

Preparing for a Title II / ILP (Beginning Teacher Support) Monitoring Visit

The following is a list of items that you will need to provide for the monitoring visit. A team facilitator will be assigned to your LEA or charter school. This person will provide guidance in preparing for the monitoring visit. The facilitator will be in contact.

Work Space

A work space equipped with tables will be needed for the monitoring team of 5-8 individuals and at least 10 other individuals who will be interviewed as part of the monitoring process.

The area should be able to be secured since records will be temporarily housed there.

Because the team may need to work after typical business hours, the workspace may need to be used at night. Having someone “on call” to lock the building would be helpful.

Work Schedule

A specific schedule for the monitoring visit will be sent to you by the team facilitator.

The hours of work will be 8:30 to 5:30 daily, unless evening hours are required to complete the documents/records review.

Directions

Please provide to the team facilitator directions from the hotel to the work site.

Interviews

The team facilitator will work with you to create a monitoring visit schedule which will include 30-minute interviews with each of the following:

- Personnel Administrator (may include licensure specialist)
- Title II Coordinator
- ILT (Beginning Teacher Support) Coordinator
- Professional Development Coordinator

The following groups (consisting of 10 individuals of your choosing) will be interviewed. Please begin now to form these groups. The team facilitator will work with you to determine the times these groups will need to be available:

- ILTs (Beginning Teachers) currently in year 2 or 3 (Please include at least 1 lateral entry teacher.)
- Mentors
- Teachers involved in professional development activities in the 2 previous years (including at least 1 paraprofessional)
- School administrators
- Individuals that were involved in the Needs Assessment for Title II (Please include teachers, parents, administrators, and, if appropriate, a private school representative.)
- HOUSSE evaluators
- Teachers who have been through the HOUSSE process to become HQ

Documents for review

All records to be reviewed must be located in the team work space.

NOTE: To understand what types of documentation might be provided to the visiting team, please read the “Sample Evidences.” (This document is the same as the team report format with the exception of sample evidences listed beneath each item.) Each item on the team report must be checked off in order to avoid a corrective action. Providing the documentation suggested will assist in assuring each item can be checked off.

ILT (Beginning Teacher) records – LEAs (not charters) will receive a list of ILTs (Beginning Teachers) from DPI. Please refer to the enclosed chart to determine the number of records to pull from the list provided. Charter schools will need to refer to the chart enclosed to determine the number of records to make available. Only records of licensed teachers should be included.

For each ILT (Beginning Teacher) the following will need to be provided:

- 3 observations by a principal or designee for each year in the ILT (Beginning Teacher) program
- 1 observation by a peer for each year in the ILT (Beginning Teacher) program
- 1 summative evaluation for each year in the ILT (Beginning Teacher) program
- 1 Individual Growth Plan for each year in the ILT (Beginning Teacher) program
- Evidence of the assignment of a mentor for each year in the ILT (Beginning Teacher) program
- Evidence that the ILT (Beginning Teacher) received an orientation
- Evidence that the ILT (Beginning Teacher) was not assigned extracurricular duties unless s/he requested the duties in writing

HOUSSE records - LEAs (not charters) will receive a list from DPI of those teachers who have been through the HOUSSE process. Please refer to the enclosed chart to determine the number of records to pull from the list provided.

Needs Assessment records – Please refer to the Team Report with “example of evidence” to determine which records you may have that will fulfill the requirements of the Needs Assessment section. If there are private schools receiving Title II funds in your LEA, you will need to provide documentation of the inclusion of the private schools in the planning and implementation of Title II. See the “Sample Evidences” document for suggestions.

Professional Development records – Please refer to the “Sample Evidences” to determine which records you may have that will fulfill the requirements of the Professional Development section.

Other

Access to a copier and a computer with Internet access will be helpful. These do not have to be in the work space.