# RFP 2018-0500-3656 SAMPLE INTERVIEW SCORE SHEET

Evaluator:					
Vendor:					
Contact Name:					
Contact Number:					
Interview Date/Time	e:				
Max Score: 60					
Each Question has a	range of 0-10 point	s with a median sco	re of 5.		
Q1 Score	Q2 Score	Q3 Score	Q4 Score	Q5 Score	Q6 Score
Use the back s	ide of each page fo	or additional notes			
General Notes	:				



## 1. Scenario

"This question references the scenario described in Question 1 emailed to you on October 28.

- 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.
- Describe the coaching conversation you would have with this principal on your upcoming site visit regarding setting goals and priorities for the school year.
- What pushback do you anticipate when attempting to select appropriate priorities and goals? How would you address each one?

Evaluator Notes:		

### 2. Practices

"This question references the SSOS Coaches Handbook; section on Alaska STEPP, the Alaska STEPP School Rubric, the Alaska Cultural Standards for Educators Rubric, and Expectations for Priority Schools emailed to you on October 28.

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."

Evaluator Notes:		

#### 3. Mock Site Data

"This question references the mock site data for Question 3 emailed to you on October 28. 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.

Will you be responding to the 3a or 3b questions?

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.

Evaluator Notes:

## 4. Spontaneous Question

The primary objective of the SSOS Coaching Program is to increase the capacity of the educators and other stakeholders in the community to improve the education provided to the children at the school. SSOS coaches make monthly site visits of 4 days each throughout the school year as well as communicating with school staff between visits. SSOS Coaches assigned to a site will work with the principal and/or leadership team to set goals for school improvement through design and implementation of a Plan-of-Service. On-site work will include working with the principal, teachers, and paraprofessionals through coaching, consulting, modeling, and providing professional development; distance work will include communicating through a variety of technical means.

Describe your experience and strengths in each of the roles of the SSOS coach: coaching, consulting, modeling, and presenting; include your experience with distance communication describing the type, frequency, and purpose. Please give examples that illustrate your skills and experience in each role.

Evaluator Notes:	
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## 5. Spontaneous Question

"SSOS Coaches are assigned to schools and districts with complex circumstances and a variety of barriers to the implementation of effective educational strategies and systems. Multiple layered problems exist within systems that have diverse points of view, a wide variation in educational skill sets, and historical and cultural friction between the school and community. The SSOS Coach is there to advance and support research-based, effective systems and the use of engaging and relevant teaching practices.

- a. How do you diagnose a system? How do you make decisions about the root causes of system issues? How do you go about prioritizing your responsibilities?
- b. Once you have made decisions, what coaching and/or consulting actions do you take with others to move them towards implementation? Provide specific questions you would ask and describe the types of responses and/or information you are seeking."

Evaluator Notes:		

#### 6. Spontaneous Question

"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.

In reference to the school and scenario in Question #1, this school has little accountability on the implementation of adopted core curriculum, there are no guidelines for scheduling time for instruction, and many teachers routinely supplement instruction with various programs and online lessons that they find to be engaging for students. Screening is done 3 times per year with most students, but there is no evidence that the data is used in a systematic way to determine instructional practices. This screening data shows that fewer than 20% of all students are performing at grade level in the school. There is no evidence of interventions with low-performing students with the exception of a few teachers pulling students aside occasionally to work with them individually.

Please describe the steps, or tasks, that you would have this school undertake to move from their current state of implementation of Indicator 3.2 to a full implementation over a period of years. Include a timeframe for implementation of each step and who would be responsible for implementation and oversight."

Evaluator Notes: