Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name:
School Name:
Site Visit Date:

Required for: Choose an item.
Evaluation Criteria Area: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome

[M.1]	**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:
	• Edkey has a fully developed supervision and evaluation model. The 1st four components of both our walk-through and evaluation tool addresses integration of the standards in the classroom. These are provided as evidence in the plan related to Monitoring Instruction. Walk-through observations are expected to be completed bi-monthly at a minimum. Formal observations/ evaluations are conducted twice a year for returning staff and three times a year for new staff.
	  ○ o Planning is documented in daily written lesson plans and based on adopted curriculum maps and Arizona Standards.
	  ○ o Content knowledge is readily detected and demonstrated in lesson plans.
	• ⍰ The teaching staff is also required to turn in lesson plans to the site administrator.
	• ⍰ Additionally, as a result of this process, the organization will begin implementing an expectation that teachers provide administration with a copy of the curriculum guides for Math and ELA which notates when each standard is being taught.

[M.2]	**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:** • This is completed via the walk through and supervision and evaluation process. • In addition, as a result of this process, the organization will begin implementing an expectation that teachers provide administration with a copy of the curriculum guides for Math and ELA which notates when each standard is being taught. • This will be reviewed and modified on a quarterly basis and during data team meetings.

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[M.3]	**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:
	• Both the walk-through and supervision and evaluation tools monitor the following components:
	  ○ ⍰ Planning and Preparation
	  ○ ⍰ Assessment of Student Achievement
	  ○ ⍰ Learning Environment
	  ○ ⍰ Instruction
	  ○ ⍰ Professional Responsibilities
	  ○ ⍰ Student Outcomes
	• These tools are ever changing. Based on feedback from the DSP process last year, we have included a section under each standard that addresses teacher's strengths and areas of improvement to enhance and guide their effectiveness in the classroom.
	• If teachers are not performing to the defined level they receive additional coaching and mentoring from specialist, master level teachers and site administration. Lack of increased proficiency may lead to the implementation of a Teacher Improvement Plan which if unsuccessful, could lead to termination.

[M.4]	**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:** • During the 2013-2014 school year, we modified our supervision and evaluation reporting form to include teacher strengths and areas of development in each of the 21 standards. This year we have modified our walk-through document to reflect similar standards and components as well as to allow administrators to provide both positive comments and constructive feedback.

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[M.5]	**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:** • Once an administrator completes a walk-through form online it is housed in the database. The administrator then meets with the teacher to provide feedback on instructional effectiveness as observed during the walk-through observation. • The form is then sent electronically to the teacher in order to support and document the conversation. • A date field is included for administrators to document when this interaction occurred. If a teacher is not making progress with a specific area the administrator may conduct multiple walk-throughs and provide additional modeling and support for the teacher. • A similar process is implemented during the supervision and evaluation process. Administrator and teacher participate in a collaborative conversation to support increased teacher effectiveness and student achievement. All of these tools are documented and housed in Edkey's server for follow-up and review as needed.
[M.6]	**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:** • All data is stored in an online server which all levels of administrators have access to. Administrators can review individual walk-throughs or evaluations, or generate reports for the entire campus. This allows the administrator to monitor individual teacher progress or identify strengths and weaknesses of the staff as a whole. • In addition, a report is generated twice year, after each evaluation cycle, that assists the administrator in determining the strengths and weaknesses of their teaching staff. This information is integral in mentoring meetings, professional development, and understanding the needs of each campus.

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[M.7]	**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.
	
	The documents provided demonstrate evidence of the following:
	• In our supervision and evaluation process in the planning and preparation sections Standard 4 asks "Does planning reflect differentiation and other evidence that each child is known." Teacher submitted lesson plans include differentiation for the various sub groups.
	• Also, through monthly data meetings we discuss the academic growth of the bottom 25% and work collaboratively with the Reading Specialist and Special Education teacher on intervention that will best support the individual student.
	• ELA progress monitoring:
	  ○ Students who are in the bottom 25% and scored Intensive on DIBELS receive progress monitoring on a weekly basis. Those who are Strategic receive progress monitoring twice a month. Students at Benchmark are monitored quarterly.
	  ○ A data sheet that had cumulative data points is kept to monitor progress.
	• Math progress monitoring:
	  ○ Monthly skills test at grade level. Data is collected and reviewed and results are used to drive spiral review.
	  ○ A data sheet that had cumulative data points is kept to monitor progress.
	• Additionally, as a result of the DSP and PMP process, we have modified our walk through forms to address how teachers are reaching and supporting the various sub-groups. Continuous reviews will be continued to ensure the data is relevant and meaningful.

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[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).
	
	The documents provided demonstrate evidence of the following:
	• Our supervision and evaluation process focuses on meeting the needs of English Language Learners in the following three standards:
	  ○ Standard 3 - Is explicit vocabulary instruction planned into and used in lessons?
	  ○ Standard 4 – Does planning reflect differentiation and other evidence that each child is known?
	  ○ Standard 5 - Does the teacher have measurable goals for each student's achievement that are identified, written and regularly referenced?
	• In order to meet the expected standard in these three areas, teachers must differentiate instruction for the various sub-groups in their weekly lesson plans.
	• The ELL coordinator meets on a weekly basis with teachers to support and model effective instruction in the classroom. Information that is communicated to the teacher is also shared electronically with the administrator.

[M.9]	**Not applicable.**
[M.10]	**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:** • Instruction for students with disabilities is monitored by the special education team including the classroom teacher, special education teacher and administration, and is driven by their individual education plan. The plan is monitored quarterly and reviewed with the team a minimum of once annually. • Additionally, as a result of the DSP and PMP process, we have modified our walk through forms to address how teachers are reaching and supporting the various sub-groups. Continuous reviews will be continued to ensure the data is relevant and meaningful.

I, Kelly Gleischman, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on December 10, 2014. Kelly Gleischman

I, _____, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on December 10, 2014. _____

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