

Instructional Walkthrough Report

SY 2022-2023

Instructional Walkthrough Overview

Instructional Walkthroughs for all Opportunity Network contract programs focused on the instructional design and implementation of this design with consistency and fidelity at the classroom level required to deliver high quality instruction to all 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.

Walkthrough Date: March 24, 2023

Contract Term: FY2023 – FY2027

General Information

Program Mission:

Program Leadership:

Dr. David E. Thomas
Vice President, Strategic Initiatives & Community Engagement
Thomas Stubbs, Sr.
Assistant Director, Gateway to College

Dr. April D. Voltz
Associate Vice President, Strategic Initiatives & Community Engagement

Monifa Young
Director, Gateway to College

Walkthrough Review Team:

DawnLynne Kacer
Executive Director, Opportunity Network

Daniel Turner
Director of Instructional Resources, Opportunity Network

Tiana Wilson
Assistant Director, Re-Engagement Center

Nefertiti White
Director, Specialized Services

Program Overview

The following is a brief description and summary of different aspects of the Opportunity Network program. These descriptions were shared by the programs prior to the walkthrough and informed by observations as part of the formal Instructional Walkthroughs.

Daily Structure

Program Snapshot

Enrollment	59 (as of April '23)
Instructional Model	Direct Instruction

Daily Student Schedule

Full Day	8:10 am – 4:10 pm
----------	-------------------

Class Duration

Core Courses	90 minutes
Advisory	30 minute
Achievement Lab	120 minutes

Number of Classes

Number of Courses Students Can Take	3-5 classes (college courses, HS Electives, or credit recovery)
-------------------------------------	---

School Culture

Students are supported with advisory each day, 1:1 meetings with academic coordinators, and a monthly Town Hall.

Core Curriculum Resources

Math	CCP Curriculum
English	CCP Curriculum
Science	CCP Curriculum
History	CCP Curriculum

Student Supports

Achieve 3000 Literacy	✓ Intervention Period
Achieve 3000 Math	Co-Teaching/Push-In Support
✓ Small Group Instruction	Community/External Partners (ex: ELECT, etc.)

Additional Supports:

In addition to the Achievement Lab, students are also supported in accessing the academic supports offered by CCP. Students are also asked to participate monthly in a civic engagement/volunteering activity.

College & Career Readiness

✓ Service Learning Opportunities	<u>Certifications Offered</u>
Internship Program	
✓ 1-on-1 Counseling	

Additional/Other Certification Opportunities:

The program offers individual career counseling and several career readiness supports. Students at Gateway are dual enrollment, which meets the Act 158 graduation requirements as they earn college credits.

Culture of Academic Success

✓ Honor Roll	✓ Public Recognition
Student Government	

Additional/Other Academic Success

The Gateway program also celebrates students for academic progress in advisor with their "Star Jar" acknowledgements and recognition ceremonies each semester.

Summary of Program Areas of Strength

Below are short descriptions of areas where the program has shown sustained strength, as informed by the school visit, student and staff interviews, and a review of the provided artifacts.

- Guest Presentations**
 The program utilizes a number of guest presenters for Advisory and Senior Seminar, those observed had an awareness of student interest, and made their presentations relevant (connecting them to resources and opportunities), program leadership often enhanced these connections with support during the presentation.
- Individualized Approach**
 There is a very individualized approach to the programs structures and supports so that each student gets what they need to be successful. This starts with the student's intake and orientation into the program and continues with the 1:1 support the student receives from their specific Academic Counselor. Students also frequently work directly with the program's Director to receive supports that contribute to their overall academic success.
- Relevance and High-Level Concepts**
 There was a great blend in Hip Hop and Ethics of the relevant history/content and the very high-level concepts being discussed, which was both rigorous and engaging for students.
- Supporting and Welcoming Staff**
 Academic coordinators were noted in the student interviews as being supportive and welcoming and a key resource for students as they navigate their courses at CCP.

Performance Summary- All Domains

The table below summarizes the number of standards by category that met expectations consistent with contract requirements during the 2022-2023 Instructional Walkthrough. Information regarding how standards in each domain are measured can be found in the Performance Framework for Opportunity Network contract programs.

Domains	Program Performance	Total Possible	Average Rating	Category
Domain I: Overall Management (Page 4)	14	20	2.8	Expectations Met <i>(SY2021-2022: Expectations Met)</i>
Domain II: Instructional Delivery (Page 5)	19	28	2.7	Expectations Met <i>(SY2021-2022: ▲ Nearing Expectations)</i>
Domain III: Conditions for Learning (Page 7)	15	24	2.5	Expectations Met <i>(SY2021-2022: Expectations Met)</i>
Total	48	72	Overall Percentage: 70%	

Domain 1: Overall Management

Management for a Safe and Educationally Supportive Environment	Observation Notes (notes are provided for standards rated Nearing or Did Not Meet Expectations)	Performance Rating
1. Program Environment Maintains a school environment where students feel welcome and invited.		Expectations Met (SY2021-2022: Expectations Met)
2. School-wide Rules and Procedures The program ensures school-wide rules and procedures are operating effectively.		Expectations Met (SY2021-2022: Expectations Met)
3. Classroom Rules and Procedures The program ensures classroom rules and procedures are operating effectively.		Expectations Met (SY2021-2022: Expectations Met)
4. Acknowledgement of Students The program's acknowledgement of students who are/are not following school-wide and classroom procedures is evident.	There was little positive reinforcement of students- there were several missed opportunities during class time (e.g. in Hip Hop & Ethics and Achievement Lab) to celebrate students both for their participation in those structures but also for achievements and growth in their courses (both CCP and Edgenuity).	Nearing Expectations (SY2021-2022: ▼ Expectations Met)
5. Awareness of Conditions Teachers display an awareness of conditions.		Expectations Met (SY2021-2022: ▲ Nearing Expectations)

Observation Summary

The program has created a welcoming and supportive environment for students. It was clear that relationship building efforts are part of the individual support students receive, as well as embedded in the structures like Achievement Lab and classes such as Hip Hop and Ethics. The program has clear systems in place for transitions, taking attendance, and for students to access support when needed. In the classroom setting there was also evidence of supportive systems, like support with accessing technology or print resources, checking in with a mentor about grades or an assignment, or setting and upholding expectations for a guest speaker; these all combined to create a supportive of a productive learning environment. One opportunity for further growth is in regularly and positively recognizing students who are on task and making progress (be that in their CCP courses, or online in Edgenuity, or in Achievement Lab).

Domain 2: Instructional Delivery

Components of Effective Instruction	Observation Notes <i>(notes are provided for standards rated Nearing or Did Not Meet Expectations)</i>	Performance Rating
<p>1. Instructional Modeling Teachers model the thinking and learning process.</p>		<p>Expectations Met <i>(SY2021-2022: Expectations Met)</i></p>
<p>2. Curriculum Relevance Teachers make the curriculum relevant for their students.</p>		<p>Expectations Met <i>(SY2021-2022: N/A)</i></p>
<p>3. Curriculum Rigor The program ensures all lessons are rigorous.</p>		<p>Expectations Met <i>(SY2021-2022: N/A)</i></p>
<p>4. Student Effort Courses are developed and implemented to ensure students are working harder than their teachers.</p>	<p>In general students were doing lots of listening and little written work, with the balance of the work being done by the teacher and not students. There were several missed opportunities for students to write and or provide more input, such as the presentation in advisory or the lecture in Hip Hop and Ethics. Providing time to process and think (perhaps write a response which would also support literacy practice) as the calss began to discuss prompts in Hip Hop and Ethics would have more effectively pushed more of the thinking and cognitive load onto students.</p>	<p>Nearing Expectations <i>(SY2021-2022: Nearing Expectations)</i></p>
<p>5. Classroom and Instructional Data Evidence of data is visible.</p>	<p>The staff collected data from students during Achievement Lab and advisory, however, this data was self-reported by students. Students were then supported based on where they were seated, or if they asked for help. There was a missed opportunity by the staff to preview student data (Edgenuity progress, attendance, course grades, etc.) and to strategically work with students on identified priorities.</p>	<p>Nearing Expectations <i>(SY2021-2022: Nearing Expectations)</i></p>
<p>6. Teacher Questioning Teachers question all students with the same frequency.</p>		<p>Expectations Met <i>(SY2021-2022: Expectations Met)</i></p>
<p>7. Cognitive Complexity Teachers ask all students questions at different levels of cognitive complexity.</p>		<p>Expectations Met <i>(SY2021-2022: ▲ Nearing Expectations)</i></p>

Observation Summary

The program is meeting expectations for several areas of Instructional Delivery. There was strong modeling of concepts in the Achievement Lab as well as the Hip Hop and Ethics course. In addition, the coursework in Hip Hop and Ethics was made explicitly relevant for students through multiple points of reflection. This relevance was also present in Achievement Lab and Advisory, where students were again pushed to make connections to the content and their goals. The content presented was rigorous and grade level appropriate, including the use of text as the center of the lesson. Lessons were inclusive and pushed all students to grapple with higher level questions. There were two opportunities for improvement- pushing more of the thinking work on to students as well as using more data to drive instructional decisions, particularly in the student support structures (like Achievement Lab).

Opportunities for Growth

1. Standard 4: Students are working harder than their teachers.

The program should create a structure so students are able to take on more of the higher order thinking and cognitive load during Gateway to College courses and presentations and not just be passive listeners.

This structure may be a structured note taking form, a standard set of reflection questions, or a group discussion prompt. When these structures are already present (such as graphic organizers), they should be integrated into the lesson so that students are prompted to share out during the lesson or presentation helping to build understanding for all students. Teacher/facilitator should also utilize cold calling and walk around checks for understanding to ensure the structures are being used and students are capturing key ideas and wanderings. Students should be active, and their engagement should be visible (such as note taking, questioning, etc.) during presentations.

2. Standard 5: Evidence of data is visible.

The program should develop a data-based plan for the Achievement Lab structure so staff know who they will be meeting with and what their priority should be.

Much like a lesson plan, this should help the staff to know what their goal is for the day, and what kinds of support they need to provide to each student- based on data, such as attendance, grades, student reflections/goals, etc. The program should create a data capture tool so that all Academic Counselors are using the same data points and connect data tiers to various supports so that students are receiving supports that are aligned to their specific needs and targeted based on the current data.

Domain 3: Conditions for Learning

Establishing Conditions Necessary for Learning	Observation Notes <i>(notes are provided for standards rated Nearing or Did Not Meet Expectations)</i>	Performance Rating
<p>1. Non-Engagement Teachers are aware of non-engagement in their classrooms.</p>	<p>Some students, by sitting in a certain area of the room and not engaging were able to "hide" and not fully participate in multiple of the structures observed (Achievement Lab, Hip Hop and Ethics, Advisory.) There was not a clear or transparent way for staff to monitor student participation outside of the Hip Hop course.</p>	<p>Nearing Expectations <i>(SY2021-2022: Nearing Expectations)</i></p>
<p>2. Engagement Strategies Teachers use a variety of engagement strategies.</p>	<p>Most of the class time in the Hip Hop and Ethics course was spent in whole group activities, lecture, class discussion, or responding to a prompt in writing. The program has little high-level student engagement. For example, there were very few turn and talks, small group activities etc. were utilized in the Hip Hop course. Similarly, there was little participation from students during the WorkReady presentation- despite efforts made by the presenter. Students were rarely asked to speak with their classmates or other activities that would push them to engage with the content at high level.</p>	<p>Nearing Expectations <i>(SY2021-2022: ▼ Expectations Met)</i></p>
<p>3. Student Engagement Students appear to be engaged in the lesson.</p>		<p>Expectations Met <i>(SY2021-2022: Expectations Met)</i></p>
<p>4. Peer Interactions Students are interacting appropriately with other students.</p>	<p>There were very few opportunities in any of the structures observed (Advisory, Achievement Lab, or Hip Hop and Ethics) for students to work together and have conversations. Given the program's focus on community and attendance- this is an opportunity to help students build relationships and engage more in their work at Gateway. Informal student interactions (before and after class etc.) were appropriate.</p>	<p>Nearing Expectations <i>(SY2021-2022: Nearing Expectations)</i></p>
<p>5. Teacher Interest Teachers demonstrate a clear interest in their students.</p>		<p>Expectations Met <i>(SY2021-2022: Expectations Met)</i></p>
<p>6. Student Responsiveness Students are appropriately responsive to teacher interactions.</p>		<p>Expectations Met <i>(SY2021-2022: Expectations Met)</i></p>

Establishing Conditions Necessary for Learning	Observation Notes (notes are provided for standards rated Nearing or Did Not Meet Expectations)	Performance Rating
7. School-Wide Focus There is clear evidence of the school-wide focus in the classrooms.		N/A <i>(SY2021-2022: Nearing Expectations)</i>

Observation Summary

The program has some conditions for learning in place- students were engaged in the tasks given and participated in class discussions when possible. Staff showed interest in their students, and had an awareness of their interests (as shared in Advisory). However, the tasks given were not varied, did not always lead to higher order thinking and did not always promote student engagement. There is an opportunity to increase the amount of engagement and student to student interactions by offering different structures and activities.

Opportunities for Growth

- Standard 1: Teachers are aware of non-engagement.

The program should arrange classrooms so teachers can easily circulate and monitor all students and their engagement in the lesson.

This may mean assigning seats when class sizes are small, or re-arranging when the room is full (such as the guest presenter during advisory). Staff should be able to circulate the room, or confirm participation by having students engage in a visible engagement strategy (taking notes, talking with a partner, sharing out with a signal/card etc.).

- Standard 2: Teachers use a variety of engagement strategies.

The program should provide professional development for staff on engagement strategies, as well as adopt a consistent structure for guest speakers to promote student engagement.

This structure might be as simple as a note-taking graphic organizer or an incentive for those who ask questions, etc. but the structure should also be integrated into the lesson such that is both encourages higher order thinking but also student participation (for example, students sharing aloud reflections they captured on their note taker or asking questions of the presenter from wanderings they recorded during the presentation).

- Standard 4: Students are interacting appropriately with other students.

The program should determine professional development and coaching for their teachers and staff on structures and techniques promoting more student-to-student interactions.

Consider how you can leverage the Think/Pair/Share structure, or some group work strategies/protocols to help support these interactions. Consider engaging student leaders to suggest student to student structures as well so that students are able to be more participatory in their learning journey.