Delaware Department of Education
Comprehensive Success Review

Principal and Teacher Leader Interview Questions

School: _____   Date: _____

Interviewer: _____

Protocol for Principal and Teacher Leader Interviews:
- Read Purpose Statement: The goal of the Delaware Comprehensive Success Review process is to identify areas of strengths and challenges in the research-based elements and provide technical assistance to schools in developing strategies to address the areas of need. The schools and districts will be able to include these needs, strategies and associated measures in their Success Plans for continuous school improvement.
- Inform the staff member that this is a confidential interview. Report will not include principal's or staff member's name.
- Inform the staff member it is okay to not answer a question if he/she is unsure or does not have knowledge of the questions topic.
- Allow approximately 90 minutes for interview.
- Document all responses on this form. Allow staff member to review answers for accuracy if requested.

Leadership

1. What is the Mission and Vision of the school? Where can the Mission and Vision be found in this school? **(I.1)**
2. How are the Mission and Vision communicated to stakeholders (teachers and other school staff, parents, community, students)? How do you communicate the Mission and Vision to staff, parents and students? **(I.1)**
3. Who is on the school leadership team and how are they selected? **(I.2)**
4. What is the focus of the school leadership team and how often does it meet? How often is the plan monitored throughout the school year and how often has it been revised? How are the plan and revisions shared with all stakeholders? **(I.2, I.6)**
5. What types of data are used to develop a Success Plan that is focused on student achievement? **(I.2)**
6. Does your school leader implement DPASII according to the State regulations for process and timeline? Did you have a Goal setting conference? Did you have preconference? Did you have a post conference? Were the documents returned to you in a timely manner? **(I.3)**
   a. If you are the administrator in this building and we looked at your district's online platform for DPASII, would you be "up to date" as of today with your DPAS II observation timeline? **(I.3)**
   b. What would teachers say if asked if you follow the DPASII process with fidelity? **(I.3)**
7. Were you given instructional feedback by your school leader as part of the DPASII process that impacted your teaching and professional growth? If yes, please provide an example that impacted your teaching or professional growth. **(I.3)**
   a. If you are the administrator in this building, please give examples of how you give instructional feedback through the DPASII process to all staff. **(I.3)**

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8. How often are walkthroughs conducted by school leaders in your school? How often do your peers conduct walkthroughs in this school? **(I.3)**
    a. If you are the administrator, how do you determine the walkthrough process for your school (including look fors, documentation and who receives walkthroughs)? **(I.3)**
9. Were you given instructional feedback by your school leader as part of the walkthrough process that impacted your teaching and professional growth? If yes, please provide an example that impacted your teaching or professional growth. **(I.3)**
    a. If you are the administrator in this building, please give examples of how you give instructional feedback through the walkthrough process to all staff. **(I.3)**
10. What happens in a typical PLC meeting; how much time is spent on curriculum, instruction and assessment? How are the topics determined, who determines them? How often do PLCs meet? Who leads the work of PLCs and who monitors the work of PLCs? How are specialists, special education and non-instructional staff included in the PLC process? **(I.3, I.4, II.2, VI.3)**
11. What school structures, procedures and programs focus on student achievement? **(I.4)**
12. How are school wide decisions made related to improving student achievement and by whom are they made? How are they communicated to all stakeholders? **(I.5)**

Budget and Resources
13. What is the school's process for creating and amending the school's budget? Who develops the school budget? What input do staff members have in developing the school budget? **(II.1)**
14. How is the school budget aligned to the priorities set in the school Success Plan? **(II.1)**
15. How is the school budget and available resources communicated to stakeholders? **(II.1)**
16. In addition to PLCs, how much individual and common planning time is allocated for instructional staff to work collaboratively within the grade and across grade levels and content areas on increasing student achievement? **(II.2)**

Teacher and Student Class Assignment
17. How is it decided which teachers get which students and which classes? Who has input? **(III.1, III.2)**
18. How is it decided which students are placed in interventions (non-special education) and who teaches the interventions? **(III.2)**

Curriculum and Instruction
19. Is the school curriculum aligned to the CCSS and other standards vertically and horizontally? How does the school leadership ensure the curriculum is implemented with fidelity? **(IV.1)**
20. What is the school's CCSS implementation plan? **(IV.1)**
21. What does school leadership do to ensure that daily instruction is aligned to CCSS and other standards? What indicators are used to ensure that classroom instruction is rigorous? **(IV.2)**
22. How does school leadership monitor that instruction is differentiated by content, process or product to ensure students meet proficient or advanced levels of achievement? **(IV.2)**
23. Which scientifically research-based strategies are expected to be observed across classrooms? How does the administration ensure that all staff receives professional

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development in the use of these strategies, and what processes are used to monitor that scientifically research-based instructional strategies are used in all classrooms?**(IV.3, VI.2)**

24. How are students selected for interventions? **(IV.4)**
25. How are interventions matched to student need? **(IV.4)**
26. How are students monitored for progress and what is the schedule for monitoring? **(IV.4)**
27. How is the progress monitoring data used? How often are students regrouped based on the data? **(IV.4)**
28. Are all students provided with adequate instructional materials that are 5 or less years old? Are all instructional materials (i.e. textbooks, software, manipulatives) in use aligned to CCSS or the standards? If materials are not aligned, how are the standards taught to meet student needs? **(IV.5)**

Assessment and Accountability

29. What assessments (other than state) does your school implement that are aligned to CCSS or the standards? **(V.1)**
30. How do teachers use state, district and classroom assessment results to plan instructional units and lessons? How does school leadership monitor lesson planning? **(V.1, V.2)**
31. How are individual student assessment results used to differentiate instruction based on student needs and the goals of the instructional unit? How does school leadership monitor differentiation? **(V.2)**
32. Does the school or district have a standards based grading policy? **(V.3)**
33. Do teachers in the school use rubrics based on the standards to assess student learning? **(V.3)**
34. How are teachers informed of the accommodations specified in their students' IEP? **(V.4)**
35. How is implementation of student accommodations during classroom instruction and assessment monitored? **(V.4)**
36. Are there any students in your school who need to be provided with alternate assessments? If so, how does school leadership ensure that these are provided and that staff are trained to administer the assessments? **(V.5)**
37. How are individual student results communicated to staff, parents and in multiple languages if necessary? **(V.6)**
38. How does the school share and inform educators, parents, and the community of district, school and subgroup assessment results and progress toward achievement of standards? **(V.7)**

Professional Development

39. Is there a school (not district) year-long professional development plan? If so, who develops the plan and does it include professional development for all school staff (including teachers, non-instructional staff, paraprofessionals and administrators)? **(VI.1, II.2)**
40. How and when is school level professional development delivered? **(VI.1, II.2)**
41. How are the professional development needs of the school and all individual staff members determined and met? **(VI.1)**
42. What process does the school use to ensure that professional development is research-based? **(VI.2)**
43. How does the school use coaching and mentoring to provide support for the implementation of professional development? **(VI.4)**

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44. How are coaches or mentors selected and used in this school? How is it determined which teachers will work with the coaches (if available)? **(VI.4)**
45. How does the school monitor the effectiveness of coaching and mentoring? **(VI.4)**
46. What professional development have teachers in this school received in the past year related to analyzing assessment data? **(VI.5)**
47. What is the process for analyzing and adjusting school and individual professional development plans? **(VI.6)**
48. How does the school evaluate and monitor the impact of professional development on classroom instruction? **(VI.6)**

School Environment
49. How does school leadership communicate and demonstrate high expectations for student mastery of the State and Common Core State Standards to all stakeholders (staff, parents, community, students)? **(VII.1)**
50. What types of additional academic and non-academic support does the school offer students in need? **(VII.1)**
51. How does school leadership communicate high expectations for teachers, staff and administrators? **(VII.2)**
52. Give me some examples of how your school publicly celebrates student (academic and nonacademic) staff, administrator, parents and community success. **(VII.3)**
53. Tell me about your school safety plan and policies in place to foster a safe learning environment. **(VII.4)**
54. Tell me about your school's behavior plan. Describe its effectiveness. **(VII.5)**
55. Describe how the school provides tiered support and interventions for student behaviors. **(VII.5)**
56. What supports are in place to identify and support students coping with social, emotional and mental health needs? **(VI.6)**
57. What policies and procedures are in place to identify and support the needs of students with physical health, nutrition and physical activity needs? **(VI.7)**

Parents and Community
58. Are parents and community members involved in aspects of the school success planning process? If so, how are parents and community members recruited to participate in the development, implementation and monitoring of the School Success Plan? In what ways do they participate in the development, implementation and monitoring of the School Success Plan? **(VIII.1)**
59. Describe how the school attempts to ensure appropriate representation from various student and community demographic subgroups (ethnicity, income-level, special education, etc.) in the school success planning process? **(VIII.1)**
60. How would you describe the school's policies, procedures and practices for effectively communicating with and involving and recruiting all families and community members in activities that support student learning? **(VIII.2, VIII.3)**

General
61. Is there anything else you would like to tell us about your school or district?