Evidence-Based Practices (EBP) Walkthrough Process
After EBP Walkthroughs

- The SSIP Observation Team may choose to return to a quiet location for a Post-Observation Meeting where each observation can be openly discussed. Discussions may include:
    a. Celebrating the observed classroom practices that will pay dividends to student outcomes
    b. Sharing perspectives, coming to a common understanding about what was observed, and coming to a common understanding about what will be ultimately recorded can result in improved data accuracy and reliability

Following up on EBP Walkthroughs:

While it is not necessary to expand on the EBP Walkthrough Process beyond what pertains to SSIP, the following elements provide some choices that learning communities engaging in walkthrough systems for the development of evidence-based practices, may find helpful outside of SSIP participation.

- The Learning Community Observation Team can collaborate to discuss options to use the observations, that may find useful for outcomes. Some examples may include:
    a. Finding places where there was an opportunity for evidence-based practices that were not observed but would pay dividends to student outcomes
    b. Finding ways to connect the opportunity for evidence-based practices with the opportunity for development. This may include:
        - Peer observation (General-Targeted)
        - Professional Development (PD)
        - Professional Learning Communities (PLC)
        - Growth analysis
        - Connection to student outcomes
- After the Post-Observation Meeting concludes, one of the Observation Team members can meet with the teacher to:
    a. Provide a copy of the EBP Walkthrough Tool
    b. Celebrate the observed classroom practices that will pay dividends to student outcomes
    c. Process the opportunities for implementing additional practices
    d. Set up the next steps in the process, including:
        - Resources and times/dates for EBP development
        - A time/date for the next EBP Walkthrough at which all practices will be observed during the lesson, with particular attention on the implementation of practice(s) related to the PD

Data for the Process
Some examples of data analysis from the EBP Walkthrough Tools and Process include:
    a. Trends of practices being observed or not being observed in the classroom
    b. Availability of PD to address evidence-based, classroom practices
    c. Rates of practices observed after addressing with PD
    d. Growth in practices, in comparison to student outcome data

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Opportunities to Expand the Process

Some examples of expanding the EBP Walkthrough Process beyond two classrooms, include:

a. More Observation Team members, including teachers exhibiting high incidence of observed practices during EBP Walkthroughs

b. Including additional grade levels and school sites in the Walkthrough Process

c. Survey for teachers pertaining to EBP Process activities using the feedback to consider Process revisions

d. A coordination of collaborative groups with SpEd, GenEd, EL and Special Area members for the purpose of reviewing progress data and instructional planning

e. Connection to other systemic improvement activities, such as the Success Gaps Rubric and Action Plan, in order to further leverage outcomes and work within capacity