

Spring 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-5 literacy classrooms for lessons focused on knowledge building.
3. Deepen knowledge of diverse learners' needs and how to best support through pedagogy, HQIM, and academic structures.
4. Take a deeper dive into the Intellectual Preparation Protocol for Foundational Skills Lessons.

Site Visit Materials

- [Spring Site Visit Presentation Slides](#) to support facilitation throughout the day.
- Copies of the [TN K-12 Knowledge Building Instructional Practice Guide \(IPG\)](#) for all participants to use in each scheduled observation to record notes.
- Copies of the knowledge building lessons, unit overviews, and support descriptions for diverse learners from the adopted HQIM that participants will see during the observations.

Participant Pre-Work: Take 20 minutes to dig into the [TDOE Best for All Intellectual Preparation Hub](#). Read the [Intellectual Preparation Guidance](#) document.

School District Host Preparation Checklist

- Identify an elementary school for the site visit.
- Use the master schedule to identify teachers and knowledge building/ELA 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. **Note that if observers have an opportunity to stay in the same grade level across multiple classrooms and observe the same lesson, this can deepen implementation conversations.*
- 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 facilitators to lead the Intellectual Preparation session – enough to break participants up into small groups of 4-6 – and prepare these facilitators for their roles.
- Identify how lunch will be handled for the day and take next steps as needed.
- 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
 - Knowledge building lesson plans and unit overviews that will be observed during the site visit
 - Supporting materials from HQIM that address support for multilingual or neurodiverse students within the lessons that will be observed
 - Intellectual Preparation Guidance Document
 - Lesson Plan Protocol for Foundational Skills
 - Lesson Plan Protocol for Knowledge Building
 - TN K-12 Knowledge Building IPG
- Bring chart paper and sticky notes for observation groups to use during the Learning Walk Group Debrief.

TIME	Agenda Details
7:30-7:45	Participants Arrive at School Site
7:45-8:20	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.
8:20-9:05	Orientation to Intellectual Preparation And The TN K-12 Knowledge Building IPG. The site visit lead guides participants through the Intellectual Preparation Hub on the Best For All Central site, facilitates a practice sessions with the Intellectual Preparation Protocol for one of the knowledge building lessons to be observed during the learning walk, and supports participants with making connections to the TN K-12 Knowledge Building IPG and Instructional Improvement Cycle.
9:05-9:25	Identifying Access Points for Diverse Learners. Participants continue with intellectual preparation of the knowledge building lesson by working to identify supports for multilingual and neurodiverse learners that are embedded in the HQIM as well as opportunities they see for teacher planning to support all learners.
9:25-10:30	Learning Walk Observations in K-5 Literacy Classrooms. Site visit participants break up into small groups to observe knowledge building lessons in K-5 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 K-12 Knowledge Building IPG to allow time to walk to the next classroom.
10:30-10:45	Transition And Break
10:45-11:45	Learning Walk Group Debrief. Observers stay in their small groups to: <ul style="list-style-type: none"> • Identify observation trends for each area of the TN K-12 Knowledge Building IPG as well as any trends for support of diverse learners • Understand how the elementary school uses and supports educators with Intellectual Preparation • Discuss possible implications for both EPPs and school districts
11:45-12:30	Lunch Break
12:30-1:00	Intellectual Preparation for Foundational Skills Lessons. Participants review one of the foundational skills lessons they reviewed during the fall site visit as well as the Foundational Skills Lesson Preparation Protocol to practice and discuss the process with their small group for supporting candidates and all learners.
1:00-1:30	Building A Shared Vision of Diverse Learner Support. EPP faculty, district staff, and school-based staff break into smaller groups to discuss questions related to general educator, MLL, and SPED educator collaboration; collaboration across EPP faculty; the district’s vision for diverse learner supports; and opportunities for both districts and EPPs to continue to collaborate and work towards a shared vision for candidate preparation and education support.
1:30-2:00	Early Literacy Partner Team Next Steps. As a group, participants reflect on the day and the partnership over the course of the year to inform next steps and areas of focus for next year.