Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Primavera Technical Learning Center
School Name: Primavera Online
Site Visit Date: April 28, 2015

Required for: Renewal
Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome	
[P.P.1] **Professional Development Action Plan 1** **Professional Development Action Plan 2** **Professional Development Session and Topic 2010_PD_KickOffAgenda** **Professional Development Session and Topic 2011_PD_KickOffAgenda** **Professional Development Session and Topic 2012_PD_KickOffAgenda** **Professional Development Session and Topic 2013_PD_KickOffAgenda** **Professional Development Session and Topic 2014_PD_KickOffAgenda** **Meeting Minutes**	**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:** • The professional development plan was created based on the purpose and definition of our school-wide goals aligned to student academic achievement. • The professional development action plan identifies school-wide goals, and for each goal strategies and activities that identify timeframes and general description of the process. • As part of the Pay-for Performance Plan, each individual teacher will be evaluated to determine areas of strength and areas of development. With this data instructions will create individual PD plans. These plans are reviewed twice a year during the evaluation process.	
	☒ 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] **Collection of Data Artifacts** **Performance Profile Rating** **Student Academic Results** **School-wide Goals**	**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 by using the data from the previous year's teacher evaluation tools, teacher individual needs, stake-holder survey, and assessment data such as AIMS and Course Final Exams. The plan was also based on Primavera Online's school wide goals. • The professional development plan was created based on the purpose and definition of our school-wide goals aligned to student academic achievement, and aligned to Learning Forward's Standards for Professional Learning • The use of the teacher evaluation tool provides data to support where PD will focus.	

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[P.P.3] **Performance Profile Rating** **Surveys** **School-wide Goals**	**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 aligns with instructional staff learning needs by implementing sessions derived from feedback via surveys and evaluations, including the use on school wide goals. • Professional improvement plans are aligned with identified areas of need based on classroom walkthroughs and evaluations. • Instructional coaches work with teachers on specific identified topics to support the development of skills and knowledge for that teacher.	
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[P.P.4] **Standard of Professional Learning** **Training Web 2.0** **List of Professional Development with alignment to Goals and Accountability**	**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:** • The professional development plan addresses these areas of high importance in relation to the standards for professional learning. • The major areas we focus on are: low scores on the teacher evaluation tool, increase math achievement in the online environment, effective engagement strategies in the online environment. • Topics are aligned to school-wide goals and Learning Forward Standards for Professional Learning. • Changing the professional development department to include instructional coaches has provided an opportunity for all instructors to seek out support based on their evaluation tool results.	
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[P.I.5] **Teach-Show-Follow-Up (I do, you do, we do) Modeling Adobe.** **Performance Profile Rating** **Walk-Throughs** **Meeting Minutes** **Primavera University** **Primavera University 1** **Sign in Sheets** **PPT Presentation**	**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:** • High quality implementation of the strategies learned in PD sessions are supported via Instructional Coaches and monitored via classroom walk-throughs and evaluations. • After every professional development opportunity for Primavera Online participants are required to complete a survey, within the survey, teachers address the "how" they will implement the strategies and outcomes of the professional development session. After professional development at Primavera Online teachers are given an application assignment in which they share the results of applying what they've learned with their colleagues. • Instructional Coaches are available for teachers to use to develop skills and knowledge. Instructional Coaches also work with teachers to help them meet their goals identified in their professional improvement 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.I.6] **Instructional Coach Program Description Weekly** **Instructional Coach Program Description Weekly 1** **IC Checks ad Feedback 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:** • Primavera Online has a department budget. This budget is allocated based on high need resources to improve student academics, graduation rate, persistence, and teacher performance. • Additional resources for high quality implementation are provided by Instructional Coaches and Administration. • Weebly is an outsourced website Primavera Online uses to house all instructional resources as a 'best practices' library. • EdUnity is an online resource of best practices that is available to teachers. The website includes a library of resources for each of the 6 phases of training for teachers. Resources include an explanation of the role the Instructional Coaches and the new materials added by the instructional coaches. **Final Evaluation:**	
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[P.M.7] **Goal Setting Worksheet** **Performance Profile Rating** **Web 2.0** **Walk-Through** **Show-N-Tell** **Primavera University Action Plan** **Professional Development** **Action Plan 2 (3)**	**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 implementation of the strategies learned in the PD sessions is monitored by instructional coaches and administration via classroom walk-throughs, observation, and feedback forms. • Follow-up meetings between the administrators, instructors, and instructional coaches to discuss implementation of PD. Continued conversations about PD implementation occur between administration and the PD Coordinator. • Primavera Online University is the collective whole of Instructors, Instructional Coaches, the Principal and the Director of Curriculum, Instruction and Assessment meets once a month to evaluate effectiveness and promote increased professional development throughout the school year.	
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[P.M.8] **Instructional Coach Check UP** **Performance Profile Rating** **Walk-Through Form**	**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:** • Instructional staff are monitored by instructional coaches and followed up with their administration. • After formal and informal walk-throughs and a formal observation taking place, evaluators have a post conference or a follow-up meeting with instructors to discuss other observations and suggestions. Included in the meeting is acknowledgement of PD strategies noticed, review of teacher lesson plans and evidence of PD application.	
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[P.S.9] **▯ ALEKS Training Meeting and Minutes** **▯ Math and Language Arts Tutoring Programs** **▯ Primavera University-2 Relevance, Rigor , and Relationships** **▯ Primavera University-Relevance, Rigor , and Relationships**	**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 non-proficient students. **The documents provided demonstrate evidence of the following:** • The Professional Development budget is first allocated towards Math and Reading achievement opportunities. • Highly qualified, expert staff are recruited to develop and provide professional development sessions. • TT100 and TT101 courses provided through Primavera University included training and resources for teachers to develop skills and knowledge to meet the specific needs of non-proficient 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.S.10] **▯ TT100 and TT101** **▯ Performance Profile Rating** **▯ Conference Agendas** **▯ Walk-Through Form** **▯ Performance Profile Rating (Excel)** **▯ Primavera University** **▯ Wed 2.0 Prezi** **▯ ELL_Math_Strategies** **▯ ELL_Objectives** **▯ ELL_Strategies**	**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:** • Instructional staff receives the type of professional development necessary to meet the needs of ELL students by first evaluating student needs and then matching those needs to instructor needs. • Highly qualified, expert staff are recruited to develop and provide professional development sessions. • TT100 and TT101 courses provided through Primavera University included training and resources for teachers to develop skills and knowledge to meet the specific needs of ELLs. **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] **▯ ALEKS Training Meeting and Minutes** **▯ Math and language Arts Tutoring Programs** **▯ Primavera University-2Relevance, Rigor , and Relationships** **▯ Primavera University-Relevance, Rigor , and Relationships**	**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 **The documents provided demonstrate evidence of the following:** • The Professional Development budget is first allocated towards Math and Reading achievement opportunities. • Highly qualified, expert staff are recruited to develop and provide professional development sessions. • TT100 and TT101 courses provided through Primavera University included training and resources for teachers to develop skills and knowledge to meet the specific needs of students eligible for Free and Reduced Lunch. **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.12] **▯ ESS PLC Meetings and Minutes** **▯ TT100 and TT101** **▯ Conference Agendas** **▯ Walk-Through Form (1)** **▯ Performance Profile Rating** **▯ IEP Audit** **▯ Primavera University** **▯ XLS Ratings by Domain and Subcategory** **▯ SPED_Classes_Overview**	**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:** • New instructional staff to Primavera Online are provided professional development on how to identify students who have IEP's and 504 plans with best practices to support these students in their classrooms. • Special Education staff participate in Professional Learning Communities that are designed to provide development in Best Practices for delivery of specialized instruction and state and federal compliance. Special Education instructors are provided annual training on the evaluation process and in how to work collaboratively with special education paraprofessionals. • Biannual training in Best Practices in IEP Writing and Implementation are also provided by the Special Education Supervisor. • Participate in professional development opportunities outside of Primavera Online, such as the annual Transition Conference and recently Best Practices in Transition. • The Special Education Supervisor who coaches them and collaborates with the Instructional Coaches. • TT100 and TT101 courses provided through Primavera University included training and resources for teachers to develop skills and knowledge to meet the specific needs of students with disabilities. **Final Evaluation:**	

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