



## 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 18, 2021

Contract Term: FY 2018 - FY 2022

Program Type: Accelerated (Grades 9-12)

### CONTACT INFORMATION

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### INSTRUCTIONAL MODEL

The One Bright Ray Mansion Evening Program offers an accelerated high school program that allows adults of all ages to participate in evening classes to receive their high school diploma. Classroom instruction is supplemented by an online component.

### PROGRAM LEADERSHIP

Marcus A. Delgado, Chief Executive Officer

Anna Duvivier, Chief Operating Officer

Joycet Velasquez, Chief Academic Officer

Kara Fisher, Director of Curriculum and Instruction

Arkadiy Yelman, Principal

### WALKTHROUGH REVIEW TEAM

DawnLynne Kacer, Executive Director, Opportunity Network

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## PROGRAM OVERVIEW

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One Bright Ray Mansion – Evening Program 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 develop academic skills necessary for credit attainment at the secondary level. The program is designed to allow students to obtain credits needed for high school graduation while developing the skills needed at the post-secondary level.

### Daily Structure –

- Students take 1-4 courses that meet twice each week for 95 minutes
- Schedule is designed to meet the needs of a working adults with many responsibilities outside of school, students may also decrease the number of courses they are taking if necessary during the term
- Students are also allowed to take an extra elective course on Edgenuity if they pass all of their courses the previous term

### Teacher Feedback

- Written feedback on lesson plans is given on a weekly basis
- Observation feedback is provided in writing via email, and is aligned to the Danielson Framework
- Focus of feedback this school year has been in making content relevant to students and highlighting the connections to their lived experience
- Some teachers receive individual coaching from the principal as needed based on observations and other data points

### Intervention

- When a student is referred by a teacher (academic or attendance concerns) they first have a meeting (via phone or video conference) to discuss the concern and determine what interventions are needed
- Students are encouraged to work with teachers to develop course specific interventions to support (review of directions/content, chunking of tasks, etc.)
- Students may be referred to tutoring before evening classes (which is provided by a volunteers from local universities)
- Students who need an additional level of support will be provided with a Personalized Learning Plan

### Professional Development –

A variety of opportunities are provided for the staff, and they are often referred to engage with asynchronous resources from the School District. Given the part time nature of the staff, there are limited opportunities for group Professional Development. The school has systems, and is working to increase their capacity in providing more instructional professional development to individuals.

### Use of Data –

- The STAR Assessment is being used to measure growth in Math and ELA, as well as a universal screening tool to determine the need for academic intervention
- Teachers are monitoring student grades, attendance, and assignment submission (they submit data analysis and referrals for intervention on a bi-weekly basis)

## SUMMARY OF PROGRAM AREAS OF STRENGTH

- Strong community atmosphere- cameras were on, students were interacting, and they were encouraging and supporting one another
- Very high levels of attendance- there were many students in class and there were several examples of students working to attend through challenging circumstances (attending from their car, work place, etc.)
- Teachers were utilizing a variety of methods to drive student engagement and participation (various tech tools, cold calling, and discussion opportunities)
- Strong teacher feedback, providing students with clarifications or suggestions to improve their responses/strategies
- Clear efforts were being made to connect the content to students’ lives and to make the work relevant
- Several examples of students feeling comfortable to take intellectual risks (sharing their work, making a presentation, attempting to solve a problem)

## 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	18	20	
Domain II: Instructional Delivery	17	28	
Domain III: Conditions for Learning	22	28	
TOTAL	57	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. In the classrooms, there were multiple examples where a small number of outspoken students were able to capture the teacher's attention, with little to no attention or engagement with the remaining students.			X		

Summary: The overall learning environment at OBR Mansion Evening is very strong, and students both feel welcome and supported by their teachers. They also demonstrated a strong relationship with school leadership, and an awareness of who to turn to for different needs- grades vs. attendance, etc. There were many cameras on, students interacting with one another in alignment the culture of the school- which leadership described as "working hard to do your best, overcome obstacles and reach your goals."

**Opportunities for Growth:**

1. Assist teachers in developing a stronger awareness of who is and is not participating, and then working to make sure all students are engaged in the lesson. Consider techniques that have been effective in person, and how they can translate into the virtual setting (cold calling systems, participation trackers, think/pair/share activities, etc.)

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. Some lessons were not aligned to the grade level content. While the topics were relevant and appropriate for the course, the rigor of the tasks assigned and the depth at which students were analyzing the resources was not aligned to the expectation of the standards.			X		
4. Students are working harder than their teachers. In some instances, there were missed opportunities for students to contribute, instead the feedback was given by the teacher or when questioning too many scaffolds were given and the thinking task was taken from the student.			X		
5. Evidence of data is visible.				X	
6. Teachers question all students with the same frequency. In some classrooms observed, a small group of vocal students were able to dominate the class conversation and respond to all of the teacher prompts. Many students were passively engaged and did not participate in the discussion on their mic or in the chat. There were few checks for understanding that required all students to respond.			X		
7. Teachers ask all students questions at different levels of cognitive complexity. Questions asked of students were sometimes at a lower level of complexity and did not require the depth of knowledge required in a high school classroom. There were missed opportunities to give feedback and or utilize a tool/resource to further develop a task taking place in class.			X		

DOMAIN II: INSTRUCTIONAL DELIVERY, *continued*

Summary:

The program’s level of instruction has improved since their previous walkthrough, and more teacher coaching and lesson plan feedback (as shared from the leadership) is likely a key factor here. While the lesson content has become more rigorous and aligned to state standards, there is still room to grow in terms of checks for understanding and the activities that students are engaging with. An increased focus on rigor and on capturing feedback/input from all students will likely be key areas of focus in the future. There was a focus on using data for decision making- as reflected in the leadership presentation as well as the use of student surveys.

## Opportunities for Growth:

1. Provide teachers with more planning support, particularly in designing lessons that are both relevant for students and aligned to state standards. Consider continuing your work to develop more capacity for instructional feedback, and perhaps linking the feedback on lesson plans to their observation feedback- with a focus on standard alignment.
2. Provide teachers with more support (professional development or coaching) on ways to shift the thinking load onto students. Consider a focus on how teachers respond to student answers or comments. By pushing for an explanation or for students to provide evidence, they will push them to engage more deeply- instead of just confirming or correcting the student response.
3. Consider additional professional development for teachers on how to utilize checks for understanding that engage all students and allow them to assess all students. Strategies could include- everybody writes, having them share with a partner and then share whole group, etc. These strategies would allow the teacher to gather more data and gather a more accurate read on who is and is not understanding the content.
4. Support teachers with additional strategies to manage participation in the online environment, with the intent to involve more students in the activity. Consider support for teachers in systems or strategies that allow them to better manage participation so that all students are involved, and that the conversation is not dominated by the most outgoing voices.

**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. With students on camera and participating vocally in the lesson, teachers seemed to be unaware of students in their class not participating. Despite being an encouraged practice (as shared by leadership), there was little cold calling observed during the visit.			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:**

Conditions for learning were strong, and there were a wide variety of strategies being used to make the learning accessible for students. It was clear from several interactions that students and teachers have developed strong relationships and that students not only respect their teachers, but feel safe taking intellectual risks in their classes. The school wide focus of making content relevant for students was evident, as presentation and examples were all at least somewhat relatable for students. There was a sense of community that has been created among staff and students, despite the challenges of doing so in the all virtual space.

**Opportunities for Growth:**

1. Support teachers with strategies or tools that will allow them to better monitor participation and engagement during a lesson. Consider utilizing shared documents, forms, or polls- something that allows and documents participation from all students. By having real time insights into students thinking, teachers could better target their supports and adjust more effectively in the moment.