



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. *NOTE: Due to the COVID pandemic, availability of some academic data was affected. Academic data may be available in part, whole or not at all.* 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.

**During the 2020-21 school year, due to Covid related health restrictions meant that instruction was being conducted remotely. All Instructional Walkthroughs were conducted virtually as well, including meetings with leadership, class video conference observations, interviews with staff and students, and review of documentation. Initial feedback from the walkthrough was also given at the end of the visit to the program.*

General information

Walkthrough Date: February 22, 2021

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

Daily Structure

- Each day begins with a session of SEL skills called GGI focused on a competency from the CASEL framework, followed by 5 academic courses, and Townhouse meetings
- Wednesdays are asynchronous with teacher support provided and meetings for academic and emotional supports, there are also some high school elective courses offered (Health and PE as well as Foreign Language)
- Wellness Wednesday Checks are individual meetings with each student to check on their emotional and mental health each week

Teacher Feedback

- Lesson plans are submitted weekly, with written feedback from leadership and follow professional development to address trends across teachers
- Informal observations take place daily in all classrooms, with feedback given during bi-weekly coaching conversations
- Formal observations take place 2-3 times per year, using Camelot rubric- feedback is given in writing and during debrief meetings
- Peer feedback is given through a peer observation system known as Rounds Observation to promote teacher development

Intervention

- Resource meetings (leadership) are held three times each week and Team meetings (whole staff) each week are held to reflect on student data and progress, and adjust student supports as necessary
- These meetings drive the MTSS system that the school has in place to support all students
- This year the program has further developed their non-academic supports as students deal with challenges outside of school

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

- PD has been focused on interesting and engaging remote learning lessons (both from leadership and collaboratively during Common Planning Time meetings)
- Topics from week to week are determined by trends in observations, lesson plan feedback, or community events (such as the death of student or protests over police violence)
- Virtual engagement and Digital resources
- Anti-racism
- Self-care/SEL

Parent Communication –

- Staff utilize phone calls, text messages, and email to communicate with families with important information
- Behavior support staff reach out to students whenever they don't attend synchronous instruction, and teachers also reach out via phone and text whenever they have a concern
- Teachers email out progress reports to both students and parents
- Home visits are conducted (following safety protocols) whenever there is a major concern
- The program has also leveraged social media to communicate important dates, events, or deadlines

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

- The TABE Assessment allows the school to gather growth information and identify students in need of supports
- The principal completes frequent grade book audits, and the Resource Team reviews attendance data
- The weekly team meeting is a key data sharing point where staff can share relevant concerns and celebrations

SUMMARY OF PROGRAM AREAS OF STRENGTH

- Clear support given from culture staff to help encourage participation and attendance
- Program is using many resources (Nearpod, cK-12, google slides) that support providing engaging and standards aligned instruction while operating remotely
- Teachers gave clear expectations for participation in group tasks (like Socratic seminar)
- Teachers maintained a high bar for participation, utilizing multiple tools and strategies including frequent checks for understanding to confirm engagement
- Lessons were designed to make the content relevant for students and their lives

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 2020-21 Instructional Walkthrough.

domains	Program performance	Total Possible	Percentage
Domain I: Overall Management	17	20	
Domain II: Instructional Delivery	21	28	
Domain III: Conditions for Learning	22	28	
TOTAL	60	76	

** Percentages were not calculated due to COVID and full-time virtual teaching and learning, this structural change does not support comparison of the report for the 2020-21SY to previous or future school years.*

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 worked in many ways through digital tools, staffing assignments, and purposeful culture building to create a welcoming environment where they work together to get students attending class as well as engaged and participating in the lesson. There were culture support folks in each classroom- working both to get students to attend and then to participate in classroom activities. It was evident that teachers and support staff were working to build strong positive relationships with students. In addition, there were several digital systems that were in place (google classroom, digital engagement tools, etc.) to support the program's daily routines and procedures.

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. In the lessons observed, there were some high-level questions asked of students- however, this was not consistent across classrooms. For example, some activities were focused more on remediation of skills, and the task was not standards aligned, and students even said "this is too easy." In other areas, teachers consistently asked students to share verbally- but with little opportunity to write out a response. Supporting students with weak skills is important, but in some instances attempts to remediate lowered the rigor of the entire lesson.			X		
4. Students are working harder than their teachers.				X	
5. Evidence of data is visible.				X	
6. Teachers question all students with the same frequency.				X	
7. Teachers ask all students questions at different levels of cognitive complexity.				X	

DOMAIN II: INSTRUCTIONAL DELIVERY, *continued*

Summary:

There was evidence during the walkthrough that instruction planning and design has improved from previous walkthroughs. There was consistent modeling for students, and efforts being made to make the curriculum relevant for students. In addition, there were frequent checks for understanding, from a range of levels, including at least some rigorous questions being asked of students across classrooms. During the lesson observations, there was evidence of data being used to make instructional decisions. However, it is important that a student's grade level content (and the corresponding standards) are used in planning. Where there are multiple grade levels in one course, it is critical that there is differentiation to meet everyone's specific needs.

Opportunities for Growth:

1. Provide support for teachers in the design of lesson tasks and checks for understanding to be standards aligned. Consider focusing this support for teachers in developing their skills in choosing aligned tasks that match the rigor of the standard, and how to modify those resources to allow access for all students as opposed to utilizing materials or tasks from lower grades that are not standards aligned.

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 created an environment for learning that is supportive of all students. They have aligned staff and their roles to help support engagement in class, and closely monitor that engagement. They are utilizing a variety of approaches and tech tools to make their lessons interesting and engaging. Additionally, there was a strong human component of relationship building where in different classrooms the teacher's personality was evident in the images they shared or the things they shared with students. Finally, there was also a strong interest in students shown, with active problem solving observed to help students to find success.

SUPPLEMENT: SOCIAL EMOTIONAL LEARNING

SEL Foundation and Execution

As a part of program contract requirements, Transition and Continuation Programs provide explicit Social-Emotional Learning (SEL) instruction by which students can acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Collaboration for Academic Social and Emotional Learning-CASEL). SEL is an integral part of education and human development, and positively impacts life and learning. In the social skill development approach for school and life, the SEL observations provide a focus on foundations and execution that promote SEL through a modified SAFE (Structured/Sequential, Active/Engaging, Focused, and Explicit/Evaluative) model for effective SEL.

Summary:

The program facilitated its SEL session by setting expectations for participation and the value of sharing and respecting perspectives. Staff members praised students for their involvement in the session. The facilitator created a safe and inviting environment by greeting and checking in on students, and reminding the group of the session norms. The facilitator previewed the lesson and objectives, which connected to the CASEL competency of Self-Management. The topic focused on dealing with stress. The pacing of the lesson moved quickly and did not allow for reinforcements of the main concepts or strategies for daily life. In this lesson, less emphasis was given to applying knowledge or practicing skills of how to manage stress. However, staff used active activities that allowed students to engage, contribute and define what stress is and may look like. The facilitator assessed students' learning in class by using an exit ticket. By connecting the lessons to life skills development, and age and culturally relevant references, there is opportunity to build on the solid SEL foundations and structures provided in the sessions.