



## 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:** March 14, 2022

**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

**Milton Alexander**, Deputy Superintendent

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### WALKTHROUGH REVIEW TEAM

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## PROGRAM OVERVIEW

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Here is a brief description of different aspects of the program, these descriptions were shared by the program and observed as part of the Instructional Walkthrough.

**Daily Structure** – Each day begins with a Townhouse meeting, followed by 5 academic courses. Midday, both the Middle School and High School have a “What I Need” (WINS) period, during which students rotate to a session of GGI or are in our iReady or Achieve 3000 rooms. GGI is focused on SEL skills from the Character Strong framework. Alternately, in the program’s iReady or Achieve 3000 rooms, students work on their academic programs, have small group instruction, or 1:1 help for their classes and academic goals. Lastly, on Wednesdays there is a shortened schedule to allow for Common Planning Time (CPT) meetings. Teachers attend CPT from 7:30-8:30, and students arrive at 8:30, with first period starting at 9:00.

**Teacher Development and Feedback** – Teacher lesson plans are submitted weekly and later receive written feedback from leadership. Follow-up professional development is provided to address trends or areas for group development. Informal observations take place daily in all classrooms using the program’s Instructional Walkthrough form, with feedback given during bi-weekly coaching conversations. In addition, there are Operational Walkthroughs to provide support and feedback on classroom environment and management. Behavioral and Administration staff also complete walkthrough forms to be extra eyes in the classroom for additional teacher support and feedback. Teachers also have formal observations take place four times per year, using an internal rubric. Lastly, peer feedback is also given through a system known as Rounds Observation to promote teacher development. Rounds occur monthly and are teacher-led.

**Multi-Tiered System of Supports** – Resource meetings (a group of school leaders) occur three times each week while team meetings, which include the whole staff, occur each week. In team meetings, staff reflect on student data and progress, and adjust student supports as necessary. This is the time teachers and staff meet to discuss all data points to be used for progress, goals, and plans of support for students. MTSS is used to document progress and determine students’ academic, attendance, and behavior goals, which determine what support is given during the WINS period. iReady and Achieve 3000 are used for academics as an intervention to support and increase student reading and math levels through adaptive instruction.

**Professional Development** – Professional development is provided weekly during CPT meetings—which are teacher-led—and monthly during Professional Development days. Topics are determined by trends in observations, lesson plan feedback, or community events, including the death of student or protests over police violence. Recent topics include: Virtual Engagement and Digital Resources, Anti-racism, Self-care/SEL, Instructional Strategies and Lesson Planning, and ESOL Academic Language.

**Parent and Family Engagement** – Staff utilize phone calls, text messages, and email to communicate with families with important information. Behavior support staff reach out to students whenever they do not attend school, and teachers also reach out via phone and text whenever they have a concern or update. Teachers email progress reports to both students and parents. Home visits are conducted whenever there are major concerns. The school has social media to communicate important dates, events, or deadlines, and paper newsletters are sent home monthly to communicate school happenings.

**Use of Data** – The program uses the STAR assessment, frequent gradebook audits, and attendance data to help inform MTSS support and determine individual and program-wide areas of need. This data is reviewed in resource meetings by leadership, as well as team and MTSS meetings with all staff.

## SUMMARY OF PROGRAM AREAS OF STRENGTH

- The program has created a warm caring environment with many positive student-to-student interactions and a climate where taking academic risks is encouraged.
- There was excellent student engagement in nearly all classrooms. Students were engaged, and there were noticeably more student-to-student interactions than have been seen on previous walkthroughs.
- The school underwent a strategic scheduling shift with the adoption of their GGI/WIN in the middle of the day when attendance is highest and the most students can benefit from the programming.
- There was clear evidence of strong relationships; teachers in almost all classrooms showed strong interest in their students.
- The program's use of the Word of the Day structure was strong and efficient, were often contextualized to help students to internalize the words and their meaning.

## 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 2021-2022 Instructional Walkthrough.

DOMAINS	PROGRAM PERFORMANCE	TOTAL POSSIBLE	AVERAGE RATING	Category
Domain I: Overall Management	15	20	3	Expectations Met
Domain II: Instructional Delivery	19	28	2.7	Expectations Met
Domain III: Conditions for Learning	23	28	3.3	Expectations Met
<b>TOTAL</b>	<b>57</b>	<b>76</b>	<b>Overall Percentage: 75%</b>	

## DOMAIN 1: OVERALL MANAGEMENT

Management for a Safe and Educationally Supportive 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 had a warm and welcoming culture, and nearly all classrooms observed were focused and had a strong learning environment. There were strong routines and systems in place both in the classrooms and schoolwide. There were multiple layers of data collection in place, including the adoption of "LiveSchool" to help track SEL and behavioral data to improve those systems. Teachers were aware of the conditions in their classroom, and on multiple occasions adjusted seating and assigned tasks so students could work more productively and cooperatively.

## 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. <b>Teachers model the thinking and learning process.</b>				X	
2. <b>Teachers make the curriculum relevant for their students.</b> <i>Students were engaged and participating in the lesson, however, there were several missed opportunities for the content the lesson to be made more relevant for students. For example, in the Social Studies lesson observed, while students discussed longitude and latitude, the lesson could easily have been connected to their neighborhood or another familiar area as opposed to the states/capitals. Another example of missed opportunity was in the math classrooms where the conceptual conversations were not connected to a relatable context for students, instead they remained very abstract and conceptual. Consider all of the data points available and how to use them to align lesson content to the students.</i>			X		
3. <b>Lessons are rigorous.</b>				X	
4. <b>Students are working harder than their teachers.</b>				X	
5. <b>Evidence of data is visible.</b>				X	
6. <b>Teachers question all students with the same frequency.</b>				X	
7. <b>Teachers ask all students questions at different levels of cognitive complexity.</b> <i>There were high-level questions evident in the lesson plans, however, it was not observed as much in the classroom and actual delivery of the lessons. There was also little differentiation of questions and activities seen in the instruction based on all of the individual needs of their students. Consider the many different ways (eg, analyze, explore, etc.) that students can show their understanding of the daily objectives.</i>			X		

## Summary:

In the classrooms observed, lesson openings were engaging and accessible for students. There was also evidence of modeling, of both skills and also some concepts. While there is room for improvement in making lessons more relevant and in providing more differentiation in questioning, students were working hard and engaged in many of the classrooms observed today. There was evidence of data being used to make instructional decisions, and an effort made to question all students during the lesson.

## Opportunities for Growth:

- 1) (Standard 2) **The program should adjust its lesson plan template or process so that teachers are purposefully adjusting their lessons to be relevant for their students.** This could include shifting topics to be more familiar, or basing very conceptual ideas (such as in math) in a real-world context that students can connect to.

- 2) (Standard 7) **The program should provide professional development and coaching on utilizing high-level questioning.** Consider focusing professional development on not only scripting the questions—which were already in teacher’s lesson plans—but on how to make sure they are executed effectively. Examples include posting the questions visually, and providing supportive cues for students when they struggle with high level questions.

## 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:

In the classrooms observed, teachers were very active- circulating the room, and both providing students with support as needed but also redirecting them back on task. These interactions were not disruptive but helped to maintain and improve the learning environment. This led to very high engagement levels across classrooms, and was supported by many opportunities for productive student to student interactions (like group or partner work.) Lastly, there was also evidence of the schoolwide focus area- both the use of inclusive openings as well as having clear measurable objectives posted.

## ADDENDUM: 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. 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.

SAFE MODEL COMPONENTS	N/A	Did Not Meet Expectations (1)	Nearing Expectations (2)	Expectations Met (3)	Exceeding Expectations (4)
1. <b>Structured and Sequential</b> - SEL <i>standards/goals</i> are embedded into lessons; Curriculum/Lesson is <i>connected</i> to students' needs and/or reasons for referral. Lessons are <i>constructed</i> to introduce new concepts or <i>build upon</i> previously learned ones. Session has Opening, Sharing, Activity and Closing.				X	
2. <b>Active</b> - Use <i>active tasks and activities</i> that allow students to <i>practice</i> skills and apply knowledge. Teaching strategies should include discussion with higher-order questioning, role-playing situations with takeaways, peer-teachings, gamified activities, interviews, pauses and reflections, incorporation of the arts/writing, and visuals.				X	
3. <b>Focus</b> - Facilitators can specifically address how a given skill <i>applies</i> in daily life and break down <i>strategies</i> and skills into smaller, more manageable components. Students <i>make connections</i> between SEL and what they're learning and initiate reflection, discussion and practice. The session was more than discussion/talking.				X	
4. <b>Explicit and Evaluative</b> - <i>Track/Chart</i> students' SEL progress over time, providing insight into students' skill development and student reviews. <i>Use tools</i> such as exit tickets, grades, rubric/ratings to provide frequent feedback for positive behaviors and identify growth areas as it relates to SEL and assess students' skills acquisition.  Facilitator provided feedback during time of lesson around concepts and used tools to assess student understanding at the end of the lesson. <i>It was not observed how connection to goals and student progress were being tracked or communicated to students or staff for reviews.</i>			X		

## Summary:

In the classroom observed, facilitator led a very active lesson with connected objective and tasks. The session had a variety of engaging activities that supported the key concepts self-awareness, self-management and mindfulness/grounding. There was great use of time and scaffolding activities throughout the period. The facilitator circled the class, asked questions, allowed free talk, refocused the group, and provided students with feedback.



Opportunities for Growth:

- 1) (Standard 4) **The program should continually incorporate and evaluates student SEL skill development and demonstration across the educational setting.** This could include providing professional development for teachers to infuse SEL competencies in class learning, activities, and examples, and for behavior staff to effectively track and assist students with SEL skills application beyond redirection and compliant behaviors.
- 2) (Standard 4) **The program should ensure connection of SEL to student goal monitoring and behavioral progress.** This could include discussing student skills development as it relates to their goals and progress during MTSS meetings, and ensuring the information is a part of students' periodic reviews.