Florida Site Visit Preparation Guidance: "At-A-Glance"
[Rev. 4/2022]

Institution

Inventory color key: (to be completed by the logistics manager)
Yellow = in progress or needs clarification
Orange = inventory of what has been uploaded

*The TPI-US Florida Site Visit Handbook serves as the comprehensive guide to all procedures and protocols for conducting the site visit. 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 during the on-site portion of the site visit. The program representative is responsible for: ◻ Working with the logistics agent to develop the schedule, collect the program documents/artifacts for site visit as described in the timeline below, and coordinate all site visit activities. ◻ Participating in frequent check-ins with the logistics agent prior to the site visit and the lead reviewer during site visit, to maintain open communications, and proactively address any developments throughout the visit. ◻ Attending the daily review team meetings (held at the end of each day) in which the reviewers discuss what has been learned that day, as well as any 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 SITE VISIT
◻ Program representatives should have already confirmed with FLDOE and TPI that scheduled site visit does not conflict with institution events or partner district calendars (*i.e.: vacations, conference days, testing, etc.).* ◻ Identify key provider personnel to handle scheduling, gathering of documents, data, etc. ◻ Review TPI-US 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 an introductory call with TPI-US LA.

6 8 WEEKS PRIOR TO THE SITE VISIT
◻ Participate in <u>"Check-in" call #1</u> with TPI-US LA ◻ Submit the following items to TPI-US Site Visit Google folder: ◻ <u>Self-Assessment:</u> **DUE at least 2 months before the site visit.** Brief document *(1-2 pages per review area/max 10 pages)* in which the program evaluates itself against the criteria of the four review areas in the TPI-US Site Visit Framework (*see guidance/template*). ◻ <u>Documents/Data:</u> Please refer to the attached Addendum: Documents/Data Needed for the Site Visit. At this point you should be collecting items and putting them in the appropriate folder (*~30-50% of documents/data should be submitted*). ◻ <u>Develop (*Early*) Draft of Site Visit Schedule of Activities</u> (*use the provided template*)

4 5 WEEKS PRIOR TO SITE VISIT
◻ Participate in "Check-in" call #2 with TPI-US LA ◻ Submit the following items to TPI-US Site Visit Google folder: ◻ <u>Site Visit Schedule of Activities</u> (*well-developed draft*) ◻ <u>Documents/Data:</u> Please refer to the attached Addendum: Documents/Data Needed for the Site Visit. At this point you should have the majority of items in the appropriate folder (*~75% of documents/data submitted*).

2 WEEKS PRIOR TO SITE VISIT
◻ Participate in "Check-in" call #3 with TPI-US LA ◻ Submit the following items to TPI-US Site Visit Google folder (and any remaining from above): ◻ <u>Site Visit Schedule of Activities</u> ***(final)*** ◻ <u>Documents/Data:</u> Please refer to the attached Addendum: Documents/Data Needed for the Site Visit. At this point you should have nearly all items in the appropriate folder (*~95% of documents/data*).

1 WEEK PRIOR TO SITE VISIT
◻ Site Visit Schedule is complete and <u>ALL</u> Documents/Data are in the appropriate folder. ◻ **<u>IMPORTANT NOTE:</u>** The Google Drive folder will be locked the Monday prior to the team's arrival. If there are any additional documents, they must be sent directly to the lead reviewer. If there are any adjustments to the schedule, they should be highlighted and discussed at the introductory meeting when the team is on site. An agenda will be provided to you on the final check-in call.

Guidance/Considerations for <u>Arranging the Site Visit Schedule of Activities</u>

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 4:30pm). 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 the site visit findings (appx. 45-60 mins). ✔ Site visit team departs for airport following oral report.

Planning the schedule – Step 1: Observations of candidate/intern teaching

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 the site visit.

******NOTE***: When intern numbers are not available during the site visit, good quality videos of the previous cohort's observations and post conferences can be included.*
Hint: *Ideal total # of candidates observed by the whole team is typically 12-15, where possible. (For ITP/EPI site visits, 12-15 is a combination of both programs).*

Please include the following when building the schedule:

- ◻ Schedule reviewers at times that they can **co-observe the observations of interns teaching** with program supervisor/mentors for approximately 30-45 minutes. Ensure there is a balance of grade levels and content areas.

- ◻ Schedule reviewers to **observe the feedback/reflection** between program supervisor/mentor and student teacher/intern immediately following the lesson (unless a typical process differs).

- ◻ Reviewers will need **time to talk** with teacher candidates/interns, classroom cooperating/mentor teacher, and program supervisor. This should be a combination of individual and focus groups which might include some on-site and some virtual interviews. These conversations are usually 15-20 minutes long.

- ◻ Build in realistic **TRAVEL/driving time** to the observations. Include school addresses, staff names and note the number of minutes predicted by GPS at that time of day. Consider clustering observation assignments and interviews geographically for efficiency **and** choosing the site for observations that are within a 30-minute drive of the program offices.

- ◻ 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: 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). Schedule all course observations/review for **1 hour max**.

Please ensure that individual reviewers are scheduled to conduct observations of courses where the following content or methods are primarily taught: *(****Note:*** *where core required courses are not available to reviewers during the site visits, good quality videos of earlier course meetings can 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 courses and/or training
- ◻ Academic Feedback and Questioning courses and/or training

If a course is online only, TPI will need guest access to the online platform to review the content. We'll discuss options for working with your IT Department to determine best accessibility for the full team during the site visit.

Whether the course is face-to-face or asynchronous online review, we will place time on the schedule for review.

Planning the schedule – Step 3: Other school-based activities

Please also arrange the following activities to support thorough triangulation of evidence:

- ◻ 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. 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. ***Hint****: Maximum = 3 interviews, 15 minutes each*
- ◻ Short interviews with either a **school-district HR representative, hiring, clinical placement coordinators** to ask about their experience hiring and placing program graduates and how their district works with the program, if applicable. ***Hint:*** *Maximum = 2 interviews (1 HR, 1 Clinical Placement Coordinator).* This is typically a phone call or videoconference, scheduled for about 30 minutes. In the event of multiple districts, separate the districts into different interviews.

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

- ◻ Reviewers will need brief opportunities to talk with **individual faculty** or **faculty groups** from the program, 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 scheduled in the previous steps. These can be a combination of individual and focus groups depending on the specifics of the institution. For example, scheduling all math instructors together or one instructor to discuss the courses they teach. Mostly, these will be **1 hour in length**.

    - o Early reading/literacy courses (elementary) **Schedule on Wednesday afternoon or Thursday morning.**
    - o Mathematics content and methods courses (elementary)
    - o Other content methods courses (elementary)
    - o Content area methods courses (secondary)
    - o Classroom management courses and/or training
    - o Assessment courses and/or training
    - o Differentiation courses and/or training
    - o Academic Feedback and Questioning courses and/or training

- ◻ Reviewers will also need time to meet with **select program staff that are knowledgeable about the assorted systems/procedures** within the program. Each of these will need **1 hour** designated on the schedule and will need to be **spread throughout T-TH**.
    - o Program **leadership** to review the leadership structures used to guide and manage the program.
    - o 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.
    - o 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.)

- ◻ Focus group interviews with very recent **program completers** *(within 6-18 months)* who have been employed as teachers in local schools. This is typically completed as a 30 minute focus group via Zoom in the evening on Tuesday or Wednesday. A typical focus group would have 3-5 graduates. 2

Final Written Report
The lead reviewer will provide a written report *DRAFT* within twenty (20) working days of the oral report meeting. ◻ Within five to ten (5-10) working days, with ten being the maximum, 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 35 working days of the oral report meeting.

ADDENDUM: Documents/Data Needed for Site Visit

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, **programs should use the list below** (which reflects the Florida Site Visit Framework (*essential questions and document guidance at the start of each review area))* **to screen and carefully select relevant information for reviewers to analyze.** Logistics agents and lead reviewers can provide guidance throughout pre-visit preparations to ensure a rich and relevant evidence base is developed.

REMEMBER - this is not a checklist, you may not have everything, some things might be more informal (no documentation), the document/process is called something different, or a number of other factors. We will explore these specific facets in our one-on-one calls.

Review Area 1 Quality of Selection

****For Informational Purposes Recommendations will be provided****

Documents	● Information or policies outlining the pathway's admission criteria and process, and any screening tools used by the program ● Application for admission to the program/description of program selection process ● Documentation of recruitment initiatives (including those addressing recruitment of diverse candidates, if applicable) ● 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. ● Other as applicable and may include any college level assessments to determine prior content mastery
Data	● **Most recent 3 years of data**: (broken down by cohort and candidate - no identifiers needed) o Pre-selection cohort GPA (proportion, not average) o Standardized test score data (ACT, SAT, GRE) for the most recently admitted cohort (if required as part of selection into the education program) o Race/ethnicity of current candidate cohorts to include the most recently admitted cohort o Race/ethnicity of completers o Demographics (SES and/or ethnicity) of local school/district teachers o Demographics (SES and/or ethnicity) of K-12 student population and academic performance of clinical placement schools (*team will use this for RA 3, however depending on data structure, may be easiest to include academic performance here*). Ensure 3 years of data for academic performance even if that means going back more than 3 years.

Review Area 2 Quality of Content Knowledge and Teaching Methods

****Quality of Literacy training is a constraining criteria****

Documents	• Program requirements and/or full degree plan for the program (Course catalog if applicable) • Syllabi for all pathway/program required courses (whether or not observed during the site visit): o ALL reading/ literacy courses (elementary) o ALL Math and/or math methods courses (elementary) o Other content methods courses (elementary) o Content area methods courses (secondary) o Classroom Management coursework o Assessment coursework o Differentiation coursework o Academic Feedback/Questioning coursework • Other as applicable
Data	• Summary reports from surveys of Teacher Candidates, Instructors, Course Evaluations (of key methods and content courses)

Review Area 3 Quality of Clinical Placement, Feedback, and Candidate Performance
****Quality of Oral and Written Feedback is a constraining criteria****

Documents	• Program Handbooks (Teacher Candidates, Interns/Student Teaching, Mentor/Cooperating Teacher, Program Supervisor/coach, etc.) • Instruments (and/or forms) used for observing and providing feedback to teacher candidates, interns/student teachers/residents • List of placement schools/district used for field experiences (pre-intern and student-teaching) of (3) most recent cohort (s) • Documents/materials with information on the selection of mentor teachers (applicable for interns only) • Documents/materials on the training and support of mentor teachers and clinical/program supervisors • Other as applicable
Data	• Summary reports from surveys of candidates, completers, mentor/cooperating teachers, principals and/or school district staff, university supervisors/program coaches. • **<u>Current cohort</u>** (in their culminating experience - ie: *interns, student teachers, residents):* Completed observation and feedback reports and/or forms for all formal and informal observations for those being observed during the site visit week. • **<u>Most recently completed cohort:</u>** o Summative (aggregated) data on the observation and/or evaluation scores o Feedback samples from formal and informal observations (~20% will be sufficient unless the cohort was smaller than 10) o Data/ratings/scores on demographics (SES and/or ethnicity) and academic performance of clinical placement schools (*if <u>NOT</u> already incorporated into the RA 1 data set*)

Review Area 4 Quality of Program Performance Management

Documents	● MOU/MOA with external stakeholders relative to teacher preparation program ● Evidence and outcomes of program's quality monitoring and improvement planning processes/procedures, such as: o agenda/notes/minutes from internal/external planning meetings with stakeholders o written continuous improvement/comprehensive planning documents o committee notes related to program quality monitoring o latest Standards Detail Report (available through DOE site, reach out to DOE if assistance needed with securing) ● Evidence and outcomes of program's internal quality control gates processes/procedures, such as: o program checkpoints o written candidate improvement plans ● Others as applicable and relevant
Data	● Summary reports from surveys of employers ● Program outcome data over time, as relevant and available: o impact of candidates and/or completers on k-12 student learning o employment/persistence data o teacher licensure exams--first time passing rates by sub-test and overall passing rates by sub-test (available through DOE site, reach out to DOE if assistance needed with securing) o APPR ratings/domain scores and VAM data for completers found in FLDOE's eIPEP portal, including subgroups (available through DOE site, reach out to DOE if assistance needed with securing) ● Other as applicable and relevant