Guidance on Creating a Virtual Site Visit Schedule for Initial Accreditation Reviews

As a provider hosting a site visit for an AAQEP initial accreditation review, you have the opportunity to draft the visit schedule for your Initial Quality Review Team (IQRT). The following guidance aims to support this task for all-virtual visits.

When to Create Your Schedule

While your site visit dates are secured about a year in advance, the actual schedule needs to be drafted only a few months ahead of the visit. A good time to begin filling in details is when you receive an email from the IQRT team lead to schedule the previsit provider meeting.

As you begin constructing the schedule, consult with the team lead to determine the optimal working hours for each day's meetings, keeping in mind participants' physical locations and time zone differences.

A completed draft of your schedule should be shared with the team lead and AAQEP’s director of accreditation services no later than the previsit provider meeting, when you and the team can finalize it together.

Overall Visit Duration

AAQEP virtual site visits generally last 2 days, although some take longer to accommodate circumstances such as program size/complexity or varied time zones of those involved in the review. In a typical schedule, IQRT members:

- Spend all of Day 1 examining evidence and meeting with various stakeholders
- Continue stakeholder meetings and end in the late afternoon/evening of Day 2

Must-Haves

The schedule is generally flexible but must include the following components:

First Day:
- A check-in meeting with the team and the individual(s) who authored your Initial Accreditation Report (IAR) to address remaining questions about the report (30 minutes)
● Interviews with individuals, groups, and other stakeholders can be held in any order. See the list of required stakeholder meetings below.
● Schedule time for the team to meet (alone) throughout the visit to assess and record their work, review files and documents, and plan next steps.

Second Day:
● A check-in meeting with the team and the individual(s) who authored your IAR to address remaining questions about the report (30 minutes)
● A final IQRT-only meeting right before the exit meeting to allow the team to consolidate its findings from the visit and plan report writing (30 minutes)
● An exit meeting between you and the IQRT concludes the visit; note that this meeting conveys no “results” but rather clarifies the ongoing process (30 minutes)

See the sample schedule for suggested placement of these meetings during the site visit.

Participant/Role Considerations
● You may need to secure time on the busiest people’s schedules (e.g., president, provost) first and then build other interviews around theirs.
● It may be difficult for some stakeholder groups (e.g., program completers/alumni, P-12 partners/administrators, cooperating/mentor teachers, part-time faculty) to meet during normal business hours during the site visit. In such cases, you may wish to consider scheduling such groups during the evening.
● Provider representatives should not attend an interview unless they are part of the particular stakeholder group.
● While local practitioners may be valued stakeholders, their role during the site visit is that of a reviewer; they should not be interviewed as part of a participant group.
● Provider attendees at the exit meeting should be limited to key IAR authors and program leadership (dean, program’s primary contact).

Other Factors to Consider
● To help alleviate screen fatigue, please build in a break of at least 10 minutes (more for meal times) between interviews. These breaks also provide a cushion to help keep the schedule on track even if meetings run overtime or if technical issues need resolving.
● Some interviews may be scheduled concurrently, but no more than two at the same time, if needed and if agreed upon by the team lead.
● Virtual interviews can also take place prior to the site visit to help alleviate time constraints during the site visit.
● For smaller programs with fewer interview participants, the length of group interviews may be shortened.
● It is not uncommon for some of the same individuals to be involved in different stakeholder groups. Be sure to communicate to these individuals (and clearly identify on the schedule) which “hat” they are wearing in which interviews.
● During the virtual visit, be prepared to accommodate additions to the schedule if members of the review team request them. Sometimes the need arises for a brief
one-on-one meeting to follow up with program faculty, leadership, or staff to seek clarification on a particular question or document. You might even designate a time in the schedule for flexible use with pop-up requests.

- If participants are curious as to what interviewers will ask them, you might remind them that IQRT questions are focused on the evidence presented in the IAR and are aligned to the AAQEP standards and aspects. See also this brief guidance document listing the purpose of each stakeholder interview.

**Required Stakeholder Meetings and Timeframes**

The site visit schedule needs to include separate meetings with each of the individuals and groups listed below. Based on the team’s reading of your IAR, your team lead may ask that additional or specific interviews or meetings be added.

<table>
<thead>
<tr>
<th>Stakeholder group or role</th>
<th>Minutes needed</th>
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</thead>
<tbody>
<tr>
<td>President or provost (only one required)</td>
<td>30</td>
</tr>
<tr>
<td>Education dean/department chair/program administrators</td>
<td>45-60</td>
</tr>
<tr>
<td>Chief financial officer (or individual responsible for budget)</td>
<td>30</td>
</tr>
<tr>
<td>Full-time faculty</td>
<td>45-60</td>
</tr>
<tr>
<td>Part-time/adjunct faculty</td>
<td>45-60</td>
</tr>
<tr>
<td>Cooperating/mentor practitioner (teacher/administrator)*</td>
<td>45-60</td>
</tr>
<tr>
<td>University field/clinical placement supervisors*</td>
<td>45-60</td>
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<tr>
<td>Field placement coordinator/director of clinical experiences (for large programs with more than one responsible staff member, the meeting should include all staff with direct contact with P-12 school personnel and/or responsible for preparing cooperating teachers and clinical supervisors)</td>
<td>30</td>
</tr>
<tr>
<td>Individuals responsible for candidate advising (unless they are represented in another group such as faculty)</td>
<td>30</td>
</tr>
<tr>
<td>Program candidates (preferably student teachers or other candidates near program completion); multiple meetings may be appropriate if program options serve different candidate populations</td>
<td>45-60</td>
</tr>
<tr>
<td>Program completers/alumni*</td>
<td>45-60</td>
</tr>
<tr>
<td>P-12 partners/administrators from partner schools or districts</td>
<td>45-60</td>
</tr>
<tr>
<td>Employers of program completers*</td>
<td>45-60</td>
</tr>
</tbody>
</table>
Advisory board/stakeholders with whom data are shared or will be shared | 45-60
Assessment coordinator | 30
Certification or licensure specialist | 30
State observer (if present) | 30

*Note that in the case of a program that is not yet fully implemented, stakeholders for this meeting may not be available.

A note about hosting concurrent visits

If you have written more than one IAR, you may be hosting two or three review teams at the same time. If this is the case, you may find it helpful to create one master schedule as well as program-specific versions to disseminate to the different teams.

You also may be able to schedule some of the interviews jointly for multiple site visit teams. Most commonly these are interviews with the president, provost, CFO, deans, and licensure specialists. Please consult with your team leads to discuss the potential for joint interviews.

Next Steps

Once you and the review team have finalized the schedule (generally at the time of the previsit provider meeting), you can proceed with setting up the virtual visit in the video conference platform of your choice.

- Team leads are responsible for setting up links for the team-only meetings using their own virtual platform.
- You will need to set up all other meetings and interviews, including any that will take place before the site visit officially begins, and send the calendar invitations/links to both reviewers and interviewees.
- For most meetings, you will need to transfer virtual hosting privileges to a member of the IQRT so the meeting can proceed without you present.
- If possible, please disable the meeting platform’s chat box at the time of setup to avoid capturing confidential comments on your host platform.
- Once all participants are confirmed, provide the IQRT with a list of attendees (names and roles/affiliations) for each meeting ahead of time.