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: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome	
[M.M.1] **Teacher Performance Profile Rating** **Teacher Performance Profile Rating Rubric** **Teacher Evaluation Feedback** **Walk-Through Form** **Teacher Expectation and Guidelines** **Lesson Plan**	**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:** • Through the Performance Evaluation process, which occurs two times a year, monthly walkthroughs integration of standards is monitored. • In addition, Instructional Coach checkups, Primavera Online administration and Director of Curriculum, Instruction, and Assessment monitors' standards integration in classroom 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.
[M.M.2] **Walk-Through Form** **Observations** **Performance Profile Rating** **Final Exam Item Analysis Report** **Instruction Snapshot-1** **Passing Rate By Term-1** **Persistence By Teacher-2** **Student Grade Progress** **School Wide Completion Tracker** **School Wide Engagement Tracker**	**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:** • Primavera Online monitors the effectiveness of standard based instruction through assessments teacher incorporate into synchronous sessions, observing and evaluating assessment data, and results of final exams and standardized assessments. • These are reviewed and analyzed during walkthrough feedback, observation, Performance Profile Ratings, and Item Analysis reports. **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.

[M.E.3] **▯ Performance Profile Rating** **▯ Performance Profile Rating Rubric** **▯ PIP Template** **▯ Pre and Post Observation Form** **▯ XLS Rating by Domain and Subcategory** **▯ Walkthrough Form** **▯ Instructional Coach Check Up** **▯ Instruction Snapshot-1** **▯ Student Grade Progress**	**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:** • Evaluators are required to conduct a minimum of two formative observations and a minimum of one summative observation for each fulltime teacher. • Instructors will evaluate on each of the Five Domains based on the evidence collected and observed from pre-observation, and post-observation conferences. • The levels of performance used are highly effective, effective, developing, and ineffective. **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.
[M.E.4] **▯ Data Points on Individual Teacher Goals** **▯ Individual Performance Profile Rating and Feedback** **▯ Instruction Snapshot-1** **▯ Passing Rate By Term-1** **▯ Persistence By Teacher-2** **▯ Student Grade Progress**	**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:** • All instructors' performance profile ratings are entered into a data table in which all domains and subcategories of the evaluation are sorted by strengths and areas of focus. • Individual goals and school wide goals are 50% of the teacher evaluation. Each school wide goal is set based on the prior year's data. Individual teacher goals are set based on data retrieved from individual results. These goals are reviewed by the teacher to progress monitor their practices. **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.

[M.F.5] **▯ Post Conference Invites** **▯ Performance Profile Rating** **▯ Post Conference Form** **▯ End of Course Surveys** **▯ Instruction Snapshot-1** **▯ Passing Rate By Term-1** **▯ Persistence By Teacher-2** **▯ Student Grade Progress**	**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:** • During the post conference meeting the evaluator identifies strengths, weaknesses, and learning needs both quantitatively and qualitatively. The rating 0-3 are sorted providing the teacher with the greatest strength and critical focal points. • Students are provided with an end of course survey. These results are provided to the teacher review for identifying individual student perceptions about teaching and learning with that one specific teacher and course. **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.
[M.F.6] **▯ XLS Rating** **▯ PD Planning** **▯ Professional Improvement Plan**	**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:** • The data on quality of instruction has changed over the course of two years due to a new evaluation tool and a high number of teacher turnover in the 2013-2014 SY. • The data is used as an opportunity for the instructional coach to identify which teachers they need to work with, and on a bi-weekly basis, the coaches will target those teachers who might need further support or a 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.

[M.S.7] **Performance Profile Rating** **Performance Profile Rating Rubric** **Pre-Observation Form** **Post-Observation Form** **Walk-Through Form** **Show-n-Tell** **Student Grade Progress (2)** **Instruction Snapshot-1(2)**	**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 non-proficient students. **The documents provided demonstrate evidence of the following:** • Subdomains on the Teaching Performance Profile and Rating rubric identify how well the teacher responds to individual student learning needs, including bottom 25% needs. (see pg. 71 of DSP Report for subdomain titles) **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.
[M.S.8] **Performance Profile Rating** **Performance Profile Rating Rubric** **Pre-Observation Form (1)** **Post-Observation Form (2)** **Walk-Through Form (1)** **Student Grade Progress (2)** **Instruction Snapshot-1(2)**	**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 English Language Learners (ELLs). **The documents provided demonstrate evidence of the following:** • Subdomains on the Teaching Performance Profile and Rating rubric identify how well the teacher responds to individual student learning needs, including ELL needs. (see pgs. 71-72 of DSP Report for subdomain titles) **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.
[M.S.9] **Performance Profile Rating** **Performance Profile Rating Rubric** **Pre-Observation Form (1)** **Post-Observation Form (2)** **Walk-Through Form (1)** **Student Grade Progress (2)** **Instruction Snapshot-1(2)**	**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 Free and Reduced Lunch (FRL) students. **The documents provided demonstrate evidence of the following:** • Subdomains on the Teaching Performance Profile and Rating rubric identify how well the teacher responds to individual student learning needs, including FRL student needs. (see pg. 72 of DSP Report for subdomain titles) **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.

[M.S.10] **▯ Performance Profile Rating** **▯ Performance Profile Rating Rubric** **▯ Pre-Observation Form (2)** **▯ Post-Observation Form (1)** **▯ Walk-Through Form (1)** **▯ IEP Mini Audit** **▯ Meeting Agenda's** **▯ Student Grade Progress (2)** **▯ Instruction Snapshot-1(2)** **▯ Special ED and ELD eval**	**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:** • Subdomains on the Teaching Performance Profile and Rating rubric identify how well the teacher responds to individual student learning needs. (see pgs. 73-74 of DSP Report for subdomain titles) • Lesson plans are reviewed for those teachers who encounter special educations students by the ESS specialist. **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.