State Operated Programs

Facility Monitoring Documents

This document will be used to record all notes and findings from the facility visit. Questions and reviews of protocol or policy are separated by their respective interviewees. Final remarks and information are taken from this form and placed into the SOP Protocol Monitoring Instrument for review by the LEA and DOE.

# SOP Monitoring Procedures

**Upon arrival at the facility, ask for the following items**:

|  |  |
| --- | --- |
|  | State Operated Programs’ Manual |
|  | School Division Manual |
|  | Parent Involvement Documentation |
|  | Open House Documentation |
|  | Student Handbook or Student Orientation Materials/Procedures |
|  | Staff Site Handbook |
|  | Equipment Inventory |
|  | Literacy Pre and Post Test Report Record & Growth Report Record |
|  | Teaching Certificates |
|  | Virtuoso Q & A Previous Month’s Report |
|  | Daily Schedule (Alternate schedule for low census, if available) |
|  | Staff Development Log |

**Interviews will involve**:

1. Administrator
2. Administrative Assistant
3. 2-3 Students
4. A mix of 2-3 Content and Special Education Teachers
5. Literacy Coach
6. Post D Teacher
7. PE Teacher
8. Therapist
9. Facility Personnel (Preferably, one who monitors students in class or is the liaison to the school program).

PART THREE: FACULTY/STAFF INPUT PROTOCOL

For each statement, mark the column that best describes your leader. Please be aware that some questions seem to score ‘in the wrong direction.’ Please indicate NA next to any item that does not apply.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A = Not at all** | | **B = Sometimes** | **C = Often** | **D = All the time** | **NO = Not observed** | **A** | **B** | **C** | **D** | **NO** |
| 1 | The leader is passionate about the work we do in our SOP and seems beyond temporary setbacks and problems. | | | | |  |  |  |  |  |
| 2 | The leader works extremely hard in all endeavors of the SOP. | | | | |  |  |  |  |  |
| 3 | The leader is open to constructive criticism and suggestions. | | | | |  |  |  |  |  |
| 4 | The leader plans for the future of our SOP. | | | | |  |  |  |  |  |
| 5 | Morale in our SOP is high. | | | | |  |  |  |  |  |
| 6 | The leader identifies and encourages teams to work toward the same program goals. | | | | |  |  |  |  |  |
| 7 | The leader is a good problem solver and works for win/win program solutions. | | | | |  |  |  |  |  |
| 8 | The leader’s expectations for the program are clear and consistent. | | | | |  |  |  |  |  |
| 9 | The leader facilitates my learning and skill development to strengthen my skills. | | | | |  |  |  |  |  |
| 10 | The leader is an instructional leader, facilitating student instruction and learning. | | | | |  |  |  |  |  |
| 11 | The leader is consistently visible in our SOP. | | | | |  |  |  |  |  |
| 12 | The leader is consistently available. When the leader is absent, education staff are informed of his/her location and estimated return date. | | | | |  |  |  |  |  |
| 13 | The leader provides lots of ideas and resources to improve student outcomes. | | | | |  |  |  |  |  |
| 14 | The leader visits my classroom frequently. | | | | |  |  |  |  |  |
| 15 | The leader provides in-depth and valuable feedback on my teaching performance. | | | | |  |  |  |  |  |
| 16 | The leader models positive attention at meetings. | | | | |  |  |  |  |  |
| 17 | The leader models positive interactions with students. | | | | |  |  |  |  |  |
| 18 | The leader models positive interactions with education staff, and facility staff. | | | | |  |  |  |  |  |
| 19 | The leader models positive interactions with parents. | | | | |  |  |  |  |  |
| 20 | The leader models timely arrival prior to staff each day. | | | | |  |  |  |  |  |
| 21 | The leader models consistent preparation for meetings and events. | | | | |  |  |  |  |  |

# Walk Through Checklist

# Use this part to document observations in classrooms:

|  |  |  |  |
| --- | --- | --- | --- |
| Room name/number | YES | NO | Observation |
|  |  |  | Character education displays/words/board |
|  |  |  | Standards of Learning/objectives for lesson |
|  |  | Vocabulary displays |
|  |  | Classroom rules/procedures |
|  |  | Differentiation of Instruction |
|  |  | Use of Electronic devices |
|  |  | Varied and leveled materials |
|  |  | Current textbooks |
|  |  | Other observation: |
|  |  | Other observation: |
| Room name/number | YES | NO | Observation |
|  |  |  | Character education displays/words/board |
|  |  |  | Standards of Learning/objectives for lesson |
|  |  | Vocabulary displays |
|  |  | Classroom rules/procedures |
|  |  | Differentiation of Instruction |
|  |  | Use of Electronic devices |
|  |  | Varied and leveled materials |
|  |  | Current textbooks |
|  |  | Other observation: |
|  |  | Other observation: |
| Room name/number | YES | NO | Observation |
|  |  |  | Character education displays/words/board |
|  |  |  | Standards of Learning/objectives for lesson |
|  |  | Vocabulary displays |
|  |  | Classroom rules/procedures |
|  |  | Differentiation of Instruction |
|  |  | Use of Electronic devices |
|  |  | Varied and leveled materials |
|  |  | Current textbooks |
|  |  | Other observation: |
|  |  | Other observation: |

# Companion Questions for the SOP Monitoring Instrument

# Administrative Assistant/s:

1. What is your timeline for Notifications of Enrollment and, upon release, Educational Transfer Summaries/Grade Reports/Discharge summaries?
2. What is the process for teachers to enter grades on a transfer summary? What is the expected teacher timeline from discharge/release to enter grades?
3. Are materials sent to parents upon enrollment and release/discharge? What are they?

* Notification of rights \_\_
* School contacts/policy procedure \_\_
* Grade report \_\_ grade explanation \_\_ reenrollment instruction \_\_
* Star reports \_\_\_
* Other:

1. What are your daily work hours? What are the daily work hours for the remainder of the education staff? How is staff attendance monitored?
2. Is your leader available to problem solve with you? Is your leader supportive of your ideas?
3. Who provides continuity in the absence of the principal? Is the current arrangement effective, fair, and respected by the education staff and facility staff?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Folder Review Notes** | **Student Initials** | **Student Initials** | **Student Initials.** | **Student Initials.** | **Student Initials** |
| Complete Communications log |  |  |  |  |  |
| Timely notification of enrollment |  |  |  |  |  |
| Timely & complete Ed Transfer Summary |  |  |  |  |  |
| Interim Grade, subject level &comments |  |  |  |  |  |
| Home lang. survey  Interest inventory  Internet use policy  Waiver modifications |  |  |  |  |  |
| SPED IEP  SPED amendment  SPED Progress Report |  |  |  |  |  |
| Other |  |  |  |  |  |

# Core Teacher/s:

**(If there is a PE Teacher, Literacy Coach/Title I Teacher, Post-D Teacher and/or Therapist on site, there will be some specific questions to their content.)**

1. Review policy and procedures for timelines:
   1. What hours do you work? Do all staff work the same hours? Is there any documentation of the hours worked?
   2. What procedures are currently used when someone is absent (planned or emergency), late or leaves early?
2. What is the role model that the leader displays? (problem solver, communicator, team player, value individuals, meeting people where they are, provide resources for teacher, passion, attention during meetings, creativity, compassion, active listener)
3. Is your leader available on site to problem solve? Do they she/he support staff and students on a regular, dependable basis?
4. Who provides continuity in the absence of the principal? Is the current arrangement effective, fair, and respected by the education staff and facility staff?
5. Is there a site handbook for education staff that are assigned to this site? Where can I find a copy? Is there access to LEA policy? How do you access LEA policy?
6. Do you review the SOP manual each school year? How is the review conducted?
7. What is your interaction with parents?
8. Do you use the same evaluation system as the school division? Tell me how you use it. Show me a SMART goal or two on which you are being evaluated. Professional Growth Goal(s) \_\_\_\_ Student Performance Goal(s) \_\_\_\_ Are you observed? Walkthrough with feedback? Last formal observation\_\_\_\_\_\_\_\_\_\_, Pre and Post observations \_\_\_\_\_\_\_\_\_ Formative and Summative evaluations?
9. Do you participate in offsite education conferences or meetings? If so how do you share what you learn at conferences with all education staff on site?
10. How do you receive information (DOE, SOP, LEA, Det.) that is pertinent to everyone in the education program? Tell me about any faculty meetings you have? Are they regularly scheduled? What type of information is relayed and/or what type of activities are conducted?
11. How do you learn about goals and accommodations for a student with special education needs? Are goals and accommodations readily available to you for the students with whom you currently work?
12. Tell me about how you engage your students through instruction and hands on learning.
13. As an individual teacher, how do you cultivate character in students with your program?
14. Upon what standards and curriculum do you base your lessons?
15. How do you record student progress and give feedback to students? How often?
16. Do you have the currently adopted school division textbook for your subject area(s)? What are some materials or resources available to you if there are students who cannot read the grade level text books and/or materials?
17. What if you have an assigned class and no one is in attendance? What do you do with that time?
18. How do you plan day to day instruction and ensure week-to-week instruction is progressing to allow students the opportunity to meet annual learning goals and standards?
19. What technologies do you use in lessons? Can you show me a lesson plan utilizing technology? How do students engage technology in your classroom?
20. How does the literacy coach support instruction?
21. How is your school program serving students who already have a GED or a HS Diploma?
22. **SPED TEACHERS ONLY**
    1. What timeline do you use to target to amend an IEP?
    2. Do you have a copy or access to the SOP SPED flow charts and are they useful?
    3. How often and how do you inform parents of progress on IEP goals?
23. **PE ONLY**- Tell me about your PE program? How do you balance classroom instruction and gym time? How do you emphasize in the classroom a healthy lifestyle? How do you emphasize lifetime sports**?** How is gym time structured?
24. **FOR DETENTION PE TEACHERS ONLY**:What type of pre- and post-testing do you do? May I see examples of pre- and post-testing?
25. **LITERACY/TITLE I TEACHERS ONLY-**
    1. How do you use STAR in this facility? May I see the “Test Record Report” and “Growth Report” for the school year? Do you use any other diagnostic tool?
    2. Do you ever work in small groups or individually? How do you document this work?
26. **MUSIC/ART THERAPISTS ONLY-**
    1. Do you have access to the SOP approved curriculum for therapists? Can you name 2-3 of the standards?
    2. Do you have an opportunity to work with all students in the facility?
27. **POST D ONLY-**
    1. Do you have access the SOP curriculum for post D? Can you name 2-3 of the standards?
    2. What certificate programs do you offer at your site? (OSHA, Work keys, etc.)
28. **CONSULTANTS ONLY**-
    1. How many clinics are assigned as your responsibility? Do you feel the clinic to which you have been assigned is appropriately staffed for education? Please elaborate.

**Students**:

1. How do you get extra help in class when you need it? (**STOP here for Hospital student questions**)
2. Do you know who the “principal” is at the school? Have you ever met or talked with him or her?
3. Do you know how you are doing in this school program right now? How do you know if you are making progress?
4. Tell me about your PE class? What do you like about it the best? What recommendation would you make?
5. Do you see an art or music person while here? If so, how often and what kinds of things do you do?
6. Tell me about how much and where you read while you are here?
7. Does any teacher here work with you to improve your reading skills? Did you take at least one time a Star reading and math test? What happened after those tests?
8. Beside pencil, paper, and worksheets, what other tools are used in the classroom to further your education? How often and in what classes do you use them (Whiteboard, laptop, pad, clickers, video)
9. What project or products are you working on in school that take more than 2 class periods?
10. What have you learned from the school or teachers, if anything, about being a better citizen?

# Facility Staff Questions:

1. What is the role model that the leader displays? (problem solver, communicator, team player, values individuals, meeting people where they are, provides resources for teachers, passion, attention during meetings, creativity, compassion, active listener)
2. Is he/she available if you need to relay pertinent information or problem solve?
3. Who provides continuity in the absence of the principal? Is the current arrangement effective, fair, and respected by the education staff and facility staff?
4. Do you see the students engaged with class?
5. Do you see the teachers support students’ learning?
6. How do school and detention rules and classroom management complement each other?
7. What is your overall impression of the education program in this facility? Were he or she in detention, would you be comfortable with your own child in this school?

# Administrator Questions:

1. How/do you track inventories and determine replacement schedules? Please show me your list of the current inventory and replacement schedule.
2. How do you share important information with the teachers and other site education staff? How do you share news from the Virginia Department of Education?
3. Do you produce a local handbook for education staff that work on this site? Please show me a copy.
4. What procedures are in place to manage staff attendance – planned/emergency absence or arriving/leaving?
5. Who provides continuity to management when you are out of the building?
6. May I see the documentation that shows the SOP manual was reviewed at the beginning of this school year by you and the staff?
7. Do all the teachers on this site have a valid and current VA Teaching Certificate with endorsement in the area for which they are responsible?
8. Do you require any consistent interactions with parents from your teachers? If so, please describe. If applicable can you show any documentation of interaction?
9. Did you have an open house or are you planning one? When is it? Who will attend? Any documentation?
10. Do you evaluate teachers using the same evaluation system as the school division? Show me how you use the system including documentation that you have met with individual staff. Do you and teachers use SMART goals?
11. Do you require teachers to share what was learned and what can be applied, with other education staff, when they return from a staff development event?
12. How do you know the teachers are engaging students in instruction?
13. Upon what standards and curriculum do the teachers base their lessons?
14. How do you handle related services for a Special Education student?
15. As an education program, how do you cultivate character?
16. How do you foster a positive relationship with the facility?
17. How is your school program serving students who already have a GED or a HS Diploma?
18. As the instructional leader what activities do you provide to enhance instruction at this site?
19. Describe some of the ways or means that teachers give feedback to students.
20. What are some materials you have available for those who cannot read grade level text books?
21. Do all staff have all time blocks assigned to a specific duty each and every day? If a teacher is responsible for individual tutoring, how is this documented? What are staff expectations in times of low census?
22. Please tell me about/show me the library for this site? How much access do students have to your collection?
23. Tell me how technology is used here to enhance the administrative function? What future uses for technology or related training are you planning for the future?
24. Tell me how teachers use their interactive white boards and two additional means of using technology in the classroom.
25. How do you ensure youth understand school routine and school rules?
26. How do school and detention rules and classroom management complement each other?
27. If applicable do you have full time clinicians assigned to CDC, CCC and the Bleeding Disorders Clinics? What other clinics outside of code do clinicians serve?