Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Tucson Preparatory School
School Name: Tucson Preparatory School
Site Visit Date: March 23, 2015

Required for: Annual Report
Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome
[P.1] Explanation of Documents Professional Development plan and sign-in sheets Reading Specialist Endorsement Documents Math Certification Documents Homelessness Training Document SIS Training Document NSDC Standards Meeting Notes	**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 charter holder provided a document titled "Goals/Timelines" which identified the following: ○ "Brian – Goal, Reading Endorsement Exam and SEI training to be completed by spring of 2015" – noted as completed; additional notation includes "next step to enroll in classes to continue with reading endorsement" ○ "Toren – Goal: Reading Endorsement Exam to be completed by spring of 2015" – noted as completed; additional notation includes "next step to enroll in classes to continue with reading endorsement" ○ "Liz – Improve reading class instruction and engagement – to be demonstrated by better planning, instruction techniques, and ultimately improved AIMS." – noted as "not demonstrating improvement" and "AIMS complete I'm not satis with improvement" ○ "Patrick – Maintain AZELLA training/testing duties. Continue with Title 1 duties and expansion. Just completed teacher certification." Noted as "OK progress being made duties in place" ○ "Paul – Continue AIMS/PARCC training/Test coordinator duties. Continue training/instruction development for biology classes." Noted as "transitioned duties to AZ/Merit No PARCC" ○ "John – Continue higher education in mathematics and incorporate education into classes in meaningful manner in order to increase testing scores." Noted "John has completed courses at the VA integration does seem to be occurring." ○ "Dilli – Continue Development as needed – past progress has been good – have already added teacher certification to portfolio." Noted "ok progressing as planned." ○ "Hans – Maintain hearing test cert, continue to do Wrat Brigance testing of all new students as needed. Continue to focus on vocabulary development for students." Noted "ok progressing as planned." ○ "Lucia – Maintain position and voting rights with Tucson Pima Council to Prevent Homelessness (TPCH). Maintain relations with Youth on Their Own (YOTO). Disseminate information in meeting."

	Noted "ok progressing as planned." o "Pima - Not option – Has discontinued Grand Conyon? Prescott College?" • Two staff have taken AEPA test and passed. • Two staff completed School Master training. • The National Staff Development Council has defined professional development; the charter holder has a copy of this definition. • One staff has a provisional secondary education certification in Mathematics, Physics, and SEI. • Lucia Ortiz attended the July 2013 TPCH meeting at which agenda items included YOTO, annual conference, awareness ideas, reunion house, Eon Prom, and next meeting. • After one staff member attended SEI training meeting notes indicate he "discussed his training", after another staff attended TCPH program she shared information. • Annually the SPED director provides training on 45 day screening, child find. **The documents provided do not demonstrate evidence of the following:** • Tucson Preparatory School has a professional development plan that focuses on professional learning, educator effectiveness, and student progress. The plan has both short and long term goals foster academic growth for students and professional growth for teachers. It incorporates teacher certification, subject certification, university/college courses, and mandatory staff meetings. • Reading teachers who have been obtaining Reading Specialist endorsement share what they learn with all instructors through our professional development community. Techniques that are being shared with staff and teachers will help the school progress to meet the ACCR Standards. • Math teachers, one who received his Arizona certification and another teacher who is continuing his Math education at the University of Arizona, share information they learn and ultimately help students progress. • Administrative staff attends Student Information System Trainings for the purpose of learning new methods of data mining. **The documents provided do not demonstrate evidence of the described processes because:**

	• The charter holder has an ad hoc approach in which some teachers complete professional development trainings on instructional related issues and other do not. While the charter holder stated that these goals were based on the strengths, weaknesses, and learning needs, not evidence was provided to document this. Further, the connection described was tenuous at best.
[P.2] Explanation of Documents Professional Development Plan Needs Assessment Certification Documents Certification Documents 2 Professional Development Agendas	**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:** • See description above. No additional evidence was provided. **The documents provided do not demonstrate evidence of the following:** • The professional development plan was created to meet the immediate and long term needs of the teachers as they promote student achievement. In order to stay aligned with the ACCR Standards and testing requirements, new professional development opportunities were created. New goals had to be set for both teachers and staff. • Student academic needs and teacher professional needs were analyzed to determine the best course of professional development. • Teachers and staff assessed their own needs and capabilities, then a plan was developed that allowed everyone to accomplish their goals in a timely and useful manner. **evidence of the described processes because:** • The charter holder has an ad hoc approach in which some teachers complete professional development trainings on instructional related issues and other do not. • While the charter holder stated that these goals were based on the strengths, weaknesses, and learning needs, not evidence was provided to document this. Further, the connection described was tenuous at best. • No evidence was provided to demonstrate how these goals were established, no evidence was provided to demonstrate that student needs or teacher needs were evaluated.
[P.3] Explanation of Documents Professional Development Plan Needs Assessment Certification Documents Certification Documents 2 Professional Development	**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:** • Two staff have taken AEPA test and passed. • Two staff completed School Master training. • The National Staff Development Council has defined professional development; the charter holder has a copy

Agendas	of this definition. • One staff has a provisional secondary education certification in Mathematics, Physics, and SEI. • Lucia Ortiz attended the July 2013 TPCH meeting at which agenda items included YOTO, annual conference, awareness ideas, reunion house, Eon Prom, and next meeting. • After one staff member attended SEI training meeting notes indicate he "discussed his training", after another staff attended TCPH program she shared information. • Annually the SPED director provides training on 45 day screening, child find. **The documents provided do not demonstrate evidence of the following:** • The Professional Development Plan is directly aligned with the needs of instructional staff. All staff members undergo professional development that will help them progress in their career. The decision of appropriate professional development is a collaborative effort. All administrative and teaching staff meet to understand the specific needs of the students and how training will progress student learning and be relevant to a teachers set of skills. • After the constructive dialogue, a set of goals is established. The goals guide the design of the professional development from which teachers can grow. Professional development may encompass certifications, seminars, or college classes. These goals will be incorporated into the professional development plan. **The documents provided do not demonstrate evidence of the described processes because:** • The charter holder has an ad hoc approach in which some teachers complete professional development trainings on instructional related issues and other do not. • While the charter holder stated that these goals were based on the strengths, weaknesses, and learning needs, not evidence was provided to document this. Further, the connection described was tenuous at best. • No evidence was provided to demonstrate how these goals were established, no evidence was provided to demonstrate that student needs or teacher needs were evaluated.
[P.4] Explanation of Documents Professional Development Plan Professional Development Agendas	**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:** • Two staff have taken AEPA test and passed. • Two staff completed School Master training.

	• The National Staff Development Council has defined professional development; the charter holder has a copy of this definition. • One staff has a provisional secondary education certification in Mathematics, Physics, and SEI. • Lucia Ortiz attended the July 2013 TPCH meeting at which agenda items included YOTO, annual conference, awareness ideas, reunion house, Eon Prom, and next meeting. • After one staff member attended SEI training meeting notes indicate he "discussed his training", after another staff attended TCPH program she shared information. • Annually the SPED director provides training on 45 day screening, child find. **The documents provided do not demonstrate evidence of the following:** • The plan addresses Math and Reading content, as it was recognized as the major areas of student need identified by the staff. In light of these large academic gaps in student learning, training is provided to give teachers skills to adapt curriculum, use effective instructional strategies, and pace content for mastery. • Other items on the agenda include: Classroom management strategies, Research-based instructional strategies that support student achievement, Support to teachers working with students in specific areas of exceptionality, Understanding student data (formative and summative), Applying data to make adjustments to Reading/Math curricula, assessment, and instruction, Using students work to guide instruction, Intervention strategies to improve Reading/Math performance. **The documents provided do not demonstrate evidence of the described processes because:** • The charter holder has an ad hoc approach in which some teachers complete professional development trainings on instructional related issues and other do not. • While the charter holder stated that these goals were based on the strengths, weaknesses, and learning needs, not evidence was provided to document this. Further, the connection described was tenuous at best. • No evidence was provided to demonstrate how these goals were established, no evidence was provided to demonstrate that student needs or teacher needs were evaluated.
[P.5] Explanation of Documents Professional Development Plan Professional Development Agenda and sign-in sheets	**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:** • After one staff member attended SEI training meeting notes indicate he "discussed his training", after another staff attended TCPH program she shared information.

Staff Meeting Minutes	**The documents provided do not demonstrate evidence of the following:** • All staff members that attend professional development training off campus are required to disseminate information to all staff members. • Discussion focuses on how to implement the new knowledge into the classroom. • Results of data analysis may call for changes to be made in course development, teaching methodology, assessments, student placement, and/or instructional strategies. (Reflected in plan, agenda and sign in sheets • The Charter Holder supports high quality implementation of the strategies learned in professional development sessions **The documents provided do not demonstrate evidence of the described processes because:** • The minutes documenting the discussion of SEI training and homelessness training do not provide detail of the discussion. • The evaluation of progress of goals does not document support of implementation, but progress. • The Charter holder does not otherwise indicate any process for supporting the implementation of strategies learned in professional development.
[P.6] Explanation of Documents School Budget Professional Development Agenda and sign-in sheets Schedule Meeting Notes Professional Development	**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:** • The charter holder has a budget that includes funds for professional development • The charter holder has title 1 funds available for professional development **The documents provided do not demonstrate evidence of the following:** • a process to provides the resources that are necessary for high quality implementation of strategies learned in professional development **The documents provided do not demonstrate evidence of the described processes because:** • The charter holder has an ad hoc approach in which some teachers complete professional development trainings on instructional related issues and other do not. • With the ad hoc approach to professional development there is no clear need for resources and no process for ensuring resources are available.

[P.7] Explanation of Documents Walk-through notes Observation notes and feedback to teacher Lesson Plans Evaluations	**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 lead teacher/principal conducts walk-throughs, evaluations, and observations **The documents provided do not demonstrate evidence of the following:** • The Principal is in charge of ensuring that strategies learned in professional development sessions are being implemented in the classroom. The Principal and Assistant Principal check for implementation by: Performing walk-throughs, Observing classroom teaching, Evaluating lesson plans, Evaluating teaching performance. **The documents provided do not demonstrate evidence of the described processes because:** • The charter holder has an ad hoc approach in which some teachers complete professional development trainings on instructional related issues and other do not. • The observations do not indicate that implementation of strategies is being monitored or evaluated • One example was provided of a teacher who's "plan" goals included getting better through coaching, she didn't get better and thus was terminated. This is anecdotal, but does not demonstrate a process, but more of the ad hoc approach seen in the plan.
[P.8] Explanation of Documents Observation notes	**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:** • the lead teacher/principal conducts walk-throughs, evaluations, and observations **The documents provided do not demonstrate evidence of the following:** • The Principal and Assistant Principal are visit each classroom during the week to observe and ensure that Professional Development activities are being implemented into the classroom. **The documents provided do not demonstrate evidence of the described processes because:** • The charter holder has an ad hoc approach in which some teachers complete professional development trainings on instructional related issues and other do not. • The observations do not indicate that implementation of strategies is being monitored or evaluated. These observations do not indicate there is any process to follow up to support and develop implementation of the strategies learned in professional development

	• One example was provided of a teacher who's "plan" goals included getting better through coaching, she didn't get better and thus was terminated. This is anecdotal, but does not demonstrate a process, but more of the ad hoc approach seen in the plan
[P.9] Explanation of Documents Professional Development Plan Professional Development Agenda and sign-in sheets Certifications Staff Review	**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:** • The charter holder provided a document titled "Goals/Timelines" which identified the following: ○ "Brian – Goal, Reading Endorsement Exam and SEI training to be completed by spring of 2015" – noted as completed; additional notation includes "next step to enroll in classes to continue with reading endorsement" ○ "Toren – Goal: Reading Endorsement Exam to be completed by spring of 2015" – noted as completed; additional notation includes "next step to enroll in classes to continue with reading endorsement" ○ "Liz – Improve reading class instruction and engagement – to be demonstrated by better planning, instruction techniques, and ultimately improved AIMS." – noted as "not demonstrating improvement" and "AIMS complete I'm not satis with improvement" ○ "Patrick – Maintain AZELLA training/testing duties. Continue with Title 1 duties and expansion. Just completed teacher certification." Noted as "OK progress being made duties in place" ○ "Paul – Continue AIMS/PARCC training/Test coordinator duties. Continue training/instruction development for biology classes." Noted as "transitioned duties to AZ/Merit No PARCC" ○ "John – Continue higher education in mathematics and incorporate education into classes in meaningful manner in order to increase testing scores." Noted "John has completed courses at the VA integration does seem to be occurring." ○ "Dilli – Continue Development as needed – past progress has been good – have already added teacher certification to portfolio." Noted "ok progressing as planned." ○ "Hans – Maintain hearing test cert, continue to do Wrat Brigance testing of all new students as needed. Continue to focus on vocabulary development for students." Noted "ok progressing as planned." ○ "Lucia – Maintain position and voting rights with Tucson Pima Council to Prevent Homelessness (TPCH). Maintain relations with Youth on Their Own (YOTO). Disseminate information in meeting." Noted "ok progressing as planned."

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[P.10]	**n/a**
[P.11]	**n/a**
[P.12] Explanation of Documents Professional Development Plan Professional Development Agenda and sign-in sheets SPED Training Certificates	**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:** • Each year, professional development is presented to the teachers/administration regarding SPED policies, procedures, requirements, and ways to differentiate the curricula for students with special needs

	The documents provided do not demonstrate evidence of the following: • We have a full-time special education teacher who attends trainings related to special education, including but not limited to: Individual Education Programs, Multidisciplinary Evaluation Team, Behavior Management, and Intervention Techniques. **The documents provided do not demonstrate evidence of the described processes because:** • The charter holder has an ad hoc approach in which some teachers complete professional development trainings on instructional related issues and other do not. • No evidence was provided to demonstrate that the professional development included any differentiation to support students with the highest need