



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 16, 2022

Contract Term: FY 2018 - FY 2022

Program Type: Adult Diploma

PROGRAM LEADERSHIP

Marcus A. Delgado, Chief Executive Officer

Anna Duvivier, Chief Operating Officer

Joycet Velasquez, Chief Academic Officer

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WALKTHROUGH REVIEW TEAM

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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 OVERVIEW

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 – The program offers classes on two blocks: Monday/Wednesday and Tuesday/Thursday. Students are able to take classes two nights each week, or four nights each week, which allows the program to re-engage students who are not ready or able to commit to a four night schedule right away. The program also hosts programming for students on Tuesday and Thursday evenings. On Tuesday, it is career readiness programming with the School Counselor, and on Thursday there are social emotional learning workshops with the Social Worker.

Teacher Development and Feedback – Teachers submit lesson plans bi-weekly and receive feedback from the Dean of Academics. The lesson plans contain the critical components of a typical lesson, including standards and objectives. Feedback is written on the lesson plans themselves, which is supported through individual meetings with teachers to discuss their lesson plans.

The Dean of Academics also does informal classroom observations and provides both verbal and written feedback to teachers. Teachers can expect to be observed and coached bi-weekly based on a rotating schedule. The Evening Campus uses the Danielson framework for coaching, with a strong focus on Domains 3a-3c. Teachers who need additional coaching may be asked to come in and do peer observations or to meet with the Dean of Academics on a night they do not teach.

Multi-Tiered System of Supports – The program offers academic support by individual teachers at the end of each evening. Students are encouraged to first take advantage of academic support before seeking other supports. The program also has a learning coach that checks in with individual students based on bi-weekly grade reports. The learning coach pulls students from class or pushes into class to support them. The program also has volunteer tutors from Drexel University who currently support the biology and algebra classes with Keystone anchored study guides. The program adjusts levels of support every 4-6 weeks based on grades and teacher reports.

Professional Development – The evening campus has an established professional development schedule that accounts for significant teacher and student needs. So far this year, the program's PDs have focused on addressing the needs of diverse adult learners, equitable classroom practices, and assessment strategies. The professional developments are delivered by the Dean of Academics, who receives verbal and written feedback on the professional developments from the teachers immediately after the sessions.

Parent and Family Engagement – The program uses Google Classroom and Email to communicate with students. Before the shift to remote instruction, the program communicated through Facebook, Instagram, the Remind App, and other web-based tools. After the shift to remote instruction, they consolidated the communications to Google Classroom since students are required to check Google Classroom every day for their classes. The program is developing a standalone website for the Evening Campus with other important information for students as well.

Use of Data – The Evening Campus uses the STAR assessment at the beginning and end of each Module. Teachers also use less formal assessments in their individual classes on a more frequent basis. The program uses STAR and classroom assessments to determine the focus areas for the Campus each Module. Because of the focus on improving Keystone results, the program has been focusing on reading and writing across the curriculum. The combination of STAR data, attendance data, and classroom assessments determine whether a student needs additional interventions.

SUMMARY OF PROGRAM AREAS OF STRENGTH

- The program has a very strong school culture which is built on strong relationships between staff and students, as well as student to student
- Engaging Openings were in place and accessible for all students, this was a well-executed program-wide focus.
- The program has developed a culture where students have a willingness to share when they needed more support or further clarity on a topic, taking ownership of their learning.
- A large variety of engagement strategies and instructional techniques were observed (eg, labs, writing, modeling with your body, teamwork, etc.), and led to high levels of student engagement.
- Teachers provided a great deal of positive reinforcement to share responses and keep grappling with concepts, which helped to develop a positive school culture.

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	17	20	3.4	Expectations Met
Domain II: Instructional Delivery	18	28	2.6	Expectations Met
Domain III: Conditions for Learning	24	28	3.4	Expectations Met
TOTAL	59	76	Overall Percentage: 78%	

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 was very welcoming and inviting. Not only was a warm atmosphere observed during observations, but it was also described by students during their interviews as well. There was a significant amount of positive reinforcement from staff, which further supported the positive and welcoming environment. There were well established routines both program wide and in classrooms, which were productive and supported student learning. Teachers were aware of student needs in their classrooms and supported all students in accessing the content.

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. <i>One key aspect of adult learning is rooting the new content in the adult's prior experiences or understanding, which was not observed in an intentional way in most classrooms. Instead, students were, at times, making connections independently to the content but not as part of the lesson design.</i>			X		
3. Lessons are rigorous.				X	
4. Students are working harder than their teachers.				X	
5. Evidence of data is visible. <i>Teachers were effective at using data shared from student responses verbally, however, no teachers were observed scanning written student work and responding to trends they observed in student responses. In teacher interviews, it was evident that STAR data is familiar to them, but it doesn't always drive instructional decisions.</i>			X		
6. Teachers question all students with the same frequency.				X	
7. Teachers ask all students questions at different levels of cognitive complexity. <i>The level of questioning was more on the lower level recall type questions (eg, "What is the capital?" "How do you say this word?" etc.), instead of high-level questions. When high-level questions were asked, they were generally answered by a volunteer who was usually the most vocal student in the class.</i>			X		

DOMAIN II: INSTRUCTIONAL DELIVERY, *continued*

Summary:

There was strong modeling observed in most classrooms, and the content being taught was both grade-level and standards aligned as well as delivered in an engaging way that pushed students to own the thinking load. In addition, there was a noticeable improvement from prior walkthroughs in making sure that all students were questioned and pushed to be involved in the lesson. There were some classrooms where the content was appropriate, though it was not always presented in a way that was relevant for students. In addition, the level of questioning today was lower level, meaning they did not encourage all students to engage in the most challenging questions. Lastly, it was unclear what data was being collected in the moment and how that, or STAR results, were being used to strategically inform instructional decisions.

Opportunities for Growth:

- (Standard 2) **The program should provide professional development and perhaps their lesson planning templates so teachers are intentionally planning how to build relevancy into their lessons.** With the project-based approach and the high-level of student relationships, support teachers with developing skills to design activities and choose resources your students will find

relevant. For example, this could mean adding different fields or guiding questions to the lesson plan template and providing targeted feedback on this aspect of the plans.

2. (Standard 5) **The program should provide professional development and coaching on how to use “check for understanding” strategies that would allow teachers to gather data on what students are or are not understanding about the lesson, and make strategic adjustments using that data.** For example, consider adopting an “everybody write” approach where teachers ask students to respond to a question in writing, scan their responses, and then move forward with more clarity on what students do or do not understand about the concept or skill being taught.
3. (Standard 7) **Continue developing and coaching teachers on how to ask high level questions of all students.** The culture is that all students will be involved in a lesson, but the most challenging questions are often only answered by volunteers. Consider questioning strategies/techniques involving all students or allow the teacher to cold call and be more intentional about who responds to 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:

There was strong evidence observed during the walkthrough the program has staff who are very interested in their students, and students, in turn, are invested in not only completing the lesson tasks but also learning the lesson content. Teachers utilized a variety of engaging approaches and worked to make sure everyone was involved. Engagement was almost universal, which was driven by several of the program-wide focus areas, such as strong opening routines and focusing on reading and writing. Student-to-student and student-to-staff interactions were overwhelmingly positive and contributed to a strong learning environment.