



## 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 2, 2021

Contract Term: FY 2018 - FY 2022

Program Type: Accelerated (Grades 9-12)

### PROGRAM LEADERSHIP

**C. Benjamin Lattimore**, Director, National Literacy Programs

**Dr. Pamela Thomas**, Principal

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### CONTACT INFORMATION

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### WALKTHROUGH REVIEW TEAM

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### INSTRUCTIONAL MODEL

OIC CADI’s program was designed to offer accelerated classes in traditional settings with direct instruction being supplemented by integrated technology.

## PROGRAM OVERVIEW

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### Daily Structure -

- Student are enrolled in 6 academic courses; they meet twice a week for 75min synchronous instruction (Mon/Wed or Tues/Thur)
- Fridays students are engaged in asynchronous work, and meet with their teachers for individual or small group support

### Teacher Feedback

- Teachers submit lesson plans weekly, school leadership provides written feedback within 48 hours
- Teachers are observed using the Danielson Framework, with written feedback and debriefs as necessary
- Teachers not meeting expectations are provided with a supportive coaching plan to improve student outcomes

### Intervention

- The program leadership described having an MTSS system and interventions provided- however, there was no data observed to support interventions outside of those for career planning and ELECT

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

- Intellectual Preparation -lesson planning and gradual release process, etc.
- Engagement - providing opportunities for students to share their learning, work with peers, and participate during lessons virtually
- Differentiated Instruction -selecting content, process of delivery and product with varying grade levels
- Strength-Based Communication and Mindfulness Training - teachers were able to acquire skills to reduce stress through mindfulness in an effort to improve focus when interacting with students.
- Bullying and Harassment Transgender and Nonconforming Youth Child Abuse - The Principal attended this training and will follow up with the teaching staff about what to do when students are bullied or harassed by another student or a staff person
- Workplace Harassment Prevention at Work – both teachers and Principal attended separate training on what to do if harassment should take place at work.
- Fundamentals of Social-Emotional Learning – teachers learned to bridge curriculum and teaching with school policies and collaborations with parents and the community. They learned about the five key components: self- awareness, self-management, social awareness, relationship skills, and responsible decision - making.

### Parent Communication –

- The program is primarily using phone calls, text messages, emails, and the remind app to communicate with families
- There are office hours weekly where the staff is available for students and families
- They are creating electronic flyers to distribute to families to keep them informed of opportunities and events

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

- STAR is the primary assessment tool
- School leadership also monitors attendance and gradebook data in order to identify students that may need intervention

## SUMMARY OF PROGRAM AREAS OF STRENGTH

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- Student choice was evident in some exit ticket assignments
- Improvements to the level of teacher preparation have been made in comparison to earlier visits to the program
- The community meeting structure is being implemented across classrooms
- Teachers were utilizing standards aligned curriculum resources as the key focus of their lessons
- Some teachers observed were utilizing cold calling to increase student participation

## PERFORMANCE SUMMARY OF ALL DOMAINS

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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	10	20	
Domain II: Instructional Delivery	14	28	
Domain III: Conditions for Learning	18	28	
TOTAL	42	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. During the visit, the walkthrough team attempted to observe five classrooms, but there were three rooms observed where no students were in attendance. Teachers were attempting to create a welcoming environment in the rooms observed, including the use of a community meeting structure.		X			
2. School-wide rules and procedures operating effectively. When teachers began class with not students, they were unclear about the expectation for how to use their time. Some sat waiting, others were doing other tasks. None of the teacher or leadership on the walkthrough were observed actively reaching out to students or utilizing a system to connect with students not in class in real time.			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. No evidence of observation of teachers reaching out to improve class attendance. No evidence of a school wide PBIS system to encourage attendance. When students were present and in class, teachers were warm and interacted well with students.			X		
5. Teachers display awareness of conditions. In the lessons observed, teachers were utilizing tech tools like Savaas and google forms, but they were not doing so in a way that they could see what students were doing or if they were engaged with the right materials.			X		

## Summary:

When students come to class, teachers were welcoming and supporting and utilized a variety of creative tools to facilitate their lessons. However, attendance is a serious concern, and there were multiple classes with no one in attendance. There did not appear to be school wide systems or procedures in place to address this. Additionally, teachers were utilizing some tech tools for instruction, but their use made it difficult to gauge student engagement in the virtual space. While some community building structures are in place, there was not an observed PBIS system or consistent way to incentive attendance/participation school wide.

## DOMAIN 1: OVERALL MANAGEMENT, *continued*

### Opportunities for Growth:

1. Develop a response procedure and set a clear expectation for what teachers should do when they are beginning a class and no one is present in order to improve attendance/support students missing synchronous instruction. Consider how that response should connect with attendance tracking systems and potentially how other staff could be involved in attendance procedures.
2. Develop a school-wide Positive Behavior Incentive System, (PBIS) that supports and reinforced the message that attendance and participation are expected every day and key to success. Consider incentives and other systems already in place, and build on those as necessary- providing clarity and development for teachers, as well as taking steps to inform students about the system as well.
3. Support and Develop teachers in using tech tools and instructional strategies that allow them to better monitor student engagement. Consider both adjustments to how tools are being used, but also which tools are being utilized- so that teachers can be more informed about student engagement. Utilizing tools that allow you to know where a student is, and allow the teacher to view their answer or attempt will dramatically improve teacher's ability to respond and support students in the moment, when it would be most impactful.

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>During the visit, some of the classes observed had strong modeling. There was evidence in lesson plans that teachers would be modeling, however, because of low attendance this was not observed during the visit. In some classrooms, there was modeling, but the level of the modeling was not reflected in the practice or tasks assigned to students.</p>			X		
<p>2. Teachers make the curriculum relevant for their students.</p> <p>In some of the classes observed, there was an attempt to make the content relevant for students- relating it to aspects of their daily lives. However, in other classes there several missed opportunities to relate the content and objective of the day to students and their experiences.</p>			X		
<p>3. Lessons are rigorous.</p> <p>There were clear attempts to push the rigor of instruction and in one classroom observed, there were comprehension questions asked of students. However, in other classes the practice and checks for understanding were very low level recall questions, and did not ask students to explain or apply the concept in new situations.</p>			X		
<p>4. Students are working harder than their teachers.</p> <p>While in several classes no students were present, in those that had students- they were participating in the activities. However, in both instances- the teacher was the person answering the most rigorous questions and inputting answers for students. There were no tasks observed where students wrote or prepared an answer and then shared out- instead everything was done by sharing verbally.</p>			X		
<p>5. Evidence of data is visible.</p> <p>There was no mention of data during our observations. There was also no mention of accommodations or differentiation apparent in the lesson plans reviewed.</p>		X			
<p>6. Teachers question all students with the same frequency.</p>				X	
<p>7. Teachers ask all students questions at different levels of cognitive complexity.</p> <p>During the observation one classroom had questions at varying levels of complexity and students were asked to make connections between the model and other situations. However, in other classes the questions were largely recall or yes/no questions- students were not asked to explain their thinking, provide analysis, or defend their answers.</p>			X		

DOMAIN II: INSTRUCTIONAL DELIVERY, continued

Summary:

Teachers had prepared lessons, and the instructional materials they were using were aligned to state standards. However, the execution of those plans was inconsistent, and rarely were students given the opportunity or expected to attempt grade level standards aligned tasks. While using a variety of instructional tools, teachers have taken the bulk of the responsibility for the lesson and the thinking work, leaving students with little opportunity to engage with higher level thinking tasks. There remains a need to do more in terms of providing instructional support to those with IEPs or language needs, as well as those who are not able to attend school and will need to complete makeup work. In general, lessons need to strengthen their rigor, be more relevant to students, and be more interactive.

Opportunities for Growth:

1. Develop and share with teachers a stronger and more consistent vision for instruction, in particular with how they should be engaging students during the lesson. Consider what tasks teachers are planning, how they are executing them, and how they respond when students are or are not successful or need more support. Having a stronger vision for strong instruction will allow teachers to better align to the vision and for leaders to provide stronger support.
2. Develop teachers on strategies to make their content relevant for students, in particular how to take facilitate activities so that students' contexts play a larger part in the lesson or task. Research tells us that students are more willing to overcome challenges and struggles with accessing content when the task or learning goal is relevant and something they see as useful. Consider sharing concrete strategies with your teachers on how they can make their content more relevant, such as including opportunities for choice for students in the lesson/task design.
3. Coach teachers in facilitating lesson activities that match the rigor of the standard and that first introduced in the teacher's modeling. Build on the planning and modeling strength of your teachers by coaching them around the facilitation of rigorous tasks that match the challenge and complexity of the teacher's model and the level of understanding in the standard. This may look like real time coaching in the moment, practice adjusting low rigor activities to match the rigor of a standard, as well as other development strategies.
4. Support teachers in crafting stronger lesson plans and materials that are designed to meet the needs of your diverse learners. Consider how you can make it more evident what aspects of the lesson design/lesson materials are being adjusted to meet the modification needs of your students with IEPs, who are working on their English proficiency, or who may need support in accessing missed content from a prior lesson.
5. Develop teachers and the strategies and techniques they are using to check for understanding. Questioning students at a variety of level of complexity and at different points in the lesson is key to gathering insights and responding to students understanding during a lesson. Consider professional development that will enhance teachers' ability to question students and then respond to their response in a way that provides more insights or allows them to correct a misunderstanding/further develop their understanding.

## 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. We observed various engagement strategies, but these did not always result in robust student engagement, or engagement in a way that a teacher could have visibility into student thinking and provide support. For example, using the Savaas materials- a teacher was able to complete an exercise with students but could only hear the answers they shared out verbally, not what they were putting on their quiz on the screen. In several other classes, no students attended and so there was no engagement synchronously, and little system to support students engaging asynchronously.			X		
3. Students appear to be engaged in the lesson.				X	
4. Students are interacting appropriately with other students. There was very little student to student interaction observed. This was a missed opportunity in both classes, where students could have given feedback on another student's answers or in the foreign language engaged in a practice conversation. Instead, the most student to student interaction was when one student agreed with another, "That's what I was trying to say."			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. Leadership shared that their focus was on instruction and assessment strategies, however, this was not observed during our visit. Instruction varied greatly from classroom to classroom, and the assessments were not similar or reflective of the focus of the school either (assessments observed included exit tickets and formative checks for understanding during the lesson.)			X		

## Summary:

In the classrooms observed where students were in attendance, teachers and students had positive relationships and warm interactions. There were no negative interactions observed, however, attendance was low (some classes had no students in attendance.) It was unclear what supports are in place for students who miss class and how they can still access the learning materials/opportunities. Student engagement was limited by the choice of some of the technology tools used, staff seemed to have limited familiarity with all aspects of the curriculum resources. The school wide focus on instruction and assessment was not consistent across classrooms.



Opportunities for Growth:

1. Develop staff more on the implementation of the instructional materials. Staff reported having access to the resources from SAVAAS, however, they indicated a desire for more support from the publisher with implementation. Consider more focused PD on how to utilize these resources and all of the features they offer so that teachers may better implement the curriculum and meet their students' needs.
2. Develop and coach staff to provide more opportunities for students to interact and respond to one another's responses in order to increase rigor and develop more community. Student to student interactions can take many forms, consider providing development for teachers on a some of these strategies and ways to support them with implementation so that these types of activities are a normal occurrence across classrooms.
3. Reconsider the school wide focus, and perhaps narrow your initiative to a smaller number of more observable changes. The current school wide focus (while aligned to past growth areas) was not visible in all classrooms. Consider a more focused and observable initiative that can be more easily implemented and monitored across all classrooms to increase the likelihood of authentic change and improvement.