



## NATIONAL CENTER FOR SPECIAL EDUCATION ACCOUNTABILITY MONITORING

### Team Leader Implementation Checklist

The Team Leader Implementation Checklist describes the roles and activities of the team leader for an on-site focused monitoring visit. The listing is used to ensure that the visit is conducted with fidelity to the planned roles and responsibilities of the team leader.

#### PRE-VISIT

<i>Initial Team Discussion</i>			
<b>1</b>	<b>The time and location of the initial team meeting/discussion are clearly communicated, resulting in all team members being present for the discussion.</b>	<b>Yes</b>	<b>No</b>
<b>2</b>	<b>During the initial team discussion, the team leader</b>	<b>Yes</b>	<b>No</b>
	a. provides written descriptions of the district/program to include a general overview of district/program		
	b. leads a discussion of the focus area specifically, with data from the district/ program		
	Part B examples: <ul style="list-style-type: none"> <li>➤ shares updated data reflecting status within 2 months of visit date</li> <li>➤ shares calculations of disaggregated data by the focus area at district and grade level groupings</li> <li>➤ shares calculations of disaggregated data by the focus area at building level</li> <li>➤ shares calculations of disaggregated data on the focus area by race/ethnicity and/or ruling at district level</li> <li>➤ shares calculations of disaggregated data on the focus area by race/ethnicity and/or ruling at grade level groupings</li> <li>➤ shares calculations of disaggregated data on the focus area by race/ethnicity and/or ruling at building level</li> <li>➤ shares visual depiction of the district data with team members (e.g., pie chart, graphs)</li> </ul>		
	Part C examples: <ul style="list-style-type: none"> <li>➤ shares updated data related to the focus area reflecting program status within 2 months of the site visit</li> <li>➤ shares disaggregated data relevant to the focused area, as available, based on factors including age of children, provider, trends, race/ethnicity, reasons for low performance, etc.</li> </ul>		

	➤ shares other program information relevant to the focus area including past disputes, family survey data, past monitoring/corrective action status, self-assessment information, CAP/IP status, etc.		
	c. presents summary statements/conclusions based on the data examined in preparation for the site visit		
	d. solicits feedback from team members concerning district/program information		
	e. provides a rationale for how the preliminary hypothesis(es) of noncompliance or reasons for performance status are related to the data reviewed		
	f. solicits feedback from team members concerning initial hypothesis(es)		
	g. makes changes, based on consensus from the discussion with team members, to preliminary hypothesis(es)		
	h. summarizes the discussion among team members concerning the preliminary data and hypothesis(es) of noncompliance		
	i. describes the on-site activities and information that would support/refute the hypothesis(es)		
	j. makes an observable effort to fully include all members in the team discussion (e.g., asks parent team member to share information from the parent surveys; solicits input from team members who may be less vocal)		
	k. When applicable, reviews roles and responsibilities each team member will take during the parent focus meeting 2.k.1. checks on numbers of agendas and brochures available and assigns a carrier 2.k.2. checks on presence of sign-in logs and assigns a carrier 2.k.3. assigns a team member(s) to be the official recorder		
	l. answers all questions asked by team members		

**Reviewer Comments:**

<b>Initial Team Assignments (First Day)</b>		<b>Yes</b>	<b>No</b>
<b>3</b>	<b>The team leader</b>		
	a. provides each team member with the instruments needed to conduct on-site activities (e.g., interview protocols, Teacher Support Team log, record review forms, building/provider specific information)		
	b. gives clear and specific instructions including: 3.b.1. to which location each team member is assigned 3.b.2. to which hypothesis(es) data to be collected by team members is related 3.b.3. who is to be interviewed 3.b.4. which data to request and review (e.g., student records, discipline records, service provider/service coordinator logs, evaluation reports, Individualized Family Service Plans (IFSPs))		

	3.b.5. what services should be observed (when applicable)		
	c. based on the initial hypothesis(es), reviews the interview and record-review protocols with the team and designates specific items that should be included in the investigation and those that should be eliminated		
	d. discusses the use of follow-up questions to clarify responses to protocol questions		
	e. identifies which specific areas of documentation should be targeted when conducting record reviews		
	f. asks each person if he/she has questions about his/her assignment		
	g. asks each person if he/she has needed materials		
	h. shares logistics for end-of-the-day team staffing, including time and location		
	i. asks each team member to provide contact information to enable team members to reach one another during the day		
	j. reminds team members to come to the team staffing prepared with daily summary sheets completed (or determines, as a team, that daily summary sheets will be completed during the team staffing together at the end of day)		

*Reviewer Comments:*

#### ON-SITE VISIT

	<i>Parent Focus Meeting (if applicable)</i>		
<b>4</b>	<b>The team leader</b>	<b>Yes</b>	<b>No</b>
	a. ensures the meeting room set-up, sign-in sheets, and other arrangements are in order prior to the scheduled start of the meeting		
	b. welcomes parents/caregivers (including family members, surrogate parents, personal care attendants, etc.) as they arrive		
	c. ensures the overall context of the meeting is clear and that participants understand how information will be used		
	d. redirects the discussion to the focus area (when necessary)		
	e. ensures that questions from parents/caregivers are handled appropriately		
	e. during the meeting, makes an observable effort to monitor team members who are recording input received from parents/caregivers		
	f. verbally expresses appreciation to the parents/caregivers attending the meeting for their presence and willingness to share information		
	<i>Availability</i>		
<b>5</b>	<b>The team leader</b>	<b>Yes</b>	<b>No</b>
	a. informs team members of his/her location each day		
	b. provides team members a method for contacting him/her (e.g., cell phone number)		

	c. contacts each team member daily to determine whether additional guidance is needed and that sufficient progress is being made		
	d. addresses each team member's questions or concerns		
	<b><i>On-Site Activities With Central Administration</i></b>		
<b>6</b>	<b>The team leader</b>	<b>Yes</b>	<b>No</b>
	a. conducts an on-site introduction/orientation with district/program central office administration (e.g., superintendent, director of special education, program director, coordinator)		
	b. interviews key administrators to investigate the focus area		
	c. arranges for time and location of exit interview with district/program administration (if applicable)		

***Reviewer Comments:***

	<b><i>Daily Staffing (This section completed for each full day of the focused monitoring visit)</i></b>		
<b>7</b>	<b>The team leader</b>	<b>Yes</b>	<b>No</b>
	a. convenes the team staffing at the end of each day		
	b. asks team members to report out the positive finds/strengths		
	c. reviews hypothesis(es) from pre-staffing meeting		
	d. asks each team member to write down evidence (potential noncompliance) related to the focus area from their daily activities on their daily summary sheet		
	e. asks team members to report out the evidence (potential noncompliance) related to the focus area		
	f. summarizes finding after each member reports		
	g. quantifies the types of evidence and numbers of supporting records, interviews, and/or observations		
	h. summarizes input from parents to review each initial hypothesis		
	i. redirects team members to the focus area when findings and evidence presented and discussed are not related to the focus area		
	j. records the evidence to support/modify the <u>initial hypothesis(es)</u> result of team member daily findings (e.g., newsprint on the wall, LCD projecting screens from computer)		
	k. records the evidence to support/modify any <u>additional hypothesis(es)</u> as a result of team member daily findings (e.g., newsprint on the wall, LCD projecting screen from computer)		
	l. uses data collected by a team member(s) to make a decision about what additional data/information is needed to be collected the next day OR determines there is enough data to support a finding of non-compliance for at least one hypothesis(es)		
	m. makes an observable effort to engage every team member in the discussion (e.g., round robin reporting)		

	n. facilitates discussion leading to identification of areas of noncompliance based on state statute/rules, IDEA regulations, or state policy manual		
	o. asks team members to write down positive finds (strengths) related to the focus area on their daily summary sheet when strengths are factual and specific to the focus area		
	p. provides each team member with additional instruments needed to conduct on-site activities for the following day		
	q. based on the existing hypothesis(es), reviews the interview and record-review protocols with the team to designate specific items that should be included in the investigation and those that should be eliminated.		
	r. addresses each team member's questions or concerns.		
	s. sets time and location for the following end of the day team staffing.		
	t. uses time effectively in the team staffing.		

***Reviewer Comments:***

<b><i>Exit Interview With Central Administration (when applicable)</i></b>			
<b>8</b>	Team leader conducts brief exit interview, at which time he/she:	<b>Yes</b>	<b>No</b>
	a. introduces team members, if present		
	b. expresses appreciation for the cooperation and efforts of the district/program personnel		
	c. provides a brief overview of the reason for the visit		
	d. presents district/program data on the specific focus area		
	e. provides general description of the methods used for the on-site visit (e.g., interview, observation, record review)		
	f. shares general information related to the findings that are likely to be made, pending further analysis of the data and information collected		
	g. explains sequence of activities and timelines (e.g., report writing, development of the CAP/IP, presentation of findings to Board)		
	h. explains any required dissemination of the report		
	i. provides the name and contact information for state technical assistance personnel who will assist the district/program following the on-site visit, if known and available		

	j. reminds the district/program that correction according to the CAP/IP must occur as soon as possible but no later than within 12 months of the date of the final report to the district/program		
	k. addresses district/program personnel's questions		

*Reviewer Comments:*

**POST-VISIT**

	<b><i>Report Writing</i></b>		
<b>9</b>	<b>The team leader</b>	<b>Yes</b>	<b>No</b>
	a. drafts a monitoring report based on the data collected by the team during pre-visit review and on-site activities, which includes strengths, areas of noncompliance with supporting evidence, corrective actions, and required evidence of correction related to the focus area (demonstrating “starting with the end in mind”)		
	b. when required by monitoring procedures, submits a draft report to the State Office according to the timelines established for the focused monitoring process		
	c. responds to State Office feedback and finalizes the contents of the report		
	d. submits a final report within the timelines established for the focused monitoring process.		
	e. submits all required supporting documentation to the State Office (e.g., completed protocols, district/program documents)		
	<b><i>Follow-up Visit (when required by monitoring procedures)</i></b>		
<b>10</b>	<b>The team leader</b>	<b>Yes</b>	<b>No</b>
	a. returns to the district/program to facilitate development of the corrective action plan/improvement Plan (CAP/IP)		
	b. reviews progress reports submitted by the district/program		
	c. provides feedback to the district/program, including offering further technical assistance when progress by the district/program is insufficient		
	d. conducts a final review to determine whether the district/program meets all required evidence of change and required evidence of correction		
	e. makes a recommendation to the State administration about whether the district/program has met the required evidence of change criteria (release from CAP/IP) or whether further review will be necessary		
	<b><i>Training</i></b>		
<b>11</b>	<b>The team leader</b>	<b>Yes</b>	<b>No</b>

	a. meets as requested with State staff.		
	b. participates in each day of all trainings related to the focused monitoring process, which are conducted during the year by the State		
	c. provides verbal and/or written comments to the State concerning needed improvements to the state's focused monitoring model.		

***Reviewer Comments:***

*Preparation of this tool was supported by a grant (H326Y02001) from the U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs. The content does not necessarily reflect the position or opinions of the U.S. Department of Education or offices within it. The National Center for Special Education Accountability Monitoring (NCSEAM), also referred to as "The National Monitoring Center," is an OSEP-funded project whose goals are to build consensus among monitoring stakeholders, develop the capacity of states and local program, and assist OSEP in enhancing accountability in special education.*

