



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 18, 2019

Contract Term: FY 2018 - FY 2022

Program Type: Accelerated (Grades 9-12)

CONTACT INFORMATION

1231 N. Broad Street, Philadelphia, PA 19122

Phone: 215-842-5451

Webpage: <http://philaoic.org/workforce-academy/>

INSTRUCTIONAL MODEL

The OIC Workforce Program offers students direct instruction four days weekly with a focus on workforce development on Fridays to offer students vocational experiences.

PROGRAM LEADERSHIP

Charles Crumbley, III, Interim President & CEO, Philadelphia OIC

Aisha Dennis, Executive Director

Mahdi Alston, Director of Operations

Anna Smith, Principal

Priscilla Duncan, Workforce Coordinator

WALKTHROUGH REVIEW TEAM

DawnLynne Kacer, Executive Director, Opportunity Network

Dr. Tracy Ocasio, Director, Instructional Resources, Opportunity Network

Majeedah Scott, Director, Office of Multiple Pathways to Graduation

Elvis Mucaj, Strategy Analyst II, Opportunity Network

Rachel Malloy-Good, Special Education Program Specialist

PROGRAM OVERVIEW

Philadelphia OIC Workforce Academy is an Opportunity Network contracted program that offers students the opportunity to participate in an accelerated high school program to increase the students' opportunities to gain high school credit and ultimately graduate from high school. The program is designed to provide students job readiness skills on Fridays that enhance their opportunity to access and demonstrate mastery of college and career readiness skills outlined by the Pennsylvania Department of Education.

Daily Structure – the instructional day consists of a full academic schedule

- Students attend classes as outlined by the master schedule
- Each class period is comprised of teacher-led instruction
- Friday schedules are focused on workforce development curriculum and experiences

Teacher Feedback

- Site administrators provide feedback using the Danielson model and offer informal feedback as part of the evaluation process
- During the interview, the administrative team reported that lesson plans are reviewed by site administrators

Intervention

- During the interviews, team reported that intervention and differentiation is available to students, but it was unclear how gap skills were being addressed based on the use of assessment data
- There is an intervention block that has been created to offer additional instruction to remediate gap skills from the assessment data; however, no students were present for this period during the observation
- During the interviews, the administrative team reported that students are also provided individualized assistance by teachers

Professional Development – the instructional staff have received instructional opportunities to grow their practice in the following ways:

- Teachers are provided professional development during specific days designed to offer this opportunity
- Professional development has included operational topics
- Professional development has been focused this year on helping teachers identify the appropriate grade level standards and using the resources provided by state for developing curriculum and planning instruction

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

- Parent communication is provided by teachers during parent conferences
- Administrators and staff provide ongoing communication as needed

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

- Students take the TABE assessment
- State assessment data is reviewed and was presented to the instructional walkthrough team
- Staff use an online platform for mastery measures data

SUMMARY OF PROGRAM AREAS OF STRENGTH

- There is a consistent welcoming environment across the program where teachers display interest in their students and the attempt to engage them.
- The program emphasizes a connection to integrating work related experiences into the learning environment with a focused day for career development.
- Teachers were passionate about the work they were doing with students during teacher interviews.
- There was evidence that many teachers worked to establish a good rapport with their students and demonstrated appropriate affection and effective relationships with the students.
- Students who were interviewed indicated that they feel connected to the school and valued by the staff.
- The focus articulated by the administrative team is to integrate academic skills, workforce development, and collaboration to achieve mastery of the content.
- The administrative team has created a professional development plan.
- State standards were posted and there were some mixed levels of questioning that were preplanned.
- Teachers and staff demonstrated high levels of enthusiasm for the content and the program’s vision for effective instruction.
- The teachers receive regular feedback and the expectations for classroom instruction have been articulated to the staff as evidenced by the instruction in the classroom and responses during the interviews.
- Teachers made attempts to explain the rationale for learning the content during the instruction and articulated the relevant application for the content students were learning.

PERFORMANCE SUMMARY ON THE THREE DOMAIN AREAS

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	13	20	65
Domain II: Instructional Delivery	16	28	57
Domain III: Conditions for Learning	17	28	61
TOTAL	46	76	61

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. <i>There are posters that reference school-wide expectations, but these were not being followed by some of the students. There were attempts to redirect students in the hallways and classrooms. There were late arrivals to class by large numbers of students and most classes were poorly attended while several students were sitting in the common areas. Some teachers remarked to students that they saw students who were absent for their class in the building.</i>			X		
3. Classroom rules and procedures are operating effectively. <i>In some classrooms, teachers were not consistently or successfully reinforcing the expectations for student behavior that were established by the program. There were disruptions to the instruction by students, who arrived late to class.</i>			X		
4. Acknowledgement of students who are/are not following rules and procedures is evident in classroom/school-wide. <i>Teachers made attempts to redirect behavior in most classrooms. Some attempts were less successful in redirecting the inappropriate behavior.</i>			X		
5. Teachers display awareness of conditions.				X	

Summary: The program has posted school-wide expectations for maintaining a safe and orderly environment at the program level. The instructional staff made attempts to reinforce the expectations at the classroom level with limited success. Program staff monitor the climate and respond to student needs. Staff and student relationships were highlighted during the student interviews as a positive aspect of the program. Attendance in most classrooms was very low with very small numbers of students present. There were students seated in the common area throughout the day and students, who arrived late for school and/or late for class.

1. **Articulate with the staff the expectations that will be consistently followed by all students throughout the program and communicate these expectations as well as reinforce them with the student population.** Create a space for staff to discuss school-wide expectations and opportunities to teach those expectations and reinforce them with the entire student population. Monitor attendance at the class level and ensure that students are in their assigned classrooms.
2. **Ensure classroom expectations are in place and aligned to the school-wide expectations.** Create opportunities for teachers and students to understand the expectations for appropriate behavior and offer support in having them develop aligned classroom management plans.
3. **Provide ongoing professional development to staff on effective classroom management to increase their ability to address inappropriate behavior and prevent disruption to the learning environment.**

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.				X	
2. Teachers make the curriculum relevant for their students.				X	
3. Lessons are rigorous. <i>Lesson activities and materials were not consistently aligned to grade level standards. Higher levels of thinking and complex materials were used less frequently providing students with inadequate opportunities to demonstrate grade-level thinking. Materials selected by some instructional staff were not appropriate for providing grade level instruction. Lesson plans did reflect state standards in most classrooms; however, the objectives and activities were not always at the level of rigor of the standards. The vocabulary selected for students as part of the emphasis on the vocabulary was not robust enough to assist students with gaining high utility of specific words in an effort to build a rich vocabulary.</i>			X		
4. Students are working harder than their teachers. <i>The gradual release model was incorporated into most classrooms; however, the outcome required by the student was not aligned to the outcome required by the standard. The level of challenge in the work varied across classrooms, but in most every classroom, students were required to complete work that was aligned to the state standards but not at the level of thinking required by the standard. Collaborative opportunities were incorporated in some of the classrooms that were observed. Students were required to demonstrate learning in most classrooms; however, the student outcome did not reach the level of thinking required by the standard.</i>			X		
5. Evidence of data is visible.				X	
6. Teachers question all students with the same frequency. <i>Teachers questioned students infrequently resulting in some students responding more than others in many classrooms. There were large numbers of students in most every classroom that were not engaged with the content at all during the observation electing to do unrelated tasks with little or no redirection. The focus of the tasks and level of the questioning was not at the level of the standard.</i>		X			

Components of Effective Instruction	N/A	Did Not Meet Expectations (1)	Nearing Expectations (2)	Expectations Met (3)	Exceeding Expectations (4)
<p>7. Teachers ask all students questions at different levels of cognitive complexity.</p> <p><i>Questioning did not require students to engage in higher-level thinking, but there was some variance to the questions the teachers incorporated in many classrooms.</i></p>			X		

Summary:

The master schedule indicated that teachers were not allotted enough time to cover the content in a way that led to student mastery with some courses having as little as 12-15 hours total to provide instruction. Teachers identified the appropriate grade level standards in their lesson plans and indicated that they monitor student progress; however, some of the lesson objectives were not consistently aligned to the learning required by the state standard.

Opportunities for Growth:

1. **Ensure that students are appropriately rostered and receive enough instructional time to demonstrate mastery of the appropriate grade level standards for the course.**
2. **Support teachers in ensuring that their objectives are a direct reflection of the standard in terms of the student outcomes and the complexity of the thinking required by the student outcomes.** Consider how teachers might anchor the work in each part of the lesson to furthering students demonstrating knowledge and skills required by the appropriate grade level standard.
3. **Assist teachers with identifying the appropriate resources, complex texts and learning experiences to expose students to rigorous content and to connect them to practical real-world experiences.** Assist teachers with selecting the appropriate grade level resources to connect each day to mastering the appropriate grade level standards to ensure adequate exposure and coverage throughout the year. Consider mapping out the coverage of the standards prior to the onset of the year.
4. **Provide teachers with professional development to better construct activities and tasks that ensure mastery of the standards for the units through daily activities that increase in complexity in an effort to provide ample opportunities for students to demonstrate the skills and knowledge for each of the standards.** Consider how teachers might ensure that each lesson relates to providing students with opportunities to engage with the content and demonstrate appropriate standards - aligned outcomes that demonstrate their learning of grade level concepts.
5. **Assist teachers with selecting key vocabulary that extends the students' understanding of the content and leads to a more robust flexible use of content vocabulary.** Consider how the selection of key vocabulary might be useful in building students' understanding of the concepts being learned utilizing the strategies that have been adopted across the program.
6. **Support teachers in identifying and implementing collaborative opportunities that will support student engagement as well as ensure that students are mastering the content through opportunities to summarize, respond and evaluate content experiences.** Assist teachers with understanding how to use these activities in such a way that it reinforces the academic content and behavioral expectations.

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)
<p>1. Teachers are aware of non-engagement.</p> <p><i>Teachers did not address many students that were not engaged at any time during the lesson. There were a number of students in every classroom that were not engaged in the lesson and elected to do other tasks that did not disrupt the classroom such as sleeping, resting, or listening to music. At times, students in these classrooms were redirected unsuccessfully but with inconsistency.</i></p>			X		
<p>2. Teachers use a variety of engagement strategies.</p> <p><i>Students in some classrooms were not engaged in the lesson. There were limited attempts in some classrooms to facilitate student engagement or offer interactive activities with the content or other students. Despite the vision that was described by the administrative team, teachers did not offer students the opportunity to collaborate with their peers.</i></p>			X		
<p>3. Students appear to be engaged in the lesson.</p> <p><i>Engagement varied by classroom. Some classrooms had less than five students. Each classroom had students who were not actively engaged in the lesson including those with small numbers in attendance.</i></p>		X			
<p>4. Students are interacting appropriately with other students.</p>				X	
<p>5. Teachers show interest in their students.</p>					X
<p>6. Students are appropriately responsive to teacher interactions.</p> <p><i>Students in most classrooms responded to teacher redirection if attempted. In some classrooms, students did not respond to teacher redirection and opted not to participate in the lesson.</i></p>			X		
<p>7. There is evidence of the school-wide focus in the classrooms.</p>				X	

Summary:

The staff seemed to have worked on establishing norms and procedures that would be conducive for setting the learning conditions as evidenced by the posters throughout the building. Intentional efforts have been made to share the norms as described and some teachers made efforts to reinforce these particularly with incorporating intermittent redirections regarding the cell phone policy. Staff and students, who were interviewed, stated that they feel respected and valued. There was consistent articulation of the program's goals and areas of focus during the interviews.

Opportunities for Growth:

1. **Assist staff with utilizing a variety of engagement strategies to promote appropriate interaction with one another while engaging in discourse about the content.** Consider professional development opportunities that might increase the teachers' knowledge of instructional strategies for increasing compliant and cognitive engagement.
2. **Provide professional development that assists teachers with ensuring adequate learning conditions.** Assist teachers with teaching and reinforcing behavioral expectations and the competencies that are developed through intentional social and emotional learning.