



State System of Support Coaching Program

Interview Documents June 2017

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 have access to these documents prior to their interview. All interviews will be conducted on the phone.

We strongly suggest that you download, print, review, 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. A scenario describing a village school in rural Alaska is provided that is referenced in the questions. Additional descriptions and information is also provided for particular questions.

Specific information provided to each candidate prior to the interview

General Scenario (Provided prior to interview):

While all school situations are different, the following scenario and situation is similar to some of the schools serviced by the SSOS Coaching Program and the situations coaches experience. All questions in this interview referencing a particular school and/or coaching situation will relate to this particular scenario. The school is in a small, rural Alaska village, and 90% of the students in the school are Alaska Native. It is a schoolwide Title I school. This is the first year the school has had a SSOS coach. Below is a summary of the site and some of the observations the coach has made to date.

- This K-12 school has 110 students and 11 teachers with the following staff configuration:
 - K (10th year at the school)
 - 1st (2nd year at the school and of career)
 - 2nd-3rd (5 years elementary experience; 4th year at school)
 - 4th-5th (2nd year at the school and of career)
 - 6th-7th-8th (2 teachers; one in second year at school, one in 1st year of career)
 - 4 high school teachers (Science teacher with 8 years of experience and 3rd year at the school; ELA in 1st year of career; SS and Math in 2nd year at school and of career)
 - 1 CTE teacher (2nd year at school; 15th year in career)
 - The school has a full-time counselor in her 1st year at the school and 5 years of counseling experience outside of Alaska.
 - The school principal is in her 2nd year as principal at the school and also her 2nd year as an administrator after being a high school classroom teacher for 10 years.
 - There are 5 paraprofessionals, all but one have worked at the school for over 10 years. Budget cuts have cut back paraprofessionals to 5 hours per day.
- The school implements universal screeners in reading and math 3 times per year to students, K-12. There are many holes in this data as fewer than 85% of students are assessed at any given test administration.
- The school has an early release time once per week for collaborative meetings; the coach's observation is that these meetings are mostly used as a staff meeting to discuss building issues and plan events. Paraprofessionals are not part of these meetings.
- The coach has not observed the principal conducting walkthroughs when on-site. In conversations with her the principal explains that she does walkthroughs every day, but the coach's evidence is that 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. Teachers routinely supplement instruction with various programs and online lessons that they find to be engaging for students.
- Some curriculum materials require computers, but classroom computers are outdated and use of the school's computer lab is mostly limited to secondary students and 30-minute visits by elementary students once per week.
- The school's library is staffed by a paraprofessional on a half-time schedule. New books have not been purchased in many years.
- The instructional schedule varies widely from class to class; it often changes from day-to-day.
- The coach has not observed a systematic, school wide approach to providing interventions to low performing students, progress monitoring of students, or any teacher using data to inform instruction.
- 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 teachers.
- The school's Alaska STEPP plan contains some new elements from last year, but also contains many goals and tasks from past years that were never completed. Many indicators are rated as Fully Implemented, although the evidence for full implementation is not clear.

The coach is getting ready to make the third on-site visit to the school (the coach has attended the district fall inservice and completed an earlier four-day site visit). The coach has established a positive relationship with the principal and most of the staff. The coach needs to finalize a Plan-of-Service on this third site visit as well as set up a schedule for completing this year's Alaska STEPP plan by the November 1st deadline.

Question 1 (Provided prior to interview.)

- a. What top 3 issues would you prioritize as needing to be addressed in this first year of coaching at this school? Provide a brief rationale for these choices.
- b. What pushback and/or difficulties do you anticipate when attempting to select appropriate priorities and goals for the Plan-of-Service and the Alaska STEPP plan? How would you address each one?
- c. Describe the coaching conversation you would have with this principal in attempting to set priorities and goals to be included in the Plan-of-Service and the Alaska STEPP school improvement plan.

Question 2 (Information and questions provided prior to interview.)

Please review the following documents:

- SSOS Coaches Handbook FY17; section on Alaska STEPP
- Alaska STEPP School Rubric
- Alaska Cultural Standards for Educators Rubric
- Expectations for Priority Schools

Describe, in detail, 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, information or data useful in an effective school improvement process.

Question 3 (Documents and questions provided prior to interview.)

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

(Description below provided prior to interview.)

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 presenting (providing professional development); distance work will include communicating through a variety of technical means.

The question based on this information will be presented at the interview for a spontaneous response.

Question 5

The question will be presented at the interview for a spontaneous response.

Question 6

(Domains, Indicator and description below provided prior to interview.)

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 provided to you, 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. 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.

The question based on this information will be presented at the interview for a spontaneous response.

Final Question (3 – 5 minutes max.)

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