Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Arizona Autism Charter School, Inc.
School Name: Arizona Autism Charter School
Site Visit Date: May 27, 2015

Required for: Expansion - Grade Level
Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome	
[P.P.1] List of Professional Development Dates and Topics Board Certified Behavior Analyst (BCBA) Supervision Program Documents Guidelines for Mentor Program	**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 is held every Wednesday afternoon. Mission and vision were part of the first pieces of developing a common culture and design. Followed by professional development on grade level materials, autism behaviors and characteristics as well as school student behavior policies. • In addition, a Mentor/Mentee program was developed to target teaching strategies and maximize the learning for each professional. In this program each teacher is assigned to a mentor role or a mentee role and weekly one on one meetings are scheduled for the pair to meet and discuss the craft. • **Relevant Documents:** Agendas; Data from classroom walk throughs; Guidelines for Mentor Program **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.P.2] Professional Development Survey	**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 Professional Development plan was created by the School Leaders based on the needs of a new staff. In the future, the teachers will be part of constructing the professional development including need assessments as to their individual and collective needs. • **Relevant Documents:** Needs identified during the interview process of new 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.

<table>
<tr><td rowspan="2">[P.P.3]
Professional Development Survey</td><td colspan="2">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:
• In order to support the needs of teachers to be professionally prepared and highly qualified, the school support the process for teachers to complete coursework and 1500 hours of supervision in working with autistic students in order to obtain their Board certified behavior analyst certification. This is built into the school’s operational budget.
• The professional development was designed to ensure success for students and staff. As evaluation of teaching continues and teachers are given coaching to improve their practice, general themes will emerge as to topics that need to be addressed during professional development sessions in the future.
• Relevant Documents: Needs identified during the interview process of new staff

Final Evaluation:</td></tr>
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<tr><td rowspan="2">[P.P.4]
List of Professional Development Dates and Topics
School Mission Statement
Classroom Observation Checklist</td><td colspan="2">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 a new school, of most importance was ensuring the success of the school during its first year. Success is defined by students learning and teachers being motivated to teach.
• Relevant Documents: Classroom observations

Final Evaluation:</td></tr>
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[P.I.5] Classroom Observation Checklist Lesson plans Data binders	**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:** • Teachers document the strategies used in their lesson plans and those plans are monitored by the Director of Instruction in terms of ABA strategies. • In addition, those lesson plans are used on a weekly basis to complete classroom observations specifically looking for the strategies taught during professional development. • Data is collected relative to observations which is then shared with the teachers collectively. • **Relevant Documents:** Classroom walk throughs, observations, lesson plans, data binders **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.I.6] BACB materials	**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:** • In order to continually support the recruitment of highly qualified staff with continual professional development, the school support the process for teachers to complete coursework and 1500 hours of supervision in working with autistic students in order to obtain their Board certified behavior analyst certification. This is built into the school's operational budget. • **Relevant Documents:** BACB materials **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.M.7] Classroom Observation Checklist Sample Lesson Plans	**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:** • Classroom walk throughs will be conducted and specific notes will be taken regarding the skills and knowledge taught during professional development. Then coaching and guidance in the form of feedback is given to the teachers to ensure follow through. Lesson plans are also checked for the inclusion of new material in the planning process. Continued classroom walk throughs take place until observation of the new material is evident. • **Relevant Documents:** Classroom walk throughs; Lesson Plans **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.M.8] Classroom Observation Checklist Sample Lesson Plans	**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:** • Teachers follow up with instructional staff in their room to ensure all instructional staff are using the best practices learned during professional development. Then coaching and guidance in the form of feedback is given to the teachers and to other instructional staff to ensure follow through. • **Relevant Documents:** Walk through observations; Lesson Plans **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.S.9] ABA training	**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:** • Additional training and support is offered to all teachers to ensure that the needs of the bottom 25% are met according to ABA strategies **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.S.10] - N/A	**ELL – N/A**	
[P.S.11] - N/A	**FRL – N/A**	
[P.S.12] - N/A	**Students with disabilities – N/A**	