Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Deer Valley Charter Schools, Inc.
School Name: Deer Valley Academy
Site Visit Date: April 21, 2015

Required for: Renewal
Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome
[P.1] Professional Development Agendas	**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:** • Professional Development Plan
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[P.2] Focus Group Documentation: Stakeholder Involvement Plan, Feedback Information, Parent Night Celebration (agenda/notes), DVA Survey (blank forms), Focus Group (Parent) Information, Parent Night Agenda, Student/Parent List, Completed Surveys (Parent – December and February), Student Survey, Student Survey Information (dual enrolled), Survey Responses, Student Focus Group Information (DVA only), Survey Responses, Completed Surveys	**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:** • The PD plan was developed by a committee of experts that maintained clear knowledge and experience in instructional methodology and classroom management techniques. • Survey results (regarding instruction) from staff, parents and students were made available as were suggested PD topics provided from previous sessions. • Planning sessions were scheduled for the PD committee and work began to take place. • Mandatory sessions were designed to provide information regarding current trends and significant changes in curriculum, instruction, assessment, CIP goals, etc. Once complete, the PD plan was implemented.

• Professional Development Agendas • Session – Student Survey Results • Stakeholder Involvement (groups) • Student Evaluation of Teacher Effectiveness • Student Session Survey (blank) • DVA Survey (blank) • Survey Responses	**Final Evaluation:** ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[P.3] Focus Group Documentation: Stakeholder Involvement Plan, Feedback Information, Parent Night Celebration (agenda/notes), DVA Survey (blank forms), Focus Group (Parent) Information, Parent Night Agenda, Student/Parent List, Completed Surveys (Parent – December and February), Student Survey, Student Survey Information (dual enrolled), Survey Responses, Student Focus Group Information (DVA only), Survey Responses, Completed Surveys • Professional Development Agendas • Session – Student Survey Results • Stakeholder Involvement (groups)	**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:** • As the vast majority of teachers are veteran teachers who also teach within a home district during the day, the bulk of professional development training, monitoring and providing resources happens at the home campus. • DVA's Director of Professional Development led the organization of the group and provided direction throughout the process • The PD plan is reviewed and modified yearly to accommodate new staff needs and student performance results. • Additional recommendations for topics stemmed from the observation and assessment data collected in the previous year. **Final Evaluation:** ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[P.4] a. Campus Improvement Plan b. Common Core Presentation c. Professional Development Agendas	**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:** • As the vast majority of teachers are veteran teachers who also teach within a home district during the day, the bulk of professional development training, monitoring and providing resources happens at the home campus. • The PD Plan has a purpose and mission statement that supports the foundation of instruction and continuous training for teachers. • Each session is designed to address student performance, instructional strategies and goals. • The research-based plan is focused on student performance data from multiple sources, instructional strategies, student learning styles, alignment with curriculum and state academic standards. The PD committee viewed these as areas of high importance and determined topics that provided support for teachers.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[P.5] a. Professional Development Agendas b. Teacher Evaluation Forms 1. Blank forms 2. Completed forms	**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 demonstrate evidence of the following:** • As the vast majority of teachers are veteran teachers who also teach within a home district during the day, the bulk of professional development training, monitoring and providing resources happens at the home campus. • DVA teachers are observed by walk-throughs, formatives and summative evaluations that culminate with conferencing. • Teachers are provided instructional support with a professional library, one-to-one professional guidance and relevant PD sessions. • To assist in maintaining the highest level of instructional quality, teachers are able to meet in content areas and across curricular areas to discuss strategies, set goals and share ideas. DVA makes every opportunity count for teachers to work as a team and contribute to continuous improvement. Teachers are observed during their 6 week sessions, and adjustments can be quickly made to support teachers in implementing professional development strategies, getting them on an action plan, or finding a replacement teacher for the next session.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[P.6] a. Campus Improvement Plan	**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 demonstrate evidence of the following:** • As the vast majority of teachers are veteran teachers who also teach within a home district during the day, the bulk of professional development training, monitoring and providing resources happens at the home campus. • Budgets reflect academics as a primary focus with the implementation of a formal PD plan to support teachers. • DVA provides a small library of professional books and videos as well as various curricular materials related to instructional strategies. • Curriculum and assessment documents are provided to teachers along with texts, supplemental instructional materials (books, novels, audio/visual). • Administrators are available to have conversations with teachers as needed in relation to professional development resources.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[P.7] a. Teacher Evaluation Forms 1. Blank forms 2. Completed forms b. Walk Throughs	**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 demonstrate evidence of the following:** • As the vast majority of teachers are veteran teachers who also teach within a home district during the day, the bulk of professional development training, monitoring and providing resources happens at the home campus. • Classroom observations, walk-through data, surveys and student performance are utilized to ensure implementation of effective instructional strategies • Formative evaluations and walk-throughs are conducted during each session and culminated with a summative. Further, all staff complete a professional goals document that becomes part of the evaluation. • Evaluation method(s) for determining the effectiveness of professional development activities and the extent to which professional development goals are met: ○ Teacher questionnaires and comment forms ○ Teacher interviews/conferences and written reflections ○ Teacher lesson plans and alignment standards and goals ○ Teacher observations and evaluations
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[P.8] a. Student Performance Data (grouped by year) b. Professional Development Agendas c. Staff Meetings d. Teacher Evaluation Forms 1. Blank forms 2. Completed forms	**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 demonstrate evidence of the following:** • As the vast majority of teachers are veteran teachers who also teach within a home district during the day, the bulk of professional development training, monitoring and providing resources happens at the home campus. • Sessions are formal and structured with time for groups to meet and discuss topics and implementation of strategies. • Administrators follow up with staff by observing instruction, monitoring student performance and conferencing with teachers. • Staff meetings and professional development sessions take place frequently to ensure all staff receive information.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[P.9] a. Student Performance Data (grouped by year) b. Teacher Evaluation Forms 1. Blank forms 2. Completed forms c. Walk Throughs	**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%. **The documents provided demonstrate evidence of the following:** • As the vast majority of teachers are veteran teachers who also teach within a home district during the day, the bulk of professional development training related to students with proficiency in the bottom 25% happen at the home campus. • AIMS data is provided to teachers at professional development sessions along with research-based strategies that are likely to improve student achievement. Classroom Instruction That Works is one of the resources used in professional development for staff.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[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)
	N/A
[P.11]	**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 Free and Reduced Lunch (FRL) students
	N/A
[P.12] a. Benchmark Slide Presentation b. Student Performance Data (grouped by year) c. Teacher Evaluation Forms 1. Blank forms 2. Completed forms d. Walk Throughs	**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:** • As the vast majority of teachers are veteran teachers who also teach within a home district during the day, the bulk of professional development training related to students with disabilities happen at the home campus. • Sessions focus on topics such as teaching in the block, helping students with learning disabilities, monitoring the individual education plan, and modified assessment strategies. • Observation of classrooms allows the administrator to monitor the implementation of instructional strategies that meet the needs of all students.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.