



## INSTRUCTIONAL WALKTHROUGH OVERVIEW

Instructional Walkthroughs for all Opportunity Network contract programs focused on the instructional vision and implementation of the vision at the classroom level required to deliver high quality instruction to students. Instructional Walkthroughs assessed program performance across three domains: 1) Overall Management; 2) Instructional Delivery; and 3) Conditions for Learning. Taken together, the three domains encompass key instructional expectations that are required to ensure effective instruction that facilitates meeting the program’s contract requirements with The School District of Philadelphia, as well as applicable federal, state and local laws.

Instructional Walkthroughs are one part of the School District’s three-part approach to the formal annual evaluation of all contracted Opportunity Network programs. In addition to Instructional Walkthroughs, Operational Walkthroughs and Alternative Education Progress Reports (AEPR) provide qualitative and quantitative data for program performance that inform decisions related to contract renewal, termination, and program expansion. This report summarizes the program’s performance for each of the three domains reviewed during the Instructional Walkthrough. Each domain has been considered, in terms of key indicators for the domain area, and were rated by the walkthrough team on a four-point scale. In addition, this report provides ratings for select contract requirements indicating whether the program met those requirements or standards based on evidence reviewed during the Instructional Walkthrough, interviews with key stakeholders, and observations in the classrooms.

### GENERAL INFORMATION

**Walkthrough Date:** March 29, 2019

**Contract Term:** FY 2018 - FY 2022

**Program Type:** AEDY Transition (Grades 6-12)

### CONTACT INFORMATION

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### INSTRUCTIONAL MODEL

Students complete courses in this transitional setting that offers them the opportunity to continue to develop academic skills while also focusing on behavioral goals to assist them in successfully transitioning back to a more traditional secondary school.

### PROGRAM LEADERSHIP

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### WALKTHROUGH REVIEW TEAM

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## PROGRAM OVERVIEW

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Camelot Academy is an Opportunity Network contracted program that provides educational services for students placed in the AEDY Transition setting. The program supports students and parents/guardians with developing and achieving academic and behavior goals prior to students returning to a more traditional educational setting. The program is designed to provide students with opportunities to develop social and emotional skills necessary for successful participation in the next school setting, as well as maintain and continue to develop academic skills necessary for grade promotion and credit attainment at the secondary level. To this end, the program incorporates a social and emotional learning component during the instructional day.

**Daily Structure** - the instructional day consists of a full academic schedule with an additional period focused on social and emotional competencies

- Students complete coursework during instructional blocks in a traditional classroom setting with an instructor
- Students receive behavioral support as needed and as part of the zero period at the start of the day to reduce or eliminate barriers that interfere with learning

### Teacher Feedback

- Site administrators provide feedback using the Danielson model and offer informal feedback throughout the day
- Lesson plans are posted in centralized locations and both academic and behavioral support staff review plans throughout the day
- Site administrators periodically review lesson plans providing formal feedback to instructors
- Teachers receive feedback from peers during the instructional rounds process
- Teachers participate in collaborative planning on a weekly basis
- New teachers participate in an induction program managed by the parent organization

### Intervention

- Lesson plan format provides a section for teachers to identify modifications and accommodations
- Teachers receive support with providing accommodations to diverse learners and the organization maintains a modifications list for all staff
- Staff review specific students during collaborative meetings to provide support to struggling students.

**Professional Development** – the instructional staff have received feedback on the following topics:

- Teachers are provided professional development on the six strategies that are central to all Camelot programs
- Teachers receive ongoing support for instructional delivery through collaborative planning and on topics identified in the professional development plan created prior to the start of the school year and modified throughout.

**Parent Communication** – parents receive information from the program staff as needed and during regularly scheduled times for sharing progress

- Parent communication occurs during regularly scheduled parent conferences
- Parents are contacted intermittently to discuss student needs and to share positive information
- Parent contacts are required for each teacher and are maintained on a communication log

**Use of Data** – administration and instructional staff use the following to monitor student performance

- Students take the TABE assessment an average of two to three times per year
- Data walls are maintained by administrators and most classrooms have some form of data posted
- Sites conduct regularly scheduled data meetings with the leadership team and with the staff
- Data is incorporated into the Campus Improvement Plans

## SUMMARY OF PROGRAM AREAS OF STRENGTH

- The systems in place in this program offer strong conditions for learning and create a safe and orderly environment.
- Positive and supportive relationships with students and responses to staff demonstrate appropriate mutual respect for one another.
- Regular feedback is provided to teachers and there is a standardized lesson plan format.
- There is a consistent professional development plan at an organizational level with a supported teacher induction plan to ensure professional growth and adherence to the instructional vision.
- Overall climate and school-wide expectations set the conditions necessary for learning.
- School-wide rules, policies and procedures are operating effectively.
- There are consistent and aligned classroom management plans in place.
- All teachers have objectives posted and standard board configuration in all classrooms.
- There is an expectation and plan for regular communication with parents at the teacher and administrative levels.
- Parent Academies and a Parent Involvement Plan are part of this program and are consistent throughout the organization.
- There is regular monitoring of students with IEPs, ESL services, and other related accommodations for struggling students that is maintained in a document and shared with all teachers to ensure the appropriate accommodations, supplemental aids and supports are in place for specific students.
- There is a high degree of respect in all interactions with staff and other students creating a climate that responds to student needs.
- Staff appear to be aware of how their role supports effective instruction.
- Teachers intentionally highlight critical information.
- Teachers circulate and monitor students during group and independent work.
- There is a class block to develop social and emotional learning competencies that is offered during the 0 period.

## PERFORMANCE SUMMARY OF ALL DOMAINS

The table below summarizes performance by category on elements that are conducive to effective instruction and are consistent with the academic performance measures in the contract during the 2018-2019 Instructional Walkthrough.

DOMAINS	PROGRAM PERFORMANCE	TOTAL POSSIBLE	PERCENTAGE
Domain I: Overall Management	20	20	100
Domain II: Instructional Delivery	14	28	50
Domain III: Conditions for Learning	24	28	86
<b>TOTAL</b>	<b>58</b>	<b>76</b>	<b>76</b>

DOMAIN 1: OVERALL MANAGEMENT

Management for a Safe and Orderly Environment	N/A	Did Not Meet Expectations (1)	Nearing Expectations (2)	Expectations Met (3)	Exceeding Expectations (4)
1. The program is welcoming and inviting.					X
2. School-wide rules and procedures operating effectively.					X
3. Classroom rules and procedures are operating effectively.					X
4. Acknowledgement of students who are/are not following rules and procedures is evident in classroom/school-wide.					X
5. Teachers display awareness of conditions.					X

Summary: The program has established school-wide expectations that have been effective in maintaining a safe and orderly environment. The instructional staff consistently reinforce the expectations. Student recognition has been an integral part of ensuring these outcomes. Program staff monitor the climate and respond to student needs. There is a regularly scheduled socio-emotional learning component that supports students with developing behavioral competencies that are aligned to the CASSEL framework.

DOMAIN II: INSTRUCTIONAL DELIVERY

Components of Effective Instruction	N/A	Did Not Meet Expectations (1)	Nearing Expectations (2)	Expectations Met (3)	Exceeding Expectations (4)
1. Teachers model the thinking and learning process. <i>Opportunities to incorporate a gradual release model were not observed in several classrooms. Teachers did not provide students with the opportunity to take basic content to higher levels that allow them to demonstrate the skills and knowledge required by the standard. In some classrooms, students rehearsed information or were required to demonstrate basic application of the content. In some classrooms, students were asked to complete tasks without the appropriate background knowledge.</i>		X			
2. Teachers make the curriculum relevant for their students. <i>Teacher–student relationships assisted with ensuring compliant engagement. Efforts to make the content intriguing or more engaging were not made in many classrooms. There were missed opportunities to assist students with understanding the rationale for what they were learning and increasing relevance that could promote higher retention and attendance rates.</i>			X		

Components of Effective Instruction	N/A	Did Not Meet Expectations (1)	Nearing Expectations (2)	Expectations Met (3)	Exceeding Expectations (4)
<p><b>3. Lessons are rigorous.</b></p> <p><i>Teachers in many classrooms required students to do their own thinking in response to the content; however, the materials used and the complexity of the tasks completed by the students were below the grade level standards. Students responded to questions that did not involve the complex thinking necessary to demonstrate mastery of the standards.</i></p>			X		
<p><b>4. Students are working harder than their teachers.</b></p> <p><i>Students were required to respond to content; however, the level of thinking required by the students did not require the complexity of thinking that was appropriate for the standard to which the lesson was associated. Students completed work that was related to the content but required basic rehearsal, and at best, comprehension of the material rather than the analysis level and extended thinking that many standards at this level require.</i></p>			X		
<p><b>5. Evidence of data is visible.</b></p>				X	
<p><b>6. Teachers question all students with the same frequency.</b></p> <p><i>Teachers in most classrooms required students to respond individually to questions asked or to complete worksheets requiring lower level thinking. There was some informal collaboration in the high school classrooms with more opportunities for group work in the middle school classrooms. Providing collaborative opportunities is one of the six strategies required by the organization and offers opportunities for deeper understanding of the content as students engage with other students to interact with each other and the material.</i></p>			X		
<p><b>7. Teachers ask all students questions at different levels of cognitive complexity.</b></p> <p><i>Teachers asked students mostly lower level identification and basic retrieval questions. The questioning observed did not require students to think at the level demanded by the grade level standards in many classrooms.</i></p>			X		

## Summary:

The program requires teachers to post lesson plans and use a standard board configuration that identifies for students the standard(s) and tasks covered during the class period. The staff incorporate a standardized lesson plan format that lists accommodations and modifications as a section on the plan. There is a communicated intention for staff to make learning relevant and interesting to students.

## Opportunities for Growth:

- 1. Ensure that teachers focus on the “power standards” and that they require students to demonstrate standards-aligned outcomes.** The students in this program are placed here for shorter blocks of time. In order to ensure academic mastery for a successful return to a traditional school setting, the curriculum plan should assist students in demonstrating mastery of key skills for the subject area that support other subject areas or have high utility for future academic success. Instruction should be tailored to meet the needs of the students based on their individual academic needs described in the data that has been collected.
- 2. Ensure the thinking that is required by students is at grade level with support and scaffolding instructional materials.** Teachers should plan and implement instruction that allows students to demonstrate mastery of the state standard. The objectives for the lesson should be directly aligned to state standards. The materials used should be aligned to the grade level and appropriate for offering instruction that is aligned to the state standards.
- 3. Ensure that teachers identify opportunities for differentiation based on student performance and identified areas of need in data, language assessments, and/or the individualized educational plans.** Teachers should plan and implement activities throughout the lesson that are aligned to the work needed to be completed by the student to demonstrate the skills and knowledge associated to the standard. The opening and closing activities should ensure that students understand key information and can perform specific skills as well as inform the teacher of the need for re-teaching or modification to allow students to demonstrate mastery of the content. Lesson closure should remind students of what they must know from the lesson and be able to do as a result of the instruction as well as help the teacher to monitor if the students are able to demonstrate mastery of the standards.
- 4. Consider assisting teachers with identifying the specific formative assessment for monitoring student learning using exemplars for performance that indicate and describe the standards-aligned outcome.** Lesson artifacts from student performance should be designed to inform the teacher of the students’ mastery of the content as well as offer opportunities for adjustments in subsequent responsive instruction.
- 5. Assist teachers with using artifacts from prior learning to ensure that students recall critical information and to assist with transitioning new students.** Support teachers in helping students connect what they learned during prior instructional experiences with the learning outcomes required in the current lesson. Teachers should use prior artifacts of learning to assist students with understanding how what they are learning connects to prior experiences to reinforce key concepts and deepen their understanding.
- 6. Ensure that the course schedule is appropriately designed for awarding credits according to state guidance documents – necessary change for the upcoming year.** Review the course schedule to ensure that course offerings are appropriate to the current credit needs of the students who are placed in the program.
- 7. Continue the intentional focus on socio-emotional learning, as well as maintain the structures in place that allow teachers to lead this work and then incorporate it into students’ instructional day.** The developing socio-emotional aspect of the program should be incorporated into the academic components of the day to reinforce these competencies, show more universal application of them, offer additional practice with them, and to deepen student understanding of them.
- 8. Examine the questioning sequences teachers are using to strategically highlight key learning of the content for the focus of the lesson and scaffold to assist students with thinking at more complex levels.** Support teachers in pre-planning the questions they might use with students during the lesson delivery to ensure that there are opportunities for students to engage in higher level thinking and more complex tasks aligned to state standards.

## DOMAIN III: CONDITIONS FOR LEARNING

Establishing Conditions Necessary for Learning	N/A	Did Not Meet Expectations (1)	Nearing Expectations (2)	Expectations Met (3)	Exceeding Expectations (4)
1. Teachers are aware of non-engagement.					X
2. Teachers use a variety of engagement strategies.  <i>Teachers were observed asking questions of students that were low level. Students were compliantly engaged and responded appropriately to teacher direction. Varied attempts to increase student engagement were not observed, particularly at the high school level.</i>			X		
3. Students appear to be engaged in the lesson.					X
4. Students are interacting appropriately with other students.				X	
5. Teachers show interest in their students.					X
6. Students are appropriately responsive to teacher interactions.					X
7. There is evidence of the school-wide focus in the classrooms.				X	

Summary: The program has standardized components that ensure the necessary conditions for learning to occur. There are consistent expectations that have been communicated by the administrative team and are supported as well as consistently reinforced. Staff and students stated that they feel respected and valued. There was consistent articulation of the program's goals and areas of focus during the interviews. There was evidence of these expectations being implemented in the classrooms.

## Opportunities for Growth:

- Support teachers in identifying appropriate instructional strategies to increase student engagement with the content.** Assist teachers with incorporating movement, grouping structures, games, variety and intriguing content. This will help to ensure that students are doing the thinking, motivated to learn the material, and more likely to remember it as a result of increasing the frequency in which they engage with the content in meaningful ways.