PREPARE FOR THE SITE VISIT

Go Further: Prompts to Plan the Visit

Use the school materials you've uploaded to build the visit your team needs. Pick what is useful, stay in the same conversation, and keep refining.

WHAT SHOULD WE SEE?

Turn the application into things to look for.

- What should we make sure we see while we're at this school?
- What practices described in the application would be useful to see in action?
- Which claims would benefit most from classroom observation?
- What should we look for across several classrooms?
- What would help us understand whether a practice extends across the school?
- Which programs or structures are worth seeing?
- What should we look for beyond the existence of a program?
- What should we listen for when talking with students?
- What would help us understand the student experience?
- Which parts of the application are difficult to understand without seeing the school?
- Give us the five highest-priority things to see.
- Turn these into a classroom observation checklist.

FOLLOW UP ON THE APPLICATION

Explore what needs a closer look.

- What claims deserve follow-up during the visit?
- What sounds important but needs additional evidence?
- Where does the application describe a practice without showing how widely it is implemented?
- Which practices appear central to the school's story?
- What would help us understand how this works in practice?
- Where would examples from students or teachers be useful?
- What should we clarify with school leaders?
- Which statements would benefit from multiple perspectives?
- What should we confirm through observation rather than interview alone?
- What evidence would help us understand this claim better?
- Show me the application evidence that led you to suggest this follow-up.
- Don't assume the application statement is verified; turn it into something we can explore.

FOLLOW A PARTICULAR THREAD

Dig into something that matters at this school.

- Help us explore student voice.
- Help us explore teacher collaboration.
- Help us explore family engagement.
- Help us explore academic support.
- Help us explore relationships and belonging.
- Help us explore access and opportunity for all students.
- Help us explore interventions and enrichment.
- Help us explore how the school uses data.
- Help us explore leadership and continuous improvement.
- Help us explore this specific practice from the application.
- Who should we ask? What should we ask them?
- What should we look for? What evidence would help?

BEFORE WE LEAVE

Help the team compare what it learned.

- Create questions for our reviewer debrief.
- What should team members compare before leaving the school?
- Help us compare what students, teachers, and leaders told us.
- Where did we hear similar things from multiple groups?
- Where did different groups describe the same practice differently?
- What evidence did we collect from more than one source?
- Which questions are still unanswered?
- What do we still need to verify?
- What evidence are we missing?
- Which application claims did we learn more about?
- Organize our notes without making a designation recommendation.

WHOM SHOULD WE TALK WITH?

Find the people who can help reviewers understand the school.

- Who would be valuable to interview based on this application?
- Who could help us understand this practice or follow up on this claim?
- Which questions should we ask students? Teachers? School leaders?
- What should we ask counselors or support staff?
- What could we ask families if they are part of our visit?
- Which questions should we ask more than one group?
- Who could give us different perspectives on the same practice?
- Match our questions to the people best positioned to answer them.

BUILD THE INTERVIEW QUESTIONS

Ask questions that get beyond yes or no.

- Create open-ended student interview questions based on this application.
- Create teacher questions specific to this school.
- Create principal questions based on the application.
- Give us questions that ask for examples.

PLAN CLASSROOM OBSERVATIONS

Know what to look and listen for.

- What should reviewers look for in classrooms based on this application?
- Create a short classroom observation guide.
- What might Academic Excellence look like here based on what the school describes?
- What should we notice about student engagement, voice, and choice?
- What should we look for related to academic support and access?
- What should we listen for from students?
- Which practices should we look for across multiple classrooms?
- What might help us understand consistency across grades or departments?
- Connect each observation focus to something in the application.
- Make this short enough to carry while we walk through classrooms.

USE THE STW LENS

Look across the four Schools to Watch domains.

- What should we explore related to Academic Excellence?
- What should we explore related to Developmental Responsiveness?
- What should we explore related to Social Equity?

WE DON'T HAVE MUCH TIME

Focus the visit.

- We only have one day. What should we prioritize?
- Give us the ten most important things to explore.
- What should we absolutely not miss?
- Which questions are highest priority?
- Which application claims most need additional evidence?
- We have 20 minutes with students. Give us the best questions.
- We have 20 minutes with teachers. Narrow the list.
- We have 30 minutes with the principal. What should we ask?
- We have limited classroom observation time. Where should we focus?
- Remove anything we can already learn from the application.
- Combine questions that are asking essentially the same thing.
- Give us a one-page priority list for the visit.

HELP THE TEAM GET ORGANIZED

Make the visit easier to manage.

- Create a short team briefing from these materials.
- Give reviewers the five things they should know before arriving.
- Organize our questions by interview group.

KEEP WORKING WITH IT

- Make this shorter.
- Go deeper on this.
- Give me better, more open-ended questions.
- Remove repetition.
- Make this specific to this school.
- Show me where this came from in the application.
- Who should we ask?
- What should we look for?
- What evidence would help?
- Turn this into a checklist.
- Put this in a form we can write on.
- Make it fit on one page.
- Use only the materials I provided.
- Don't treat the school's statement as verified.

QUICK REMINDER

- The application tells you what the school says. The site visit helps you learn more.
- The GPT helps reviewers know what to look for, who to talk with, what to ask, and where additional evidence may help.
- The GPT prepares the team to collect evidence. The reviewers decide what that evidence means.

- Ask how this practice actually works and how students experience it.
- Ask how consistently this happens across the school.
- Ask how teachers know whether this is working.
- Ask how students and families are involved.
- Ask what happens when students need additional support.
- Ask how this differs across grades or teams.
- Give us follow-up questions if an answer is vague.
- Remove questions the application already answers.

- What should we explore related to Organizational Structures?
- Which domains would benefit most from additional evidence?
- Which practices connect to more than one domain?
- Organize our questions or observation notes by the four STW domains.
- Give us two or three high-priority things to explore in each domain.
- Which STW criteria are difficult to understand from the application alone?
- What could we see or hear that would help us understand those criteria?

- Organize our focus areas by STW domain.
- Turn this into a checklist.
- Help us divide focus areas among reviewers.
- Create a note-taking form or classroom observation form.
- Use our existing state form and make it specific to this school.
- Fit this onto one page.
- Build a quick reference sheet for the review team.
- Create an end-of-day discussion guide.