Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Montessori House, Inc.
School Name: Montessori House Charter Elementary School
Site Visit Date: April 2, 2015

Required for: Renewal
Evaluation Criteria Area: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome
[M.1] AMI/AZCCR Coordinated Standards List Teacher's Chronological Record Montessori Teacher Certification Teacher's Montessori Albums	**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:** • The Charter Holder verifies recordkeeping and comparing lessons and presentations given match with the Common Core Standards which are kept in the classroom for the teacher, students and parents to refer to often. • Alignment of Common Core standards was done at the international level by AMI, and that document is used to ensure that the Montessori lessons and checkpoints align with the standards **The documents provided do not demonstrate evidence of the following:** • The Charter Holder monitors the integration of standards into daily classroom instruction. **The documents provided do not demonstrate evidence of the described processes because:** • Because the Charter Holder is the only teacher of record, there is no monitoring of her implementation of the standards into classroom instruction other than her honor system and responsibility to the Board.
[M.2] AMI/AZCCR Coordinated Standards List Teacher's Montessori Albums Montessori Materials Teacher's Chronological Record Individual Student Record	**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:** • The Charter Holder monitors the integration of standards into classroom instruction by verifying recordkeeping and comparing lessons and presentations given match with the Common Core Standards which are kept in the classroom for the teacher, students and parents to refer to often. • Alignment of Common Core standards was done at the international level by AMI, and that document is used to ensure that the Montessori lessons and checkpoints align with the standards.
[M.3] Personal Interview Forms Professional Observations Coaching Feedback Montessori Teacher's Albums	**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 process for evaluating the instructional practices is observation of the teachers in the classroom as they teach and personal interviews with the administrator. The teachers are observed monthly by the administrator

	while they're working in the classroom with the students. • Twice a year the teacher has a personal interview with the administrator. Any personal qualities, staff, parent child relationships effectiveness are discussed at that time. Job responsibilities are reviewed. Unusual assignments, extra work or other responsibilities are discussed. Goals are set. • The staff meets 1 to 2 times a month as a group to discuss any events, activities, classroom policies or individual concerns that affect the school in general. The AMI teachers are encouraged to attend AMI refresher courses, workshops or the training to help increase and improve the quality of instruction. The teacher signs the evaluation and is given a copy. Evaluations are kept on file in the front office
[M.4] Professional Evaluation Coaching Feedback Montessori Teacher's Albums	**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:** • The evaluation meeting held with the admin and the teacher two times a year once in the fall and once in the spring identifies individual strengths and weaknesses. Personal qualities such as dress, reliability, motivation, performance and professional ethics are discussed. Job responsibilities are reviewed and recognition of good performances given or individual strengths are recognized. Relationships with children, staff and parents are evaluated. Goals are set to overcome weaknesses or improve self or to fulfill specific needs. Goals are reviewed in subsequent evaluations.
[M.5] Professional Evaluation Coaching Feedback	**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:** • The teachers receive detailed feedback from the school administration through observation and evaluation meetings. Individual strengths are identified and recognized. Additional coaching and mentoring are offered. Feedback tools identify individual strengths in instructional effectiveness as most areas of need where the additional mentoring or coaching would be beneficial. • The Charter Holder tracks if lower scores improve over time in teacher evaluations.

[M.6] Professional Evaluation and Observation Coaching Feedback AMI Teacher Certification	**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:** • Montessori House reviews the information gained from personal evaluations to assess whether the teachers are equipped with the resources, guidance and training that will prepare them for success in education at the school and in the future. • The entire staff meets daily for 15 minutes before school begins to discuss anything that needs action regarding education of the students or the environment. **The documents provided do not demonstrate evidence of the following:** • When there's a need for improved instruction, action is taken immediately to assume responsibility and respond with a clear action plan to redefine or clarify expectations. **The documents provided do not demonstrate evidence of the described processes because:** • There is no documentation of specific action plans for teachers to focus on improved instruction; rather it happens in casual conversation with suggestions since there is such a small staff.
[M.7] Teacher's Montessori Albums Professional Evaluation Montessori Teacher Certification	**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:** • The Charter Holder monitors the needs of students in the bottom 25% through the use of teacher records and student records to ensure that they receive the prompting for lessons and additional support that they need. The teachers document what needs to be addressed for each student, and the Charter Holder can easily review if these lessons are happening by cross referencing the teacher records with the student records. • Students with or without an IEP that are underperforming are invited to be a part of an inclusive music therapy program in order to further meet their needs.
[M.8]	**N/A**
[M.9]	**N/A**

[M.10] Montessori Materials Teacher's Montessori Albums Observation of Classroom Coaching/Feedback	**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 Charter Holder monitors the needs of students with special needs, first based on the Montessori model, which was fashioned based on how to help students with special needs. Extra support and materials in the classroom are based on what would be most beneficial in terms of accommodations for special needs students. • The Charter Holder monitors this through the use of teacher records and student records to ensure that they receive the prompting for lessons and additional support that they need. The teachers document what needs to be addressed for each student, and the Charter Holder can easily review if these lessons are happening by cross referencing the teacher records with the student records. • Students on an IEP that are underperforming are invited to be a part of an inclusive music therapy program in order to further meet their needs.