



## 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.

*\*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: March 18, 2021

Contract Term: FY 2018 - FY 2022

Program Type: Accelerated

### CONTACT INFORMATION

4641 Roosevelt Blvd, Philadelphia, PA 19124

Phone: 215-904-6235

Webpage: <http://cameloteducation.org/our-schools/accelerated-schools/excel-academy-south/>

### INSTRUCTIONAL MODEL

Students complete courses in this accelerated high school program with a focus on grade-level instruction that is supported by intentional efforts to establish a supportive school culture that meets the individualized needs of the students.

### PROGRAM LEADERSHIP

**Milton Alexander**, Deputy Superintendent

**Scott Cruttenden**, Regional Director

**Jarrad Muller**, Executive Director

**Cassandra Kemmerer**, Director of Curriculum

**Patience Danquah**, Special Education Teacher

**Krista Mauge** Principal

**Melita Johnson**, Director of Special Education

**Andelain Gingalewski**, ESOL Teacher

### WALKTHROUGH REVIEW TEAM

**Daniel Turner**, Director of Instructional Resources

**Majeedah Scott**, Director, Office of Multiple Pathways

**Jennifer Szwec**, Special Education Case Manager

**Nicole Danker**, Special Education Case Manager

**Tiana Wilson**, Assistant Director, Re-engagement Center

**Benaline Baluyot**, Manager, Multilingual Programs

## PROGRAM OVERVIEW

---

### Daily Structure

The instructional day consists of Townhouse and SEL Instruction (GGI), followed by five instructional periods, each an hour long. Fridays are asynchronous, and this time is utilized by teachers for professional development, common planning time, and providing office hours and 1:1 supports for students as needed. Fridays are also utilized by the behavioral counselors to connect with student families and perform wellness checks.

### Teacher Feedback

- Teachers are provided weekly lesson plan feedback, with additional support offered during common planning time as needed
- Teachers are provided written feedback from informal observations via email, these are done frequently for all teachers
- Formal observations are conducted 2-4 times per year, depending on experience and performance, and followed up with a debrief conversation
- A peer observation system called Rounds has been developed to provide this feedback/support to teachers each month

### Intervention

- The program has a menu of supports that they utilize as part of their MTSS programming for students
- Frequent communication with families about student progress and celebrating success is a key intervention that is given to all students, but aligned to their individual goals

### Professional Development

- Great deal of focus this year on remote teaching strategies and delivering interesting engaging lessons for students
- There are several PD structures in place- common planning time, half day/full day PDs in the school calendar, and Rounds (peer observation structure)
- Topics are chosen based on data (either from teacher observations, student achievement results, or teacher interest)
- Ongoing focus on increasing rigor and producing better academic outcomes for students

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

### Use of Data –

- Academic growth is measured by using the TABE assessment (taken three times a year, and used as the universal screener for MTSS)
- Administration also monitors students grades and attendance
- Progress monitoring data is shared during Common Planning Time on Fridays

## SUMMARY OF PROGRAM AREAS OF STRENGTH

- Very positive and warm welcoming environment across classrooms, established by consistent routines/structures and welcoming messages from teachers.
- Clear efforts were made to make the course work relevant, and acknowledgement from teachers when those efforts were not successful (while still focusing on the key takeaways).
- Teachers were familiar with a variety of technology tools and video conferencing features that would allow for them to engage students and reflect their personality.
- Data was evident both during instruction (responding to student responses etc.) as well as in lesson planning, with lessons building on past work from students.
- Systems and structures were in place to encourage participation (including participation trackers, accountability tools, and even funny noises to make key moments in class.)
- Some content delivered was standards aligned and rigorous (analyzing the structure of an essay, analyzing the evidence of bias in media reporting, etc.)

## 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 2020-2021 Instructional Walkthrough.

DOMAINS	PROGRAM PERFORMANCE	TOTAL POSSIBLE	PERCENTAGE
Domain I: Overall Management	18	20	
Domain II: Instructional Delivery	19	28	
Domain III: Conditions for Learning	23	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 while remote has been able to maintain their strong sense of school climate, and created a welcoming environment where relationships are continuing to develop. Teachers have created virtual environments that involve several engaging tools (Kahoot, screen shares, google docs, etc.) and have aspects of their personality reflected (playing music or adding stickers to their video image.) There were also a variety of non-virtual strategies (narration and positive reinforcement) as well as virtual tools (utilizing a participation tracker, posting a score board) that reinforced procedures and supported student engagement and participation in the online instruction. Teachers were aware and comfortable with techniques to remain aware of student engagement and the challenges that students were facing during the lesson.

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 some of the lessons observed the level of rigor did not align to standard, many tasks felt like introductory activities vs. more developed content understanding. Particular concern with the level of questioning in one Kahoot activity, which was posted as a mid-term, but was very low level (high engagement, low rigor).			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. Questions were at times low level, and did not push student to demonstrate a deeper understanding of the content.			X		

Summary:

The program has a uniform approach to planning, and has a shared foundational vision for the instructional block, which was evident across classrooms. The biggest areas for improvement were around rigor both in the overall design of the lesson, but also in the questions and tasks given to students. There was a tension observed between teachers trying to utilize engaging tools and practices, while also maintaining the rigor of the course. There was evidence of the use of data- both in the moment by teachers during the lesson, as well as in their lesson planning and selection of resources. Teachers utilized questioning strategies and techniques that attempted to engage all students, however, at times those questions needed to be more rigorous and assign tasks as a deeper level.

Opportunities for Growth:

1. Provide teachers with more support in first developing their own content understanding, and then shifting to planning a standard aligned lesson. Consider implementing planning routines where the teachers is supported in unpacking the standard and closely examining the performance task to increase their awareness of the concepts that need to be taught, before they begin planning the lesson activities. This will allow them to craft lessons that are more aligned and match the rigor of the standards.\
2. Provide teachers with development and coaching around asking rigorous standards aligned checks for understanding. Students should experience questions at a variety of levels, including high levels of rigor. These questions also allow the teacher insights into student understanding of the concepts in the lesson. Consider providing professional development to highlight the different levels of questioning, and then support that with coaching to implement these questions into the lessons.

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 worked to develop a strong sense of community and to develop teachers with the technology tools and skills to create that space while teaching remotely. This was evident by the wide variety of approaches and the use of relevant and content specific resources. Teachers in multiple rooms, demonstrated strong relationships with students and a high level of interest in how they are doing. There was a generally a positive atmosphere, where students and staff were laughing and having fun in lighter moments. Students were respectful and consistently interacting in appropriate ways as instructed to by the teacher.