Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Phoenix Advantage Charter School, Inc.
School Name: Phoenix Advantage Charter School
Site Visit Date: February 19, 2015

Required for: Annual Report
Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome
[P.1] **Preservice** **PD Monthly Agendas** **Offer Letter** **IPDPs**	**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:** • Each year begins with a 3 week pre-service which covers all content areas. • Professional development is mandatory for all staff members and occurs on a monthly basis, whether onsite or as an EPD for teachers to do electronically. • Each teacher has an individual professional development plan that is individualized by the teacher, and monitored by the teacher and administrator to address teacher needs. • All new staff members have 15 days of professional development prior to the start of school. Returning staff members have 10 days.
[P.2] **PD preservice Agenda** **Mosaica CIS Resource Center screenshots of training workshops**	**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:** • Mosaica CIS Resource Center creates training workshops, developed by the Corporate Design Team, and aligns the professional development plan to state specific topics and teacher needs for the preservice. **The documents provided demonstrate evidence of the following:** • The Pre-service plan is updated yearly to reflect the latest innovative research in educational criteria by Mosaica Education's experienced educators. • IDPS are used to gather data and design the professional development plan based on teacher needs. **The documents provided do not demonstrate evidence of the described processes because:** The pre-service plans for FY14 and FY15 have very little changes, other than an updated curriculum session title for the same curriculum resources. Only one new session was evidenced in FY15, and it is not connected to research or educational need. IDPDs are inconsistently connected to PD needs, as the Charter Holder could only provide one example for this happening in the current year.

[P.3] **Pre-service Agenda** **Agenda for meeting and PD** **Formal Teacher Evals** **IPDPs** **New teacher meetings**	**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:** • Teachers are placed in tiers and receive specific professional development based on their tier. • Each teacher has an individual professional development plan that is individualized by the teacher, and monitored by the teacher and administrator to address teacher needs.
[P.4] **Drive By Informal Feedback** **Formal Evaluation** **Observation Checklists**	**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:** • Each teacher has an individual professional development plan that is individualized by the teacher, and monitored by the teacher and administrator to address teacher needs. • The Charter Holder presets Professional Development sessions at the beginning of the year based on common needs from the past and designs progressively difficult session topics that build throughout the year. Teachers are placed into tiers and receive professional development based on their tier.
[P.5] **Observation Checklist** **Agenda for meeting and PD** **Parent Involvement PPT** **EPD follow up reflection** **Takeaway from PD session on August 22, 2014**	**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 time an individual teacher completes an EPD, there is a takeaway assigned that includes a reflection. • At times, staff-wide takeaways are assigned with specific projects related to PD sessions. **The documents provided do not demonstrate evidence of the following:** • Through the ongoing teacher monitoring process, the administration and intervention staff are able to verify that the strategies are being implemented in a high quality manner. **The documents provided do not demonstrate evidence of the described processes because:** Evaluation items on the observation sheet do not include a reference to specific professional development strategies.
[P.6] **Screen shot of online training materials available**	**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:** • For every PD session, access to online resources including a recording of the session, any handouts and support links are made available for teachers to access at any time.

[P.7] **Observation Checklist** **Agenda for meeting and PD**	**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:** • Each teacher has an individual professional development plan that is individualized by the teacher, and monitored by the teacher and administrator to address teacher needs. **The documents provided do not demonstrate evidence of the following:** • Administration monitors teachers' implementation of PD strategies using a checklist during observations. **The documents provided do not demonstrate evidence of the described processes because:** Evaluation items on the observation sheet do not include a reference to specific professional development strategies.
[P.8] **Drive By Informal Feedback** **Observation Checklist** **Email Feedback to Teachers**	**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:** • Each teacher has an individual professional development plan that is individualized by the teacher, and monitored by the teacher and administrator to address teacher needs. **The documents provided do not demonstrate evidence of the following:** • Administration monitors teachers during observations. The strategies are observed through this process and feedback is provided. • The strategies are observed through this process and feedback is provided immediately by email or written note (from question 7). **The documents provided do not demonstrate evidence of the described processes because:** Observations take place frequently, and anecdotal evidence provided shows that professional development strategies are reflected in lesson plans, but the Charter Holder does not have a process for developing and supporting implementation of the strategies learned in professional development sessions. Feedback is shared with teachers after an observation via email, but it is not specific to strategies from professional development.
[P.9] **Preservice schedule** **Monthly Common Assessment Analysis Sheet** **9-19-14 PD agenda**	**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%/non-proficient students **The documents provided demonstrate evidence of the following:** • Preservice schedule allows for differentiated instruction professional development time • After the students "in the red" are identified, Professional development training is created including sessions on centers and interventions to target the needs of students in the bottom 25%Specific workshops are created for students in the bottom 25% in math and reading, specifically with regard to behavior and academic issues.

[P.10] **OELAS 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 English Language Learners (ELLs) **The documents provided demonstrate evidence of the following:** • Teachers attended an OELAS training specific to SEI strategies, and how to support ELL students, and those trained came back to the whole staff to provide further training.
[P.11]	**N/A**
[P.12] **STEPS Agenda In-service** **STEPS Start Up Workshop**	**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:** • A STEPs start-up workshop is scheduled during the preservice week, and their sessions cover SPED flowcharts, 45 day screeners, 45 day modifications, SST forms and checklists, MET and IEPs, and Confidentiality.

I, Katherine Poulos, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on February 19, 2015. _____

I, Leanne Bowley, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on February 19, 2015. Leanne Bowley