

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

Coach Handbook

2012-13



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Alaska Department of Education & Early Development

State System of Support Program Information

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Alaska Department of Education: State System of Support

State Education Policy

AS 14.03.015

It is the policy of this state that the purpose of education is to help ensure that all students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.

Alaska Department of Education Mission

To ensure quality standards-based instruction to improve academic achievement for all students.

Alaska Department of Education Core Services

- Provide and evaluate a comprehensive student and school standards, assessment and accountability system based on student, school, educator, and culturally responsive standards.
- Provide and support standards-based professional development and mentoring for Alaska's educators.
- Provide a statewide program to ensure all students have the foundational skills required for success.
- Secure and award educational funding to school districts and other educational organizations.
- Provide high-quality data to school districts and stakeholders.

State System of Support Contribution to the Alaska Department of Education Mission

The purpose of the State System of Support (SSOS) is to support districts as they build their capacity to implement sustainable school improvement strategies with fidelity.

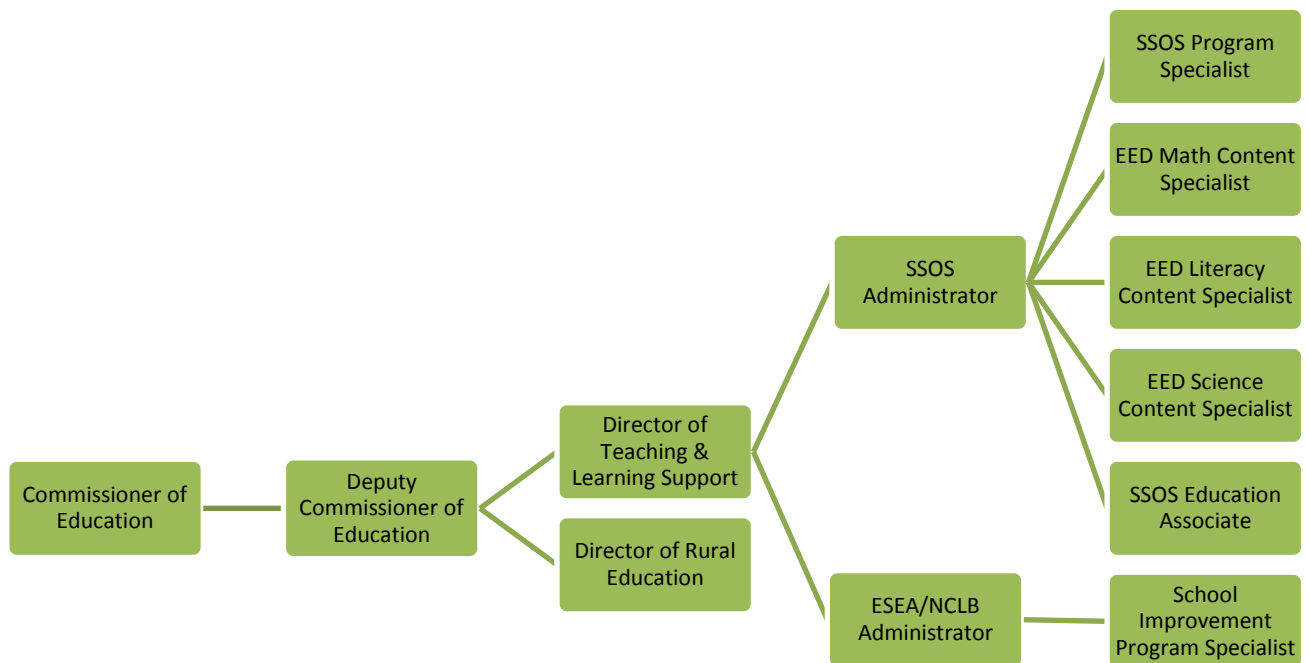
SSOS Core Services

- The SSOS uses a tri-tiered model to represent the department's efforts to help districts build their capacity
- The SSOS provides aligned resources, information, professional development, and technical assistance within six domain areas that represent aspects of best practices that substantially influence school and student performance.

State System of Support Organization

State and Federal statutes require growth in student achievement and provide funds to ensure that the Alaska Department of Education & Early Development (EED) supports and holds districts accountable for the same.

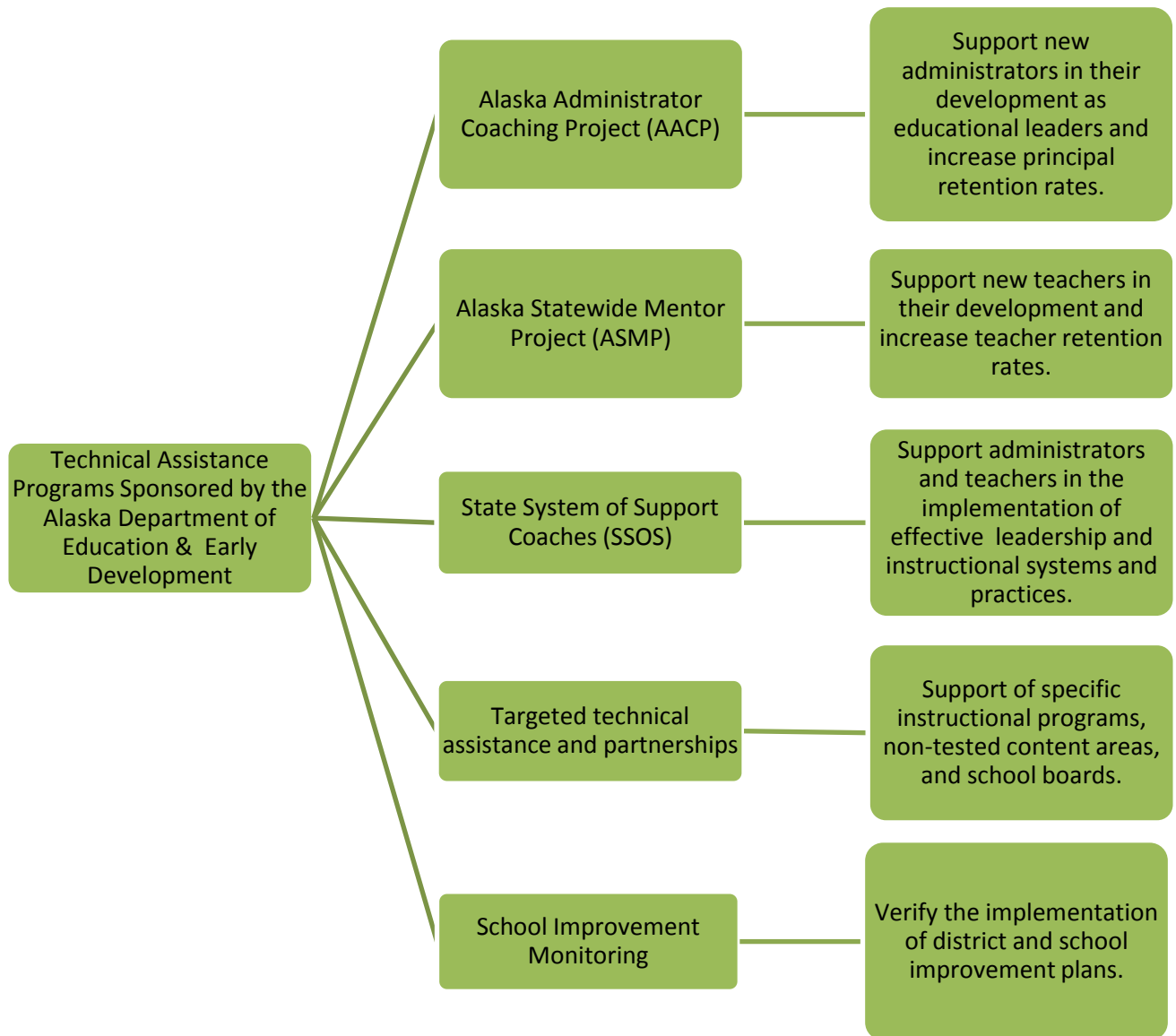
EED's departmental SSOS organizational system is as follows:



The SSOS collaborates with all divisions and sections of EED and works in partnership with the following agencies (among others):

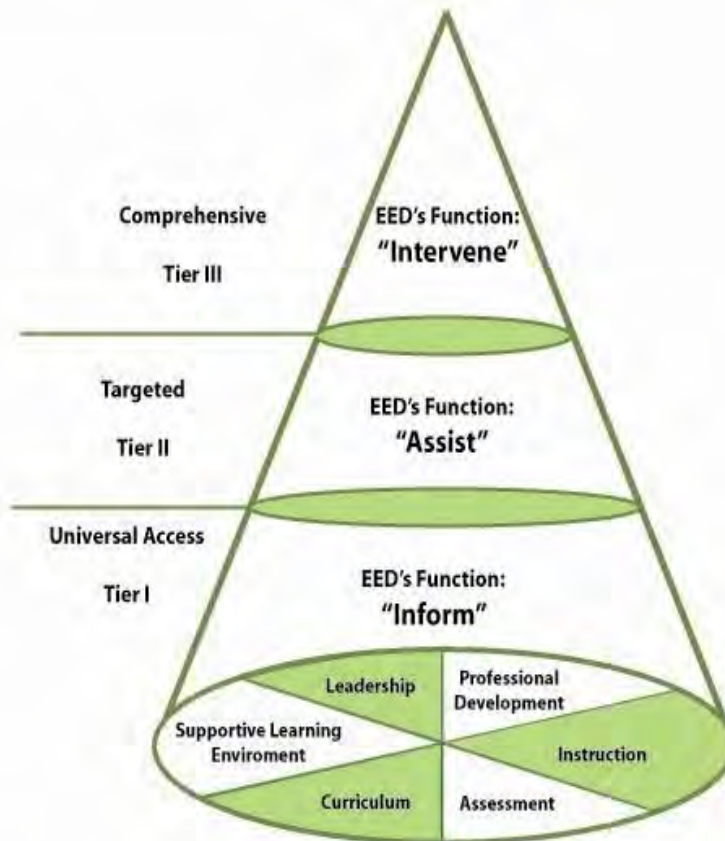
- Alaska Administrator Coaching Project (AACP)
- Alaska Comprehensive Center (ACC)
- Alaska Staff Development Network (ASDN)
- Alaska Statewide Mentor Project (ASMP)
- Assessment & Accountability Comprehensive Center (AACC)
- Association of Alaska School Boards (AASB)
- Center on Innovation and Improvement (CII)
- Consortium on Reading Excellence (CORE)
- Education Northwest
- Mid-Continent Research for Education & Learning (McRel)
- Measured Progress
- Rural Alaska Principal Preparation & Support (RAPPS)
- Special Education Service Agency (SESA)

The State System of Support coaches work in partnership with multiple programs which incorporate site visits as part of their work:



State System of Support Tri-Tiered Model of Support for All Alaskan Districts

The State System of Support uses a tri-tiered model to represent SSOS efforts to help districts build their capacity to implement sustainable school improvement strategies. EED provides aligned resources, information, professional development, and technical assistance within six domain areas that represent aspects of best practices that substantially influence school and student performance. The six domains are: curriculum, assessment, instruction, supportive learning environment, professional development, and leadership. Depending on which tier a district is in, EED provides the district with varying degrees of support within each domain.



The SSOS tri-tiered model of support for the six domains of the Alaska Effective School Framework: Curriculum, Assessment, Instruction, Supportive Learning Environment, Professional Development, and Leadership.

SSOS Services Available to Districts by Tier

While all districts have access to the SSOS, the schools and districts designated at higher levels of accountability through more years of not making AYP, or as audit-identified “872” schools, will have targeted support or may be required to participate in comprehensive support activities. SSOS coaches provide support primarily to districts in Tier III.

At the Universal Access level of support, all districts and schools have access to information and resources aligned to the six domain areas. Examples of assistance provided at the Universal Access level are information provided through the ACC and EED websites (visit <http://dev.alaskacc.org/ssos> or <http://www.eed.state.ak.us/>), audio or web conferences, and regional or State conferences offered to participants from all districts. At the Targeted level of support, EED provides increased resources and support available to schools and districts identified in greater need. Examples of this support are on-site professional development opportunities or specific content area institutes provided by contractors. At the Comprehensive level of support, EED provides focused support for those districts and schools at the highest level of need to assist them in meeting the expectations set out by the State of Alaska. Examples of this support include the assignment of SSOS coaches and on-site professional development.

Tier I: Universal Access	Tier II: Targeted	Tier III: Comprehensive
<ul style="list-style-type: none">• Description: Designed to provide all districts with access to information about the best practices in the six domains of effective schools (curriculum, assessment, instruction, supportive learning environment, professional development, and leadership).• Example: Districts and schools meeting AYP.• Focus: Tier I sites use most effective practices to improve student achievement and ask for support when they need it.• Support Provided by EED: SSOS is available to help identify and leverage resources for school and district improvement. In addition, EED offers access to our website, audio and web conferences, and regional or State conferences.	<ul style="list-style-type: none">• Description: Designed to provide districts and schools in greater need with additional assistance.• Example: Districts and schools not meeting AYP, “872” schools, and most Level 4 Districts in Corrective Action.• Focus: Tier II schools and districts submit District Improvement Plans (DIPs), “872” schools and Title I schools at Level 2 or above are required to submit School Improvement Plans (SIPs).• Support Provided by EED: SSOS staff ensures that leadership teams identify the evidence of implementation as well as its impact on students. In addition to providing Tier II with a centralized pool of resources, EED may offer expertise provided by contractors who work directly with teachers and administrators on implementing effective instructional practices.	<ul style="list-style-type: none">• Description: Designed to provide districts in the highest level of need with rigorous and explicit interventions.• Example: High-needs “872” schools; Districts in Intervention.• Focus: Tier III schools and districts focus on key areas that will have an immediate impact on student achievement. Expectations are clearly defined by district and EED. Implementation is monitored by EED.• Support Provided by EED: In addition to providing Tier III schools and districts with a centralized pool of resource, SSOS provides support for administrators and teachers in the implementation of effective instructional and leadership practices and systems through a SSOS Coach.

State System of Support Coaching Program

Coaching Model, Tools, and Protocols

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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 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

Competencies: from the Latin “competentem” “to coincide, agree;” the integrated knowledge, judgment, and personality traits, along with the measurable skills, abilities and attributes that people need to perform a job effectively in a defined role within an organization.

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. Able to consult when requested; includes choices and maintains a capacity-building focus when consulting or teaching.

Skills: Is precise, accurate and articulate. Skillful with the strategies of paraphrasing, meditative questions, and assessing present skills and knowledge of the client. Brings to light data 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 that are central to the teaching profession and to core learning areas. Expertise and experience with the importance of instructional leadership 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: Able to model effective teaching in the classroom. Able to adapt to different learning situations. Able to analyze student data to determine instructional programs. Able to apply 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 facilitating change in a system. Understands the school improvement process and how to facilitate and identify a meaningful school improvement plan.

Skills: Able to accurately and quickly assess current status of the school/district and offer recommendations for improvement based on current research. Able to create a sense of urgency with schools and communities yet respect and honor past and current context. Able to model 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. Willing and able to adjust 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 understanding of, local culture and community values of the school.

Skills: Able to build teams and reach consensus. Able to apply 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. Able to effectively communicate both in writing and orally. Responds quickly to inquiries, concerns and problems. Manages time well. Able to navigate 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. 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 interventions based on education research.

Coaches will visit their assigned site each month, spending one full work week 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 two schools, the on-site time will be divided between the sites; this schedule will be designed in an effort to provide the best support to the schools. Site visit activities will be based on school need, and may include:

- Conducting planning, reflecting, and/or problem resolving conversations using the Cognitive Coaching™ conversation maps,
- Analyzing instructional data with leaders and/or staff,
- Facilitation and/or co-facilitation of collaborative meetings or professional learning communities,
- Modeling leadership practices,
- Modeling classroom management strategies,
- Modeling instruction and co-teaching lessons in classrooms,
- Delivering professional development.

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

Duties & Responsibilities:

- Support the site leader in the development of sustainable plans for school improvement (using the EED online planning tool Alaska STEPP, when applicable).
- Support the implementation of the school improvement plan by working with the school to systematically address issues and establish structures to sustain improvement efforts.
- Provide specific technical expertise in the six domains of effective schools and districts (curriculum, assessment, instruction, supportive learning environment, professional development, and leadership) *with attention to the coach implementation focus for intervention districts.*
- Facilitate data analysis of student achievement using multiple sources of data with the site leader and staff. Facilitate the establishment of a data briefing system.
- Provide site with support to ensure implementation of the district-adopted curricula by all teachers and the use of effective instructional practices.
- Implement EED-supported Coaching Cycle as described in Coach Handbook.
- Communicate regularly and in a timely fashion with the district leadership team, SSOS coaches, and EED.
- Stay current on professional practices and professional literature/research.
- Contribute to the ongoing assessment and refinement of the SSOS Coaching Program.
- Notify EED staff of any planned or unplanned absences related to illness, personal necessity, personal business, or any other reasons.

Deliverables:

- Visit your assigned district five consecutive school days per month (August-May, excluding the month of December), *unless approved to do otherwise by EED.*
 - On-site visit schedule for the 2012-13 school year to be submitted to EED no later than September 30, 2012.
 - Every attempt should be made to schedule visits on a consistent schedule (for example, every first full week).
- Provide between-visit support as needed (“distance coaching”).
- Design, in collaboration with site leader, a Plan of Service using the SSOS Coaching Program Plan of Service form.
- Provide results-oriented monthly reports using SSOS Coaching Program Monthly Report form.
 - Provide a copy of this report to site leader; whenever possible, provide a draft copy prior to leaving site and a final copy no later than one week after site visit.
 - Submit this report to EED no later than one week after site visit.
- Prepare for and attend meetings ([as described in SSOS Coach Work Calendar](#)):
 - District briefing
 - Providers briefing
 - District team check in
 - EED data briefing
- Prepare for and participate in SSOS Coaching Program development and support activities ([as described in Scope of Work Calendar](#)):
 - Three Coaches Meetings in Anchorage: August 6-11, 2012; December 3-7, 2012; and 2 days in Spring of 2013
 - Triads
 - Partners
- Complete electronic activity log no later than the first day of each month regarding the previous month.

State System of Support Coaching Program SSOS Coach Work Calendar FY13

July	August	September
Logistics training (distance delivery, independent): <ul style="list-style-type: none"> • Log • Invoices • Backpack Website Audio: EED SSOS team and all coaches Readings for Meeting #1	Meeting #1: August 6-11 Site Visit #1: Plan of Service Report Log Invoice	Site Visit #2; Report Partner meeting Audio: Providers Briefing Log Invoice
October	November	December
Site Visit #3; Report Audio: District Briefing Audio: EED data briefing Log Invoice	Site Visit #4; Report Audio: District team check in Triad meeting Partner meeting Log Invoice	Meeting #2: December 3-7 Log Invoice
January	February	March
Site Visit #5; Report Partner meeting Audio: District Briefing Log Invoice	Site Visit #6; Report Triad meeting Audio: EED data briefing Log Invoice	Site Visit #7; Report Audio: District team check in Partner meeting Log Invoice
April	May	June
Site Visit #8; Report Audio: District team check in Triad meeting Log Invoice	Site Visit #9; Report Audio: District Briefing (wrap up; planning forward) Log Final Invoice	

Date TBD: Coach meeting #3

Description of items in Scope of Work Calendar:

Triad Meeting: 30-minute conversation responding to research article or other document related to work

Partner Meeting: 45-minute coaching practice (20 minutes per coach; one phone call or two)

Audio: District Briefing

- Superintendent, SSOS team, SSOS coaches working in the district
- 1 hour
- To brief superintendent on work at sites, discuss points of interest
- Co-facilitated by superintendent and SSOS administrator

Audio: Providers Briefing

- SSOS team, all providers working in the district
- 1 hour
- Briefing to increase information sharing between providers (SSOS coaches, AACP, ASMP, other)
- Facilitated by SSOS administrator

Audio: District team check in

- SSOS team, coaches working within the same district
- 30 minutes
- Check in to discuss any issues/needs
- Facilitated by SSOS coach manager

Audio: EED Data Briefing

- SSOS team, commissioner, coaches working within the same district
- 2 hours (20-30 minutes per school)
- Briefing on screener assessments (AIMS, MAP)

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 and site leader. The Coaching Agreement will be presented to the district team prior to the start of the school year. 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, and return to EED. See Appendix B for a copy of the agreement.

Research

Prior to the coach's first site visit the SSOS Coaching Program Specialist will assist the coach in obtaining data from the school/district. This data may include SBA data, 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 (superintendent, principal, or principal-teacher). Other staff may take part in focus group conversations, or coaches may choose to conduct individual interviews.

Observations

The SSOS coach will review school/district processes, observe instruction and examine documents 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 E 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 that includes a precise articulation of the areas of focus, the actions needed to address technical problems, the actions needed to address adaptive challenges, and the timeframe for achieving the expected results.

The specific actions are determined through coaching conversations with the principal and educators. When needed, the coach will consult, providing multiple options for possible effective solutions.

Monthly 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. Each onsite visit should follow the outline as described in the Coaching Agreement and will include, at minimum, 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;
- Principal walk-throughs and informal observations;
- Instruction and/or classroom management models;
- Specific actions focused on analyzing, facilitating, and implementing the improvement goals.

Data Review and Distance Support

Coaches continue to monitor progress and review new data. Support during offsite weeks is given via email, phone, and/or face-time conferencing. Off-site coaching strategies must be consistent with the on-site coaching model.

Reporting

SSOS coaches are responsible for completing a monthly report regarding each site visit (see Appendix F). The purpose of these reports is to:

- Maintain communication between the coach, the site, the district, and EED.
- Provide essential information regarding data, progress, and goals.
- Document progress, challenges, and resources needed.

V. SSOS Coaching Program Guiding Documents and Tools

The SSOS program strives to provide responsive support that is based on the context of each site and district. All SSOS coaches use similar processes, but each makes ongoing decisions about when a protocol or other tool will be most useful to the educators they are working with. 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 five guiding documents and tools provide coaches with a foundation for the approach and goals of the SSOS program.

- Expectations for schools and districts in Intervention
- School and District Improvement Plans
- The Alaska Cultural Standards for Educators
- Cognitive Coaching Learning Guide
- Collaborative Meetings

1. Expectations for Schools and Districts in Intervention

The Alaska Department of Education has developed specific targets for districts and sites in intervention that further define the indicators of the six domains. The targets are based on education research and provide clear guidelines for district administration to set policy and establish systems. Coaches support the district and site staff in their implementation of the plans related to these expectations. See Appendices C and D for the district and site “Expectation” documents.

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. Districts that choose to use Alaska STEPP (Steps Toward Educational Progress and Partnerships) as their school improvement planning tool can assess and plan their efforts using the STEPP rubrics and the online planning tool.

Alaska STEPP is a school improvement planning tool used by half of the districts in the state. 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 carried out by a team of educators and others who are committed to the growth of the school. The Alaska STEPP plan can be used as the Title I School and/or District Improvement Plan; it is designed to meet all the requirements for schools that receive Title I funding.

Alaska STEPP is organized by the 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 three types: Key, SMART, and Comprehensive. SMART indicators are those that are aligned with federal Title I School Improvement requirements. 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. Many indicators are both Key and SMART. Comprehensive indicators (the remainder of the indicators) are those that are part of phase II.

Whether a district chooses to use STEPP or the paper improvement plans, coaches support staff in their understanding of the domains and indicators. Coaches assist the principal, 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 resolving coaching conversations. Coaches also provide, when requested, additional support toward implementation of the school's plan by modeling, co-teaching, professional development, or other requested services.

3. 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 principal 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 resolving conversations.

4. Cognitive Coaching Conversation Maps and Structures

Coaching is the primary function of the SSOS Coaching Program. SSOS coaches are trained in Cognitive CoachingSM to ensure that coaches 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 a planning, reflecting or problem resolving conversation, to facilitate the decision making of the educators with whom they work. For further information on this coaching model, please refer to the Cognitive Coaching Foundation website: cognitivecoaching.com.

5. Collaborative Meetings

All districts in intervention take part in early release days to facilitate the use of collaborative meetings to examine student work and improve instructional practices. Coaches support this effort by attending collaborative meetings, providing facilitation assistance when requested, and offering resource support for the staff. Coaches will become familiar with the type of collaborative meeting model promoted by the district in which they serve in order to best support the process at sites.

State System of Support Coaching Program

Logistics and Guides

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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 consists of:

- SSOS program staff: SSOS administrator, specialist, associate
- SSOS coaches: all SSOS coaches
- SSOS team: EED staff, SSOS coaches

SSOS Coaches are representatives of the EED SSOS program and the Commissioner of Education.

- All information related to the education of students at the intervention sites should be communicated to the SSOS program staff.
- All SSOS team members 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 SSOS.
- All written documents, including email, notes, reports, and notes on Backpack, are public documents. These are regularly shared with the state legislature and the public.

Communication within the SSOS 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 communication (for example: it is inappropriate to include demeaning or derogatory comments regarding any educator with whom we work in an email).
- **Backpack** (BP) is the main source of group communication within the SSOS team. All messages, notices, and documents that are to be accessed by the group should be posted on this site.
 - SSOS team members are expected to check BP at least once per work day during the school year.
 - Backpack protocols and guide are found on pgs. 35-47.
- **Email** is reserved for communicating with individuals or small groups.

- 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, 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 EED SSOS program staff.*
- There will be instances when the SSOS program staff contacts the district staff without prior notification to coaches and/or without cc'ing coaches in the email. Coaches will receive information regarding these communications in a timely fashion.

- **General Email Manners**
 - Subject lines should succinctly explain the main topic of the email.
 - Emails should be limited to one main topic whenever possible to allow for filing and retrieval.
 - Subject line only email for quick messages are designated by a * before and after the text in the subject line. Example: *Please send me your January invoice.*
 - One word replies, such as “thanks,” are usually unnecessary.
 - If you require a reply or a confirmation of receipt, please specify this in your message. Example: in subject line, “Please Respond: draft site visit calendar attached.”
 - Always double check the recipient list.
 - Avoid forwarding or copying trivial emails to others (jokes, stories, etc.).

Communication with Districts that SSOS Serves

Each district has unique protocols regarding communication between the district and the SSOS coaching team. In general, the SSOS coaches communicate directly with both principals and teachers prior to and after site visits in order to design their time on-site and to follow up as necessary.

State System of Support Coaching Program Plan of Service and Reports Guidance

Plan of Service

The Plan of Service 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). In January, coach and leader revise the Plan of Service. This includes designating new goals or continuing to work toward implementation of current goals.

1. Prior to development of the Plan of Service, leader and coach review student achievement and other data to identify needs.
2. Identify at least three domains that will be the primary area of focus.
3. Identify at least one specific indicator for each domain that will be the primary areas of focus. At least 1 indicator in each domain must be a SMART and/or Key indicator.
4. For each indicator, identify the current level of implementation.
5. For each indicator, identify the data that will be utilized to document monthly progress (i.e. SBA, AIMSweb, professional development agendas, staff feedback, classroom observations).
6. For each indicator, identify at least one measurable goal that will be accomplished by December.
7. For each measurable goal, describe initial actions committed to by coach, leader, others.

Monthly 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, next steps, and specific coach support provided to the site.

Reports are aligned to the six domains of the Improvement Plans and the expectations of EED for districts and schools in intervention.

It is essential to complete the reports accurately.

The reports are public documents.

Reports are read weekly by the SSOS Coaching Program Specialist; the SSOS team will follow up as needed.

Protocol for Submitting the Plan of Service and Monthly Reports

Coaches will write the Plan of Service collaboratively with the site leader. Coaches will review the report on site with the principal or designee.

Coaches will submit reports by posting on Backpack one week following their visit.

Reports posted on Backpack should be posted chronologically, by district.

All reports must be saved as a PDF.

All reports will be titled with the format below:

District name.Site.Coach Surname.Month.Year

For example:

YKSD.Huslia.Walker.January.2009

Guide to Completing and Submitting Coaching Logs 2012

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.

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

It is essential that each coach fill in his or her log monthly using this guide. Every effort has been made to provide clear instructions so that there is uniformity in the logs. This is necessary for collating the data collected.

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

Deliverables to be Recorded in SSOS Coach Log

Onsite Coaching: Site visits (onsite visits, inservices, 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. A narrative describes the main themes of the work completed on the site visit.

Distance Coaching: One log entry is created **per month**, noting the total number of events. Events include actions such as email correspondence, Skype calls, phone calls, research, and follow-up actions from the site visit. A narrative describes the main topics and issues of the distance coaching for the month.

EED Meetings: One entry is created per EED meeting. EED meetings include events such as in-person and audio coach meetings, data briefings, and triads. A narrative describes the agenda and content of the meeting.

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

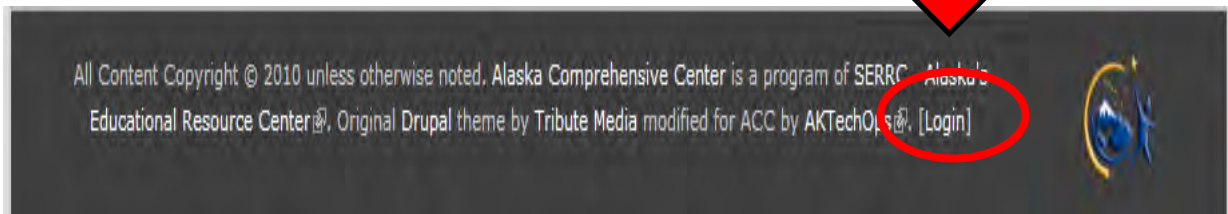
Logging into SSOS Coach Log

The SSOS Coach Log is housed on the Alaska Comprehensive Center website.

www.alaskacc.org



The log-in link is located at the bottom right corner of the page.



Note: If you have trouble logging in or have misplaced your login information, contact the SSOS associate.

Tour of Log Home Page

The image shows the SSOS Coach Log home page. At the top is the same header as in the previous image. Below the navigation bar, there are two main sections. The left section is titled "Logs" and contains two links: "View Logs" and "Enter Log", both of which are circled in red. The right section is titled "denai" and contains two links: "My account" and "Log out", both of which are also circled in red. Three red-bordered callout boxes provide instructions: the first points to "Enter Log" and says "“Enter Log” is the link to begin all new log entries."; the second points to "View Logs" and says "“View Logs” is the link that allows users to view and sort all logs."; the third points to "My account" and says "“My Account” is the link to change your password."/>

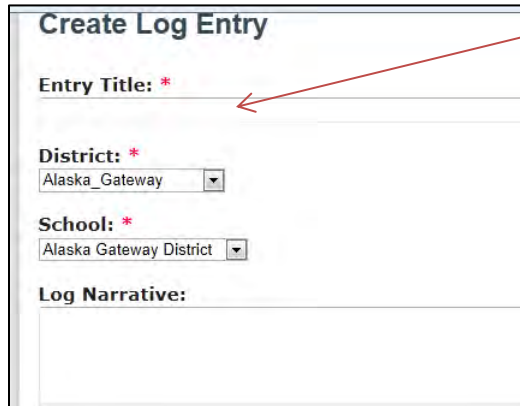
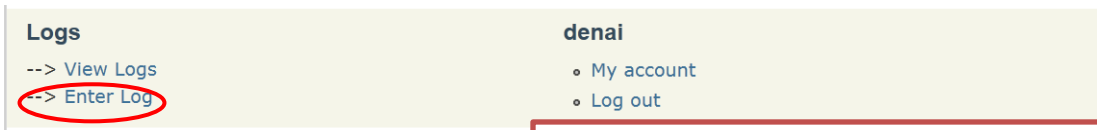
“Enter Log” is the link to begin all new log entries.

“View Logs” is the link that allows users to view and sort all logs.

“My Account” is the link to change your password.

Creating a Log Entry

Click “Enter Log” on the Log Home Page



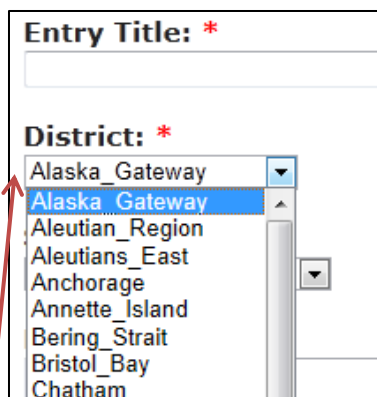
The "Create Log Entry" form has the following fields:

- Entry Title: ***: A text input field.
- District: ***: A dropdown menu with "Alaska_Gateway" selected.
- School: ***: A dropdown menu with "Alaska Gateway District" selected.
- Log Narrative:**: A large text area for entering the log entry details.

Entry Title:

Enter a title for the log entry. When applicable, include the site, district and month. Examples of entry titles:

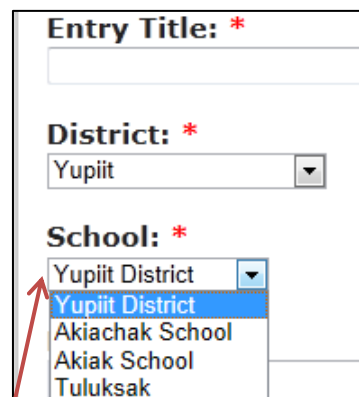
- Huslia, YKSD, Site Visit, December
- Alakanuk, LYSD, Distance Coaching, March
- YFSD, Superintendent Briefing, April
- Coach Meeting, Anchorage, December
- Coach Triad, Audio, February



The District dropdown menu is open, showing a list of districts: Alaska_Gateway, Aleutian_Region, Aleutians_East, Anchorage, Annette_Island, Bering_Strait, Bristol_Bay, and Chatham. "Alaska_Gateway" is highlighted in blue.

District:

From the drop down menu select the district in which (or for which) the work was done.



The School dropdown menu is open, showing a list of schools: Yupiit District, Akiachak School, Akiak School, and Tuluksak. "Yupiit District" is highlighted in blue.

School:

From the drop down menu select the school.
(If services are not specific to a site, select the district name again.)

Helpful Hint: The drop down menus can access the district or school more quickly by clicking on the menu and typing the letter the district/school begins with.

Log Narrative:

Provide a narrative description that summarizes the on-site visit, the month's distant coaching events, or the EED meeting. The Log Narrative text box is limited to 8,000 characters.

Use titles/roles of individuals instead of names (e.g., principal, 2nd grade teacher, reading specialist).

Log Narrative:

Types of Log Narratives

On-site Coaching: The narrative for the site visit is a summary that includes the goals and events of the site visit. The focus is on the coach's actions. On-site visits include time in the district, at the school, or at an inservice (regardless of location).

For Distance Coaching: The narrative for distance coaching is a summary for one month of distance coaching events. The summary describes primary issues, content, and method(s) of contact. Events include all support given to a site or district between on-site visits. Coaches must keep personal records of each event as it occurs in order to provide accurate information for distance coaching narratives.

Most common examples are: email correspondence, phone calls, Skype connection, audio calls, research on behalf of the site leader, and resource development.

Distance coaching events do not include time used to prep for a site visit or EED meeting. This time is not tracked because it is assumed to be included in the deliverable.

For EED Meetings: The narrative for the EED meeting is a summary of the agenda and content of the meeting.

Most common examples of EED meetings are SSOS coach meetings (in person or audios), data briefings, partner phone calls, triad meetings, and superintendent briefings.

Distance Events:

For distance coaching logs only, use the drop down menu to select the total number of events of distance coaching for the month. Coaches must keep personal records of each event as it occurs in order to provide an accurate count. Coaches are expected to use professional judgment in determining the total number of distance events for the month.

Distance Events:

For Distance Coaching log entries, select the total number of events for the month. For non-distance log entries, leave blank.

Dates of Service

Start: *

Format: 07/23/2012

Record only days onsite, not travel days.

End: *

Format: 07/23/2012

Record only days onsite, not travel days.

Days Onsite:

Select the number of whole work days **onsite** to the quarter day.

Dates of Service

Start/End:

Enter the dates that the work began and was completed.

Date must be in month/day/year.
(01/01/2011)

- Onsite Coaching: The start date is the first day of on-site work; the end date is the last day of on-site work. Travel days are not included.
- Distance Coaching: The start date is always the first day of the month; the end date is always the last day of the month.
- EED Meetings: The start date is the first day of the meeting; the end date is the last day of the meeting. Travel days are not included. If the meeting is one day or less, the start and end date are the same.

Select from the **Days Onsite drop down menu** the number of full work days on-site, to the quarter day. For example:

- Monday-Thursday, 8:00 am-5:00 pm & Friday 8:00 am-Noon = 4.5 days
- Wednesday 2:00-5:00 pm & Thursday and Friday 7:30 am-4:00 pm: 2.25 days

A “full day” is, at minimum, the equivalent of an 8-hour teacher work day. Coaches should use professional judgment when estimating the number of days on-site.

Contact Details

Contact Location: *
 Onsite Coaching ▾

Contact Type: *
 Formal PD ▾

Number of Participants: *

Contact Details
 Contact Details is a summary of the type of work completed. This section is essential for sorting the information in the data base.

Contact Details

Contact Location: *
 Onsite Coaching ▾
 Onsite Coaching
 Distance Coaching
 EED Meetings
 Formal PD ▾

Number of Participants: *

Contact Location:
 Select the type of log entry from the drop down menu.

- On-site Coaching includes time in the district, at the school, or at an inservice (regardless of location).
- Distance Coaching includes any support between on-site visits.
- EED Meetings includes all in-person and audio meetings, including superintendent briefings.

Contact Details

Contact Location: *
 Onsite Coaching ▾

Contact Type: *
 Formal PD ▾
 Formal PD
 Ongoing TA

Participants: *

Contact Type:

- Formal PD: Explicit professional development delivered to small or large groups (inservices, workshops).
- Ongoing TA: Ongoing technical assistance provided to any staff member (coaching conversations, modeling, co-teaching, facilitating meetings, etc.)

Contact Details

Contact Location: *
 Onsite Coaching ▾

Contact Type: *
 Formal PD ▾

Number of Participants: *

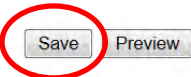
Number of Participants:
 Enter the actual or estimated number of people who received coaching support or attended the meeting.

Save

Before closing the log entry, click the Save button, located at the bottom left of the page.

The log does not automatically save.

Log fields with a * must be completed before the program will save the entry.



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Reviewing Logs

Select View Logs on the Log Home

Logs **denai**

--> View Logs • My account

--> Enter Log • Log out

Logs can be sorted by selecting one of the blue headings.

Log Title	District	School	Contact Location	Contact Type	Distance Events	Start	End	Coach	#ofP	Narrative
test	Alaska_Gateway	Alaska Gateway District	Onsite Coaching	Formal PD	3	2012-07-19	2012-07-19	ACC	2	test test
SBA pivot table data reports. YFSD	Yukon_Flats	Yukon Flats District	Distance Coaching	Formal PD		2012-06-21	2012-06-21	Ifabich	1	Prepared sba data gr...
Sba pivot table data reports.	Yupitit									Prepared sba data gr...
YFSD Gwich'in Language and Technology institute	Yukon_Flats	Yukon Flats District	Onsite Coaching	Formal PD		2012-06-04	2012-06-14	Ifabich	25	I was the lead techn...
Standards Presentation	Kashunamiut	Chevak School	EED Meetings	Formal PD		2012-05-08	2012-05-09	Ifabich	21	I flew to Chevak to...

Select the Log Title of the log to review.

Log Title	District	School	Contact Location	Contact Type	Distance Events	Start	End	Coach	#ofP	Narrative
test	Alaska_Gateway	Alaska Gateway District	Onsite Coaching	Formal PD	3	2012-07-19	2012-07-19	ACC	2	test test
SBA pivot table data reports. YFSD	Yukon_Flats	Yukon Flats District	Distance Coaching	Formal PD		2012-06-21	2012-06-21	lfabich	1	Prepared sba data gr...
Sba pivot table data reports. Yujit										Prepared sba data gr...

Select the Log Title of the log to review.

The View page automatically opens.

Logs **denai**

--> View Logs • My account

--> Enter Log • Log out

test Log Title

View Edit

Submitted by ACC on Wed, 2012-07-11 10:20

District: Alaska_Gateway

School: Alaska Gateway District

Log Narrative:
test test

Distance Events:
3

Dates of Service

Start: Thu, 2012-07-19

End: Thu, 2012-07-19

Contact Details

Contact Location: Onsite Coaching

Contact Type: Formal PD

Number of Participants: 2

Log entry information.

Modifying Logs

test

Submitted by ACC on Wed, 2012-07-11 10:20

District: Alaska_Gateway
School: Alaska Gateway District
Log Narrative:
test test
Distance Events:
3
Dates of Service



Select the Edit tab to modify selected log.

test

Entry Title: *
test

District: *
Alaska_Gateway

School: *
Alaska Gateway District

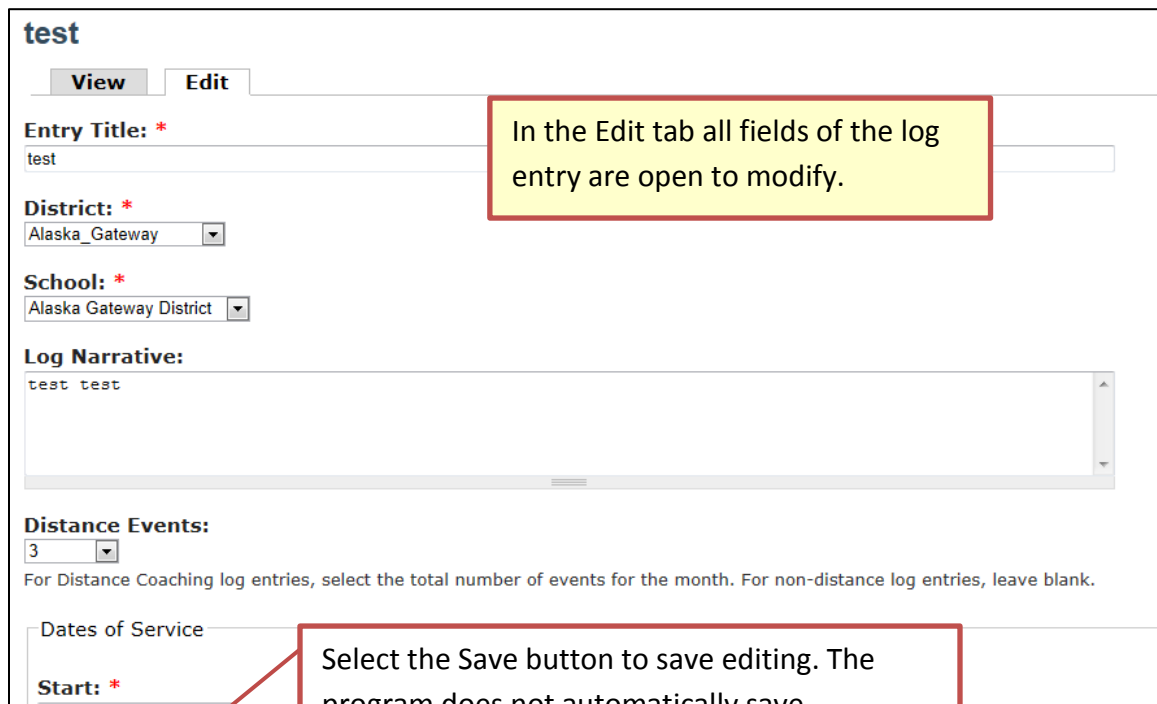
Log Narrative:
test test

Distance Events:
3

For Distance Coaching log entries, select the total number of events for the month. For non-distance log entries, leave blank.

Dates of Service

Start: *

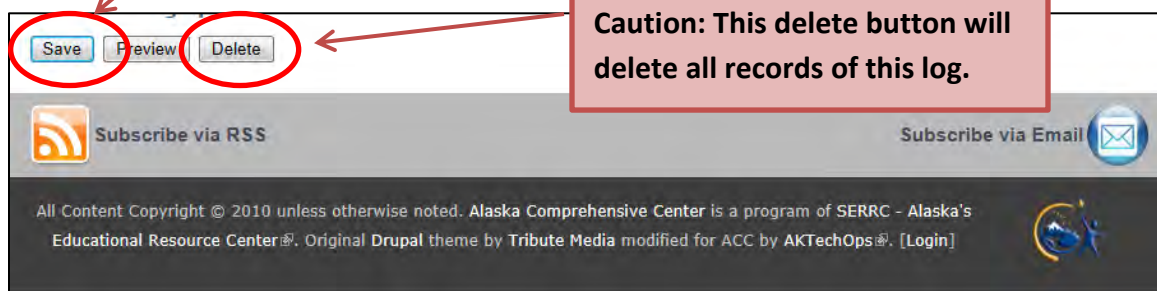


In the Edit tab all fields of the log entry are open to modify.

Select the Save button to save editing. The program does not automatically save.

Subscribe via RSS

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Caution: This delete button will delete all records of this log.

SSOS Coaching Program Communication Website: Backpack

Backpack Guide

Backpack is a communication tool for the SSOS team and the SSOS coaches. This website is our primary group communication tool. It is not a public site; however, it is important to remember that anything you write on Backpack is considered a public document and may be included in reports to the legislature or public.

Backpack 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 for the SSOS team to check their Backpack account once a day, Monday – Friday.

To log into Backpack go to the following link:

<https://contentsupport.backpackit.com/login>

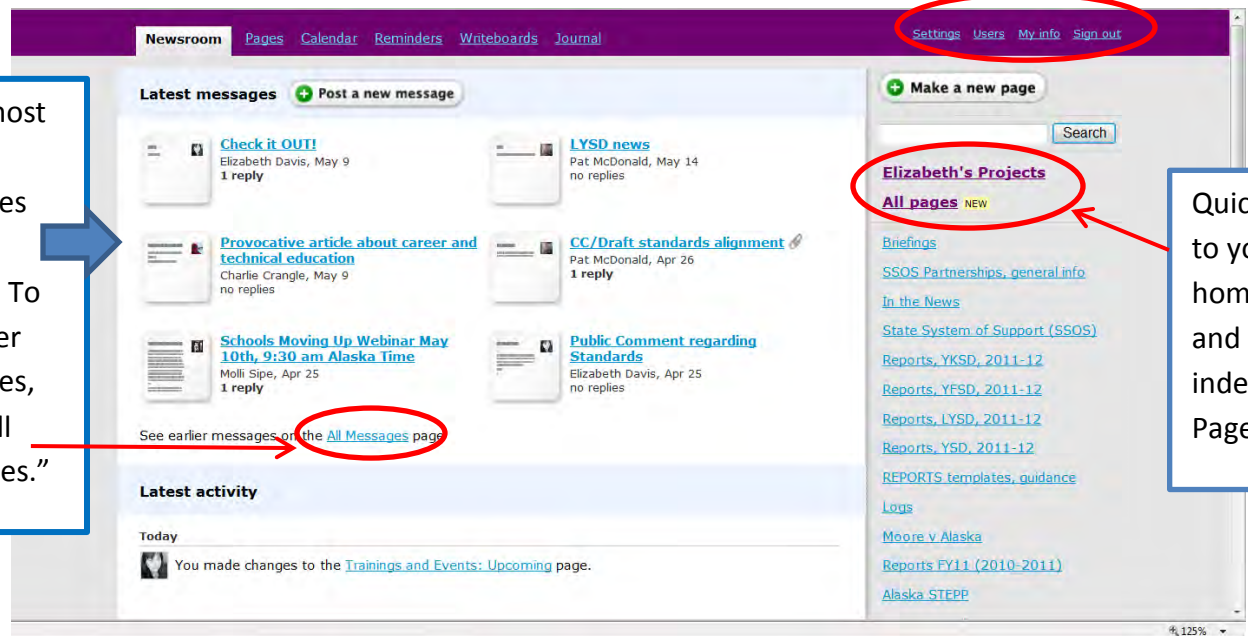
Tour of Newsroom

Tabs for each of the six functions: Newsroom, Pages, Calendar, Reminders, Writeboards, Journal. Click on them to navigate.

Click “Settings” or “My Info” to adjust your personal settings.

The 6 most recent messages always appear. To see older messages, click “All Messages.”

Quick links to your homepage and to the index of All Pages.



NEWSROOM: Reading Messages

The six most recent messages will be visible when you open the Newsroom.

Please title messages you post with clear titles that allow for easy archiving.

Example: "Provocative article about career and technical education." Non-example: "Check it OUT!"

The screenshot shows the Newsroom interface with a purple navigation bar containing links for Newsroom, Pages, Calendar, Reminders, Writeboards, and Journal. Below the navigation bar is a section for "Latest messages" with a "+ Post a new message" button circled in red. A red arrow points from a text box to this button. Below the button are six message cards, each with a thumbnail, a blue title, the author's name, the date, and the number of replies. Two message cards are circled in red: "LYSD news" and "Public Comment regarding Standards". A blue arrow points from a text box to the title of the "Public Comment regarding Standards" message. At the bottom of the page, the text "See earlier messages on the All Messages page" is shown, with "All Messages" circled in red. A red arrow points from a text box to this link. Another text box at the bottom explains that clicking "All Messages" shows a list of all messages in reverse chronological order.

To post a new message, click on the "+ Post a new message."

Each message icon shows the title of the message, who posted it, the date it was posted, and how many replies.

Latest messages **+ Post a new message**

- Check it OUT!**
Elizabeth Davis, May 9
1 reply
- LYSD news**
Pat McDonald, May 14
no replies
- Provocative article about career and technical education**
Charlie Crangle, May 9
no replies
- CC/Draft standards alignment**
Pat McDonald, Apr 26
1 reply
- Schools Moving Up Webinar May 10th, 9:30 am Alaska Time**
Molli Sipe, Apr 25
1 reply
- Public Comment regarding Standards**
Elizabeth Davis, Apr 25
no replies

See earlier messages on the **All Messages** page

To see older messages click "All Messages" at the bottom of the page. A list of all messages, in reverse chronological order, will appear.

To open a message, click on the blue title.

NEWSROOM: Message Page

When you click on a message icon to open it the page below appears. It allows you to read the complete message, to read any comments made on the message, and to add a comment of your own.

Newsroom Pages Calendar Reminders Writeboards Journal

< Newsroom [New messages](#) [Edit this message](#) [Delete](#)

CC/Draft standards alignment

From: Pat McDonald
Date: Thu, 26 Apr at 13:42

Jean Domansi in LYSD compared the Common Core to the proposed standards for Math grades K-4. She allowed me to share....here are her documents with color coded differences.

[Grades 3-4 CCS and Alaska Standards.doc](#)
[Grades K-2 CCS and AK Math Standards compared.doc](#)

Dan Walker Fri, 27 Apr at 06:24
Good timing Pat! I am in Barrow and this question came up.

Leave a comment

Attach files to this comment...

Add this comment

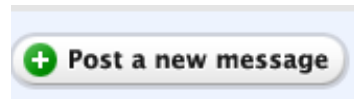
When you are the original poster of the message you can edit or delete the message by clicking the links here.

Your photo and a text box automatically appear. To leave a comment, type it in the text box and click the "Add this comment" button.

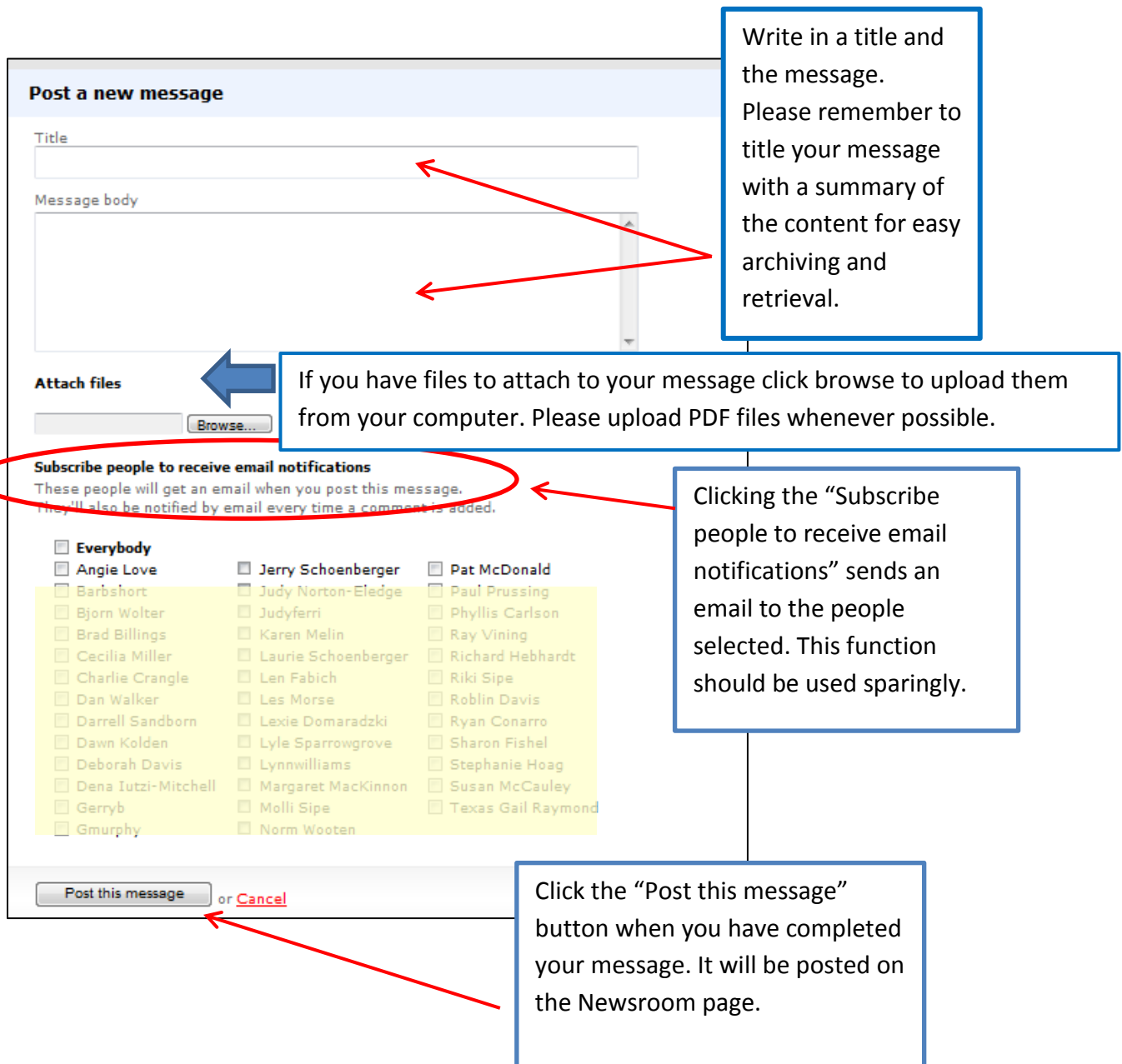
To attach files click the attach files link. You can upload files from your computer. Please upload PDF files whenever possible.

NEWSROOM: Posting a Message

Click the “Post a new message” button on the Newsroom page.



This page will appear.



Post a new message

Title

Message body

Attach files

Subscribe people to receive email notifications
These people will get an email when you post this message. They will also be notified by email every time a comment is added.

<input type="checkbox"/> Everybody	<input type="checkbox"/> Jerry Schoenberger	<input type="checkbox"/> Pat McDonald
<input type="checkbox"/> Angie Love	<input type="checkbox"/> Judy Norton-Eledge	<input type="checkbox"/> Paul Prussing
<input type="checkbox"/> Barbshort	<input type="checkbox"/> Judyferri	<input type="checkbox"/> Phyllis Carlson
<input type="checkbox"/> Bjorn Wolter	<input type="checkbox"/> Karen Melin	<input type="checkbox"/> Ray Vining
<input type="checkbox"/> Brad Billings	<input type="checkbox"/> Laurie Schoenberger	<input type="checkbox"/> Richard Hebardt
<input type="checkbox"/> Cecilia Miller	<input type="checkbox"/> Len Fabich	<input type="checkbox"/> Riki Sipe
<input type="checkbox"/> Charlie Crangle	<input type="checkbox"/> Les Morse	<input type="checkbox"/> Roblin Davis
<input type="checkbox"/> Dan Walker	<input type="checkbox"/> Lexie Domaradzki	<input type="checkbox"/> Ryan Conarro
<input type="checkbox"/> Darrell Sandborn	<input type="checkbox"/> Lyle Sparrowgrove	<input type="checkbox"/> Sharon Fishel
<input type="checkbox"/> Dawn Kolden	<input type="checkbox"/> Lynnwilliams	<input type="checkbox"/> Stephanie Hoag
<input type="checkbox"/> Deborah Davis	<input type="checkbox"/> Margaret MacKinnon	<input type="checkbox"/> Susan McCauley
<input type="checkbox"/> Dena Iutzi-Mitchell	<input type="checkbox"/> Molli Sipe	<input type="checkbox"/> Texas Gail Raymond
<input type="checkbox"/> Gerryb	<input type="checkbox"/> Norm Wooten	
<input type="checkbox"/> Gmurphy		

or [Cancel](#)

Write in a title and the message. Please remember to title your message with a summary of the content for easy archiving and retrieval.

If you have files to attach to your message click browse to upload them from your computer. Please upload PDF files whenever possible.

Clicking the “Subscribe people to receive email notifications” sends an email to the people selected. This function should be used sparingly.

Click the “Post this message” button when you have completed your message. It will be posted on the Newsroom page.

Tour of Pages

When you select the Pages tab at the top of the screen it will automatically take you to your homepage.

To create a new page, click the “Make a new page.”

The screenshot shows the 'Pages' tab selected in the top navigation bar. A red circle highlights the 'Add to page:' menu with options: List, Note, File, Picture, Writeboard, Divider, and Tags. Another red circle highlights the 'This page is private. Share' link. A red arrow points to the 'Make a new page' button. A sidebar on the right lists various pages, with a red arrow pointing to the 'All pages' link which has a 'NEW' badge. A yellow callout box at the bottom contains a 'Tell the others that you created this page...' button and a list of actions: 'Email me a copy', 'Duplicate', 'Keep in my sidebar', and 'Delete this page'. Below these are the page's address and a 'Feed for this page' link.

Click the Share link to allow others to see the page you create.

To see the index of all pages, click “All Pages.” The “NEW” icon will appear when anyone has made a new page that you have not opened.

This list of pages is called a “sidebar” and can be customized by each user. You add pages to your sidebar by clicking on the “keep in my sidebar” link at the bottom of a page.

There are several items you can add to a page:

- List: adds a check list.
- Note: adds a text box.
- File: allows you to upload a file.
- Picture: allows you to upload a photo or clipart.
- Writeboard: adds a place for people to leave short comments.
- Divider: adds a line to which you can add a short title.

Tell the others that you created this page...

Email me a copy, Duplicate, Keep in my sidebar, Delete this page
This page's address: bikeda48@contentsupport.backpackit.com (Rese
Feed for this page, History of changes

PAGES: Making a Page

Click the Make a new page button.



This page will appear:

Give your page a name.

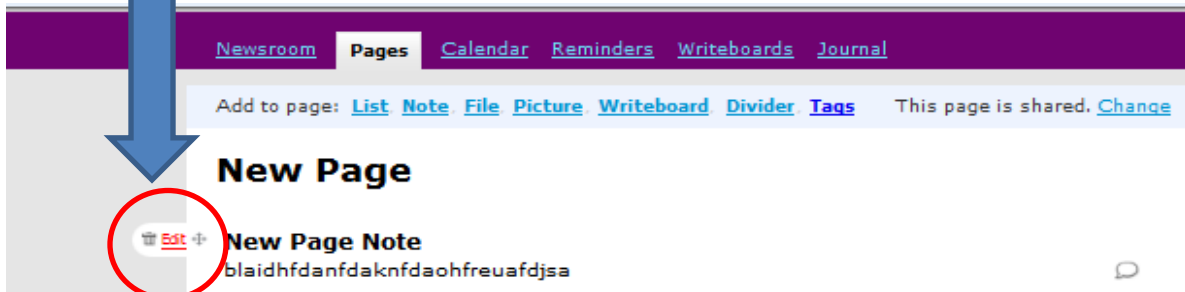
Note: when naming your homepage, please list it as "Homepage: your name" so that it falls under "H" in the index.

Choose who can see your page. All pages on Backpack should be shared with everyone.

Specify who can make changes to this page. Generally we stick with the default of all members being able to change the page.

Click the "Create this Page."

To edit or delete items from your page, hover over the item until the small grey trash can and red Edit buttons appear to the left. Click the trash can to delete the item.



Tour of Calendar

The calendar displays coach site visits and availability, EED events that pertain to the coaching program, and events in districts that affect the coaching program. The calendar shows six weeks at a time, with the current month as the default.

To navigate between months click the front or back arrows.

Today

Add an event on July 12

Add a note

Calendar: Dan Walker

Repeat: None

Send an Email/SMS 30 minutes before

Add event

Calendars

- Barb Short
- Bjorn W.
- Charlie Crangle
- Dan Walker
- EED Information
- Elizabeth Davis
- Gerry Briscoe
- Gretchen Murphy
- Judy Fern
- Judy Norton
- Karen M.
- Len Fabich
- Lower Yukon Team
- Lyle Sparrowgrove
- Lynn Williams
- Mollie S.
- Norm Woolten
- Pat McDonald
- Ray Vining
- Richard Hebbardt

To add a calendar event use this text box or click on the date the event begins.

This is the list of all the calendars, with the name and color of the team member.

To see fewer calendars click the box to uncheck it; the calendar will temporarily disappear.

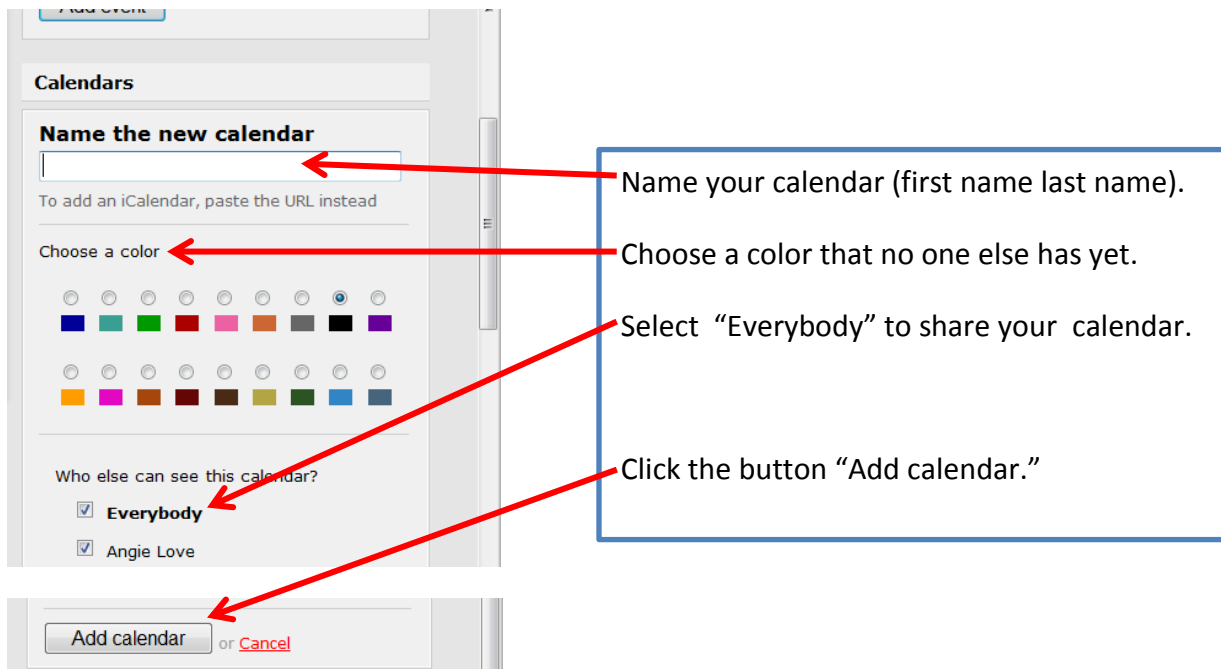
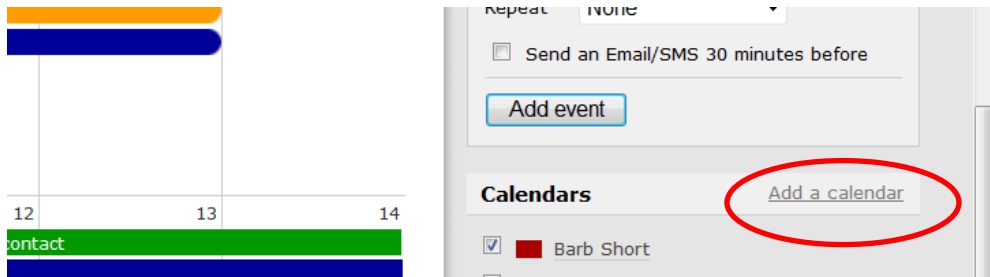
Each line on the calendar represents a team member's schedule. Text within the line describes the event.

CALENDAR: Making Your Calendar

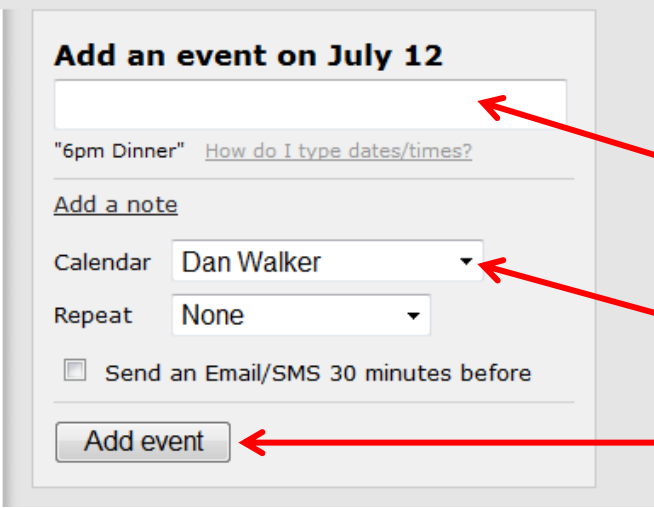
There are 18 colors for calendars. Each SSOS coach should have a different color. These are chosen on a first come, first served basis!

Black is reserved for EED events and EED staff.

To add your calendar, choose the “Add a calendar” link to the right of the bold “Calendars.”



CALENDAR: Adding an Event to the Calendar



Add an event on July 12

"6pm Dinner" [How do I type dates/times?](#)

Add a note

Calendar **Dan Walker**

Repeat **None**

Send an Email/SMS 30 minutes before

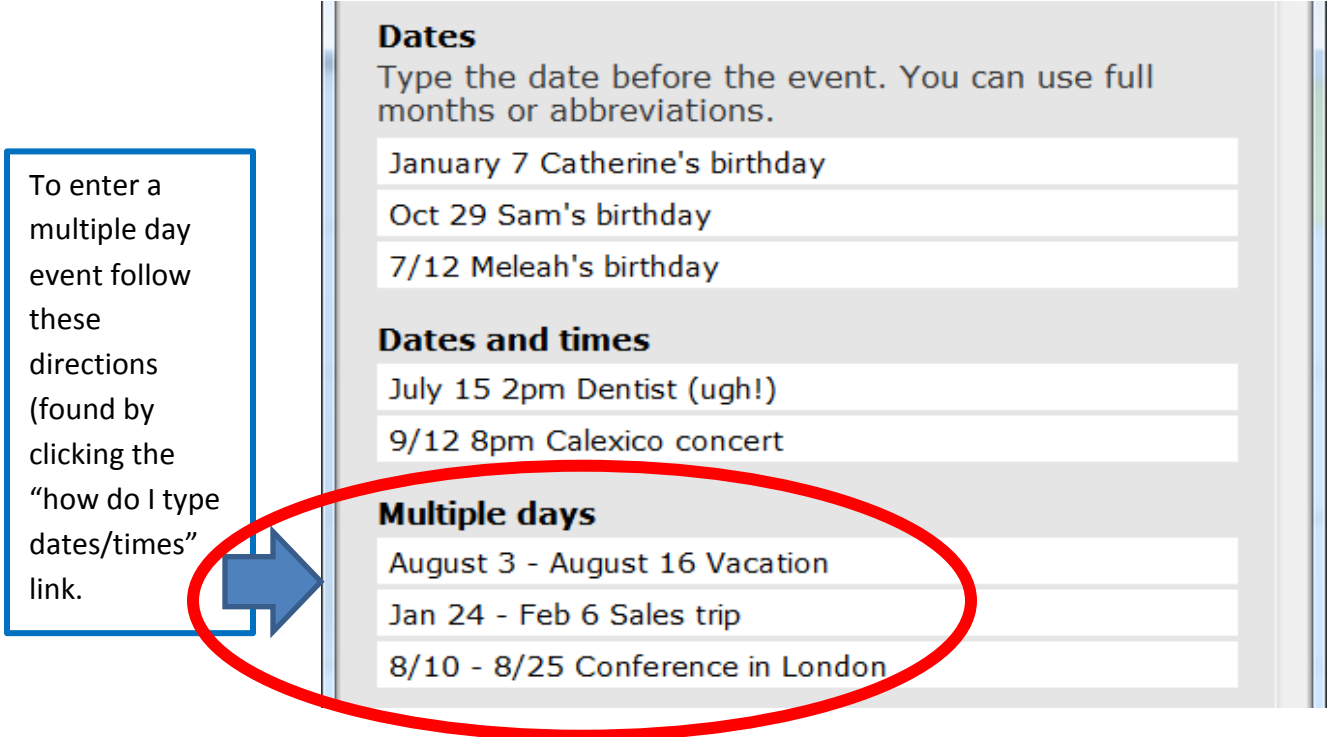
Add event

Click on the date the event begins OR use the Add an event box in the top right corner of your screen.

Enter the date first if it differs from the date in the banner. Then enter a short title for the event.

Choose your name in the drop down menu.

Click the Add event button.



Dates
Type the date before the event. You can use full months or abbreviations.

January 7 Catherine's birthday

Oct 29 Sam's birthday

7/12 Meleah's birthday

Dates and times

July 15 2pm Dentist (ugh!)

9/12 8pm Calexico concert

Multiple days

August 3 - August 16 Vacation

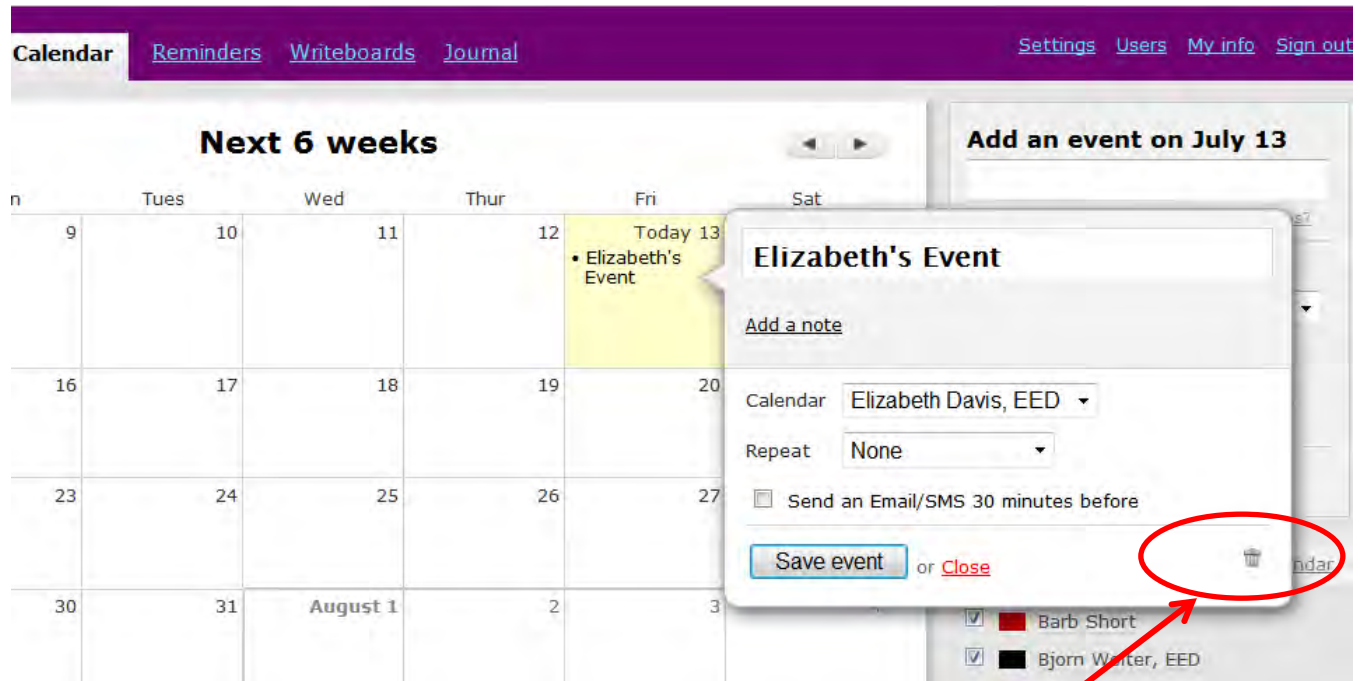
Jan 24 - Feb 6 Sales trip

8/10 - 8/25 Conference in London

To enter a multiple day event follow these directions (found by clicking the "how do I type dates/times" link.

CALENDAR: Editing Events, Deleting Events, Calendar Protocol

To edit a calendar event, click on the event in the calendar to open it. Make the needed changes. Click the “Save event” button when you are finished.



To delete a calendar event, click on the event in the calendar to open it. Click the tiny grey trash can in the lower right corner of the pop up box.

Calendar Protocol

Please follow these basic calendar protocol rules to ensure that this calendar is useful for the team.

- Enter all site visits as soon as possible.
- Enter your personal vacation time when you will be out of contact with a title such as “Elizabeth: vacation. Out of contact.”
- Keep your calendar up to date.
- When you are attending an event with other coaches (e.g., inservice) please create one event with all names. Example: YFSD Inservice: Elizabeth, Brad, Angie. This helps keep the calendar from being too busy.

Tour of Reminders

The reminders page allows you to set up notifications to remind yourself of events.

At this time we do not use this function as a team. Please do not set reminders for other team members.

[Newsroom](#) [Pages](#) [Calendar](#) **Reminders** [Writeboards](#) [Journal](#)

Set a reminder

When? Later today ▾ **For who?** Me ▾

Get reminders on your email or cell phone

Backpack can remind you to pick up the dry cleaning, FedEx the document, return a call, and whatever else you need to do. Reminders are emailed to you or sent as text messages to your cell phone. You can specify where reminders are sent on the [My Info screen](#).

To set a reminder, simply enter the reminder ("Pick up the dry cleaning") in the field above, and then specify when you want the reminder sent by choosing a time in the pulldown menu.

Tour of Writeboards

The Writeboards page is used to provide a space for professional conversation threads. It differs from the Newsroom in that it is solely for conversations on specific topics; the newsroom is also for other types of communication, like announcements. Writeboards will be used to discuss professional literature and other topics (brought by the SSOS program staff or by SSOS coaches).

The screenshot shows a navigation bar with links for Newsroom, Pages, Calendar, Reminders, Writeboards, and Journal. Below the navigation bar, there is a form titled "Enter a title for a new writeboard" with a text input field and two buttons: "Start a new writeboard" and "Import a writeboard". Below the form, there are two example writeboard titles: "Elizabeth's Writeboard Issue" (with a subtext "Updated 3 minutes ago by Elizabeth Davis") and "Packing Suggestions for Village Travel".

To start a new writeboard, either enter a title and hit return or click the "Start a new writeboard" button.

To comment on an existing write board, click on the blue title to open the write board.

Elizabeth's Writeboard Issue

Test Test Test

Comments

[Add a comment](#)

The writeboard page will open and show the original text and any comments. To add your comment, click the "Add a comment" link.

Elizabeth's Writeboard Issue

Test Test Test

Comments

[Add a comment](#)

Comment

Notify people by email

Everyone at contentsupport

Angie Love

G. Murphy

Norm Wooten

Enter your comment in the text box.

Do not click "Notify people by email."

Backpack protocol is to avoid filling email inboxes whenever possible. Click "Add this comment" at the bottom of the page.

Tour of Journal

The Journal is a place to write in a status update, to a social networking site like Facebook.

The use of this function is optional.

[Newsroom](#) [Pages](#) [Calendar](#) [Reminders](#) [Writeboards](#) **Journal** [Settings](#) [Users](#) [My info](#) [Sign out](#)

Your status

Click here to set your status message and let people know what you're doing.
Examples: At Lunch, On Vacation, Working on the redesign project, At a client meeting

Add an entry

TODAY

- **Elizabeth Davis:** Elizabeth's journal entry [Edit](#) — 20 minutes ago

SUNDAY, AUG 23 2009

- **Pat McDonald:** Exploring Backpack pages function and journal

To add a journal entry, type your short status message in the text box and hit return on your keyboard.

To edit your own status entries, click the red edit link.

Guide to Completing and Submitting Invoices 2012

Invoices are due the first of the month for the deliverables and expenses incurred in the previous month. Invoices are sent directly to the SSOS associate via email or post.

Email: dena.iutzi-mitchell@alaska.gov

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

Information to Include on Invoice

Coach business name, coach name, address, phone

Invoice number

Date invoice submitted

State of Alaska, SSOS program, EED address

Charges per Invoice: Please include the description and amount on separate lines for professional services and reimbursable expenses.

Professional Services: list all events for the month and monthly professional services fee.

- Site Visits: please include site name and dates of visit.
- Meetings: please include name of meeting, date.

Reimbursable Expenses: list all travel and lodging expenses to be reimbursed. Do not submit receipts.

- Travel reimbursements:
 - Airfare – least expensive rate possible, minimum two-week prior booking
 - Parking
 - Mileage – reimbursed at \$0.55 per mile
- Lodging
 - Hotel stays at state rate of \$99 from Sept. 16-April 30; \$181 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*

*please contact the SSOS Associate for the direct deposit paperwork

SSOS Coaching Program FY13

Sample Invoice

Your Name/Company Name Address Phone	Invoice # 100 Date
To: State of Alaska Department of Education & Early Development State System of Support Program 801 West 10 th Street, Suite 200 PO Box 110500 Juneau, AK 99811-0500	
Description	Amount
Professional Services for the month of October -site visit October 10-14 -EED audio meeting October 20 -EED meeting October 27-28	\$x,xxx (monthly professional services fee)
Travel Reimbursement -Flights to Hooper Bay October 9-14 -Flight to Anchorage October 26-28	\$x,xxx
Lodging Reimbursement -one night in Bethel October 8 -two nights in Anchorage October 26, 27	\$xxx
total	\$x,xxx
Please make all checks payable to (coach name or company name) OR Direct deposit	

SSOS Coach Guide Village Travel

The following are suggestions from SSOS coaches.

Wear on the plane (besides the usual, after Oct 1)

Warm, waterproof coat, hat, gloves

Boots

Carry on:

Snowpants

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
- Prescription medication and a spare pair of glasses
- Sunglasses
- Ibuprofen
- Snack and water bottle
- Cell phone, camera (if you want/have)
- Hand sanitizer
- Yak Trakkers or other crampons
- Extra pair of gloves and hat, face cover like a scarf

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/ snowmachines
- Sunglasses to deal with intense glare off snow in spring
- Face mask, neck gaiter or balaclava to protect face against windchill
- Dermatone, Chapstick and hand cream to keep your skin from cracking in overheated, low humidity buildings in winter
- Handwarmers 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

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
- Some sites you may want to bring bottled water or a steripen 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 a day 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 foodbox 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 thumbdrive
- Bring your own materials when possible (paper, etc.) so as not to be a burden on the site (or speak with EED about shipping them out)
- Phone card or a phone that works in that region

Helpful Hints

- Bring some \$5 bills for taxis; this is often the charge 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.
- Newspapers and current magazines are always appreciated.

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State System of Support Coaching Program

Appendices

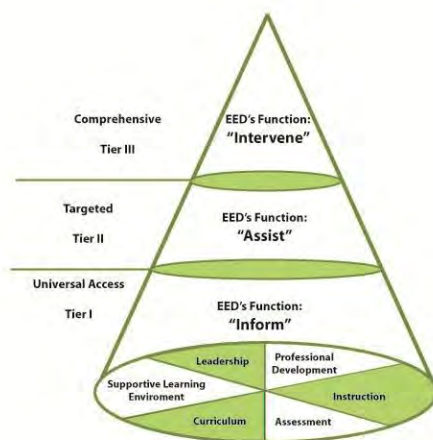
Appendix A: EED Contact Information

SSOS

title/name	phone	email	general duties/programs
SSOS Administrator Brad Billings	907-465-8720	brad.billings@alaska.gov	Administration of SSOS program
SSOS Specialist Elizabeth Davis	907-465-3758	elizabeth.davis@alaska.gov	SSOS Coaching Program Specialist Alaska STEPP
Title I Programs and School Improvement Grants Administrator Margaret MacKinnon	907-465-2970	margaret.mackinnon@alaska.gov	Administration of all Title I programs and school improvement grants to districts
School and District Improvement/Title I Angie Love	907-465-8689	angela.love@alaska.gov	Title I School and District improvement plans and monitoring Alaska STEPP
SSOS Associate Dena Iutzi-Mitchell	907-465-8706	dena.iutzi-mitchell@alaska.gov	Logistics Invoices, logs Technology assistance
Literacy Specialist Karen Melin	907-465-6536	karen.melin@alaska.gov	Literacy
Math Specialist Cecilia Miller	907-465-8703	cecilia.miller@alaska.gov	Math
Science Specialist Dr. Bjorn Wolter	907-465-6542	bjorn.wolter@alaska.gov	Science

Appendix B: SSOS Coaching Agreement

The purpose of the State System of Support (SSOS) is to support districts as they build their capacity to implement sustainable school improvement strategies, aligned to the six domains, with fidelity. The SSOS Coaching Program works collaboratively with district administrators, site leaders, and staff to implement sustainable, quality educational practices. 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 is Cognitive Coaching.SM This approach emphasizes that the coaching relationship is reciprocal. The coach's role is to shine a spotlight of awareness on data in the environment and to support self-directed learning and change; the coach is not a solver of another's problems. The SSOS coach's role is to provide assistance to the site leader and staff to achieve their school improvement goals. SSOS coaches do not evaluate district staff, nor do they participate in discussions regarding hiring, plans of improvement, or dismissal of employees.



The SSOS tri-tiered model of support for the six domains of the Alaska Effective School Framework: Curriculum, Assessment, Instruction, Supportive Learning Environment, Professional Development and Leadership.

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 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 staff regarding purpose and role of the SSOS coach in collaboration with EED staff; further clarification will be provided by coach or, when necessary, EED staff.
2. The site leader and coach will collaboratively decide upon a calendar of monthly 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.
 - b. Accommodate the needs of the site leader, staff and coach.
 - c. *Not* occur during major school events or when the majority of staff is scheduled to be out of the building.
3. A Plan of Service will be created collaboratively between site leader and coach during the first site visit. The site leader and coach will mutually agree upon:
 - a. 1-3 specific, measurable goals within the school improvement Key/SMART indicators.
 - b. Specific actions necessary for achieving those goals in a designated timeline.
 - c. Designated responsibilities for the coach and the site leader within the goals and action steps.
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.
5. Leader and coach 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.
6. Coach and site leader will record progress and next steps on the monthly report; copies will be provided to district leadership and EED.

Support Provided by SSOS Coach and the Alaska Department of Education & 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 that provides opportunity for growth, successful implementation of the site leader's goals, and a deeper understanding and application of school improvement systems.
2. Through coaching conversations with the principal, the coach will provide support targeted to the goals and action plans of the site's leadership team.
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 determine instruction.
 - b. Professional learning community protocols and structures.
 - c. Systems to ensure implementation of district-adopted curricula and instructional materials and the use research-based instructional practices.
 - d. Intervention systems for students with low performance; development and implementation of HSGQE remediation plans.
 - e. Principal walk-throughs to increase the use of effective instructional practices by all teachers.
 - f. Practices that promote a school-wide supportive learning environment (cultural relevance, maximized student learning time, school-wide positive behavior support, classroom management).
 - g. Use of Alaska STEPP and the implementation of the Alaska STEPP plan (or the paper improvement plan).
4. The coach will assist with data gathering and data analysis to assist site leader and staff in determining progress toward goals.
5. The coach will, when requested, obtain resources and information related to goals.
6. The coach will be on-site five days per month during the school year, with the exception of December; coach will provide distance support between visits.
7. EED SSOS staff will provide, as requested, additional information and support as it relates to the district's improvement work.

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 such as observation, modeling, or co-teaching in collaboration with the site leader.
3. The district/school will provide log in/password information to coach and EED for assessment systems such as AIMSweb and MAP.
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 district administration will, before the first site visit, provide visit information vital for working with the site, including but not limited to:
 - School and district calendar
 - Site staffing configuration and names of teachers
 - Copies of district curricula
 - List of adopted and commonly used instructional materials
 - Access to First Class (or similar) in order to be informed about district-wide communications
 - List of other training contractors working with the site
 - Copy of district and school professional development plan
 - School schedule

State System of Support Coaching Agreement Signature Page

Date of meeting: _____

Notes from meeting:

Printed Name of Site Leader _____ Initials _____

Printed Name of Coach _____ Initials _____



Appendix C: Expectations for Districts in Intervention

Indicator Codes

Key: State School Improvement requirements **SMART: ESEA requirements**

Curriculum			
Alaska STEPP Indicator			District Leader/Coach Implementation Focus
1.1	<i>Key</i>	The Alaska State Content Standards are aligned with district approved curricula.	Districts must adopt a core reading and math program and ensure that it is aligned.
1.2	<i>Key</i>	The district uses established procedures to monitor aligned curricula.	Districts must establish a system that ensures implementation of the adopted core programs (district oversight), including development of supporting documents for teachers to use in implementation.
1.4	<i>Key</i>	SMART District-wide SBA assessment data are used to identify gaps in the curricula.	District designs and provides training in data review protocols that determine if supplementary instructional materials are needed.
Assessment			
Alaska STEPP Indicator			District Leader/Coach Implementation Focus
2.1	<i>Key</i>	District-wide assessments are aligned with the Alaska State Content Standards and district approved curricula.	
2.3	<i>Key</i>	Universal screening assessments are administered district-wide multiple times a year in SBA-tested content areas.	District must implement the AIMSweb universal screener or an equivalent tool. Screeners must be given three times a year. Data from screeners is used by the district to guide professional development, support, and systems development.
2.4	<i>Key</i>	SMART District leaders analyze district-wide SBA data to evaluate student achievement in district/school curricular programs, and to make changes to improve student achievement.	District decisions regarding resources, materials, and support must be made based on multiple sources of student data, including the SBA.

Instruction			District Leader/Coach Implementation Focus
Alaska STEPP Indicator			District Leader/Coach Implementation Focus
3.1	Key	District monitors that instructional activities are aligned to the Alaska State Content Standards.	District must establish a system that ensures instruction by all teachers follows the curricula and that all teachers are using the district-adopted materials. This may include, but is not limited to, site leader walkthroughs, pacing guides, PLC meetings, and lesson plan reviews.
3.2	Key	SMART District wide efforts to help low-performing students become proficient are coordinated.	District must establish Response to Intervention (RTI) plan that provides district guidance to all schools regarding core instruction and targeted, additional instruction that meets students' instructional needs. This should include, but is not limited to: <ul style="list-style-type: none"> • Materials matched to student need • School and classroom schedules • Universal screeners and diagnostic assessments • Replacement core for students who are 2+ years below grade level • HSGQE remediation plans • Professional development
3.3	Key	SMART District incorporates scientifically based research strategies into the district-approved curriculum to strengthen the core academic programs in the schools.	District expectations are clear regarding instructional expectations. This should include, but is not limited to: <ul style="list-style-type: none"> • The Alaska Literacy Blueprint recommendations, such as: <ul style="list-style-type: none"> ○ 90 minutes of literacy instruction daily ○ Explicit instruction ○ Literacy instruction across content areas • 60 minute math instruction daily
3.4	Key	SMART District monitor the effectiveness of instruction by examining data from district-wide formative assessments.	District uses formative assessments to gather data about the effectiveness of instructional practices. District defines expectations of teachers in the use of formative assessments and provides training and support to ensure implementation. Formative assessments are examined in PLC meetings district-wide.

Supportive Learning Environment			
Alaska STEPP Indicator			District Leader/Coach Implementation Focus
4.1	Key	District provides resources that support a school environment that is conducive to learning.	District adopts policies and procedures for district-wide positive behavior/intervention support (PBIS) or similar programs to address student behavior support. This includes, but is not limited to, the following elements: <ul style="list-style-type: none"> • Student and parent handbooks • District-wide expectations for addressing student behavior issues • District-wide expectations regarding the amount of student learning time and limiting disruptions to instruction
4.5		SMART Equitable support and resources are provided by the district to extend learning opportunities to all students in need of additional support.	
4.6	Key	District promotes and supports school environments that reflect cultural awareness and an understanding of cultural values of the students and community.	Use of The Alaska Cultural Standards Rubric to assess district support of culturally relevant strategies.
4.7	Key	SMART District staff members communicate effectively with parents about learning expectations, student progress, and ways to reinforce learning at home.	
4.9	Key	District has policies and procedures regarding facility management.	

Professional Development			
Alaska STEPP Indicator			District Leader/Coach Implementation Focus
5.1	Key	SMART District achievement data are a primary factor in determining professional development priorities.	The district must use multiple sources of data to determine professional development priorities. The district must develop a plan that includes how the effectiveness of the professional development provided will be measured.
5.5	Key	SMART District allocates sufficient time and resources to support professional development outlined in the district improvement plan.	The district must develop a professional development plan that provides training and support to all teachers on district curricula, instructional materials, and expectations. This includes inservices, early release/PLC, and school-based support. Needs of new teachers should be addressed specifically. Site leaders are given guidance and resources to implement district expectations and to address specific site needs
Leadership			
Alaska STEPP Indicator			District Leader/Coach Implementation Focus
6.1	Key	SMART District leaders facilitate the development of the district improvement goals and the alignment of school and district goals.	Districts must complete an Intervention District Improvement Plan (IDIP) or use Alaska STEPP, addressing all requirements as outlined in this document. Districts must work with schools to create alignment between district/school plans.
6.2	Key	District leaders assist instructional leaders in understanding student achievement data and its use in improving instruction.	District leaders communicate expectations to site leaders regarding data-driven instruction and use existing structures (site leader meetings) and resources to support site leaders' efforts to address the needs of their teachers and students.
6.3	Key	SMART District staff systematically monitors the implementation of the school improvement plans.	District develops a system to monitor school improvement efforts and communicates this to site leaders. This includes, but is not limited to: <ul style="list-style-type: none"> • Site leader walk through reviews • PLC meeting notes • Establishing a briefing system on student achievement data and progress toward goals
6.6		SMART District leaders build a productive, respectful relationship with parents and community members regarding district improvement efforts.	

Appendix D: Expectations for Sites in Intervention

Indicator Codes

Key: State School Improvement requirements **SMART**: ESEA requirements

Curriculum			
Alaska STEPP Indicator			Site Leader/Coach Implementation Focus
1.1	<i>Key</i>	The district-approved curricula, which are aligned with Alaska State Content Standards, are being implemented.	Teachers use district-adopted curricula and related materials (pacing guides, instructional materials, assessments); school schedule confirms that all students have meaningful opportunity to learn tested content and meaningful exposure to non-tested content.
1.4	<i>Key</i>	SMART Statewide assessment data are used to identify gaps in the curricula.	Site uses established data review protocols that determine if supplementary instructional materials are needed.
Assessment			
Alaska STEPP Indicator			Site Leader/Coach Implementation Focus
2.1	<i>Key</i>	School-wide assessments are aligned with Alaska State Content Standards, and district curricula.	
2.3	<i>Key</i>	Universal screening assessments are administered multiple times a year, in all SBA-tested content areas.	School has system to ensure that all students are screened using district adopted screener; site leader and teachers review data and use to determine how to best meet the educational needs of students. Diagnostic assessments are used when further information regarding a student's learning is needed.
2.4	<i>Key</i>	SMART School staff review SBA data to evaluate school programs and student performance.	Site decisions regarding resources, materials, and support must be made based on multiple sources of student data, including the SBA.

Instruction			
Alaska STEPP Indicator			Site Leader/Coach Implementation Focus
3.1	<i>Key</i>	There is a system in place to ensure that classroom instructional activities are aligned with Alaska State Content Standards.	Site leader implements district procedures that ensure instruction by all teachers follows the curricula and that all teachers are using the district-adopted materials. This may include, but is not limited to, site leader walkthroughs, pacing guides, PLC meetings, and lesson plan reviews.
3.2	<i>Key</i>	SMART A coherent, written, school-wide plan to help low-performing students become proficient has been implemented.	Response to Intervention protocols are implemented by site leader and staff. Response to Intervention is evident in school and classroom schedules and is available to all students based on needs. District-adopted intervention materials are matched to student need and used by all staff. Diagnostic assessments are used when needed. A district-adopted replacement core at an accelerated pace is considered for students who are 2+ years below grade level. HSGQE remediation plans are designed and implemented.
3.3	<i>Key</i>	SMART The use of research-based instructional practices guides planning and teaching.	All teachers implement district expectations clear regarding instructional expectations. This should include, but is not limited to: <ul style="list-style-type: none"> • The Alaska Literacy Blueprint recommendations, such as: <ul style="list-style-type: none"> ○ 90 minutes of literacy instruction daily ○ Explicit instruction ○ Literacy instruction across content areas • 60 minutes of math instruction daily
3.4	<i>Key</i>	SMART Teachers regularly measure the effectiveness of instruction using formative assessment.	Site leader and all teachers use formative assessments to guide instruction and determine the effectiveness of instructional practices.. Formative assessments are examined in PLC meetings.

Supportive Learning Environment			
Alaska STEPP Indicator			Site Leader/Coach Implementation Focus
4.1	Key	Effective classroom management strategies that maximize instructional time are evident throughout the school.	Site leader and all staff implement the district's policies and procedures for district-wide positive behavior/intervention support (PBIS), or similar program, to address student behavior support. This includes, but is not limited to, the following elements: <ul style="list-style-type: none"> • Student and parent handbooks • School-wide expectations for addressing student behavior issues • School-wide expectations regarding the amount of student learning time and limiting disruptions to instruction
4.5		SMART Extended learning opportunities are made available and utilized by students in need of additional support.	
4.6	Key	The school and classroom environments reflect cultural awareness and understanding of cultural values of the students and community.	Use of The Alaska Cultural Standards Rubric to assess school and teacher use of culturally relevant strategies.
4.7	Key	SMART Staff communicates effectively with parents about learning expectations, student progress, and ways to reinforce learning at home.	
Professional Development			
Alaska STEPP Indicator			Site Leader/Coach Implementation Focus
5.1	Key	SMART Student achievement data are a primary factor in determining professional development priorities.	The site leader implements the district professional development plan and develops a complementary site-specific plan that is based on the needs of the students and provides training and support to all teachers on district curricula, instructional materials, and expectations.
5.4		SMART Mentoring is provided to support new teachers in the development of instructional and classroom management skills.	Participation in state mentor programs AND development of site level mentorship.

Leadership			
Alaska STEPP Indicator			Site Leader/Coach Implementation Focus
6.1	<i>Key</i>	SMART Instructional leader facilitates the development of the school improvement goals.	Site leader and team must write a School Improvement Plan (using Alaska STEPP or the paper plan) that addresses the needs of the students and is in alignment with the district improvement plan. The site leader must hold regular leadership team meetings that monitor the implementation of the plan. The site leader communicates goals, plan and progress in staff meetings and facilitates the use of early release time for PLC meetings that are in alignment with the plan.
6.2	<i>Key</i>	Instructional leader assists teachers in understanding student achievement data and its use in improving instruction.	Site leader uses structures in place, such as early release time, to provide teachers with opportunities to analyze and discuss multiple sources of data (SBA, screeners, diagnostic, progress monitoring, etc.) and supports efforts to adjust instructional practices to address the areas of need identified through this analysis.
6.5	<i>Key</i>	SMART Instructional leader conducts formal and informal observation and provides timely feedback to teachers on their instructional practice.	Site leader implements the district-approved process and timeline for formal observations, which must include a pre- and post conference. Site leader communicates this process to staff. Site leader also conducts regular walk-throughs (or a similar model that fits the context of the school) to provide ongoing feedback to teachers on their instruction.
6.6		SMART Instructional leader has a productive, respectful relationship with parents and community members regarding school improvement efforts.	
6.8		SMART Instructional leader regularly analyzes assessment and other data, and uses the results in planning for the improved achievement of all students.	Site leader establishes a data briefing system that ensures that all staff are aware of relevant data and are working to improve the implementation of the established school improvement goals.

Appendix E: Plan of Service Template

State System of Support Coaching Program

Plan of Service FY13

The Plan of Service should be developed collaboratively with the district and/or school administrative staff and the coach during the first site visit.

1. Prior to development of the Plan of Service, leader and coach review student achievement and other data to identify needs.
2. Identify at least three domains that will be the primary area of focus.
3. Identify at least one specific indicator for each domain that will be the primary areas of focus. At least one indicator in each domain must be a SMART and/or Key indicator.
4. For each indicator, identify the current level of implementation.
5. For each indicator, identify the data that will be utilized to document monthly progress (i.e. SBA, AIMSweb, professional development agendas, staff feedback, classroom observations).
6. For each indicator, identify at least one measurable goal that will be accomplished by December.
7. For each measurable goal, describe initial actions committed to by coach, leader, others.

In January, coach and leader revise the Plan of Service. This includes designating new goals or continuing to work toward implementation of current goals.

**State System of Support Coaching Program
Plan of Service FY13**

Date:
District, Site:
Leader:
Coach:

Summary of Student Achievement and Other Data Identifying Needs:

Areas of Focus

Domain:
Indicator:

Description of current level:

Measurable goal:

Data to be used to document progress:

Actions:

Domain:
Indicator:

Description of current level:

Measurable goal:

Data to be used to document progress:

Actions:

Domain:
Indicator:

Description of current level:

Measurable goal:

Data to be used to document progress:

Actions:

Attach calendar of proposed coach visits; include significant school events as appropriate.

Appendix F: Monthly Report Template

State System of Support Coaching Program

Monthly Report FY13

1. Report separately for each indicator identified in the Plan of Service.
2. For each indicator, provide the goals identified in the Plan of Service and a data summary that documents the current level of implementation and progress.
3. For evidence of implementation in this indicator, provide information that describes progress made since your last visit (i.e. observations, conversations, documents). 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.”)
4. For actions/next steps, document action steps committed to by team and identify those that are the responsibility of the coach, leader, and (if applicable) other team members.
5. 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).
6. Always follow FERPA rules and avoid including student names, ID numbers, or other identifying information.

**State System of Support Coaching Program
Monthly Report FY13**

Date of site visit:
District, Site:
Leader:
Coach:

Domain:
Indicator:
Measurable goal:

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

Evidence of Implementation as observed by leader and coach	Actions/Next Steps <i>*note actions committed to by coach, leader, others</i>

Notes:

Domain:
Indicator:
Measurable goal:

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

Evidence of Implementation as observed by leader and coach	Actions/Next Steps <i>*note actions committed to by coach, leader, others</i>

Notes:

Domain:
Indicator:
Measurable goal:

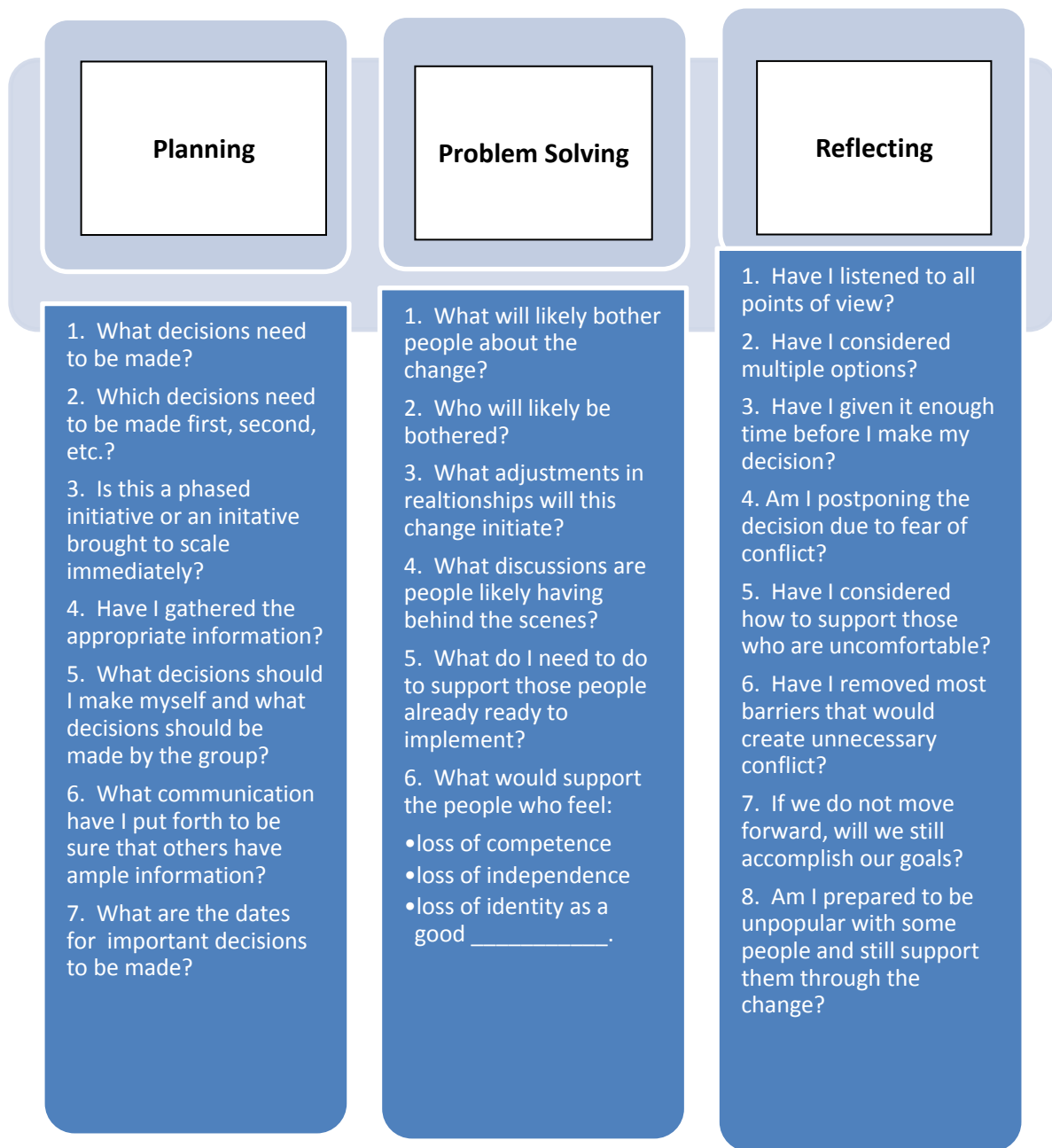
Summary of data (attach data displays as needed) used by team to document progress:

Evidence of Implementation as observed by leader and coach	Actions/Next Steps <i>*note actions committed to by coach, leader, others</i>

Notes:

Appendix G: Metacognition and Flexibility Protocol

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



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

Appendix H: Rehearsal Conversations Protocol

Elite performers say that their practices have to be so rigorous and true-to-life that by the time they get into true competition, game or match, their performance is almost automatic. If you practice well, slight changes in a performance or game time activity won't throw you off. To the contrary, if you haven't rehearsed enough, little things can have a big negative impact on performance.



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[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.
6. Practice the conversation with a colleague if possible.

Appendix I: Alaska Statutes and Federal Law Related to SSOS

AS 14.03.015. State education policy.

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.

AS 14.03.123. School and district accountability.

- (a) By September 1 of each year, the department shall assign a performance designation to each public school and school district and to the state public school system in accordance with (f) of this section.
- (f) In the accountability system for schools and districts required by this section, the department shall
 - (1) implement 20 U.S.C. 6301 – 7941 (Elementary and Secondary Education Act of 1965), as amended;
 - (2) implement state criteria and priorities for accountability including the use of
 - (A) measures of student performance on standards-based assessments in reading, writing, and mathematics, and including competency tests required under AS 14.03.075;
 - (B) measures of student improvement; and
 - (C) other measures identified that are indicators of student success and achievement; and
 - (3) to the extent practicable, minimize the administrative burden on districts.

AS 14.07.020. Duties of the department.

- (a) The department shall
 - (1) exercise general supervision over the public schools of the state except the University of Alaska;
 - (16) establish by regulation criteria, based on low student performance, under which the department may intervene in a school district to improve instructional practices, as described in AS 14.07.030 (14) or (15); the regulations must include
 - (A) a notice provision that alerts the district to the deficiencies and the instructional practice changes proposed by the department;
 - (B) an end date for departmental intervention, as described in AS 14.07.030(14)(A) and (B) and (15), after the district demonstrates three

consecutive years of improvement consisting of not less than two percent increases in student proficiency on standards-based assessments in math, reading, and writing as provided in AS 14.03.123(f)(2)(A); and

(C) a process for districts to petition the department for continuing or discontinuing the department's intervention;

(17) notify the legislative committees having jurisdiction over education before intervening in a school district under AS 14.07.030(14) or redirecting public school funding under AS 14.07.030(15).

(b) In implementing its duties under (a)(2) of this section, the department shall develop

(1) performance standards in reading, writing, and mathematics to be met at designated age levels by each student in public schools in the state; and

(2) a comprehensive system of student assessments, composed of multiple indicators of proficiency in reading, writing, and mathematics...

AS 14.07.060. Regulations.

The board shall adopt regulations that are necessary to carry out the provisions of this title. All regulations shall be adopted under AS 44.62 (Administrative Procedure Act).

AS 14.50.080. Consent to reasonable conditions.

The governor or the board as the federal law may require may accept all reasonable conditions which may be required by the federal government as a condition to receiving federal money for education purposes.

Appendix J: Alaska Administrative Codes Related to SSOS

4 AAC 06.800-899. School and district accountability.

4 AAC 06.759. High school graduation qualifying examination: remediation.

- (a) A district shall provide remediation to a student who has not passed one or more subtests of the state high school graduation qualifying examination (HSGQE) after the fall administration of the HSGQE in the student's 11th grade year. Remediation must begin no later than the start of the student's 11th grade year and continue as necessary for the student to pass all subtests of the HSGQE. Nothing in this subsection prevents a district from offering remediation at an earlier time.

4 AAC 06.800. Purpose.

The purpose of the school and district accountability system is to ensure that by school year 2013-14, all students will reach proficiency or better in language arts and mathematics.

4 AAC 06.840. Consequences of not demonstrating adequate yearly progress.

- (j) At any time after a district has been designated as Level 2 or higher under 4 AAC 06.835(b), the department may conduct a desk audit or an instructional audit of the district or one or more schools within the district. The department may require a district to provide information, including a self-assessment, as part of either audit process. To the extent permitted under federal law, the department will use federal programmatic funds allocated to the district to pay the cost of an instructional audit.
 - (1) "desk audit" means a review of data to determine the reasons a district has not demonstrated adequate yearly progress;
 - (2) "instructional audit" means an on-site review of the instructional policies, practices, and methodologies of the district or one or more schools within the district; an instructional audit may include a review of the district's or school's
 - (A) curriculum, including whether the curriculum is aligned with the state's standards and grade level expectations adopted in 4 AAC 01.140 and 4 AAC 04.150;
 - (B) assessment policy and practice;
 - (C) instruction;
 - (D) school learning environment;
 - (E) professional development policy and practices; and
 - (F) leadership.
- (k) If a district is designated under 4 AAC 06.835(b) as Level 3, the department will prepare to take corrective action in the district consistent with this subsection. If the district is

designated as Level 4, by the end of the school year in which the district receives the designation, the department will implement one or more of the following corrective actions in the district:

- (3) defer programmatic funds or reduce administrative money provided to the district from federal sources;
 - (4) institute and implement a new curriculum based on state content standards adopted in 4 AAC 04.140 and performance standards adopted in 4 AAC 04.150, including the provision, for all relevant staff, of appropriate professional development that
 - (A) is grounded in scientifically-based research; and
 - (B) offers substantial promise of improving educational achievement for low-achieving students;
 - (5) replace the district personnel who are relevant to the district's receipt of the designation;
 - (6) remove schools from the jurisdiction of the district and provide alternative arrangements for public governance and supervision of these schools;
 - (7) in conjunction with at least one other action in this subsection
 - (A) authorize students to transfer from a school operated by the district to a higher-performing public school operated by another district; and
 - (B) provide to these students transportation, or the costs of transportation, to the other school;
 - (8) appoint a receiver or a trustee to administer the affairs of the district in place of the chief school administrator, and school board.
- (l) Following the audit process described in (j) of this section, or, if no audit has been conducted, before implementing corrective action in a district under (k) of this section, the department will give notice to the district regarding the possible corrective actions, if any, under consideration for the district. A district has 15 days after receipt of notice to submit comments and evidence to the department before corrective action is implemented. When determining the appropriate corrective action under (k) of this section, the department will consider
- (1) the results of any audit conducted under (j) of this section;
 - (2) the actions taken by the district to address the district's failure to demonstrate adequate yearly progress;
 - (3) the growth that the district has shown in the proficiency level of its students;
 - (4) the public interest; and
 - (5) comments and evidence submitted by the district.

4 AAC 06.845. School improvement plan

- (a) A school required to submit a school improvement plan under 4 AAC 06.840(c) shall submit the plan to its district for approval not later than 90 days after designation under 4 AAC 06.835(a).
- (b) After receiving a plan from a school under (a) of this section, a district shall
- (1) establish a peer review process to assist with a prompt review of the plan;
 - (2) work with the school as necessary to modify the plan; and
 - (3) no later than 45 days after receiving a plan from a school, approve the plan for submission to the department if the plan meets the requirements of this section.
- (c) In developing a school improvement plan, a school must
- (1) consult with parents, school staff, and other interested persons;
 - (2) cover a two-year period;
 - (3) incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the designation;
 - (4) adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all students will meet a proficiency level of proficient or advanced on the state assessments by school year 2013-14;
 - (5) provide assurance that the school will allocate and spend at least 10 percent of the funding allocated to the school under 20 U.S.C. 6301 - 6339 (Part A of Title I of the Elementary and Secondary Education Act) to provide the school's teachers and principal with high-quality professional development that directly addresses the academic performance problem that caused the designation;
 - (6) explain how the high-quality professional development will directly address the academic performance problem that caused the designation;
 - (7) establish specific annual, measurable objectives for continuous and substantial progress by all students collectively and each subgroup of students enrolled in the school that will ensure that all students will meet a proficiency level of proficient or advanced on the state assessments by school year 2013-14;
 - (8) describe how the school will provide written notice about the designation of the school to parents of each student enrolled in the school, in a format and, to the extent practicable, in a language that the parents can understand;
 - (9) specify the responsibilities of the school and district, and the responsibilities agreed to by the department, in implementing the improvement plan;

- (10) include strategies to promote effective parental involvement in the school;
- (11) incorporate, as appropriate, activities for students before school, after school, during the summer, and during any extension of the school year; and
- (12) incorporate a teacher mentoring program.

(d) A school shall implement its plan immediately after receiving approval from the district. If the department determines that changes in the plan will improve the performance and progress of students at the school, the department will require changes to the plan at any time, including after implementation.

4 AAC 06.850. District improvement plan.

- (a) A district required to submit a district improvement plan under 4 AAC 06.840(h) shall submit the plan to the department for approval not later than 90 days after designation under 4 AAC 06.835(b).
- (b) In developing a district improvement plan, a district shall
 - (1) cover a two-year period;
 - (2) consult with parents, school staff, and other interested persons;
 - (3) incorporate scientifically based research strategies that strengthen the core academic program in the schools served by the district;
 - (4) identify actions that have the greatest likelihood of improving the achievement of students in meeting the academic performance requirements in 4 AAC 06.810;
 - (5) address professional development needs of the instructional staff;
 - (6) include specific measurable achievement goals and targets for all students collectively and each subgroup of students;
 - (7) address the fundamental teaching and learning needs in the schools of the district, and the specific academic problems of low-achieving students, including a determination of why any of the district's prior plans failed to bring about increased student academic performance;
 - (8) incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year;
 - (9) specify the responsibilities of the department under the plan, including specifying the technical assistance to be provided by the department; and
 - (10) include strategies to promote effective parental involvement in the school.

- (c) For each district for which the department has conducted an instructional audit under 4 AAC 06.840(j), the department will, after consultation with the district, draft a district improvement plan unless the department finds that the district has adequate instructional policies, practices, and methodologies. The district improvement plan may include
- (1) adoption of the program described in 4 AAC 06.872(c);
 - (2) technical assistance to the district regarding the implementation of a program for improvement under the improvement plan; or
 - (3) one or more corrective actions described in 4 AAC 06.840, 4 AAC 06.865, or 4 AAC 06.870 for the district as a whole or at a school in the district.
- (d) The technical assistance required under (c)(2) of this section may be provided by department personnel or by a contractor, and may include a site visit. The department may redirect the district's funding under AS 14.17 to provide money to pay for services by a contractor that the commissioner determines are necessary under this section. If a district fails to take an action required under the district improvement plan, the commissioner may, after notice to the district and an opportunity for the district to respond, cause the district's funding under AS 14.17 to be redirected to pay for the action or to a holding account for the district until the action is completed. The department will not redirect a district's funding under this subsection, and will not impose corrective action that involves personnel under (c)(3) of this section, if in each of the three previous years the district demonstrated increases of at least two percentage points in the standards-based assessment in mathematics, reading, and writing under 4 AAC 06.737.
- (e) A district may petition the department at any time to cease or continue an intervention taken by the department under this section. In considering whether to grant a petition under this subsection, the department will consider the
- (1) factors described in 4 AAC 06.840(j)(2); and
 - (2) public interest.
- (f) The department will not take action under (c) - (d) of this section unless it has reached a conclusion, after consideration of the evidence, that its action will likely improve student achievement.
- (g) Compliance with (c) - (f) of this section does not necessarily constitute compliance with a district's other responsibilities for school or district improvement under 4 AAC 06.800 - 4 AAC 06.899.

4 AAC 06.852. Technical assistance.

- (a) If a school is designated as Level 2 or higher under 4 AAC 06.835(a), the district within which the school is located shall ensure that the school receives appropriate technical assistance as the school develops and implements its improvement plan under 4 AAC 06.845 and throughout the plan's duration.
- (b) A district may arrange for the technical assistance to be provided by one or more of the following:
 - (1) the district;
 - (2) the department;
 - (3) an institution of higher education;
 - (4) a private or not-for-profit organization, a private for-profit organization, an educational service agency, or another entity with experience in helping schools improve academic achievement.
- (c) Technical assistance must be based on scientifically based research and include assistance in
 - (1) analyzing data from the state assessments, and other examples of student work, to identify and develop solutions to problems in
 - (A) instruction;
 - (B) implementing the requirements for parental involvement and professional development; and
 - (C) implementing the school improvement plan, including district-level and school-level responsibilities under the plan.
 - (2) identifying and implementing professional development and instructional strategies and methods that have proved effective, through scientifically based research, in addressing the specific instructional issues that caused the district to designate the school; and
 - (3) analyzing and revising the school's budget so that the school allocates its resources more effectively to the activities most likely to
 - (A) increase student academic achievement; and
 - (B) remove the school from its designation.

4 AAC 06.872. School-level desk audits.

- (a) Each year, at the same time the department is conducting district desk audits under 4 AAC 06.840(j), the department will conduct a school-level desk audit of all schools in the state. The department will identify a school as needing additional analysis if the school
 - (1) did not make adequate yearly progress under 4 AAC 06.805;

- (2) has fewer than 50 percent of its full-academic-year students score proficient or higher on the mathematics, reading, or writing standards-based assessment under 4 AAC 06.737; and
 - (3) has a school index point value under 4 AAC 33.540 of 85 or lower.
- (b) The department will determine whether the schools identified in (a) of this section would benefit from being placed on a program for improvement of instructional practices as described in (c) of this section. In making this determination, the department will consult with the superintendent of the district in which the school is located and will consider
- (1) the reasons the school has been identified, including whether the school serves a special population;
 - (2) whether the state has imposed a district improvement plan under 4 AAC 06.850(c) as a result of an instructional audit under 4 AAC 06.840(j);
 - (3) whether the district has implemented a comparable program in the school;
 - (4) whether the school has shown substantial growth in student achievement; and
 - (5) for a school with fewer than 20 tested students, multiple years of data.
- (c) After the department has determined under (b) of this section that a school would benefit from a program for improvement of instructional practices, the department will send notice of this determination to the district in which the school is located. In the notice, the department will inform the district of the deficiencies that need to be remedied and a timetable for implementation of the program and for amendment of the school improvement plan developed under 4 AAC 06.845 for the school. Within 30 days after receiving the notice, the district shall take action under the timetable as required by the department, and shall verify in writing to the department that it has taken that action. A program for improvement of instructional practices must include
- (1) weekly collaborative meetings of teaching staff to discuss individual student progress; logs of the meeting shall be recorded and sent to the superintendent;
 - (2) regular use of assessments that provide feedback for adjustment of ongoing teaching and learning in order to improve achievement of intended instructional outcomes; and
 - (3) school-level instructional management that provides professional development and technical assistance to staff and addresses grade-level expectations in the instruction.
- (d) The department will provide technical assistance to the district regarding the implementation of the program in (c) of this section, unless the commissioner determines that technical assistance is not required. Technical assistance may be provided by department personnel or by a contractor, and may include a site visit. The department may redirect money from the district's funding under AS 14.17 to pay for services by a contractor that the commissioner determines are necessary under this section.
- (e) The commissioner may require the district to implement or amend at a school under a program for improvement of instructional practices
- (1) corrective action described in 4 AAC 06.840 or 4 AAC 06.865; or

- (2) a remediation plan under 4 AAC 06.759 for students at the school who have not passed the state high school graduation qualifying examination (HSGQE).
- (f) If a district fails to take the action required under this section, the commissioner may, after notice to the district and an opportunity for the district to respond, cause the district's funding under AS 14.17 to be redirected to pay for the action or to a holding account for the district until the action is completed. Before requiring action under this subsection, the commissioner will consider the
 - (1) comments from the superintendent of the district;
 - (2) action taken by the district to improve the school;
 - (3) number of years the school has been identified under this section; and
 - (4) factors listed in (b) of this section.
- (g) The department will not redirect a district's funding under (d) or (f) of this section, and will not impose corrective action that involves personnel under (e) of this section, if in each of the three previous years the district demonstrated increases of at least two percentage points in the standards-based assessment in mathematics, reading, and writing under 4 AAC 06.737.
- (h) A district may petition the department at any time to cease or continue an intervention taken by the department under this section. In considering whether to grant a petition under this subsection, the department will consider the
 - (1) factors described in (b) and (f) of this section; and
 - (2) public interest.
- (i) Notwithstanding any other provision of this section, the department will not take action under this section unless it has reached a conclusion, after consideration of the evidence, that its action will likely improve student achievement.
- (j) Compliance with this section does not necessarily constitute compliance with a district's other responsibilities for school or district improvement under 4 AAC 06.800 - 4 AAC 06.899.