State System of Support Coaching Program

Interview Documents
October 2016

The following State System of Support Coaching Program documents were sent to you with this document.

- SSOS Coaching Program Handbook
- Alaska STEPP School Rubric
- Alaska Cultural Standards for Educators
- Expectations for Priority Schools
- Mock Site Data for Questions 3a and 3b

All applicants will receive these documents one week prior to their interview. All interviews will be conducted on the phone.

We strongly suggest that you download, print and organize the documents with the questions 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, applicants 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 the following 3 questions, there will be an additional 3 questions asked of each candidate at the time of the interview. One of these questions requires that the applicant respond to a part of the Alaska STEPP rubric. That portion of the rubric is included at the end of this document and will be used for Question 6.

<u>Specific information provided to each candidate prior to the interview</u>

Welcome.

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

On each interview are Brad Billings, ESEA and School Support Administrator; Paul Prussing, Interim Director, Teacher and Learning Support; Deborah Riddle, School Recognition and Support Administrator; and Bob Thompson, Managing Director of the School System of Support Coaching Program.

The four interviewers will take turns reading each question aloud.

The structure is for you to have self-directed responses. You will have 30 minutes to speak to all 6 questions. An even distribution of time would mean you have 5 minutes for each question. You will be told when you have used 5 minutes when answering a question.

There will be a "muting delay" after each question. We will mute our phone so that no distracting noises interrupt your responses.

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

We hope to notify successful applicants no later than October 31, 2016.

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 70 students, and the following staff configuration:
    - K-1 (1st year teacher)
    - 2-3 (second year at school)
    - 4-5-6 (1st year teacher)
    - 7-8 (second year at school)
    - 4 high school teachers (2 teachers in their third year at the school; 1 in second year; 1 in 1st year of career;)
    - The school has a full-time principal/counselor in her 1st year at the school, but with 5 years of administrative experience outside of Alaska.
- The school implements universal screeners in reading and math 3 times per year to most students.
- 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.
- You have not observed the principal conducting walkthroughs when you are on-site. In conversations with her she explains that she does walkthroughs every day, but your observation is there is little observation of instruction and mostly just checking in on classrooms and delivering messages.
- The returning teachers say they have most of the district-adopted materials in their classrooms. The 1st year teachers complain that they cannot find all of the materials in their classrooms.
- The instructional 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 interventions to low performing students.
- Each teacher uses a different system for classroom management. The principal is attempting to adopt a school-wide behavior system, but is meeting resistance from the more experienced high school teachers.

Scenario questions:

a. What top 3 priorities do you see that should be addressed in this first year of coaching at this school? Explain your rationale for these choices.

b. Describe the coaching conversation you would have with this principal on your upcoming site visit regarding setting goals and priorities for the school year.

c. What pushback do you anticipate when attempting to select appropriate priorities and goals? How would you address each one?

Question 2

Please review the following documents:

- SSOS Coaches Handbook; section on Alaska STEPP.
- Alaska STEPP School Rubric.
- Alaska Cultural Standards for Educators Rubric.
- Expectations for Priority Schools.

Describe, in detail, an effective school improvement process that utilizes the above tools to guide decision-making and practices. Include what experience you have had working with school improvement and some of the outcomes from those experiences. You may also include examples of effective school improvement practices that you have observed or with which you are aware. In your description, you are not limited to the above documents, but may describe other documents or data useful in an effective school improvement process.

Question 3

Please review the following documents:

- Mock Site Data with Measures of Academic Progress (MAP) for Question 3a
  and
- Mock Site Data with AIMSweb for Question 3b

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 two sets of data provided and select one or the other to respond to the questions related to the data.

3a.   NWEA MAP Data (The following MAP reports are not from the same classroom and should be discussed separately.)
- For the MAP #1 document: Class Breakdown by Goal, explain what you see in this display. Then, describe how you would use this data with a teacher to assist with understanding her students' skills and knowledge; include what further data or information would be needed for an accurate assessment.
- For the MAP #2 document: Learning Continuum, explain what this document tells you. Then, describe how you would use this data with a teacher to assist with understanding her students' skills and knowledge and building an action plan for instruction.
- For the MAP #3 document: ASG Summary Report, explain what you see in this document, describing each column. Then, describe how you would use this data with a principal to assist with understanding the learning progress being made in this class; include what further data or information would be needed for an accurate assessment.

    OR

3b.   AIMSweb Data (The Class Scores and the Growth Table are not from the same classroom.)
- For the AIMSweb #1 document: Class Scores, describe what you notice in the data. Then, what questions do you have that would clarify the data? Explain how you would use this data with the 2nd grade teacher to develop an action plan for instruction.
- For the AIMSweb #2 document: Growth Table, describe what you see in this table. Explain what this data means in terms of these students' progress in Math Computation this year.
- For the AIMSweb #3 document: Quadrant Analysis, look at the AIMSweb #1 document: Class Scores, and fill in the missing student names in the Quadrant Analysis chart. Then, for each quadrant describe

actions that should be taken with each group of students.

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. Domain and indicator were provided in advance.)

Domain 3 of Alaska STEPP is the domain of Instruction. The Alaska STEPP rubric fully describes this domain as follows:

3.0 There is evidence that research-based, effective, and varied instructional strategies are used in all classrooms to meet the needs of each student.

Indicator 3.2 focuses this domain on the following:

3.2 School staff implement a coherent, documented plan throughout the school to ensure that all students receive core instruction and all low-performing students receive additional support to meet their needs and reach proficiency.

Final Question (3 – 5 minutes max.)

Do you have any questions regarding the documents, practices, or goals of the SSOS Coaching Program?

Alaska Department of Education & Early Development

State System of Support Coaching Program

Coach Handbook

2016-2017

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Alaska Department of Education & Early Development

State System of Support Coaching Program Information

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 Coaching Program (SSOS CP) is to support districts and schools as they build their capacity to implement sustainable school improvement strategies.

State System of Support Provider Programs

The State System of Support coaches are the primary support system sponsored by the Department of Education and Early Development.

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Technical Assistance
Programs Sponsored by the
Alaska Department of
Education & Early
Development
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State System of Support
Coaching Program
(SSOS CP)
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Support administrators
and teachers in the
implementation of
effective leadership and
instructional systems and
practices that lead to
ongoing school
improvment.
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School Improvement
Monitoring
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Verify the implementation
of district and school
improvement plans.
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State System of Support Coaching Program

Coaching Model, Tools, and Protocols

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 systems' change based on the seven turnaround principles (effective leadership, effective teachers, maximizing learning time, research-based curriculum and instruction, use of data to inform instruction, a safe and supportive learning environment, and parent/community involvement with cultural responsiveness) will result in significant improvements in student achievement**.**

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

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. Is effective with 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. Is 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 inservice. If a coach is assigned to more than one school, the on-site time will be determined by the needs of the site, including the number of students and staff. Site visit activities will be based on school need and may include:

- Conducting planning, reflecting, and/or problem resolving conversations
- Analyzing instructional data with leaders and/or staff
- Facilitation and/or co-facilitation of collaborative meetings or professional learning communities (PLCs)
- Instructing in and modeling leadership practices
- Instructing in and modeling classroom management strategies
- Instructing in and modeling best practices in instruction
- Delivering professional learning
- Observing in classrooms and providing feedback.
- Assisting with creation, monitoring and revising of a school improvement plan that includes the seven turnaround principles and utilizes the Alaska Steps Towards Educational Progress and Partnership tool, or Alaska STEPP.
- Providing resources, consultation services, and/or referrals to outside assistance.

In addition to on-site visits, coaches provide continuing support to their site throughout the month via teleconference, phone, email, text, 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.*

SCOPE OF WORK: State System of Support Coach

Duties & Responsibilities:

- Support the site leadership in the development of sustainable plans for school improvement (using the EED online planning tool Alaska STEPP, when applicable).
- Support the implementation of the school improvement plan by working with the school to systematically address issues and establish and strengthen structures to sustain improvement efforts.
- Provide specific technical expertise in the six domains of effective schools (curriculum, assessment, instruction, supportive learning environment, professional development, and leadership).
- Provide technical expertise to assist with building capacity within the school system to improve elements of effective schools based upon the Expectations for Priority Schools (effective leadership, effective teaching, maximizing learning time, research based instruction, use of data, supportive and safe learning environment, and collaborative community engagement).
- Facilitate data analysis of student achievement using multiple sources of data with the site leader and staff.
- Facilitate establishment of procedures for regular review and analysis of data by instructional staff.
- Provide site with support to ensure implementation of the district adopted curricula by all teachers and the use of effective instructional practices.
- Assist with implementation of the EED supported Coaching Cycle as described in Coach Handbook.
- Implement EED supported coaching model of coaching, consulting, modeling, and presenting."
- Communicate regularly and in a timely fashion with the SSOS Coaching Program Managing Director, district liaison, SSOS Coaches, and EED.
- Stay current on professional practices and professional literature/research.
- Engage in independent professional learning connected to district/site initiatives.
- Contribute to the ongoing assessment and refinement of the SSOS Coaching Program.
- Notify the SSOS Coaching Program Managing Director of any planned or unplanned absences related to illness, personal necessity, personal business, or any other reason.
- FOR DISTRICT LIAISONS ONLY: Facilitate direct communication with the district office contact person, and any other district personnel as determined by the district, through face-to-face contact at the district office in order to inform district personnel regarding all coaching efforts in the district and to receive information regarding district initiatives and to address any issues regarding coaching services in the district.
    - Read all Site Visit Reports submitted by coaches serving the district to stay informed of coaching activities at each site.
    - Maintain regular monthly communication with all coaches serving the district.

Deliverables:

- Visit the assigned school site 8 times during the school year on 4 consecutive school days (August-May) on a schedule approved by the site leadership, unless approved to do otherwise by the SSOS Coaching Program Managing Director.
    - On-site visit schedule for the 2016-17 school year to be submitted to EED no later than September 30, 2016 for approval by the Managing Director, or as otherwise directed by the Managing Director.
    - Attendance at beginning-of-year district inservice is encouraged and may be in lieu of the first site visit in August.
    - Attendance at the ASDN RTI Conference in January, and/or the ASDN ASLI Conference in May, may be in lieu of a site visit if educators from the site are in attendance at these conferences, upon approval by the SSOS CP Managing Director.
    - Total site visit days must be no less than 32 full days of services provided.

  or

- Visit the assigned school site 4 times during the school year on 4 consecutive school days (August-April, excluding the month of December) on a schedule approved by the site leadership, unless approved to do otherwise by the SSOS Coaching Program Managing Director.
    - On-site visit schedule for the 2016-17 school year to be submitted to EED no later than September 30, 2016 for approval by the Managing Director, or as otherwise directed by the Managing Director.
    - Attendance at beginning-of-year district inservice is encouraged and may be in lieu of the first site visit in August.
    - Attendance at the ASDN RTI Conference in January, and/or the ASDN ASLI Conference in May, may be in lieu of a site visit if educators from the site are in attendance at these conferences, upon approval by the SSOS CP Managing Director; however, if serving more than one school, these days may only be counted once towards the total site visit days.
    - Total site visit days must be no less than 16 full days of services provided.
    - A coach may be assigned more than one 16-day coaching assignment at more than one school during the 2016-17 school year.

  and

- Provide between-visit support as needed ("distance coaching") with recommended site contact at least once per week.
- Design, in collaboration with site leader, a Plan of Service using the SSOS Coaching Program Plan of Service form to be submitted to EED no later than September 30, 2016.
- Provide task-oriented site visit reports using the SSOS Coaching Program Site Visit Report form with one report following each site visit.

- o Provide a copy of this report to site leadership; whenever possible, provide a draft copy prior to leaving site and a final copy no later than one week after site visit.
  - o Post the site visit report on Basecamp no later than one week after site visit.
  - o Submit Site Visit Report form to district leadership contact person. Personal notes for coaches may be deleted from this submission.
- Prepare for and attend audio conferences:
  - o District leadership meetings when appropriate and invited to attend.
  - o EED data briefings
  - o SSOS Coaching audio staff meetings as scheduled by the Managing Director.
- Prepare for and participate in SSOS Coaching Program development and support activities:
  - o Coach's Meeting: September 6-7, 2016; Coach's Meeting: November 30 and December 1, 2016; Coach's Meeting: 4 days in May/June of 2017 (which may include the ASLI conference.)
  - o Collaborative coaching meetings on the design and implementation of the SSOS Coaching Program as scheduled by the Managing Director.
  - o Monthly communication with coaching partner
- Complete activity log no later than the first day of each month regarding the previous month.
- FOR DISTRICT LIAISONS ONLY: Visit the district office 6 times during the school year for one day preceding or following a site visit to the coach's assigned school in the district (August-May) on a schedule approved by the district contact person, unless approved to do otherwise by the SSOS Coaching Program Managing Director.
  - o District office visit schedule for the 2016-17 school year to be submitted to EED no later than September 30, 2016 for approval by the Managing Director.
  - o Provide a follow-up written report to all coaches serving in the district of the issues discussed at the district meeting, and provide a copy to the Managing Director.

State System of Support Coaching Program SSOS Coach Work Calendar FY17

July	August	September
Contracts signed and placements assigned for FY17	Site Visit #1; typically inservice Report & Log posted on Basecamp Invoice Submitted	Site Visit #2; Plan of Service due to EED by 9/30/15 Fall Meeting, Anchorage Atwood Building: September 6th-7th Partner coaching call Report & Log posted on Basecamp Invoice Submitted

October	November	December
Site Visit #3; Report Partner coaching call Report & Log posted on Basecamp Invoice Submitted	Site Visit #4; Report Partner coaching call Report & Log posted on Basecamp Invoice Submitted	Winter Meeting, Anchorage BP Center: November 30th - December 1st EED Data Briefing: TBD Report & Log posted on Basecamp

January	February	March
Site Visit #5; Report Partner coaching call ASDN RTI Conference: January 27-29, 2017 Report & Log posted on Basecamp Invoice Submitted	Site Visit #6; Report Partner coaching call Report & Log posted on Basecamp Invoice Submitted	Site Visit #7; Report Partner coaching call Report & Log posted on Basecamp Invoice Submitted

April	May	June
Site Visit #8; Report Partner coaching call Report & Log posted on Basecamp Invoice Submitted	EED Data Briefing: TBD ASLI Conference & Spring Meeting: TBD Report & Log posted on Basecamp Invoice Submitted	Log posted on Basecamp Planning Meeting for FY18: TBD Final Invoice Submitted

Description of items in Scope of Work Calendar:

Report & Log:

- SSOS CP Site Visit Report posted on Basecamp. Sent to site leader and district contact.
- SSOS CP Monthly Coach's Log posted on Basecamp

Partner Coaching Call:

- 45-minute coaching practice (20 minutes per coach; one phone call or two)
  or
- District collaboration sessions led by district liaison of no more than 1 hour.

EED Data Briefing:

- SSOS team, commissioner, coaches working within the same district
- 2 hours (10-15 minutes per school)
- Briefing on appropriate school data

ASDN RTI Conference and ASLI Conference:

- Attendance may be approved by Managing Director to be in lieu of a site visit if school staff is in attendance and collaborative meetings are held

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, the district, and site leader. The Coaching Agreement will be presented to the district team prior to the start of the school year. District approval will be noted by initials and a signature. 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, sign, and return to the Managing Director. 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 summative assessment data, former ASPI scores and school AMOs, school designation, 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.

<u>Initial Visit</u>

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. Other staff may take part in focus group conversations, a leadership team meeting, or coaches may choose to conduct individual interviews.

Observations

The SSOS coach will review school/district processes, observe instruction and examine documents, i.e. Alaska STEPP or School Improvement Plan, 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 (POS) that will be modeled after and included in the school's Alaska STEPP plan. The planning process should begin with a thorough Needs Assessment. A summary of the Alaska STEPP Needs Assessment will assist in setting Areas of Focus, listed as POS Goals.

POS goals will list the Domain and Indicator in Alaska STEPP, and/or the Priority School Expectation, corresponding to the goal. Goals may correspond to more than one Domain and/or Indicator. The first POS goal must be academic in nature and linked to improvements in student achievement. There is no maximum or minimum number of goals for a Plan of Service, and goals should be reviewed monthly and revised as needed throughout the school year.

All POS goals should follow the guidelines for **S.M.A.R.T.** goals:

- **Specific:** State exactly what is to be accomplished.
- **Measureable:** How will accomplishment be demonstrated and/or evaluated?
- **Achievable:** Create challenging goals within the ability to achieve the outcome.
- **Relevant:** How does the goal align with key responsibilities and objectives?
- **Time-Bound:** Set a timely completion date for accomplishing the goal.

Identify baseline data that will be utilized to document monthly progress related to the goal in the Alaska STEPP plan.

Actions, or tasks, are determined through collaborative coaching conversations with site leaders. Tasks should mirror those included in the school's Alaska STEPP plan for corresponding goals. The POS will list Initial Tasks that will be subsequently updated in the Site Visit Reports filed after each site visit. When needed, the coach will consult, model, and/or present, providing multiple options for possible effective solutions.

The Plan of Service will include a table or schedule showing proposed coach visits throughout the year. This schedule and any subsequent changes must be approved by the SSOS CP Managing Director.

The Plan of Service should include graphic displays of applicable data from the site's Needs Assessment.

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. On-site visits should follow the outline as described in the Coaching Agreement and will include 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;
- Classroom observations and feedback not tied to evaluation of teachers;
- Collaborative walkthroughs with the site leader focusing on the process of walkthroughs and feedback, not evaluating teachers;
- Coaching conversations with teachers for planning and/or problem-solving;
- Instruction and/or classroom management modeling;
- Presenting to school staff and/or community;
- Specific actions focused on analyzing, facilitating, implementing, and monitoring the Plan of Service (POS) improvement goals by completing/modifying existing tasks and/or writing new tasks in Alaska STEPP.

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 video conferencing. Off-site coaching strategies must be consistent with the on-site coaching model.

Reporting

Site Visit Reports

SSOS coaches are responsible for completing a site visit report after 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, tasks, and goals.
- Document progress, challenges, and resources needed.

Site visit reports include reports on each goal in the Plan of Service. These reports should reflect similar documentation contained in the site's Alaska STEPP plan.

The Site Visit Report should show any relevant data relating to progress towards goal achievement. Tasks are listed below the goal and data. There is no limit to the number of tasks that may be included. Add rows as needed. Corresponding to each task list the person(s) responsible for completion, the expected completion data, and actions taken or progress towards completion in the column to the right of the task. These actions should be specific to a position at the school, not a person, i.e. site leader, 3rd grade teacher, coach, etc. If the task has been completed, add the date of completion and the evidence of the completed task. Completed tasks are not included on subsequent site visit reports. Mark one column for each task showing whether or not it is a New Task, Ongoing Task, or Completed Task.

Coach Notes should include any information pertinent to the goal and tasks that clarifies the information, provides additional information to increase understanding, or provides context to issues surrounding the task efforts. The notes section may be deleted on copies sent to the district contact person.

This report should be posted on Basecamp under the project for the respective school site within one week of the site visit. A final copy should be sent to the site leader and to the district contact person.

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

- Expectations for Priority Schools (Turnaround Principles)
- School and District Improvement Plans (Alaska STEPP)
- Alaska ELA and Math and Other Content Standards
- Alaska Cultural Standards for Educators
- Safe and Civil Schools: CHAMPS Handbook
- Collaborative Meetings
- Coach Impact Tools (IC Maps)

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. Each expectation should have a related goal in the site's Alaska STEPP plan.

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 an ongoing process carried out by a team of educators and others who are committed to the growth of the school and is monitored throughout the school year. The Alaska STEPP School Plan serves as 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 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 site leader, 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-solving coaching conversations. Coaches also provide, when requested, additional support toward implementation of the school's plan by modeling, co-teaching, consulting, presenting, professional development, or other requested services. The Plan of Service goals are to be based upon corresponding goals in the school's Alaska STEPP plan.

3. Alaska ELA and Math and Other Content Standards

Alaska has adopted standards in the following content areas: English Language Arts, Math, Science, Geography, Government and Citizenship, History, Skills for a Healthy Life, Arts, World Languages, Technology, Employability, Library/Information Literacy, Cultural Standards, and Alaska History that can be found in the Alaska Content and Performance Standards document.

Standards adopted by the State Board of Education in 2012 for English Language Arts and Mathematics may be found in the Alaska English Language Arts and Mathematics Standard document.

Coaches support staff in accessing and implementing standards-based instruction aligned to the Alaska Standards. Rigorous implementation and formative assessment are keys to improving student achievement in schools. Support includes coaching, modeling, co-teaching, consulting, presenting, and professional development. Coaches are expected to continually assess the most effective means of delivery and choose an appropriate method. In addition, coaches direct school staff to other resources to improve understanding and implementation of the Alaska Standards into classroom instruction.

4. **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 site leader 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-solving coaching conversations. In addition, coaches consult, model, and present to enhance understanding and implementation of the standards.

5. **Cognitive Coaching^SM Conversation Maps and Structures**

Coaching is the primary function of the SSOS Coaching Program. Many SSOS coaches are trained in Cognitive Coaching^SM 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^SM mission statement). The propositions of Cognitive Coaching^SM 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^SM tools, such as the conversation maps for planning, reflecting or problem-solving coaching conversations, 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/

6. 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.

7. Coach Impact Tools

Coach Impact Tools (CIT) were developed by SSOS coaches in 2015 in order to provide a metric for systems' improvements at school sites being served by SSOS coaches. The Coach Impact Tools are modeled after the Innovation Configuration Maps developed at Learning Forward and the Southwest Educational Development Laboratory. The CITs are designed to measure implementation levels of the Expectations for Priority Schools at a particular school site. Implementation is measured on a five-point scale with five being the highest level.

Coaches rate their respective school sites on a regular basis and data is accumulated over time to demonstrate growth in systems improvements. This data is used to evaluate the impact of the coaching program along with other data collected by EED.

State System of Support Coaching Program

Logistics and Guides

Table of Contents

I.   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 (SSOS CP) and the Commissioner of Education.

- All issues and/or problems that arise at the sites served by the SSOS CP should be communicated to the SSOS CP Managing Director and/or appropriate managing staff at the Department of Education and Early Development.
- 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 the SSOS CP.
- All written documents, including email, notes, reports, and notes on Basecamp, 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 CP communication (for example: it is inappropriate to include demeaning or derogatory comments regarding any educator with whom we work in any communication).
- **Basecamp** 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.
    - o SSOS coaches are expected to check Basecamp at least once per work day during the school year.
    - o Basecamp protocols and guide are found on pgs. 32-44.
- **Email** is reserved for communicating with individuals or small groups with information that does not pertain to the group at large.
- 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, managing director, 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 the SSOS Coaching Program Managing Director.
- 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 site leaders and teachers prior to and after site visits in order to design their time on-site and to follow up as necessary. Each district is to assign a contact person at the district level. All initial communications with the district office should go to this contact person.

For districts with multiple coaches, a District Liaison Coach is assigned to facilitate communication with the district office. Coach communication with the district office should be coordinated through the District Liaison Coach. District Liaisons will also communicate information from the district office to the coaches serving that district.

II. State System of Support Coaching Program Reports Guidance

Plan of Service

The Plan of Service is aligned to the Expectations for Priority Schools and Alaska STEPP. The POS 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). Review of goals, tasks and progress should be part of every site visit. This includes designating new goals or continuing to work toward implementation of current goals.

1. Prior to development of the Plan of Service, site leaders, with the assistance of the coach, complete the Needs Assessment in Alaska STEPP to review student achievement and other data to identify needs.
2. Identify the primary area(s) of focus as a result of an analysis of the Needs Assessment.
3. Identify the domain(s) and indicator(s) from Alaska STEPP and/or the Priority School Expectations that are related to the primary area(s) of focus.
4. For an area of focus, identify at least one measurable S.M.A.R.T. POS goal that will be accomplished this school year.
5. For at least one measurable S.M.A.R.T. goal, the focus must be on raising student achievement with baseline data identified to track progress. Include graphic displays of data when appropriate.
6. For each goal, domain and indicator, identify the current level of implementation.
7. For each goal, domain and indicator, identify the data that will be utilized to document monthly progress (i.e. STAR360, AIMSweb, MAP, professional development agendas, staff feedback, and classroom observations).
8. For each goal, domain and indicator, describe initial tasks for implementation of the goal.
9. There is no maximum or minimum number for areas of focus or goals.
10. Include a table or schedule of proposed coach site visits throughout the school year.

Site Visit 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 and specific coach support provided to the site. These reports are closely aligned with the site's Alaska STEPP plan.

Coaches providing services under the Leadership Model of coaching should use the Plan-of-Service and Site Visit Report templates for the Leadership Model.

It is essential to complete the reports accurately. The reports are public documents. Reports are read regularly by the SSOS Coaching Program Managing Director. The director will provide feedback as needed.

Protocol for Submitting the Plan of Service and Site Visit Reports

Coaches will write the Plan of Service collaboratively with the site leader. Coaches will review the report on-site with the site leader or designee, when possible.

Coaches will submit reports by posting on Basecamp within one week following the site visit.

Reports posted on Basecamp should be posted under the project for the respective school site.

The Site Visit Report should be sent to the district contact person within one week following the site visit.

All reports must be saved as a PDF.

Reports will be titled with the formats below:

Plan of Service

District Acronym . Site . Coach Surname . POS . Date (in numerals with month – year, ex. 09-2016)

For example:

LYSD.HooperBay.Walker.POS.09-2016

Site Visit Report

District Acronym . Site . Coach Surname . Report . Date (in numerals with month – year, ex. 01-2016)

For example:

LYSD.HooperBay.Walker.Report.01-2017

SSOS Coaching Program Monthly Coach's Log

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. The log differs from the Monthly Reports that focus on specific actions related to tasks associated with specific goals. The log lists activities by the coach, time spent, numbers of staff served, and topics addressed in actions and communications.

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

It is essential that each coach accurately fill in his or her log monthly. The log is recorded on an Excel spreadsheet template that is cumulative throughout the school year (see Appendix F).

Coaches serving multiple sites should submit only one monthly log using the Coaching Log – Multiple Sites template.

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

Deliverables to be Recorded in the Monthly Coach's Log

On-site Coaching

Site visits (on-site visits, inservices, RTI, ASLI, 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, the number of staff served during the visit, and the associated topics addressed. If more than one site visit is made in a month, include the second site visit within the same row as the first visit. Coaches serving more than one site should use the Coaching Log – Multiple Sites.

Distance Coaching

One log entry is created per month, noting the total number of distance events. Events include actions such as email correspondence, phone calls, teleconferencing, video communication, and text messages. Events are broken down into four categories. The number of events, the time spent in quarters of an hour, the number of staff involved, and the topics discussed should be included for each category.

EED Meetings and Events

One entry is created per EED meeting. EED meetings include events such as in-person and audio coach meetings, data briefings, conferences, partner calls, and community of practice sessions. The number of days attending EED meetings and events is recorded to the quarter day.

Comments

Comments are to include any information that clarifies notations in the log and special actions taken during the month not listed in the log categories.

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

Logs will be titled with the formats below:

District Acronym . Site . Coach Surname . Log . Date (in numerals with month – year, ex. 11-2016)

For example:

LYSD.HooperBay.Walker.Log.11-2016

When posting logs on Basecamp, delete the previous month's log and post the new one so that only one log is posted on the site at a time.

III. SSOS Coaching Program Communication Website: Basecamp

Basecamp Guide

Basecamp is our primary method of group communication, as well as a location to upload and store your monthly reports and activity logs. It is not a public site, however, it is important to remember that anything you write on Basecamp is considered a public document and may be included in reports to the legislature or public.

Basecamp 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 that SSOS coaches check their Basecamp account once a day, Monday – Friday.

Logging In:
- To log into Basecamp go to the following link and enter your login and password. https://launchpad.37signals.com/basecamp/2733267/signin
- If you do not yet have a Basecamp account please request one from the Education Associate (TBD). You will receive a welcome email and follow the instructions to set up your account.

Help:
- On any page or tab in Basecamp you will see a small green Help flag in the top left corner. Clicking this link will open a resource window, giving you access to FAQs, Help Guides, the ability to email questions to the help desk, and even free guided tours that you can sign up for if you want to learn more.

Everyone and Me Tabs:
- In the **Everyone** tab you can view each member's activity and have access to the files that they have shared.
- In the **Me** tab you can view all of your recent activity, update your personal info and your Basecamp Settings
- Please **do not** set your email settings so that you receive no email notifications from Basecamp. This is a communication website, so we need to be able to notify each other of updates and discussions. You do have the ability to set your email so you receive a **summary email** as opposed to every item individually, if you choose.

Projects Tab:
- Projects can be viewed as an alphabetical list, as a table of icons, or a list with your most visited/favorite projects as icons at the top. Go to the icons below the **new project** tab to change preferences.
- Only Basecamp site administrators are able to create and/or delete projects.

- We are allowed 40 **active** projects and unlimited **archived** projects on our plan, so if you have an idea for an **active** project page please contact the SSOS CP Managing Director.
- Each Site has a project page where **Plans of Service, Monthly Reports, Monthly Report Summaries, Activity Logs,** and any other site pertinent paperwork should be uploaded.
  - You can upload everything individually or batch upload.
  - Shared files are viewed as a table of icons, in chronological order of when they were uploaded.
- Each year the prior year's projects will be 'archived', can still be accessed for information, but can no longer be changed. Archived projects are accessed from the **Projects** tab, and the **Archived Projects** link in the top right corner.

Calendar Tab:
- Click on the date of your event to open a **New Event** window
  - Here you can edit the name, notes, whose calendar the event belongs to, and set reminders. You can also elect to email the event to someone if they are part of it or need notification of it.
  - Please keep the name succinct, and if the event involves multiple coaches please combine all into one calendar event to keep the calendar from getting too busy.
- If you select a single calendar by clicking on the name you can also view the calendar events in an **Agenda View** by clicking on the icon at the top left of the calendar page.
- You can select the **Learn More About Events** icon at the top right of the calendar page for more information.
- Calendar events should include all site visits and some district calendar events, such as District Inservice dates. All calendar events should be related to SSOS CP work.
- An exception to the above is to post personal travel dates when a coach will be "On Leave" and not available for contact. Suggested titles for these events are On Leave, Out-of-State, or Out-of-Country.

Everything Tab:
- From here you can view everything from a birds-eye view, if you are trying to locate a specific discussion, file or text document but cannot recall where it resides.

Projects:
- On each project page along the top you can see how many documents, discussions, to-do lists, and events are attached to each page. Selecting one of these links will take you directly to that section.
- **Email Notifications:** When you add anything new to a project (discussion, file, event, etc.) you are given the ability to send email notification of that item to fellow Basecamp users (typically right above the button for adding the file/discussion/etc.)

- Please be judicious in your use of email notifications, and only send notification emails when needed and to individuals needing the communication.
- For more information on using projects, including how to add files, make comments, and create text documents, please visit this help guide:
https://basecamp.com/help/guides/projects/start-project
or watch any of the **quick videos** available on each project page next to every section.

Reports (District/Site) project pages:

- When adding your monthly reports/logs to your site page please remember to use the correct title formatting:
  - District.site.coachlastname.POS.FY15 (LYSD.HooperBay.Walker.POS.09-2015)
  - District.site.coachlastname.Report.date (LYSD.HooperBay.Walker.Report.01-2016)
  - District.site.coachlastname.Summary.date (LYSD.HooperBay.Walker.Summary.01-2016)
  - District.site.coachlastname.Log.date (LYSD.HooperBay.Walker.Log.01-2016)
- Adding labels to your uploaded files can make them easier to locate using the search option.
  - After file is uploaded click the **label** button under the file and label.

Documents: Memos & Communication project page:

- Please use this project page as it is labeled, for memos and general communication.
- Each document posted on the **Memos and Communication** project page will open a thread for questions, comments and responses to the communication. When responding to a specific issue, be sure to add the response to the proper original document.
- Coaches should feel free to communicate with other coaches through the **Memos & Communication** project page. Using Basecamp for basic communications helps document our work and create an archive for others to research.
- All digital communications of a personal nature between SSOS coaches should be sent via personal email and not posted on Basecamp.

IV.   SSOS Coach Travel Guide

Travel to and from school sites is time consuming and expensive. Coaches are expected to make all travel and lodging arrangements for themselves. Expenses are reimbursable for vehicle mileage, air travel, taxis, parking, and some lodging. Food or per diem is not included as a reimbursable expense.

Travel expenses are reimbursable only for the most efficient means of getting to and from a destination. In all cases, air travel must be booked at least two weeks in advance in order to take advantage of lower airfares. Exceptions must be approved by the SSOS CP Managing Director. Air travel may be booked farther in advance when convenient or when fares are on sale to take advantage of lower prices. When fees are to be charged for changing reservations, please get approval from the SSOS CP Managing Director.

Lodging is reimbursable for the night before a required event, i.e. SSOS meetings, RTI Conference, ASLI Conference, with checkout the last day of the event. Always book lodging at the government rate, $110 from Sept. 16-April 30; $191 May 1-Sept. 15. Lodging on site visits is at the school or in designated teacher housing. Other lodging on site is not reimbursable.

Coaches are expected to travel to sites in the most expeditious way possible, completing travel on a single day if airline schedules allow for it. Overnight stays during travel to and from a site are only reimbursable when it is not possible to get to the destination in one day, despite long travel days.

Extra lodging is sometimes necessary on a site visit when weather or other complications make it impossible to travel. Please notify the SSOS CP Managing Director when these conditions occur. These overnight stays where payment for lodging is needed during travel to and from a site are limited to two days. Stays longer than two days must be approved by the SSOS CP Managing Director. In some cases, arrangements can be made to stay in a local school rather than a commercial motel.

Reimbursement for out-of-state travel to and from Anchorage is permitted up to a maximum of $2,000 per coach per contract year. To qualify for out-of-state travel reimbursement a coach must submit documentation including the following:

- Evidence of the flight originating in the U.S. outside of Alaska and terminating at the same location, to and then from Anchorage, Fairbanks, or Juneau, after a site visit or program-approved meeting.

- Evidence that at the time of travel the coach will be staying at the out-of-state residence for a minimum of 30 days, excluding the time spent on the site visit to Alaska.
- Evidence that the place of origin outside of Alaska is either a permanent residence owned by the coach or immediate family relative,

Or

- Evidence that the place of origin outside of Alaska includes a residence leased or rented by the coach on a regular basis at this location.

The above evidence may be submitted in the form of a memorandum to the Managing Director and should include flight information, dates, ownership or rental agreements, and/or affidavits verifying the needed information. Verification of the above evidence is required prior to approving reimbursements for any out-of-state travel.

All sites require travel on small planes and many sites require travel from the airstrip to the school on snowmachines or ATVs. The following are suggestions on travel logistics from SSOS coaches.

Wear on the plane (besides the usual, after Oct 1)
Warm, waterproof coat, hat, gloves, snow pants, and boots

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
- All medications and a spare pair of glasses
- Sunglasses
- Snack and water bottle
- Cell phone, camera (if you want/have)
- Hand sanitizer

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
- Lip gloss and/or 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

Many villages lack food supplies, so expectations are that coaches bring their own food on their site visits. 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 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 two days 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, pens, paper clips, stickies, etc.)
- Phone card or a phone that works in that region

Helpful Hints

- Bring some small bills for taxis; charges are often $5 - $7 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.
- Current magazines or fresh fruits and vegetables are always appreciated.

V. Guide to Completing and Submitting Invoices

Invoices are due the first of the month for the deliverables and travel expenses incurred in the previous month. Invoices are sent directly to the SSOS CP Managing Director.

Email: littlesusitna@hotmail.com

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

Information to Include on Invoice

Coach business name, coach name, address, and phone

Invoice number (the number must be different each month)

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 travel expenses.

    Professional Services: List all events for the month and monthly professional services fee.
    - Site Visits: please include site name and dates of visit
    - Distance Coaching: please include month
    - Meetings: please include name of meeting, date

    Reimbursable Expenses: List all reimbursable travel and lodging expenses. Do not submit receipts.
    - Travel reimbursements:
        o Airfare – least expensive rate possible, minimum two-week prior booking
        o List Out-of-State airfare separately, if qualified
        o Parking
        o Mileage – reimbursed at $0.575 per mile
        o Taxi or other public transportation
    - Lodging (see Section V. SSOS Coach Travel Guide for guidelines on reimbursable travel)
        o Hotel stays at state rate of $110 from Sept. 16-April 30; $191 May 1-Sept. 15
        o Lodging in district facilities is free for SSOS coaches

Total amount of Invoice

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

    * Contact the SSOS CP Education Associate for the direct deposit paperwork

SSOS Coaching Program FY17

Your Name/Company Name	**Invoice # 100**
Address	**Date**
Phone	

To:

State of Alaska Department of Education & Early Development
State System of Support Coaching Program
801 West 10th Street, Suite 200
PO Box 110500
Juneau, AK 99811-0500

Description	**Amount**
Professional Services for the month of October	**$x,xxx (monthly professional services fee)**
-Site Visit, October 10-14	
-Distance Coaching, October	
-EED Audio Meeting, October 20	
-EED Meeting, October 27-28	
Travel Reimbursement	**$x,xxx**
-Flights to Hooper Bay, October 9-14	
-Flight to Anchorage, October 26-28	
Lodging Reimbursement	**$xxx**
-One Night in Bethel, October 8	
-Two Nights in Anchorage, October 26, 27	
Total	**$x,xxx**

Please make all checks payable to (coach name or company name)
OR
Direct deposit

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State System of Support Coaching Program

Appendices

Appendix A: SSOS CP Contact Information

Name	Phone	Email	General Duties & Programs
Bob Thompson	907-631-8167	littlesusitna@hotmail.com	SSOS CP Managing Director
Elizabeth Davis	907-465-8431	Elizabeth.Davis@alaska.gov	ESEA and School Support Administrator II
Deb Riddle	907-465-2830	Deborah.Riddle@alaska.gov	School Recognition and Support Administrator I
Chuck Lesher	907-465-2830	Chuck.Lesher@alaska.gov	Education Associate: Logistics, Invoices, Logs

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 within the school improvement process, or Alaska STEPP. The SSOS Coaching Program coaches work to build site capacity by collaborating with district administrators, site leaders, and school staff to implement sustainable and effective educational practices based on the principles of effective leadership, effective teachers, maximizing learning time, research-based curriculum and instruction, use of data to inform instruction, a safe and supportive learning environment, and parent/community involvement with cultural responsiveness.

SSOS coaches are private contractors working with the Alaska Department of Education and Early Development to assist with the implementation of department initiatives and provide support to schools. 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 includes coaching, consulting, presenting and facilitating. The coaching relationship assumes collaboration in order to support self-directed learning and systemic change.

The SSOS coach's role is to provide assistance to the site leader and the school staff to achieve their school improvement goals. SSOS Coaches follow practices of the Alaska Professional Teaching Practices Commission and protect confidentiality where appropriate. SSOS coaches do not evaluate staff, nor are they involved in decisions regarding hiring, staffing, plans of improvement, or dismissal of specific employees. SSOS coaches work collectively and individually with the site leader and the site instructional staff. The objective of the program is to increase the capacity of the educators and community members to improve the education provided to the children of the community. Where possible, coaching assignments are tailored to meet specific needs of districts and schools by providing varied models and levels of service.

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 that are 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 all staff regarding the purpose and role of the SSOS coach in collaboration with SSOS Coaching Program Managing Director and EED staff; further clarification will be provided by the coach, the SSOS Coaching Program Managing Director or, when necessary, EED staff.
2. The site leader and coach will collaboratively decide upon a calendar of regular 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, including time for entry and exit conversations with school leadership and time during inservices, PLC and/or staff meetings for the coach to interact with school instructional staff.
    b. Accommodate the needs of the site leader, staff and coach.
    c. *Not* occur during major school events or when critical staff members are scheduled to be out of the building.
3. A Plan of Service will be created collaboratively between the site leader, site leadership team and the coach during the first and/or second site visit. This plan will be revised as needed throughout the school year. The site leader, site leadership team, and coach will mutually agree upon:
a. Specific measurable goals aligned with and included in the Alaska STEPP school improvement process.
b. Specific initial tasks necessary for achieving those goals within a designated timeline.
c. Designated responsibilities for the coach, the site leader and the school staff within the goals and tasks associated with Alaska STEPP.
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. Distance coaching support, via phone, email, text message, or video conferencing is crucial and should be engaged in weekly at a minimum. Other school staff members are also included in distance coaching support.
5. Site leader and coach will 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.
    e. Monitoring of the Alaska STEPP improvement process and updating tasks and goals in Alaska STEPP.
6. Coach will record progress and next steps on the monthly report to be reviewed and approved by the site leader prior to providing copies to district leadership, SSOS Coaching Program Managing Director, and EED within one week upon the completion of the site visit.

Initial in Agreement: District Leader _____ Site Leader _____ Coach _____

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 and school staff that provides opportunities for growth, successful implementation of school improvement goals, and a deeper understanding and application of school improvement systems.
2. Through coaching conversations with the principal and/or school leadership team, the coach will provide support targeted to the goals and action plans documented in Alaska STEPP, including routine and systematic reviews of the supporting data, the improvement process, revising as necessary, and designing and updating tasks associated with goals.
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 inform instruction.
   b. Professional learning community protocols and structures.
   c. Systems to ensure implementation of district-adopted curricula and instructional materials and the implementation of research-based, effective instructional practices.
   d. Intervention systems for students with low performance; development and implementation of remediation plans, as in a district or site RTI plan.
   e. Principal walkthroughs and feedback to increase the use of effective instructional practices by all teachers.
   f. Practices that promote a school-wide supportive learning environment (cultural relevance, community engagement, maximized student learning time, school-wide positive behavior support, classroom management).
   g. Use of Alaska STEPP and the implementation, monitoring and updating of the Alaska STEPP plan.
4. The coach will assist with data gathering and data analysis to build the capacity of the site leader and staff in utilizing data to determine progress toward achieving goals and improving instruction.
5. The coach will, when requested, obtain and share resources and information related to goals.
6. The coach will be on-site for 32 days during the school year; coach will provide distance support between visits. The first site visit will be in conjunction with the district level inservice when possible. Other site visits may be in conjunction with school staff attendance at the ASDN RTI Conference and/or the Alaska State Leadership Institute (ASLI).
7. The SSOS Coaching Program Managing Director and EED will provide, as requested, additional information and support as it relates to the district's improvement work.

Initial in Agreement: District Leader _____ Site Leader _____ Coach _____

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 with individual staff members such as observation, modeling, feedback, and/or co-teaching.
3. The district/school will provide access information, including logins and passwords, to coach, the program manager, and EED for all district-wide assessment system data, including screening data, i.e. AIMSweb, MAP, STAR, etc., behavioral data, and to any site specific assessment data collected by the school.
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 coach requires access to district and school information in order to effectively provide support. It is requested that the district administration and/or the site leader provide, or provide access to, information vital to working with the site, including but not limited to:
    - School and district calendar
    - Complete school schedule
    - Site staffing configuration and names of teachers
    - Access to district curricula and course descriptions
    - Access to adopted and commonly used instructional materials
    - Access to First Class, Outlook (or similar) in order to be informed about district-wide communications
    - List of other training contractors working with the site
    - Copy of district/school professional development plan
    - Copy of district/school RTI plan, or other plan, to assist low performing students
    - Access to, or copies of, the district/school Alaska STEPP plan, or other school improvement plan
    - Name of preferred district contact person

        District Contact: _____

Initial in Agreement: District Leader _____ Site Leader _____ Coach _____

State System of Support Coaching Agreement

District: _____

Printed Name of District Superintendent, or Designee _____

Signature of District Superintendent, or Designee _____ Date: _____

School: _____

Effective Dates of Agreement: From   _____   To   _____

Printed Name of Site Leader _____

Signature of Site Leader _____   Date: _____

Notes from meeting (Optional):

Printed Name of Coach _____

Signature of Coach _____   Date: _____

Appendix C: Plan of Service Guidance and Template

Plan of Service FY17

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, the site leader and coach will synthesize multiple sources of data into a Plan of Service that will be modeled after and included in the school's Alaska STEPP plan.

2. A summary of the Alaska STEPP Needs Assessment will assist in setting Areas of Focus, listed as POS goals.

3. POS goals will list the Domain and Indicator in Alaska STEPP corresponding to the goal. If a goal corresponds to more than one Domain and/or Indicator, a separate POS goal should be listed.

4. The first POS goal must be academic in nature and linked to improvements in student achievement. There is no maximum or minimum number of goals for a Plan of Service.

5. All POS goals should follow the guidelines for S.M.A.R.T. goals.

6. For each goal, identify the baseline data that will be utilized to document monthly progress (i.e. AMP, AIMSweb, MAP, professional development agendas, staff feedback, and classroom observations).

7. Describe initial tasks committed to by coach, leader, others. Tasks should mirror those included in the school's Alaska STEPP plan for corresponding goals.

8. Include a table or schedule showing proposed coach visits throughout the year.

9. The Plan of Service should include graphic displays of applicable data from the site's Needs Assessment.

During each site visit the coach and leader(s) should monitor and revise the Plan of Service as needed. This includes designating new goals or continuing to work toward implementation of current goals.

State System of Support Coaching Program
Plan-of-Service FY17

Date:
District, Site:
Leader:
Coach:
Summary of STEPP Needs Assessment

Area of Focus

POS STUDENT ACHIEVEMENT GOAL #1
Domain:

Alaska STEPP Indicator and/or Priority School Expectation:

(Insert date)		
Initial Plan Goal:	Revised Plan Goal:	Completed Goal:

Description of current level of implementation:
Measurable student achievement related goal:
Baseline Data to be used to document progress in student achievement:
Initial Tasks:

Area of Focus

POS GOAL #2
Domain:

Alaska STEPP Indicator and/or Priority School Expectation:

(Insert date)		
Initial Plan Goal:	Revised Plan Goal:	Completed Goal:

Description of current level of implementation:
Measurable goal:
Data to be used to document progress:
Initial Tasks:

Area of Focus
POS GOAL #3   Domain:
Alaska STEPP Indicator and/or Priority School Expectation:
(Insert date)   Initial Plan Goal: Revised Plan Goal: Completed Goal:
Description of current level of implementation:
Measurable goal:
Data to be used to document progress:
Initial Tasks:

Attach schedule of proposed coach visits to be approved by the SSOS CP Managing Director; include significant school events as appropriate, such as inservice and other professional development dates.

Appendix D: Site Visit Report Guidance and Template

Site Visit Report FY17

1. Report separately for each goal identified in the Plan of Service. Goals may have multiple domains, indicators, and/or elements of Priority School Expectations. List all that pertain to the goal.

2. For each goal, provide applicable data that documents the current level of implementation and/or progress.

3. For each goal, list all tasks associated with the goal as included in the site's Alaska STEPP plan. List the person(s) responsible and the expected completion date for the goal. Mark the task as a New Task, Ongoing Task, or Completed Task in the appropriate column.

4. For any tasks completed for this goal since the last visit, describe the evidence for completion of the goal (i.e. observations, artifacts), including the completion date. Completed goals are no longer listed on subsequent reports.

5. For all remaining tasks pending completion, describe actions taken or progress toward completion, identifying individuals responsible. 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"). List as "No Progress" for any tasks for which no actions were taken in the last month.

6. 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). These notes are mainly for the coach and may be deleted when forwarding the report to the site leader and/or the district contact person.

7. Reports are to be completed within one week of each site visit. Completed reports are sent to the site leadership and to the district contact person as well as posted on Basecamp.

8. Always follow FERPA rules and avoid including student names, ID numbers, or other identifying information.

State System of Support Coaching Program
Site Visit Report FY17

Date(s) of Site Visit:
District, Site:
Site Leader:
Coach:

POS STUDENT ACHIEVEMENT GOAL #1
Domain:
Alaska STEPP Indicator and/or Priority School Expectation:

Measurable Student Achievement Goal:

Summary of student achievement data (attach data displays as needed) used by team to document progress:

Current Active Tasks Documented in STEPP	Person(s) Responsible	Expected Completion Date	Actions Taken and/or Progress Toward Completion *or* Evidence of Completed Tasks / Date Completed	Mark One Box for Each Task		
				New Task	Ongoing Task	Completed Task
1.						
2.						
3.						
4.						
Coach Notes:						

Appendix E: Monthly Log Guidance and Template

Monthly Coach's Log FY17

The Monthly Coach's Log differs from the Monthly Reports in that it focuses on activities by the coach, time spent, numbers of staff served, and topics addressed in actions and communications. The log is broken down into four categories: On-Site Coaching; Distance Coaching; EED Meetings and Events; and Comments.

The log is recorded on an Excel spreadsheet template that is cumulative throughout the school year

On-site Coaching

Site visits (on-site visits, inservices, RTI, ASLI, 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, the number of staff served during the visit, and the associated topics addressed. If more than one site visit is made in a month, a new row should be added to the template. Coaches serving more than one site should use the Coaching Log – Multiple Sites.

Distance Coaching

One log entry is created per month noting the total number of distance events for that month in each of four categories. Events include actions such as email correspondence, phone calls, teleconferencing, video communication, and text messages. The number of events, the time spent in quarters of an hour, the number of staff involved, and the topics discussed should be included for each category.

EED Meetings and Events

One entry is created per EED meeting. EED meetings include events such as in-person and audio coach meetings, data briefings, conferences, and community of practice sessions. The number of days attending EED meetings and events is recorded to the quarter day.

Comments

Comments are to include any information that clarifies notations in the log and special actions taken during the month not listed in the log categories.
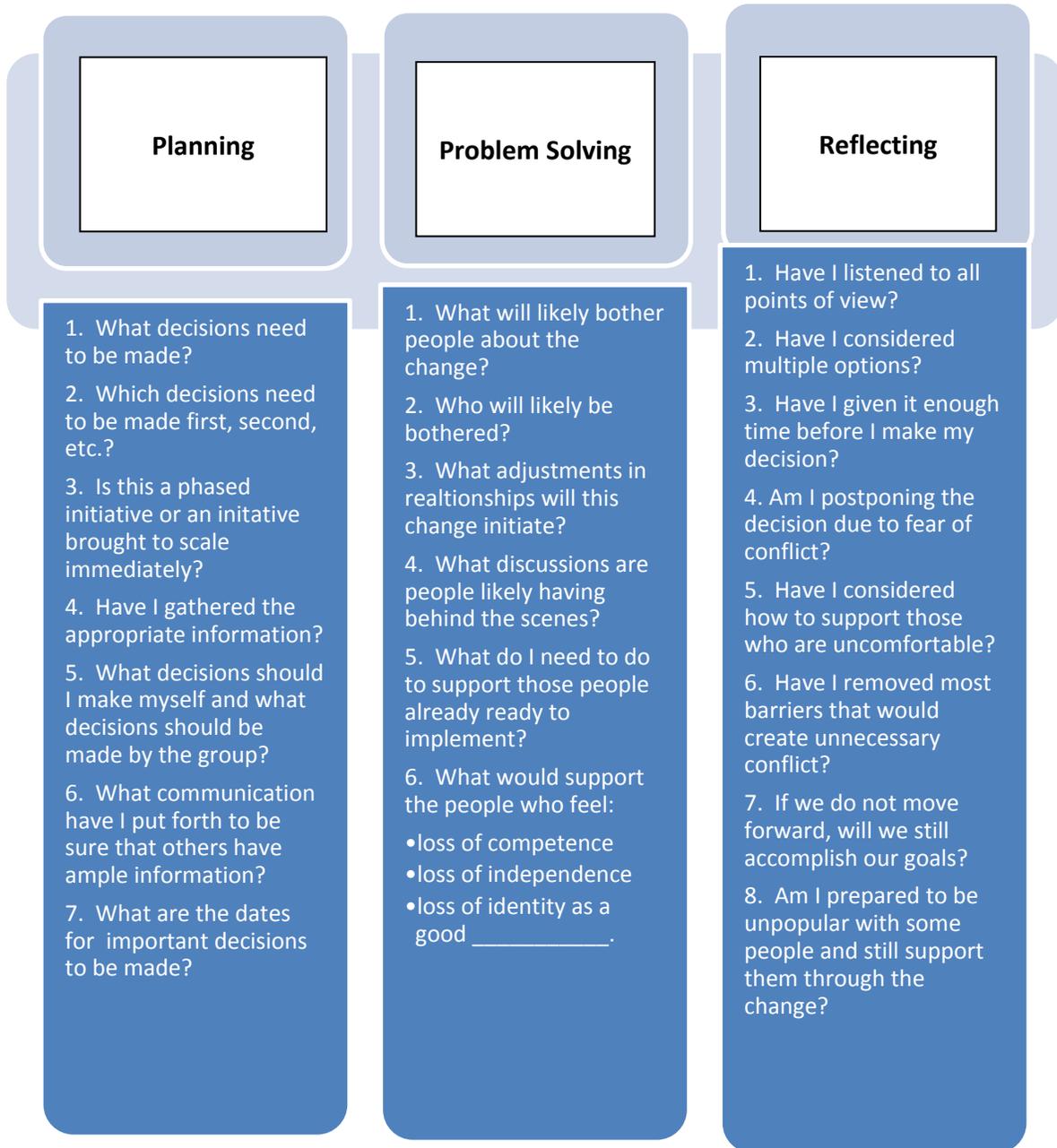
State System of Support Coaching Program

Alaska Department of Education and Early Development

Coach Name:

District:

School:

School Year:

Number of Staff:

Month	On-Site Dates	# of Days by Quarters of Days	# Staff Served	Topics Addressed	# of Distance Events	Type of Distance Event	Time in Quarters of an Hour	# Staff Contacted	Topics	SSOS Meetings & Events (dates and event)	# Days at SSOS Meetings & Events	Comments
August						phone calls						
						video conferences						
						email exchanges						
						text exchanges						
September						phone calls						
						video conferences						
						email exchanges						
						text exchanges						
October						phone calls						
						video conferences						
						email exchanges						
						text exchanges						
November						phone calls						
						video conferences						
						email exchanges						
						text exchanges						
December						phone calls						
						video conferences						
						email exchanges						
						text exchanges						

Appendix G: Metacognition and Flexibility Protocol

This tool incorporates into practice the <u>intrapersonal skills</u> of planning, problem-solving & reflecting.

Planning

1. What decisions need to be made?

2. Which decisions need to be made first, second, etc.?

3. Is this a phased initiative or an initative brought to scale immediately?

4. Have I gathered the appropriate information?

5. What decisions should I make myself and what decisions should be made by the group?

6. What communication have I put forth to be sure that others have ample information?

7. What are the dates for important decisions to be made?

Problem Solving

1. What will likely bother people about the change?

2. Who will likely be bothered?

3. What adjustments in realtionships will this change initiate?

4. What discussions are people likely having behind the scenes?

5. What do I need to do to support those people already ready to implement?

6. What would support the people who feel:

• loss of competence
• loss of independence
• loss of identity as a good _____.

Reflecting

1. Have I listened to all points of view?

2. Have I considered multiple options?

3. Have I given it enough time before I make my decision?

4. Am I postponing the decision due to fear of conflict?

5. Have I considered how to support those who are uncomfortable?

6. Have I removed most barriers that would create unnecessary conflict?

7. If we do not move forward, will we still accomplish our goals?

8. Am I prepared to be unpopular with some people and still support them through the change?

Appendix H: 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.

Identify key message needed

List potential pitfalls or ideas that may create dissonance

Rehearsal Conversations

Practice conversation with colleague

Anticipate who might be bothered by the change

Sequence the key ideas within the conversation

Select key vocabulary that the message needs to contain

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.
   1. Practice the conversation with a colleague if possible.

Appendix I: Assessment Cycle of Work

Cycle of work at a Glance

School begins

Assessment Data:

△   Universal Screening

Ṗ   Progress Monitoring

✱   Diagnostic

•   Work (classroom, principal)

School Over
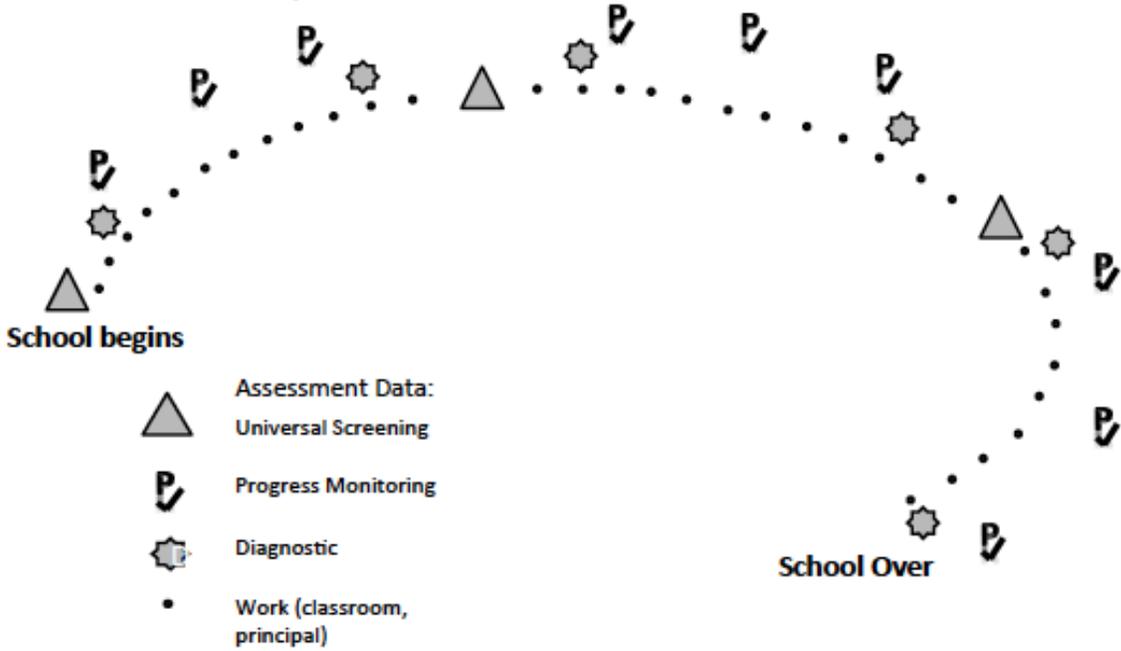
Domain 1.0- There is evidence that the curriculum is aligned, implemented, reviewed, and used in conjunction with the Alaska Content Standards.	CURRICULUM Indicator Ratings of Performance			
	Little or no development and implementation	*Limited development or partial implementation*	*Fully functioning and operational level of development and implementation*	*Exemplary level of development and implementation* *Meets criteria for rating of a "3" plus:*
Indicators	**1**	**2**	**3**	**3+**
1.1 School staff implements the district approved, research based curricula that are aligned with Alaska Content Standards. **Key**	The school's implemented curricula are based on resources (e.g., textbooks) rather than being aligned with Alaska Content Standards and/or are not research based.	The school's research based, implemented curricula are aligned with some of the Alaska Content Standards, and are/or implemented by some of the staff.	The school's implemented curricula are the same as the district approved curricula, which have been aligned with all of the Alaska Content Standards, are research based, and are fully implemented by all of the staff.	There are elements of aligned instruction and assessments included in the implemented curricula.
1.2 DISTRICT ONLY				
1.3 DISTRICT ONLY				
1.4 School staff use statewide assessment data to systematically review and identify gaps in the curricula.	School staff do not review statewide assessment data and/or no process exists to identify gaps in curricular areas.	School staff review statewide assessment data each year, but no process exists to identify gaps in curricular areas.	School staff utilize an established process every year to review statewide assessments in order to identify gaps in curricular areas.	School staff analyzes statewide assessment data by grade level to make changes in curricula necessary to address these gaps; supplemental materials are purchased, and/or instructional leadership provides professional development in the area of concern.
1.5 School staff systematically use a review process to determine if the curricula address the	School staff have not reviewed the curricula.	School staff review some of the curricular areas that are subject to statewide testing to ensure it addresses the learning needs of all students.	School staff regularly review curricula in all areas that are subject to statewide testing to ensure	School staff review curricula in areas beyond statewide tested content areas.

learning needs of all students.			it addresses the learning needs of all students.	

Domain 2.0- There is evidence that assessment of student learning is frequent, systematic, and aligned with Alaska Content Standards.	ASSESSMENT Indicator Ratings of Performance			
	Little or no development and implementation	*Limited development or partial implementation*	*Fully functioning and operational level of development and implementation*	*Exemplary level of development and implementation Meets criteria for rating of a "3" plus:*
Indicators	1	2	3	3+
2.1 School staff use formative and summative assessments that are aligned with district approved curricula and Alaska Content Standards.	There is no documented evidence of effort from school staff to align curricular-area assessments with the Alaska Content Standards.	Assessments in some curricular-areas subject to statewide testing are aligned with Alaska Content Standards.	Assessments in all curricular-areas subject to statewide testing are aligned with Alaska Content Standards.	All curricular-area assessments are aligned with Alaska Content Standards and the school staff meets regularly to review alignment and make changes as necessary.
2.2 School staff use established systems for collecting, managing, analyzing, and accessing data.	There are neither formal systems nor procedures in place for utilizing data within the school.	Some staff members use established systems for analyzing data and the data is readily accessible to all teachers.	All staff members use established systems for analyzing data and the data is readily accessible to all teachers.	All staff members use established systems for collecting, managing, analyzing, and reporting data in areas beyond statewide testing, including non-academic areas (i.e. attendance, graduation rate, school climate surveys…)

2.3	School staff use universal screening assessments and routinely administer them multiple times a year in at least literacy and math. **Key**	Universal screening assessments are not used, and/or are used inconsistently or incorrectly.	Some school staff administer universal screening multiple times a year in literacy and/or math.	All school staff routinely administer universal screening assessments multiple times a year in literacy and math.	Teachers share strategies for improving instruction and intervention based on data analysis.
2.4	School staff use multiple data sources, including state assessment data, to evaluate how school programs impact student performance including specific sub groups and specific grade levels.	School staff do not review data sources to evaluate how school programs impact student performance.	School staff review data sources, in some of the tested content areas, to evaluate how school programs impact student performance with some subgroups or grade levels.	School staff review multiple data sources, including statewide assessments, to evaluate how school programs impact student performance including specific sub groups and specific grade levels.	School staff collaborate to review data and design opportunities for professional development in improving programs for specific subgroups and grade levels.

Domain 3.0- There is evidence that research based, effective, and varied instructional strategies are used in all classrooms to meet the needs of each student.	INSTRUCTION Indicator Ratings of Performance			
	Little or no development and implementation	*Limited development or partial implementation*	*Fully functioning and operational level of development and implementation*	*Exemplary level of development and implementation Meets criteria for rating of a "3" plus:*
Indicators	1	2	3	3+
3.1 School staff use a system to plan instructional practices and programs that are aligned with Alaska Content Standards.	There is no system in place for school staff to plan instructional practices and programs that are aligned with Alaska Content Standards.	Some school staff use a system to plan instructional practices and programs that are aligned with Alaska Content Standards.	There is an efficient system in place, and all school staff plan instructional practices and programs that are aligned with Alaska Content Standards.	Teachers collaborate in planning instruction and for evaluating the effectiveness of aligned instructional practices and programs.
3.2 School staff implement a coherent, documented plan throughout the school to ensure that all students receive core instruction and all low-performing students receive additional support to meet their needs and reach proficiency. **Key**	The school has no coherent plan for core instruction and/or intervention, and support provided by the staff is inconsistent.	The school has a documented plan, but instructional interventions and supports are only provided to some low performing students.	The school has a documented plan, and the staff consistently implement the plan to provide core instruction and timely interventions to support all students.	Staff collaborates to design and implement strategies to meet the needs of all students.
3.3 School staff use research-based instructional practices, programs and materials. **Key**	Few staff are using research-based instructional practices and programs to teach at appropriate levels of student readiness, interest, and learning needs.	Some staff are using research-based instructional practices and programs to teach at appropriate levels of student readiness, interest, and learning needs.	All staff are using research-based instructional practices, programs, and materials to teach at appropriate levels of student readiness, interest, and learning needs in all curricular areas.	All teachers regularly collaborate for the purpose of sharing best practices.

3.4 School staff consistently, and regularly measure the effectiveness of instruction using data from a variety of formative assessments. **Key**	Staff does not use formative assessment data to determine the effectiveness of their instruction.	Some school staff determine the effectiveness of their instruction using formative assessment data.	All school staff consistently and regularly determine the effectiveness of their instruction using data from a variety of formative assessments.	All staff share strategies for and improving instruction based on data analysis.
3.5 School staff hold high academic expectations for student learning and communicate them to students so that students understand what is needed to achieve at or above proficient levels.	There is little evidence that school staff communicate high academic expectations to students.	Some school staff communicate high academic expectations to the students, and/or only some students understand what is needed to achieve at or above proficient levels.	All school staff consistently communicate high academic expectations to the students, and most students understand what is needed to achieve at or above proficient levels.	All school staff communicate high academic expectations to students in multiple ways.

Domain 4.0- There is evidence that school culture and climate provide a safe, orderly environment conducive to learning.	SUPPORTIVE LEARNING ENVIRONMENT Indicator Ratings of Performance			
	Little or no development and implementation	*Limited development or partial implementation*	*Fully functioning and operational level of development and implementation*	*Exemplary level of development and implementation Meets criteria for rating of a "3" plus:*
Indicators	**1**	**2**	**3**	**3+**
4.1 School staff use effective classroom management strategies that maximize instructional time in all classrooms.	Classroom management strategies that maximize instructional time are not evident in classrooms.	Some staff use classroom management strategies effectively to maximize instructional time.	All school staff are implementing research based effective classroom strategies to maximize instructional time.	All staff implement a consistent, school-wide management plan to maximize instructional time and provide clear expectations for the learning environment.
4.2 School staff create and implement schoolwide operational procedures that minimize disruptions to instructional time.	The school has not established operational procedures to minimize disruptions to instruction.	Some school staff follow schoolwide operational procedures to minimize disruptions to instruction.	All school staff implement and support schoolwide operational procedures to minimize disruptions to instruction.	All school staff collaborate with community, family, and student representatives to establish, implement, and support schoolwide operational procedures to minimize disruptions to instruction.
4.3 School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports. **Key**	Behavior expectations have not been well defined, clearly communicated to students, or equitably used throughout the school.	Some school staff communicate behavior expectations that are understood by students, and/or staff provide some positive behavior supports.	All school staff clearly communicate behavior expectations to students that are understood and achieved by students, and staff provide positive behavior supports.	All school staff collaborate to consistently define, review, communicate, and use behavior expectations and positive behavior supports throughout the school.

4.4	School staff consistently implement a school-wide attendance policy.	Staff and students are not aware of the school attendance policy, and the policy is not implemented consistently.	Staff and students are aware of the school attendance policy, but it is not implemented and applied consistently.	All staff and students are aware of the school attendance policy, and it is implemented and applied fairly and consistently.	The entire school community (parents, community members, staff, and students) is involved with the development, implementation, and review of an attendance policy that is applied fairly and consistently.
4.5	School staff provide extended learning opportunities, and students in need of additional support regularly participate. **Key**	Extended learning opportunities are not made available to students.	Extended learning opportunities are made available to all students in need of additional support, and there is limited participation.	Extended learning opportunities are made available to all students in need of additional support, and most students regularly participate.	School staff seek parent and student input for the design of the extended learning opportunities and actively recruit students to participate.
4.6	School and classroom environments reflect respect for all students and cultures, and they reflect an understanding of the cultural values of the students and community. **Key**	School and classroom environments do not reflect respect for all students and cultures, and they do not reflect an understanding of the cultural values of the students and community.	Some school and classroom environments reflect respect for all students and cultures, and they reflect an understanding of the cultural values of the students and community.	All school and classroom environments reflect respect for all students and cultures, and they reflect an understanding of the cultural values of the students and community.	Community members collaborate with staff and students to create school and classroom environments that reflect respect for all students and cultures, and they collaborate to make sure the cultural values of the students and community are understood.
4.7	School staff communicate effectively with parents about learning expectations, student progress, and reinforcing learning at home; staff implement effective strategies to increase parent engagement.	There is little or no communication with parents.	Parent communication is limited, may not be in parent-friendly language, or it fails to address learning expectations, student progress, or ways to reinforce learning at home.	All school staff frequently communicates in parent-friendly language about learning expectations, student progress, and ways to reinforce learning at home, and staff implement effective strategies to increase parent engagement.	All staff provide multiple ways beyond routine progress reports to facilitate regular communication between the school and all families about learning expectations, academic growth, and ways to reinforce learning at home,

Key				and staff consistently collaborate to find effective strategies to increase parent engagement.

4.8 School priorities, goals, plans, and events are collaboratively developed by school staff members, parents, students, and community members, and these plans are communicated to all stakeholders by school staff. **Key**	There are no structures in place to ensure that parents and community members collaboratively develop priorities, goals, plans and events with school staff.	The school has formal and informal structures available to help inform students' parents and community members about school priorities, but lacks a systematic approach to collaborating for the purposes of developing plans and goals.	The school has formal and informal structures in place to ensure that all students' parents and community members collaboratively plan, and are informed about, school priorities, goals, plans and events.	School staff members analyze outreach efforts and patterns of involvement to ensure that parents and community members are active participants in structuring and implementing priorities, goals, plans, and events.
4.9 The school keeps physical facilities safe and orderly.	The facility is not safe or orderly and one or more of the following issues exist on site: major maintenance issues, unclean, seriously cluttered, safety hazards.	Most of the school facility is free of major maintenance issues, is generally in good repair, and is clean, safe, orderly, and uncluttered.	The entire school facility is attractive, well maintained, clean, safe, well lit, orderly, and uncluttered.	The school has a plan to regularly review the facility and works with the district to make changes to the facilities based upon the results of the reviews.

Domain 5.0- There is evidence that professional development is based on data and reflects the needs of students, schools, and the district.	PROFESSIONAL DEVELOPMENT Indicator Ratings of Performance			
	Little or no development and implementation	*Limited development or partial implementation*	*Fully functioning and operational level of development and implementation*	*Exemplary level of development and implementation Meets criteria for rating of a "3" plus:*
Indicators	**1**	**2**	**3**	**3+**
5.1 School staff use multiple sources of student performance data as a primary factor in determining professional development priorities. **Key**	Professional development is not linked to student performance data and is not reflective of student needs.	Professional development is randomly planned, or is not intentionally linked to the student performance data.	Multiple sources of student performance data is a primary factor in determining comprehensive professional development priorities.	Historical data on student performance is used to identify persistent trends and needs that should be addressed in current and future professional development sessions.
5.2 District Only				
5.3 School staff embed professional development into daily routines and practices. **Key**	Professional development opportunities are disconnected from one another and are not embedded into school staff's routines and practices.	Professional development opportunities occur infrequently, but are embedded into school staff's routines and practices.	Professional development is ongoing and embedded into all school staff's routines and practices.	School staff work together in a professional learning community and contribute to each other's learning.
5.4 Instructional leader(s) coordinate mentoring to support all new teachers in the development of instructional and classroom management skills.	There are no organized efforts to provide support to new teachers.	Some new teachers have access to mentoring and support related to classroom management and instructional skills.	All new teachers have access to mentoring and support related to classroom management and instructional skills.	Instructional leader(s) collaborate with mentors to maintain continuity and to differentiate professional development for all new teachers.
5.5 Sufficient time and resources are allocated to support professional development outlined in the school improvement plan.	Professional development resources are allocated for activities that are not outlined in the school improvement plan and/or resources intended for	Insufficient time and resources are allocated for supporting the professional development outlined in the school improvement plan.	Sufficient time and resources are allocated toward supporting the professional development outlined in the school improvement plan.	Outside resources are used to expand professional development opportunities and the effectiveness of the professional development is evaluated.

	professional development are not used.			
Domain 6.0- There is evidence that school administrative leaders focus on improving student achievement.	*LEADERSHIP Indicator Ratings of Performance*			
	Little or no development and implementation	*Limited development or partial implementation*	*Fully functioning and operational level of development and implementation*	*Exemplary level of development and implementation Meets criteria for rating of a "3" plus:*
Indicators	1	2	3	3+
6.1 Instructional leader uses a team approach to facilitate the implementation of a continuous school improvement planning process that includes assessing, planning and monitoring.	School improvement plan does not exist.	Instructional leader collaborates with staff to create a school improvement plan that is not continuously monitored.	Instructional leader uses a team approach to facilitate the implementation of a continuous school improvement planning process that includes assessing, planning and monitoring.	Instructional leader collaboratively structures and attends bi-weekly or monthly leadership meetings that focus on student data as it relates to school goals and the school improvement plan in Alaska STEPP. The improvement plan is continuously monitored, altered, and discussed by all stakeholders. Routine leadership meetings have specific agendas, participants have clear roles, and meeting minutes are recorded and kept for public use.
6.2 Instructional leader(s) regularly assist teachers in understanding the use of student performance data to improve instruction.	Instructional leader does not assist teachers in understanding assessment data and its role in improving instruction.	Instructional leader provides limited professional development for teachers in understanding assessment data and its role in improving instruction.	Instructional leader regularly provides ongoing, job embedded professional development for teachers in understanding how data should be used to make changes to instruction.	Instructional leader guides school staff in the collaboration of analysis and use of data to improve instruction.
6.3 District Only				

6.4 Instructional leader(s) ensure that teachers have access to and are implementing Alaska Content Standards.	Instructional leader has not provided information to school staff for the implementation of the Alaska Content Standards.	Instructional leader has provided information to teachers regarding Alaska Content Standards but does not monitor implementation.	Instructional leader has provided information to teachers regarding Alaska Content Standards and monitors implementation.	Instructional leader promotes the sharing of strategies among teachers for implementing Alaska Content Standards.

6.5 Instructional leader(s) conduct formal and informal observations and provide timely feedback to staff members about their instructional practices.	School staff receive infrequent observations from the instructional leader, and feedback does not include suggestions for instructional improvement.	Some school staff receive consistent formal/informal observations from the instructional leader according to the districts policies and procedures, but feedback is minimal or not timely.	All school staff receive consistent and comprehensive formal/informal observations from the instructional leader according to district policy and a system has been implemented for consistent, timely feedback from the instructional leader to support instructional improvement.	Instructional leader and teachers share a vision of the school's instructional needs and overall growth objectives that is linked to the school's improvement goals.
6.6 Instructional leader(s) consistently build productive, respectful relationships with parents and community members regarding school programs and school improvement efforts.	Instructional leader does not communicate on a regular basis with parents and community members regarding school programs and school improvement efforts.	Instructional leader communicates periodically with parents and community members regarding school programs and/or school improvement efforts.	Instructional leader consistently builds productive, respectful relationships with parents and community members regarding school programs and school improvement efforts through regular communication, and he/she invites their participation. .	Instructional leader maintains a partnership with district staff, school staff, parents, and community members to engage them in regularly scheduled meetings to review progress toward meeting the school improvement goals.
6.7 District Only				
6.8 Instructional leader regularly analyzes assessment and other data, and uses the results in planning for the improved achievement of all students.	Assessment and other data are not analyzed.	Instructional leader collaborates with staff members to analyze assessment and other data on an annual basis.	Instructional leader collaborates with staff members to analyze assessment and other data, at least three times per year, and uses the results in planning for the achievement of all students.	Instructional leader continuously monitors student academic performance data.

Title I Schoolwide - Domain 8.0 Indicators

For a Schoolwide Title I Plan, use the following four Domain 8.0 Indicators along with the eleven highlighted Key Indicators labeled in the rubric above. *For further explanation of this process refer to the Title I Schoolwide Assurances Document located on the dashboard of Alaska STEPP.*

Domain 8.0- The school has a Schoolwide plan in place under Title IA.	SCHOOLWIDE PLAN Indicator Ratings of Performance			
	Little or no development and implementation	*Limited development or partial implementation*	*Fully functioning and operational level of development and implementation*	*Exemplary level of development and implementation Meets criteria for rating of a "3" plus:*
Indicators	**1**	**2**	**3**	**3+**
8.4 This school assists preschool children in the transition from early childhood programs, such as Head Start, Even Start or any other preschool program, to local elementary school programs. SW	N/A	This school is either K-12 or an elementary school and does not assist preschool children in the transition from early childhood programs, such as Head Start, Even Start, or any other preschool program, to local elementary school programs.	This school is either K-12 or an elementary school and assists preschool children in the transition from early childhood programs, such as Head Start, Even Start or any other preschool program, to local elementary school programs **OR** this requirement is not applicable as it does not serve kindergarten students **OR** this requirement is not applicable as there are no early childhood programs within the community.	N/A
8.5 Federal, State, and local service programs are integrated and coordinated SW	N/A	There is no coordination and integration of Federal, State, and local services and programs.	There is coordination and integration between Federal, State and local services and programs, specifically in how the school will create cohesive services among programs	N/A

			supported by the No Child Left Behind Act of 2001, violence preventions programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.	
8.6 All core content teachers and instructional paraprofessionals meet the definition of Highly Qualified SW	N/A	All core content teachers and instructional paraprofessionals do not meet the definition of Highly Qualified.	All core content teachers and instructional paraprofessionals meet the definition of Highly Qualified.	N/A
8.7 The school has strategies to attract and retain highly qualified teachers SW	N/A	The school does not have strategies to attract and retain highly qualified teachers	The school has strategies to attract and retain highly qualified teachers	N/A
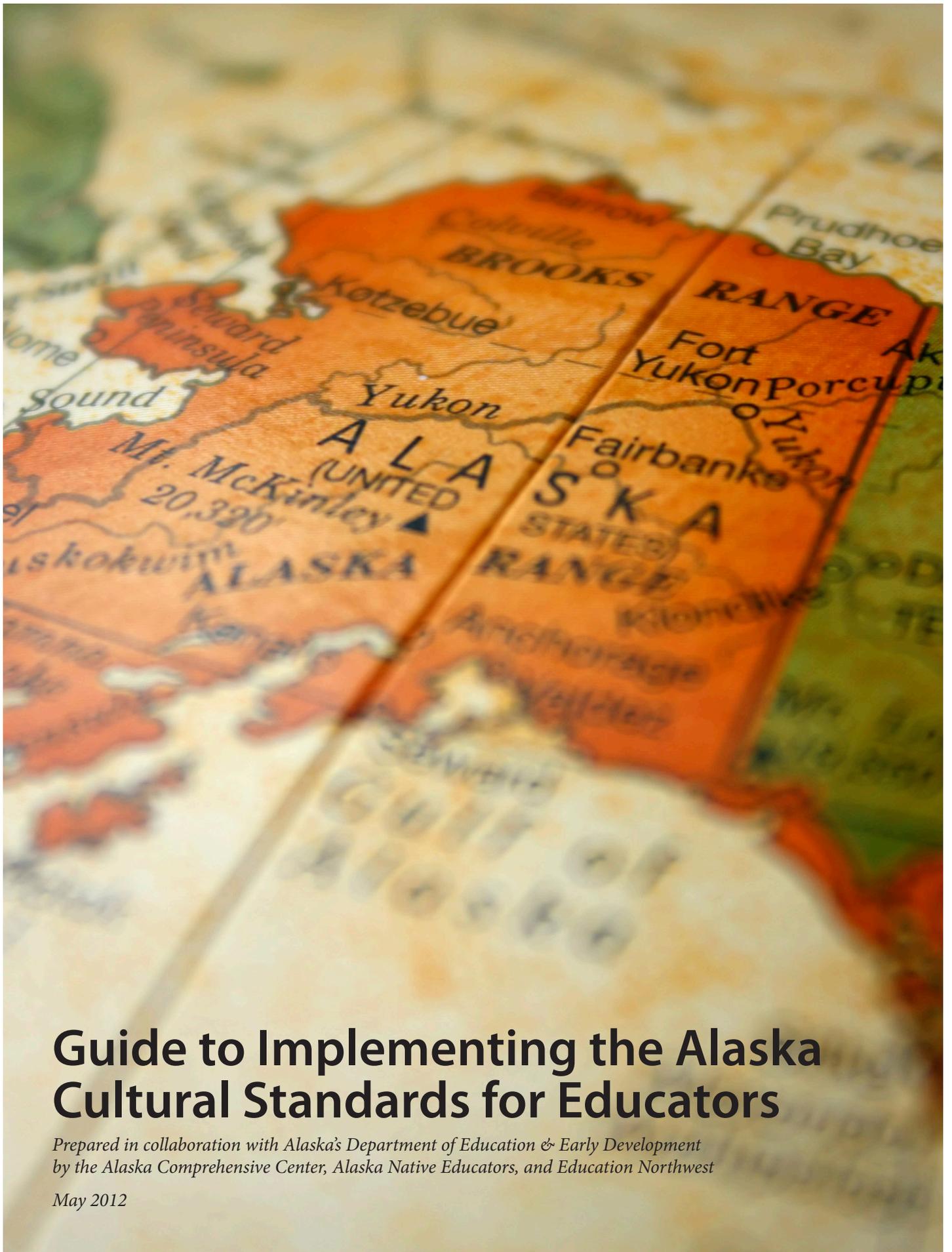
Guide to Implementing the Alaska Cultural Standards for Educators

Prepared in collaboration with Alaska's Department of Education & Early Development by the Alaska Comprehensive Center, Alaska Native Educators, and Education Northwest

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Preface

In Alaska's pursuit of a high-quality education for all students, educators are guided by two sets of standards that promote student achievement and school quality.

- Student content and performance standards define what students should know and be able to do as a result of their public schooling.
- Professional content and performance standards guide the professional performance of teachers and administrators.

The *Alaska Standards for Culturally-Responsive Schools,* created by the Alaska Rural Systemic Initiative, are imbedded in the student and professional standards along with regulations for teacher preparation programs in Alaska.

To describe how Alaska educators can use the knowledge and culture students bring to school in a standards based system, the *Guide to Implementing the Alaska Cultural Standard for Educators* was created with the help of Alaska Native stakeholders. It provides rubrics and guidelines for schools and communities as they examine how their practices promote the cultural well-being of their students. The cultural standards complement the other state standards by orienting the school community to its role in helping students become responsible, capable, and whole human beings. The cultural standards emphasize a strong connection between what students experience in school and their lives out of school by providing in-depth, experiential learning in real-world contexts. They are not intended to standardize instruction, but rather to encourage schools to nurture and build upon the rich and diverse traditions that continue to be practiced in communities throughout Alaska.

Shifting the focus from teaching and learning about cultural heritage as another subject to teaching and learning through the local culture and local perspective has been the goal of the *Guide to Implementing the Alaska Cultural Standards for Educators.* With this guide, we hope to help pave the way for achieving that goal.

Acknowledgments

On behalf of the Alaska Native educators and supporting organizations that worked on this implementation guide, we dedicate our efforts to all those who came before us and made a trail for us to follow. We would like to acknowledge the most recent comprehensive body of work produced by the Alaska Rural Systemic Initiative and its dedicated, innovative, respectful leadership team: the late Frank Hill, the late Oscar Kawagley, Dorothy M. Larson, and Ray Barnhardt. That body of work provided the foundation for the original *Alaska Standards for Culturally-Responsive Schools* and created a professional organization for Alaska Native educators of that time.

These educators helped create the cultural standards in 1998 and more than a dozen years later also participated in creating the implementation guide and its accompanying rubrics, which will carry their work into the future. The rubrics and implementation guide grew out of a desire to help schools and districts meet the specific educational needs of Alaska's indigenous people and incorporate their unique and diverse knowledge around this great land into the districts' curricula. This work was done in the spirit of sharing the indigenous perspective with all who live in this place called Alaska.

For their contribution to the *Alaska Cultural Standards* rubric development, we express our gratitude to the following Native educators:

Moses Dirks—Anchorage School District, Unalaska/Anchorage, Alaska
Esther Ilutsik—Southwest Regional School District, Dillingham
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Carol Lee Gho—Retired, Fairbanks
Ethan Petticrew—Alaska Native Heritage Center, Anchorage
Lenora Carpluk—University of Alaska, Fairbanks
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   Deborah Davis—Project Director, Education Northwest, Portland, OR
   Keisha Edwards—Process Facilitator, Education Northwest, Portland, OR
   Basha Krasnoff—Writer/editor, Education Northwest, Portland, OR
   Jerry Schoenberger—Director, Alaska Comprehensive Center, Juneau, AK

Overview

Alaska has long recognized the need for cultural standards and a heightened awareness of the needs of Native students. The Alaska Native Claims Settlement Act acknowledged that indigenous populations have a unique relationship to Alaska. Locally controlled, regional school districts provided an opportunity for communities to exercise a greater degree of political control over the educational system in their locales.

The need for cultural awareness and competence was also addressed when the state of Alaska stipulated that teachers seeking certification must earn credits in Multicultural and Alaska Studies. Another major step forward came in 1995, when the Alaska Rural Systemic Initiative (AKRSI) was launched. The AKRSI's charge was to implement a set of initiatives that document the indigenous knowledge systems of Alaska Native people, and to develop pedagogical practices and school curricula that appropriately incorporate indigenous knowledge and ways of knowing into the formal education system. One outcome of this initiative was the *Alaska Standards for Culturally-Responsive Schools,* which were created with Alaska Native stakeholders in 1998. The *Alaska Cultural Standards for Educators* were adopted by the State Board of Education & Early Development in 2010.

This *Guide to Implementing the Alaska Cultural Standards for Educators* is intended to help educators incorporate the cultural standards into their instruction and curriculum, making their practice more culturally responsive to their students and the communities in which they work. The guide, with its set of rubrics, provides educators with an opportunity to engage in discussion and evidence-based inquiry into the instructional practices they use to incorporate cultural standards into their lessons. It is not intended to be the basis for evaluation or for making comparisons between teachers. The rubrics are designed to raise awareness and identify instructional approaches that can assist educators in planning and conducting culturally-responsive lessons.

The guide is organized around five standards that were developed through the experienced lens of Native Alaska educators to guide culturally-responsive teaching in Alaska's classrooms. The five standards (A–E) are as follows:

A. Culturally-responsive educators incorporate local ways of knowing and teaching in their work.

B. Culturally-responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.

C. Culturally-responsive educators participate in community events and activities in appropriate and supportive ways.

D. Culturally-responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.

E. Culturally-responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.

For each of these standards, there are performance indicators and a four-point rating scale to help each educator identify his or her level of awareness, implementation, and mastery of culturally-responsive teaching practices. The performance indicator ratings are:

1. Emerging: emerging understanding/beginning to recognize
2. Developing: understanding with limited development or partial implementation
3. Proficient: functional and operational: functional and operational level of development and implementation
4. Exemplary: fully and fluently engaged in implementing, mentoring, collaborating

Each of the five standards is broken into key elements that are grounded in the research literature on culturally-responsive teaching. Educators who meet the cultural standard exhibit varying degrees of these key elements, which are concrete and can be measured on the four-point scale. Examples of performance under each of the four ratings help educators to better understand what the elements look like in practice, enabling them to more easily

assess their own practice. The examples are exemplars that educators can begin to emulate as they strive to become more culturally responsive in their approach to instruction.

It is not necessary for educators to attempt to implement all five standards at once. For instance, educators might begin by examining only one or two, such as incorporating local ways of knowing and teaching (Standard A) and teaching to the everyday lives of their students (Standard B).

To make this guide most useful, a principal, an entire school faculty or smaller leadership team, and community representatives might work in small groups to locate evidence, make ratings, and summarize findings. Parents, community members, and students may also be involved. When a team engages in the process, it is important for each member to begin with an open mind, setting aside assumptions and relying on evidence to rate performance in each of the elements. There are multiple approaches and intentions for using these rubrics, some of which might be:

1. Reviewing school or district-level goals, policies, and practices regarding curriculum and pedagogy
2. Learning about the home/family environment and parent support systems available
3. Devising locally appropriate ways to review student and teacher performance as it relates to nurturing and practicing culturally-appropriate behavior
4. Strengthening the commitment to revitalize the local language and culture
5. Helping teachers identify teaching practices that are adaptable to the cultural context in which they are teaching
6. Guiding the preparation and orientation of new teachers
7. Providing criteria against which to evaluate educational programs
8. Guiding the formation of state-level policies, regulations, and allocation of resources in support of equity for all students

The Alaska Native Knowledge Network website (http://www.ankn.uaf.edu) has resources and technical support to implement learning experiences encouraged by the cultural standards.

Step-by-Step Process

Using a team approach

The rubrics in the guide were designed to help educators adopt a "team" approach. Teams work best when members agree at the outset on the rules for working together. However, what the team members agree to is not as important as the process they go through together to reach the agreements. Group agreements might include:

- Allow only one voice at a time
- Do not hold side conversations
- Show respect for all opinions
- Start and stop on time
- Make decisions by consensus rather than majority rule

Conducting the process

The following six tasks are involved in studying the standards and elements:

1. Review the rubrics
2. Discuss these guiding questions for each standard:
    - How will cultural standards enhance engagement with communities?
    - How will incorporating local knowledge enrich the curriculum?
    - How will incorporating cultural standards improve student outcomes?
3. Locate the evidence necessary to make ratings for each element
4. Make the ratings directly on the rubric
5. Determine strengths and approaches to improving practices
6. Present findings to all faculty members and/or the greater school community

1. Review the rubric
There is a separate rubric for each of the five standards, and each rubric breaks into several key elements. Four ratings are possible for each of the key elements. The rubric gives an example of the level of implementation and/or development that characterizes each rating.

2. Discuss the guiding questions for each standard
Each standard begins with a set of guiding questions. It is important to respond to these questions prior to attempting to rate the school across the standard. Time spent reflecting on, discussing, and answering these questions will lead participants to a deeper understanding of the standard and the related key elements they are about to examine. This exercise also gives the team an opportunity to discuss potential sources of evidence. Small group discussion of the questions can be shared out with the entire group.

3. Locate the evidence necessary to make ratings for each element
To determine the rating for each element, it is necessary to find evidence that substantiates that score. There are examples under each rating to help teams plan practices that support each element. For each indicator, brainstorm the resources available to support each practice.

4. Make the ratings directly on the rubric
Ratings of performance levels should be made once the educators reach consensus, based on the evidence. Note that each rating should be backed up with evidence from multiple sources. Opinions do not constitute evidence; therefore, even if someone at the school thinks that lesson plans demonstrate alignment to the cultural standards, the performance level should be decided based on evidence.

For each of the elements, teams list the evidence that was used to determine the rating directly on the rubric. The following are the conditions for making ratings at each of the performance levels:

1 = Emerging—Emerging understanding/Beginning recognition
2 = Developing—Understanding with limited development or partial implementation
3 = Proficient—Functional and operational level of development and implementation
4 = Exemplary—Fully and fluently engaged in implementing, mentoring, collaborating

5. Determine strengths and areas for improvement
Once the ratings are made, transfer them to the chart on the Standard Ratings Summary that follows each rubric and make copies for each participant involved in the self-assessment process. As a team, answer the final summarizing questions:

- What are the school's top 2–3 strengths within this standard?
- What are the school's top 2–3 limitations/areas needing improvement within this standard?
- How will we further develop this standard?

6. Present findings to all faculty members and/or the greater school community
Sharing the results is an important step in building awareness of and support for the findings and the improvement steps taken as a result. The guide can be used to help all members of the school community understand the current strengths and the areas needing improvement. It can also provide an opportunity for open discussion and transparency.

Introduction to Standard A

Standard A: Culturally-responsive educators incorporate local ways of knowing and teaching in their work.

Discuss these guiding questions:

- How will cultural standards enhance engagement with communities?
- How will incorporating local knowledge enrich the curriculum?
- How will incorporating cultural standards improve student outcomes?

Educators who meet this cultural standard:

A.1: Recognize the validity and integrity of the traditional knowledge systems

A.2: Utilize the Elders' expertise in multiple ways in their teaching

A.3: Provide opportunities and time for students to learn in settings where local cultural knowledge and skills are naturally relevant

A.4: Provide opportunities for students to learn through observation and hands-on demonstration of cultural knowledge and skills

A.5: Adhere to the cultural and intellectual property rights that pertain to all aspects of the local knowledge they are addressing

A.6: Continually involve themselves in learning about the local culture

Before making ratings for the indicators for each standard, it is important for team members to pool their knowledge and come to a common understanding about the standard as a whole. This will help ensure that all team members are talking about the same thing. Review the performance examples provided for each of the ratings. This may also be a good time to review important terms used throughout the rubric (see the Glossary of General Education Terms and Acronyms for key definitions).

Standard A: Culturally-responsive educators incorporate local ways of knowing and teaching in their work

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	**1** **Emerging**	**2** **Developing**	**3** **Proficient**	**4** **Exemplary**
A1. Recognize the validity and integrity of the traditional knowledge system	Educator acknowledges simple cultural activities	Educator includes students' prior knowledge and skills through cultural activities	Educator links students' prior knowledge and skills through cultural activities, language, ways of life, the arts, and traditional knowledge system	Educator integrates students' prior knowledge and skills through cultural activities, language, ways of life, the arts, and traditional knowledge system
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator recognizes local cultural values by displaying cultural posters on classroom walls • Educator participates with parents, Elders, and students in developing school rules and curriculum	• Educator includes cultural and traditional knowledge in curriculum to promote learning • Educator explains how school and classroom rules reflect and illustrate local cultural values • Educator provides opportunities to learn local cultural values through observation and hands-on activities	• Educator designs lesson plans that routinely refer to traditional knowledge systems • Educator routinely is involved in learning about the local culture	• Educator routinely greets and addresses students in a similar manner as do parents and older community members • Educator delivers all classroom activities, both behavior and content, through local, traditional values

Standard A: Culturally-responsive educators incorporate local ways of knowing and teaching in their work

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	**1** **Emerging**	**2** **Developing**	**3** **Proficient**	**4** **Exemplary**
A2. Utilize Elders' expertise in multiple ways in their teaching	Educator recognizes value of Elders sharing expertise as guest speakers in the classroom	Educator asks Elders to share expertise as guest speakers in the classroom and connects Elders' expertise with academic learning	Educator facilitates Elder interactions with students drawing upon the Elders' individual areas of expertise as a bridge to academic learning	Educator co-constructs academic learning with Elders based on Elders' expertise
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator prepares the students to be respectful of Elder visitors • Educator remains attentive while Elder teaches	• Educator understands and adheres to local protocol for inviting Elders into the classroom • Educator commits to professional development and continuous education about traditional culture of school community	• Educator's lesson plans demonstrate collaboration with Elders to teach traditional knowledge in the classroom • Educator uses information gained from Elders and Culture Bearers to provide developmentally appropriate cultural activities	• Educator confers with and involves Elders and Culture Bearers when developing and implementing lessons in all curricular areas • Educator shares knowledge gained from Elders and Culture Bearers

Standard A: Culturally-responsive educators incorporate local ways of knowing and teaching in their work

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	**1 Emerging**	**2 Developing**	**3 Proficient**	**4 Exemplary**
A3. Provide opportunities and time for students to learn in settings where local cultural knowledge and skills are naturally relevant	Educator recognizes and acknowledges local community events in the classroom	Educator describes local community events and identifies classroom lessons and activities that intersect with these events	Educator incorporates local community events and relevant community members into classroom lessons and activities	Educator integrates student learning in the community's natural cycle of people, ceremonies, and place into classroom lessons and activities
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator acknowledges traditional knowledge that students bring with them • Educator identifies a list of cultural activities with students • Educator participates with students in local harvesting activities such as berry picking	• Educator uses "Place" as a laboratory (e.g., tundra, rainforest, wetlands, community events, and culture camps) • Educator displays student work that reflects local cultural knowledge and ways of life	• Educator develops and/or adapts curriculum that incorporates the values of the culture of the community • Educator ties les-sons to relevant, seasonal cultural events and imple-ments them in cooperation with the community	• Educator takes students to seasonal camps in fall, winter, and summer with community members and Elders and creates lesson plans that reflect their experiences • Educator takes students out into the field and engages in cultural activities that are embedded with academic content and are meaningful to the local community

Standard A: Culturally-responsive educators incorporate local ways of knowing and teaching in their work

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	**1** **Emerging**	**2** **Developing**	**3** **Proficient**	**4** **Exemplary**
A4. Provide opportunities for students to learn through observation and hands-on demonstration of cultural knowledge and skills	Educator occasionally provides opportunities for students to observe Elders and other local residents demonstrate their cultural knowledge	Educator provides several opportunities for students to observe Elders and other local residents demonstrate their cultural knowledge	Educator regularly utilizes Elders and other local residents in and outside the classroom to demonstrate cultural knowledge for students	Educator consistently integrates Elders and other local residents into classroom activities to demonstrate cultural knowledge for students
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator and students identify Elders or local experts to be guest speakers for lessons in the content areas of math, science, social studies, and writing • Educator incorporates traditional knowledge in present-day contexts	• Educator invites Elders or other local experts to share their cultural expertise • Educator uses traditional practices as an integral part of the day (e.g., in morning meetings, traditional greetings, and departures)	• Educator integrates indigenous language throughout the curriculum • Educator provides experiences and materials that encourage learners to adapt and use cultural and traditional knowledge	• Educator provides engaging and stimulating culturally-relevant learning opportunities both in and out of the classroom

Standard A: Culturally-responsive educators incorporate local ways of knowing and teaching in their work

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	**1** **Emerging**	**2** **Developing**	**3** **Proficient**	**4** **Exemplary**
A5. Adhere to the cultural and intellectual property rights that pertain to all aspects of the local knowledge they are addressing	Educator recognizes that the local community and members have cultural and intellectual property rights	Educator acts in accordance with the cultural and intellectual property rights of the community and its members	Educator actively teaches students about cultural and intellectual property rights that exist in the community	Educator integrates the concepts of cultural and intellectual property rights into classroom activities
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator works with local Elders and Culture Bearers to learn about the traditional practices and artifacts • Educator cites original works by various Native artists	• Educator is aware that traditional stories and ceremonies belong to members of the community • Educator finds information through the Alaska Native Knowledge Network website (e.g., HAIL book reviews listed by Alaska Natives on Alaska Children's Literature)	• Educator requests permission and guidance to include traditional songs, stories, and dances in the curriculum • Educator uses traditional stories as the basis for student-written stories about their cultural experiences	• Educator uses skills gained from Elders and Culture Bearers only for personal use, recognizing that the sale of traditional arts may be their only source of income • Educator develops curriculum that reinforces the integrity of local culture

Standard A: Culturally-responsive educators incorporate local ways of knowing and teaching in their work

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	**1** **Emerging**	**2** **Developing**	**3** **Proficient**	**4** **Exemplary**
A6. Continually involve themselves in learning about the local culture	Educator identifies the important aspects of the local culture	Educator demonstrates knowledge of the local culture by participating in community events	Educator participates in community events and incorporates learning about the values, norms, and perspectives of the local culture into classroom activities	Educator is fully integrated in the community and is seen by the community as a valued and contributing member
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator participates in local events and cultural activities • Educator displays local cultural resources (e.g., seasonal calendars, Native values posters, cultural standards posters, etc.)	• Educator takes appropriate classes in cultural values and participates in local cultural activities • Educator identifies cultural activities and values that can be integrated into the curriculum	• Educator incorporates local culture and heritage and regularly refers to them in lessons throughout the school year • Educator applies cultural values and integrates examples and activities through student assignments	• Educator is "adopted" into the community • Educator gives back to the community through participation in local activities and groups

Standard A: Rating Summary

A. Culturally-responsive educators incorporate local ways of knowing and teaching in their work.				
A.1 Recognize the validity and integrity of the traditional knowledge system	4	3	2	1
A.2 Utilize Elders' expertise in multiple ways in their teaching	4	3	2	1
A.3 Provide opportunities and time for students to learn in settings where local cultural knowledge and skills are naturally relevant	4	3	2	1
A.4 Provide opportunities for students to learn through observation and hands-on demonstration of cultural knowledge and skills	4	3	2	1
A.5 Adhere to the cultural and intellectual property rights that pertain to all aspects of the local knowledge they are addressing	4	3	2	1
A.6 Continually involve themselves in learning about the local culture	4	3	2	1

Analysis of Standard A

Top 2–3 strengths within this standard:

Top 2–3 limitations/areas needing improvement:

How we will further develop this standard:

Introduction to Standard B

Standard B: Culturally-responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.

Discuss these guiding questions:

- How will cultural standards enhance engagement with communities?
- How will incorporating local knowledge enrich the curriculum?
- How will incorporating cultural standards improve student outcomes?

Educators who meet this cultural standard:

B.1: Regularly engage students in appropriate projects and experiential learning activities in the surrounding environment

B.2: Utilize traditional settings such as camps as learning environments for transmitting both cultural and academic knowledge and skills

B.3: Provide integrated learning activities organized around themes of local significance and across subject areas

B.4: Are knowledgeable in all the areas of local history and cultural tradition that may have bearing on their work as a teacher, including the appropriate times for certain knowledge to be taught

B.5: Seek to ground all teaching in a constructive process built on a local cultural foundation

Before making ratings for the indicators for each standard, it is important for the team members to pool their knowledge and come to a common understanding about the standard as a whole. This will help ensure that all team members are talking about the same thing. Review the performance examples provided for each of the ratings. This may also be a good time to review important terms used throughout the rubric (see the Glossary of General Education Terms and Acronyms for key definitions).

Standard B: Culturally-responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	**1** **Emerging**	**2** **Developing**	**3** **Proficient**	**4** **Exemplary**
B1. Regularly engage students in appropriate projects and experiential learning activities in the surrounding environment	Educator observes the surrounding environment and local culture through community interaction	Educator asks students, families, paraprofessionals, and other community members about seasonal activities and discusses these in class	Educator links seasonal activities in and out of the classroom to content-area requirements	Educator integrates seasonal cultural projects and experiential learning activities across content areas on a daily basis

RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator names local cultural festivals celebrated in the surrounding environment • Educator attends community events (e.g., visiting, berry picking, fishing, and walk around) • Educator is aware of the seasonal hunts in the environment	• Educator learns about the upcoming harvesting and gathering season and uses it to prompt students to write a story of their experiences • Educator accesses or creates a seasonal activities time line for the community	• Educator relates field trips to seasonal activities such as the blueberry harvest in fall and follows up with activities integrated into reading, writing, math, science, social studies, health, etc. • Educator designs an elementary science unit on food and nutrition to include information about native plants, their uses, gathering location, and seasons	• Educator creates a holistic learning cycle to teach science that combines cultural context and history with observing, measuring, interpreting, experimenting, model building, and predicting • Educator designs classroom projects and activities to promote an understanding of place; connecting with nature and climate change issues; revitalizing traditional and indigenous knowledge; and learning from Elders

Standard B: Culturally-responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	**1** **Emerging**	**2** **Developing**	**3** **Proficient**	**4** **Exemplary**
B2. Utilize traditional settings such as camps as learning environments for transmitting both cultural and academic knowledge and skills	Educator observes traditional settings and cultural activities where knowledge and skills are learned	Educator acquires the knowledge and skills that are learned in traditional seasonal and cultural activities that are practiced by the community	Educator links traditional settings and/or creates replicas, practicing activities for cultural and academic learning	Educator integrates curriculum for seasonal traditional activities, bridging cultural and academic components
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator participates in local orientation course as available • Educator displays posters and artwork in the classroom related to traditional cultural activities	• Educator uses artifacts such as traditional and contemporary tools, foods, etc., related to traditional cultural activities in the classroom	• Educators asks clarifying questions about traditional seasonal and cultural activities • Educator invites students to share their own stories and is heard retelling a story accurately • Educator links respect for nature to recycling and finds ways to recycle	• Educator fully incorporates indigenous science principles (flora and fauna, meteorology, physics, chemistry, earth science, astronomy, botany, pharmacology, psychology, and the sacred) when in camp • Educator has students bring in the seasonal catch to the classroom to be used for dissecting, identifying organs, using medical/scientific terms, local language terms, and common English terms

Standard B: Culturally-responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	**1** **Emerging**	**2** **Developing**	**3** **Proficient**	**4** **Exemplary**
B3. Provide integrated learning activities organized around themes of local significance and across subject areas	Educator observes themes of local significance to the community	Educator inquires about local themes in the classroom organized thematically by seasonal activities	Educator supports student participation in local cultural activities, and applies those activities to content learning areas	Educator integrates local cultural knowledge across the subject areas
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator observes seasonal activities time line when planning units of study • Educator prominently displays cultural calendar highlighting the themes for the current month • Educator uses indigenous calendar reflecting themes of seasonal activities • Educator displays student art and writing that highlight themes for current month	• Educator utilizes the seasonal activities time line to plan yearlong thematic units of study • Educator creates cultural time line for the year with the class by adding highlighted monthly cultural events	• Educator designs lessons that reflect the seasonal activities as content learning opportunities (e.g., harvesting, AFN, traditional dance performances, etc.)	• Educator develops place-based science projects in cooperation with Culture Bearers • Educator integrates nutrition of local food into study of food pyramid

Standard B: Culturally-responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	**1** **Emerging**	**2** **Developing**	**3** **Proficient**	**4** **Exemplary**
B4. Are knowledge-able in those areas of local history and cultural traditions that may have bearing on their work, including the appropriate times for certain knowledge to be taught	Educator learns significant local history and cultural traditions from Culture Bearer	Educator inquires about local history and cultural traditions guided by Culture Bearer	Educator links the history of the local community, including historical time lines and stories of the people	Educator mentors other educators on local history and cultural traditions, and utilizes the expertise of the Culture Bearers
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator visits local community members, participates in community-wide activities • Educator is present in the community	• Educator points to posters, artwork, and artifacts to explain local history, traditions, and ceremonies • Educator partners with a Culture Bearer to complete a cultural activity	• Educator integrates Elders and other local experts as a regular part of the classroom or school community	• Educator shares what has been learned from Culture Bearers and experience and gives credit to those sources • Educator invites Culture Bearers to share their knowledge about local history, (e.g., "how our village came to be")

Standard B: Culturally-responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	**1** **Emerging**	**2** **Developing**	**3** **Proficient**	**4** **Exemplary**
B5. Seek to ground all teaching in a constructive process built on a local cultural foundation	Educator learns about the cultural values of the community	Educator describes and lists the local cultural values and illustrates how they apply to everyday living	Educator links teaching and learning to local values	Educator integrates cultural values into the curriculum
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator brings cultural values into the classroom through prominently displayed posters, artifacts, and books • Educator displays pictures of families and community life in the classroom	• Educator chooses a value as a theme for a day, a week, or a month and has students illustrate examples of values in action in their community	• Educator includes a reflection/study of a cultural value in a daily journal • Educator utilizes local resources in a discussion of values	• Educator integrates values into daily behavior, attitudes, perspectives, teaching and lesson planning • Educator shares what has been learned from Culture Bearers and experience and gives credit to those sources • Educator invites Culture Bearers to share their knowledge about traditional values

Standard B: Rating Summary

B. Culturally-responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.

B.1 Regularly engage students in appropriate projects and experiential learning activities in the surrounding environment	4	3	2	1
B.2 Utilize traditional settings such as camps as learning environments for transmitting both cultural and academic knowledge and skills	4	3	2	1
B.3 Provide integrated learning activities organized around themes of local significance and across subject areas	4	3	2	1
B.4 Are knowledgeable in those areas of local history and cultural traditions that may have bearing on their work, including the appropriate times for certain knowledge to be taught	4	3	2	1
B.5 Seek to ground all teaching in a constructive process built on a local cultural foundation	4	3	2	1

Analysis of Standard B

Top 2–3 strengths within this standard:

Top 2–3 limitations/areas needing improvement:

How we will further develop this standard:

Introduction to Standard C

Standard C: Culturally-responsive educators participate in community events and activities in appropriate and supportive ways.

Discuss these guiding questions:

- How will cultural standards enhance engagement with communities?
- How will incorporating local knowledge enrich the curriculum?
- How will incorporating cultural standards improve student outcomes?

Educators who meet this cultural standard:

C.1: Become active members of the community in which they teach and make positive and culturally-appropriate contributions to the well-being of that community

C.2: Exercise professional responsibilities in the context of local cultural traditions and expectations

C.3: Maintain a close working relationship with and make appropriate use of the cultural and professional expertise of their co-workers from the local community

Before making ratings for the indicators for each standard, it is important for the team members to pool their knowledge and come to a common understanding about the standard as a whole. This will help ensure that all team members are talking about the same thing. Review the performance examples provided for each of the ratings. This may also be a good time to review important terms used throughout the rubric (see the Glossary of General Education Terms and Acronyms for key definitions).

Standard C: Culturally-responsive educators participate in community events and activities in appropriate and supportive ways

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	**1** **Emerging**	**2** **Developing**	**3** **Proficient**	**4** **Exemplary**
C1. Become active members of the community in which they teach and make positive and culturally-appropriate contributions to the well-being of that community	Educator observes and participates in the local community with guidance	Educator identifies local activities and participates in multiple, cultural events	Educator regularly participates in a variety of community activities and is seen as an active, contributing, and valued member of his or her community	Educator routinely mentors new educators to make positive and culturally-appropriate contributions to the well-being of the community
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator actively seeks a local member of the community to explore cultural activities • Educator is an observer at local community events/activities (e.g., feasts, local dances, festivals, church services, etc.)	• Educator is a participant at local community events/activities, (e.g., feasts, local dances, festivals, church services, etc.)	• Educator hosts community members for celebrations such as birthdays, etc. • Educator actively participates in and contributes to community events	• Educator mentors new school personnel towards greater awareness of cultural values

Standard C: Culturally-responsive educators participate in community events and activities in appropriate and supportive ways

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	**1** **Emerging**	**2** **Developing**	**3** **Proficient**	**4** **Exemplary**
C2. Exercise professional responsibilities in the context of local cultural traditions and expectations (see *Alaska Standards for Culturally-Responsive Schools*)	Educator recognizes professional responsibilities regarding content related to the local cultural context	Educator identifies strengths and areas for improvement in his or her professional practice	Educator routinely reflects on the effectiveness of his or her practice as related to the local cultural traditions and expectations, and seeks out learning opportunities to improve practice	Educator actively applies local cultural traditions and expectations to content lessons, and integrates new cultural knowledge in his or her practice
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator participates in classes or training related to local culture	• Educator utilizes the cultural and professional expertise of co-workers	• Educator consistently collaborates with cultural and professional co-workers regarding appropriate cultural activities in and out of the classroom (e.g., for field trips)	• Educator uses varied learning styles, (e.g., project based, place based, etc., as a tool)

Standard C: Culturally-responsive educators participate in community events and activities in appropriate and supportive ways

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	**1** **Emerging**	**2** **Developing**	**3** **Proficient**	**4** **Exemplary**
C3. Maintain a close working relationship with and make appropriate use of the cultural and professional expertise of their co-workers from the local community	Educator recognizes and names local cultural and professional expertise of co-workers	Educator identifies and utilizes the cultural and professional expertise of co-workers	Educator consistently collaborates with identified co-workers who have cultural and professional expertise on culturally-appropriate activities in the classroom	Educator develops documentation of the cultural and professional expertise of co-workers and utilizes it to mentor co-workers new to the community
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator has professional conversations with co-workers to discuss cultural activities • Educator identifies the cultural expertise among co-workers	• Educator includes the expertise of co-workers in a content area	• Co-workers are a regular part of designing lessons and activities • Co-workers feel valued by the educator	• Educator facilitates collaborative cultural activities with co-workers • Educator develops and expands a new list of cultural expertise in the local community

Standard C: Rating Summary

C. Culturally-responsive educators participate in community events and activities in appropriate and supportive ways.					

C.1 Become active members of the community in which they teach and make positive and culturally-appropriate contributions to the well-being of that community   4   3   2   1

C.2 Exercise professional responsibilities in the context of local cultural traditions and expectations (see *Alaska Standards for Culturally-Responsive Schools)*   4   3   2   1

C.3 Maintain a close working relationship with and make appropriate use of the cultural and professional expertise of their co-workers from the local community   4   3   2   1

Analysis of Standard C

Top 2–3 strengths within this standard:

Top 2–3 limitations/areas needing improvement:

How we will further develop this standard:

Introduction to Standard D

Standard D: Culturally-responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.

Discuss these guiding questions:

- How will cultural standards enhance engagement with communities?
- How will incorporating local knowledge enrich the curriculum?
- How will incorporating cultural standards improve student outcomes?

Educators who meet this cultural standard:

D.1: Promote extensive community and parental interaction and involvement in their children's education

D.2: Involve Elders, parents, and local leaders in all aspects of instructional planning and implementation

D.3: Seek to continually learn about and build upon the cultural knowledge that students bring with them from their homes and communities

D.4: Seek to learn the local heritage language and promote its use in their teaching

Before making ratings for the indicators for each standard, it is important for the team members to pool their knowledge and come to a common understanding about the standard as a whole. This will help ensure that all team members are talking about the same thing. Review the performance examples provided for each of the ratings. This may also be a good time to review important terms used throughout the rubric (see the Glossary of General Education Terms and Acronyms for key definitions).

Standard D: Culturally-responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	**1** Emerging	**2** Developing	**3** Proficient	**4** Exemplary
D1. Promote extensive community and parental interaction and involvement in their children's education	Educator acknowledges the value of communicating with students' parents/guardians	Educator establishes direct contact with the parents/ guardians of all their students	Educator supports ongoing contact with the parents/ guardians of all their students to build and foster collaborative relationships	Educator routinely integrates multiple opportunities to engage parents/ guardians in planning and implementation of educational programs
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator uses a variety of written communications to inform parents about student, classroom, and school news • Educator writes and distributes a newsletter to announce upcoming classroom and school community events	• Educator uses phone calls to open positive and pro-active channels of communication with parents/ guardians • Educator makes home visits to establish direct contact with parents/guardians	• Educator uses multiple ways to get input from families and community about academic plans • Educator uses conversation and dialogue to build collaborative relationships and foster involvement of families and community	• Educator uses his or her community participation as a means to engage families and community members in the planning of educational programs in and out of the school setting • Educator integrates families and community members in the implementation of educational programs in and out of the school setting

Standard D: Culturally-responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	**1** **Emerging**	**2** **Developing**	**3** **Proficient**	**4** **Exemplary**
D2. Involve Elders, parents, and local leaders in all aspects of instructional planning and implementation	Educator recognizes that there are local cultural protocols for connecting with diverse community members	Educator identifies diverse community members and uses local cultural protocols to establish relationships with them	Educator actively promotes involvement of local Elders, Culture Bearers, and parents in planning and implementation of curriculum and instruction	Educator routinely mentors other educators in use of local cultural protocols to integrate entire school community in all aspects of curriculum, instructional planning, and implementation
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator identifies the appropriate protocols for connecting with diverse community members	• Educator identifies appropriate community members to be involved in instructional planning and implementation • Educator uses local protocols to invite diverse community members to discuss potential involvement in instructional planning and implementation	• Educator meets with Elders, parents, and local leaders to collaborate in planning classroom lessons or activities	• Educator embeds curriculum designed by Elders, parents, and local leaders into daily lesson plans • Educator incorporates Elders, parents, and local leaders as educators in the classroom or school

Standard D: Culturally-responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	**1** **Emerging**	**2** **Developing**	**3** **Proficient**	**4** **Exemplary**
D3. Seek to continuously learn about and build upon the cultural knowledge that students bring with them from their homes and community	Educator identifies appropriate resources for comparing and contrasting own personal cultural identity and community with that of the school community	Educator utilizes appropriate resources to establish relationships with community members, and begins to enrich the curriculum with cultural knowledge	Educator actively participates in multiple traditional seasonal activities throughout the year to build upon cultural knowledge	Educator routinely mentors educators new to the community in local cultural knowledge
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator meets with cultural specialist, bilingual educator, community member, media, or other appropriate resources to recognize similarities and differences between his/her own culture and that of the school community	• Educator actively engages with community members to learn from Elders or other local experts the appropriate cultural knowledge to integrate into the curriculum	• Educator actively learns the cultural knowledge by engaging with students, parents, and family members in traditional seasonal activities such as fishing, hunting, gathering, community events, sports, and camps	• Educator uses the curriculum to learn about the lives of the students through such activities as a family stories project, exploring local myths and storytelling

Standard D: Culturally-responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	**1** **Emerging**	**2** **Developing**	**3** **Proficient**	**4** **Exemplary**
D4. Seek to learn the local heritage language and promote its use in their teaching	Educator recognizes the local heritage language(s) represented in the classroom	Educator demonstrates awareness of local heritage language(s) in the classroom to raise awareness of the students	Educator builds partnership(s) with heritage language speaker(s) to enrich curriculum with cultural knowledge and heritage language(s)	Educator engages in conversational heritage language, and mentors students' uses of heritage language(s) in the classroom
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1　　2　　3　　4　　　Comments:	• Educator names the local heritage language(s) represented in the classroom	• Educator includes basic vocabulary from the local heritage language(s) in classroom interactions • Educator displays vocabulary from the local heritage language(s) throughout the classroom	• Educator incorporates common expressions from heritage language(s) and cultural knowledge in lessons • Educator co-teaches lessons with heritage language speakers • Educator integrates heritage language(s) into class discussion and cultural knowledge into curriculum	• Educator mentors students in their use of heritage language and sharing of cultural knowledge in academic projects

Standard D: Rating Summary

D. Culturally-responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.

D.1 Promote extensive community and parental interaction and involvement in their children's education	4	3	2	1
D.2 Involve Elders, parents, and local leaders in all aspects of instructional planning and implementation	4	3	2	1
D.3 Seek to continuously learn about and build upon the cultural knowledge that students bring with them from their homes and community	4	3	2	1
D.4 Seek to learn the local heritage language and promote its use in their teaching	4	3	2	1

Analysis of Standard D

Top 2–3 strengths within this standard:

Top 2–3 limitations/areas needing improvement:

How we will further develop this standard:

Introduction to Standard E

Standard E: Culturally-responsive educators recognize the full educational potential of each student and provide the challenges necessary for each of them to achieve that potential.

Discuss these guiding questions:

- How will cultural standards enhance engagement with communities?
- How will incorporating local knowledge enrich the curriculum?
- How will incorporating cultural standards improve student outcomes?

Educators who meet this cultural standard:

E.1: Recognize cultural differences as positive attributes around which to build appropriate educational experiences

E.2: Provide learning opportunities that help students recognize the integrity of the knowledge they bring with them and use that knowledge as a springboard to new understandings

E.3: Reinforce the student's sense of cultural identity and place in the world

E.4: Acquaint students with the world beyond their home community in ways that expand their horizons while strengthening their own identities

E.5: Recognize the need for all people to understand the importance of learning about other cultures and appreciating what each has to offer

Before making ratings for the indicators for each standard, it is important for the team members to pool their knowledge and come to a common understanding about the standard as a whole. This will help ensure that all team members are talking about the same thing. Review the performance examples provided for each of the ratings. This may also be a good time to review important terms used throughout the rubric (see the Glossary of General Education Terms and Acronyms for key definitions).

Standard E: Culturally-responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	**1** **Emerging**	**2** **Developing**	**3** **Proficient**	**4** **Exemplary**
E1. Recognize cultural differences as positive attributes around which to build appropriate educational experiences	Educator recognizes that each student in the classroom has a cultural identity and that each identified culture is valuable and important	Educator explores the various cultural identities of students in the classroom and identifies the positive attributes of those cultural groups	Educator actively teaches that cultural differences bring value to the classroom	Educator integrates students' home, family, and community culture into the curriculum to celebrate diversity and promote community building
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1　　2　　3　　4 Comments:	• Educator introduces and discusses why cultural identity is valuable and important • Educator identifies knowledgeable resources from within the school or community to learn about the cultures within the classroom • Educator sponsors a community potluck event to celebrate diversity	• Educator learns the cultural identities of students in the classroom • Educator calls on all students, using simple command forms of the local language to address the class	• Educator is attentive to the learning style of each student, asks questions clearly, and allows for proper response time • Educator expands community understanding by connecting curriculum to students' ties to family and community	• Educator mentors students to understand and value their cultural identity so they can build their learning of who they are and where they come from • Educator identifies the positive attributes of the cultural heritage of students in the classroom

Standard E: Culturally-responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	**1** Emerging	**2** Developing	**3** Proficient	**4** Exemplary
E2. Provide learning opportunities that help students recognize the integrity of the knowledge they bring with them and use that knowledge as a springboard to new understandings	Educator recognizes that students have significant indigenous cultural knowledge already in place	Educator appreciates student indigenous cultural knowledge and asks students to draw on it in the context of new learning opportunities	Educator builds upon significant student indigenous cultural knowledge and facilitates using it as a springboard to new understandings	Educator consistently integrates student indigenous cultural knowledge and applies it to new knowledge
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator surveys students' indigenous cultural knowledge to find out what they know • Educator provides opportunities for students to write about their experiences	• Educator has students teach one another about their indigenous knowledge	• Educator attends culture camps and utilizes knowledge gained from these experiences in the classroom	• Educator applies student indigenous cultural knowledge to concepts in content areas (e.g., in math, apply geometry to seal gut sewing)

Standard E: Culturally-responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	**1** **Emerging**	**2** **Developing**	**3** **Proficient**	**4** **Exemplary**
E3. Reinforce the student's sense of cultural identity and place in the world	Educator recognizes that each student's culture is unique	Educator validates student's own culture as one of many indigenous cultures through classroom lessons and activities	Educator links student's own culture within a world of cultures	Educator consistently supports, in and out of school, student cultural identity within a world of cultures
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator develops lesson plans around kinship charts • Educator posts unique student artwork on classroom walls and throughout the school	• Educator uses student indigenous personal names • Educator directs Internet research to compare and contrast indigenous cultures	• Educator connects the different ethnic and cultural groups in the world with student's own culture • Educator develops a project around comparing and contrasting leadership styles in his or her own culture with other cultures	• Educator invites community members on a consistent basis to recount stories of who they are and where they come from, offering constant reinforcement of cultural knowledge • Educator invites community members from all classroom-represented cultural groups to visit, so students can make connections from one culture to another

Standard E: Culturally-responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	**1** **Emerging**	**2** **Developing**	**3** **Proficient**	**4** **Exemplary**
E4. Acquaint students with the world beyond their home community in ways that expand their horizons while strengthening their own identities	Educator acknowledges the students' own home/community culture(s)	Educator describes and illustrates other state, regional, and world cultures	Educator compares and contrasts students' culture(s) with other state, regional, and world cultures	Educator uses consistent, deliberate lesson plan design and implementation to routinely engage students so they can integrate themselves firmly within a larger world
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator asks students to share aspects of their culture through stories, songs, and historical facts	• Educator shares stories, songs, and historical facts from other state and regional cultures	• Educator incorporates Internet research to help students build multicultural vocabulary • Educator supports cross-cultural studies of such aspects of culture as dance or clothing	• Educator invites community members representing various cultures to expand students' awareness and place themselves and their own culture within a global scale

Standard E: Culturally-responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	1 Emerging	2 Developing	3 Proficient	4 Exemplary
E5. Recognize the need for all people to understand the importance of learning about other cultures and appreciate what each has to offer	Educator recognizes the importance of learning about other world cultures	Educator explains and illustrates the importance of learning about other cultures to students	Educator actively teaches about other cultures and designs activities that engage students in learning about them and appreciating their unique contributions	Educator mentors other educators to promote learning about and appreciating the value of other cultures
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator identifies with cultural activities that support multicultural appreciation	• Educator introduces students to pen pals from different cultural groups • Educator prepares potluck for class-room or school, serving food from different cultures	• Educator incorporates activities based around themes of commonalities among different cultures • Educator hosts community nights with different cultures	• Educator models and practices cultural values and beliefs of the local culture

Standard E: Rating Summary

E. Culturally-responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.

E.1 Recognize cultural differences as positive attributes around which to build appropriate educational experiences	4	3	2	1
E.2 Provide learning opportunities that help students recognize the integrity of the knowledge they bring with them and use that knowledge as a springboard to new understandings	4	3	2	1
E.3 Reinforce the student's sense of cultural identity and place in the world	4	3	2	1
E.4 Acquaint students with the world beyond their home community in ways that expand their horizons while strengthening their own identities	4	3	2	1
E.5 Recognize the need for all people to understand the importance of learning about other cultures and appreciating what each has to offer	4	3	2	1

Analysis of Standard E

Top 2–3 strengths within this standard:

Top 2–3 limitations/areas needing improvement:

How we will further develop this standard:

Glossary of General Education Terms and Acronyms

ACC—Southeast Regional Resource Center, in partnership with Education Northwest, developed and managed the Alaska Comprehensive Center (ACC), a part of a national network of Comprehensive Centers. ACC supported EED's efforts to meet the needs of all Alaska students from 2005–2012 and in this capacity sponsored the team that created the rubric guidelines.

Alaska content standards—Broad statements of what students should know and be able to do as a result of their public school experience.

Alaska Native Knowledge Network (ANKN)—Designed to serve as a resource for compiling and exchanging information related to Alaska Native knowledge systems and ways of knowing.

Alaska professional teacher standards—Standards clearly defining the skills and abilities Alaska teachers and administrators must possess to prepare effectively today's students for successful lives and productive careers.

AKRSI/ARSI—Alaska Rural Systemic Initiative, a project funded from 1995 to 2005 by the National Science Foundation and the Annenberg Foundation. ARSI's members created the *Alaska Standards for Culturally-Responsive Schools.*

ANE—Alaska Native Educators are stakeholders in the Native educational process.

ANEA—Alaska Native Educators Association, an organization of Native educators formed during the Alaska Rural Systemic Initiative that represents five culturally-diverse regions of the state.

EED (DEED)—Department of Education and Early Development: Alaska's state education agency (SEA).

LEA—Local education agency. The local agency responsible for the implementation of program services to students. In Alaska, this is usually the school district.

Proficient—Acceptable status of student mastery in a content area expressed as a score at or above a certain boundary on the commensurate standards-based assessment (SBA).

REAA—A regional educational attendance area is an educational area that was established in 1975 in an unorganized borough of the state of Alaska.

Scientifically based research—The term "scientifically based research" means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.

SEA—State education agency. This is the government agency responsible for statewide education program supervision and administration. In Alaska, the SEA is the Department of Education and Early Development (EED), which is recognized by the U.S. Department of Education as the governing agency.

Appendix A:
Indigenous Peoples and Languages of Alaska

This map shows the indigenous language regions of Alaska. Related languages of neighboring Canada and Russia are also shown. The language boundaries represent traditional territories at approximately 1900, though some shifts in language boundaries have occurred since that time.

The colors of the individual languages reflect their classification into language families, each of which share a common ancestral language. Eighteen of the twenty indigenous Alaska languages on this map belong to either the Inuit-Yupik-Aleut or the Athabascan-Eyak-Tlingit families. Tsimshian is a member of the small Tsimshianic family, while Haida is an isolate, not demonstrably related to any other language in the world.

As of 2010, few indigenous languages in Alaska are still spoken by children, but significant revitalization programs exist for some languages.
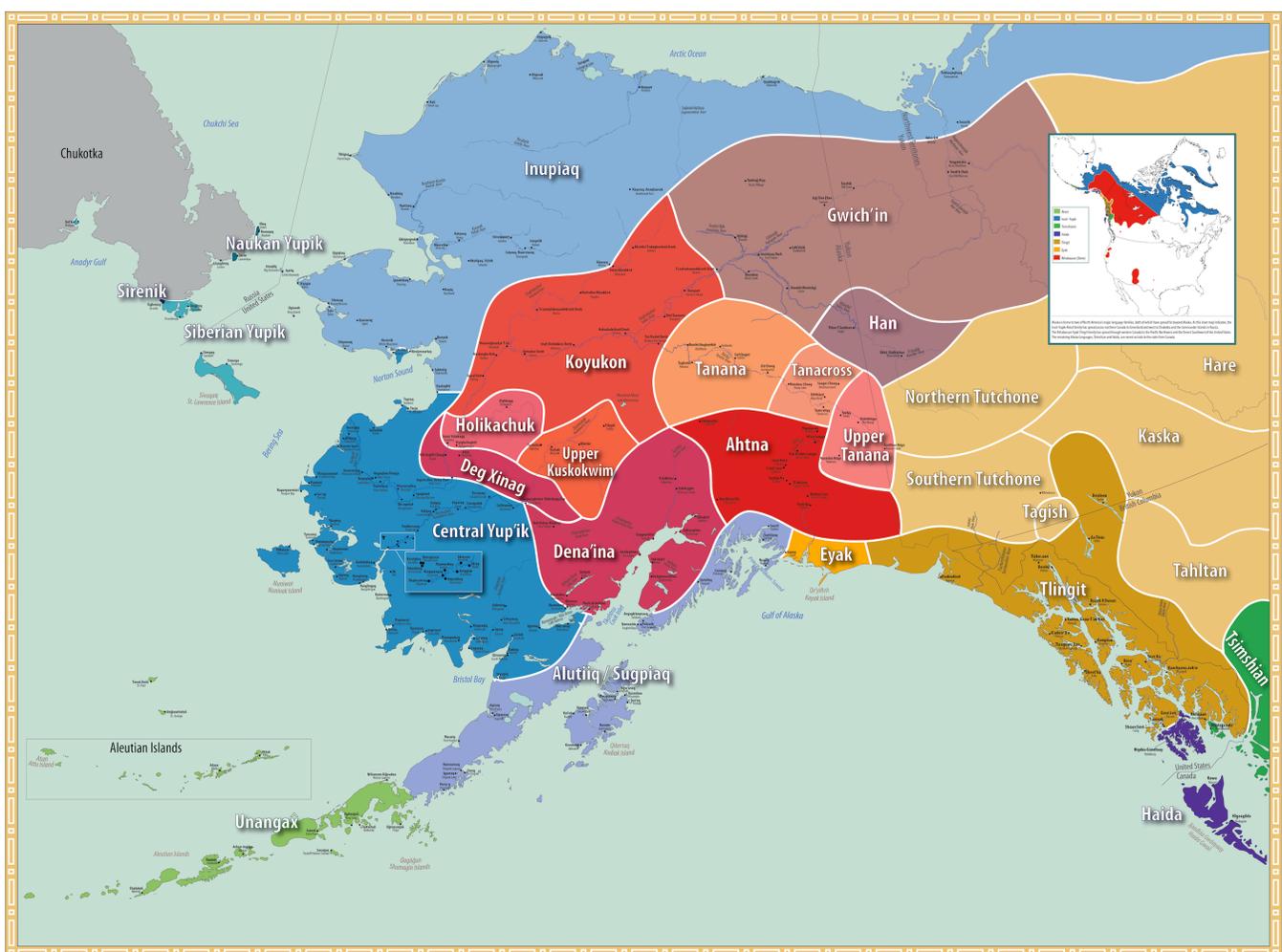
Source

Kraus, M., Holton, G., Kerr, J., & West, C.T. (2011). *Indigenous peoples and languages of Alaska.* Retrieved from University of Alaska Fairbanks, Alaska Native Language Center website: http://www.uaf.edu/anla/collections/map/

Appendix B:
Research Brief

Research has shown the benefits of instruction that incorporates students' heritage languages and cultural traditions. To meet the challenge of maintaining indigenous cultural and linguistic distinctiveness requires sustained community-based consciousness-raising about the success of immersion programs and commitment to the value of indigenous linguistic and cultural expression (Arviso & Holm, 2001, p. 211).

In the most extensive longitudinal study of language minority student achievement to date (1982–1996), Thomas and Collier (1997) found that for 700,000 students representing 15 languages in five participating school systems, "the most powerful predictor of academic success" was schooling for at least four to seven years in the native/heritage language. Researchers defined academic success as "English learners reaching … full parity with native-English speakers in all school content subjects (not just English proficiency) after a period of at least 5–6 years" (p. 7). What is especially important about the Thomas and Collier study is that these findings held true for children who entered school with no English background, children raised bilingually from birth, and children dominant in English who [were] losing their heritage language.

The benefits to students of heritage language schooling correspond directly to the development and use of curricula grounded in local languages and knowledge, and to the cultivation of a critical mass of Native educational practitioners. These processes can be described as "bottom-up" language planning and when they emanate from within indigenous communities, these initiatives create a means of empowerment for Native teachers, children, and communities. Hornberger (1996) notes that such empowerment "importantly … is one that confirms indigenous identity, language, and culture, while simultaneously promoting development and modernization for the indigenous peoples" (p. 361).

In their work on indigenous knowledge systems in Alaska, Barnhardt and Kawagley (2005) highlighted the importance of cross-generational communication by noting how Elders help renew and carry forward knowledge on the basic interconnections between natural and human relationships. They emphasized how Elders play a vital role in holding together a sense of cultural identity and spiritual centeredness that tends to be diluted and ignored by the more extreme forces of modernization.

Even when schools as a whole do not embrace indigenous knowledge, indigenous students can benefit from efforts to incorporate knowledge keepers into school settings. In one Yup'ik village in Alaska, Wyman et al. (2010) found that adults working outside the school resisted the commoditization of the relationship between youth and Elders. Adults encouraged youth to work for Elders without pay to learn from the Elders about their extensive knowledge of subsistence and the local ecosystem, which would assist youth in carrying out local day-to-day practices.

This is an example of Yuuyaraq (the way to be a good human), which is a system of beliefs and practices specific to the Yup'ik way of life. Older youth described their relationships to Elders in general as a key component of how they valued the local community, and as a factor in their decision to stay in the community as young adults to raise their children. The local public school, on the other hand, proved to be one of the least stable village institutions within which to incorporate Elders' knowledge, due to the rapid turnover of primarily non-Native outside educators and administrators who made up the majority of the local teaching force. Even as the school overall struggled with instability, when Elders were brought into the school, consecutive groups of youth responded positively to their inclusion in formal schooling efforts. At one point, when an esteemed Elder was employed as a counselor in the school, many students commented on how his presence and teachings positively impacted their overall learning.

Alaska Native students are not a homogeneous cluster of learners, but a collection of different types of learners who share the characteristic of having identity and linguistic needs that relate to their family background. Frequently, these needs arise from not having had sufficient exposure to their heritage language and heritage culture during their formative years. Satisfying these needs provides a primary impetus for pursuing heritage language learning.

Any instructional agenda expected to successfully teach heritage language learners must be based on these five foundational steps (Wright, 2010):

1. Validate identity and linguistic needs.
2. Select materials and instructional strategies that address these needs.
3. Adjust curricular goals and instructional approaches according to students' sociolinguistic and family background.
4. Infuse all language studies with a heritage language focus.
5. Fit the content to the student, rather than the student to the content.

Cross-discipline research in the fields of education, linguistics, anthropology, and cognitive psychology points to the fact that students who enter school with a primary language other than the national or dominant language perform significantly better on academic tasks when they receive consistent and cumulative academic support in their native/heritage language. Although few studies have been published, the positive effects of well-implemented bilingual education programs are well documented and several conditions have been identified that underlie positive outcomes. First and foremost is the presence of a stable core of bilingual educators with shared values and aspirations for their students. Second, teachers receive long-term support from the building principal and from outside experts. Third, the program receives consistent funding over several years, unfortunately a rare occurrence in many indigenous language schools. These conditions were found to promote a school culture that values local expertise and encourages teachers to reflect critically on their teaching, to take risks in enacting instructional reform, and to act as agents of positive change. As these conditions become normalized within the elementary school, Native teachers are able to create parallel conditions in their classrooms whereby students can act as critical agents and inquirers in both their heritage language and English (Lipka & McCarty, 1994).

Lipka (1998) documented the process of involving Native teacher, student, and community empowerment for the Yup'ik of southwestern Alaska, where Native teacher-leaders (the Cuilistet) worked in apprentice relationships with Elders to bring indigenous knowledge into science and mathematics instruction. In Yup'ik, educators chose methods that provided insight into the processes that can reverse cultural and linguistic loss (Lipka & McCarty, 1994).

Supporters and practitioners of indigenous education must address several issues: First, they must go far beyond superficially adding isolated pieces of cultural practices onto the existing structure of schools. If educators want students to progress beyond a tourist-level appreciation of cultural difference they need to reconceptualize the form and content of public schooling, including the introduction of indigenous languages as a main vehicle of communication. Such a rethinking offers important opportunities for improving the educational achievement of indigenous students (Lomawaima & McCarty, 2006).

Second, proponents of indigenous education need to be cautious to avoid "essentializing" indigenous cultures and believing those cultures remain static over time. This is problematic because minority cultures (like all cultures) are fluid and experience change, both in urban, multicultural settings, as well as in rural, ethnically homogenous ones. New hybrid-cultural forms tend to emerge that bring some observers to suggest that "indigenous" and "modern" need not be oppositional terms (McCarty, 2003).

The likelihood that a child will do well will depend on a host of factors related to the larger context of schooling, including the degree of the cultural mismatch between home life and school life; students' and families' oppositional relationships to schools; racism and discrimination; financial inequities suffered by poor schools; and particular interactions between teacher and child.

Schools can play a role in reversing cultural loss, but educators must be mindful of the imperative to continuously re-invent indigenous education to ensure that it honors the basic cultural tenets of the ethnic groups it serves, recognizes the hybrid nature of many indigenous practices, and uses learning as a springboard to foster social and environmental well-being.

Based on available research, the Assembly of Alaska Native Educators (1998) suggests the following classroom, school, and community context for culturally-responsive schools in Alaska:

- Native language and home culture are recognized as strengths
- Bilingual education, primary language support, and English language support must all be offered
- Genuine emphasis is placed on multicultural respect
- Interactive and experiential methods are used to expand the literacy spectrum, including gradual release of responsibility, integrated studies, and process writing
- Students' prior knowledge and experiences are incorporated into the instruction
- Students are actively enlisted in setting their learning goals
- Family and school are active partners in the educational process
- Authentic assessment is used to determine appropriate instruction

Educators are responsible for providing a supportive learning environment that reinforces the wishes of parents and community for the language learning of the students in their care (Assembly of Alaska Native Educators, 2001). Teachers who expect to be effective with language-diverse learners must constantly self-evaluate and assess their own professional practice to make continual modifications and improvements, especially if they intend to provide culturally-responsive instruction. To benefit from content-area instruction, students whose first language is not English require alternative, research-based instructional approaches and assessment procedures.

Certain teaching strategies and instructional practices that most teachers already know have been found effective with all students, regardless of their native language or culture. These strategies and practices are most effective when they are used at developmentally appropriate levels, when students' language proficiencies and cognitive levels are considered, and when instructional materials are culturally-responsive and relevant (Haynes, 2007):

- **Scaffolding:** The teacher provides meaningful support and guidance to guide learning growth toward each learning objective. The teacher uses questioning techniques that elicit experiences related to the student's native culture. The teacher uses rephrasing with words the student understands and uses pictures to adapt the questioning techniques.
- **Shelter:** The teacher introduces new content by using visual aids, music, or other supports, and then carefully observes each student to identify which topics come easily and which will require more support.
- **Total Physical Response (TPR):** As much as possible, the teacher links language learning to enable the student to make a physical response. Using this technique ties in to various learning styles and is fun for the student.
- **Reciprocal Teaching:** To help students complete a task, the teacher presents an interactive lesson, assesses student responses for comprehension, and then restructures the lesson to guide corrections. Doing this consistently for students demonstrates how to learn. Giving students tools to control their own learning situation enhances student self-esteem.
- **Critical Thinking Questions:** Students are encouraged to ask and answer "why" and "how" questions.
- **Hands-on Experiences:** Students are given opportunities to complete activities that can be demonstrated and described orally.
- **Teaching Techniques:** Teachers simplify instructions, connect the instruction to the student's native culture, and use graphic organizers to allow access of information. Some examples of these techniques are controlled language, labeling, vocabulary word banks, flash cards, and discussions.

Teachers can use cooperative learning groups or teams to provide students with varying language and learning style experiences, pairing peer partners or buddies in a variety of ways. More proficient students help their less proficient peers. Community members working within the content classroom greatly enhance the students' learning, reinforcing lessons both during and after school, co-teaching the content in the native language, or creating cultural context for understanding the content.

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Expectations for Priority Schools
Alignment of Turnaround Principles with Alaska STEPP Indicators

Turnaround Principle	Alaska STEPP Indicator	Outcomes Required in Action Plan
1. Strong and effective leadership ○ Demonstrate to EED effectiveness of principal based on track record and increase in student achievement or seek a replacement with skills and abilities to lead school turnaround effort. ○ Provide operational flexibility to principal in areas of scheduling, staff, curriculum & budget as applicable to improve achievement.	○ N/A ○ N/A	○ Demonstrate through principal evaluation process, rating document, and inclusion of student learning data. (Indicators in Domain 6 also align, but are not evaluation process. ○ District office demonstrates through policy or other documentation of type of appropriate flexibility to be provided to principal.

2. Effective teachers
○ Review effectiveness of all teachers and retain those demonstrated to be effective through evaluations and student learning data, seeking any needed replacements with ability to be successful in the turnaround effort
○ Preventing ineffective teachers from transferring to school
○ Provide job-embedded professional development informed by teacher evaluation system and tied to teacher and student needs.
	○ N/A
	
	○ N/A
	
	○ Domain 5
	  5.1 Student achievement data are a primary factor in determining professional development priorities.
	  5.3 Professional development is embedded into the daily routines and practices of school staff.
		○ Demonstrate through teacher evaluation process, rating document, and inclusion of student learning data.
		
		○ District office demonstrates through policy or other documentation.
		○ Documented in Action Plan for indicators 5.1 and 5.3

Turnaround Principle	Alaska STEPP Indicator	Outcomes Required in Action Plan

3. School calendar maximizes time for learning
  o Redesign the school day, week or year to provide additional time for student learning and teacher collaboration.
	o Domains 3 and 4
	3.2 A coherent, written, school-wide plan to help low performing students become proficient has been implemented.
	4.5 Extended learning opportunities are made available and utilized by students in need of additional support. *(Extended learning opportunities can be within the school day as well as outside the school day.)*
		o Provide a copy of the school day/week/year schedule from 2012-2013 and the proposed schedule for 2013-2014 to show how schedule has been redesigned
		o Action Plans for 3.2 and 4.5 must include a minimum of:
		  • A dedicated weekly meeting for teacher collaboration
		  • 90 minutes core reading instruction daily (K-6)
		  • An additional 30 minutes of daily reading interventions for students below grade level (K-6)
		  • Structured daily reading interventions for 7-12 graders who are below grade level
		  • 60 minutes of daily core math instruction for K-6
		  • Structured daily math interventions for 7-12 graders who are below grade level

4. Strengthen school's instructional program
  o Use of research-based instructional strategies curriculum materials aligned with state academic content standards.
	o Domains 1 and 3
	1.1 The district approved scientifically research based curricula, which have been aligned with Alaska State Standards, are being implemented.
	3.2 A coherent, written, school-wide plan to help low performing students become proficient has been implemented.
	3.3 The use of research-based instructional practices and programs guides planning and teaching.
		o Action Plans must include:
		  • All teachers implement and teach with fidelity the district adopted curricula

Turnaround Principle	Alaska STEPP Indicator	Outcomes Required in Action Plan

5. Use of data to inform instruction
  o Use screening assessments three times a year; use data from these assessments and others to provide interventions when needed and to improve instruction.
	o Domains 2 and 3
	  2.3 Universal screening assessments are administered multiple times a year in all SBA tested content areas.
	  3.4 Teachers regularly measure the effectiveness of instruction using formative assessment data.
		o Action Plans must include:
		  • A universal screener is administered 3 times per year to all students
		  • Benchmarking data is analyzed and used to design appropriate interventions for identified students

6. School environment
  o Improve safety & discipline, implementing schoolwide behavior plan.
  o Address students' social, emotional and health needs.
	o Domain 4
	  4.3 School-wide behavior standards are communicated by staff and are achieved by students.
	  4.6 The school and classroom environments reflect cultural awareness and understanding of cultural values of the students and community.
		o Action Plans must include:
		  • Implement a school-wide behavior plan
		  o Plans must also address students' social emotional and health needs. These may be included in indicator 4.6

7. Family and community engagement
  o Provide ongoing mechanisms to reflect cultural values and increase parent & community engagement in progress and engagement in the school and to support learning at home.
	o Domain 4
	  4.7 Staff communicates effectively with parents about learning expectations, student progress, and ways to reinforce learning at home.
	  4.8 Staff communicates with parents and community members to inform them about school priorities and to invite their participation.
		o Action Plans must clearly show two-way communications and ways to engage parents and community

Class Breakdown by Goal Report

NWEA
Northwest Evaluation Association
Partnering to help all kids learn®

District:	NWEA Sample District 3
Term Rostered:	Fall 2014
School:	Three Sisters Elementary School
Instructor:	Kotifani, Jenisha
Class:	5th Grade Homeroom
Subject:	Reading

Modify Options

<Back to Class
Breakdown by RIT

You may select the student's name, RIT band, or the goal name to drill down to the Learning Continuum Class View to see learning statements for the data that was selected.

🅿 Create a PDF version of this   Legal 8½" x 14" ⌄   Create PDF

Reading Survey w/ Goals 2-5 Common Core 2010

Goal	Goal Score 14						
	≤171	171-180	181-190	191-200	201-210	211-220	221 +
Literature 15	D. N. Dugaw (181)			N. I. Devany (188) A. E. Scruggs (197) Z. N. Haukebo-Bol (198) T. E. Wolf (201)	D. E. Shalifoe (198) M. M. Vosburg (205) J. S. Kucia (207)	R. Valkier (211) D. W. Alhamzawi (213)	K. S. Dimalanta (220)
Informational Text			D. N. Dugaw (181) 15 N. I. Devany (188)	A. E. Scruggs (197) D. E. Shalifoe (198) T. E. Wolf (201)	Z. N. Haukebo-Bol (198) J. S. Kucia (207)	M. M. Vosburg (205) R. Valkier (211) K. S. Dimalanta (220)	D. W. Alhamzawi (213)
Vocabulary Acquisition and Use			N. I. Devany (188)	D. N. Dugaw (181) A. E. Scruggs (197) Z. N. Haukebo-Bol (198) D. E. Shalifoe (198) M. M. Vosburg (205)	T. E. Wolf (201) R. Valkier (211) D. W. Alhamzawi (213)	J. S. Kucia (207)	K. S. Dimalanta (220)

MAP: Math 2-5 Common Core 2010 V2

Edit Display Options

| 111-120 | 121-130 | 131-140 | 141-150 | 151-160 | 161-170 | 171-180 | 181-190 | 191-200 | 201-210 | 211-220 |

Measurement and Data

Geometric Measurement and Problem Solving

161-170	171-180	181-190
Reinforce skills & concepts	Develop skills & concepts	Introduce skills & concepts

Time
- Reads analog clocks to the nearest half hour
- Reads analog clocks to the nearest hour

Time
- Reads analog clocks to the nearest five minutes
- Reads analog clocks to the nearest half hour
- Reads analog clocks to the nearest minute
- Solves elapsed-time word problems across either minutes or hours
- Understands time interval concepts: quarter to, half past, etc.
- Completes simple conversions of units of time

Time
- Reads analog clocks to the nearest five minutes
- Reads analog clocks to the nearest half hour
- Reads analog clocks to the nearest minute
- Solves elapsed-time word problems across either minutes or hours
- Understands A.M. and P.M.
- Understands time interval concepts: quarter to, half past, etc.
- Completes complex conversions of more than two units of time
- Completes simple conversions of units of time
- Determines elapsed time across either minutes or hours using clocks

Area
- Determines areas of figures composed of whole unit squares

Area
- Determines areas of figures composed of whole unit squares

Area
- Determines areas of figures composed of whole unit squares

Achievement Status and Growth (ASG) Summary Report

NWEA.
Northwest Evaluation Association
Partnering to help all kids learn

Filek, Jace
4th Grade Homeroom

Term Rostered:	Fall 2013 – Spring 2014
Term Tested:	Fall 2013 – Spring 2014
District:	NWEA District 3
School:	St. Helens Elementary School
Grouping:	None
Small Group Display:	No
Growth Measured From:	Fall 2013 – Spring 2014

Language Usage

Student ID	Name	SP14 Grd	Date	Test Type	FA13 Test RIT	FA13 Std Err	SP14 Test RIT	SP14 Std Err	㉓ Growth Std Err	㉑ SP14 Growth Projection	㉒ SP14 Projected RIT	㉔ Growth Projection Met	㉕ Growth Index
SF06000494	Barner, Blayne E.	4	4/28/14	S/G	227	3.1	238	3.0	4.3	4	231	Yes	7
SF06000270	Blatnik, Caolynn N.	4	4/28/14	S/G	211	3.0	223	3.0	4.2	6	217	Yes	6
SF06000262	Cymbola, Diamonte E.	4	4/28/14	S/G	159	3.0	163	3.2	4.4	11	170	No	-7
SF06000287	Greenia, Quenten N.	4	4/28/14	S/G	199	3.0	207	3.0	4.2	7	206	Yes	1
SF07001857	Grunenberger, Addryn N.	4	4/28/14	S/G	202	3.0	217	3.0	4.2	6	208	Yes	9
SF06000399	Hanchek, Benjamin N.	4	4/28/14	S/G	195	3.0	196	2.9	4.2	7	202	No	-6
SW07001457	Lagers, Kimbra A.	4	4/28/14	S/G	170	3.0	179	3.0	4.2	10	180	No	-1
SF06000156	Lensch, Marlin N.	4	4/28/14	S/G	208	3.1	226	2.9	4.2	6	214	Yes	12
SF07001662	Niemela, Yona Michelle E.	4	4/28/14	S/G	212	2.9	217	3.0	4.2	5	217	Yes	0
S08000037	Polese, Harrison N.	4	4/28/14	S/G	180	3.1	184	3.0	4.3	9	189	No	-5
SF06000269	Quartaro, Alexender R.	4	4/28/14	S/G	204	3.0	214	3.1	4.3	6	210	Yes	4
F08000186	Slamka, Nikkita A.	4	4/28/14	S/G	191	3.0	197	3.0	4.2	8	199	No	-2
F08000225	Smoroske, Vassa A.	4	4/28/14	S/G	207	3.0	221	3.1	4.3	6	213	Yes	8
SF06000301	Sullenberger, Cordel L.	4	4/28/14	S/G	194	3.0	197	2.9	4.2	7	201	No	-4

Subject Summary:	Count of Students with Valid Beginning and Ending Term Scores	14
Language Usage:	㉖ Count of Students who Met or Exceeded their Projected RIT	8
	Percentage of Students who Met or Exceeded their Projected RIT ㉗	57.1%
	㉘ Overall Percentage of Projected RIT Met or Exceeded	122.4%
	Count of Students with VALID Spring 2014 Test Scores	14
	Spring 2014 Mean RIT	205.6
	Spring 2014 Median RIT	210.5
	Spring 2014 Standard Deviation	20.69

AIMSweb® Growth Table
AIMSweb School District – One Elementary School
Math Computation
2014-2015 School Year

Grade	%ile	Fall Num	Fall pts	Winter Num	Winter pts	Spring Num	Spring pts	Group ROI
	90		11 / 33		33 / 44		- / 50	1.22 / 0.47
	75		9 / 24		19 / 39		- / 46	0.56 / 0.61
	50		7 / 16		10 / 32		- / 40	0.17 / 0.67
2	25	8 / 14194	3 / 10	9 / 14194	8 / 23	0 / 14194	- / 32	0.28 / 0.61
	10		0 / 6		1 / 14		- / 22	0.06 / 0.44
	Mean		6 / 18		14 / 30		- / 37	0.44 / 0.53
	StdDev		4 / 10		12 / 11		- / 11	0.44 / 0.03

AIMSweb® Quadrant Analysis

High Rate / High Accuracy **HR/HA** WCPM – Benchmark Target or Above Accuracy – 95% or Higher Richard	High Rate / Low Accuracy **HR/LA** WCPM = Benchmark Target or above Accuracy = Below 95%
Low Rate / High Accuracy **LR/HA** WCPM – Below Benchmark Target Accuracy – 95% or Higher Robert	**Low Rate / Low Accuracy** **LR/LA** WCPM – Below Benchmark Target Accuracy – Below 95% Diane Cameron Ashton