# Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Aprender Tucson
School Name: Southside Community School
Site Visit Date: January 20, 2015

Required for: Annual Report
Evaluation Criteria Area: Monitoring Instruction

| Document Name/Identification | Intended Purpose and Discussion Outcome |
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| **[M.1]**<br><br>**Curriculum maps**<br>**Lesson plans**<br>**Informal/formal observations**<br>**Observation schedule** | **Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for monitoring the integration of standards into classroom instruction and how the Charter Holder monitors whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity.<br><br>**The documents provided demonstrate evidence of the following:**<br>• Teachers use the maps to plan their lessons, listing standards on weekly lesson plans that are posted on the server, and checked by lead teachers. If lesson plans are found to be incomplete, lead teachers address these issues.<br>• All classroom activities are recorded in notes taken on the observation form. Observation form includes lesson objective.<br>• Formal classroom observations occur twice per year are documented in the school calendar and record the lesson objective.<br>• Informal observations are unannounced, lasting just 5-10 minutes, and occur on a weekly basis, with emphasis placed on new teachers. Observations record the lesson objective.<br>• Teachers whose observations communicate a failure to show improvement or whose students are deemed to be at significant risk are observed a third time, as demonstrated in the observation schedule.<br><br>**The documents provided do not demonstrate evidence of the following:**<br>• All classroom activities are recorded in notes taken on the observation form, but the form does not record any information regarding the use of curricular tools described in lesson plans, or whether the lesson is aligned with the curriculum map or pacing.<br>• Curriculum maps and curricula materials in classrooms are standards based, and are aligned with one another. The maps guide teachers on how to use the curriculum. The observation form notes the objective for the standard, but form does not document whether lesson is aligned with curriculum maps, pacing or scope and sequence.<br><br>**The documents provided do not demonstrate evidence of the described processes because:** Generally documents demonstrate ad hoc efforts with no clear policies or implementation of expectations. The documents demonstrate that observations of classroom instruction occur, but do not demonstrate monitoring of implementation of curriculum or instructional aligned to ACCR standards or with fidelity to the adopted curriculum. |
| **[M.2]**<br>**Co-Investigation worksheets from observations** | **Charter holder indicated the intended purpose of the document was to demonstrate:** how does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year. |

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| **Video-recorded lesson peer observations** | **The documents provided demonstrate evidence of the following:**<br>• Co-investigation Worksheet that asks the teacher to identify a year-long goal for the class that is tied to that subject area, and a lesson objective for that particular lesson. Students are grouped into four categories on the form: those who met the objective, those who progressed toward the objective, those who fell far below, and those who made no attempt.<br>• Video-recorded peer observations twice per year. During this process, teachers first complete a self-reflection form containing questions about instruction, content and classroom management. |
| **[M.3]**<br>**Educator Effectiveness Framework**<br>**Formal observations**<br>**Teacher evaluation forms** | **Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for evaluating instructional practices and how this process evaluates the quality of instruction.<br><br>**The documents provided demonstrate evidence of the following:**<br>• Educator Effectiveness Framework outlines a full-cycle evaluative process that includes both formative and summative procedures.<br>• Sign-in sheets formal observations are scheduled by team leaders in the fall, email announcements of these schedules are sent out to relevant staff, and each teacher meets with their observer one week in advance for a Pre-Observation Conference<br>• Formal observations take place during which observers take notes on an observation form of all class activities<br>• Debrief conferences follow as soon as the same day, but no later than 2 days after the observation.<br>• Co-investigation Worksheet that asks the teacher to identify a year-long goal for the class that is tied to that subject area, and a lesson objective for that particular lesson.<br>• Teacher evaluation forms are completed at the end of the year using the Educator Effectiveness Framework. |
| **[M.4]**<br>**Observation forms**<br>**Teacher evaluation forms**<br>**Professional growth plans** | **Charter holder indicated the intended purpose of the document was to demonstrate:** how this process identifies individual strengths, weaknesses, and needs.<br><br>**The documents provided demonstrate evidence of the following:**<br>• Teachers identify 1-2 specific areas they would like their observer to focus on. During orientation debriefs, observers share feedback and suggestions related to those items. Co-investigation worksheets completed during observation debriefs<br>• Self-reflection forms that teachers fill out during the peer video observation cycle require teachers to fill out a chart identifying individual strengths and weaknesses for themselves and their partner.<br>• Teachers are evaluated each year against twelve different measures occupying three components of teaching: planning, instruction and classroom management.<br>• The results of this evaluation contribute to each teacher's Professional Growth Plan goals the following year<br>• Many types of support are offered to teachers who need it, from conferences with team leaders, to peer mentors, to peer observations, to model lessons, to professional development trainings, to additional observations. The Professional Growth Plan identifies specific resources for teachers to use to assist in meeting goals. |

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| **[M.5]**<br>**Informal/formal observations**<br>**Teacher evaluations** | **Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder provides feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices.<br><br>**The documents provided demonstrate evidence of the following:**<br>• After informal classroom observations, the observing member of the executive team relays immediate feedback to the teacher either at the time of visit or via email noting 2-3 strengths and 1-2 recommendations for improvement.<br>• At observation pre-conferences, teachers identify an area of believed weakness to which they would like the observer to pay particular attention. During formal observation debriefs, the observing member of the executive team relates any activity they noticed that relates to the teacher's original request, providing suggestions for ways to improve in this area. |
| **[M.6]**<br>**Personal Growth Plan**<br>**Informal/formal observations** | **Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder analyzes this information, what the data about quality of instruction tells the Charter Holder, and what the Charter Holder has done in response.<br><br>**The documents provided do not demonstrate evidence of the following:**<br>• Professional development trainings offered by the school each year. Focus on subgroups, data, classroom management or another area is determined by the area of the rubric where most need is observed. No documentation was provided to demonstrate alignment of professional development and the findings from a review of classroom observations and teacher evaluations.<br>• Results of teacher evaluations also determine items that will be on each teacher's Professional Growth Plan. Each year teachers identify 1-2 personal goals, however only one limited example was provided to demonstrate this.<br><br>**The documents provided do not demonstrate evidence of the described processes because:** Generally documents demonstrate ad hoc efforts with no clear policies or implementation of expectations. The documents provided do not demonstrate an analysis of observation and evaluation results or identify any actions taken as a result of observation or evaluation results. |

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| **[M.7]**<br><br>**Lesson Plans**<br>**Individual Learner Plans**<br>**Informal/formal observations** | **Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder monitors instruction to ensure it is meeting the needs of students with proficiency in the bottom 25%/non-proficient students.<br><br>**The documents provided demonstrate evidence of the following:**<br>• Weekly intervention plans are due to be posted on the server by teachers by the end of the work day each Friday, and are monitored by lead teachers.<br>• Individual Learner Plans are also written for each student below grade level in either math or reading on any of the most recent benchmark tests or on a report card. These ILP's identify specific skills that will be targeted during each student's intervention and a performance goal.<br>• During observation debriefs, teachers analyze their assessment results, identify causes for student performance, and formulate 3 goals for improvement to continually increase the effectiveness of that instruction.<br><br>**The documents provided do not demonstrate evidence of the described processes because:** Generally documents demonstrate ad hoc efforts with no clear policies or implementation of expectations. Documents provided document instruction to address the needs of students in the bottom 25%, but no evidence of monitoring this instruction was provided. Observation forms do no record information regarding teacher instruction specific to the needs of students in the bottom 25%. |

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| **[M.8]**<br>**ILLPs**<br>**ELD Classroom Teacher Observations** | **Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder monitors instruction to ensure it is meeting the needs of English Language Learners (ELLs).<br><br>**The documents provided demonstrate evidence of the following:**<br>• ILLPs are submitted each quarter to the ELL Coordinator.<br>• Formal and informal class observations are also conducted of Structured English Immersion (SEI) classrooms. The evaluation forms record that instruction is based on ELP standards and incorporates SEI strategies.<br><br>**The documents provided do not demonstrate evidence of the following:**<br>• The school's classroom teacher evaluation instrument includes a component entitled "Designing differentiated instruction and targeted interventions to meet diverse student needs". Undated completed evaluation forms were provided and observation forms for regular classroom instruction, as opposed to the SEI classroom, do not record any information regarding classroom instruction to meet the needs of ELLs<br><br>**The documents provided do not demonstrate evidence of the described processes because:** Generally documents demonstrate ad hoc efforts with no clear policies or implementation of expectations. Documents provided document instruction to address the needs of ELLs, but no evidence of monitoring this instruction in the classroom was provided. Observation forms of whole group instruction in the classroom do no record information regarding teacher instruction specific to the needs of ELLs. |
| **[M.9]** | **N/A** |

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| **[M.10]**<br><br>**Informal/Formal Classroom Observation**<br>**Teacher evalaution** | **Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder monitors instruction to ensure it is meeting the needs of students with disabilities.<br><br>**The documents provided do not demonstrate evidence of the following:**<br>• The SPED teacher and IA undergo the same observation process as other teachers: observation pre-conference, observation and co-investigation debrief. However, the observation forms do not record information specific to monitoring instruction provided to meet the needs of students with disabilities.<br>• Classroom observations assist teachers in identifying barriers to student success that could be linked to disabilities<br>• Mainstream classroom observations also contribute to the success of SPED students in ensuring teachers are engaging a variety of materials and strategies to engage students<br>• The school's classroom teacher evaluation instrument includes a component entitled "Designing differentiated instruction and targeted interventions to meet diverse student needs". Undated completed evaluation forms were provided and observation forms do not record any information regarding classroom instruction to meet the needs of students with disabilities.<br><br>**The documents provided do not demonstrate evidence of the described processes because:** Generally documents demonstrate ad hoc efforts with no clear policies or implementation of expectations. Documents provided document instruction to address the needs of student with disabilities, but no evidence of monitoring this instruction in the classroom was provided. Observation forms of whole group instruction in the classroom do no record information regarding teacher instruction specific to the needs of students with disabilities. |

I, Katherine Poulos, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on January 20, 2015.

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I, Christine Curtis, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on January 20, 2015.

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