

## Program Review Interview Questions 2012-13

The program review interviews have two purposes: to discuss the activities of the approved Q Comp program and to determine where these activities fall on the Q Comp Program Review Rubric. In order to ensure that these purposes can be met, this document contains two sets of interview questions, one for licensed staff and one for the teacher leaders. The two sets of questions contain some of the same questions. This is done intentionally in order to determine that both the licensed staff and teacher leaders have the same understanding of program elements. There are also a number of differences between the sets of questions that relate directly to what each group needs to understand for the program to be implemented efficiently and with fidelity.

Review teams are to follow the scripted interview questions, but may ask additional, related, follow-up questions to gather more detail to ensure adequate evidence is collected to assess all rubric elements. Please refer to the review team training video for additional information on the types of follow-up questions that may be used.

Please note that for the purpose of this and all program review documents, the following definitions apply:

- “District” is defined collectively as the exclusive representative of the teachers/licensed staff, management and the school board members.
- All eligible entities (schools, school districts, intermediate districts and charter schools) will be referred to as “district.”
- “Site” is defined as any organizational unit in a district for which student enrollment data is reported in MARSS and staff data is reported in STAR.
- The term “teacher leader” will be used to refer to all positions outlined under *Component 1: Career Ladder/Advancement Options* for teachers in the district approval letter or plan change approval letters.
- The term “instructional level” is used to refer to elementary, middle school, high school and other sites, such as alternative learning centers, early childhood and adult education.
- “Licensed staff” and “teacher” refer to all licensed staff members who are part of the teacher bargaining unit.
- “Licensed staff specialist” is defined as noninstructional staff such as counselors, nurses, school psychologists, and social workers who are part of the teacher bargaining unit.
- “Learning team” refers to a teacher learning team or Professional Learning Community (PLC) (e.g., grade level teams, department teams) that meets regularly for professional development.

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The **licensed staff interview questions** should be used at each school site when the Site Review Team conducts the group interview with at least two licensed staff members representing a good cross section of the staff at the school site.

- Preferably some or all of the licensed staff members interviewed are on the learning team observed during the site review.
- Having the teacher leaders and administrator not present will help ensure the openness of the individuals interviewed.

The **teacher leader interview questions** should be used at each school site when the Site Review Team conducts the group interview with a representative group of teacher leaders that includes at least one representative for each teacher leader position working at the site.

- Preferably one of the teacher leaders interviewed is the person who facilitates the team meeting observed during the site review.
- Having the administrator not present will help ensure the openness of the individuals interviewed.

## I. Licensed Staff Interview

1. Describe the teacher leader positions your district has available for teachers to take on leadership roles as part of your district Q Comp plan. (1a)
  - a. How were you made aware of these positions? (1a)
    - i. Was the job description included in the posting? (1b)
  - b. How do teachers apply for or express interest in the positions? (1a)
  - c. How are teachers selected to hold these positions? (1a)
2. Tell us about how you are made aware of the role of the Q Comp teacher leaders in the district.(1b)
  - a. How can you access the job description for these positions? (1b)
    - i. What is included in the job description for each teacher leader position? (1b)
3. What role do teacher leaders play in providing professional development, facilitating learning teams and conducting observations/evaluations? (1d)
  - a. Tell us about how teacher leaders have introduced or modeled new teaching strategies and provided ongoing coaching support to you so far this year. (1d)
  - b. What impact has your work with teacher leaders had on your professional growth and on student achievement in your classroom? (1d)
4. How are teacher leaders evaluated in their leadership role? (1e)

5. Describe the structures, purpose and outcomes expected from your learning team meetings related to student achievement and classroom practice. (2a)
  - a. How are student data and student work regularly included in learning teams? (2a)
6. How are learning teams configured in terms of size and composition? (2b)
  - a. How does the composition of the team allow members to engage in the process and activities? (2b)
  - b. As a result of the activities from learning team meetings, what follow-up or ongoing coaching is provided to all members? (2b, 2d)
7. Describe the frequency and length of learning team meetings. (2c)
  - a. What is typically on the agenda for each learning team meeting? (2c)
8. Describe how learning from your team meetings has impacted your classroom instruction. (2d)
  - a. Provide examples of how learning from team meetings has impacted your classroom instruction. (2d)
  - b. What support is provided to you to help implement new learning from the team meetings? (2d, 2e)
9. Describe the expectation for connecting learning from team meetings to subsequent observations/evaluations? (2e)
  - a. Provide examples of the connection between learning from team meetings and subsequent observations. (2e)
10. Describe the training you have received regarding the observation/evaluation process. (3a)

11. Describe the observation/evaluation process including the live, full-class-period observations conducted annually. (3b)

- a. Who observes you during the year and how many times are you observed by each of these individuals? (3b)
  - i. How is the pool of observers selected and trained? (3b, 3c)
  - ii. How is it determined who your observers are? (3b, 3c)

12. Tell us about the pre- and post-observation conference process. (3d)

- a. When does each conference occur? (3d)
  - i. How soon do they occur before and after each observation?(3d)
- b. What is discussed at each conference? (3d)
- c. How has your instructional practice changed as a result of the observation/evaluation feedback? (3d)
- d. What kind of support or coaching do you receive to help you improve on areas identified during your observation/evaluation? (3d)
- e. How is the level of performance on each observation communicated during the post-observation conference and on the written feedback or observation form? (3e)
- f. What additional written feedback is provided (besides the level of performance) such as comments, coaching options, and other suggestions to improve performance? (3e)

## II. Teacher Leader Interview

1. Describe the teacher leader positions your district has available for teachers to take on leadership roles as part of your district Q Comp plan. (1a)
  - a. How were you made aware of these positions? (1a)
    - i. Was the job description included in the posting? (1b)
  - b. How do teachers apply for or express interest in the positions? (1a)
  - c. How are teachers selected to hold these positions? (1a)
2. Tell us about how you are made aware of the role of the Q Comp teacher leaders in the district.(1b)
  - a. How is your job description shared with all licensed staff? (1b)
    - i. What is included in the job description for each teacher leader position? (1b)
3. What salary augmentation or release time do you receive for your position?(1c)
  - a. How is this time adequate to complete the responsibilities of the position? (1c)
4. What role do you play in providing professional development, facilitating learning teams and conducting observations/evaluations? (1d)
  - a. Tell us about how you facilitate learning team meetings; field-test, introduce or model new teaching strategies; and provided ongoing coaching support to teachers throughout the year. (1d)
  - b. Describe your role in conducting teacher observation/evaluation. (1d)
  - c. What impact has your work with teachers had on their professional growth and on student achievement in the classroom? (1d)

5. How are you evaluated in your leadership role? (1e)
  - a. How is the retention of the position or earning of salary augmentation related to the results of your evaluation in the leadership role? (1f)
6. Tell us about the initial and ongoing training you receive in school improvement components, such as teacher observation/evaluation, job-embedded professional development, coaching and mentoring. (1g)
  - a. How long is the initial training? (1g)
  - b. How often are ongoing trainings provided? (1g)
  - c. What was included in each training session? (1g)
  - d. How has this training prepared you to complete the responsibilities of your position? (1g)
7. How do you ensure that the structures, purpose and outcomes expected for learning team meetings related to student achievement and classroom practice are understood by all team members? (2a)
  - a. What steps do you take to ensure learning team practices align with the expected structures, purposes and outcomes? (2a)
    - i. How are student data and student work regularly included in learning teams? (2a)
8. How are learning teams configured in terms of size and composition? (2b)
  - a. How does the composition of the team allow members to engage in the process and activities? (2b)
  - b. As a result of the activities from learning team meetings, what follow-up or ongoing coaching is provided to all members? (2b, 2d)

9. Describe the frequency and length of learning team meetings. (2c)
  - a. What is typically on the agenda for each learning team meeting? (2c)
10. Describe the expectation for how learning from team meetings impacts classroom instruction. (2d)
  - a. Provide examples of how learning from team meetings has impacted classroom instruction. (2d)
  - b. What support do you provide to teachers to help implement new learning from the team meetings? (2d, 2e)
11. Describe the expectation for connecting learning from team meetings and subsequent observations/evaluations? (2e)
  - a. Provide examples of the connection between learning from team meetings and subsequent observations. (2e)
  - b. How do you help teachers make this connection? (2e)
12. Describe the training you provide to teachers regarding the observation/evaluation process. (3a)
13. Describe the observation/evaluation process including the live, full-class-period observations conducted annually. (3b)
  - a. Who observes each teacher during the year and how many times are they observed by each of these individuals? (3b)
    - i. How is the pool of observers selected and trained? (3b, 3c)
    - ii. How is it determined which members of the pool observe each teacher and how often? (3b, 3c)

14. Tell us about the pre- and post-observation conference process. (3d)

a. When does each conference occur? (3d)

i. How soon do they occur before and after each observation?(3d)

b. What is discussed at each conference? (3d)

c. How have you seen teacher instructional practice changed as a result of the observation/evaluation feedback? (3d)

d. What kind of support or coaching do you provide to help teachers improve on areas identified during the observation/evaluation? (3d)

15. How is the level of performance on each observation communicated during the post-observation conference and on the written feedback or observation form? (3e)

a. What additional written feedback is provided (besides the level of performance) such as comments, coaching options, and other suggestions to improve performance? (3e)

16. Describe the length of the comprehensive training observers receive annually. (3f)

a. What content is included in this training? (3f)

b. What high-quality, inter-rater reliability activities are included? (3f)

17. Describe the frequency and length of annual ongoing training sessions for observers related to scoring practices and ensuring inter-rater reliability. (3g)

a. What content is included in this training? (3f)

b. What high-quality, inter-rater reliability activities are included? (3f)