Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: George Gervin Youth Center, Inc.
School Name: George Gervin Prep Academy
Site Visit Date: April 16, 2015

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

Document Name/Identification	Intended Purpose and Discussion Outcome
[P.1] **1.Professional Development Plan** ***George Gervin Academy 2014-15 Training Agenda*** ***Summer Institute 2014 Schedule*** ***Teacher reflection forms***	**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:** • This action plan will address the identified areas of strength and weaknesses to ensure the lesson plans submitted are timely, have the content support for the standards and the depth of knowledge questions present, are the activities relevant and engaging, are different learning modalities included as part of the activities, is the teacher on schedule with the pacing calendar are the needs of special populations delineated. • Each teacher is required to do a reflection that identifies key elements of any previous professional development that they can share and use in the new plan. • Each teacher will be required to put forth professional development goals that are connected to student learning goals.
	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] **1.Professional Development Plan** **2.Annual Review Process Results (After Action Report)** **3.PLC Meeting Agendas/ Outcomes**	**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 developed based on the results of the annual review process, during the school year as well as data collected through the PLC process using tools, such as the midpoint reflection, ono\e-on-one coaching, formative assessment data and identified interests and needs of teachers, student achievement data linked to the requirements of the state standardized assessment, Professional Teaching Standards and the level of fidelity given to the Four Domains in the Charlotte Danielson model. • For 2015 the needs for professional development are classroom management for two teachers, lesson plan development for three teachers, depth of knowledge training for all staff, integration of technology for all staff.

	The documents provided do not demonstrate evidence of the following: • how the professional development plan was developed **The documents provided do not demonstrate evidence of the described processes because:** The Charter Holder described how the plan was put together by a team in summer 2014, but said that no documentation of the process was created.
	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] **1.Professional Development Plan** **2.Lesson Plan Samples/Summary** **6.Observation reports (quality of lessons and activities)** **7.Observation feedback report (use of the four Charlotte Danielson Domains)**	**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:** • The professional development plan is aligned with instructional staff learning needs because they focus on student valid and reliable academic data with at least two data points, information obtained from current teacher observations, knowledge of proper identification of the four learning modalities, quality of lessons and activities, use of the four Charlotte Danielson Domains.
	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] **2.Professional Development Plan** **3.Prior Year Data** ***George Gervin Academy 2014-15 Training Agenda*** ***Certificates of attendance***	**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:** • Professional Development that focusses on areas of high importance is identified by using prior school year summative data, current year formative and summative data, teacher needs referenced in their growth plans, observations and previous evaluations and lack of progress of 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.

[P.5] **1.Walkthrough Data** **2.Professional Development Plan** **3.Training Agenda** ***Special Education Training Materials*** ***Kagan Strategy Session Agenda and Sign-In*** ***Kagan strategy materials available on BT wiki***	**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:** • Each staff member that attends training is required upon return to campus to share out by providing a professional development activity directly to his or her colleagues within 30-days of their training. • The Charter Holder provided evidence of materials available to teachers to support PD 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.6] **1.Professional Development Agenda** **2.Certificate and CEU's** ***Kagan strategy materials available on BT wiki***	**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:** • The Charter Holder provided evidence of materials available to teachers to support PD strategies. • The Charter Holder provided certificates of external trainings attended by instructional 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.7] **1.Walkthrough Data** **2.Teacher Evaluation**	**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:** • The Principal monitors implementation of strategies learning professional development sessions by adding it to the walk-thru form, highlighting the importance of implementation at meetings and reviewing data that demonstrates the success of the new strategy and/or activity.
	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] **School Improvement process Needs Assessment**	**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:** • The Charter Holder described a PD needs assessment conducted as part of the School Improvement Process. The documentation describes a teacher survey of PD needs.
	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] **1. Professional Development Plan** **2.Types of Training Identified (certificates)** **3.Training Agendas** ***Closing the Achievement Gap (Larry Bell) training certificate and training materials***	**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:** • GGPA staff has been trained on how to properly address the needs of Non-Proficient students. This process includes but is not limited to: Targeted Assistance, Small Group Instruction, Identification of Learning Styles, Increased Content Knowledge, Increased Pedagogical Skills for Lesson Delivery.
	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] ***Kagan strategy materials available on BT wiki and sign in***	**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:** • GGPA staff has been trained on how to properly address the needs English Language Learners. This process includes but is not limited to: Targeted Assistance, Small Group Instruction, Identification of Learning Styles, Increased Content Knowledge, Increased Pedagogical Skills for Lesson Delivery, Structured English Immersion, Individual Language Learners 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.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] ***Kagan strategy materials available on BT wiki and sign in***	**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:** • GGPA staff has been trained on how to properly address the needs of Non-Proficient students. This process includes but is not limited to: Targeted Assistance, Small Group Instruction, Identification of Learning Styles, Increased Content Knowledge, Increased Pedagogical Skills for Lesson Delivery, Individualized Education 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.