

NEW YORK STATE EDUCATION DEPARTMENT
Differentiated Accountability School Quality Review

FOCUSED AND COMPREHENSIVE ON-SITE REVIEWS
ROLES/RESPONSIBILITIES OF THE ON-SITE REVIEWERS
2011-12

The Team Leader has the major responsibility for conducting the on-site review. The SQR lead will be the District Superintendent (DS)/ DS Representative or the State Education Department (SED) Office of Accountability (OA) Liaison. Specific duties include:

- Ensure that all the planning and logistical aspects of the School Quality Review (SQR) are arranged by working with the school leadership on all the necessary details of the review within the school for scheduling: notification of SQR dates to the Special Education School Improvement Specialist (SEIS), when assigned,; classroom visits; staff interviews, e.g., school nurse, guidance counselor, school psychologist, custodial staff, cafeteria staff and others as appropriate; student and parent interviews; meetings with various groups and organizations involved in the operation of the school, such as PTA, parent volunteer groups or educational partners representing business or higher education; reviewers' lunches; photocopying, etc.
- Review the school's mission, vision, goals and strategies to help the team determine whether the school is accomplishing its stated purposes.
- Assign SQR team members' responsibilities, e.g., classroom observations, interviews, focus groups, documentation review according to their area of educational expertise, e.g., Special Education subgroup specialist is assigned to observe in classrooms and settings where students with disabilities receive instruction and special education supports and services.
- Observe teaching and learning in classrooms, as well as other aspects of the school (all six categories in the Quality Indicators (QI) document). This should take place with a focus on the area(s) of identification.
- Interview district-level administrators and supervisory personnel.
- Assure that the SEIS, as assigned by the State from the Regional Special Education Technical Assistance Support Center (RSE-TASC), has the opportunity to participate in discussions regarding his/her observations of classrooms and settings where students with disabilities receive instruction and special education supports and services, and that this becomes part of the documentation reviewed by the SQR Team.
- Conduct daily discussions with the review team members to ensure that the review is proceeding smoothly.
- Pursue follow-up responses and/or questions generated from team members.

- Work with the team to develop the collective perspective.
- Communicate the collective perspective to the principal and the staff.
- Work with the entire review team to complete the preliminary written report.
- Lead the team in the presentation of the oral (preliminary) report as scheduled with the district/school leadership.
- Assure that all team members' names are included on the SQR QI document indicating everyone's title and role in the SQR.

Content Area/Subgroup Specialists are required members of the SQR team for on-site Focused and Comprehensive reviews. These individuals could be a representative from the school district's central office, content/subject area supervisors, teacher educators, literacy or mathematics coaches, current or former teachers, SED employees, or DS representatives. SESIS and/or RBE-RN may participate as one of the subgroup specialists. At his/her discretion, the School Superintendent may assign additional content area/subgroup specialists. Specialists responsibilities include:

- being an active member of the SQR Team and fulfilling assignments from the Team Leader;
- observing teaching and learning in classrooms, as well as other aspects of the school in their area of expertise;
- completing written observation notes for all classroom visits;
- interviewing teachers, school support staff including secretaries, teacher aides, parents, as appropriate, and completing interview notes;
- reviewing documentation and other relevant materials;
- participating in daily team meetings to develop and communicate the collective perspective; and
- contributing to, reviewing and editing the final written report.

When a **SEGIS** is participating as one of the subgroup specialists, their responsibilities include:

- conducting a structured instructional walkthrough in classrooms and settings where students with disabilities receive instruction and special education supports and services;

- assuring that a summary of the results of this walkthrough becomes part of the documentation reviewed by the SQR Team;
- reviewing documentation and other relevant materials;
- participating in daily team meetings, as applicable, to develop and communicate the collective perspective; and
- contributing to the content of the final written report.

Team Reviewers comprise the majority of members on a School Quality Review team. These individuals will be a school district's central office representative, current or former teachers, subject area supervisors, teacher educators, SED employees, or DS representatives. Team Reviewer responsibilities include:

- fulfilling assignments from Team Leader;
- observing teaching and learning in classrooms as assigned, as well as other aspects of the school where teaching and learning occur;
- completing written observation notes for all classroom visits;
- interviewing teachers, school support staff including secretaries, teacher aides, parents, and other groups as necessary, and completing interview notes;
- reviewing documentation and other relevant materials;
- participating in daily team meetings to develop and communicate the collective perspective; and
- contributing to, reviewing and editing the final written report.