

## GSAPS Interview/Focus Group Prompts

| No. | Structure                             | Prompt  | Guiding Questions to Prompt In-depth Discussion   | Listen-fors   |
|-----|---------------------------------------|---|---|---|
| 1   | CI-1<br>Teacher                       | Describe collaborative planning.  | <ul style="list-style-type: none"> <li>How often do you meet?</li> <li>What expectations are in place for collaborative planning?</li> <li>Describe what a typical planning session looks like.</li> <li>Who facilitates the planning?</li> <li>What documents do teachers use during collaborative planning?</li> <li>Any common templates used for lesson planning?</li> <li>Do administrators attend?</li> </ul> | Routine use of processes that facilitate data-driven collaborative planning of rigorous instruction and assessment aligned to the standards   |
| 2   | CI-2<br>Teacher                       | Describe what classroom instruction usually looks like.   | <ul style="list-style-type: none"> <li>Do you use an instructional framework?</li> <li>How often are classroom observations done (excluding TKES?)</li> <li>Are there any common evidence-based instructional strategies used during delivery?</li> <li>How are learning targets created?</li> <li>How do students know if they have mastered the learning target?</li> </ul>                                       | Routine use of processes that facilitate instructional delivery centered on student engagement, student feedback, differentiation, student self-monitoring, and clear expectations for student success. |
| 3   | CI-3<br>Teacher<br>LT<br>IC/AP        | Describe how student achievement data is used to plan instruction.  | <ul style="list-style-type: none"> <li>How and when is data reviewed?</li> <li>Are there common expectations around data usage?</li> <li>How is instruction changed due to data review?</li> <li>Do students monitor their own data? How?</li> </ul>  | Routine use of processes to monitor student achievement through a balanced system of assessments. Routine use of processes to enhance and support individual learning needs based on assessment data.   |
| 4   | CI-4<br>Teacher<br>IC/AP<br>Principal | How do you know that the work accomplished in collaborative planning is translated into effective instructional delivery? | <ul style="list-style-type: none"> <li>Do administrators attend CP, who gives feedback on lesson planning?</li> <li>Who reviews lesson plans?</li> <li>How often are focus walks done and the data reviewed?</li> </ul>   | Routine use of processes to monitor collaborative planning and instructional delivery. Routine use of processes to use monitoring data to drive school improvement work.                                |
| 5   | EL-1<br>Principal<br>LT<br>Counselor  | What does the school do to focus the climate and culture on learning?   | <ul style="list-style-type: none"> <li>Describe the school climate?</li> <li>Is there a focus on protecting instructional time?</li> <li>Does the master schedule create enough time to teach the standards?</li> </ul>   | Routine use of processes to protect instructional time and to focus all stakeholders on learning.   |

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| 6   | EL-2<br>Teacher<br>LT           | How is the staff given opportunities to be a part of the decision-making process?                 | <ul style="list-style-type: none"> <li>How is the faculty and staff involved in decision making and problem solving for the school?</li> <li>What is process for teachers in a non-leadership role to express their concerns and opinions?</li> <li>What is the leadership team's role in decision-making?</li> </ul>  | Routine use of processes to build capacity of all stakeholders   |
| 7   | EL-3<br>Principal<br>IC/AP      | What does the school do to reduce the variability of instruction across all classrooms?           | <ul style="list-style-type: none"> <li>How often are focus walks conducted?</li> <li>How does the school use the data from the focus walks?</li> <li>Do teachers get to observe other teachers?</li> <li>Is there a process for tiering teachers for support?</li> <li>What supports are in place for teachers who are not meeting expectations?</li> <li>Do you have model classrooms?</li> </ul> | Routine use of processes to improve planning and delivery of instructional across all content areas, to encourage and celebrate strong instruction, and to consistently focus improvement efforts on weak instruction. |
| 8   | EL-4<br>Teacher<br>LT<br>IC/ AP | Describe the primary resources available to support effective instruction.                        | <ul style="list-style-type: none"> <li>Do you have the resources you need for teaching the GSE with quality and fidelity?</li> <li>Is there a process for obtaining resources and who monitors usage?</li> <li>Are the resources or programs you are currently using aligned to the GSE and accurately predict performance on the milestones?</li> </ul>   | Routine use of processes to plan, direct, and monitor the effective use of resources to support increased student achievement.   |
| 9   | EL-5<br>Principal<br>LT         | How does the school intentionally and effectively improve its systems and processes?              | <ul style="list-style-type: none"> <li>What is the role of the leadership team at this school?</li> <li>Describe a typically meeting?</li> <li>How often do you meet?</li> <li>What data does the leadership team use to improve the school's systems? How are problems solved and decisions made? What does the LT monitor monthly?</li> </ul>  | Routine use of processes to monitor and improve systems, structures, and processes.  |
| 10  | PC-1<br>Principal               | How does the school vet and hire teachers who will have a positive impact on student achievement? | <ul style="list-style-type: none"> <li>What are the hiring processes at the school?</li> <li>How do you recruit quality teachers?</li> <li>Who participates in the interview process?</li> </ul>   | Routine use of processes to recruit, interview, and hire staff.  |
| 11  | PC-2<br>Teacher<br>IC/ AP       | How is the growth of the staff's knowledge and skills intentionally addressed?                    | <ul style="list-style-type: none"> <li>How are professional learning topics decided? Who delivers the Professional learning?</li> <li>Who monitors the implementation of the PL? How do you know if it is</li> </ul>   | Routine use of processes to implement and monitor a professional learning system that  |

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|     |  |   | <p>working? Does everyone attend the PL or is it differentiated?</p> <ul style="list-style-type: none"> <li>Do you have a PL calendar?</li> </ul>   | supports specific and targeted teacher needs.  |
| 12  | PC-3<br>Principal<br>LT                | What is in place to support the placement and retention of staff?   | <ul style="list-style-type: none"> <li>How do you recognize teachers and staff?</li> <li>What incentives are there for teachers to want to stay here and work?</li> <li>What supports are in place for teachers needing extra support in the classroom?</li> </ul>                                | Routine use of processes to support the development, placement, and retention of high-achieving staff.   |
| 13  | PC-4<br>Principal<br>LT<br>IC/AP       | How does the school facilitate effective, data-driven collaboration?  | <ul style="list-style-type: none"> <li>What are the expectations for PLC/collaboration here?</li> <li>How is the collaboration monitored for improved teacher quality and student outcomes?</li> </ul>  | Routine use of processes to effectively collaborate as a professional learning community to enhance collective performance.                                |
| 14  | FCE-1<br>Principal<br>LT<br>Counselor  | How does the school connect the larger community to student learning and the work of school improvement?    | <ul style="list-style-type: none"> <li>Does the front office welcome parents and community members?</li> <li>How does the school get the community/parents involved at the school?</li> </ul>   | Routine use of processes to establish a positive learning environment and to engage the larger community as active participants in the life of the school. |
| 15  | FCE-2<br>Teacher                       | How does the school engage in two-way communication with the community?                                     | <ul style="list-style-type: none"> <li>What are the communication expectations here?</li> <li>How often does it occur?</li> <li>How can parents communicate with you?</li> </ul>  | Routine use of processes to communicate effectively and regularly.   |
| 16  | FCE-5<br>Principal                     | How is leadership shared with the larger community?   | <ul style="list-style-type: none"> <li>How are families/community members involved in the decision-making policies of the school?</li> <li>Are parents on the school leadership team?</li> <li>Do you have a PTA/PTO, or school council?</li> </ul>   | Routine use of processes to educate and empower the larger community to partner with the school guide the work of school improvement.                      |
| 17  | FCE-6<br>LT,<br>Principal<br>Counselor | What expanded learning, community services and civic participation opportunities are available to students? | <ul style="list-style-type: none"> <li>What community organizations support the school and how?</li> <li>Do you have access to business partners that help meet the needs of your students? How can you increase these partnerships and create more opportunities to support students?</li> </ul> | Routine use of processes to collaborate with the larger community to expand learning opportunities and services for students.                              |

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| 18  | SLE-1<br>Principal   | How does the school support orderliness and safety?  | <ul style="list-style-type: none"> <li>Do you feel safe at school? Is the school clean in all areas?</li> </ul>  | Routine use of processes to maintain order and safety in ways that maximize student learning and staff effectiveness. |
| 19  | SLE-2<br>Teacher<br>Principal<br>LT<br>IC/ AP<br>Counselor | How does the school support the needs of the whole child?  | <ul style="list-style-type: none"> <li>What is your process to identify and support students who are not meeting expectations?</li> <li>What does the RTI process look like at the school?</li> <li>Do you have a MTSS that effectively meets the needs of students?</li> <li>How are students supported emotionally?</li> <li>How many counselors and what is their role?</li> <li>How does the counseling staff promote academic success?</li> </ul> | Routine use of processes to provide a multi-tiered system of supports for individual students.                        |
| 20  | SLE-2<br>Counselor   | <b>Middle and high school:</b> How does the counseling staff support college and career readiness?   | <ul style="list-style-type: none"> <li>How does the counseling department advise students on college and career opportunities?</li> <li>How does the counseling department provide support to students that are in need or request college and career support?</li> </ul>  | Routine use of processes to provide individual/groups of students with academic, behavior, and career services.       |
| 21  | SLE-2<br>Principal<br>IC/ AP<br>Counselor                  | <b>High school:</b> Describe the process used by the school to improve the school's graduation rate. | <ul style="list-style-type: none"> <li>How does the counseling department and/or graduation coach monitor student course completion as it relates graduation rate?</li> </ul>  | Routine use of processes to increase the number of students graduating within four years, followed by five years.     |