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: April 9, 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 traditional school setting.

PROGRAM LEADERSHIP

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WALKTHROUGH REVIEW TEAM

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PROGRAM OVERVIEW

Camelot Academy East 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 to 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 provides 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 for 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 logged on a communication log

Use of Data – the 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 the program offer strong conditions for learning and create a safe and orderly environment.
- Regular feedback is provided to teachers on lesson planning and lesson delivery.
- A standardized lesson plan format is incorporated.
- 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 is provided by members of the administrative team.
- Positive and supportive relationships with students and responses to staff demonstrate appropriate mutual respect for one another.
- Overall climate and school-wide expectations set the conditions necessary for ensuring learning.
- School-wide rules, policies and procedures are operating effectively.
- There are consistent and aligned classroom management plans in place.
- All teachers have posted objectives and common board configuration in all classrooms.
- There is an expectation and plan for regular communication with parents at the teacher and administrative level.
- Parent Academies and a Parent Involvement Plan is a part of this program and is consistent throughout the organization.
- There is regular monitoring of students with IEPs, ESL services and other related accommodations for struggling students that is maintained on a document and shared with all teachers in an attempt to ensure the appropriate accommodations, supplemental aids and supports are in place for specific students.
- A high degree of respect in all interactions with staff and other students creating a climate that supports student needs.
- Hands-on opportunities in science were observed.
- Opportunities for students to do the work and the thinking to the level they were required to do so were observed.
- There was evidence that teachers made intentional attempts to create relevance to their content area subject matter.
- Regular use of data was described and posted data walls were prevalent in the common areas and classrooms.
- The program incorporates a block for social and emotional learning that is structured and consistent across groups.

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	25	28	89
TOTAL	59	76	78

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 social and emotional learning component of the program that is provided to ensure that students develop the 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. *Teachers did not incorporate a gradual release model fully. Teachers did offer direct instruction but did not provide guided practice opportunities or monitor student outcomes prior to releasing them for independent practice in some classrooms. As a result, students did not complete the work successfully in these classrooms.*			X		
2. Teachers make the curriculum relevant for their students.				X	
3. Lessons are rigorous. *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. Some teachers did not identify the appropriate standards accurately and the objective, as well as the activity, was below the grade level standard.*		X			

Components of Effective Instruction	N/A	Did Not Meet Expectations (1)	Nearing Expectations (2)	Expectations Met (3)	Exceeding Expectations (4)
4. Students are working harder than their teachers. *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.*		X			
5. Evidence of data is visible.				X	
6. Teachers question all students with the same frequency. *Teachers in most classrooms required students to respond individually to questions asked or to complete on worksheets requiring lower level thinking. Teachers provided the opportunity for students to respond to questions posed to the group, but the frequency with which students were able to provide answers was limited in that the teacher selected a few students to respond. There were very few collaborative opportunities planned or implemented in the classrooms observed, also limiting students' opportunities to interact with one another as they interacted with the content. 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 the each other and the material.*			X		
7. Teachers ask all students questions at different levels of cognitive complexity. *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. Additionally, students practiced procedural knowledge in the math classrooms.*			X		

Summary:

The program requires teachers to post lesson plans and incorporate a common board that identifies the standard and the tasks for the day for students. 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 classes are distinct and credits are obtained for specific classes – immediate change needed for the upcoming year.**
   Students must be enrolled in classes that offer them the opportunity for grade-appropriate instruction designed to assist them with meeting mastery of the appropriate standard. Combined classrooms that incorporate multi-aged students must ensure that the students are taught the appropriate content for the specific grade-level or subject area particularly if high school credit is going to be awarded.

2. **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 that assists them in being successful when they return to a more traditional 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.

3. **Objectives should be directly associated to the appropriate state standards and not be a translation at a lower level of complexity to ensure that students are receiving grade – appropriate instruction.** Assist teachers with planning and implementing instruction that allows students to demonstrate mastery of the state standard. The objectives for the lesson should be directly aligned to state standards.

4. **Identify specifically the outcome that a student must demonstrate and monitor for students to achieve this outcome for the lesson being taught.** Assist teachers with planning and implementing instruction 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. Lesson closure should remind students of what they must know from the lesson and be able to do as a result of the instruction.

5. **Continue the intentional focus on the social and emotional learning as well as maintain the structure that has been put in place where teachers lead this work and then incorporate it into students' instructional day.** The developing social and 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.

6. **Continue to work with the teachers on using the template and the planning process supporting new teachers with differentiated support.** Continue to assist new teachers with using the structures that have been put in place to ensure the opportunity for a guaranteed and viable curriculum across classrooms with ongoing support. Consider what supporting information and curriculum planning at an organizational level might further support these efforts.

7. **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 the state standard.

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.				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 being 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.