Florida Site Visit Preparation Guidance: "At-A-Glance"

The Site Visit Handbook serves as the comprehensive guide to all procedures and protocols for conducting site visits. In order to support programs in preparing for the site visit, this "At-A-Glance" document summarizes the essential elements and timeline of events leading up to the site visit. Please use this guidance document to ensure thorough and comprehensive planning for the site visit.

Role of the Program Representative

Each program participating in a site visit designates a program representative to work directly with TPI-US Logistics Agent prior to the site visit and with the Lead Reviewer prior to and during the site visit. The program representative is responsible for:

- ☐ Working with the logistics agent to develop the schedule, collect the program documents/artifacts for the site visit as described in the timeline below, and organize the site visit activities.
- ☐ Participating in frequent check-ins with the logistics agent prior to the site visit, and the lead reviewer during the site visit, to maintain open communications and proactively address any developments throughout visit.
- ☐ Attending the daily team meetings (held at the end of each site visit day) in which the reviewers review what has been learned that day and discuss additional evidence needed for each of the review areas. ***As part of the commitment to transparency, the program representative attends these meetings as an observer and will have the opportunity to provide clarification and additional evidence, as needed, at the conclusion of the meeting.***

Site Visit Preparation Timeline

10-12 WEEKS PRIOR TO THE SITE VISIT

- ☐ Program representative confirms that the scheduled site visit week does not conflict with institution events or partner district calendars
- ☐ Identify key provider personnel to handle scheduling, gathering of documents, data, etc.
- ☐ Review handbook and framework to become familiar with the site visit Review Areas
- ☐ Begin self-assessment and prepare questions for Introductory call with TPI-US Logistics Agent(LA)
- ☐ Participate in Introductory call with TPI-US LA

6-8 WEEKS PRIOR TO THE SITE VISIT

- ☐ Participate in "Check-in" call with TPI-US LA
- ☐ Submit to TPI-US Dropbox link (via TPI-US LA) the following documents:
    - ☐ **Self-Assessment**: Brief document *(1-2 pages per judgement area/max 10 pages)* in which the program evaluates itself against the four review area criteria in the Florida Site Visit Framework (*see guidance/template*)
    - ☐ **Documents/Artifacts:**
        - ☐ Program requirements and/or typical degree plan for the program
        - ☐ Application for admission to the program/description of program selection process
        - ☐ Handbook(s) (or equivalent) for:
            - ▪ Field Experiences; Internship; Program Supervisors; Cooperating/Mentor Teachers; Teacher Candidates
        - ☐ Instruments used for observing and providing feedback to teacher candidates and interns/student teachers
        - ☐ Syllabi for all courses that will be observed by the site visit team
        - ☐ Syllabi for other key required courses whether or not observed during the site visit:
            - ▪ **ALL** reading/ literacy courses (elementary)

- **ALL** Math and/or math methods courses (elementary)
- Other content methods courses (elementary)
- Content area methods courses (secondary)
- Classroom Management courses
- Assessment courses

☐ Cohort admissions data, including standardized test scores and pre-selection GPA *(i.e. GPA, SAT and/ or ACT data for ALL of current and most recently admitted cohort)*

☐ Demographic data for teacher candidates and local K-12 students and teachers

☐ Develop (*Early*) Draft of Site Visit Schedule of Activities

4-5 WEEKS PRIOR TO THE SITE VISIT

☐ Participate in "Check-in" call with TPI-US LA

☐ Submit to TPI-US Dropbox link (via TPI-US LA) the following documents:

☐ **Site Visit Schedule of Activities** (*well-developed draft*) (see template and additional considerations/ guidance)

☐ **Documents/Artifacts:**

☐ Observation and feedback reports for all observations of **current cohort** and sample from **most recently completed** cohort of interns/student teachers

2 WEEKS PRIOR TO THE SITE VISIT

☐ Participate in "Check-in" call with TPI-US Logistics Agent and Lead Reviewer (if needed/applicable)

☐ Submit to TPI-US Dropbox link (via TPI-US Logistics Agent) the following documents:

☐ **Site Visit Schedule of Activities *(****final****)***

☐ **Documents/Artifacts:**

☐ List of placement schools/district for current and most recent (intern/student teaching) cohort(s)

☐ Survey data/reports- *as applicable* (Employer, completers, course, supervisors and mentors, etc.)

☐ Other relevant program/teacher candidate data (see suggested lists in addendum), i.e.: impact of candidates and completers on k-12 student learning; program outcomes such as employment, persistence data, teacher licensure exams, etc.

☐ Notes/agenda/minutes from internal/external planning meetings with stakeholders

Guidance/Considerations for Arranging the Site Visit Schedule of Activities

Week at a glance:

Monday (Day 0)	Tuesday (Day 1)	Wednesday (Day 2)	Thursday (Day 3)	Friday (Day 4)
✓ Site Visit team arrives at hotel ✓ Later afternoon: Program/Site Visit Team Intro meeting (~60 mins)	✓ Each reviewer will independently conduct observations, interviews, document reviews and other site visit activities according to the schedule developed by the program leadership *(see considerations below for types of activities to include).* ✓ Team meeting to discuss evidence (around 5pm). Minimally the "program representative" observes the meeting. ✓ Just prior to the daily team meeting, each reviewer will need 30 minutes of un-assigned quiet preparation time, at the location of the meeting.			✓ Site visit team prepares oral report ✓ Around noon: Debrief meeting with program leadership on site visit findings (appx. 45-60 mins). ✓ Site visit team departs for airport following oral report.

Planning the schedule – Step 1: Teacher candidate/intern observations

Individual reviewers should be scheduled to conduct intern/student teacher observations in the primary placement of the culminating internship experience, across the 3 middle days of site visit events. (Ideal total # of candidates observed by the whole team is 12-15, *where possible*).

Please also include the following when building the schedule:

☐ Schedule reviewers at times that they can **co-observe** with program supervisor/mentors.

☐ Schedule reviewers to **observe the feedback/reflection** between program supervisor/mentor and student teacher/intern immediately following the lesson, as often as possible.

☐ Whenever possible, schedule brief time for reviewers to **interview each** of the teacher candidates, classroom cooperating/mentor teacher, and the program supervisor about the lesson and feedback.

- ☐ Build in realistic **driving time** to the observations (consider clustering observation assignments and interviews geographically for efficiency) and include school addresses and staff names.
- ☐ Provide reviewers with the written **lesson plan** developed by the teacher candidate (it can be provided at the beginning of the lesson).

Planning the schedule – Step 2: Other school-based site visit activities

After the intern/student teacher observations, feedback/debriefing sessions, and brief interviews are scheduled in the placement schools, to support thorough triangulation of evidence, please also arrange the following whenever possible:

- ☐ Brief interviews with very recent **program completers** *(within 6-18 months)* who have been employed as teachers in these schools. This can take the form of individual conversations or a 15-30 minute focus group with as many recent graduates as are available. This is most efficient while the reviewers are already at the school site, but can also happen on the program campus, or via phone or videoconference.
- ☐ Brief interviews with **principals and/or assistant principals** to ask about their experience with graduates hired to teach, selection of cooperating teachers, and experiences with the program.
- ☐ Short interviews with **school-district HR representative, hiring, clinical placement coordinators** to ask about their experience hiring and placing program graduates and how their district works with program, if applicable.

Planning the schedule – Step 3: Planning observations of required program courses

The site visit includes gathering evidence about the **content knowledge** and **teaching methods** taught by program faculty. Reviewers will observe **courses and/or training sessions** that are meeting during the site visit period, whether they meet on campus, in a partner school, or other location (such as on-line or distance learning).

Please ensure that individual reviewers are scheduled to conduct observations of courses where the following content or methods are taught: *(note: where core required courses are not available to reviewers during the site visits, good quality videos of earlier course meetings may be substituted)*

- ☐ Early reading/literacy courses (elementary)
- ☐ Mathematics content and methods courses (elementary)
- ☐ Other content methods courses (elementary)
- ☐ Content area methods courses (secondary)
- ☐ Classroom management courses and/or training
- ☐ Assessment courses and/or training
- ☐ Differentiation

Planning the schedule – Step 4: Discussions with program faculty and staff/partners

- ☐ Reviewers will need brief opportunities to talk with individual faculty or groups of **program faculty** about the primary content and methods coursework and training provided to candidates throughout the program. These can be scheduled during any open time that has not been schedule above. *(Times and methods of meeting can be very flexibly arranged such as early morning and telephone conferences, as needed.)*
- ☐ Reviewers will also need time to meet with select program staff that are knowledgeable about the assorted systems/procedures within the program, including:
  - Program **data and/or collection systems** to review and discuss the candidate and program-level data, as well as how it is utilized by the program staff and leadership.
  - Program **clinical practice/placement procedures** (i.e.: those that might develop an MOA with district partners, those that coordinate field experiences/internships to discuss selection and training of cooperating teachers and/or program supervisors, and student teacher placement.)

Final Written Report

The lead reviewer will provide a written report *DRAFT* within fifteen to twenty (15-20) working days of the oral report meeting.

- ☐ Within five to ten (5-10) working days of receiving the draft, please review for factual accuracy and return to the lead reviewer with any alerts/comments.
- ☐ The program will receive the final report (via pdf e-mail attachment) within 20-30 working days of the oral report meeting.

ADDENDUM: Guidance on Site Visit Documents

Documents Needed for Site Visit Evidence Base

***Note about documentation**: Site Visit experience has revealed that simply having volumes of documents does not correlate with high quality and valid information about the quality of a teacher preparation program. Therefore, in selecting documentation and artifacts to support the site visit of judgement areas, programs should use the TPI-US Framework (*essential questions and document guidance at the start of each review area)* to screen and carefully select relevant information for reviewers to review and analyze. Logistics Agents and Lead Reviewers can provide guidance and support throughout pre-site visit preparations to ensure a rich and relevant artifact base is provided for the site visit.

Review Area 1 - Selection

- Data on pre-selection GPA of all candidates in the most recent cohort.
- Standardized test score data (ACT, SAT, GRE) for most recent cohort.
- Demographic data on current cohort, most recent completer cohort, local or state K-12 students and teacher workforce
- Handbooks or policies outlining the pathway's admission criteria and process and any screening tools used by the program
- Documentation of recruitment initiatives
- Documentation of supports given to candidates that do not meet admission requirements
- Documentation of multiple measures criteria such as interviews, recommendations, auditions, videos, micro-teaching requirements, etc.
- State agency-provided data
- Other as applicable

Review Area 2 – Content Knowledge and Teaching Methods

- Course syllabi for all virtual and in-person required program courses
- Degree Plans/Course Catalogs & Program Handbooks
- Surveys of Teacher Candidates, Mentor Teachers, Program Supervisors, Course Evaluations Principals/Hiring managers, etc.
- Other as applicable

Review Area 3 – Clinical Placement, Feedback, and Candidate Performance

- Blank and completed clinical experience (during and prior to student teaching or candidate as teacher of record) feedback and forms (including observation and evaluation instruments)
- Surveys of Teacher Candidates, Mentor Teachers, Program Supervisors, Principals/Hiring Managers, Program Completers, etc.
- Teacher candidate self-reflection projects
- Demographic data on PK-12 students and teachers in clinical placement schools
- Data on academic performance of clinical placement schools
- Training materials for clinical/program supervisors and mentor teachers
- Data on observation and/or evaluation scores for recent cohort(s)
- Program handbooks, MOUs and/or other program documents with information on the selection, training and support of mentor teachers and supervisors
- Surveys of program completers

- Other as applicable

Review Area 4 – Program Performance Management

- Data over time including:
    - Teaching observations
    - Evaluations
    - Surveys
    - Employment outcomes
    - Impact of candidates and completers on student learning (i.e.: VAM or State test data from K-12 assessments of students linked to graduates, if available).
    - Teacher licensure exams
- Completed observation and feedback provided to candidates
- Program handbooks, MOUs and/or other program documents
- Program or individual improvement plans, action plans, and results of the interventions
- Program outcomes such as employment, persistence data, feedback from completers and employers, and impact on student learning outcomes
- Notes/agendas/minutes from meetings with stakeholders (school districts, completers, teacher candidates, etc.)
- Notes/agendas/policies/etc. from provider meetings to review teacher candidate transition points
- State agency-provided data