Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Ha:san Educational Services
School Name: Ha:san Preparatory & Leadership School Charter School

Site Visit Date: December 11, 2014
Required for: Failing School
Evaluation Criteria Area: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome
[M.1] **Classroom Observations form** **Content area teacher sign in sheets and notes** **Corresponding Emails** **Curriculum coach observational Notes** **Professional Development Notes** **Teacher Professional Development Plan (2)**	**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:** • Lesson Plan Rubric monitors the lesson plan's connections to AzCCR standards. **The documents provided do not demonstrate evidence of the described processes because:** the documents do not demonstrate that the Charter Holder monitors whether or not curriculum is implemented with fidelity.
[M.2] **Classroom Observations form** **Content area teacher sign in sheets and notes** **Corresponding Emails** **Curriculum coach observational Notes** **Professional Development Notes** **Teacher Professional Development Plan (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:** • Calendar identifies meetings to review assessment data. • Professional development regarding analyzing assessment data is identified in September and October agendas. **The documents provided do not demonstrate evidence of the described processes because:** documents do not demonstrate evidence of monitoring the effectiveness of standards-based instruction.
[M.3] **Arizona Teacher Evaluation sheet** **Classroom Observations form** **HPLS Teacher Eval Inst. 2** **Teacher Improvement Plans**	**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:** • The HPLS Administration and Faculty has a process for evaluating instructional practices that is consistent with the Arizona Framework for Evaluating Educator Effectiveness, as published by Arizona State Department of Education. • The evaluation process consists of a pre-observation conference between teacher and evaluator, a formal, scheduled observation, and a post-observation conference discussion to review and discuss observation results. • Administrators consistently evaluate teachers according to four domains: planning and preparation, classroom

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	environment, instruction, and professional responsibilities. For planning and preparation, administrators look for a) demonstration of knowledge of content and pedagogy, b) demonstration of knowledge of students, c) setting instructional outcomes, d) demonstrating knowledge of resources, e) designing coherent instruction, and f) designing student assessment. • For classroom environment, administrators look for: a) creating an environment of respect and rapport, b) establishing a culture for learning, c) managing classroom procedures, d) managing student behavior, and e) organizing physical space. • For instruction, administrators look for: a) communication with students, b) using questioning and discussion techniques, c) engaging students in rigorous learning, d) using assessment in instruction, and e) demonstrating flexibility and responsiveness to diverse needs. • For professional responsibilities, administrators look for: a) reflecting on professional practices, b) maintaining accurate records, c) communicating with families, d) participating in a professional community, and e) growing and developing professionally, and f) demonstrating professionalism. • HPLS Administration work with individual teachers to develop specifically designed plans to improve instructional effectiveness with the goal of improving student learning outcomes.
[M.4] **Arizona Teacher Evaluation sheet** **Classroom Observations form** **HPLS Teacher Eval Inst. 2** **Teacher Improvement Plans**	**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:** • This process identifies individual strengths, weakness, and needs in a routinely consistent way. The evaluation process as described in the previous question allows administrators to systematically ascertain the strengths, weaknesses and needs of individual teachers based on a scored rubric and observation feedback. The teacher and evaluator create a list of strengths and recommendations for improvement. The completed evaluation is signed by the teacher and the evaluator.
[M.5] **Arizona Teacher Evaluation sheet** **Classroom Observations form** **HPLS Teacher Eval Inst. 2** **Teacher Improvement Plans**	**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:** • This process provides feedback on individual strengths, weakness, and needs in a routinely consistent way. Once teacher weaknesses and needs are identified, and the evaluator coaches the teacher through range of instructional strategies. The teacher and evaluator create a list of strengths and recommendations for improvement. The completed evaluation is signed by the teacher and the evaluator. This list is incorporated in an individualized teacher improvement plan.

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[M.6] **PD Agenda** **PD Sign in sheet** **Pearson and Pima Scope of Work** **Teacher Attestations 2013**	**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 do not demonstrate evidence of the described processes because:** documentation was not provided that demonstrated an analysis of teacher observation and evaluation results.
[M.7] **Classroom Observations form** **lesson plan differentiat_001** **state tutoring sign in s_001** **student work_001** **Teacher Evaluations** **Lesson Plan Rubric**	**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:** • The HPLS Administration and Faculty monitors instruction to ensure it is meeting the needs of the bottom 25% students in many vital ways: • Curriculum Coach and HPLS Administration reviews lesson plans for differentiation • Teacher evaluations monitor teacher usage of for differentiation through implementation of tiered intervention, • Lesson plan reviews evaluate whether teacher's incorporate accommodations based on identified student needs, and whether instructional strategies and resources support a range of learning needs.
[M.8]	**Not Applicable**
[M.9]	**Not applicable.**
[M.10] **Classroom Observations form** **lesson plan differentiat_001** **state tutoring sign in s_001** **student work_001** **Teacher Evaluations** **Lesson Plan Rubric**	**The documents provided demonstrate evidence of the following:** • The HPLS Administration and Faculty monitors instruction to ensure it is meeting the needs of the bottom 25% students in many vital ways: • Curriculum Coach and HPLS Administration reviews lesson plans for differentiation • Teacher evaluations monitor teacher usage of for differentiation through implementation of tiered intervention, • Lesson plan reviews evaluate whether teacher's incorporate accommodations based on identified student needs, and whether instructional strategies and resources support a range of learning needs.

I, Steve Salmento, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on December 11, 2014. _____

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I, Robin L Kawakami, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on December 11, 2014. Robin Kawakami

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