

RFP 180000063
INTERVIEW SCORE SHEET

Evaluator: _____

Vendor: _____

Contact Name: _____

Contact Number: 9 _____

Interview Date/Time: _____

Max Score: 60

Each Question has a range of 0-10 points with a median score of 5.

Q1 Score	Q2 Score	Q3 Score	Q4 Score	Q5 Score	Q6 Score
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Use the back side of each page for additional notes.

General Notes:

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Question 1 (Provided prior to interview.)

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

Evaluator Notes:

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Question 2 (Provided prior to interview.)

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

Evaluator Notes:

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

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

The SSOS program and the SSOS Coaches promote the use of data to make instructional decisions at all levels of the educational system. Please examine the two sets of data provided and select one or the other to respond to the questions related to the data.

3a. NWEA MAP Data (The following MAP reports are not from the same classroom and should be discussed separately.)

- For the MAP #1 document: Class Breakdown by Goal, explain what you see in this display. Then, describe how you would use this data with a teacher to assist with understanding her students' skills and knowledge; include what further data or information would be needed for an accurate assessment.
- For the MAP #2 document: Learning Continuum, explain what this document tells you. Then, describe how you would use this data with a teacher to assist with understanding her students' skills and knowledge and building an action plan for instruction.
- For the MAP #3 document: ASG Summary Report, explain what you see in this document, describing each column. Then, describe how you would use this data with a principal to assist with understanding the learning progress being made in this class; include what further data or information would be needed for an accurate assessment.

OR

3b. AIMSweb Data (The Class Scores and the Growth Table are not from the same classroom.)

- For the AIMSweb #1 document: Class Scores, describe what you notice in the data. Then, what questions do you have that would clarify the data? Explain how you would use this data with the 2nd grade teacher to develop an action plan for instruction.
- For the AIMSweb #2 document: Growth Table, describe what you see in this table. Explain what this data means in terms of these students' progress in Math Computation this year.
- For the AIMSweb #3 document: Quadrant Analysis, look at the AIMSweb #1 document: Class Scores, and fill in the missing student names in the Quadrant Analysis chart. Then, for each quadrant describe actions that should be taken with each group of students.

Question 4

(Description below provided prior to interview.)

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

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

(Spontaneous response required for question below revealed during interview.)

Describe how you would utilize each particular coaching role: coaching, consulting, modeling, and presenting, and provide one example or situation for the use of each role. Include your rationale for utilizing the particular coaching role in the situation you describe. Also include any experience you may have had with the different coaching roles and in utilizing various media in distance communications.

Evaluator Notes:

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Question 5

(Spontaneous response required for question revealed during interview.)

Referencing the school scenario provided with this interview, it is clear that with many inexperienced teachers and a relatively new site leader that instructional time and planning is being largely delegated to individual teachers with little coordination or oversight. Multiple layered problems exist within the systems at the school and there is no clear consensus or plan to address the issues. This is a two-part question.

- a. Given the above situation, what are two different approaches you could take with the whole staff to ensure better use of instructional time and implementing best practices? Explain each approach in a step-by-step fashion.
- b. How would you approach a struggling first-year teacher and guide them to better instructional practices, time management, classroom management, and record-keeping?

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Question 6

Information in italics provided prior to interview.

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

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

Indicator 3.2 focuses this domain on the following:

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

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

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

(Spontaneous response required for question below revealed during interview.)

In a sequence from first to last describe the most important steps, or tasks, that you would have this school undertake to move from their current state of implementation of Indicator 3.2 in Domain 3.0 to a full implementation over a period of years. Include a timeframe for implementation of each step and who would be responsible for implementation and oversight.

Evaluator Notes:

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