Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Concordia Charter School
School Name: Concordia Charter School, Concordia Charter School - Navajo Mission

Site Visit Date: February 5, 2015
Required for: Annual Report
Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome
[P.1]	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's professional development plan **The documents provided demonstrate evidence of the following:** • Each school year begins with a full week on pre- service developed by the principal in response to the data collected from the previous school year using all available resources. • Friday afternoons include current needs professional development.
[P.2]	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the professional development plan was developed **The documents provided demonstrate evidence of the following:** • For the NM site – the charter holder's plan is focused on Engage NY to effectively use the CK curriculum based on the needs of new teachers. **The documents provided do not demonstrate evidence of the following:** • For the Mesa site - Professional development is based on the comprehensive needs assessment using student data and the results of the staff survey at the end of the previous year. • While each staff member has individualized goals based on their student performance. **The documents provided do not demonstrate evidence of the described processes because:** no evidence of a needs assessment, staff survey , or use of student data to create PD plan was provided.
[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 **The documents provided demonstrate evidence of the following:** • For the NM site – the charter holder's plan is focused on Engage NY to effectively use the CK curriculum based on the needs of new teachers.

	The documents provided do not demonstrate evidence of the following: • Using formal and informal observations and evaluation, the principal develops a PD plan that meets the needs of the staff and also adherence to the school improvement plan. • PD is fluid and is adjusted to reflect current data review that would suggest a needs change. **The documents provided do not demonstrate evidence of the described processes because:** the charter holder provided agendas and observation results but was not able to provide any evidence to demonstrate the connection between the observed needs/areas of high importance and the PD provided.
[P.4]	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the plan addresses areas of high importance **The documents provided demonstrate evidence of the following:** • Using current data and research on best practices, PD is adjusted to follow current needs assessment. **The documents provided do not demonstrate evidence of the following:** • For the NM site – the charter holder's plan is focused on Engage NY to effectively use the CK curriculum based on the needs of new teachers. **The documents provided do not demonstrate evidence of the described processes because:** the charter holder provided agendas and observation results but was not able to provide any evidence to demonstrate the connection between the observed needs/areas of high importance and the PD provided.
[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 **The documents provided do not demonstrate evidence of the following:** • Principal (as professional development trainer) supports the strategies by classroom observations and teacher meetings. • Pop in observation paper supports the previous training session's lessons. **The documents provided do not demonstrate evidence of the described processes because:** while the charter holder demonstrated that classroom observations are conducted, there was nothing other than anecdotal evidence to connect these observations to the professional development that was provided. None of the evidence demonstrated that the charter holder systematically supports implementation of the PD.

[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 **The documents provided do not demonstrate evidence of the following:** • How the Charter Holder provides the resources that are necessary for high quality implementation. **The documents provided do not demonstrate evidence of the described processes because:** no evidence was provided to demonstrate a process for identifying needs. The charter holder stated this was done informally.
[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 **The documents provided do not demonstrate evidence of the following:** • Principal (as professional development trainer) supports the strategies by classroom observations and teacher meetings. • Pop in observation paper supports the previous training session's lessons. **The documents provided do not demonstrate evidence of the described processes because:** while the charter holder demonstrated that classroom observations are conducted, there was nothing other than anecdotal evidence to connect these observations to the professional development that was provided. The charter holder stated this was done informally.
[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 **The documents provided do not demonstrate evidence of the following:** How the Charter Holder monitors and follows-up with instructional staff to support and develop implementation of the strategies learned in professional development. **The documents provided do not demonstrate evidence of the described processes because:** while the charter holder demonstrated that classroom observations are conducted, there was nothing other than anecdotal evidence to connect these observations to the professional development that was provided. The charter holder stated this was done informally.

[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 **The documents provided demonstrate evidence of the following:** • The professional development provided at the beginning of the year and for the NM site during the year included some PD that addressed differentiated instruction. **The documents provided do not demonstrate evidence of the following:** • 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. **The documents provided do not demonstrate evidence of the described processes because: the principal at the NM site provided evidence that some of the professional development addressed differentiated instruction, but did not provide evidence of how it systematically** 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
[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) **The documents provided demonstrate evidence of the following:** • The professional development provided at the beginning of the year and for the NM site during the year included some PD that addressed differentiated instruction. **The documents provided do not demonstrate evidence of the following:** • How the professional development plan ensures that instructional staff receives the type of development required to meet the needs of English Language Learners (ELLs). **The documents provided do not demonstrate evidence of the described processes because: the principal at the NM site provided evidence that some of the professional development addressed differentiated instruction, but did not provide evidence of how it systematically** ensures that instructional staff receives the type of development required to meet the needs of English Language Learners (ELLs)

[P.11]	N/A
[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 **The documents provided demonstrate evidence of the following:** • The professional development provided at the beginning of the year and for the NM site during the year included some PD that addressed differentiated instruction. **The documents provided do not demonstrate evidence of the following:** • How the professional development plan ensures that instructional staff receives the type of development required to meet the needs of students with disabilities. **The documents provided do not demonstrate evidence of the described processes because: the principal at the NM site provided evidence that some of the professional development addressed differentiated instruction, but did not provide evidence of how it systematically** ensures that instructional staff receives the type of development required to meet the needs of students with disabilities

I, Theresa Esposito, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on February 5, 2015. Theresa A Esposito

I, Margaret Roush-Meier, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on February 5, 2015. M Roush-Meier