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

The EBP Walkthrough Team
The Team is typically comprised of two or more members of the following:
- The Principal
- The Assistant Principal
- The Special Education Lead
- The Reading Coach
- The Reading Interventionist
- An Instructional Lead

The Classrooms and Instructors for the Walkthrough
The direction, pace, and extent of implementation will depend on the dynamics of the learning community, such as the extent to which observational tools and systems are already in place and the capacity for implementing observational systems. For learning communities that do not already have a robust EBP walkthrough system in place, it may be beneficial to start by observing 2–3 classrooms at first and by testing capacity while progressing through the process. Some of the classroom dynamics to consider while initially implementing or while analyzing progress during implementation include:
- New or veteran instructors
- Instructors that can benefit from growth opportunities
- Instructors that are motivated by growth opportunities
- Instructional Leaders that can serve as models for the community

Classroom Dynamics for the SSIP Process
SSIP learning communities provide two completed EBP Tools for each submission period, from classrooms with the following characteristics:
- Classrooms containing students in grades K–3
- Classrooms having students with disabilities in attendance
- Classrooms providing ELA or ELA-integrated instruction during the walkthrough
- Whenever possible, the same two classrooms/instructors for each submission

1. Walkthrough Team members participate in the EBP Walkthrough Process Presentation in conjunction with reviewing all supporting materials toward gaining a deeper and more common understanding of the practices on the EBP Tool. In addition to the EBP Presentation, resources include:
   a. EBP Walkthrough Examples
   b. EBP Process—Before and During Walkthroughs
   c. EBP Process—After Walkthroughs

2. After reviewing the EBP Presentation and accompanying resources, the Walkthrough Team can decide the structure of data collection for the four quadrants on the EBP Tool (Learning Environment, Instructional Practices, Student Interaction, or Student Engagement). Some examples are as follows:
   a. Two observers; two quadrants per observer: a 20-minute walkthrough per classroom.
   b. Four observers; one quadrant per observer: a 5–10-minute walkthrough per classroom.
   c. Four observers; two quadrants per observer: a 20-minute walkthrough per classroom. With more than one person collecting on a given quadrant, team members are not only able to have conversations about observed practices but also to compare and calibrate final data points for greater data reliability.

3. After creating the walkthrough schedule with classrooms, times, and dates, communicate to those teachers at least a week prior to inform them of the process and to emphasize that EBP Walkthroughs are not intended for teacher evaluation but are rather an opportunity to showcase evidence-based practices within the classroom.

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