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: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome
[M.1] a. Professional Goals 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:** 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. **The documents provided demonstrate evidence of the following:** • New teachers are monitored closely to support them in mastering the block schedule timeframe and meeting academic goals. • Evaluation of teachers takes place during the sessions and feedback is immediate to allow any necessary modifications. • how the Charter Holder monitors whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity
	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.
[M.2] Teacher Evaluation Forms 1. Blank forms 2. Completed forms	**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. **The documents provided demonstrate evidence of the following:** • Monitoring the effectiveness of instruction involves reviewing lesson plans, which note standards, evaluating instruction, analyzing data and providing relevant professional development sessions to support continual improvement. • During each session each teacher receives an observation and a walkthrough. • For each course a pre-test, midterm, and post-test are administered to monitor student progress in the course. Analysis of these assessment results are used to monitor the effectiveness of instruction for each course during each of the six sessions during the school 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.
[M.3] Lesson Plans 2014-2015 1. Blank forms 2. Completed 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. **The documents provided demonstrate evidence of the following:** • Evaluations are completed once per six week session. During the year-round schedule there are six sessions, so a teacher can receive up to six evaluations if they are employed for all six sessions during the school year. • Teachers use a conference form to self-reflect on their performance and include personal goals for the lesson that was evaluated. • Lesson reflection forms are used by teachers to reflect on their own instructional practices. • The first meeting with teachers includes a pre-conference explaining the evaluation process and reviewing the evaluation instrument. • As a part of the multiple, changing sessions, teachers are observed, evaluated and conferenced in an expedited manner. • New teachers are observed more frequently while veteran teachers expect to be observed approximately once per session. • DVA's teacher evaluation form is used to document instructional practices in the classroom. (from question 4). The evaluation form is based on the Danielson model and incorporates the domains as components of the evaluation tool. For each component within a domain teachers are scored on a scale for their level or performance: Ineffective, Developing, Effective, Highly Effective • The components included in the evaluation include Domain 3 Instruction which focuses on the teacher's quality of instruction.
	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.

[M.4] Conference Forms 1. Blank forms 2. Completed forms b. Lesson Plans 2014-2015 1. Blank forms 2. Completed forms c. Teacher Evaluation Forms 1. Blank forms 2. Completed forms	**Charter holder indicated the intended purpose of the document was to demonstrate:** how this process identifies individual strengths, weaknesses, and needs. **The documents provided demonstrate evidence of the following:** • Teachers complete reflection forms to identify personal goals based on their reflection of the lesson that was the basis of the evaluation. • Categories that are included in the evaluation instrument are heavily weighted on instructional effectiveness and student engagement. • the evaluation process and frequency of observations supports the ability to identify strengths and areas of challenge in the implementation of standards-based curriculum, instruction and assessment. • Following the evaluation, teachers conference with an administrator to review the lesson.
	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.
[M.5] a. Conference Forms 1. Blank forms 2. Completed forms b. Lesson Plans 2014-2015 1. Blank forms 2. Completed forms 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 Charter Holder provides feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices. **The documents provided demonstrate evidence of the following:** • Following the evaluation, teachers conference with an administrator to review the lesson. A lesson plan review form is completed by the teacher and brought to the conference. A conference form is completed by the administrator with follow-up observations as needed. • Completed evaluations are given to teachers within a 24 hour timeframe. • Conferencing takes place in the same week with timely feedback related to instruction.
	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.

[M.6] a. Lesson Plans 2014-2015 1. Blank forms 2. Completed forms 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 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. **The documents provided demonstrate evidence of the following:** • Conferences with teachers are conducted to discuss celebrations and concerns as an on-going practice in continuous improvement at DVA. • Observations, walk-throughs and lesson reviews are utilized to gather information relevant to quality instruction. Timely feedback can influence steps necessary to improve the learning process. • As part of educational leadership at DVA, administrators are tasked with the responsibility of supporting strengths in instruction and working directly with teachers who demonstrate an area of challenge. • Monitoring teachers who need additional assistance in the classroom is part of continuous improvement and striving for academic excellence. • Professional development sessions are directly related to continuous improvement goals, instructional methods and strategies, data-driven adjustments to lesson plans and student performance goals. • Observations and evaluations are used to make hiring decisions for sessions. Based on the cycle of sessions a teacher employment is determined for each session based on the course needs and performance evaluation of the teacher. • Staff development topics are identified based on findings from observations – teaching in the block, classroom management, and differentiated instruction.
	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.

[M.7] Lesson Plans 2014-2015 1. Blank forms 2. Completed forms 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 Charter Holder monitors instruction to ensure it is meeting the needs of students with proficiency in the bottom 25%. **The documents provided demonstrate evidence of the following:** • Classroom observations allow educational leaders to assist teachers with methods and strategies in meeting the academic needs of students who have not met the proficiency standards. • Classroom teachers coordinate with the tutoring program teachers to provide additional support for students in need. • Tutoring is provided by teachers that have been proven to be effective instructors at DVA. Tutors are evaluated as part of their employment as classroom instructors for DVA. They received observations and evaluations. • The teacher evaluation form includes monitoring of instructional practices to ensure
	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.
[M.8]	**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).
	N/A
[M.9]	**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 Free and Reduced Lunch (FRL) students.
	N/A
[M.10] a. Student Performance Data (grouped by year) b. Teacher Evaluation Forms 1. Blank forms 2. Completed forms c. Walk Throughs Special Ed Walk Through ADE SPED Monitoring	**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. **The documents provided demonstrate evidence of the following:** • The 1-to-1 monitoring is embedded in the practices at DVA to ensure students are receiving every benefit and opportunity to successfully reach their educational goals. • Each student's IEP is implemented in class and monitored during the course session. Teachers are accountable for the implementation of the IEP and working directly with each special needs student to encourage and support their success. • The Special Ed paraprofessional conducts walkthroughs and observations of classroom instruction. Notes and feedback are recorded as part of observations.

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