Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: The Paideia Academies, Inc.
School Name: The Paideia Academy South Phoenix
Site Visit Date: September 21, 2015

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

Document Name/Identification	Intended Purpose and Discussion Outcome	

[P.P.1]
Paideia Professional Development Plan
Meeting notes/minutes
Summer 2015 training calendar and Sign-in Sheets
	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:
	
	• Summer Professional Development Training Calendar
	• Implemented intense focus in the Essential Elements of Instruction within all aspects of the Paideia model.
	• Delivered initial and frequent training to teachers in the EEI
	• Authentic Literacy (Reading Growth and Proficiency)
	  ○ Daily 5, Six Traits, Close Reading, Multisensory Grammar, Listening and Speaking, Vocabulary, Writing to Learn
	• Math Professional Development
	  ○ Ongoing Singapore Math professional development, Intensive summer delivery, Model lesson delivery and review, Instructional webinars for Singapore model/method
	
	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] **ASBCS Dashboard/notes** **Meeting notes** **Paideia improvement plan**	**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 Executive Leadership Team analyzed the ASBCS Dashboard and subgroups, Galileo and AIMSweb data • EL Team analyzed the instructional time assumptions from the Paideia Institute, which we had in our original charter and curriculum guide. • EL Team reviewed current practices of instructional delivery along with current research data and realized that	

	we had to get back to the basics of the essential elements of instruction. • The EL Team determined a need to focus on a guaranteed and viable curriculum, excellent lessons, and authentic literacy. • Based on our research and through the recommendations of Dr. Schmoker, the EL Team found that these three areas of professional growth would make the biggest impact upon our school. • The final professional development plan was developed by aligning our student achievement data, professional development needs, and professional development opportunities. **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.3] **Sep 2014 EL meeting agenda/Spring assessment analysis** **Professional Development Plan** **PD Survey 2015**	**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 September 2014, the EL team reviewed released Spring assessment data to analyze strengths and weaknesses. The analysis indicated a need to increase performance in special populations and low performing sub-groups, as well as overall reading/literacy instruction. **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.4] **EL meeting notes/minutes**	**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:** • Much of the professional development plan addressed the basic Paideia philosophies and instructional methodology. • Plan was based on dashboard data and sessions with Dr. Mike Schmoker. • Areas of high importance: ○ Development and use of curriculum maps, Lessons powered by the Essential Elements of Instruction, Authentic Literacy, Math achievement **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.5] **Professional Development presentations/resources** **Common Core Shifts** **Instructional Effectiveness Rubric** **Faculty meeting notes** **New teacher orientation checklist** **Mentoring documents** **PD Day of Learning**	**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:** • The Curriculum Director coaches teachers in implementing the strategies learned in professional development sessions. • The mentoring program helps new and blossoming educators to implement professional development strategies learned in professional development sessions. • Teachers set goals on student achievement in their professional development plans to include strategies learned in professional development sessions. **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] **Meeting notes** **Faculty newsletter** **PD Day of Learning** **Professional Development request forms**	**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:** • Common planning times • Professional development budget for training and materials that support instruction. • Curriculum lab/professional development library with resources that teachers check out. **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] **Coaching documents** **Post-observation feedback form** **Meeting notes and minutes** **PD Day of Learning** **Singapore math training notes (follow up observation notes)** **PD Plan Template Option** **Teacher Observation (Brooks)**	**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:** • Conduct coaching observations to monitor implementation of strategies learned in professional development meetings. • Conduct formal classroom observations and have post-observation feedback meetings with teachers to monitor the implementation of strategies learned in professional development sessions. • Executive Leadership teams hold monthly accountability meetings to monitor implementation of professional development. • Professional development coordinators and guest speakers are invited back to observe strategies and offer feedback to teachers and administration. **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] **Coaching documents** **Mentoring documents** **One-on-One notes** **TeachBoost**	**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:** • Post professional development surveys. • Frequent informal drop-in observations to watch learned strategies in action. • One-on-one meetings with teachers in the development of their professional development progress and additional 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.S.9]
Professional Development Calendar
Professional Development sign-in sheets
	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:
	
	• Provide training in the essential elements of instruction:
	  ○ Formative assessment
	  ○ Guided practice
	  ○ Checks for understanding
	• Train teachers to use formative and summative data to inform instructional planning:
	  ○ Identify students who did not master the objective
	  ○ Identify methods to reteach, reassess, and modify instruction
	  ○ Utilize remediation 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] **Professional Development Calendar** **ADE SEI Professional development calendar**	**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:** • Provided SEI professional development options from the English Language Learners department of the ADE website: ○ Close Reading, Differentiating Instruction, Multisensory Grammar, Listening and Speaking in K-5 SEI, Close Reading, Writing to Learn for ELL Students, Taking Grammar to Writing: Write Now! **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.11] **N/A**	**Not Applicable**	
[P.S.12] **Professional development calendar** **Agendas/sign-in sheets** **Special education teacher professional development documentation**	**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:** • Providing training through the Department of Education and the SPED department on strategies to support SPED populations. • Professional development includes: ○ Child Find training, Speech, Occupational Therapy, Workshop based working with students with learning disabilities **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.