

# Common Core Site Visit Protocol



**Delaware Department of Education**

Teaching and Learning Branch

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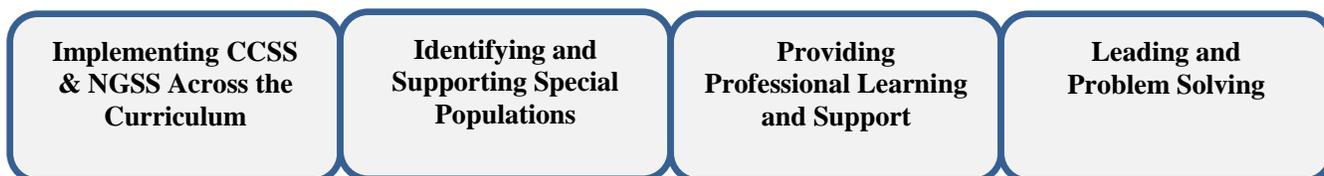
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## Overview

This school year, site visits will take place at least once in each district. They are one of the means by which the Department takes stock of implementation of the Common Core State Standards (CCSS) and ascertains statewide needs. The *CCSS Site Visit Rubric* criteria form the foundation of this process and are the basis on which this Site Visit Protocol was written. During the site visit, the site visit team will gather data on each of the areas of focus contained in the rubric's criteria (see Appendix B). The Instructional Practice Guides expand upon Area 1 (Implementing CCSS across the Curriculum) and further define the expectations for classroom instruction that is aligned to the CCSS.



In conducting site visits, the Department of Education's Teaching and Learning Branch is providing on-going support for full implementation of the Common Core Standards and gathering information about the needs of districts so that we can better support CCSS and NGSS implementation. Site visits and subsequent site visit reports are not intended to monitor the school. The site visit is also not intended to dictate school and/or district decisions in improving academic programs or operations.

### Purpose of the Site Visit Protocol

This Protocol is designed to be a resource for district and school leaders who prepare for site visits as well as for those who conduct site visits for the Department. It articulates the site visit processes, roles and responsibilities of all parties, and expected outcomes. The Protocol is meant to provide useful information about site visits so schools and the visiting team can know what to expect and how to prepare. Familiarity with the Protocol will help visits run smoothly. **At the end of the document, in Appendix A, is a checklist to assist schools to prepare for the site visit.**

## Phases of CCSS School Site Visits

### Scheduling visit dates

The Department will conduct site visits between October and March (April will be scheduled in the event of inclement weather cancellations). Once the central office and school leaders know the day of the site visit, s/he should relay that information to all relevant stakeholders and ensure that the day selected has regular programming. No testing or other events outside of the normal academic program should be conducted on the day of the visit.

### Pre-visit planning and preparation

The Department assumes that the central office and/or school leader will act as the coordinator and liaison for site visits; however, the school has the option of designating another person to assume this role. The visit coordinator should be knowledgeable of the school's schedule, be able to communicate quickly with various stakeholders, and work with colleagues to resolve any scheduling issues. The Department works with the designated person to ensure that key documents are provided to the site visit team approximately one week prior to the visit. A list of pre-visit documentation is found in the Checklist for Central Office and School Leaders/Designees (Appendix A). Documents will be compiled and provided to the site visit team prior to the visit, enabling team members to orient themselves to the school prior to the visit. Additional site visit preparation includes setting the schedule, organizing the appropriate stakeholders for focus groups and interviews, and coordinating logistics and documentation/evidence.

## On-site documents

On the day of the visit, the school will be asked to make available a number of documents to help the team refine questions and to serve as evidence to support findings. For details regarding required documentation, see Appendix A, Site Visit Checklist for Central Office and School Leaders/Designees.

## Visiting team members

All site visit teams are led by a Department of Education staff member. The team leader facilitates the day and coordinates the efforts of additional visitor/team members. The team will include members of DDOE's Curriculum, Instruction, and Professional Development workgroup, and other key members of the Teaching and Learning Branch. These other workgroups who participate in site visits bring additional expertise to the team that may include special education, English Language Learners (ELL), Career Technical Education, related curriculum or instructional experience, and/or serve as facilitators of focus groups or interviews.

## On-site visit

On-site, team members conduct focus groups, interviews, observe classrooms, conduct a document review, and meet to form preliminary findings and feedback. Conversations and observations are guided by the CCSS Site Visit Rubric criteria (Appendix B). Classroom observations are guided by the CCSS Instructional Practice Guides that can be located on the *Achieve the Core* website.

## Creation of findings, ratings, or observations

The site visit team is charged with gathering evidence and data that show the school's progress toward implementation of the CCSS. In the afternoon, the team reflects on the evidence and data collected and creates initial findings. These findings will be used to provide feedback relative to the rubric criteria in the form of Commendations, Recommendations, and Expectations.

## End of visit report-out

At the end of the day, the team leader shares the team's initial findings and/or observations with the central office and school leaders in a report-out structured by the Criteria. The team leader's statements *do not provide every detail of the report, but summarize the initial analysis of the data*. The findings are statements of fact, grounded in evidence and data collected throughout the day and the team's assessment of the school's CCSS implementation based on evidence in relation to the Criteria. Observations reflect evidence seen and heard by the team during the visit. Please note that these initial observations, findings, and feedback are preliminary; during the site visit report writing process the team leader will conduct additional analyses of available evidence.

## Site Visit Report

After the visit, the Department prepares a written report that presents the team's findings, the evidence, and the Commendations, Recommendations, and Expectations. The team leader incorporates corrections and issues a draft report to the site visit team members. Site visit team members review the report to ensure that it is factually accurate and reflects the collective thoughts of the team on the day of the visit. Members of the Site Visit Team and the Chief Academic Officer will participate in a conference call with central office and school leaders to discuss the report's findings. A final report is issued to the school within two days of the phone conference. See Appendix E.

## Preparing for the Site Visit

Each year, the Department visits select schools in each school district. There are many actions that the school, the Department, and site visitors should take to effectively prepare for the site visit.

### **Department Preparation**

The Department determines the range of dates for possible site visits, taking into consideration school vacation weeks, testing weeks, and professional development days. The Department sends out a preliminary schedule to each Chief in September with a proposed date for the visit. If the suggested date is not feasible, the Department will work with the district/school to find a mutually convenient alternate date for the visit.

The team leader for the visit will be a member from the Department's Teaching and Learning Branch. This person is generally responsible for all communication with the school, including scheduling, requesting pre-visit documents from the school, determining a schedule for the visit (in consultation with the central office and/or school leader or designee), assembling pre-visit materials for the team, leading the visit, and writing the resulting site visit report.

### **Site Visit Team Member Preparation**

Site visit team members are responsible for reviewing the preparation materials that are sent to them by the Department. Team members are asked to read over the materials and arrive at the school with an understanding of the background of the school and initial impressions or questions to share with the team. Team members are required to review and follow the Code of Conduct (see Appendix F) during the visit.

### **School Preparation**

Schools shall prepare for the site visit prior to the arrival of the site visit team. We ask that schools work quickly after receiving the scheduling email from the Department to confirm the site visit data and determine who will be the school's primary point of contact with the Department. For additional guidance on site visit preparation, please refer to the Site Visit Checklist for Central Office and School Leaders/Designees found in Appendix A.

## Site Visit Schedule

A sample agenda for the site visit can be found in Appendix C. After receiving the staff schedule information and other templates (see Appendix H) from the school, the site visit team leader will work with the school and/or district designee to finalize a schedule. The finalized schedule must include locations for each focus group and an assigned location where the site visit team may be stationed throughout the entirety of the day. The designee will remain in contact with site visit team throughout the day in the case that additional documentation is needed and/or the team has questions. All focus groups must be completed prior to 2:00 pm.

## Site Visit Structures

### DDOE team morning meeting

Director welcomes the team, reviews the site visit schedule, establishes the purpose and context of the visits, reviews the protocol and tools, and answers questions from team members.

### Morning introduction with school leader(s)

During the 15-minute meeting, the school leader(s) orient the site visit team to the school and alert the team to any absent teachers and/or special events occurring during the school day. The site visit team will review and confirm the agenda with school leader(s). Additionally, the team will elicit from the central office and school leader(s) a description of the school's context (areas of instructional focus and/or professional development) and examples of accommodations (Special Education, ELL) that the team should expect to see in classrooms. The central office and school leaders can name the additional documentation they may have provided the team.

### Focus groups & interviews

A number of focus groups and interviews will be scheduled for the day of the site visit. It is the school's responsibility to gather a representative group from each category through an open invitation, and to inform each participant of the time and place of the meeting. The Department expects that each participant is present for the entirety of the meeting and is given complete freedom to speak regarding their knowledge of and experience at the school, with no limits or repercussions imposed. The chart on page 7 provides a list of the possible interviews or focus groups that could be held.

The team leader facilitates the conversation, opening with common questions asked of all groups at all schools. Questioning may then become more specific and tailored to the specific school context. Whenever possible the team leader will guide the focus group members to ground their answers with specific evidence and data. Pre-assigned team members will be responsible for taking notes and if appropriate, asking follow-up questions.

### Classroom observations

The classroom observations will be guided by the criteria found in the CCSS Instructional Practice Guides (Achieve the Core). Collectively, the site visit team visits as many classrooms as possible during the day of the visit using the teacher schedule template provided by the school leader(s). Observations should last approximately 15-20 minutes and will not disrupt classroom activities. Visitors will collect lesson materials if available.

## Document review

The school shall place all documents requested prior to the visit in the site visit team's room. Throughout the day, site visit team members who are not scheduled to participate in focus groups, interviews, or classroom observations at a specific time will review curriculum documents, and other requested documents. The team may request that a school administrator orient team members to the documents.

## Team organization and reflection

The team leader brings the team together and sets out the goals for the afternoon work time. The team leader reminds site visit team members to refrain from judgment and ground comments in evidence, observations, and data. The team leader guides the team through a debrief of the day, structured by the four areas of the CCSS Site Visit Rubric and the rubric's guiding questions. Site visit team members may gather additional evidence and data to fill in gaps through follow-up conversations with key school staff. The team creates preliminary findings, ratings and observations.

## End of day report out

The team leader shares the team's initial findings and observations, structured by the four areas of the CCSS Site Visit Rubric and the rubric's guiding questions. The team leader outlines next steps resulting in a Site Visit Report.

## Site visit report

Department staff will write the site visit report. Site visit team members review the report to ensure that it is factually accurate and reflects the collective thoughts of the team on the day of the visit. The team leader incorporates corrections and creates two versions of the report (with and without scores) for the school. Members of the Site Visit Team will participate in a conference call with central office and school leaders to discuss the report's findings. Within four weeks, the Department will conduct a conference call with central office and school leaders and send the school a Site Visit Report.

<b>Focus Groups and Interviews</b> (Please include no more than 8 attendees for each focus group)	<b>Description</b>
<b>School Leadership/ Administration Interview</b>	School and or central office administrators who are directly and primarily responsible for the academic program and the operation of the school should be scheduled for an interview.
<b>Special Ed./ELL Staff Interview</b>	<i>One-on-one</i> interviews will be convened that include special education teachers, paraprofessionals, and ELL teachers. The interviews should contain a representative sample of staff in terms of their experience, years at the school, and/or grade level.
<b>General Education Teacher Interview</b>	All general education teachers should be offered the opportunity to participate. These <i>one-on-one</i> interviews should contain a representative sample of teachers in terms of their experience, years at the school, subjects taught (various content areas and technical subjects), and/or grade level.
<b>Student Focus Group</b>	Student focus groups should include only students in Grade 3 and above. Depending on the ages of the students and the size of the school, one or two focus groups will be scheduled. Students should represent a variety of ages, grade and learning levels, and backgrounds.
<b>Family Focus Group (optional)</b>	This focus group should include parents or guardians whose children represent a variety of grades, years spent at the school, and including, students with disabilities and/or limited English proficient students.

## Appendix A

### Site Visit Checklist for Central Office and School Leaders/Designees

The Department has created the following checklist to help central office and school leaders prepare for CCSS Site Visits.

Please see Appendix H  
for specific templates that accompany the requested documents.

As noted previously, the district/school leader(s) may designate another staff member to oversee site visit preparation.

#### As soon as you receive the scheduling email:

- Check to see that the suggested site visit date is a regular school day without any school wide testing, field trips, or early release.
- Confirm the suggested date as soon as possible. Please call or email with your confirmation. If the date creates undue hardship for your school, contact [lisa.condon@doe.k12.de.us](mailto:lisa.condon@doe.k12.de.us). Working with the Department, find a mutually agreeable alternate date.
- Once the date is confirmed, relay the information to all school stakeholders and DDOE will connect the school and central office leaders with the DDOE site visit team leader.

#### Approximately three - four weeks prior to the visit:

- Review the Site Visit Protocol.
- Talk with staff to orient them to the purpose of the site visit and what to expect when the team visits. Inform teachers that classroom visits will be part of the visit and assure teachers that the purpose of classroom visits is to collect and provide feedback on CCSS implementation and identify areas of need.
- Begin to gather all of the following documents in electronic format for the visiting team.** The Department will send an email / letter reminding each school of this step.
  - Directions** to the school, how to enter the school, telephone number and any necessary parking instructions.
  - A **master class schedule** for the day of the visit that clearly indicates the teacher, subject, time, and location (room assignments) for all classes. Please identify on the schedule which classes are special education inclusion, pullout, or substantially separate placements.
- Identify and invite all **interview and focus group** participants and secure locations (ask teachers to bring sample evidence of implementation):
  - Required:*
  - Special Ed/ELL Staff Interviews (one-on-one, 15 minutes)
  - General Education Teacher Interviews (one-on-one, 15 minutes)
  - Student Focus Group(s) 5-8 attendees (20 minutes)
  - School/Central Office Administration Interview(s) (one-on-one, 15 minutes)
  - Optional:*
  - Family Focus Group 5-8 attendees (20 minutes)
- Identify a secure place that can serve as a meeting room for the team throughout the day.

- Work with the site visit team leader (DDOE staff) to determine the schedule for the visit. This may take several iterations to complete. The schedule needs to be finalized with the Department at least one week prior to the visit.

### Approximately one week prior to the visit:

- Speak with the site visit leader, by telephone, to review and finalize the site visit schedule, as well as discuss logistics and materials. Please ask questions about the site visit and protocol at this time.
- Confirm focus group and interview participation from teachers, students, administrators, families, and staff and designated rooms.
- Review the Common Core Progress and Capacity Rubric and begin to assemble the on-site documentation (listed below).

### The day before the site visit

- Distribute the site visit schedule to the school community.
- Remind teachers to make copies of any lesson materials available to site visitors (though they should not create any materials solely for this purpose).
- Ensure that the **following materials are available, organized, and clearly labeled** in the team's private meeting space.
  - A **school map**, and **master list of teacher schedules** (who teachers what course, at what time of day, and in which room) and showing the location of special education and ELL instructional spaces as well as RtI Tier 2 and/or Tier 3 intervention classes (provide one copy for each team member)
  - Professional development calendar/agendas** to include both internal and external professional development experiences. Include participant feedback and expectations for classroom implementation.
  - Explanation and copy of the school's **internal balanced assessment plan and schedule**.
  - Samples of educator and administrator **walk through tools and protocols** to include data and explanations of how the data is used.
  - Summaries and analyses of **internal assessments**. Please provide any additional information the school has aggregated which gives a picture of student achievement. If internal assessments have been created on site, please provide a brief description of the assessment(s).
  - A brief description of the **school leadership team** and its routine activities; this description could include: team meeting schedule, agenda topics, data reviews and next steps.
  - Current student **demographic** information. Please use the charts provided in Appendix H (Part 3).
  - A brief (1-3 paragraphs) **description of the instructional practices** the school identifies as high quality and can be **observed in classrooms**. This description should answer the questions included in the template found in Appendix H (Part 1).
  - Curricular documents** should include scopes and sequences, sample unit plans, and lesson plans, including sample assessments, for ELA, Math, Science, Social Studies and other content areas responsible for CCSS instruction. Please have someone available who can respond to questions about these materials. If curriculum is stored electronically (for example, a shared drive or folder), provide written directions for how to access these materials, as well as staff to

guide a site team member through the files.

- Provide lesson plans/overview documents in each classroom, *if possible***- this enables the DDOE Site Visit team to immediately understand the lesson purpose and alignment to the standards. It is also useful in providing accurate feedback when preparing the final site visit report.
- Required for high school visits:** Program of Study/comprehensive list of course offerings.
- Any other documentation that helps to tell the story of your school to an external** team of visitors. Existing documents, including strategic plans and school improvement plans, are examples of documentation that should be provided.
- A copy of the **special education** and **ELL policies and procedures manuals**
- A copy of **sample IEP documents** with student names removed
- Include schedules and artifacts from **PLC meetings**.

### During the visit:

- Ensure that the team's meeting room remains private and all requested documents are provided and clearly labeled.
- Ensure that focus group and interview rooms remain private while the meetings are conducted.
- Be available to the site visit team for a morning introduction, and have a designee available for any necessary follow-up and/or to assist the team in obtaining any additional information, documents, data, or interviews with school staff.
- Bring concerns and questions to the attention of the team leader as they arise.
- Attend the debrief meeting to discuss the site visit team's preliminary findings. Invite additional staff to attend the meeting as needed.

### After the visit:

- Participate in the follow up conference call with DDOE.
- Share the final report with staff and appropriate stake holders.

## Appendix B

### Common Core Site Visit Criteria

The site visit team will gather evidence and create findings that address the school’s implementation of the CCSS in four criteria. Please refer to the CCSS Site Visit Rubric for a description of the statements of practice for each criterion and the accompanying questions that will guide the team’s inquiry during site visits.

<b>DDOE Common Core Site Visit Criteria</b>	
<b>Implementing CCSS Across the Curriculum</b>	<b>1.</b> <i>Are the Common Core standards implemented consistently and pervasively in the school across ALL content areas and with all students?</i>
	<b>2.</b> <i>Are teachers delivering questions that stimulate deep levels of thinking with the right levels of questioning and the right instructional strategies?</i>
	<b>3.</b> <i>Are teachers using materials that have been adopted and/or adapted for tight alignment with CCSS?</i>
	<b>4.</b> <i>Is PLC time focused on evidence in the form of student work, student data, and a cycle of inquiry that leads to changes in practice?</i>
<b>Special Populations</b>	<b>5.</b> <i>Do educators and leaders know which of their students are most likely to need the most support to meet the expectations of the CCSS/NGSS?</i>
	<b>6.</b> <i>In planning, have leaders prioritized the training of teachers of the special populations to align their classroom practice with CCSS/NGSS expectations?</i>
	<b>7.</b> <i>Is there evidence of special populations having access to CCSS/NGSS aligned instruction?</i>
<b>Professional Learning and Support</b>	<b>8.</b> <i>Are all educators engaged in a range of CCSS/NGSS aligned professional learning experiences?</i>
	<b>9.</b> <i>Are educators engaged in professional learning and supports designed to rapidly and significantly improve their CCSS/NGSS aligned teaching?</i>
	<b>10.</b> <i>Do district and school leaders coordinate CCSS/NGSS planning efforts?</i>
	<b>11.</b> <i>Are the expectations for transfer (from PD to practice) communicated and reinforced?</i>
	<b>12.</b> <i>Are principals equipped to provide meaningful feedback to teachers to advance their CCSS/NGSS practice?</i>
<b>Leading and Problem Solving</b>	<b>13.</b> <i>Do leaders have access to data they need to drive their work, including regular feedback from educators?</i>
	<b>14.</b> <i>Do leaders have a system for monitoring the progress of implementation and problem solving?</i>
	<b>15.</b> <i>Are leaders utilizing evidence to ascertain the degree to which activities undertaken at the leadership level are having their intended impact on student learning?</i>
	<b>16.</b> <i>Do leaders gather and respond to feedback about the CCSS/NGSS and its implementation?</i>

**Appendix C - draft**  
*CCSS Site Visit Sample Agenda*

## CCSS Site Visit

[school name]

[school address]

[school contact person and phone number]

**Goals:**

- Provide support for CCSS and NGSS implementation.

**Meeting Date:**

**Team Leader:** Shelley Rouser, Director of K12 Initiatives and Educator Engagement

**Attendees:** TBD

**Please read:** CCSS Site Visit rubric, Instructional Practice Guides, CCSS Site Visit Protocols for Interviews and Focus Groups

<u><b>Agenda</b></u>	<u><b>Presenter</b></u>	<u><b>Time</b></u>
Arrival	n/a	8:45-9:00
Welcome with DDOE Site Visit Team, Central Office & School	DDOE Director & School or District Leadership	9:00-9:15
DDOE Team Organization, Review of Protocols	DDOE Team	9:15-9:30
DDOE Data Gathering: walkthroughs, interviews, focus groups, and document analysis simultaneously	Teams of 2-3	9:40-11:30
LUNCH	TBD	11:30-12:30

Resume Data Gathering: walkthroughs, interviews, focus groups, and document analysis simultaneously	Teams of 2-3	12:40-2:10
Team Debrief	DDOE Director and Site Visit Team	2:15-3:30
Review of the Day with Central Office and School	DDOE Director, Site Visit Team & School or District Leadership	3:30-4:00

**Interview Scheduling – Please Complete**

**Site Visit Team Lead will complete detailed agenda for the day**

Interviews	Time	Name(s)	Role(s)	Location
<b>Interviews will take place from 9:40-11:40, in 15 minute blocks</b> Please wait to complete after the initial site visit prep call			Central Office Representative	
			Principal	
			Assistant Principal (s)	
			Instructional Coach	
			Other	
			ELA representative	
			Math representative	
			Science representative	
			Social Studies representative	
			Special Education representative	
		EL representative		
<b>Focus Groups</b>			Students	
			Parents (optional)	

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## Appendix D

### CCSS Site Visit FAQ

#### **CCSS Site Visiting at a Glance**

*Purpose:*

Review the enacted local CCSS curriculum across the content areas AND provide support with the implementation of the Common Core in the form of data gathering and feedback; data will also help DDOE determine what patterns exist across the state to inform additional resources and professional learning

*3 Prongs:*

- Document Analysis
- School Walks (Student Achievement Partners Instructional Practice Guides)
- Focus Groups (Instructional Leadership Team, parents, students) and One on One Interviews (principal, assistant principals, teachers, central office)

*Timing:*

- October through April

*Participants:*

- At least 1 school in each district
- DDOE team accompanied by the district superintendent or designee

#### **What can we expect on the day of the visit in terms of an agenda?**

See Appendix C.

#### **What information will we receive following the visit?**

Feedback will be provided for each of the four sections of the rubric in the form of Commendations, Recommendations, and Expectations.

#### **Will the schools be selected by DDOE or the district?**

The school will be selected by the Department of Education following conversation with the Director of Instruction.

#### **How much time will we be given in advance of the visit?**

The Department of Education will notify the central office during the month of September of the selected school and date. Each school will work with DDOE beginning three to four weeks in advance of the scheduled visit to organize the schedule and necessary documentation.

#### **What documents will DDOE request?**

The documents requested will align with the Site Visit Rubric provided to each LEA. The specific documents requested may vary but will include documents such as those listed on the rubric provided.

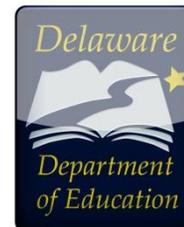
#### **Who will be a part of the visiting team?**

The team will be comprised of DDOE staff from the Teaching and Learning Branch. An invitation will be extended to the Superintendent or designee.

# Appendix E

## CCSS Site Visit Report Template

### Delaware Department of Education: Teaching and Learning Branch Common Core Site Visit Report



School:  
District:  
Date:  
Monitoring Team Members:

#### AREA ONE: IMPLEMENTING COMMON CORE STANDARDS ACROSS THE CURRICULUM

TOTAL: \_\_\_\_/4

##### Commendations

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##### Recommendations

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##### Expectations

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#### AREA TWO: IDENTIFYING AND SUPPORTING SPECIAL POPULATIONS

TOTAL: \_\_\_\_/4

##### Commendations

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### **Recommendations**

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### **Expectations**

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**AREA THREE: PROVIDING PROFESSIONAL LEARNING AND SUPPORT TO TEACHERS AND PRINCIPALS**

**TOTAL: \_\_\_\_/4**

### **Commendations**

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## AREA FOUR: LEADING AND PROBLEM SOLVING

TOTAL: \_\_\_\_/4

### Commendations

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### Recommendations

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### NEXT STEPS

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## Appendix F

### Site Visit Code of Conduct

<b>Carry out work with integrity</b>	<b>Act with the best interests of students and staff in mind</b>
<ul style="list-style-type: none"> <li>• School personnel may be apprehensive, so treat all those you meet with courtesy and sensitivity, and try to minimize stress.</li> <li>• Try to alleviate anxiety by displaying respect, valuing opinions, and showing an interest in what every individual says; giving everyone an opportunity to speak.</li> <li>• Focus your attention and questions on topics that will reveal how well students are learning.</li> <li>• Assure confidentiality.</li> <li>• Approach the school site visit with a clear understanding of that school’s particular mission and educational philosophy.</li> </ul>	<ul style="list-style-type: none"> <li>• Do not put students or staff in a position where they may have conflicting loyalties.</li> <li>• Emphasize that students come first and are at the center of the review.</li> <li>• Wherever possible, work to others' convenience.</li> <li>• Under no circumstances criticize the work of a teacher, or anyone else involved with the school during the course of an observation period or focus group.</li> <li>• Observation comments regarding individual teachers are not shared outside the team.</li> <li>• Respect student learning during the classroom visit. Maintain a low profile.</li> </ul>

<b>Be objective, base findings on evidence.</b>	<b>Exercise Professionalism</b>
<ul style="list-style-type: none"> <li>• Findings must be robust, fully supported by evidence, and defensible, and must align to the guiding questions on the rubric.</li> <li>• Findings must be reliable in that others would make the same judgment based on the same evidence.</li> <li>• Findings must be based on evidence gathered in the context of the school, not in comparison to personal preference or opinion or other schools.</li> <li>• An individual’s perception can be evidence, especially if supported by others’ observations.</li> <li>• Be prepared to ask questions to establish whether a view is based on opinion or evidence. This applies to team members’ judgments as well.</li> <li>• Discussion with staff and team members is part of the process to create a fair and secure evidence base from which findings are developed.</li> <li>• Findings should always relate to issues affecting the education of children.</li> </ul>	<ul style="list-style-type: none"> <li>• Refrain from using your cell phone during classroom observations, focus groups, and team time. Site visitors may use the lunch break to use cell phones and check email.</li> <li>• Arrive to the school early/on-time and closely follow the schedule for the day.</li> <li>• Out of respect to the speaker, do not engage in side conversations while another team member or school staff is speaking.</li> <li>• In cases where team members do not agree on a finding/rating, refer to the guidelines provided in <i>Rating the Criteria (Appendix G)</i>. Present concrete evidence to support findings and be respectful to others’ evidence-based perspectives.</li> <li>• Allow participant voice to dominate during focus groups. Besides asking follow-up questions, do not offer personal opinions or respond directly to participant responses.</li> </ul>

Source: These guidelines for conduct are based, in part, on the British Office for Standards in Education (OFSTED) Code of Conduct.

## Appendix G

### Rating the Criteria

After reviewing many sources of evidence, site visitors will rate the school on each of the relevant Performance Criteria. When assigning a rating to a criterion, site visitors must be able to reference multiple sources of evidence (from focus groups, classroom observations, document review, or interviews) that support the rating. Evidence provided for the rating must speak directly to how the school is performing in terms of the criteria. Evidence must be sufficient in quantity, appropriate in nature, relevant to the criteria, valid, and verifiable.

In instances where site visit team members do not agree on one or more ratings, these guidelines will facilitate collaboration and allow the team to come to consensus.

If...	Then...
<p><b>Two (2) or more site team members assign different ratings that differ by one level</b></p> <p>Example: 3 team members select On Track 2 team members select Somewhat on Track</p>	<p>Team members participate in a discussion (not to exceed 10 minutes) to present a minimum of three pieces of evidence to support their selected rating. If the team is still unable to reach consensus based on the presented evidence, no rating will be reported during the site visit. The site visit leader will continue to review evidence after the visit, and the school will be provided a rating in the site visit report.</p>
<p><b>Team's ratings differ by more than one level</b></p> <p>Example: 1 team member selects Off Track 4 team members select Somewhat On Track</p>	<p>Repeat process as stated above; team can compromise on a middle rating based on evidence presented <u>or</u> if no consensus is reached, the site visit leader will continue to review evidence after the visit and the school will be provided a rating in the site visit report. Concerns/evidence noted by the dissenting team member should be presented in the site visit report.</p>
<p><b>Team members select more than two levels of ratings</b></p> <p>Example: 1 team member selects Exceeds 2 team members select Somewhat On Track 2 team members select Off Track</p>	<p>All team members will state 3 pieces of evidence to support their rating. The team leader will record evidence and the group will discuss (discussion not to exceed 10 minutes). If 80 percent or more of the team agree on a single rating, the school will be provided the rating and the dissenting team member's evidence will be noted in the site visit report. If unable to reach consensus, the site visit leader will continue to review evidence after the visit and the school will be provided a rating in the site visit report.</p>
<p><b>One team member differs by one rating level and does not agree to group rating</b></p> <p>Example: 1 team member selects Off Track 3 team members select Somewhat on Track</p>	<p>The dissenting team member must present three pieces of evidence to support their rating level. Discussion should not exceed five minutes. If three pieces of evidence cannot be provided, the majority rating will rule. If after the presentation of evidence, consensus cannot be reached, no rating will be reported during site visit. Department staff will continue to review evidence after the visit, and the school will be provided a rating in the site visit report.</p>

## Appendix H (Part 1)

### Description of Instructional Practices Template

Please provide a short description of how the school defines high quality instruction and a description of what instructional practices, behavioral expectations, and kinds of accommodations the team should expect to see. **Please note that this description will be one of the primary mechanisms by which the Site Visit Team will evaluate instruction at the school** and will therefore influence the eventual findings and ratings on the Instruction indicator in the school's site visit report.

Instructional Practices
Guiding questions: <ul style="list-style-type: none"> <li>• <i>What should the team see in classrooms that will let them know that students are learning at the level of rigor required by CCSS/NGSS?</i></li> <li>• <i>What will teachers be doing that will demonstrate that they are implementing the school's CCSS/NGSS instructional model?</i></li> </ul>
School's Description:

CCSS Specific Professional Development
Guiding questions: <ul style="list-style-type: none"> <li>• <i>What is expected of Professional Learning Communities with regard to the CCSS/NGSS?</i></li> <li>• <i>What CCSS/NGSS specific professional development was provided prior to this school year? Describe when and in what context.</i></li> <li>• <i>What CCSS/NGSS specific professional development is planned for this school year? Describe when and in what context.</i></li> </ul>
School's Description:

Accommodations and Differentiation
Guiding questions: <ul style="list-style-type: none"> <li>• <i>What might the team see in classrooms to show that the school is supporting students with diverse learning needs?</i></li> <li>• <i>How might the team know that teachers are implementing IEP accommodations?</i></li> </ul>
School's Description:

## Appendix H (Part 2)

### *Template for Focus Groups and Interviews*

Please use the following template when planning for interviews and focus groups.

<b>Focus Groups and Interviews</b> (Please include no more than 8 attendees for each focus group)	<b>Description</b>
<b>School Leadership/ Administration Interview</b>	Administrators who are directly and primarily responsible for the academic program and the operation of the school should be offered the opportunity to participate in the interview process.  (Central Office, Principal, Assistant Principal, Instructional Coach)
<b>Special Ed./ELL Staff Interview</b>	Special Ed teachers/staff and ESL teachers/staff should be offered the opportunity to participate in the interview process.  (Special Education, ELL)
<b>General Education Teacher Interview</b>	All general education teachers should be offered the opportunity to participate in the interview process.  (One from each content area – ELA, math, science, social studies)
<b>Student Focus Group</b>	Student focus groups should include only students in Grade 3 and above. Depending on the ages of the students and the size of the school, one or two focus groups will be scheduled. Students should represent a variety of ages, grade levels, backgrounds, etc.  (6-8 students)
<b>Family Focus Group (optional)</b>	This focus group should include parents or guardians whose children represent a variety of grades, years spent at the school, students with disabilities and/or limited English proficient students.  (6-8 parents)

*\*Add additional rows as needed*

## Appendix H (Part 3)

### *Template for Student Demographic Information*

Enrollment Information:
Total number of students currently enrolled:
Number of students who left the school during the prior school year:
Number of students who completed the prior school year but did not reenroll for the current school year (excluding graduates):
Number of students who have left the school during the current school year:

Demographic and Subgroup Information (for currently enrolled students):		
Race/Ethnicity	# of students	% of entire student body
African-American		
Asian		
Hispanic		
Native American		
White		
Native Hawaiian, Pacific Islander		
Multi-Race, Non-Hispanic		
Special Education		
English Language Learner		
ELL-Immigrant		
Low Income		

Special Education Student Demographic Information	
Current number and percentage of students with disabilities receiving services in a full inclusion setting – Setting A	
Current number and percentage of students with disabilities receiving services in a partial inclusion setting – Setting B	
Current number of students on Section 504 Accommodation Plans	
List of types of assistive technology devices used:	
Number of students taking the DCAS-Alt	

English Language Learner Student Demographic Information	
The number of English Language Learners (ELL) per classroom by grade levels and levels of proficiency	
Primary languages of the ELL students at this campus	
The number of ELL Immigrant students per classroom by grade level and levels of proficiency	
Names and roles of persons responsible for providing English as a Second language services, both full and part-time	
Names and roles of persons responsible for administration of WIDA MODEL, W-APT and ACCESS proficiency assessments.	
List of ESL program models in use at this campus (ESL pull-out, ESL push-in, etc.)	

## **Appendix H (Part 4)**

### *Master Schedule*

A master schedule for the day of the visit clearly indicates the teacher, subject, time, and location (with room assignments) for all classes. Please identify on the schedule which classes are special education inclusion, pullout, or substantially separate placements. Also indicate any RtI Tier 2 and 3 intervention classes. The team is also interested in PLCs if the school if such a visit will not interrupt the teachers involved.