

## 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 11, 2022

**Contract Term:** FY 2018 - FY 2022

**Program Type:** Accelerated (Grades 9-12)

### CONTACT INFORMATION

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### INSTRUCTIONAL MODEL

YESPhilly is an accelerated high school program that supports classroom learning with integrated technology with a blended model program using the Summit Learning platform that is supplemented with classroom instruction.

### PROGRAM LEADERSHIP

**David Riviore**, Principal

**Gary Paprocki**, Executive Director

**Shanta Richardson**, Team Lead Special Education, Post Secondary and Compliance

**Tye Vallone**, Lead Teacher

### WALKTHROUGH REVIEW TEAM

**Daniel Turner**, Director of Instructional Resources

**Majeedah Scott**, Director of the Office of Multiple Pathways to Graduation

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**Jaz Council**, Relationships First Coach

## 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** – The program operates on a normal academic schedule four days a week, with Wednesdays being utilized for electives, health and physical education courses, mentoring, post-secondary work, and SEL. Additionally, academic courses each have a unique opening or “Do Now” designed to engage students in the days work with questioning and an inclusive design.

**Teacher Development and Feedback** – Teachers design and receive feedback on their unit plans, and utilize the Summit platform to design weekly and daily lesson plans. There are differentiated feedback conversations and supports as needed based on a review of teacher plans. In addition to planning feedback, teachers are also given feedback on informal observations. Teachers also meet four times each week for Common Planning Time (CPT), for collaborative planning on a variety of topics. Lastly, teachers also receive feedback aligned to the Danielson Framework twice each year in formal observations.

**Multi-Tiered System of Supports** – The program utilizes the MTSS system to track student data, progress, and intervention needs. This process is managed by the principal and the case management team, which reviews the data, and in consultation with the teachers to adjust interventions/support as necessary every two weeks. Another key component of this support is the mentorship session on Wednesdays, here teacher mentors can share and work with students to achieve their individual goals and incorporate student voice in the process. Much of the academic data tracking done by the program is on the Summit platform where students complete checkpoints, which all the teachers use to track progress, give feedback, and share their data with the team.

**Professional Development** – Professional development (PD) for the program’s staff is scheduled throughout the school year on a monthly basis. During the program’s intermission weeks between terms and during some afternoons there is also time for additional PD. PD is scheduled based on both District requirements and program/staff needs. The focus of PD for most of this year has been restorative practices, engaging students, and in social emotional learning (SEL) and trauma informed practices. The SEL and trauma informed practices have been supported and facilitated by Relationships First team from the School District.

**Parent and Family Engagement** – The program collects updated contact information at the start of each term from all students. The program then uses a variety of tools, including the PraxiSchool messaging system, to send group emails and texts to all families. This is in addition to frequent website updates and social media postings. Email is used to share event information with families, and bi-weekly teacher phone calls are utilized to share Progress Reports on student progress. Families are also encouraged to utilize the Summit Learning platform and the School District SIS page to access more detailed information about their student’s progress. The counseling team is in regular contact with families to help support and navigate attendance challenges, as well as other barriers to school.

**Use of Data** – The program utilizes the STAR assessment as their screening and progress monitoring tool for Reading and Math. They are improving their understanding of this data tool and are beginning to use it in more intentional ways to tailor student supports. This data, as well as attendance, staff input, progress on Summit, and counseling inputs are discussed in the bi-weekly MTSS meetings. In addition, teachers review student data weekly in their 1:1 mentoring conversations. Finally, students also meet with a staff member at the start of each term to review their previous report card, graduation plan, and to make any updates as necessary.

## SUMMARY OF PROGRAM AREAS OF STRENGTH

- Many different engagement strategies (video clips, compare and contrast, guided notes, note cards, etc.) were observed during the walkthrough and contributed to student engagement.
- The program had relevant content in several classes, such as high interest materials about the stock market and investing video clips from Boys N the Hood, and self-selected Op-Ed topics.
- The program had many warm teacher-student interactions (ie, very comfortable, evidence of rapport).
- There was evidence of strong planning in most classrooms observed.
- The program utilizes engaging openings, where were accessible, objective aligned, and interesting across classrooms and in lesson plans.
- The program-wide policies and procedures were all being followed—most notably their cell phone policy—and were familiar to everyone.

## 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	18	28	2.6	Expectations Met
Domain III: Conditions for Learning	21	28	3	Expectations Met
<b>TOTAL</b>	<b>54</b>	<b>76</b>	<b>Overall Percentage: 71%</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 has established a warm and welcoming environment, shown through their table display when you exit the elevator, and the warm greetings students receive from the office staff and teachers. Displays of student achievement around the building add to this environment as well. There were strong program-wide procedures (eg, bathrooms, cell phones, etc.) as well as classroom systems and norms—students had access to all needed materials and there were no disruptions observed. This was further fortified by consistent teacher reinforcement of positive behaviors, and teachers were aware of students and their engagement. When students were off task or not completing their work, they were appropriately reminded of expectations or given support.

## 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><b>1. Teachers model the thinking and learning process.</b>  <i>In some classrooms, strong modeling was observed, however, this was not consistent across classrooms. For instance, sometimes teachers would model a response before releasing students to complete a task on their own. In other classrooms, there was no modelling, and students were much more hesitant to engage in the activity.</i></p>			X		
<p><b>2. Teachers make the curriculum relevant for their students.</b></p>					X
<p><b>3. Lessons are rigorous.</b></p>				X	
<p><b>4. Students are working harder than their teachers.</b></p>				X	
<p><b>5. Evidence of data is visible.</b>  <i>There were references to previous lessons, however, this is an opportunity for growth. For example, students were engaged in learning about the American Dream, but the walkthrough team did not observe any discussion of a common definition of what that Dream is. This was also evident in the Science class where wrong answers were corrected and then the lesson proceeded, without confirming students understood the correction.</i></p>			X		
<p><b>6. Teachers question all students with the same frequency.</b>  <i>There needed to be much more questioning of all students. Often there were instances where volunteers were allowed to answer. There was some cold calling, but not enough to insure that all students were fully engaging in the lesson.</i></p>			X		
<p><b>7. Teachers ask all students questions at different levels of cognitive complexity.</b>  <i>There were some high-level questions, but even when asked, the teachers seemed to move on quickly to the next task instead of allowing the conversation to develop and explore an idea. Most questions were at lower levels of complexity, further still not all voices were involved in these conversations.</i></p>			X		

DOMAIN II: INSTRUCTIONAL DELIVERY, *continued*

## Summary:

In the classrooms and lessons observed during the walkthrough, the program utilized well designed and relevant content that students found engaging. In addition, the level of rigor was high, with students frequently asked to write as well as defend their answers or explanations with evidence. Different texts were utilized across classrooms which further supported the rigor of the lessons being taught; one exception was in Math, where outcomes were less clear, and the lesson was much less engaging (ie, students mostly notetaking.) The modeling observed was not consistently strong, but in those areas where strong modeling was provided, student quickly engaged with the work and produced stronger responses. There is also room for improvement in both the use of data to drive instructional decisions as well as the questioning of students. There were several examples where teachers would pose a question to

the class, allow volunteers to answer, and then accept correct answer, or they would correct wrong answers and move forward without confirmation of understanding or questioning of those that did not volunteer.

Opportunities for Growth:

1. (Standard 1) **The program should provide professional development and coaching on best practices for modeling that allow teachers to better prepare their students to engage in the independent activities.** This would be a useful topic to discuss during CPT, as there were some examples of strong modeling observed where teachers would go over an exemplar response, or do the first problem with the class, etc.
2. (Standard 5) **The program should provide professional development and coaching on how to utilize data (especially from checks for understanding) in the moment to accelerate student learning.** Consider adopting a small set of checks for understanding and then a uniform way of responding to the data (eg, What do you do when students demonstrate understanding? What do you do when they are not comprehending?) while also working to finish the lesson.
3. (Standard 6) **The program should provide professional development and coaching on techniques for questioning that move beyond volunteers (eg, cold calling systems or a tracker) to involve all students.** Consider providing a small menu of techniques, and then provide coaching on the technique that best fits each teacher's classroom culture. Resources such as the book, *Teach Like a Champion* or *Total Participation Techniques*, provide descriptions of these techniques.
4. (Standard 7) **The program should provide professional development on the crafting and execution of high-level questions.** Consider how not only supporting teachers in developing high-level questions, but how to also respond when students are unable to answer or answer incorrectly.

## 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. <i>There were few examples of students talking with one another as part of an academic task. There were no negative student interactions, however, the low level of student conversations needs to be supported with an increase in Think-Pair-Share or group work activities.</i>			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 high levels of student engagement, both due to the use of a wide variety of engagement techniques (most of which were pencil and paper and not technology based) as well as frequent monitoring to make sure students were completing their work. This engagement was clearly a focus area of the program, and one in which they have made significant progress from prior walkthroughs. The high levels of engagement were further supported by the very high level of interest staff showed in their students; it was clear they had built strong relationships and were aware of what was happening in their students' lives. Moreover, this meant students were quick to comply with teacher directions. There is room for improvement in the amount of student-to-student interactions that take place.

## Opportunities for Growth:

- (Standard 4) **Provide professional development and coach support for some flexible structures that encourage student to student interactions.** Consider different structures like think/pair/share, small group activities, or explicitly teaching talk moves designed to facilitate more student-to-student interactions. Having teachers plan these types of activities would be especially useful in the collaborative space of CPT.