District Internal Review Visit (IRV) – General Information

Purpose
A District Team will serve as the critical eye in monitoring the school's work towards continuous improvement. The District Team will review continuous improvement documents; utilize the ELEOT, an evidence-collecting tool, in classrooms; and conduct stakeholder feedback sessions as a part of the review.

Visits for SY 19 – 20
IRVs will be conducted at the schools located on the Misawa, Sasebo, and Yokota complexes during SY19-20.

Yokota West ES	Thursday, February 27, 2020
Mendel ES	Thursday, March 5, 2020
Sasebo ES	Tuesday, March 10, 2020
Darby ES	Wednesday, March 11, 2020
King M/HS	Thursday, March 12, 2020
Yokota HS	Thursday, March 19, 2020
Sollars ES	Tuesday, March 24, 2020 and Wednesday, March 25, 2020
Edgren M/HS	Thursday, March 26, 2020
Yokota MS	Wednesday, April 1, 2020

Team Members
Depending on the size of the school, teams will range from 10 – 14 team members. The composite of a team will be:
- IRV Lead from the DSO
- DSO Leadership
- DSO representatives
- At least one administrator from a school on the complex
- Teachers from complex schools

Schedule
The schedule below is a sample schedule for a one-day visit. This schedule may be modified based on availability of team members and school size. The school will work with the IRV Lead, Dr. Phillip Ulmer, to develop the schedule for the school.

Time of School Day	Activity
Before school begins (duration - 15 minutes)	Team Meeting
Morning of visit	45 minute – team meeting with Administration and others as administration deems appropriate to discuss essential topics of the school.
First ½ of the day	At least two team members will work with the CSI Chairs and administration (or anyone else the principal deems appropriate) to discuss essential topics (i.e. goals, Focused Collaboration)
	ELEOT observations in as many classrooms as possible
** Lunch Break **	
Second ½ of the day	Additional ELEOT observations conducted by team members
	Student Feedback Session For secondary schools, during seminar if available.
After school ends	Teacher Feedback Session- Schedule immediately after school (duration – 30 minutes)
Varies	Parent Feedback Session – the principal will schedule parent interviews at an appropriate time for the school (duration 30 minutes)

School Documents Reviewed:
- School Goals
- Purpose Statement and Process
- Communication Plan (including Communication Matrix and Communication Details)
- SQFs

The school team (principal and others the principal deems appropriate) will lead two discussions.
- The school will lead the discussions with the IRV Team doing follow-up, clarifying questions.
- It is important that the school prepares for the discussions and provides thorough, concise, detailed evidence-supported responses. Please avoid being general or ambiguous with the information.
- Although the school does not need to provide binders or large quantities of evidence/samples/exemplar, it is vital that the school provide essential information to support responses. Here are few examples:
    - When discussing school goals, include detailed data concerning progress towards the goal.
    - When discussing the school structure, it would be helpful to share a flowchart or visual.
    - When discussing the Communication Plan (including the Matrix, Details), provide detailed information articulating how the items are regularly updated and are used on a regular bases (i.e. how frequently does the school administrators use it in discussions with teachers, parents, students, etc.)
- Below are the topics and guiding questions that should be addressed during the conversation**.**

Part A – Discussion with the entire IRV Team (approximately 45 minutes – which includes times for follow-up discussion) to discuss general topics:

Topic	Guiding Questions
School Goals	- What are the school goals? - What is the school's process for establishing and modifying the goals? - What is the status of the goals, and what is the specific data to support the progress of the goals? - Specifically discuss: - Goal - Measurable Objective - Protocol(s) used to review data - Root-cause analyzes - Strategies - Activities
District Goals	- How does the school support the implementation of the three district goals? - How is the school building awareness and understanding of the district goals with stakeholders?
Successes	What are key/essential achievements/initiatives/activities/etc. of the school?
Challenges	What are key/essential challenges/barriers of the school?

Part B – Discussion with IRV Lead and IRV Team Representation (approximately 2 hours)

Topic	Guiding Questions
Purpose Statement	● What is the school's Purpose Statement? ● What process is used to revisit/modify/change the Purpose Statement? ● How is the Purpose Statement embedded and evident in the school community?
School Structure	● What structure (s) are in place in the school? ● How is the structure implemented (time/schedule/etc.)? Thoughts ● Structures often include groupings such as grade levels, departments, teams, committees, collaboration teams, C-SILT, SST, etc.) ● Implementation of structures often includes regularly meeting schedules and expectations.
Communication ● Matrix ● Details ● Plan	● How were the Communication Matrix, Details, and Plan formulated and revisited regularly? ● How are the Communication Matrix, Details, and Plan communicated to stakeholders? ● How are the Communication Matrix, Details, and Plan communicated used in the daily operations of the school?
Mentoring, Coaching, Induction programs	● How does the school support the induction of new teachers? 　○ Onboarding to your international location? 　○ Navigating getting there? 　○ Navigating the base and local area? 　○ Navigating the school logistics and culture? ● How does the school support new teachers with the routines, procedures, and protocols unique to your school and district? ● How does the school support teachers in their professional practice (i.e. curriculum and instruction, developing student assessments, analyzing student data, interacting with parents and families, collaborating with colleagues, differentiating instruction for specific groups of learners, reflecting on practice, classroom management etc.)?
School Quality Factors (SQFs)	● What process did the school use to complete the SQF Diagnostic? ● What observations did the faculty make by completing the SQF Diagnostic? ● How is the school working with the SQF's this SY?
Focused Collaboration	● Describe how Focused Collaboration is done at your school. ● How does your school support the implementation of Focused Collaboration? ● How does your school monitor the implementation of Focused Collaboration?
DoDEA CIA Framework	● How does the work of the school (goals, initiatives, etc.) connect with the DoDEA CIA Framework?
DoDEA Learning Walkthrough (DLW)	● What is the process for the implementation of the DLW? ● How is the data from the DLW used?
21st Century Innovative Teaching and Learning	● Describe the school's strengths with 21st Century Innovative Teaching and Learning as observed in classroom instruction. ● What are your next steps for ensuring a child-centered 21st Century environment is fully implemented in your school?
Stakeholder Involvement	● How does the school engage stakeholders in the educational community and educational process? ● What data is collected and reviewed to observe stakeholder involvement? ● What process is implement to assess and adjust stakeholder involvement and frequently is the process implemented?

Data Collected during Visit
- Status of areas of focus (see list above)
- ELEOT mean scores
- Bulleted list of feedback from stakeholder interviews

Artifacts Required and Timeline
- Two Weeks before IRSV: map of the school, master schedule, staff roster with room numbers,
- One week before IRSV: list of special scheduling issues (i.e. visitors in school, study trips)
- Day of IRSV: list of faculty absent
- * Please make every effort possible to avoid having emergency drills
- ** Some artifacts may be available to the team having previously been placed in the Turn-In Folder.

IRV Report
- ELEOT means compared with other available ELEOT mean scores (i.e. DoDEA, AdvancED)
- Observations made during the stakeholder interviews, leadership meeting, and review of documents
- Next Steps

Findings and Follow-Up
- An out-brief will occur with the principal to review the findings from the ELEOT observations and stakeholder interviews.
- An IRV Report will be provided to the principal within two (2) weeks of the visit.
- A follow-up brief with the administrator (and other faculty as desired by the principal) will occur within two (3) weeks following the IRV Report.
- A follow-up brief with the administrator (and other faculty as desired by the principal) will occur approximately 3 months following the IRV to discuss progress, concerning, and questions.

Internal Review Process in the Pacific East District

From AdvancED Accreditation for Quality School Systems: *A practitioners' Guide* pp. 54-55.

The Internal Review Process

An Internal Review is an ongoing process of self-assessment. In District Accreditation, the Internal Review process engages the district and its schools in a thorough review of the AdvancED Standards. The district and its schools identify the data, information, and evidence that validate that it is meeting each standard. Through this review the district and its schools examine how people, systems, and process contribute to student performance and school/district effectiveness. They also assess the extent to which improvement efforts contribute to the district's vision.

Tasks for Internal Review:

Review of systems and process engages all stakeholders in the following ongoing tasks:

- **Review of systems and processes** – an examination of systems and processes for alignment and for their contributions to student performance and school/district effectiveness;
- **Assessment of current status** – an analysis of current student and organizational performance through the district profile and a review of the district's and its schools' status in meeting accreditation standards;
- **Continuous readiness for external review** – an ability on the part of the district and its schools to demonstrate at any time their adherence to standards through relevant evidence; and
- **Communication and use of results** – the systematic sharing of the results of internal review to information district and school improvement efforts.

High performing districts and their school have a planned process of internal review. They embed these tasks into their daily routine. They engage in internal review as a regular practice to help them maximize student learning and school-district effectiveness. They use the result of internal review to modify and refine their actions to ensure continued success.