List of Required On-Site Interview Groups 2012-2013

The comprehensive school improvement site visit process provides the opportunity to gather input from key stakeholder groups. This document lists the groups required and outlines the expectations for individuals participating in the interviews.

As a schedule is created, it is important for the district/school to work with the school improvement consultant leading the visit in order to ensure all groups are represented.

It is also important that the final schedule include the location where each interview will be held. *The names of the persons to be interviewed could be included on the schedule or provided to the team leader on a separate list.*

If possible, it is advantageous for interviews to be conducted somewhere other than the team workroom. This allows some team members to work on document review while others are conducting interviews. The site visit team leader will work with the district/school as it develops the schedule for the site visit.

In developing the site visit schedule, the groups and individuals listed are required to have separate interviews of sixty (60) to seventy-five (75) minutes unless otherwise stated. Team members will facilitate introductions and explain the purpose of the visit at the beginning of each interview session.

WHEN SCHEDULING INDIVIDUALS FOR INTERVIEWS, PLEASE ADHERE TO THE FOLLOWING:

The district/school is expected to avoid scheduling individuals for more than one interview without consultation with the site visit team leader.

When establishing interview groups, avoid including spouses of employees, other relatives, or children of employees or school board members.

When scheduling students in interviews, districts/schools should avoid selecting students who are children of teachers, administrators, school board members, or other district/school employees.

When establishing interview groups made up of district/school staff, do not place supervisors in the same interview group with persons whom they supervise.

Interview groups should have balanced representation of gender and include teachers of diverse racial/ethnic backgrounds when the opportunity makes it possible.

INTERVIEWS REQUIRED FOR SCHOOL DISTRICTS AND ACCREDITED NON-PUBLIC SCHOOLS:

- **Superintendent, Curriculum Director, and Equity Coordinator -** While this interview provides an opportunity to more deeply explore district programs and practices, it also provides the site visit team with an opportunity to ask questions that result from the district overview presentation, interview groups, and document review. It is also an opportunity for the interviewees to ask any questions he/she might have. The superintendent, curriculum director, and equity coordinator may also be called upon to answer questions throughout the site visit as needed. The equity coordinator may be a part of this interview or part of the building principals' interview(s), as appropriate.

- **Building Principals, PreK-12 -** Elementary, middle school, high school, and alternative school principals may be interviewed as a group or individually at a designated site within the district. Follow-up interviews may be conducted with individual principals, if necessary. In large districts, a representative sample group of administrators may be selected for the interview. The district's equity coordinator may be a part of this interview or part of the superintendent / curriculum director interview, as appropriate.

- **Board of Education -** This interview should include less than a quorum of board members unless notice of the meeting has been properly published.

- **Career and Technical Education Teachers (vocational) (public schools).** This interview should include middle school and high school representatives from each area of the career and technical education program offerings in grades 7-12.

- **General Education Teachers, PreK-12 (group of 10-12 PreK-12 general education teachers):** This interview should include a group of 10-12 PreK through grade 12 teachers representative of grade levels and content areas. District enrollment will determine the number of PreK – 12 teacher interviews to be conducted.

- **Special Education and Collaborative General Education Teachers, PreK-12 -** This interview is with a random sampling of special education teachers and general education collaborative teachers representing PreK, elementary, middle school, and high school levels. District enrollment will determine the number of Prek-12 special education and collaborative general education teacher interviews to be conducted.

- **Instructional Support Staff, PreK-12 (group of 10-12 instructional support staff).** This interview is with paraprofessionals (e.g., Special Education and Title I).

- **Learning Supports Staff, PreK-12 (public schools) (Gifted and Talented, Media, ESL, Title I, Technology) -** This interview should include staff members that coordinate programs and/or provide services PreK-12. Included should be the coordinators for Gifted and Talented, Media, ESL, Title I, and Technology.

- **Learning Supports Staff, PreK-12 (public schools) (Guidance, At-Risk, Alternative Program/School, School Nurse)** - This interview should include staff members that coordinate programs and/or provide services PreK-12. Included should be the coordinators for Guidance, At-Risk, and Alternative Program/School, and School Nurse.

- **Parents / Guardians, PreK-12 (group of 10-12 parents / guardians) -** This group should reflect the PreK-12 system with the same demographic distribution as that for the student interviews (e.g., academic performance, college and non-college aspirations, gender, and race/ethnicity). Interviewees in this group should also be selected from parents of students who are receiving services through programs such as Special Education, At-Risk, English as a Second Language, Gifted and Talented, Title I, and Alternative School / Program. District enrollment will determine the number of PreK-12 parent/guardian interviews to be conducted.

- **School Advisory Committees –** This interview will include representatives from the district's School Improvement Advisory Committee (SIAC), Career and Technical Education Advisory Committee (CTE).
    - If the district utilizes a CTE Advisory through a consortium contact the School Improvement Consultant to determine participants.

- **Special Education Director / Coordinator -** This interview will be a focused one-on-one interview between the district's Special Education Director/Coordinator and the Special Education Cadre Team Member. The District Special Education Director/Coordinator will need to be familiar with, and bring to the interview, the following:
    - All special education Corrective Action/Action Plans (e.g., I-STAR, Part B Corrective Action Plan, CEIS/Disproportionality, Suspension/Expulsion, etc.)
    - District special education data profile
    - BEDS data for a conversation about collaborative teaching related to Highly Qualified Teacher (HQT)

- **High School Students (group of 10-12 students) –** The high school student interview group should include students in grades 9-12 and reflect the student population, including demographic diversity in terms of academic performance, college and non-college aspirations, gender, race/ethnicity, and represent families from all income levels. Schools/districts are reminded to include students receiving services from programs such as alternative schools, Special Education, At-risk, English as a Second Language, Gifted and Talented, and Title I as members of this interview group.

- **Junior High/Middle School Students (Group of 10-12 students) -** The junior high/middle school student interview group should include students in grades 7-8 (or 6-8 if middle school) and reflect the student population, including demographic diversity in terms of academic performance, college and non-college aspirations, gender, race/ethnicity, and represent families from all income levels. Schools/districts are reminded to include students receiving services from programs such as alternative schools, Special Education, At-risk, English as a Second Language, Gifted and Talented, and Title I as members of this interview group.

- **Students in K-6 Schools/Districts -** Districts/schools serving only students in grades K-6 will select students in grades 5 and 6. The student interview group should reflect the student population, including demographic diversity as described in the previous Student Interview groups.

ADDITIONAL INTERVIEWS:

Title I - If a DE Title I Consultant is a team member on the visit, the district will need to schedule a separate interview with the district's Title I teachers. The School Improvement Consultant will work with the superintendent for scheduling.

Alternative Program or School / Residential Facility- Personnel and students will be scheduled for interviews, if applicable. The School Improvement Consultant Team Leader will schedule an on-site interview with staff and students if there is an alternative school or residential facility in the district.

Early Childhood- If a DE Early Childhood Consultant is a team member on the visit, the district will need to schedule separate interviews with the district's preschool parents. The DE Early Childhood Consultant will work with the superintendent for scheduling.

Examples of site visit schedules may be found at:

http://educateiowa.gov/index.php?option=com_content&task=view&id=1558&Itemid=2342#

INTERVIEWS REQUIRED FOR FOCUSED EQUITY VISITS:

Equity Coordinator(s) - This interview is with the person(s) designated to coordinate the school district's efforts to comply with civil rights/equity requirements such as Title IX (Gender Equity), Section 504 (Disability Equity), Title VI (Race/National Origin Equity). This should be the person or persons designated as the contact person on the district's non-discrimination policies. In some districts it may be one person. In other districts there may be two or more persons sharing the responsibility.

Middle and High School Guidance Counselors - This interview is with middle and high school counselors. In large school districts, it may be with a representative group of 6-10 counselors.

English As a Second Language - This interview group should include teachers who provide language assistance to students for whom English is their second language.

Athletic Director, Activities Coordinator, Coaches, and Physical Education Teachers – The athletic coordinator and the activities coordinators may be one or two persons. The interview should include several head coaches and physical education teachers representing elementary, middle , and high school, as well as both boys' and girls' activity programs. When possible the interview should include both male and female head coaches and minority coaches when possible.

Employment, Personnel and Human Resource Coordinator - This interview is with the person responsible for directing and coordinating employment and personnel policies and processes. In small district this is usually the Superintendent. In larger districts it may be someone with specialized employment/personnel related responsibilities.

Physical Facilities/Buildings & Grounds Staff - This interview focuses on accessibility of physical facilities to persons with disabilities. In larger districts it would be with the supervisor or administrator in charge of buildings and grounds. In smaller districts it should be with the person who is most

knowledgeable about the accessibility of physical facilities.

Examples of site visit schedules with a focus on equity may be found at:

http://educateiowa.gov/index.php?option=com_content&task=view&id=1558&Itemid=2342#Public

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