

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

Coach Handbook

2017-2018



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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

An excellent education for every student every day.

Alaska Department of Education Core Services

Public School Funding

Ensure funding is appropriately distributed to recipients based on legislative appropriation and by statute and in accordance with the foundation formula, other formula programs, or legislative intent for funding outside the primary funding formulas.

Fiscal Accountability, Compliance and Oversight

Ensure the department effectively and efficiently manages state, federal and other funding by providing comprehensive fiscal and administrative services.

School Effectiveness Programs

Assist school districts by providing programs, technical on-site and distance-delivery support, and early intervention services in efforts to increase the statewide graduation rate.

Active Partnerships

Provide opportunities for, and collaborate with government entities, and other public and private organizations to engage in Active Partnerships in pursuit of state educational goals.

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 a primary support system sponsored by the Department of Education and Early Development.

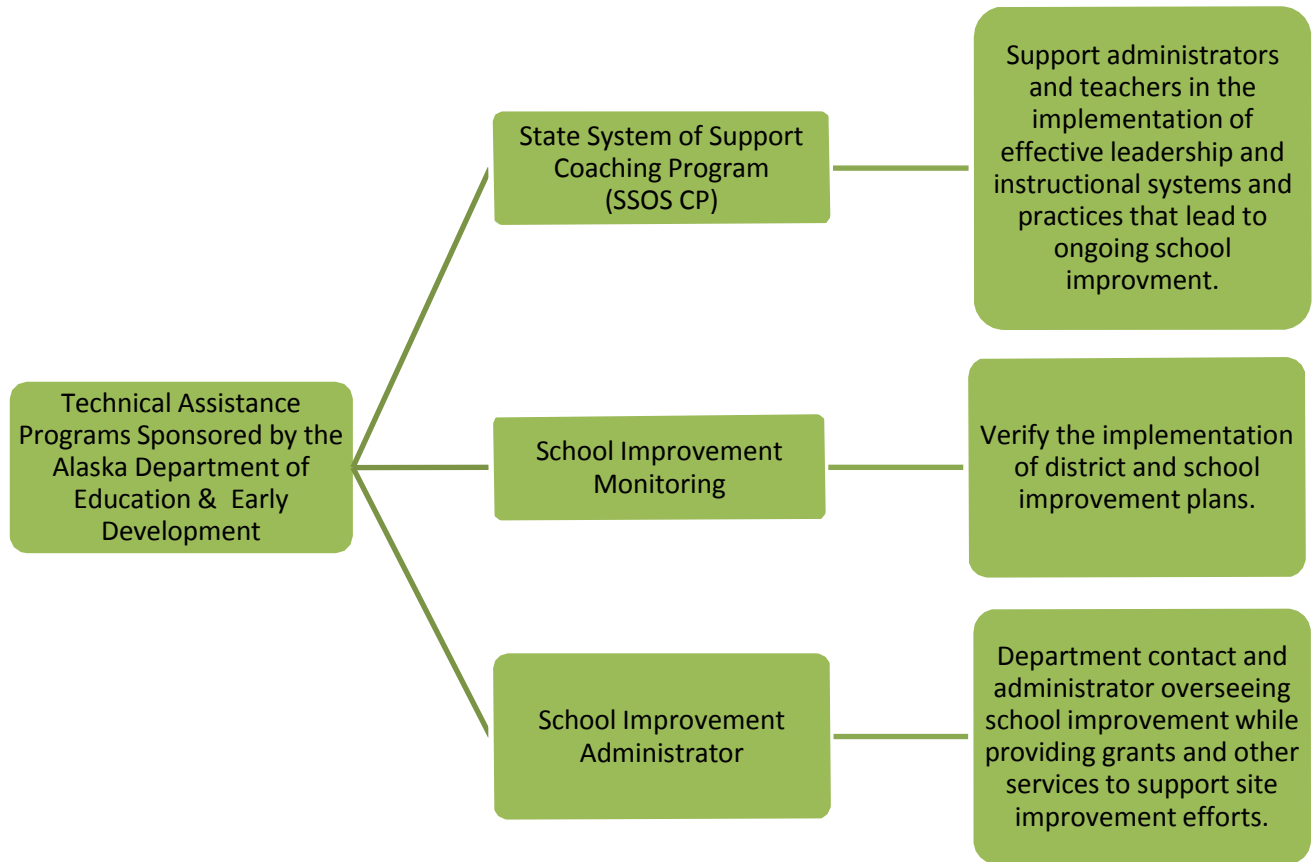


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**State System of
Support Coaching
Program**

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:

- 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).
- Assist with implementation of the EED supported Coaching Cycle as described in Coach Handbook.
- Communicate regularly and in a timely fashion with the SSOS Coaching Program Managing Director, district liaison, SSOS Coaches, and EED.
- 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 (32-day site visit model):

- Visit the assigned school site 8 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 2017-18 school year to be submitted to EED no later than September 30, 2017 for approval by the Managing Director, or as otherwise directed by the Managing Director.
 - Coaches should attend the beginning-of-year district inservice which can be in lieu of the first site visit in August, upon agreement of site leader, district leadership, and SSOS Program management.
 - 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

Deliverables (16-day site visit model):

- 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 2017-18 school year to be submitted to EED no later than September 30, 2017 for approval by the Managing Director, or as otherwise directed by the Managing Director.
 - Coaches should attendance the beginning-of-year district inservice which can be in lieu of the first site visit in August, upon agreement of site leader, district leadership, and SSOS Program management.
 - 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, 2017.
- Provide task-oriented site visit reports using the SSOS Coaching Program Site Visit Report form with one report following each site visit.
 - 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.
 - Post the site visit report on Basecamp no later than one week after site visit.
 - Submit Site Visit Report form to district leadership contact person. Personal notes for coaches may be deleted from this submission.
- Provide a Monthly Log using the coach’s log template at the end of each month of service, and post the report on Basecamp. This log is a continuous form that should be updated after each month of service.
- Prepare for and attend audio conferences:
 - District leadership meetings when appropriate and invited to attend.

- EED data briefings
 - SSOS Coaching audio staff meetings as scheduled by the Managing Director.
- Prepare for and participate in SSOS Coaching Program development and support activities:
 - Coach’s Meeting: August 28-29, 2017; Coach’s Meeting: December 4-5, 2017; Coach’s Meeting: 2 days in May/June of 2018.
 - Collaborative coaching meetings on the design and implementation of the SSOS Coaching Program as scheduled by the Managing Director.
 - Monthly communication with coaching partner
- 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-April) on a schedule approved by the district contact person, unless approved to do otherwise by the SSOS Coaching Program Managing Director.
 - District office visit schedule for the 2017-18 school year to be submitted to EED no later than September 30, 2017 for approval by the Managing Director.
 - 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.

or

Deliverables (Distance Delivery model):

- During the school year, make three site visits for at least 9 onsite service days determined in collaboration with the site leader and the Coaching Program management.
- Provide distance support on a regular basis (“distance coaching”) with scheduled 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 7 days following the initial site visit.
- Provide distance coaching, modeling, presenting, and/or consulting through various media as needed to assist with meeting the goals in the Plan of Service.
- Provide goal-related, task-oriented reports using the SSOS Coaching Program Distance Delivery Monthly Report form with one report due at the end of each month of service, and:
 - Provide a copy of this report to site leadership.
 - Post the monthly report on Basecamp at the end of each month.
 - Submit Monthly Report form to district leadership contact person. Personal notes for coaches may be deleted from this submission.
- Provide a Monthly Log using the distance delivery coach’s log template at the end of each month of service, and post the report on Basecamp. This log is a continuous form that should be updated after each month of service.
- Prepare for and attend audio conferences:
 - Site-based leadership meetings
 - District leadership meetings when appropriate and invited to attend.
 - EED data briefings

- SSOS Coaching audio staff meetings as scheduled by the Managing Director.
- Prepare for and participate in SSOS Coaching Program development and support activities:
 - Coach’s Meeting: August 28-29, 2017; Coach’s Meeting: December 4-5, 2017; Coach’s Meeting: 2 days in May/June of 2018.
 - Collaborative coaching meetings on the design and implementation of the SSOS Coaching Program as scheduled by the Managing Director.
 - Monthly communication with coaching partner

or

Deliverables (Leadership model):

- Visit the assigned schools site 4 times during the school year on 4 consecutive school days and 4 times during the school year on 5 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 2017-18 school year to be submitted to EED no later than September 30, 2017 for approval by the Managing Director.
 - Coaches should attend the beginning-of-year district inservice which can be in lieu of the first site visit in August, upon agreement of site leader, district leadership, and SSOS Program management.
 - 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 36 full days of services provided.
- 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 Leadership Coaching Program Plan of Service form to be submitted to EED no later than September 30, 2017.
- Provide task-oriented site visit reports using the SSOS Leadership Coaching Program Site Visit Report form with one report following each site visit.
 - 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.
 - Post the site visit report on Basecamp no later than one week after site visit.
 - Submit Site Visit Report form to district leadership contact person. Personal notes for coaches may be deleted from this submission.
- Provide a monthly log using the SSOS Coaching Log-Multiple Sites template at the end of each month of service, and post the report on Basecamp. This log is a continuous form that should be updated after each month of service.
- Prepare for and attend audio conferences:
 - District leadership meetings when appropriate and invited to attend.
 - EED data briefings

- SSOS Coaching audio staff meetings as scheduled by the Managing Director.
- Prepare for and participate in SSOS Coaching Program development and support activities:
 - Coach's Meeting: August 28-29, 2017; Coach's Meeting: December 4-5, 2017; Coach's Meeting: 2 days in May/June of 2018.
 - Collaborative coaching meetings on the design and implementation of the SSOS Coaching Program as scheduled by the Managing Director.
 - Monthly communication with coaching partner

State System of Support Coaching Program SSOS Coach Work Calendar FY18

July	August	September
Contracts signed and placements assigned for FY18	Site Visit #1; Typically inservice Fall Meeting, Anchorage BP Center: August 28 th -29 th Report & Log posted on Basecamp Invoice Submitted	Site Visit #2; Plan of Service due to EED by 9/30/17 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: December 4 th -5 th EED Data Briefing: TBD Report & Log posted on Basecamp No Invoice for Professional Services
January	February	March
Site Visit #5; Report Partner coaching call ASDN RTI Conference: January 26-28, 2018 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 Spring Meeting: TBD Report & Log posted on Basecamp Invoice Submitted	Log posted on Basecamp Final Invoice Submitted

Refer to the Basecamp calendar for up-to-date, detailed dates and events.

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

Invoices:

- Invoices are due on the 1st of each month for services and expenses for the previous month.
- Expenses include flights, mileage (\$.575 per mile), parking, taxis and lodging.
- Professional services are billed each month, beginning in September, excluding December, and a Final Invoice submitted on June 1st.

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
- 3 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, and a district contact person will be identified and noted on the agreement. 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.

Initial Visit

Entry Conversations

The SSOS coach will begin the first site visit with an entry conversation. The purpose of the entry conversation is to determine the current situation, as defined by the educators on-site. As with the research, coaches are defining the technical problems and the adaptive challenges that the school or district is facing. The initial conversation is with the site leader. 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.

While coach delivered support and technical assistance generally involves a focus on school wide systems and staff capacity, at least one goal included in the plan of service should be a goal to directly improve student success as measured by student academic performance data such as quarterly benchmark assessments, screening assessments, and more frequent formative assessments, etc.

Actions, or tasks, are determined through collaborative coaching conversations with site leaders. Actions should mirror those included in the school's Alaska STEPP plan for corresponding goals. The POS will list Initial Actions 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 actions and/or writing new actions 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, texting, and/or video conferencing. Off-site coaching strategies must be consistent with the on-site coaching model.

Reporting

Reporting requirements are part of the deliverables in a coaching contract. Timely completion of all reports is necessary prior to approving invoices for payment each month.

Plan of Service

SSOS coaches create a Plan of Service as indicated above that lists the measurable goals that define the coach's work.

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, actions, and goals.
- Document progress, challenges, and resources needed.

Monthly Log Reports

SSOS coaches log data pertaining to their work in the Monthly Log. The log lists activities by the coach, time spent, numbers of staff served, and topics addressed in actions and communications. This log is a continuous form that is updated each month and posted on Basecamp.

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 can serve 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, and serves to provide focus points to the overall school improvement 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 Standards 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 CoachingSM Conversation Maps and Structures

Coaching is the primary function of the SSOS Coaching Program. Many SSOS coaches are trained in Cognitive CoachingSM 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 CoachingSM mission statement). The propositions of Cognitive CoachingSM 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 CoachingSM 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, sometimes referred to as Professional Learning Communities (PLCs), 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. The ratings on the CITs serve as guidelines for coaches and the 5-point rubrics provide information on next steps in the school improvement process. This data is used to evaluate the impact of the coaching program along with other data collected by EED.

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State System of Support Coaching Program

Logistics and Guides

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.
 - SSOS coaches are expected to check Basecamp at least once per work day during the school year.
 - 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.).

Confidentiality

Coaches are expected at all times to conform to common educational practices as outlined in the Professional Code of Ethics. In particular, coaches are to protect the confidentiality of information of all persons with whom they work and with which they have access to data pertaining to those individuals. These individuals include students, staff members, community members, and other members of the SSOS coaching staff and the Department of Education and Early Development.

Confidentiality pertains to information obtained in the course of providing professional services, including but not limited to, personal information, student performance data, and information held in confidence between a staff member and the coach. In reports, coaches are to refer to individuals by their title, i.e. principal, 3rd grade teacher, or student 1 and student 2, rather than by name. Protection of student performance data includes withholding information that may lead to identification of a student due to small class sizes. In these cases, individual student data must not be released in a grouping of five or fewer students.

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). The SSOS Coaching Program Managing Director must approve a draft of the POS prior to implementation. Review of goals, actions 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 (POS), 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. The POS may include graphic displays of applicable data from the site's 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 a S.M.A.R.T. POS goal that will be accomplished this school year.
5. There is no maximum or minimum number of goals for a POS.
6. 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.
7. For each goal, domain and indicator, identify the current level of implementation.
8. For each goal, domain and indicator, identify the data that will be utilized to document monthly progress (i.e. PEAK, STAR360, AIMSweb, MAP, professional development agendas, staff feedback, and classroom observations).
9. For each goal, domain and indicator, describe initial actions for implementation of the goal. Actions should mirror those included in the school's Alaska STEPP plan for corresponding goals.
10. Include a table or schedule of proposed coach site visits and important school events, such as inservice dates, 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. 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. Actions are listed below the goal and data. There is no limit to the number of actions that may be included. Add rows as needed. Corresponding to each action list the person(s) responsible for completion, the expected completion data, and the progress towards completion in the column to the right of the action. 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 action has been completed, add the date of completion and the evidence of the completed action. Completed actions are not included on subsequent site visit reports. Mark one column for each action showing whether or not it is a New Action, Ongoing Action, or Completed Action.

Coach Notes should include any information pertinent to the goals and actions that clarifies the information, provides additional information to increase understanding, or provides context to issues surrounding the school's 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.

Coaches providing services under the Leadership model of coaching should use the Plan of Service and Site Visit Report templates for the Leadership model. Coaches providing services under the Distance Delivery model of coaching should use the Plan of Service and Monthly Report templates for the Distance Delivery 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. 09-2017)

For example:

LKSD.Newtok.Thompson.POS.09-2017

Site Visit Report

District Acronym . Site . Coach Surname . Report . Date (in numerals with month – year, ex. 01-2018)

For example:

LKSD.Newtok.Thompson.Report.01-2018

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 Site Visit Reports that focus on specific actions 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. Coaches using the Distance Delivery model should use the Distance Delivery Coaching Log.

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. In the event that a coach meets with site staff off-site, coaches may include these visits as on-site visits only with the prior approval of the SSOS Coaching Program Managing Director. 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.

Coaching partner calls should be added to this section.

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. 11-2017)

For example:

LKSD.Newtok.Thompson.Log.11-2017

When posting logs on Basecamp, delete the previous month’s log and post the new one so that only the most current 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, Site Visit Reports, Monthly 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.FY17 (LKSD.Newtok.Thompson.POS.09-2017)
 - District.site.coachlastname.Report.date (LKSD.Newtok.Thompson.Report.01-2018)
 - District.site.coachlastname.Log.date (LKSD.Newtok.Thompson.Log.11-2017)
- 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.

Resources project pages:

- There are several Resource project pages that are organized by subject, such as Articles and Research, Culture, Curriculum, and ELL.
- These resources are posted by coaches and staff members at EED for use by coaches.
- Coaches may post information in these project pages as appropriate.

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 encouraged to explore stays in alternative lodging, such as Airbnb or VRBO, especially in the travel season when regular hotel rates are much higher.

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.

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: [littlesuitna@hotmail.com](mailto:littlestitna@hotmail.com)

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

Information to Include on Invoice

Coach business name, coach name, address, and phone

Invoice number (the number must be different each month)

Coach contract number (provided by EED)

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:
 - Airfare – least expensive rate possible, minimum two-week prior booking
 - Parking
 - Mileage – reimbursed at \$0.575 per mile
 - Taxi or other public transportation
- Lodging (see Section V. SSOS Coach Travel Guide for guidelines on reimbursable travel)
 - Hotel stays at state rate of \$110 from Sept. 16-April 30; \$191 May 1-Sept. 15
 - Lodging in district facilities is free for SSOS coaches

Total amount of Invoice

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

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

SSOS Coaching Program FY17

SAMPLE INVOICE

Your Name/Company

Invoice # 100

Name

Contract #: 70001191

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

-Site Visit, October 10-14

professional services fee)

-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
Brad Billings	907-465-8720	Brad.Billings@alaska.gov	School Improvement Administrator
Bob Williams	907-465-2857	Bob.Williams@alaska.gov	Director of Educator and School Excellence
Tiffany Christensen	907-465-2830	Tiffany.Christensen@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 but not limited to PEAK data, 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 FY18

The SSOS Coaching Program Managing Director must approve a draft of the POS prior to implementation.

1. Prior to development of the Plan of Service (POS), 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. The POS may include graphic displays of applicable data from the site's 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 a S.M.A.R.T. POS goal that will be accomplished this school year.
5. There is no maximum or minimum number of goals for a POS.
6. 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.
7. For each goal, domain and indicator, identify the current level of implementation.
8. For each goal, domain and indicator, identify the data that will be utilized to document monthly progress (i.e. PEAK, STAR360, AIMSweb, MAP, professional development agendas, staff feedback, and classroom observations).
9. For each goal, domain and indicator, describe initial actions for implementation of the goal. Actions should mirror those included in the school's Alaska STEPP plan for corresponding goals.
10. Include a table or schedule of proposed coach site visits and important school events, such as inservice dates, throughout the school year.

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.

Reports will be titled with the formats below:

Plan of Service

District Acronym . Site . Coach Surname . POS . Date (in numerals with month – year, ex. 09-2017)

For example:

LKSD.Newtok.Thompson.POS.09-2017

**State System of Support Coaching Program
Plan of Service FY18**

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:

Description of current level of implementation:

Measurable student achievement related goal:

Baseline Data to be used to document progress in student achievement:

Initial Actions:

Area of Focus

POS GOAL #2

Domain:

Alaska STEPP Indicator and/or Priority School Expectation:

(Insert date)

Initial Plan Goal:

Revised Plan Goal:

Description of current level of implementation:

Measurable goal:

Data to be used to document progress:

Initial Actions:

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

Fill in the table below with the schedule of proposed coach visits to be approved by the SSOS CP Managing Director; also include significant school events as appropriate, such as inservice and other professional development dates. Add these dates and events to the Basecamp calendar once the schedule is approved.

Date(s)	Event Description	# of Days On-Site

Appendix D: Site Visit Report Guidance and Template

Site Visit Report FY18

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 actions 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 action as a New Action, Ongoing Action, or Completed Action in the appropriate column.
4. For any actions 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 actions pending completion, describe 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 actions for which no work was completed 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. No individual student data should be included for groupings of five or fewer students.

Reports will be titled with the formats below:

Site Visit Report

District Acronym . Site . Coach Surname . Report . Date (in numerals with month – year, ex. 01-2018)

For example:

LKSD.Newtok.Thompson.Report.01-2018

**State System of Support Coaching Program
Site Visit Report FY18**

Date(s) of Site Visit:	Total Number of Days On-Site (Rounded to Nearest Quarter of Days):
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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 Actions Documented in Alaska STEPP	Person(s) Responsible	Expected Completion Date	Progress Toward Completion <i>or</i> Evidence of Completed Actions / Date Completed	Mark One Box for Each Action		
				New Action	Ongoing Action	Completed Action
1.						
2.						
3.						
4.						

Coach Notes:

POS GOAL #2						
Domain:						
Alaska STEPP Indicator and/or Priority School Expectation:						
Measurable Goal:						
Summary of data (attach data displays as needed) used by team to document progress:						
Current Actions Documented in Alaska STEPP	Person(s) Responsible	Expected Completion Date	Progress Toward Completion <i>or</i> Evidence of Completed Actions / Date Completed	Mark One Box for Each Action		
				New Action	Ongoing Action	Completed Action
1.						
2.						
3.						
4.						
Coach Notes:						

Appendix E: Monthly Log Guidance and Template

Monthly Coach's Log FY18

The Monthly Coach's Log differs from the Site Visit 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, include the second site visit within the same row as the first visit. In the event that a coach meets with site staff off-site, coaches may include these visits as on-site visits only with the prior approval of the SSOS Coaching Program Managing Director. 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.

Coaching partner calls should be added to this section.

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. 11-2017)

For example:

LKSD.Newtok.Thompson.Log.11-2017

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

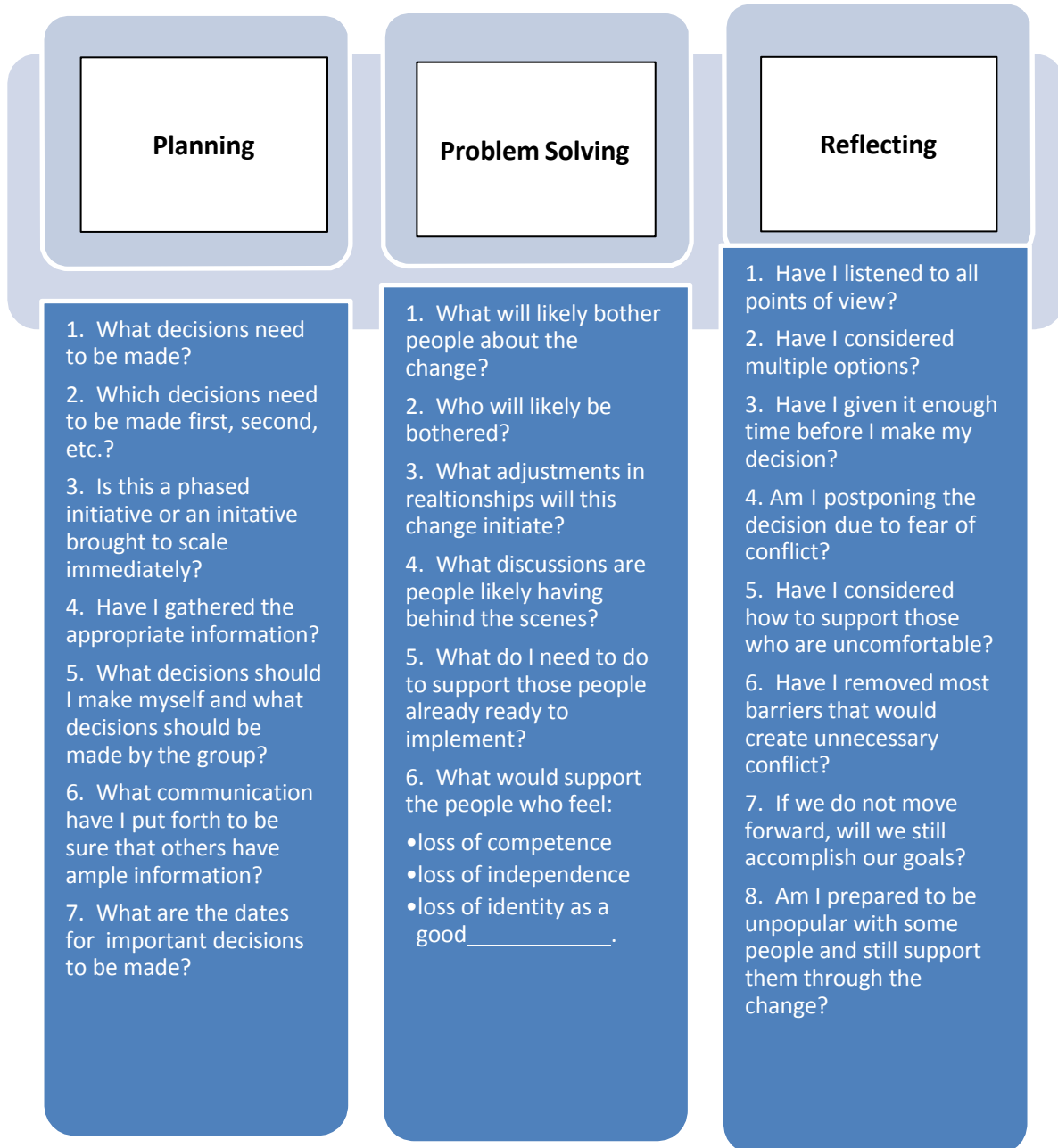
State System of Support Coaching Program

Alaska Department of Education and Early Development

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 F: Metacognition and Flexibility Protocol

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



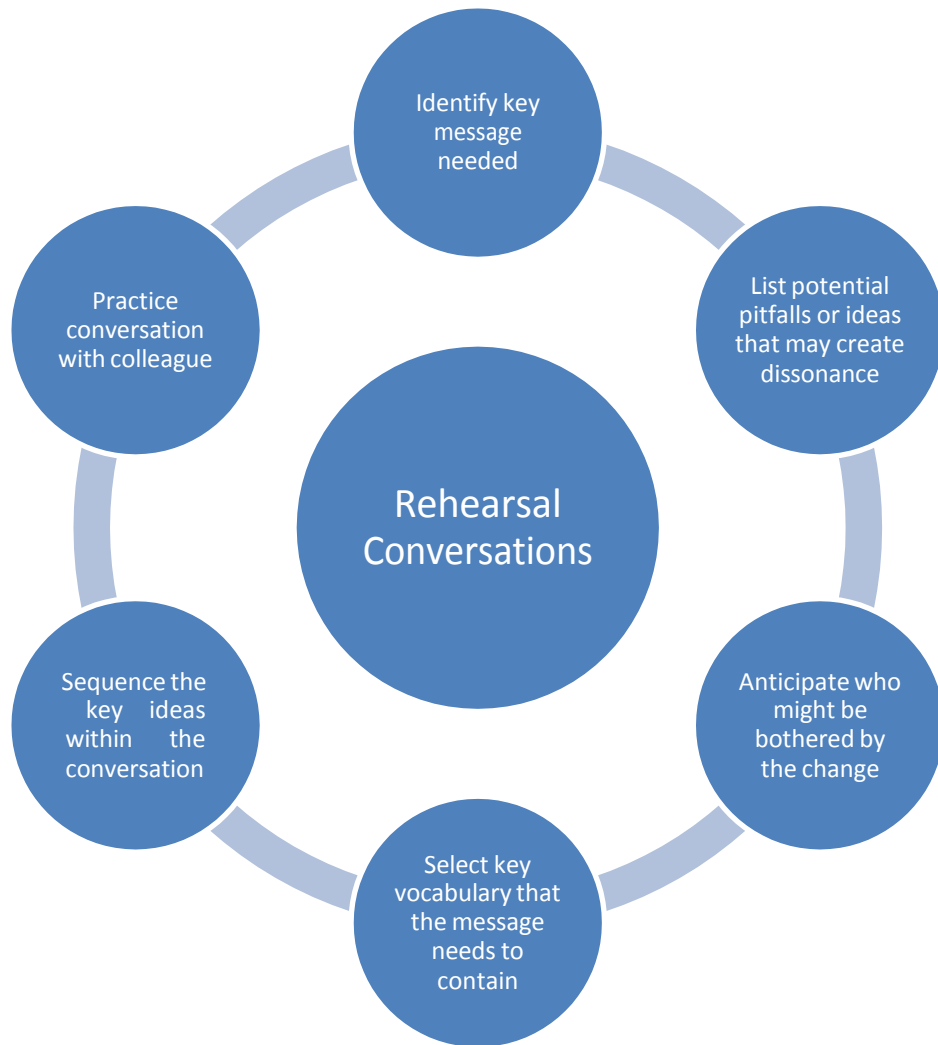
with permission from:

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

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Appendix G: 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.



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

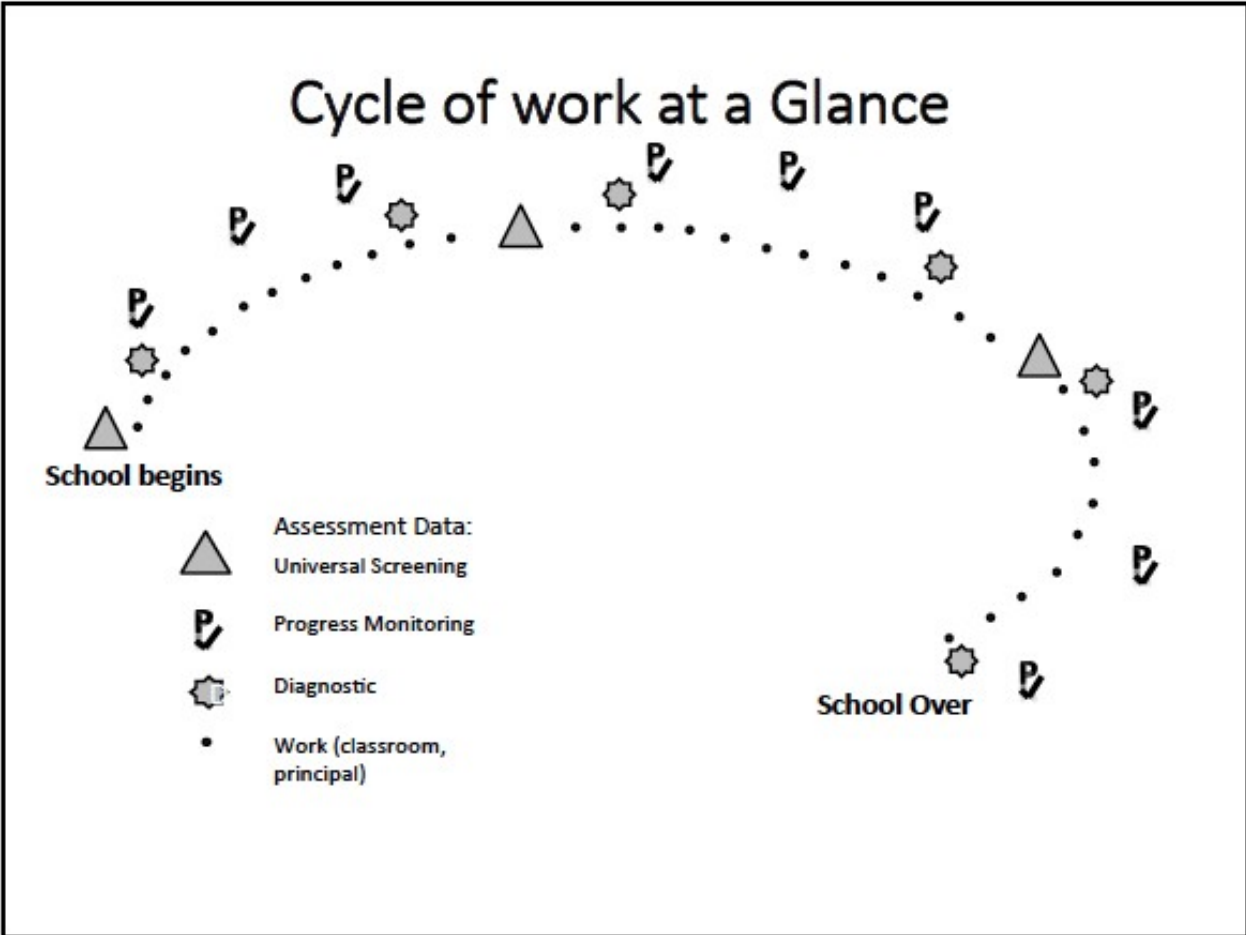
Types of challenges that likely need rehearsal conversation:

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

Example of Rehearsal Cycle

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

Appendix H: Assessment Cycle of Work



Appendix I: Norms of Collaboration



Norms of Collaboration

Annotated

1. Pausing

Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.

2. Paraphrasing

Using a paraphrase starter that is comfortable for you – “So...” or “As you are...” or “You’re thinking...” – and following the starter with an efficient paraphrase assists members of the group in hearing and understanding one another as they converse and make decisions.

3. Posing Questions

Two intentions of posing questions are to explore and to specify thinking. Questions may be posed to explore perceptions, assumptions, and interpretations, and to invite others to inquire into their thinking. For example, “What might be some conjectures you are exploring?” Use focusing questions such as, “Which students, specifically?” or “What might be an example of that?” to increase the clarity and precision of group members’ thinking. Inquire into others’ ideas before advocating one’s own.

4. Putting Ideas on the Table

Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments. For example: “Here is one idea...” or “One thought I have is...” or “Here is a possible approach...” or “Another consideration might be...”.

5. Providing Data

Providing data, both qualitative and quantitative, in a variety of forms supports group members in constructing shared understanding from their work. Data have no meaning beyond that which we make of them; shared meaning develops from collaboratively exploring, analyzing, and interpreting data.

6. Paying Attention to Self and Others

Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what (s)he is saying and how it is said as well as how others are responding. This includes paying attention to learning styles when planning, facilitating, and participating in group meetings and conversations.

7. Presuming Positive Intentions

Assuming that others’ intentions are positive promotes and facilitates meaningful dialogue and discussion, and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.

Appendix J: Expectations for Priority Schools (Turnaround Principles)

Alaska Department of Education and Early Development
July 29, 2013



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

Turnaround Principle	Alaska STEPP Indicator	Outcomes Required in Action Plan
<p>1. Strong and effective leadership</p> <ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> ○ N/A ○ N/A 	<ul style="list-style-type: none"> ○ 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.
<p>2. Effective teachers</p> <ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> ○ N/A ○ N/A ○ Domain 5 <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> ○ 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
<p>3. School calendar maximizes time for learning</p> <ul style="list-style-type: none"> ○ Redesign the school day, week or year to provide additional time for student learning and teacher collaboration. 	<ul style="list-style-type: none"> ○ 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. <i>(Extended learning opportunities can be within the school day as well as outside the school day.)</i> 	<ul style="list-style-type: none"> ○ 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 ○ Action Plans for 3.2 and 4.5 must include a minimum of: <ul style="list-style-type: none"> • 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
<p>4. Strengthen school's instructional program</p> <ul style="list-style-type: none"> ○ Use of research-based instructional strategies curriculum materials aligned with state academic content standards. 	<ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> ○ Action Plans must include: <ul style="list-style-type: none"> • All teachers implement and teach with fidelity the district adopted curricula



Turnaround Principle	Alaska STEPP Indicator	Outcomes Required in Action Plan
<p>5. Use of data to inform instruction</p> <ul style="list-style-type: none"> ○ Use screening assessments three times a year; use data from these assessments and others to provide interventions when needed and to improve instruction. 	<ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> ○ Action Plans must include: <ul style="list-style-type: none"> • 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
<p>6. School environment</p> <ul style="list-style-type: none"> ○ Improve safety & discipline, implementing schoolwide behavior plan. ○ Address students' social, emotional and health needs. 	<ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> ○ Action Plans must include: <ul style="list-style-type: none"> • Implement a school-wide behavior plan ○ Plans must also address students' social emotional and health needs. These may be included in indicator 4.6
<p>7. Family and community engagement</p> <ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> ○ Action Plans must clearly show two-way communications and ways to engage parents and community

Appendix K: Quadrant Analysis Diagnostics

<p>High Rate High Accuracy WCPM = Benchmark or above Accuracy = 97% or higher</p> <ul style="list-style-type: none"> • Continue core instruction at instructional level • Encourage independent reading • Share fluency goals and students can graph progress 	<p>High Rate Low Accuracy WCPM = Benchmark or above Accuracy = Below 97%</p> <ul style="list-style-type: none"> • May need diagnostic intervention • Teach pre-reading skills • Focus on word attack and phonics skills • Teach context cues • Teach comprehension strategies • Consider regular probes to track progress
<p>Low Rate High Accuracy WCPM = Below benchmark Accuracy = 97% or higher</p> <ul style="list-style-type: none"> • Focus on fluency strategies • Practice timed oral reading with goal setting • Teach chunking and syllable reading • Work on vocabulary • Read Naturally 	<p>Low Rate Low Accuracy WCPM = Below benchmark Accuracy = Below 97%</p> <ul style="list-style-type: none"> • Needs diagnostic intervention • Work on vocabulary • Schedule additional instructional time • Work on fluency strategies with timed practice and graphing results • Teach comprehension strategies • Consider regular probes to track progress

Appendix L: Literacy Assessment Flowchart

