bay, and Chatham. The first 'Alaska\_Gateway' option is highlighted in blue.

### District:

From the drop down menu select the district in which (or for which) the work was done.

A screenshot of the 'School: \*' dropdown menu. The menu is open, showing a list of schools: Yupiit District, Yupiit District, Akiachak School, Akiak School, and Tuluksak. The first 'Yupiit District' option is highlighted in blue.

### School:

From the drop down menu select the school.  
(If services are not specific to a site, select the district name again.)

Helpful Hint: The drop down menus can access the district or school more quickly by clicking on the menu and typing the letter the district/school begins with.

**Log Narrative:**

Provide a narrative description that summarizes the on-site visit, the month's distant coaching events, or the EED meeting. The Log Narrative text box is limited to 8,000 characters.

Use titles/roles of individuals instead of names (e.g., principal, 2<sup>nd</sup> grade teacher, reading specialist).

Log Narrative:



## Types of Log Narratives

**On-site Coaching:** The narrative for the site visit is a summary that includes the goals and events of the site visit. The focus is on the coach's actions. On-site visits include time in the district, at the school, or at an in-service (regardless of location).

**For Distance Coaching:** The narrative for distance coaching is a summary for one month of distance coaching events. The summary describes primary issues, content, and method(s) of contact. Events include all support given to a site or district between on-site visits. Coaches must keep personal records of each event as it occurs in order to provide accurate information for distance coaching narratives.

Most common examples are: email correspondence, phone calls, Skype connection, audio calls, research on behalf of the site leader, and resource development.

Distance coaching events do not include time used to prep for a site visit or EED meeting. This time is not tracked because it is assumed to be included in the deliverable.

**For EED Meetings:** The narrative for the EED meeting is a summary of the agenda and content of the meeting.

Most common examples of EED meetings are SSOS coach meetings (in person or audios), data briefings, partner phone calls, triad meetings, and superintendent briefings.

### Distance Events:

**For distance coaching logs only**, use the drop down menu to select the total number of events of distance coaching for the month. Coaches must keep personal records of each event as it occurs in order to provide an accurate count. Coaches are expected to use professional judgment in determining the total number of distance events for the month.

### Distance Events:

0 ▾

For Distance Coaching log entries, select the total number of events for the month. For non-distance log entries, leave blank.

### Dates of Service

**Start: \***

Format: 07/23/2012

Record only days onsite, not travel days.

**End: \***

Format: 07/23/2012

Record only days onsite, not travel days.

**Days Onsite:**

0.00 ▾

Select the number of whole work days **onsite** to the quarter day.

### Dates of Service

#### Start/End:

Enter the dates that the work began and was completed.

Date must be in month/day/year.  
(01/01/2011)

- On-site Coaching: The start date is the first day of on-site work; the end date is the last day of on-site work. Travel days are not included.
- Distance Coaching: The start date is always the first day of the month; the end date is always the last day of the month.
- EED Meetings: The start date is the first day of the meeting; the end date is the last day of the meeting. Travel days are not included. If the meeting is one day or less, the start and end date are the same.

Select from the **Days On-site drop down menu** the number of full work days on-site, to the quarter day. For example:

- Monday-Thursday, 8:00 am-5:00 pm & Friday 8:00 am-Noon = 4.5 days
- Wednesday 2:00-5:00 pm & Thursday and Friday 7:30 am-4:00 pm: 2.25 days

A “full day” is, at minimum, the equivalent of an 8-hour teacher work day. Coaches should use professional judgment when estimating the number of days on-site.

Contact Details

**Contact Location: \***  
Onsite Coaching ▼

**Contact Type: \***  
Formal PD ▼

**Number of Participants: \***

### Contact Details

Contact Details is a summary of the type of work completed. This section is essential for sorting the information in the data base.

Contact Details

**Contact Location: \***  
Onsite Coaching ▼  
Onsite Coaching  
Distance Coaching  
EED Meetings  
Formal PD ▼

**Number of Participants: \***

### Contact Location:

Select the type of log entry from the drop down menu.

- On-site Coaching includes time in the district, at the school, or at an in-service (regardless of location).
- Distance Coaching includes any support between on-site visits.
- EED Meetings includes all in-person and audio meetings, including superintendent briefings.

Contact Details

**Contact Location: \***  
Onsite Coaching ▼

**Contact Type: \***  
Formal PD ▼  
Formal PD  
Ongoing TA

**Participants: \***

### Contact Type:

- Formal PD: Explicit professional development delivered to small or large groups (in-services, workshops).
- Ongoing TA: Ongoing technical assistance provided to any staff member (coaching conversations, modeling, co-teaching, facilitating meetings, etc.)

Contact Details

**Contact Location: \***  
Onsite Coaching ▼

**Contact Type: \***  
Formal PD ▼

**Number of Participants: \***

### Number of Participants:

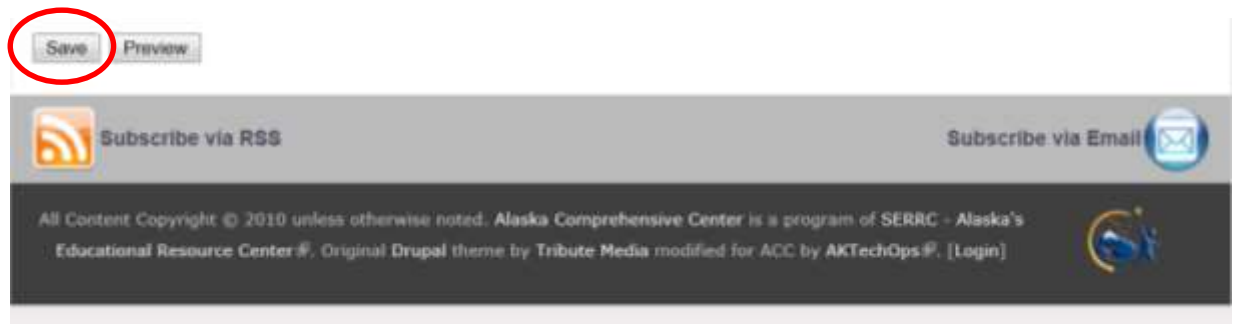
Enter the actual or estimated number of people who received coaching support or attended the meeting.

### Save

Before closing the log entry, click the Save button, located at the bottom left of the page.

The log does not automatically save.

Log fields with a \* must be completed before the program will save the entry.



## Reviewing Logs

Select View Logs on the Log Home



Logs can be sorted by selecting one of the blue headings.

Log Title	District	School	Contact Location	Contact Type	Unassigned Events	Start	End	Coach	# of	Narrative
test	Alaska Gateway District	Alaska Gateway District	Onsite Coaching	Formal PD	3	2012-07-19	2012-07-19	ACC	2	test test
SBA pivot table data reports, YFSD	Yukon Flats District	Yukon Flats District	Distance Coaching	Formal PD		2012-06-21	2012-06-21	Stabich	1	Prepared sba data gr...
Sba pivot table data reports, Yupit	Yupit									Prepared sba data gr...
YFSD Switch'n Language and Technology Institute	Yukon Flats District	Yukon Flats District	Onsite Coaching	Formal PD		2012-06-04	2012-06-14	Stabich	25	I was the lead techn...
Standards Presentation	Kachunamut	Chevsk School	EEO Meetings	Formal PD		2012-05-08	2012-05-09	Stabich	21	I flew to Chevsk to...

Log Title	District	School	Contact Location	Contact Type	Distance Events	Start	End	Coach	# of P	Narrative
test	Alaska_Gateway	Alaska Gateway District	Onsite Coaching	Formal PD	3	2012-07-19	2012-07-19	ACC	2	test test
SBA pivot table data reports, YFSO	Yukon_Flats	Yukon Flats District	Distance Coaching	Formal PD		2012-06-21	2012-06-21	Ilabich	1	Prepared sba data gr...

Select the Log Title of the log to review.

The View page automatically opens.

**Logs**  
--> [View Logs](#)  
--> [Enter Log](#)

**denai**  

- My account
- Log out

**test**  

**View**

Edit

Submitted by ACC on Wed, 2012-07-11 10:20  
**District:** Alaska\_Gateway  
**School:** Alaska Gateway District  
**Log Narrative:**  
test test  
**Distance Events:**  
3  

**Dates of Service**  
**Start:** Thu, 2012-07-19  
**End:** Thu, 2012-07-19

**Contact Details**  
**Contact Location:** Onsite Coaching  
**Contact Type:** Formal PD  
**Number of Participants:** 2

Log entry information.

## Modifying Logs

**test**

Submitted by ACC on Wed, 2012-07-11 10:20

**District:** Alaska\_Gateway  
**School:** Alaska Gateway District  
**Log Narrative:**  
test test  
**Distance Events:**  
3  
Dates of Service

Select the Edit tab to modify selected log.

**test**

**Entry Title: \***  
test

**District: \***  
Alaska\_Gateway

**School: \***  
Alaska Gateway District

**Log Narrative:**  
test test

**Distance Events:**  
3

For Distance Coaching log entries, select the total number of events for the month. For non-distance log entries, leave blank.

Dates of Service

**Start: \***

In the Edit tab, all fields of the log entry are open to modify.

Select the Save button to save editing. The program does not automatically save.

Subscribe via RSS

Subscribe via Email

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Caution: This delete button will delete all records of this log.



# SSOS Coaching Program Communication Website: Backpack

## Backpack Guide

Backpack is a communication tool for the SSOS coaches is our primary method of group communication. It is not a public site; however, it is important to remember that anything you write on Backpack is considered a public document and may be included in reports to the legislature or public.

Backpack is used to post notices, schedules, research, and resources. As with all SSOS communication tools, please refer to the SSOS Communication Protocols in your handbook for information on professional etiquette and legal risk recommendations.

**It is essential for the SSOS coaches to check their Backpack account once a day, Monday – Friday.**

To log into Backpack go to the following link:

<https://contentsupport.backpackit.com/login>

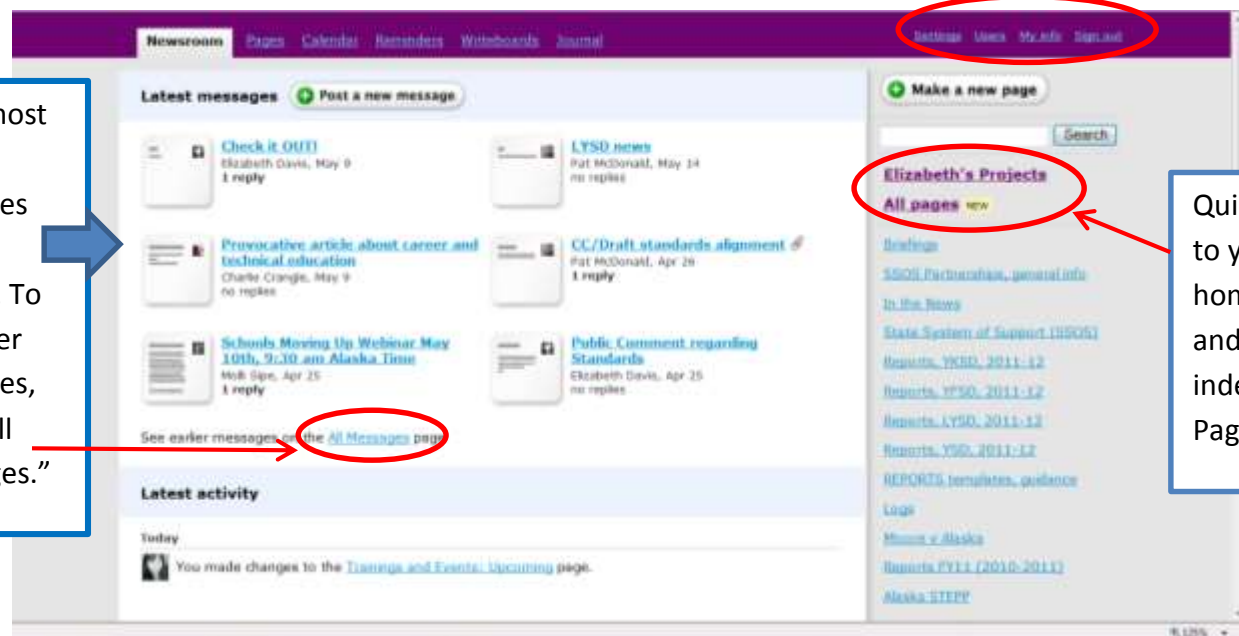
## Tour of Newsroom

Tabs for each of the six functions: Newsroom, Pages, Calendar, Reminders, Writeboards, Journal. Click on them to navigate.

Click “Settings” or “My Info” to adjust your personal settings.

The 6 most recent messages always appear. To see older messages, click “All Messages.”

Quick links to your homepage and to the index of All Pages.



## NEWSROOM: Reading Messages

The six most recent messages will be visible when you open the Newsroom.

Please title messages you post with clear titles that allow for easy archiving.

Example: “Provocative article about career and technical education.” Non-example: “Check it OUT!”

The screenshot shows the Newsroom interface with a purple header bar containing links: Newsroom, Pages, Calendar, Reminders, Writeboards, and Journal. Below the header is a light blue bar with 'Latest messages' and a '+ Post a new message' button. The main area displays six message cards, each with a thumbnail, a blue title, the author's name, the date, and the number of replies. Annotations include: a box pointing to the '+ Post a new message' button; a box pointing to the message cards with text about their components; a box pointing to the 'All Messages' link at the bottom; and a box pointing to a message title with text about opening a message.

To post a new message, click on the “+ Post a new message.”

Each message icon shows the title of the message, who posted it, the date it was posted, and how many replies.

Newsroom Pages Calendar Reminders Writeboards Journal

Latest messages + Post a new message

**Check it OUT!**  
Elizabeth Davis, May 9  
1 reply

**LYSD news**  
Pat McDonald, May 14  
no replies

**Provocative article about career and technical education**  
Charlie Crangle, May 9  
no replies

**CC/Draft standards alignment**  
Pat McDonald, Apr 26  
1 reply

**Schools Moving Up Webinar May 10th, 9:30 am Alaska Time**  
Molli Sipe, Apr 25  
1 reply

**Public Comment regarding Standards**  
Elizabeth Davis, Apr 25  
no replies

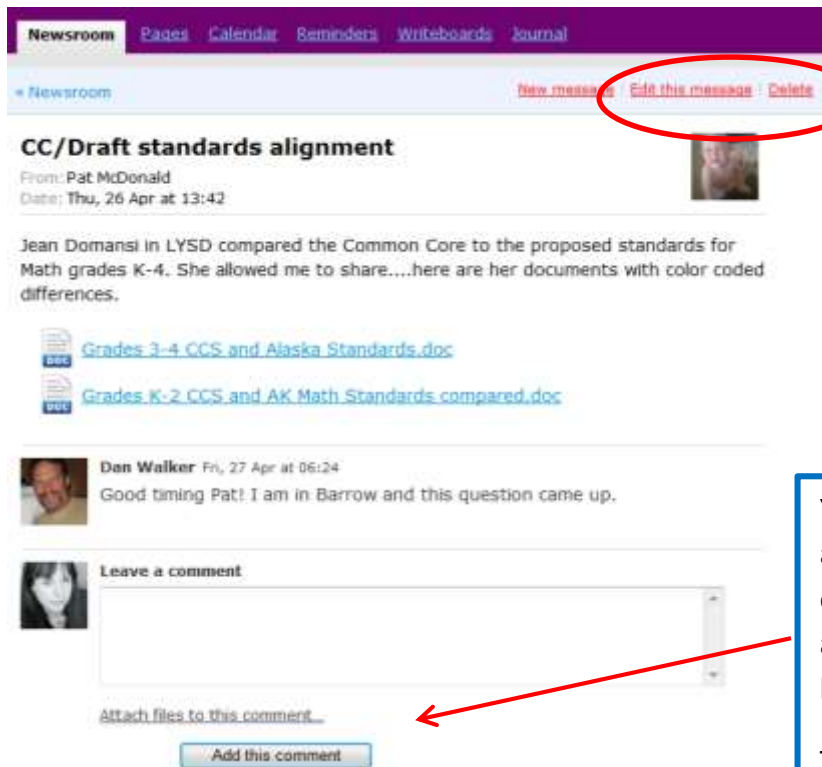
See earlier messages on the [All Messages](#) page

To see older messages click “All Messages” at the bottom of the page. A list of all messages, in reverse chronological order, will appear.

To open a message, click on the blue title.

## NEWSROOM: Message Page

When you click on a message icon to open it the page below appears. It allows you to read the complete message, to read any comments made on the message, and to add a comment of your own.



When you are the original poster of the message you can edit or delete the message by clicking the links here.

Your photo and a text box automatically appear. To leave a comment, type it in the text box and click the "Add this comment" button.

To attach files click the attach files link. You can upload files from your computer. Please upload PDF files whenever possible.

## NEWSROOM: Posting a Message

Click the “Post a new message” button on the Newsroom page.



This page will appear.

The screenshot shows the "Post a new message" form with several annotations:

- Title and Message Body:** A blue box on the right contains the text: "Write in a title and the message. Please remember to title your message with a summary of the content for easy archiving and retrieval." Red arrows point from this box to the "Title" and "Message body" input fields.
- Attach files:** A blue arrow points from a text box to the "Browse..." button. The text box contains: "If you have files to attach to your message click browse to upload them from your computer. Please upload PDF files whenever possible."
- Subscribe people to receive email notifications:** A red oval highlights the "Subscribe people to receive email notifications" section. A blue box on the right contains the text: "Clicking the “Subscribe people to receive email notifications” sends an email to the people selected. This function should be used sparingly."
- Post this message button:** A red arrow points from a blue box to the "Post this message" button. The blue box contains the text: "Click the “Post this message” button when you have completed your message. It will be posted on the Newsroom page."

The form itself includes the following elements:

- Title:** A text input field.
- Message body:** A large text area.
- Attach files:** A section with a "Browse..." button.
- Subscribe people to receive email notifications:** A section with a heading and a list of names with checkboxes. The text below the heading reads: "These people will get an email when you post this message. They'll also be notified by email every time a comment is added."
- Post this message:** A button at the bottom left, followed by "or [Cancel](#)".

Subscribe people to receive email notifications		
<input type="checkbox"/> Everybody	<input type="checkbox"/> Jerry Schoenberger	<input type="checkbox"/> Pat McDonald
<input type="checkbox"/> Angie Love	<input type="checkbox"/> Judy Norton-Eledge	<input type="checkbox"/> Paul Prussing
<input type="checkbox"/> Barbshort	<input type="checkbox"/> Judyferri	<input type="checkbox"/> Phyllis Carlson
<input type="checkbox"/> Bjorn Wolter	<input type="checkbox"/> Karen Melin	<input type="checkbox"/> Ray Vining
<input type="checkbox"/> Brad Billings	<input type="checkbox"/> Laurie Schoenberger	<input type="checkbox"/> Richard Hebbardt
<input type="checkbox"/> Cecilia Miller	<input type="checkbox"/> Len Fabich	<input type="checkbox"/> Riki Sipe
<input type="checkbox"/> Charlie Crangle	<input type="checkbox"/> Les Morse	<input type="checkbox"/> Roblin Davis
<input type="checkbox"/> Dan Walker	<input type="checkbox"/> Lexie Domaradzki	<input type="checkbox"/> Ryan Conarro
<input type="checkbox"/> Darrell Sandborn	<input type="checkbox"/> Lyle Sparrowgrove	<input type="checkbox"/> Sharon Fishel
<input type="checkbox"/> Dawn Kolden	<input type="checkbox"/> Lynnwilliams	<input type="checkbox"/> Stephanie Hoag
<input type="checkbox"/> Deborah Davis	<input type="checkbox"/> Margaret MacKinnon	<input type="checkbox"/> Susan McCauley
<input type="checkbox"/> Dena Iutzi-Mitchell	<input type="checkbox"/> Molli Sipe	<input type="checkbox"/> Texas Gail Raymond
<input type="checkbox"/> Gerryb	<input type="checkbox"/> Norm Wooten	
<input type="checkbox"/> Gmurphy		

## Tour of Pages

When you select the Pages tab at the top of the screen it will automatically take you to your homepage.

To create a new page, click the “Make a new page.”

The screenshot shows the 'Pages' tab interface. At the top, there's a navigation bar with 'Newsroom', 'Pages' (selected), 'Calendar', 'Reminders', 'Writeboards', and 'Journal'. Below this, a sub-navigation bar includes 'Add to page: List Note File Picture Writeboard Divider Tags', 'This page is private. Share', and a '+ Make a new page' button. The main content area is titled 'Homepage: Elizabeth Davis' and lists various links like 'Briefings', 'SSOS Partnerships, general info', 'In the News', 'State System of Support (SSOS)', 'Reports, YKSD, 2011-12', 'Reports, YFSD, 2011-12', 'Reports, LYSD, 2011-12', 'Reports, YSD, 2011-12', 'REPORTS templates, guidance', 'Logs', 'Moore v Alaska', 'Reports FY11 (2010-2011)', 'Alaska STEPP', 'Trainings and Events: Upcoming', 'Trainings and Events: Past', 'Trainings and Events: Webinars', 'FORMER Intervention District: Northwest Arctic', 'Intervention District: Lower Yukon', 'Intervention District: Yupit', 'Intervention District: Yukon Flats', and 'Intervention District: Yukon Koyukuk'. A sidebar on the right contains a list of pages, with 'All pages' highlighted and a 'NEW' icon next to it. A red arrow points from the 'NEW' icon to a text box explaining its function. Another red arrow points from the 'Share' link to a text box explaining its function. A third red arrow points from the 'keep in my sidebar' link to a text box explaining its function. A fourth red arrow points from the 'Tell the others that you created this page...' button to a text box explaining its function. A fifth red arrow points from the 'Add to page' links to a text box explaining their functions. A sixth red arrow points from the 'This page is private. Share' link to a text box explaining its function.

To see the index of all pages, click “All Pages.” The “NEW” icon will appear when anyone has made a new page that you have not opened.

Click the Share link to allow others to see the page you create.

There are several items you can add to a page:

- List: adds a check list.
- Note: adds a text box.
- File: allows you to upload a file.
- Picture: allows you to upload a photo or clipart.
- Writeboard: adds a place for people to leave short comments.
- Divider: adds a line to which you can add a short title.

This list of pages is called a “sidebar” and can be customized by each user. You add pages to your sidebar by clicking on the “keep in my sidebar” link at the bottom of a page.

Tell the others that you created this page...

Email me a copy, Duplicate, Keep in my sidebar, Delete this page  
This page's address: bikeda48@contentsupport.backpackit.com (Reset)  
Feed for this page, History of changes

## PAGES: Making a Page

Click the Make a new page button.



This page will appear:

Give your page a name.

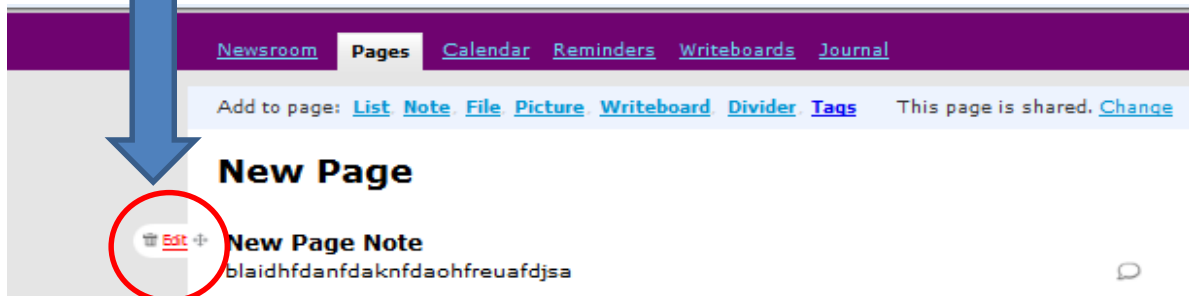
*Note: when naming your homepage, please list it as "Homepage: your name" so that it falls under "H" in the index.*

Choose who can see your page. All pages on Backpack should be shared with everyone.

Specify who can make changes to this page. Generally we stick with the default of all members being able to change the page.

Click the "Create this Page."

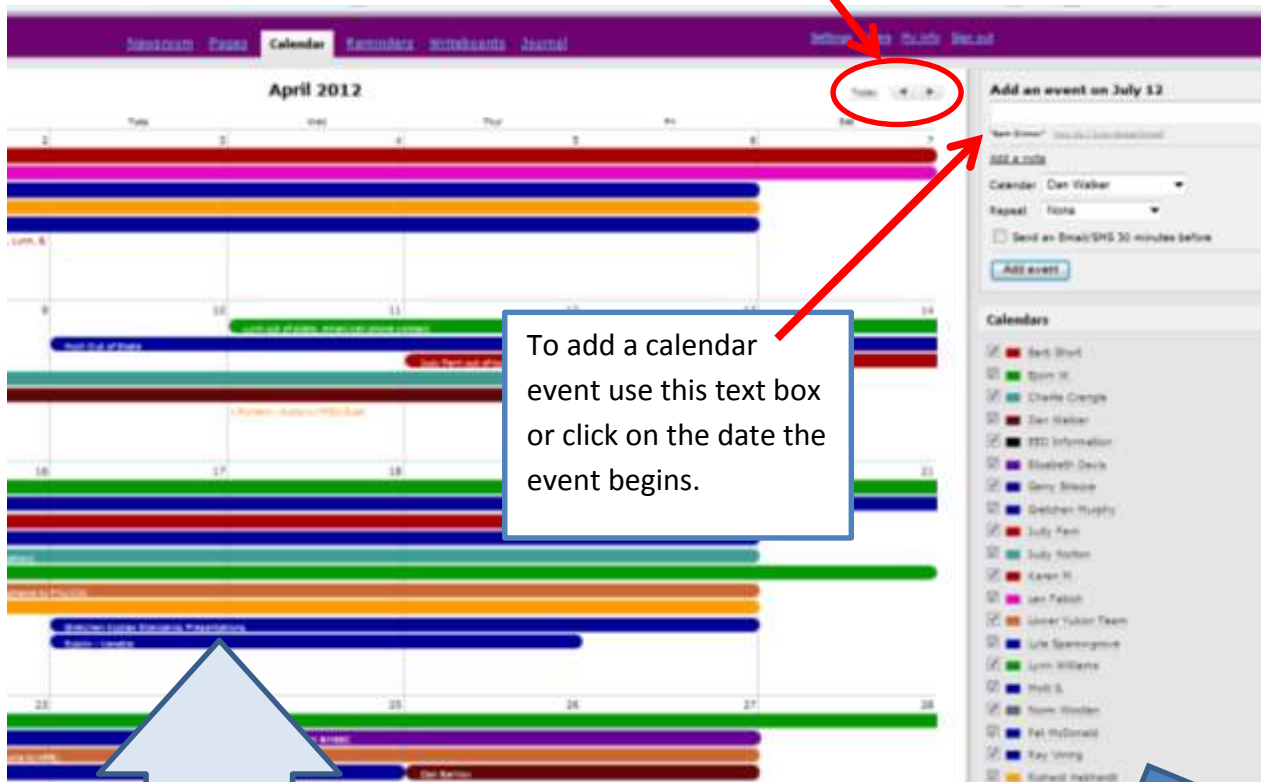
To edit or delete items from your page, hover over the item until the small grey trash can and red Edit buttons appear to the left. Click the trash can to delete the item.



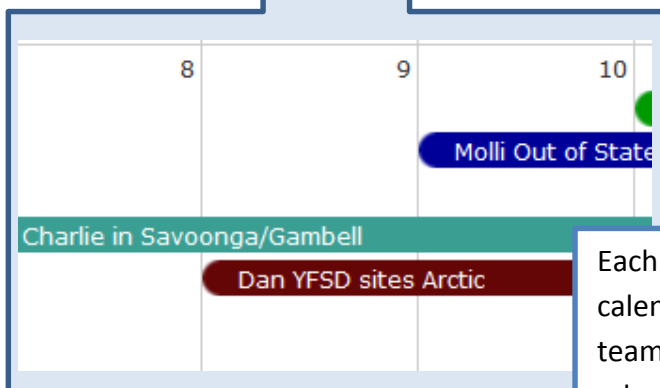
## Tour of Calendar

The calendar displays coach site visits and availability, EED events that pertain to the coaching program, and events in districts that affect the coaching program. The calendar shows six weeks at a time, with the current month as the default.

To navigate between months  
click the front or back arrows.



To add a calendar  
event use this text box  
or click on the date the  
event begins.



Each line on the  
calendar represents a  
team member's  
schedule. Text within  
the line describes the  
event.

This is the list of all the  
calendars, with the name and  
color of the team member.

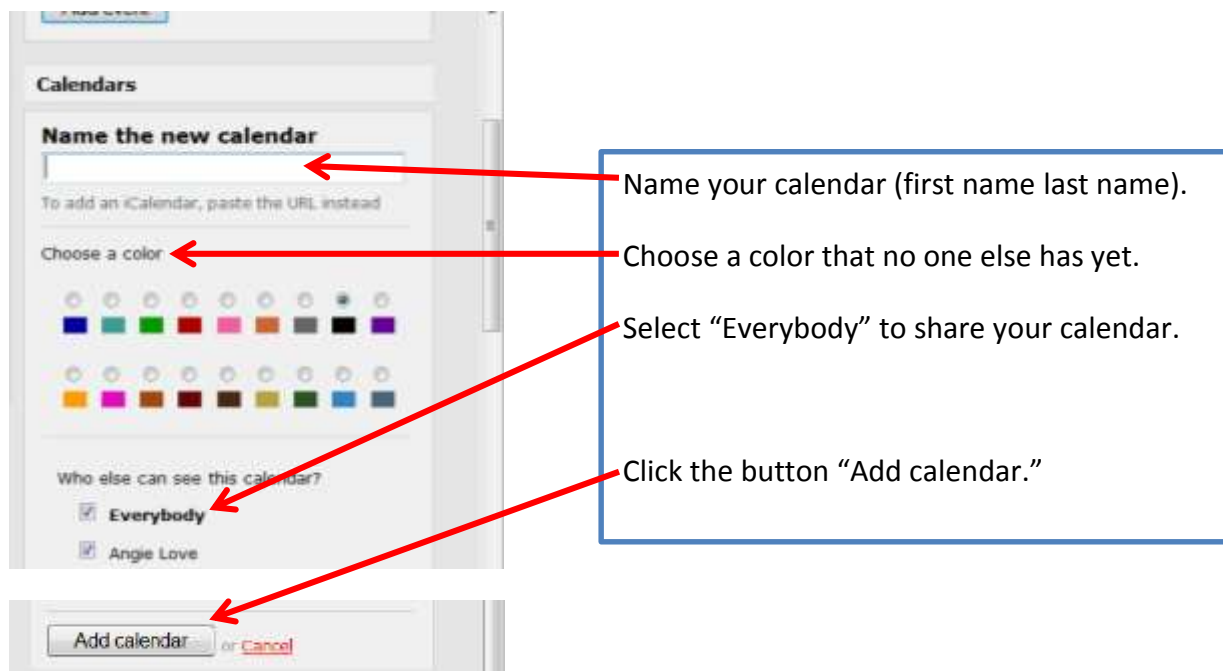
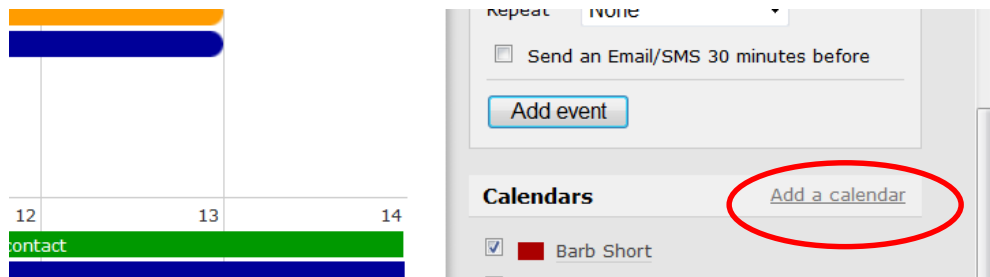
To see fewer calendars click  
the box to uncheck it; the  
calendar will temporarily  
disappear.

## CALENDAR: Making Your Calendar

There are 18 colors for calendars. Each SSOS coach should have a different color. These are chosen on a first come, first served basis!

Black is reserved for EED events and EED staff.

To add your calendar, choose the “Add a calendar” link to the right of the bold “Calendars.”





## CALENDAR: Adding an Event to the Calendar

**Add an event on July 12**

"6pm Dinner" [How do I type dates/times?](#)

Add a note

Calendar

Repeat

☐ Send an Email/SMS 30 minutes before

Click on the date the event begins OR use the "Add an event box" in the top right corner of your screen.

Enter the date first if it differs from the date in the banner. Then enter a short title for the event.

Choose your name in the drop down menu.

Click the "Add event" button.

**Dates**  
Type the date before the event. You can use full months or abbreviations.

January 7	Catherine's birthday
Oct 29	Sam's birthday
7/12	Meleah's birthday

**Dates and times**

July 15 2pm	Dentist (ugh!)
9/12 8pm	Calexico concert

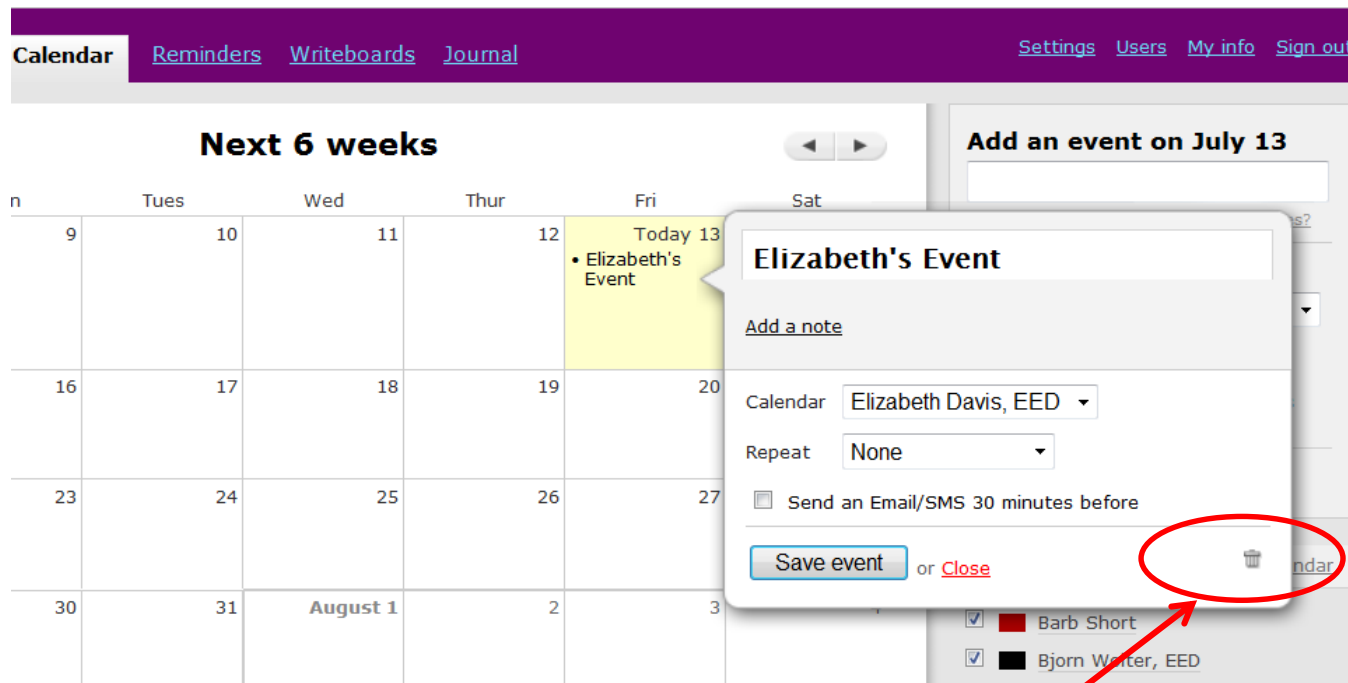
**Multiple days**

August 3 - August 16	Vacation
Jan 24 - Feb 6	Sales trip
8/10 - 8/25	Conference in London

To enter a multiple day event follow these directions (found by clicking the "how do I type dates/times" link.

## CALENDAR: Editing Events, Deleting Events, Calendar Protocol

To edit a calendar event, click on the event in the calendar to open it. Make the needed changes. Click the “Save event” button when you are finished.



To delete a calendar event, click on the event in the calendar to open it. Click the tiny grey trash can in the lower right corner of the pop up box.

### Calendar Protocol

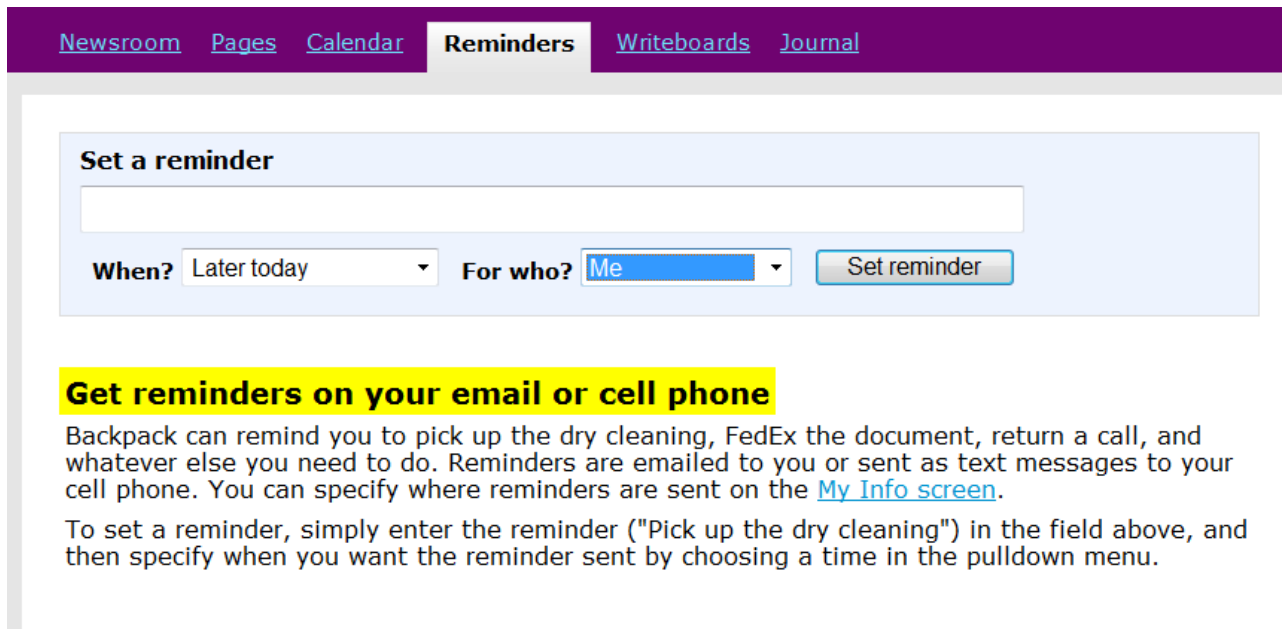
Please follow these basic calendar protocol rules to ensure that this calendar is useful for the team.

- Enter all site visits as soon as possible.
- Enter your personal vacation time when you will be out of contact with a title such as “Elizabeth: vacation. Out of contact.”
- Keep your calendar up to date.
- When you are attending an event with other coaches (e.g., in-service) please create one event with all names. Example: YSD In-service: Harry, Bob, Karl. This helps keep the calendar from being too busy.

## Tour of Reminders

The reminders page allows you to set up notifications to remind yourself of events.

At this time we do not use this function as a team. Please do not set reminders for other team members.



The screenshot shows the Backpack interface with a purple navigation bar at the top containing links for [Newsroom](#), [Pages](#), [Calendar](#), **Reminders**, [Writeboards](#), and [Journal](#). Below the navigation bar is a light blue box titled "Set a reminder". Inside this box is a text input field, a "When?" dropdown menu currently set to "Later today", a "For who?" dropdown menu currently set to "Me", and a "Set reminder" button. Below the "Set a reminder" box is a yellow highlighted section titled "Get reminders on your email or cell phone". The text in this section states: "Backpack can remind you to pick up the dry cleaning, FedEx the document, return a call, and whatever else you need to do. Reminders are emailed to you or sent as text messages to your cell phone. You can specify where reminders are sent on the [My Info screen](#)." It then says: "To set a reminder, simply enter the reminder ('Pick up the dry cleaning') in the field above, and then specify when you want the reminder sent by choosing a time in the pulldown menu."

## Tour of Writeboards

The Writeboards page is used to provide a space for professional conversation threads. It differs from the Newsroom in that it is solely for conversations on specific topics; the newsroom is also for other types of communication, like announcements. Writeboards will be used to discuss professional literature and other topics (brought by the SSOS program staff or by SSOS coaches).

**Newsroom** Pages Calendar Reminders **Writeboards** Journal

**Enter a title for a new writeboard**

Start a new writeboard Import a writeboard

**Elizabeth's Writeboard Issue**  
Updated 3 minutes ago by Elizabeth Davis

**Packing Suggestions for Village Travel**

To start a new writeboard, either enter a title and hit return or click the "Start a new writeboard" button.

To comment on an existing write board, click on the blue title to open the write board.

**Elizabeth's Writeboard Issue**  
Test Test Test

Comments

Add a comment

The writeboard page will open and show the original text and any comments. To add your comment, click the "Add a comment" link.

**Elizabeth's Writeboard Issue**  
Test Test Test

Comments

Add a comment

Comment

Notify people by email

☐ Everyone at contentsupport

☐ Angie Love

☐ C. Murphy

☐ Norm Wooten

Enter your comment in the text box.

**Do not click "Notify people by email."**  
Backpack protocol is to avoid filling email inboxes whenever possible. Click "Add this comment" at the bottom of the page.

## Tour of Journal

The Journal is a place to write in a status update, to a social networking site like Facebook.

The use of this function is optional.

The screenshot shows the 'Journal' tab selected in a purple navigation bar. Below the navigation bar, there's a 'Your status' section with a text box for adding a status message. To the right, a sidebar lists users 'Elizabeth Davis' and 'Pat McDonald' with their respective journal entries. The main content area shows a list of journal entries under the heading 'TODAY'. The first entry is by Elizabeth Davis, titled 'Elizabeth's journal entry', with a red 'Edit' link and a timestamp '20 minutes ago'. The second entry is by Pat McDonald, titled 'Exploring Backpack pages function and journal'. Two red arrows point from text boxes to the interface: one points to the 'Add an entry' text box, and the other points to the 'Edit' link in the first journal entry.

**Your status**

Click here to set your status message and let people know what you're doing.  
Examples: At Lunch, On Vacation, Working on the redesign project, At a client meeting

**Add an entry**

**TODAY**

- **Elizabeth Davis:** Elizabeth's journal entry [Edit](#) — 20 minutes ago
- **Pat McDonald:** Exploring Backpack pages function and journal

**Elizabeth Davis**

- Elizabeth's journal entry

**Pat McDonald**

- Exploring Backpack pages function and journal

To add a journal entry, type your short status message in the text box and hit return on your keyboard.

To edit your own status entries, click the red edit link.

# Guide to Completing and Submitting Invoices

## 2013-2014

Invoices are due the first of the month for the deliverables and expenses incurred in the previous month. Invoices are sent directly to the SSOS associate via email or post.

Email: [carriejoy.warren@alaska.gov](mailto:carriejoy.warren@alaska.gov)

Post: Alaska Department of Education & Early Development  
801 West 10th Street, Suite 200  
PO Box 110500  
Juneau, AK 99811-0500  
Attn: CarrieJoy Warren

### Information to Include on Invoice

**Coach business name, coach name, address, phone**

**Invoice number**

**Date invoice submitted**

**State of Alaska, SSOS Coaching program, EED address**

**Charges per Invoice:** Please include the description and amount on separate lines for professional services and reimbursable expenses.

Professional Services: list all events for the month and monthly professional services fee.

- Site Visits: please include site name and dates of visit.
- Meetings: please include name of meeting, date.

Reimbursable Expenses: list all travel and lodging expenses to be reimbursed. Do not submit receipts.

- Travel reimbursements:
  - Airfare – least expensive rate possible, minimum two-week prior booking
  - Parking
  - Mileage – reimbursed at \$0.55 per mile
- Lodging
  - Hotel stays at state rate of \$99 from Sept. 16-April 30; \$181 May 1-Sept. 15
  - Lodging in district facilities is free for SSOS coaches

**Total amount of Invoice**

**Name and address for payment or indication of direct deposit preferred\***

\*please contact the SSOS Associate for the direct deposit paperwork

## SSOS Coaching Program FY14

### Sample Invoice

<b>Your Name/Company</b> <b>Name</b> <b>Address</b> <b>Phone</b>	<b>Invoice # 100</b> <b>Date</b>
<b>To:</b> State of Alaska Department of Education & Early Development State System of Support Coaching Program 801 West 10 <sup>th</sup> Street, Suite 200 PO Box 110500 Juneau, AK 99811-0500	
<b>Description</b>	<b>Amount</b>
Professional Services for the month of October -site visit October 10-14 -EED audio meeting October 20 -EED meeting October 27-28	<b>\$x,xxx (monthly professional services fee)</b>
Travel Reimbursement -Flights to Hooper Bay October 9-14 -Flight to Anchorage October 26-28	<b>\$x,xxx</b>
Lodging Reimbursement -one night in Bethel October 8 -two nights in Anchorage October 26, 27	<b>\$xxx</b>
<b>total</b>	<b>\$x,xxx</b>
<b>Please make all checks payable to (coach name or company name)</b> <b>OR</b> <b>Direct deposit</b>	

## SSOS Coach Guide Village Travel

The following are suggestions from SSOS coaches.

### **Wear on the plane (besides the usual, after Oct 1)**

Warm, waterproof coat, hat, gloves

Boots

Carry on:

Snow pants

### **Packing Suggestions**

In your daypack, carry everything you need if your luggage gets bumped:

- A plastic baggie containing some cash, credit card and a driver's license
- Computer and cord
- Enough materials to do your job in a pinch
- Folder with info about airlines options, phone numbers, district contact numbers, local airline agents and your reservations info
- A change of essential clothes
- Comb, toothbrush and toothpaste
- Prescription medication and a spare pair of glasses
- Sunglasses
- Ibuprofen
- Snack and water bottle
- Cell phone, camera (if you want/have)
- Hand sanitizer
- Yak Trakkers or other crampons
- Extra pair of gloves and hat, face cover like a scarf

In a waterproof bag (a large tub is a good alternative to a suitcase) labeled with your name and phone#:

- Sleeping bag, small camp mattress, pillow if desired
- Silk or fleece sleeping bag liner as a 2nd option (most schools are too hot to use a sleeping bag)
- Microwavable dish and cup, lightweight spork
- Towel, washcloth
- Plastic bag for dirty clothes



- Clothes (pack to reuse as much as possible)
- Modest sleepwear
- Clean sensible indoor shoes
- Shower shoes, toiletries
- Headlamp or flashlight
- Alarm clock
- Thin pile gloves to wear under mittens (gives you dexterity option and still protects against frostbite)
- Earplugs for plane
- Ski goggles for winter travel on four-wheelers/snow machines
- Sunglasses to deal with intense glare off snow in spring
- Face mask, neck gaiter or balaclava to protect face against wind chill
- Dermatone, Chapstick and hand cream to keep your skin from cracking in overheated, low humidity buildings in winter
- Hand warmers and toe warmers - put in parka pocket to use if stranded at airstrip
- Small first aid kit including OTC cold medication, Imodium and aspirin
- Diversions such as a book, knitting, etc.

## Hints

- Most small air carriers have a 40# limit.
- Bring enough warm clothes to get outside even in bad weather.
- Many rural Alaska schools and buildings are very warm inside; bring layers of clothing to adjust as needed.

## Food ideas

Pack perishables as your first choice, but always pack backup in case it gets frozen, lost, overheated, etc.

- Tea, drink mixes, cocoa
- Pasta mixes and foil packets of chicken or tuna
- Quick soups
- Oatmeal
- Bagels and cream cheese or peanut butter
- Ready-made non-refrigerated meals
- Backpacker food

- Granola bars or energy bars
- At some sites you may want to bring bottled water or a steripen water purifier & water bottle because of bad pipes or water quality issues
- Starbucks VIA instant coffee is a terrific lightweight alternative

### **Hints**

- Pack food for the duration of your trip plus a day of being stranded.
- Pack your perishables separately if possible, wrap in plastic and label as perishable.
- Freeze homemade food, wrap it well in plastic, and stick it in your food box or in the middle of your clothes.
- Fresh produce is always a treat. If you're planning to cook dinner for yourself, consider packing enough to feed two or three. You never know when you'll have the chance to share.

### **Job Related**

- A dongle that connects your particular computer to a VGA Projector
- A memory stick as a back-up with all materials you plan to use on site
- Materials on your laptop or a thumb drive
- Bring your own materials when possible (paper, etc.) so as not to be a burden on the site (or speak with EED about shipping them out)
- Phone card or a phone that works in that region

### **Helpful Hints**

- Bring some \$5 bills for taxis; this is often the charge in small villages.
- Plan for getting weathered in.
- If you're staying in a teacher's classroom, you might want to bring a small gift for him/her. A candy bar, coffee, notepad, or CD of your favorite tunes means a lot to folks off the road system.
- Newspapers and current magazines are always appreciated.

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## State System of Support Coaching Program

### Appendices

## Appendix A: EED Contact Information

Name	Phone	Email	General Duties & Programs
Angela Love	907-465-8689	<a href="mailto:angela.love@alaska.gov">angela.love@alaska.gov</a>	SSOS Coaching Program Manager
CarrieJoy Warren	907-465-8706	<a href="mailto:carrijoy.warren@alaska.gov">carrijoy.warren@alaska.gov</a>	Logistics, Invoices, Logs & Technology Assistance

## **Appendix B: SSOS Coaching Agreement**

### **Alaska Department of Education & Early Development**

#### **State System of Support Coaching Program**

The purpose of the State System of Support (SSOS) Coaching program is to support districts and schools as they build their capacity to implement sustainable school improvement strategies, aligned to the six domains of leadership, curriculum, instruction, assessment, supportive learning environment, and professional development, with fidelity. The SSOS Coaching Program works collaboratively with district administrators, site leaders, and staff to implement sustainable, quality educational practices. SSOS coaches are Alaskan educators who are chosen for their educational coaching aptitude, for their education systems expertise, and for their understanding of the unique context of teaching in Alaska. SSOS coaches receive training in the tools and protocols most relevant to their work, including root cause analysis, precision goal setting, Alaska STEPP and improvement planning, systems change, and specific leadership and instructional practices. The coaching model used by all SSOS coaches is Cognitive Coaching.<sup>SM</sup> This approach emphasizes that the coaching relationship is reciprocal. The coach's role is to shine a spotlight of awareness on data in the environment and to support self-directed learning and change; the coach is not a solver of another's problems. The SSOS coach's role is to provide assistance to the site leader and staff to achieve their school improvement goals. SSOS coaches do not evaluate district staff, nor do they participate in discussions regarding hiring, plans of improvement, or dismissal of employees.

### **State System of Support Coaching Agreement**

The purpose of this document is to outline the reciprocal agreements between the SSOS coach, the district administration, the site leader, and the Department of Education & Early Development necessary for all parties to achieve results.

#### **Agreements between District Leadership, Site Leadership and the State System of Support (SSOS) Coach**

1. The superintendent will communicate with principals and staff regarding purpose and role of the SSOS coach in collaboration with EED staff; further clarification will be provided by coach or, when necessary, EED staff.
2. The site leader and coach will collaboratively decide upon a calendar of monthly coach visits. The coach and site leader will commit to this schedule and will communicate unavoidable changes well in advance. This schedule should:
  - a. Provide protected time and maximum opportunity for working on school improvement goals.
  - b. Accommodate the needs of the site leader, staff and coach.
  - c. *Not* occur during major school events or when the majority of staff is scheduled to be out of the building.

3. A Plan of Service will be created collaboratively between the site leader and/or the school leadership team and the coach during the first site visit. The site leader and/or leadership team and the coach will mutually agree upon:
  - a. 1-3 specific, measurable goals within the school improvement Key indicators.
  - b. Specific actions necessary for achieving those goals in a designated timeline.
  - c. Designated responsibilities for the coach and the site leader within the goals and action steps.
4. The site leader and coach will communicate regularly between site visits to determine the specific plan for each site visit before the date of arrival and to discuss progress on actions taken towards attainment of the goals within the Plan of Service. Distance coaching support is crucial and must be engaged in weekly during a dedicated and scheduled time via phone, email, SKYPE, etc.
5. Site leader and coach work together throughout the site visit. This will include:
  - a. Designated meeting time on the first and last day of the visit to discuss current status, goals, progress, and next steps.
  - b. Joint observation of instruction.
  - c. Planning and reflecting conversations regarding the professional learning community (PLC) meetings and staff meetings.
  - d. Data analysis and data briefings.
6. Coach and site leader will record progress and next steps on the monthly report; copies will be provided to district leadership and EED.

### **Support Provided by SSOS Coach & the Alaska Department of Education and Early Development (EED) to Districts and Schools Participating in the SSOS Coaching Program**

1. The coach will focus on developing a professional relationship with the site leader that provides opportunity for growth, successful implementation of the site leader's goals, and a deeper understanding and application of school improvement systems.
2. Through coaching conversations with the principal, the coach will provide support targeted to the goals and action plans of the site's leadership team.
3. The coach will provide assistance and professional development in school improvement processes that increase the capacity of the site leader and staff to improve student achievement. These processes, as determined by EED, include:
  - a. Data briefing systems, systematic use of assessment data, and the use of data to determine instruction.
  - b. Professional learning community protocols and structures.
  - c. Systems to ensure implementation of district-adopted curricula and instructional materials and the use research-based instructional practices.
  - d. Intervention systems for students with low performance; development and implementation of HSGQE remediation plans.
  - e. Principal walk-throughs to increase the use of effective instructional practices by all teachers.
  - f. Practices that promote a school-wide supportive learning environment (cultural relevance, maximized student learning time, school-wide positive behavior support, classroom management).
  - g. Use of Alaska STEPP and the implementation of the Alaska STEPP plan.

4. The coach will assist with data gathering and data analysis to assist site leader and staff in determining progress toward goals.
5. The coach will, when requested, obtain resources and information related to goals.
6. The coach will be on-site four days per month during the school year, with the exception of December and May; coach will provide distance support between visits.
7. EED SSOS staff will provide, as requested, additional information and support as it relates to the district's improvement work.

### **Logistical Support Provided by District and School for SSOS Coach**

1. The district and school will arrange for logistical support, including:
  - a. Reliable and consistent transportation to and from the airstrip.
  - b. Safe accommodations that include access to kitchen and bathroom facilities.
  - c. Coach access in and out of in-school accommodations after school hours.
  - d. Secure storage, if requested, for small tub of essentials.
2. The coach will be made available to all staff and will schedule instructional support such as observation, modeling, or co-teaching in collaboration with the site leader.
3. The district/school will provide log in/password information to coach and EED for assessment systems such as AIMSweb and MAP.
4. The site leader will provide logistical support to ensure that teachers/staff have time and resources needed to work with coach (e.g., release time, flexibility with master school schedule). The district administration will support these efforts, removing barriers and providing resources when possible.
5. The district administration will, before the first site, provide visit information vital for working with the site, including but not limited to:
  - School and district calendar
  - Site staffing configuration and names of teachers
  - Copies of district curricula
  - List of adopted and commonly used instructional materials
  - Access to First Class (or similar) in order to be informed about district-wide communications
  - List of other training contractors working with the site
  - Copy of district and school professional development plan
  - School schedule

## State System of Support Coaching Agreement

Date of meeting: \_\_\_\_\_

Notes from meeting:

Printed Name of Site Leader \_\_\_\_\_ Initials \_\_\_\_\_

Printed Name of Coach \_\_\_\_\_ Initials \_\_\_\_\_



## Appendix C: Plan of Service Template

### State System of Support Coaching Program

#### Plan of Service FY14

**The Plan of Service should be developed collaboratively with the district and/or school administrative staff and the coach during the first site visit.**

1. Prior to development of the Plan of Service, leader and coach review student achievement and other data to identify needs.
2. Identify at least three domains that will be the primary area of focus.
3. Identify at least one specific indicator for each domain that will be the primary areas of focus.
4. For each indicator, identify the current level of implementation.
5. For each indicator, identify the data that will be utilized to document monthly progress (i.e. SBA, AIMSweb, professional development agendas, staff feedback, and classroom observations).
6. For each indicator, identify at least one measurable goal that will be accomplished by December.
7. For each measurable goal, describe initial actions committed to by coach, leader, others.

**In January, coach and leader revise the Plan of Service.** This includes designating new goals or continuing to work toward implementation of current goals.

State System of Support Coaching Program Plan of Service FY14	
Date: District, Site: Leader: Coach:	
Summary of Student Achievement and Other Data Identifying Needs:	
Areas of Focus	
Domain:	
Indicator:	
Description of current level:	
Measurable goal:	
Data to be used to document progress:	
Actions:	
Domain:	
Indicator:	
Description of current level:	
Measurable goal:	
Data to be used to document progress:	
Actions:	
Domain:	
Indicator:	
Description of current level:	
Measurable goal:	
Data to be used to document progress:	
Actions:	

Attach calendar of proposed coach visits; include significant school events as appropriate.

## **Appendix D: Monthly Report Template**

### **State System of Support Coaching Program**

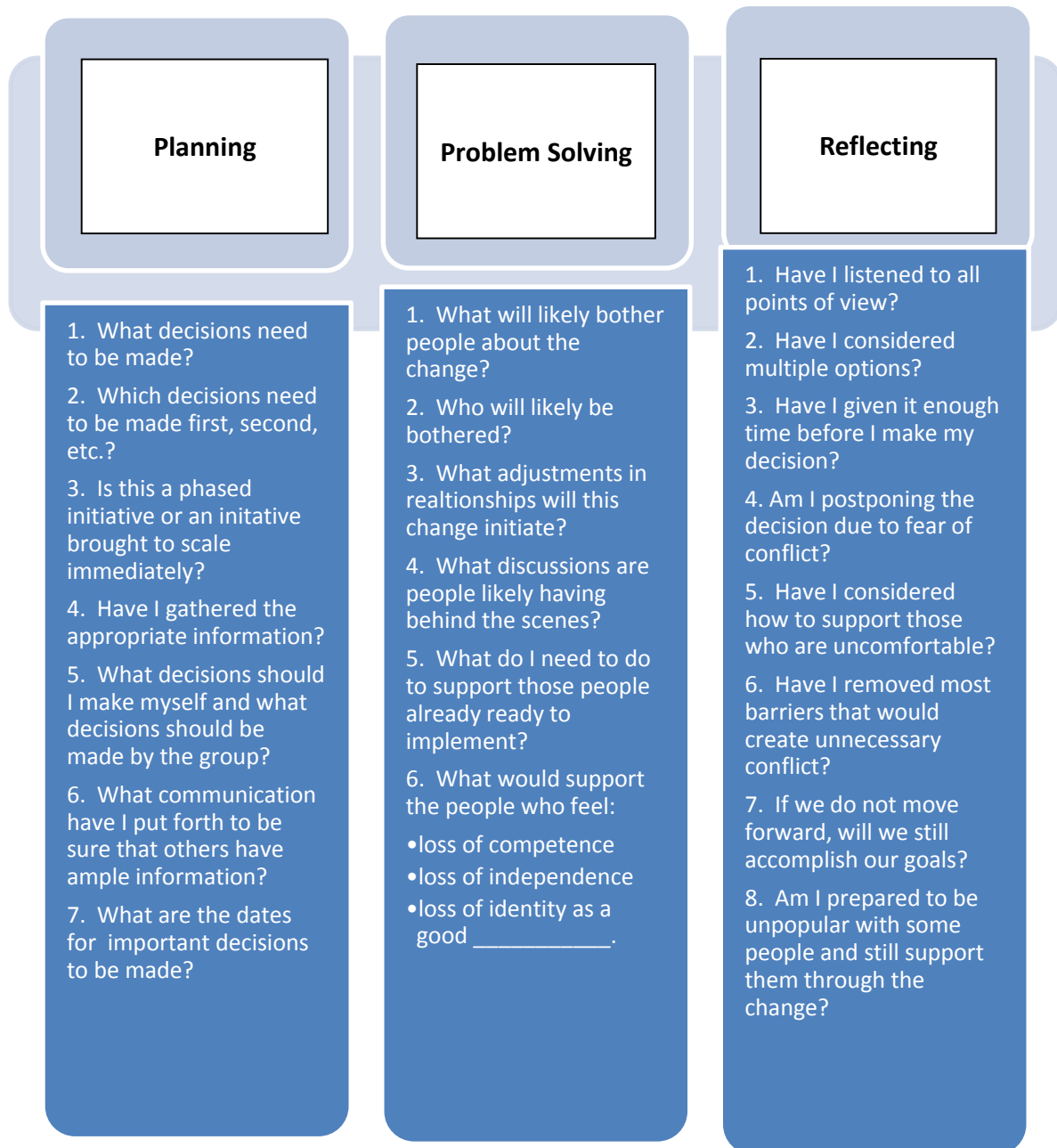
#### **Monthly Report FY14**

1. Report separately for each indicator identified in the Plan of Service.
2. For each indicator, provide the goals identified in the Plan of Service and a data summary that documents the current level of implementation and progress.
3. For evidence of implementation in this indicator, provide information that describes progress made since your last visit (i.e. observations, conversations, documents). Use title/roles for individuals in this section instead of names in order to protect confidentiality (e.g., “the second grade teacher,” “the paraprofessional for grades 3-5.”)
4. For actions/next steps, document action steps committed to by team and identify those that are the responsibility of the coach, leader, and (if applicable) other team members.
5. For notes, include any pertinent information necessary to provide a written record of other issues (e.g., barriers that are outside the control of the coach or leader).
6. Always follow FERPA rules and avoid including student names, ID numbers, or other identifying information.

State System of Support Coaching Program Monthly Report FY14	
Date of site visit: District, Site: Leader: Coach:	
Domain: Indicator: Measurable goal:	
Summary of data (attach data displays as needed) used by team to document progress:	
Evidence of Implementation as observed by leader and coach	Actions/Next Steps <i>*note actions committed to by coach, leader, others</i>
Notes:	
Domain: Indicator: Measurable goal:	
Summary of data (attach data displays as needed) used by team to document progress:	
Evidence of Implementation as observed by leader and coach	Actions/Next Steps <i>*note actions committed to by coach, leader, others</i>
Notes:	
Domain: Indicator: Measurable goal:	
Summary of data (attach data displays as needed) used by team to document progress:	
Evidence of Implementation as observed by leader and coach	Actions/Next Steps <i>*note actions committed to by coach, leader, others</i>
Notes:	

## Appendix E: Metacognition and Flexibility Protocol

This tool incorporates into practice the intrapersonal skills of planning, problem solving & reflecting.



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School Leaders' Implementation Field Guide: Designing and Supporting High-Performance Teams 2012  
by Gary Whitely and Lexie Domaradzki

## Appendix F: Rehearsal Conversations Protocol

Elite performers say that their practices have to be so rigorous and true-to-life that by the time they get into true competition, game or match, their performance is almost automatic. If you practice well, slight changes in a performance or game time activity won't throw you off. To the contrary, if you haven't rehearsed enough, little things can have a big negative impact on performance.



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School Leaders' Implementation Field Guide: Designing and Supporting High-Performance Teams 2012  
by Gary Whitely and Lexie Domaradzki

## Types of challenges that likely need rehearsal conversation:

1. Changes in assessments being used system-wide.
2. Adoption and expectation of use of common curricula, materials.
3. Expectation that all struggling students will receive additional intervention support.
4. Expectation for frequent collaboration with colleagues.
5. Expectation of public sharing of data and student performance results.
6. Expectation of delivering instruction differently than previously implemented.

## Example of Rehearsal Cycle

1. Key message to be delivered:
  - Results from universal screening will be discussed and shared during collaborative meetings
2. Potential Pitfalls:
  - Teachers are fearful that their students' results will not look strong.
  - Teachers do not trust and philosophically believe in the assessment measure.
  - Teachers are not sure how to interpret the results and do not want to be embarrassed in front of their peers.
  - Teachers didn't give the assessments and don't want that to be noticed in the group.
  - Teachers do not know how to retrieve the data displays and are too uncomfortable to ask for help.
3. Who might be bothered by this conversation and meeting:
  - Second- and fifth-grade teachers.
4. Key vocabulary or phrases that I want to use:
  - Supporting all of our students.
  - Celebrating what our students can do.
  - New experience for all of us.
  - Opportunity for us to learn together.
  - No blame and team support.
  - Any and all questions are safe and accepted.
  - I am learning alongside each of you.
5. Sequence of conversation:
  - Beginning a process of collaboratively reviewing student progress
  - Results will be shared among our grade level teams.
  - Goal is to provide collegial support, examine what is really happening with student performance and organize ourselves to support student learning in a stronger way.
  - A few guidelines for our work (no blame, focus on students, solution focused, face the facts).
  - Learning beside you and committed to the process of looking closely at what our students can do.
  - In order to have a collaborative, efficient meeting, here are the things I expect:
    - Each teacher brings ( ) data to the meeting.
    - We will use protocols for our discussions.
    - We will analyze the data in a similar sequence each time.
    - We will start meetings right on time.
    - Your attendance is expected.
6. Practice the conversation with a colleague if possible.