

Based on a model in place in the United Kingdom for over three decades, ten of Louisiana’s 27 teacher preparation providers participated in an inspectorate model pilot during the 2015-2016 academic year.

Following the pilot, the Louisiana Department of Education (LDOE) formed a working group of participating provider leaders to inform the development of a Louisiana-specific on-site review framework. During the 2016-2017 academic year, ten Louisiana providers will have the opportunity to pilot and provide feedback on that framework.

This Frequently Asked Questions document will serve as an ongoing record of questions posed by educators, preparation providers, and other interested stakeholders and will be updated as research and development progresses.

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2016-2017 PILOT FOCUS AREAS

Q1: AT WHAT LEVEL WILL ON-SITE REVIEW BE PILOTED IN 2016-2017?

A: Teacher preparation on-site reviews piloted in the 2016-2017 school year occur at the provider level. The review will include feedback on multiple pathways and programs within one provider.

Q2: WILL SCORES BE ASSIGNED AT THE PROVIDER, PATHWAY, AND PROGRAM LEVELS?

A: For providers that offer more than one pathway, the final report will provide scores for undergraduate and alternate pathways. Scores will not be provided at the program level (e.g., elementary), unless provider has only one program within a pathway. However, when collecting and reporting on evidence, on-site review team members will clearly indicate if the evidence is specific to one program, a group of programs, or an entire pathway. A sample report is available [here](#).

Q3: WHICH PROGRAMS (CERTIFICATION AREAS) WILL BE INCLUDED IN THE ON-SITE REVIEW PILOT?

A: To align with preK-12 priorities, the 2016-2017 on-site review pilot will include examination of the following teacher certification areas: Early Childhood PK-3; Elementary 1-5; integrated to merged 1-5, 4-8, and 6-12; and middle grades 4-8 and secondary 6-12 (English, Math, Sciences, Social Studies). On-site review pilot will focus on teaching methods coursework, including disciplinary literacy.

Q4: HOW WILL EVIDENCE BE GATHERED AND REVIEWED?

A: Prior to on-site visits, the review team will work with program leadership to create an on-site review schedule to capture evidence from multiple sources. While on site, the team will gather evidence from observations of courses taught and student teaching; feedback conversations between candidates and their supervisors; and interviews with faculty, teacher candidates, mentor teachers, and school leaders. The collected evidence is then triangulated—combined, compared, and examined to identify program performance patterns—to ensure scores capture typical aspects of the program.

Q5: HOW WILL PILOT RESULTS BE USED?

A: While the results of each on-site review will be shared with the provider and with the LDOE, results of 2016-2017 pilot will not be shared publicly nor used for accountability purposes. The Department may use pilot results to assess field support needs that may be broadly applicable to providers across the state.

Q6: HOW WILL THE 2016-2017 ON-SITE REVIEW PILOT INFORM CONTINUED DEVELOPMENT AND REFINEMENT OF THE MODEL?

A: Participants' experiences will be used to consider what further refinements will be needed to the Louisiana on-site review model. The on-site review working group, in collaboration with the LDOE, identified areas where further examination will be needed, and the 2016-2017 pilot will serve to gather additional feedback and research from participating providers on those identified areas.

REVIEW TEAM LOGISTICS AND PROCEDURES

Q7: HOW MUCH TIME IS REQUIRED TO PREPARE FOR AN ON-SITE REVIEW?

A: On-site review preparation varies by provider. Feedback from the 2015-2016 pilot institutions included estimates from 10-40 combined hours on the part of program leadership, faculty and/or staff.

Q8: WHAT PREPARATION IS REQUIRED IN ADVANCE OF THE ON-SITE REVIEW VISIT?

A: Approximately six weeks before the visit, providers are asked to

- prepare a four- to five-page self-assessment report using the provided template;
- prepare an observation schedule to include candidates, recent completers, and opportunities for interviews with stakeholders (e.g., principals, district supervisors); and
- provide supporting documentation that draws on the provider's existing materials (e.g., handbook, course syllabi).

Q9: HOW LONG DOES AN ON-SITE REVIEW LAST?

A: On-site review visits last three to five days depending on program enrollment. A [typical schedule](#)—which varies based on the number of programs and their enrollment—begins with a review team briefing from program leaders, is followed by two to three full days of on-site review activities and daily debriefs, and concludes with a Friday afternoon final findings debrief for program leadership.

Q10: HOW WILL PROVIDER ENROLLMENT INFORM TEAM SIZE AND DURATION OF ON-SITE REVIEW VISITS?

A: The on-site review team size will vary from three to six review team members and duration will vary from three to five days, depending on the number and enrollment of programs offered by the provider.

Q11: WHEN WILL ON-SITE REVIEW VISITS OCCUR?

A: To ensure necessary evidence is captured, visits are based on each provider's academic calendar. Visits are scheduled to coincide with and give attention to provider coursework, candidate practice experiences, and school district calendars.