



## 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 10, 2019

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

**Program Type:** Continuation (Grades 6-8)

### CONTACT INFORMATION

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### INSTRUCTIONAL MODEL

Students participate in this program to provide them with the opportunity to successfully transition into a high-school setting of their choice as a result of an intense focus on academic and behavioral goals.

### PROGRAM LEADERSHIP

**Milton Alexander**, Deputy Superintendent

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### WALKTHROUGH REVIEW TEAM

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## PROGRAM OVERVIEW

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Excel Middle Years Academy is an Opportunity Network contracted program that offers students the opportunity to participate in a transitional program in order to assist students with achieving academic and behavioral goals that will assist them in being accepted and ultimately successful in the high school program of their choice. 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 at the middle school 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

- Regular feedback provided to teachers and standardized lesson plan format.
- There is a consistent professional development plan at an organizational level with a supported teacher induction plan in an attempt to ensure professional growth and adherence to the instructional vision.
- Positive and supportive relationships with students and responses to staff demonstrate appropriate mutual affection for one another.
- Overall climate and school-wide expectations set the conditions necessary for ensuring learning resulting in few classroom disruptions during the observations.
- 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.
- There is a high degree of respect in all interactions with staff and other students creating a climate that supports student needs.
- Teachers implement opportunities that practice routines for interacting appropriately and creating effective expectations for student responses.
- Teachers consistently used collaborative opportunities while intentionally assigning group roles and teaching students to reflect on their behavior for group work.
- Lesson plans consistently reflected identified student outcomes for academic performance and behavioral expectations.
- Students were given multiple opportunities to read and respond to text in most classrooms.
- The program met contractual growth targets for ELA and Math performance.
- Teachers consistently monitored student performance.

## 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	19	20	95
Domain II: Instructional Delivery	14	28	50
Domain III: Conditions for Learning	25	28	89
<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 social and emotional learning component of the program that is supported and evolving towards ensuring that students develop the behavioral competencies that are aligned to the CASSEL framework. Staff regularly meet to review and intervene when students demonstrate indicators that might reduce their ability to be successful.

DOMAIN II: INSTRUCTIONAL DELIVERY

Components of Effective Instruction	N/A	Did Not Meet Expectations (1)	Nearing Expectations (2)	Expectations Met (3)	Exceeding Expectations (4)
<p>1. Teachers model the thinking and learning process.</p> <p><i>During classroom observations, students were engaged in activities that required collaboration in most classrooms. In many of the classrooms, the opportunity for teachers to model thinking that would lead to higher level outcomes was not observed. The students compliantly engaged in the work they were required to do but in many cases this work fell short of the grade level standard.</i></p>			X		
2. Teachers make the curriculum relevant for their students.				X	
<p>3. Lessons are rigorous.</p> <p><i>Students were engaged in doing the thinking in each of the classrooms; however, in many classrooms, the same or similar lessons were planned for multiple grade levels. In some observations, the materials, work required by the student or the objective was below the grade level of the student. The level of thinking required in these classrooms was not appropriate for the grade level or appropriate grade level standard for the content.</i></p>		X			

Components of Effective Instruction	N/A	Did Not Meet Expectations (1)	Nearing Expectations (2)	Expectations Met (3)	Exceeding Expectations (4)
<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.</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 required students to work collaboratively in most classrooms. Monitoring occurred but in many classrooms interactions between students and teachers was limited to specific students or specific groups with less frequent touchpoints with other students.</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 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. The teachers have intentionally incorporated collaborative activities as a regular part of the instructional day; however, in some circumstances the work in the classroom is anchored to behavior during the group interaction without a focus on the grade level standard. In some classrooms, the academic standard that was identified was not accurate.

Opportunities for Growth:

- Support teachers in ensuring that the objectives for each lesson reflects the appropriate standard and the level of thinking required in the student outcomes to ensure that student work is at the appropriate level of complexity.** Consider providing professional development that allows teachers to identify correctly the knowledge and skills that students must master to demonstrate grade – level standards.
- Consider how teachers might write standards-aligned objectives that allow them to monitor for student outcomes aligned to demonstrating the standards.** Assist teachers with identifying tasks that students complete individually or collaboratively that will allow them to demonstrate that they have mastered what they must know and do for the grade level standard.
- Provide students opportunities to engage in discourse while using evidence from content to support their inferences, claims and hypotheses; support teachers in ensuring that higher-level thinking is at the center of their activities and content experiences where they scaffold and support students to reach this level of deeper thinking.**
- Assist teachers during planning with incorporating instructional strategies that they may implement to allow students the opportunity to provide evidence as they deepen their understanding about the content they are learning.** Consider how to

assist teachers in developing scaffolded questions that allow students to demonstrate the evolution of their thinking as they deepen their understanding of the content.

5. **Ensure all content experiences are grade-level appropriate.** Consider how to assist and monitor that teachers are using grade appropriate materials, objectives and tasks to ensure that students have the opportunity to engage with complex texts and materials that further grade level learning.
6. **Connect the prompts and work during the social and emotional learning block to the classroom experiences to assist students with developing the competencies and supporting a more effective transition to the high school.** Consider how teachers might reinforce the instruction provided in the zero period while delivering instruction in other content areas.
7. **Ensure that teachers are teaching distinct standards-aligned lessons for each grade level.** Monitor that teachers are incorporating distinct lessons that are appropriate for the grade level they are teaching.

### 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. Teachers demonstrated the program's focus on ensuring that students have opportunities to interact with one another and the content to develop both social and emotional skills while learning the content.