

Fall Elementary School Site Visit Agenda and Materials For Early Literacy Partner Teams

This document provides a summary of the objectives, materials, pre-work, and preparation steps to support a site visit for EPP and school district Early Literacy Partner Teams. A printable template agenda is also included.

Site Visit Objectives

1. Deepen our EPP -District partnership around early literacy to support candidates and improve student outcomes.
2. Engage in shared experiences to understand how the district implements high-quality instructional materials (HQIM) in K-2 literacy classrooms for lessons focused on reading foundational skills.
3. Deepen knowledge of diverse learners' needs and how to best support through pedagogy, HQIM, and academic structures.
4. Build a shared understanding of early career teacher experiences from preparation to practice.

Site Visit Materials

- [Fall Site Visit Presentation Slides](#) to support facilitation throughout the day.
- Copies of the [TN Foundational Skills IPG](#) for all participants to use in each scheduled observation to record notes.
- Copies of the foundational skills lessons from the adopted HQIM collected that participants will see during the observations.

Participant Pre-Work

1. Review the foundational skills lessons from adopted HQIM that will be observed during the site visit to consider: 1) The goal of each lesson, 2) How students will apply their learning (task/ question/ assessment), and 3) Exemplar responses expected from students.
2. Preview the [TN Foundational Skills IPG](#) to prepare for observation of the instructional practices outlined in the tool.

School District Host Preparation Checklist

- Identify an elementary school for the site visit.
- Use the master schedule to identify teachers and foundational skills instruction blocks to create an observation schedule for small groups of observers.
- Notify teachers to be observed and ask for a copy of the lesson that will likely be used on the day of the visit.
- Identify a district leader, school leader, and/or EPP faculty member to facilitate the various components of the day and prepare them for their roles.
- Identify how lunch will be handled for the day and take next steps as needed.
- Identify shared readings to support the research review portion of the day.
- Finalize the agenda and send to all participants – inclusive of pre-work materials and arrival logistics like school location, bus arrival times, parking, school check-in procedures, and meeting location.
- Finalize the site visit presentation slides.
- Print copies of the following materials or create a shared space for electronic sharing:
 - Agenda
 - Lesson plans
 - TN Foundational Skills IPG
 - Shared readings
- Bring chart paper and sticky notes for observation groups to use during the Learning Walk Group Debrief.

TIME	Agenda Details
8:00-8:30	Participants Arrive at School Site
8:30-9:00	Welcome, Overview & Introductions. The elementary school principal, district staff member, or EPP faculty member offers a welcome to participants. All site visit participants introduce themselves and identify the objective they are most interested in from the day’s learning agenda.
9:00-9:30	Orientation to The TN Foundational Skills IPG & HQIM. The site visit lead guides participants through a short session to facilitate a review of the TN Foundational Skills IPG as well as its connections to district adopted HQIM for foundational skills.
9:30-10:45	Learning Walk. Site visit participants break up into small groups to observe foundational skills instruction in K-2 classrooms. Observations include at least 15 minutes or more in the classroom and 7 to 10 minutes for a short debrief in the hallway using the TN Foundational Skills IPG and to allow time to walk to the next classroom.
10:45-11:00	Transition & Break
11:00-12:15	Learning Walk Group Debrief. Observers stay in their small groups to: <ul style="list-style-type: none"> • Review the Instructional Improvement Cycle • Identify observation trends for each area of the TN Foundational Skills IPG • Understand how the elementary school and district utilize the IPG, HQIM, and academic structures and staff to improve literacy outcomes • Discuss possible implications for both EPPs and school districts
12:15-1:00	Lunch Break
1:00-2:00	Research Review. <ul style="list-style-type: none"> • Participants self-select into one of three groups to read and discuss a selected article or report focused on an issue related to literacy instruction, multilingual learners, neurodiverse learners, or other identified areas to facilitate shared learning. (30 minutes) • Research groups share key takeaways with the broader group and highlight potential implications for EPPs and LEAs. (30 minutes)
2:00-2:45	Building a Shared Vision of Candidate & Novice Teacher Support. EPP faculty, district staff, and school-based staff break into smaller groups to discuss questions related to literacy coursework, HQIM, clinical practice experiences and placements, mentor support, novice educator support, and support for diverse learners to continue to deepen learning about how best to partner together to support candidates and novice educators.
2:45-3:00	Early Literacy Partner Team Next Steps. As a group, participants reflect on the day to inform potential adjustments for the next site visit in the spring and take action to keep the conversation going by scheduling a check-in with an EPP-District counterpart (e.g., Multilingual Learner Faculty and Multilingual Learner Supervisor).