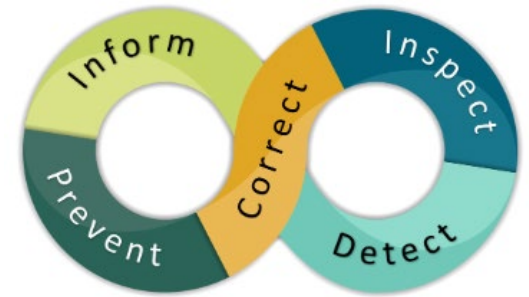


# General Supervision Quick Reference for Administrators

## What is my responsibility?

In Iowa, we have conceptualized our general supervision efforts as five different duties. The duty to Prevent, Inform, Detect, Inspect, and Correct. These duties are represented in a loop without a beginning or an end because the duties do not have a specific starting place, they often overlap with each other, and the process is ongoing.



Duty	Description
<b>Prevent</b>	The <b>duty to prevent</b> includes creating systems and structures that guide implementation of the general supervision processes. These include actions that the State, AEA and LEA take to prevent noncompliance or concerns with IDEA implementation now and in the future.
<b>Inform</b>	The <b>duty to inform</b> means ensuring teachers, providers, administrators, and any staff member who works with learners with disabilities and their families are aware of and understand the requirements of IDEA.
<b>Detect</b>	The <b>duty to detect</b> includes processes for regularly analyzing data, coordinating intake of concerns, and using information from the other duties to screen for potential issues.
<b>Inspect</b>	The <b>duty to inspect</b> includes problem analysis and in-depth investigations to verify the existence of an issue or issues, determine their underlying causes, and assess the extent of the problem (e.g., whether it is specific to a student, classroom, building, etc.)
<b>Correct</b>	The <b>duty to correct</b> includes actions taken to address issues that are verified through inspect. The actions may be documented in a formal Corrective Action Plan (CAP) or monitored in other ways.

## What are some examples of general supervision duties for a building administrator?

Prevent	Inform	Detect	Inspect	Correct
<ul style="list-style-type: none"> <li>Review IEP documentation, such as PWNs, before it's provided to the family.</li> <li>Review staff schedules to ensure there's a match with what is documented in an IEP for instruction and related services.</li> <li>Review para-educator schedules to ensure there's a match with what is documented in an IEP.</li> <li>Observe specially designed instruction (SDI) to ensure fidelity.</li> <li>Review lesson plans to confirm SDI is being implemented as documented in an IEP.</li> <li>Attend IEP meetings as LEA Representative.</li> </ul>	<ul style="list-style-type: none"> <li>Share special education information w/your building/district.</li> <li>Provide professional learning about special education topics (e.g., ACHIEVE, goal development, progress monitoring).</li> <li>Pass along updates (Legislative, most recent research, guidance and policy, case law).</li> <li>Share and review i3 regularly with staff members.</li> <li>Participate and share recordings of AEA/DE Statewide Special Education Network.</li> <li>Stay informed of current issues in special education.</li> </ul>	<ul style="list-style-type: none"> <li>Pull data related to special education to determine if there are concerns.</li> <li>Use ACHIEVE reports on a regular basis to look at areas that might be a focus area of continuous improvement.</li> <li>Conduct regular observations.</li> <li>Survey families after IEP meetings.</li> <li>Track the number of complaints in a certain building or certain area of focus.</li> </ul>	<ul style="list-style-type: none"> <li>Request data sets, documentation, schedules, lesson plans, or other information once a concern has been shared.</li> <li>Conduct targeted observations or attend IEP meetings to verify issue(s).</li> </ul>	<ul style="list-style-type: none"> <li>Make individual or system level corrections based on a formal corrective building action plan.</li> <li>Administrator and special education coach complete implementation fidelity checks based on the verified concern (e.g. BIP, progress monitoring, SDI, etc.).</li> <li>Schedule substitute time to allow staff members to catch up on paperwork or progress reports (based on an identified issue).</li> <li>Have staff member rewrite the PWN to more accurately reflect the decision conversation from the IEP meeting.</li> </ul>