



Pre-Visit Checklist for Louisiana Providers

A robust on-site review experience is built upon understanding the Louisiana On-site Review Framework and crafting strong opportunities for triangulation from documents, interviews, and observations. The purpose of this checklist is to facilitate your preparation and planning for the TPI-US on-site review.

ASAP	
	Confirm that scheduled on-site review visit does not conflict with institution events or partner district calendars
	Identify key provider personnel to handle scheduling, gathering of documents, data, etc.
	Review Framework to become familiar with the domains

Approximately 2-3 weeks prior to the on-site review visit, gather and share with the review team the following documents:

1. A brief (4 to 5 page) Self-Assessment (may be completed at the provider or pathway level)
2. Program requirements (e.g., typical degree plan or course prescription) for pathways and associated programs included in the on-site review
3. Application for admission to the pathway/description of pathway selection process
4. Handbook (or equivalent) for
 - a. Teacher candidates
 - b. Classroom Mentor Teachers
 - c. Program Supervisors
5. Forms, including observation and evaluation instruments, used to provide feedback to teacher candidates, supervisors, etc.
6. Current cohort admissions data (i.e. GPA, SAT and/ or ACT data for ALL of a recent cohort)
7. Syllabi for required in-person and online courses whether or not observed during the on-site review

Schedule of observations and interviews may take a significant amount of coordination. Begin considering how you will schedule:

- A. Program supervisor and/or mentor teacher observations of teacher candidates at the same time they are observed by on-site review team members: On-site reviewers will co-observe the lesson then observe the feedback the program supervisor or mentor teacher provides following the lesson.
- B. Brief interviews with teacher candidates, program supervisors, classroom mentor teachers, and recent program completers. This can take the form of individual conversations or a 15-30 minute focus group. This can happen at the time of the school visit or on the provider's campus.
- C. Interviews with principals and/or assistant principals to ask about their experience with candidates and/or completers hired to teach, and more generally with the program

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- D. Course observations that enable gathering evidence about the content knowledge and teaching methods taught by program faculty. On-site review team members will observe required courses that are meeting during the on-site review period, whether they meet on campus or in a partner school or other location. Please ensure the team is scheduled to observe as possible.
- E. Opportunity to talk with individual faculty or groups of program faculty about teaching and learning in the program.

Except for the Self-Assessment, which is an informational tool that is not judged, each of the items above support evidence gathering for one or more of the domains below. The areas below are designed to help keep track of evidence sources by each domain.

Domain 1 - Selection	
	<input type="checkbox"/> Data on pre-selection GPA of all candidates in the most recent cohort.
	<input type="checkbox"/> Standardized test score data (ACT, SAT, GRE) for most recent cohort.
	<input type="checkbox"/> Demographic data on current cohort, most recent completer cohort, local or state K-12 students and teacher workforce
	<input type="checkbox"/> Handbooks or policies outlining the pathway’s admission criteria and process
	<input type="checkbox"/> Documentation of recruitment initiatives
	<input type="checkbox"/> Documentation of supports given to candidates that do not meet admission requirements
	<input type="checkbox"/> Documentation of multiple measures criteria such as interviews, recommendations, auditions, videos, micro-teaching requirements, etc.
	<input type="checkbox"/> State agency-provided data
	<input type="checkbox"/> *Scheduling Considerations: Interviews with program faculty/staff about selection criteria and recruitment initiatives.

Domain 2 - Content Knowledge and Teaching Methods	
	<input type="checkbox"/> Course syllabi for all virtual and in-person required program courses
	<input type="checkbox"/> Degree Plans/Course Catalogs & Program Handbooks
	<input type="checkbox"/> Surveys of Teacher Candidates, Mentor Teachers, Program Supervisors, Course Evaluations Principals/Hiring managers, etc.
	<input type="checkbox"/> *Scheduling Considerations: Course observations (and, where applicable, course videos)
	<input type="checkbox"/> *Scheduling Considerations: Conversations with teacher candidates, program faculty/staff, classroom mentor teachers, supervising teachers, principals, and recent program completers.

Domain 3 - Clinical Placement, Feedback, & Candidate Performance	
	<input type="checkbox"/> 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)
	<input type="checkbox"/> Surveys of Teacher Candidates, Mentor Teachers, Program Supervisors, Principals/Hiring Managers, Program Completers, etc.
	<input type="checkbox"/> Teacher candidate self-reflection projects
	<input type="checkbox"/> Demographic data on PK-12 students and teachers in clinical placement schools
	<input type="checkbox"/> Data on academic performance of clinical placement schools
	<input type="checkbox"/> Training materials for clinical/program supervisors and mentor teachers
	<input type="checkbox"/> Data on observation and/or evaluation scores for recent cohort(s)
	<input type="checkbox"/> Program handbooks, MOUs and/or other program documents with information on the selection, training and support of mentor teachers and supervisors
	<input type="checkbox"/> Surveys of program completers
	<input type="checkbox"/> *Scheduling Considerations: Interviews with teacher candidates, program faculty/staff, classroom mentor/cooperating teachers, principals, school district HR, and recent program graduates.
	<input type="checkbox"/> *Scheduling Considerations: Observations of teacher candidates teaching--alongside program supervisor or mentor teacher, where possible--and observation of post-conference between candidate and program supervisor or mentor teacher

Domain 4 - Program Performance Management	
	<input type="checkbox"/> Data over time including: <ul style="list-style-type: none"> <input type="checkbox"/> Teaching observations <input type="checkbox"/> Evaluations <input type="checkbox"/> Surveys <input type="checkbox"/> Employment outcomes <input type="checkbox"/> Impact of candidates and completers on student learning
	<input type="checkbox"/> Completed observation and feedback provided to candidates ¹
	<input type="checkbox"/> Program handbooks, MOUs and/or other program documents
	<input type="checkbox"/> Program or individual improvement plans, action plans, and results of the interventions
	<input type="checkbox"/> Program outcomes such as employment, persistence data, feedback from completers and employers, and impact on student learning outcomes
	<input type="checkbox"/> Notes/agendas/minutes from meetings with stakeholders (school districts,

¹ Due to the nature of on-site review and triangulation of evidence required, some documentation is applicable to more than one framework domain.

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	completers, teacher candidates, etc.)
	<input type="checkbox"/> Notes/agendas/policies/etc. from provider meetings to review teacher candidate transition points
	<input type="checkbox"/> State agency-provided data
	<input type="checkbox"/> *Scheduling Considerations: Conversations with teacher candidates, program faculty/staff, classroom mentor/cooperating teachers, principals, and recent program completers.