# 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: Professional Development

| Document Name/Identification | Intended Purpose and Discussion Outcome |
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| [P.1] | **Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's professional development plan<br><br>**The documents provided demonstrate evidence of the following:**<br>• Three Friday afternoons each month, and one additional early release day each quarter (a Wednesday), are set aside for professional development activities, while the 4th Friday is reserved for staff meetings. Each year the Professional Development Calendar, developed over the summer by the executive team during executive team meetings, identifies each of these dates and events, as well as any other PD related items that may be scheduled, and is distributed to all staff during the first weeks of school.<br>• One of the Friday afternoon PD activities is Professional Learning Community (PLC) meetings. They create meeting agendas and make recommendations for protocols that will guide participants through activities in which they share experiences, engage in problem solving and team building, and examine research and studies.<br>• During another PD Friday, instructional staff members focus on completing the action items on their Professional Growth Plans (PGPs), for example by attending webinars, reading books or conducting research. PGPs are developed by every instructional staff member at the beginning of each year to include 1 goal targeting instruction and 1 goal targeting student performance. Other school wide goals are also included on the rubric each year as determined by the executive team, approved by the school board and specified on the Proposition 301 rubric.<br>• The third PD Friday is when formalized PD trainings occur. Attendance is mandatory and sign-in sheets are collected to record who attends. The focus of PD trainings is determined by the executive team when developing the PD calendar each summer, and in consideration of weaknesses observed during final evaluations and student performance on end of year benchmarks.<br>• All instructional staff members pair with a partner to complete two cycles of video peer observation during each school year. 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. During video observation debriefs, the two teachers exchange feedback that either confirms or calls to question their own reflection.<br>• Workshops on relevant topics presented by our Quality Schools representative are held once each month. These topics include data-driven instruction and benchmark test review, analyzing customized Galileo reports, analyzing post-benchmark reports and developing consistent lesson plans, calibrating information and moving forward after the second benchmark, and other topics as determined by the needs of the instructional staff and |

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| | analysis by the Quality Schools representative and executive team members. The professional development implemented by the Quality Schools program includes job-embedded professional development and implementation. Our school is completing its first of three years in the Quality Schools program this school year. |
| **[P.2]** | **Charter holder indicated the intended purpose of the document was to demonstrate:** how the professional development plan was developed<br><br>**The documents provided demonstrate evidence of the following:**<br>• We began by breaking up each month into four Fridays, and immediately designated (at least) one of them for staff meetings and one for PD trainings. Implementation of school wide Professional Learning Communities (PLCs) was considered after a PLC coach was invited to lead activities during executive team meetings to improve meeting structure and expedite problem solving, that proved both popular among members and effective. PLC focus was based on teacher identified zones of comfort, risk and danger. The focus is brining zones of risk into comfort.<br>• In past years, the focus of PD trainings is determined by the executive team when developing the PD calendar each summer, and in consideration of weaknesses observed during final evaluations and student performance on end of year benchmarks.<br>• This year the school's PD has been focused on the Quality Schools Program and teacher identified needs through the PLCs. The QSP coach has provided targeted assistance based on observed needs. These PD sessions were also based on identification of Math AIMS performance as an area of weakeness. |
| **[P.3]** | **Charter holder indicated the intended purpose of the document was to demonstrate:** how the professional development plan is aligned with instructional staff learning needs<br><br>**The documents provided demonstrate evidence of the following:**<br>• PLC focus was based on teacher identified zones of comfort, risk and danger. The focus is brining zones of risk into comfort.<br>• This year the school's PD has been focused on the Quality Schools Program and teacher identified needs through the PLCs. The QSP coach has provided targeted assistance based on observed needs. |

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| **[P.4]** | **Charter holder indicated the intended purpose of the document was to demonstrate:** how the plan addresses areas of high importance<br><br>**The documents provided demonstrate evidence of the following:**<br>• Our Quality Schools Program representative identified several areas of high importance during his school-wide and classroom observations. These areas have been addressed through the PD offered this year.<br>• Another area of high importance is utilizing data analysis to inform instruction, which has been one of the foci of the professional development workshops administered by our Quality Schools representative consistently throughout the school year. Topics include Data Driven Instruction, Instant Galileo Reports and Data Dialogue, Navigating and Analyzing Reports, 6-week Instructional Plans, Calibrating Expectations and Moving Forward, and others that will be chosen by the school based on need.<br>• The superintendent identified math as an area of high importance based on AIMS scores. |

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| [P.5] | **Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder supports high quality implementation of the strategies learned in professional development sessions<br><br>**The documents provided do not demonstrate evidence of the following:**<br>• Debrief conferences and follow-up observations are also provided by the Quality Schools representative after trainings he provides. Conferences focus on areas of progress and a few key recommendations for improvement. Observations are shared with the principal and superintendent via email and in meetings.<br>• In the immediate months following PD trainings, during staff meetings, teachers and IAs discuss outcomes of new PD strategies they have implemented in their classrooms and exchange feedback based on their experiences.<br>• Similarly, monthly PLC meetings engage teachers and IAs in discussing experiences implementing PD strategies as they collaborate in problem solving protocols. PLC agendas identify which staff members are scheduled to present their challenges and ask questions and the protocol that was used to guide discussion.<br>• If observations show that PD strategies are not being used or are being used improperly, at least one of the following measures are taken: clarification of expectations regarding the implementation of PD strategies, explanation and/or modeling of proper implementation to a small number of teachers, repeat trainings for larger numbers of teachers. These measures are followed up with walk-through observations my members of the executive team to confirm implementation.<br><br>**The documents provided do not demonstrate evidence of the described processes because:**<br>• The documents demonstrate that feedback is given on observations, however the documents do not demonstrate that these observations target the implementation of strategies learned in professional development sessions.<br>• The agendas from staff and executive team meetings do not demonstrate discussion of implementation of these strategies.<br>• The follow up by the QSP representative is based on observations but does not clearly relate to observations target the implementation of strategies learned in professional development sessions. |

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| [P.6] | **Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder provides the resources that are necessary for high quality implementation<br><br>**The documents provided demonstrate evidence of the following:**<br>• When new PD strategies and experiences are discussed in staff meetings, digital and paper tools, such as planning templates or student documents, are shared and distributed.<br>• The QSP Coach has provided guidance on resources that will support implementation of the PD provided. |
| [P.7] | **Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder monitors the implementation of the strategies learned in professional development sessions<br><br>**The documents provided do not demonstrate evidence of the following:**<br>• When both formal and informal observations are conducted, observers look for implementation of strategies learned in professional development sessions.<br>• The progress of the implementation of these strategies is also discussed in staff and executive team meetings. Meeting agendas show items that were discussed on each occasion.<br>• Follow-up conferences are conducted by the QSP representative with each teacher in order to discuss positive progress implementing the PD provided and 2-3 key areas of needed improvement. The results of these conferences and his work with teachers are relayed to the principal and superintendent via email and during private meetings.<br><br>**The documents provided do not demonstrate evidence of the described processes because:**<br>• The documents demonstrate that feedback is given on observations, however the documents do not demonstrate that these observations target the implementation of strategies learned in professional development sessions.<br>• The agendas from staff and executive team meetings do not demonstrate discussion of implementation of these strategies.<br>• The follow up by the QSP representative is based on observations but does not clearly relate to observations target the implementation of strategies learned in professional development sessions. |

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| [P.8] | **Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder monitors and follows-up with instructional staff to support and develop implementation of the strategies learned in professional development<br><br>**The documents provided do not demonstrate evidence of the following:**<br>• Information sharing is elicited from staff, and feedback is solicited during informal observation debriefs, in staff and PLC meetings. Where many questions and gaps in confidence exist, supplemental trainings are scheduled. These are at times offered by peers who have more training and/or experience, and are also offered by outside sources such as instructional coaches, the QSP representative, or providers of classroom materials.<br>• When new PD strategies and experiences are discussed in staff meetings, teachers that self-identify as needing support in implementation are invited to meet with more experienced or confident staff in a separate meeting for guidance and clarification. Digital and paper tools separate from those received during the training, such as planning templates or student documents created by staff to facilitate implementation, are also shared.<br><br>**The documents provided do not demonstrate evidence of the described processes because:**<br>• The documents demonstrate that feedback is given on observations, however the documents do not demonstrate that these observations target the implementation of strategies learned in professional development sessions.<br>• The agendas from staff and executive team meetings do not demonstrate discussion of implementation of these strategies.<br>• The follow up by the QSP representative is based on observations but does not clearly relate to observations target the implementation of strategies learned in professional development sessions. |

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| [P.9] | **Charter holder indicated the intended purpose of the document was to demonstrate:** how the professional development plan ensures that instructional staff receives the type of development required to meet the needs of students with proficiency in the bottom 25%/non-proficient students<br><br>**The documents provided demonstrate evidence of the following:**<br>• This year, PD has focused on the use of data analysis results to inform instruction. Each year we also increase teacher proficiency with Galileo through follow-up PD. Both data analysis and Galileo are useful tools by which teachers meet the needs of students in the bottom 25%, making this population one with which we have had the most success based on Academic Dashboard data.<br>• Professional development continues to inform our teachers on utilizing Galileo intervention groups.<br>• When student data is examined during staff meetings, Galileo reports show results for the lowest performing students. Data specifically identifying bottom 25 students is distributed to teachers by team leaders during staff meetings for examination and to aide with planning. These results are considered when teachers complete the Data Meeting Focus Sheet and 6-week Plans. |
| [P.10] | **Charter holder indicated the intended purpose of the document was to demonstrate:** how the professional development plan ensures that instructional staff receives the type of development required to meet the needs of English Language Learners (ELLs)<br><br>**The documents provided demonstrate evidence of the following:**<br>• All teachers are highly qualified, and required to complete the two 45 hour SEI courses. This is confirmed during Orientation Week for all new hires who sign an HQ form which is stored in personnel files.<br>• The ELD teachers at our LEA attend the OELAS conference each year, and new teachers attend Round II trainings and complete professional development training with the ELL Coordinator. Teacher examination of ELL AZELLA results guides ELD teachers' selection of professional growth plan goals.<br>• ELL focused strategies were addressed in in house PD provided during Orientation. |
| [P.11] | N/A |

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| [P.12] | **Charter holder indicated the intended purpose of the document was to demonstrate:** how the professional development plan ensures that instructional staff receives the type of development required to meet the needs of students with disabilities<br><br>**The documents provided demonstrate evidence of the following:**<br>• Our special education coordinator participates in specific professional development opportunities for special education through the Arizona Department of Education's professional development workshops. She works closely with a speech therapist, an occupational therapist, and a school psychologist.<br>• Our special education coordinator conducts staff PD training during the first weeks of school to introduce and provide materials and resources related to special education instructional techniques and program regulations. She also facilitates individual conferences with each teacher to discuss confidentiality, IEPs, accommodations and modifications in the classroom, and annual goals. She communicates in person and via email weekly with mainstream teachers about student progress, behavior modification techniques, assignment modification, and opportunities for mainstream instruction and SPED pullouts to be mutually supportive through coordination of content and skills practice. |

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.

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.