Evidence-Based Practices (EBP) Walkthroughs

Tool and Process

Overview

Tool and Process

Learning Walks

EBP Walkthroughs

Performing Learning Walks

Using the EBP Diagnostic Tool

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Evidence-Based Practices Walkthrough Tool

Observer:	Teacher:	Date:
Time In/Out:	Grade:	Subject:

Inclusive Learning Environment	Tally	Evidence / Notes
1. **Content, language, and social learning outcomes** are flexible, posted, measurable, observable, and in student-friendly language; created with/by students ☐ **Measurable** ☐ **Observable** ☐ **Student-friendly Language**		
2. **Student-centered classroom**; student work displayed is current, relevant, and accurate; classroom charts are created with/by students ☐ **Relevant** ☐ **Accurate**		
3. **Respectful classroom management and organization**; rules, procedures, and behavior expectations are created with/by students; are evident and posted ☐ **Rules/Behavior Expectations** ☐ **Procedures**		
4. **Classroom library** organized with student input, variety of genres, accessible to all ☐ **Variety of Genres** ☐ **Student Choices** ☐ **Text Accessibility** ☐ **Physical Accessibility**		
5. **Word walls and key vocabulary** charts are created with/by students; contain symbols/pictures and used as a resource by all students ☐ **Symbols/Pictures** ☐ **High Frequency/Key Vocabulary** ☐ **Used as a Resource**		
6. **Presence and use of manipulatives**, objects, real-world and diverse examples ☐ **Manipulatives** ☐ **Real-world Examples/Objects** ☐ **Diverse Examples**		
7. Effective and efficient transitions between activities ☐ **Efficient** ☐ **Effective** ☐ **Engaging**		

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There are four quadrants, and each quadrant contains seven indicators.

As we go through the presentation, consider which Quadrants or Indicators that you are most comfortable with, both as an instructor and an observer.

Instructional Practices "The What"	Count	Evidence / Notes
1. **Demonstration (I do it):** whole group; comprehensible input is provided throughout the lesson; crystal clear language, pacing, visuals, realia, color, and different learning modalities are evident; explicit systematic instruction ☐ **Explains** ☐ **Comprehensible input** ☐ **Show/Tells** ☐ **Explicit/Systematic**		
2. **Shared Experiences (We do it):** whole group/small/flexible group modeling ☐ **Frontloads*** ☐ **Scaffolds** ☐ **Negotiates*** ☐ **Supports**		
3. **Guided Practice (You do it together):** small flexible group, 1-1 with minimal guidance; for fluency and transfer of new learning with support and problem solving ☐**Students in Charge of Learning** ☐ **Practice for Fluency** ☐ **Collect Evidence of Learning** ☐ **Proble Solving**		
4. **Independent Practice (You do it by yourself):** time provided for mastery ☐ **Assists as Needed** ☐ **Coaches** ☐ **Evaluates** ☐ **Modifies and Adjusts**		
5. **Closure**; reviews learning targets with students; use of ongoing assessments (self, formative, interim, summative, anecdotal) ☐ **Reviews Learning Targets** ☐ **Formative Assessment** ☐ **Interim/Summative Assessment** ☐**Self Reflectio**		
6. **Monitoring and adjusting student learning**; engagement; interactions; uses, gives immed and specific feedback effectively ☐ **Teacher Engagement** ☐ **Teacher Interactions** ☐ **Responsive** ☐ **Immediate-Specific Feedback**		
7. **Incorporates, plans for higher order thinking** question activities and wait time ☐ **Plans Questions** ☐ **Asks Questions** ☐ **Activities** ☐ **Wait time**		

Inclusive Learning Environment Tally Total		
Teacher Instructional Practices Tally Total		

Excer

Each Indicator contains a group of evidence-based classroom practices.

The classroom practices will appear in both list and check-box form. You will use the check-boxes in the classroom to indicate when you observe each classroom practice. After our overview, we will take a closer look at these classroom practices.

Student Interactions "The How"	Count	Evidence / Notes
1. **Students expression** by thinking, listening, speaking, reading, writing, sharing, and discussing ☐ **Listening/Thinking** ☐ **Speaking/Sharing** ☐ **Reading** ☐ **Writing**		
2. **Students involved in text activity**; note-taking; research; use of assistive technolog[...] multi-media; use multiple tools for construction and composition ☐ **Note-taking** ☐ **Research** ☐ **Assistive Technology/Multi-Media** ☐ **Construction/Comp[...]**		
3. **Students are goal-setting**; ongoing use of self-assessments, formative assessment[...] reflections ☐ **Goal-Setting** ☐ **Self-Assessment** ☐ **Formative Assessment** ☐ **Reflection**		
4. **Students interact in guided practice**, projects, conferencing, collaborating, commu[...] personal coping skills and strategies, in charge of learning together ☐ **Peer projects** ☐ **Conferring** ☐ **Collaborating** ☐ **Personal Coping Skills/Strategies**		
5. **Students practice independently for personal mastery**; planning; choice; autono[...] visualization; manipulation of learning ☐ **Plans Learning** ☐ **Makes Choices** ☐ **Generalizes Learning** ☐ **Uses Visualization***		
6. **Student performance**; presentation; reading/writing for authentic audience/purpose[...] ☐ **Presentation Plan** ☐ **Speaking/Reading/Writing** ☐ **For an Audience** ☐ **For a Purpo[...]**		
7. **Students participate in higher order thinking** and in a variety of learning modalitie[...] learning through physical action ☐ **Art** ☐ **Music** ☐ **Physical Movement** ☐ **Drama**		

Each Quadrant has a section for a Count and for Evidence / Notes

The Count section is available for adding the total practices for each indicator.
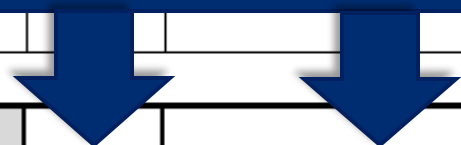
The Evidence / Notes section is available so you can choose to provide context or clarification on some of the Indicators. This will also help to provide specific positive feedback to classrooms upon the completion of the observation.

Student Engagement "The Why"	Count	Evidence / Notes
1. **Students are engaged in highly motivating**, real-world experiences and/or issues ☐ **Highly Motivating** ☐ **Real-World** ☐ **Social Justice/Civic Issues** ☐ **Culturally Responsive**		
2. **Students engaged in meaningful, challenging, relevant activities**; evidence of self-determined learners ☐ **Meaningful** ☐ **Challenging** ☐ **Relevant** ☐ **Self-determined/Self-Monitoring**		
3. **Students connect and apply learning** to culture, background knowledge, strengths, and needs ☐ **Culture** ☐ **Background Knowledge** ☐ **Strengths** ☐ **Needs**		
4. **Students demonstrate learning** through planning, thinking, listening, speaking, rea[ding], writing, multi-media; engaged in shared/collaborative learning ☐ **Planning** ☐**Thinking/Listening** ☐**Speaking** ☐**Reading** ☐**Writing** ☐ **Multi-media** ☐Co[l]		
5. **Students' materials, resources, texts are relevant** and suitable to the content and[ ]social learning outcomes, evidence of self-regulating behavior ☐ **Language Outcome** ☐ **Content Outcome** ☐ **Social Learning Outcome** ☐ **Self-Regulation**		
6. **Students have multiple opportunities for dialogue and conversations** (50% stud[ent] engaged in information processing, application and transfer of learning ☐ **50% Student-Talk** ☐ **Information Processing** ☐ **Generalizes Learning**		
7. **Students are participating in differentiated activities and accommodations** ☐ **Content** ☐ **Process** ☐ **Products/Resources/Materials** ☐ **Time**		
Student Interactions		
Student Engagement		

This part of the **Count** section is available for the total practices in each quadrant.

You can put summarized evidence or conclusions in this part of the **Evidence / Notes** section.

Excep[t]

Guiding Research
HLP

It is aligned with the **High Leverage Practices**:

The most critical practices for improving student outcomes

Collaboration

Assessment

Instruction

Social/emotional/behavioral

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Guiding Research
UDL

The EBP Tool is aligned with the **Universal Design for Learning**:

Providing multiple means of stimulating our brains in diverse ways.

Provide multiple means of
Engagement

Affective Networks
The "WHY" of Learning

Provide multiple means of
Representation

Recognition Networks
The "WHAT" of Learning

Provide multiple means of
Action & Expression

Strategic Networks
The "HOW" of Learning

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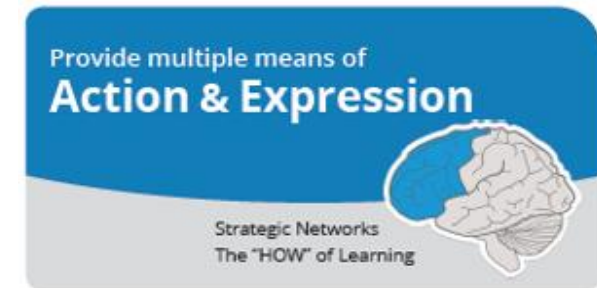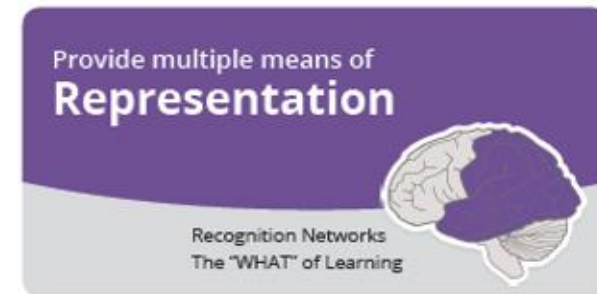
Guiding Research
CCC

It is aligned with the **College & Career Competency Framework**:

Supporting educators and families in developing resilient, collaborative, and self-regulating learners

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Guiding Research
OLM

The EBP Tool is aligned with the **Optimal Learning Model**: Scaffolding from guidance to independence

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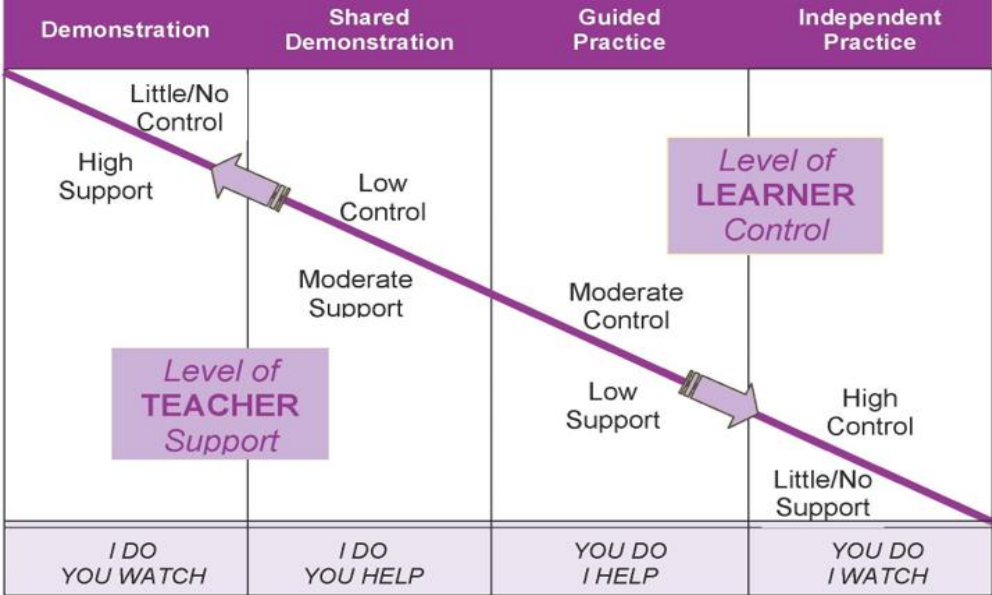
Systemic Improvement:
Pedagogy, EBPs, and Outcomes

The EBP Tool is a comprehensive collection of evidence-based classroom practices.

Rather than expecting to see all practices in a brief walkthrough, the process provides the opportunity to highlight and celebrate where evidence-based practices have been effectively implemented.

Further, by connecting the data to a process of development, it provides a framework for strengthening evidence-based classroom practices and making a connection to student outcomes.

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The EBP Process
Possibilities for Development

Observation #1

Observation #2

- Peer Observation (General-Targeted)
- Professional Development
- Professional Learning Communities
- Growth Analysis
- Connection to Student Outcomes

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The EBP Tool

Evidence-Based Classroom Practices

Evidence-Based Practices Examples/Non-Examples

Optimizing Reliability

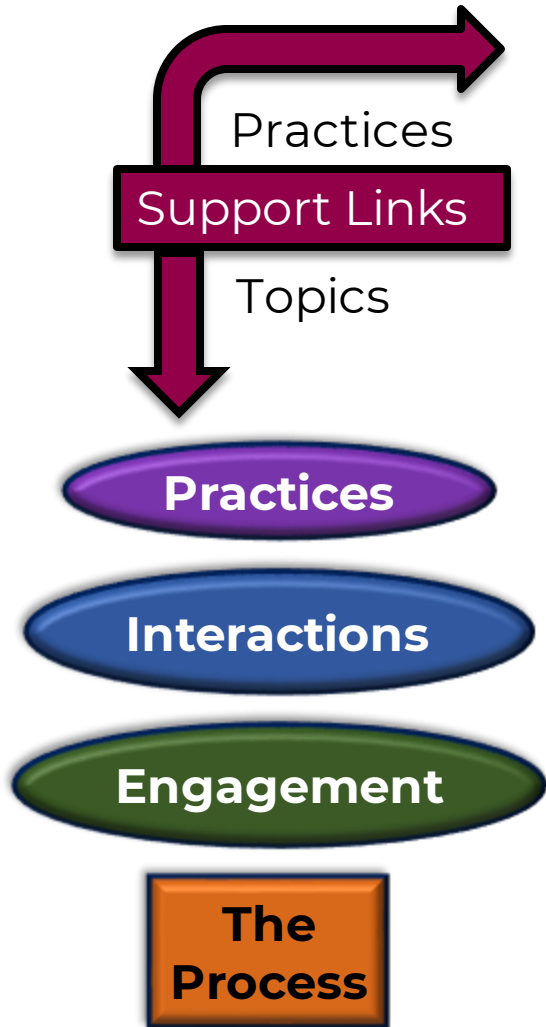| Which evidence-based practices will we be looking for?	How do I know that I've seen a particular evidence-based practice?
We can improve the reliability of our process by collaborating before we observe. Let's see if we have any questions about what we will be looking for, before we go on our walkthroughs.	We can improve the reliability of our results by collaborating after finish our observations. You can combine your separate observations on a single observation document.

Practices

Support Links

Topics

Practices

Interactions

Engagement

The Process

Inclusive Learning Environment

1. **Content, language, and social learning outcomes** are flexible, posted, measurable, observable, and in student-friendly language; created with/by students
   ☐ Measurable   ☐ Observable   ☐ Student-friendly Language

2. **Student-centered classroom**; student work displayed is current, relevant, and accurate; classroom charts are created with/by students
   ☐ Relevant   ☐ Accurate

3. **Respectful classroom management and organization**; rules, procedures, and behavior expectations are created with/by students; are evident and posted
   ☐ Rules/Behavior Expectations   ☐ Procedures

4. **Classroom library** organized with student input, variety of genres, accessible to all
   ☐ Variety of Genres   ☐ Student Choices   ☐ Text Accessibility   ☐ Physical Accessibility

5. **Word/Sound Walls and key vocabulary** charts are created with/by students; contain symbols/pictures and used as a resource by all students
   ☐ Symbols/Pictures   ☐ High Frequency/Key Vocabulary   ☐ Used as a Resource

6. **Presence and use of manipulatives**, objects, real-world and diverse examples
   ☐ Manipulatives   ☐ Real-world Examples/Objects   ☐ Diverse Examples

7. Effective and efficient transitions between activities
   ☐ Efficient   ☐ Effective   ☐ Engaging

Exceptional Student Services

1. **Content, language, and social learning outcomes** are flexible, posted, measurable, observable, and in student-friendly language; created with/by students
☐ **Measurable** ☐ **Observable** ☐ **Student-friendly Language**

You should not only be able to **observe** some lesson outcomes in written form, but, more importantly, an observer should also be able to see the awareness of these outcomes by the learners through the lesson. These outcomes should be **measurable**, so you can tell whether and to what extent students are reaching these learning outcomes.

Presenting outcomes that are **student-friendly** means that they are communicated from the student's perspective. These outcomes should also be presented with accessibility in mind. In this context, accessibility means that any student in the classroom will be able to understand the language of these outcomes, whether written or spoken.

I will be able to connect three or more supporting details to the main idea using a graphic organizer.

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Ex: p. 2   19

Inclusive Learning Environment

2. **Student-centered classroom**; student work displayed is current, relevant, and accurate; classroom charts are created with/by students
   ☐ Relevant   ☐ Accurate
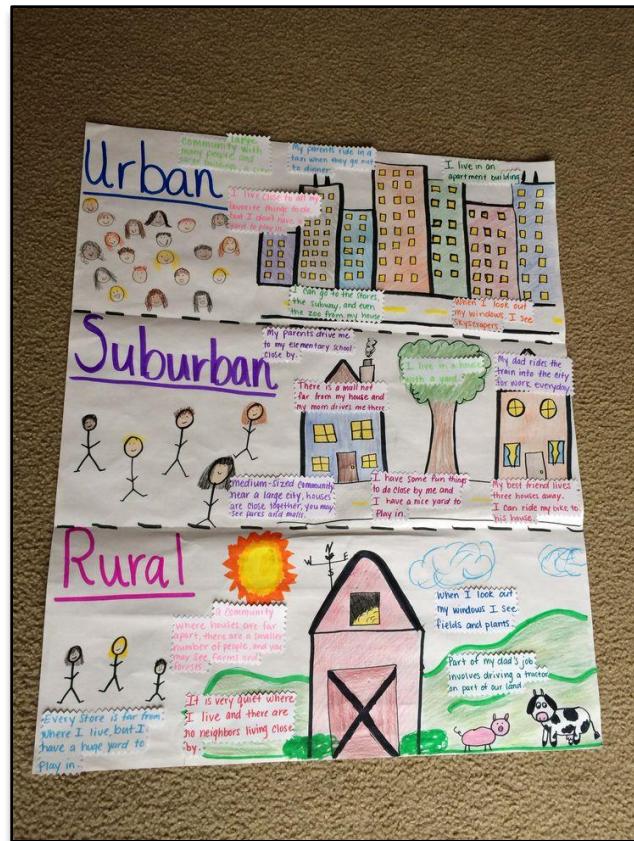
You can look for accuracy in the same way. While a few pieces of student work may show evidence of incidental inaccuracy, as long as these inaccuracies are superficial and incidental, the student work can be marked as being **accurate.**

If you see student work on display in or around the classroom, you can take a closer look. If you do not see any pervasive issues with its relevance to community development or learning goals, then you can mark the student work as being **relevant.**

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Ex: p. 3

3. **Respectful classroom management and organization**; rules, procedures, and behavior expectations are created with/by students; are evident and posted

☐ **Rules/Behavior Expectations**   ☐ **Procedures**

A common example of displaying **procedures** is to have a job board evident. Also, for a reminder, students should have an accessible reference for **rules and behavior expectations**.
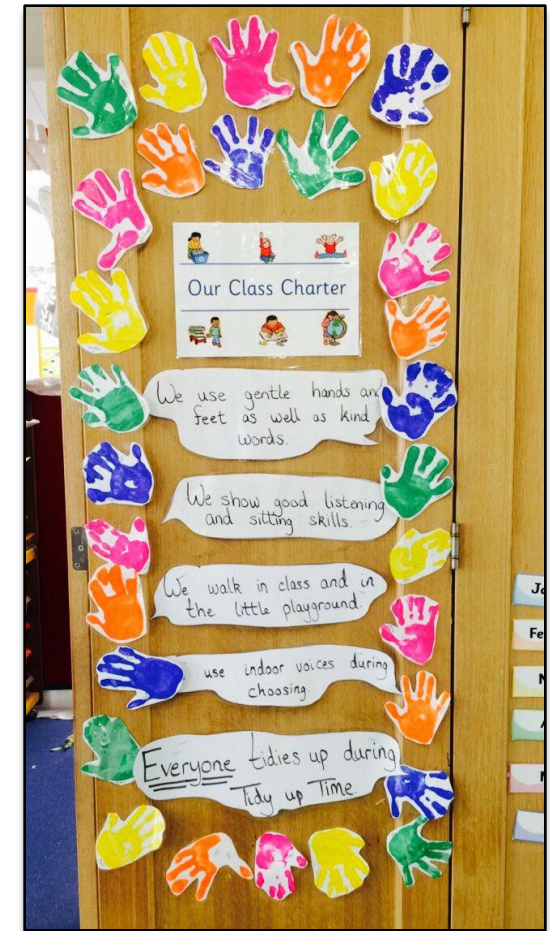
Ex: p. 4

Exceptional Student Services

4. **Classroom library** organized with student input, variety of genres, accessible to all

☐ **Variety of Genres**   ☐ **Student Choices**   ☐ **Text Accessibility**   ☐ **Physical Accessibility**

Variety of Genre Examples: Fiction; Non-Fiction; Historical Fiction; Chapter; Reference; Graphic Novel

Student Choices: Interest examples – cars; animals; relationships; dinosaurs; bugs; pets

Text Accessibility: students of all reading abilities have a variety of choices

Physical Accessibility: The library is in a location that students can reach, and the area is organized and inviting.

Exceptional Student Services

Ex: p. 5

5. **Word/Sound Walls and key vocabulary** charts are created with/by students; contain symbols/pictures and used as a resource by all students

☐ **Symbols/Pictures**   ☐ **High Frequency/Key Vocabulary**   ☐ **Used as a Resource**

When your words are **high frequency** and contain **key vocabulary**, they have greater utility for students. When they are accompanied by **symbols and pictures**, as well as when they are sorted by category, they can be used most effectively as a **resource**.
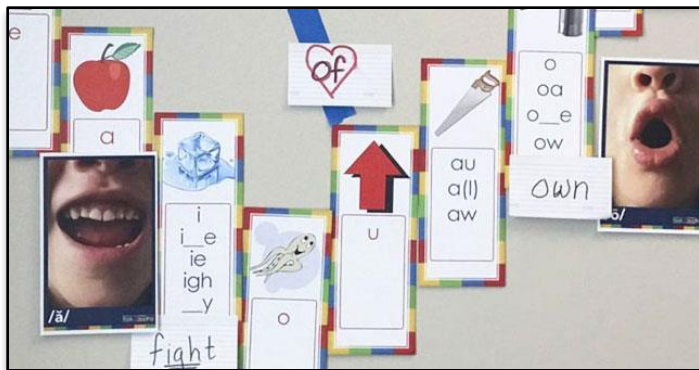
For example, Social Studies does not make the category as useful as Exploring (image-ship/binoculars). Especially at lower grades, struggling students can benefit from a classroom that has a sound wall to support learning by sound-to-letter, rather than letter-to-sound. For example, in a letter-to-sound classroom, the struggling student may incorrectly reference the word "about" under the letter-u on a word wall, because "u" makes /u/. Digraphs like "sh" and "ch" can also be more complicated for struggling students when using word wall organization.

Exceptional Student Services

Ex: p. 6

6. **Presence and use of manipulatives**, objects, real-world and diverse examples

☐ **Manipulatives**   ☐ **Real-world Examples/Objects**   ☐ **Diverse Examples**

Students have access to use **manipulatives**, in order to make abstract concepts such as numbers and grouping, more concrete.

Students have the opportunity to clearly see a/o feel **objects of realia** to bridge the gap from abstract description to concrete visualization.

Whenever possible, realia is closet to its form that can be seen in real life, and when **diverse examples** appear in real life, diverse examples are offered through realia.

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Ex: p. 7   24

Inclusive Learning Environment

7. Effective and efficient transitions between activities
☐ **Efficient**   ☐ **Effective**   ☐ **Engaging**

If clearly directed and monitored, transitions between lessons and activities should be **efficient** and **effective** as a result. While timing may vary, you should be able to observe students staying on-task having the desired result as directed.

Engaging transitions are not only a part of a learning community that students enjoy, but it can also serve to break up monotony. In addition, this can be a good time to get the blood flowing with a wiggle-break that lasts up to five minutes (efficient) and helps students refocus afterward.

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Ex: p. 8   25

Practices

Support Links

Topics

Environment

Interactions

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The Process

Instructional Practices "The What"
1. **Demonstration (I do it):** whole group; comprehensible input is provided throughout the lesson; crystal clear language, pacing, visuals, realia, color, and different learning modalities are evident; explicit systematic instruction ☐ **Explains**　☐ **Comprehensible input**　☐ **Show/Tells**　☐ **Explicit/Systematic**　☐ **Frontloads**
2. **Shared Experiences (We do it):** whole group/small/flexible group modeling ☐ **Scaffolds**　☐ **Negotiates**　☐ **Supports**
3. **Guided Practice (You do it together):** small flexible group, 1-1 with minimal guidance; for fluency and transfer of new learning with support and problem solving ☐**Students in Charge of Learning**　☐ **Practice for Fluency**　☐ **Collect Evidence of Learning**　☐ **Problem Solving**
4. **Independent Practice (You do it by yourself):** time provided for mastery ☐ **Assists as Needed**　☐ **Coaches**　☐ **Evaluates**　☐ **Modifies and Adjusts**
5. **Closure**; reviews learning targets with students; use of ongoing assessments (self, formative, interim, summative, anecdotal) ☐ **Reviews Learning Targets**　☐ **Formative Assessment**　☐ **Interim/Summative Assessment**　☐**Self Reflection**
6. **Monitoring and adjusting student learning**; engagement; interactions; uses, gives immediate and specific feedback effectively ☐ **Teacher Engagement**　☐ **Teacher Interactions**　☐ **Responsive**　☐ **Immediate-Specific Feedback**
7. **Incorporates, plans for higher order thinking** question activities and wait time ☐ **Plans Questions**　☐ **Asks Questions**　☐ **Activities**　☐ **Wait time**

Exceptional Student Services

Instructional Practices "The What"   click to return

1. **Demonstration (I do it):** whole group; comprehensible input is provided throughout the lesson; crystal clear language, pacing, visuals, realia, color, and different learning modalities are evident; explicit systematic instruction
    ☐ **Explains**   ☐ **Comprehensible input**   ☐ **Show/Tells**   ☐ **Explicit/Systematic**   ☐ **Frontloads**

The foundation of "I do" instruction starts with an **explanation** of the skill by the instructor. Then to support simply **telling** students how to perform the skill, the instructor **shows** how the skill is performed with display.

A good "I do" part of instruction starts with being **comprehensible**. Beyond that, highly effective instruction is **explicit** and **systematic**. It is not only clear, but it progresses in an order and at a pace that is easy for students to digest. It also serves to **frontload** or lay the foundation for subsequent and higher-order learning.

Exceptional Student Services

Ex: p. 9

Scaffolding should be presented so steps in the learning process build upon one another incrementally.

During this process, the teacher is responsive to student feedback, so the progress of the lesson can be **negotiated** if a substantial proportion of students need their pace of learning adjusted.

The teacher is active in **supporting** students with positive narration and redirection through the process.

Exceptional Student Services

Ex: p. 10

3. **Guided Practice (You do it together):** small flexible group, 1-1 with minimal guidance; for fluency and transfer of new learning with support and problem solving

☐Students in Charge of Learning ☐ Practice for Fluency ☐ Collect Evidence of Learning ☐ Problem Solving

During the Guided "You Do," instructors work towards releasing control so students can **take charge of the learning process**. There is opportunity for reflecting and making choices to further their learning progress.

Important skills should be repeated in practice, so students can gain a level of skill **fluency**.

Teachers should be monitoring the learning process by **collecting evidence** and **problem-solving** any issues to pace and progress.

Exceptional Student Services

Ex: p. 11

4. **Independent Practice (You do it by yourself):** time provided for mastery

☐ **Assists as Needed**   ☐ **Coaches**   ☐ **Evaluates**   ☐ **Modifies and Adjusts**

The Independent "You Do" is where students have almost complete control of the learning process. The instructor allows students to work through problems independently, with peers, and provides **assistance** when needed. For example, the instructor may find that posing a question is all that is needed to maintain the level of learning independence, while other situations may call for more involved **coaching**.

Instructors **evaluate** the level of understanding with individuals and as a class, to make decisions about **modifying and adjusting** instruction for lesson and unit progression. After feeling comfortable with the learning structure as a whole group, the instructor can begin small group instruction during this part of the lesson.

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Ex: p. 12

Instructional Practices "The What"   click to return

5. **Closure**; reviews learning targets with students; use of ongoing assessments
    (self, formative, interim, summative, anecdotal)

☐ **Reviews Learning Targets**   ☐ **Formative Assessment**   ☐ **Summative Assessment**   ☐**Self Reflection**

During lesson closure, the instructor should be **reviewing** the **learning targets** and providing opportunities for students to **reflect** on their progress towards those targets.

In addition, a connection should be made to the overall learning outcomes, which includes **formative** and **summative assessments** as evidence of those outcomes.

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Ex: p. 13

6. **Monitoring and adjusting student learning**; engagement; interactions; uses, gives immediate and specific feedback effectively

☐ **Teacher Engagement**   ☐ **Teacher Interactions**   ☐ **Responsive**   ☐ **Immediate-Specific Feedback**

Teachers show **engagement** by being active listeners and observers. They **interact** with students by circulating within the learning community.

They are **responsive** to student needs through expression, positive narration, and with **feedback** that is both **immediate** and **specific**.

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Ex: p. 14

7. **Incorporates, plans for higher order thinking** question activities and wait time

☐ **Plans/Asks Questions**   ☐ **Creative Activities**   ☐ **Adequate Wait Time**

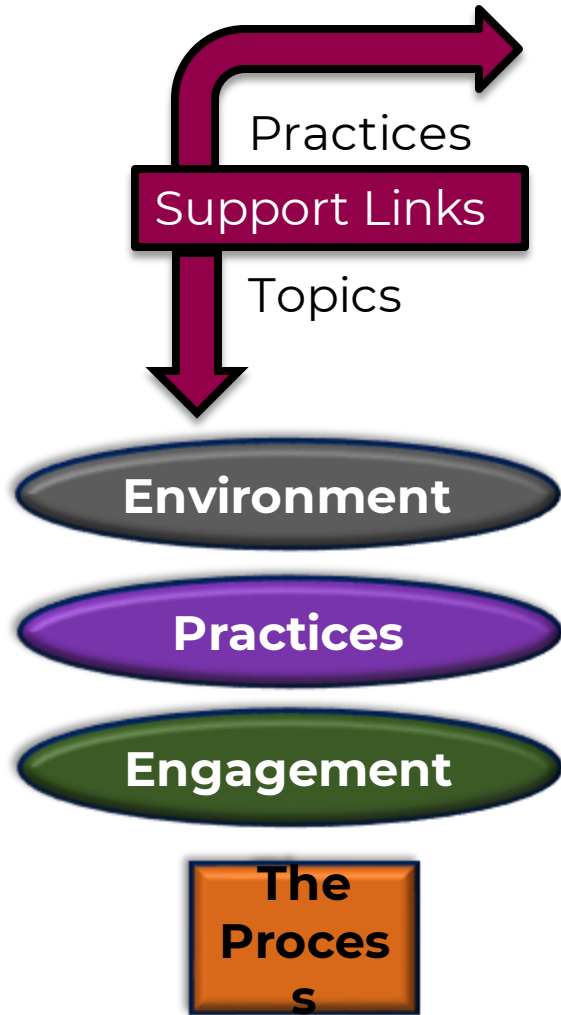To provide students with opportunities for higher order thinking, teachers can deliberately embed lessons with points of **questioning**, structures like mind maps, and **activities** that involve **creation** and problem-solving.

While providing opportunities for questioning, the teacher gives **adequate** think **time** for consideration before asking students to share their thoughts.

Exceptional Student Services

Ex: p. 15

Practices

Support Links

Topics

Environment

Practices

Engagement

The Process

Student Interactions "The How"
1. **Students expression** by thinking, listening, speaking, reading, writing, sharing, and discussing   ☐ **Listening/Thinking** ☐ **Speaking/Sharing** ☐ **Reading** ☐ **Writing**
2. **Students involved in text activity**; note-taking; research; use of assistive technologies and/or multi-media; use multiple tools for construction and composition   ☐ **Note-taking** ☐ **Research** ☐ **Assistive Technology/Multi-Media** ☐ **Construction/Composition**
3. **Students are goal-setting**; ongoing use of self-assessments, formative assessments, and reflections   ☐ **Goal-Setting** ☐ **Self-Assessment** ☐ **Formative Assessment** ☐ **Reflection**
4. **Students interact in guided practice**, projects, conferencing, collaborating, community, personal coping skills and strategies, in charge of learning together   ☐ **Peer projects** ☐ **Conferring** ☐ **Collaborating** ☐ **Personal Coping Skills/Strategies**
5. **Students practice independently for personal mastery**; planning; choice; autonomy; visualization; manipulation of learning   **Student:** ☐ **Plans Learning** ☐ **Makes Choices** ☐ **Generalizes Learning** ☐ **Uses Visualization***
6. **Student performance**; presentation; reading/writing for authentic audience/purpose   ☐ **Presentation Plan** ☐ **Speaking/Reading/Writing** ☐ **For an Audience** ☐ **For a Purpose**
7. **Students participate in higher order thinking** and in a variety of learning modalities; show learning through physical action   ☐ **Art** ☐ **Music** ☐ **Physical Movement** ☐ **Drama**

Exceptional Student Services

Student Interactions "The How" click to return

1. **Students expression** by thinking, listening, speaking, reading, writing, sharing, and discussing
☐ **Listening/Thinking**   ☐ **Speaking/Sharing**   ☐ **Reading**   ☐ **Writing**

Students can really develop their communication and metacognition skills by having numerous classroom opportunities to **listen**, to **read**, and to **think** about ideas and concepts.

Students then have the opportunity for interaction and expression through such forms as **speech** and **writing**.

Exceptional Student Services

Ex: p. 16

Student Interactions "The How" — click to return

2. **Students involved in text activity**; note-taking; research; use of assistive technologies and/or multi-media; use multiple tools for construction and composition

☐ **Note-taking**   ☐ **Research**   ☐ **Assistive Technology/Multi-Media**   ☐ **Construction/Composition**

Having a variety of text activities can help students to be flexible with their modes of learning and expression. Students should have varied opportunities to **research** questions, make decisions about relevant information for **notation**, and use the information in **constructing** or **composing** a product that presents the learning to others.

Using **different** forms of **media** to support text activity with the ability to engage our senses in a variety of ways can enhance the opportunity for learning, and the use of **assistive technology** can make the text activity more accessible for a diversity of learners.

Exceptional Student Services

Ex: p. 17   36

Student Interactions "The How"   click to return

3.   **Students are goal-setting**; ongoing use of self-assessments, formative assessments, and reflections
☐ **Goal-Setting**   ☐ **Self-Assessment**   ☐ **Formative Assessment**   ☐ **Reflection**

The practice and refinement of metacognition is critical to learning and development. Students can exhibit evidence of metacognition by writing **reflections**, targeted **self-assessments**, and through the consideration of feedback from **formative assessments**.

Students can also show how they are **setting goals** to help strive towards their next steps in the learning process.

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Ex: p. 18

Student Interactions "The How" click to return

4. **Students interact in guided practice**, projects, conferencing, collaborating, community, personal coping skills and strategies, in charge of learning together
☐ **Peer projects**   ☐ **Conferring**   ☐ **Collaborating**   ☐ **Personal Coping Skills/Strategies**

Having **projects** that students can complete with **peers** provides the opportunity for referencing outside experiences, expanding perspectives, and making use of varying learning styles and strengths.

To appreciate and utilize these differences, peers should be able to **confer** with each other to complete subdivided tasks, **collaborate** with each other on coordinated tasks, and show evidence of managing their partnership through **coping skills** and **strategies** such as being solution-focused and employing strategies to recognize and move on from conflict.

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Ex: p. 19   38

Student Interactions "The How"   click to return

5. **Students practice independently for personal mastery**; planning; choice; autonomy; visualization; manipulation of learning

☐ **Plans Learning**   ☐ **Makes Choices**   ☐ **Generalizes Learning**   ☐ **Uses Visualization**

Before documenting a plan for progress, students can show evidence of stopping to think and **visualize** their intended steps. This awareness of their progress will help them to not only make choices in the **planning** stage but also to revise **choices** during their learning progress.

Students show practice of **generalized learning** when they are able to apply and adapt skills and concepts that they have learned prior, to the planning and implementation of their current task.

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Ex: p. 20   39

Student Interactions "The How"   click to return

6. **Student performance**; presentation; reading/writing for authentic audience/purpose
    ☐ **Presentation Plan**   ☐ **Speaking/Reading/Writing**   ☐ **For an Audience**   ☐ **For a Purpose**

Students can show evidence that the presentation of their learning was **planned**. You can see that the presentation has a **purpose** and is being conducted with the **audience** in mind. The presentation also contains a mode of literacy expression, such as **speaking**; **reading**; and **writing**.
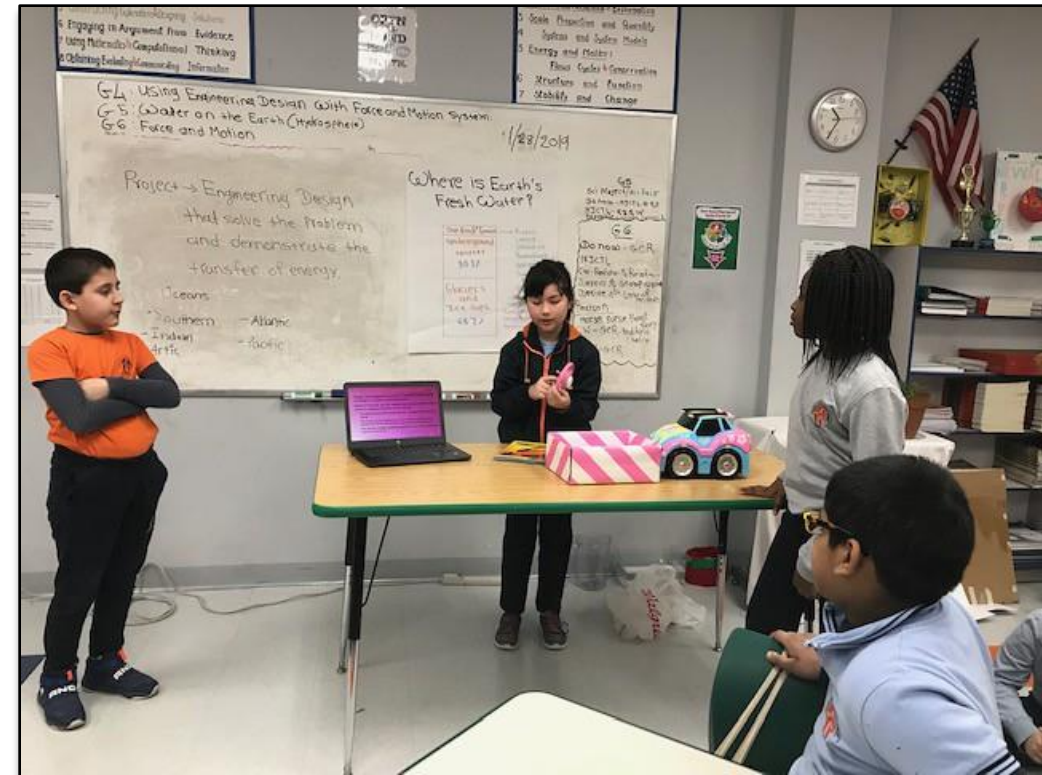
7. **Students participate in higher order thinking** and in a variety of learning modalities; show learning through physical action
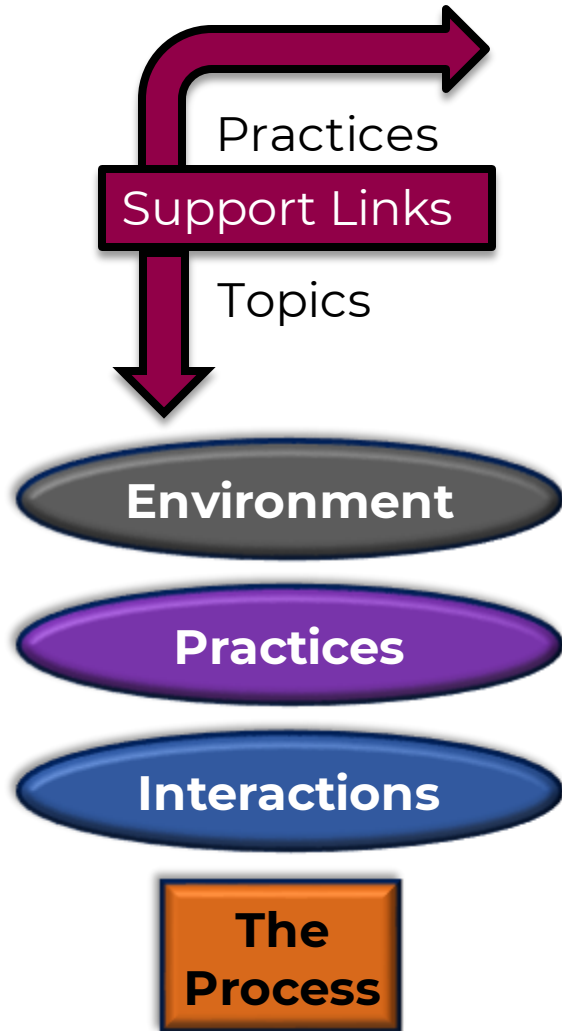
☐ **Art**   ☐ **Music**   ☐ **Physical Movement**   ☐ **Drama**

As a product of higher-order thinking, students will make connections and apply their learning in a variety of modalities. These modalities include the production of **art**, **physical movement**, **musical** expression, and **dramatic** performance.

Practices

Support Links

Topics

Environment

Practices

Interactions

The Process

Student Engagement "The Why"
1. **Students are engaged in highly motivating**, real-world experiences and/or issues ☐ **Highly Motivating** ☐ **Real-World** ☐ **Social Justice/Civic Issues** ☐ **Culturally Responsive**
2. **Students engaged in meaningful, challenging, relevant activities**; evidence of self-determined learners ☐ **Meaningful** ☐ **Challenging** ☐ **Relevant** ☐ **Self-determined/Self-Monitoring**
3. **Students connect and apply learning** to culture, background knowledge, strengths, and needs ☐ **Culture** ☐ **Background Knowledge** ☐ **Strengths** ☐ **Needs**
4. **Students demonstrate learning** through planning, thinking, listening, speaking, reading, writing, multi-media; engaged in shared/collaborative learning ☐ **Planning** ☐ **Thinking/Listening** ☐ **Speaking** ☐ **Reading** ☐ **Writing** ☐ **Multi-media** ☐ **Collaborating**
5. **Students' materials, resources, texts are relevant** and suitable to the content and language, social learning outcomes, evidence of self-regulating behavior ☐ **Language Outcome** ☐ **Content Outcome** ☐ **Social Learning Outcome** ☐ **Self-Regulation**
6. **Students have multiple opportunities for dialogue and conversations** (50% student-talk); engaged in information processing, application and transfer of learning ☐ **50% Student-Talk** ☐ **Information Processing** ☐ **Generalizes Learning**
7. **Students are participating in differentiated activities and accommodations** ☐ **Content** ☐ **Process** ☐ **Products/Resources/Materials** ☐ **Time**

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1. **Students are engaged in highly motivating**, real-world experiences and/or issues
☐ **Highly Motivating**   ☐ **Real-World**   ☐ **Social Justice/Civic Issues**   ☐ **Culturally Responsive**

Because a big part of learning that is **highly motivating** for students is also directly relevant to them, you will be able to see **real-world** connections in their learning process.

This includes topics connected to **cultural** diversity, **social justice**, and **civic issues**.

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Ex: p. 23   43

Student Engagement "The Why" click to return

2. **Students engaged in meaningful, challenging, relevant activities**; evidence of self-determined learners
☐ **Meaningful** ☐ **Challenging** ☐ **Relevant** ☐ **Self-determined/Self-Monitoring**

Relevant learning activities will be **meaningful** when students are able to make connections to past experiences and prior knowledge.

You can see students **challenged** to extend their learning and **determined** to **monitor** their own learning progress.

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3. **Students connect and apply learning** to culture, background knowledge, strengths, and needs
   ☐ **Culture** ☐ **Background Knowledge** ☐ **Strengths** ☐ **Needs**

When students are motivated to apply learning, they use **cultural** and **background** experiences to make connections in the support of their learning process.

They will show their **strengths** through these connections, and they will be aware of and be able to communicate **needs**.

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Ex: p. 25   45

4. **Students demonstrate learning** through planning, thinking, listening, speaking, reading, writing, multi-media; engaged in shared/collaborative learning
    ☐ **Planning** ☐ **Thinking/Listening** ☐ **Speaking** ☐ **Reading** ☐ **Writing** ☐ **Multi-media** ☐ **Collaborating**

Students will have the opportunity to process and exhibit learning through a variety of modalities. Students will **collaborate** with peers to **listen**, **think**, **speak**, and **plan** learning. They will also use **reading**, **writing**, and **multi-media** throughout the learning experience.

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Ex: p. 26

5. **Students' materials, resources, texts are relevant** and suitable to the content and language, social learning outcomes, evidence of self-regulating behavior
☐ **Language Outcome** ☐ **Content Outcome** ☐ **Social Learning Outcome** ☐ **Self-Regulation**

As students navigate through their use of learning resources, there is a clear connection to the **language**, **content**, and **social learning outcomes** intended by the instructor.

This resource alignment can be seen whether students navigate through given choices or when they **regulate** making independent choices.

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Ex: p. 27

6. **Students have multiple opportunities for dialogue and conversations** (50% student-talk); engaged in information processing, application and transfer of learning
☐ **50% Student-Talk**   ☐ **Information Processing** ☐ **Generalizes Learning**

Students have **as many opportunities** to process learning through conversation as the instructor. You can see a connection between these guided conversations and the **processing of information** toward a desired learning outcome.

A higher form of processing this information in conversation can be seen when students **generalize learning**. They leverage what they already know about a related concept and make a connection to the current topic of discussion toward deeper understanding.

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7. **Students are participating in differentiated activities and accommodations**
☐ Content ☐ Process ☐ Products/Resources/Materials ☐ Time

Because there is a variety of different developmental levels in the learning community, individuals will need accommodations and modifications for grade-level content to effectively progress toward the best learning outcomes.

For example, some students will experience a level of frustration due to the developmental level of a lesson, either because it is too difficult or too easy for learning to take place effectively. In these cases, modifications such as expectations for amount of writing **content**, providing choices, or **process time** adjustments can be structurally embedded in the lesson for students where appropriate.

In addition, the teacher should be using accommodations such as assistive technology to aid in the navigation and reading of **products, resources, and materials** wherever applicable.

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Ex: p. 29

The EBP Walkthrough Process
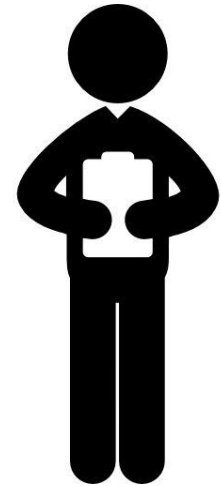
SSIP Submission and Beyond

The Walkthrough Team

The Team is typically comprised of two or more of the following members:

- Principal

- Assistant Principal

- Special Education Leadership

- Instructional Coach/Lead

- Reading Specialist

- Grade Level Team Lead

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The Walkthrough Classroom

For the SSIP Process and the focus on foundational literacy outcomes:

- Classrooms containing students in Grades K–3

- Classrooms having students with disabilities in attendance

- Classrooms providing ELA or ELA-integrated instruction during observation

- Whenever possible, the same two classrooms/instructors for each submission

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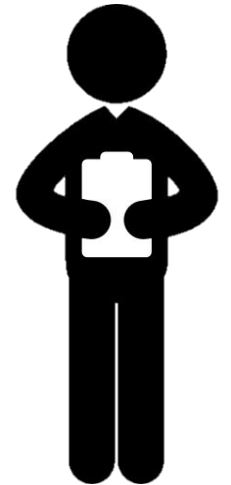
The Classroom Teachers

An additional consideration might concern the teachers being observed:

Example:

Exemplary/Lead Teacher

Growing/Developing Teacher

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Possibilities

Before, During, and
After Walkthroughs

1. Observation & Data Collection

2. Analysis & Communication*
   - Celebrate Strengths*
   - Target Additional Practices*

3. Development & Implementation*

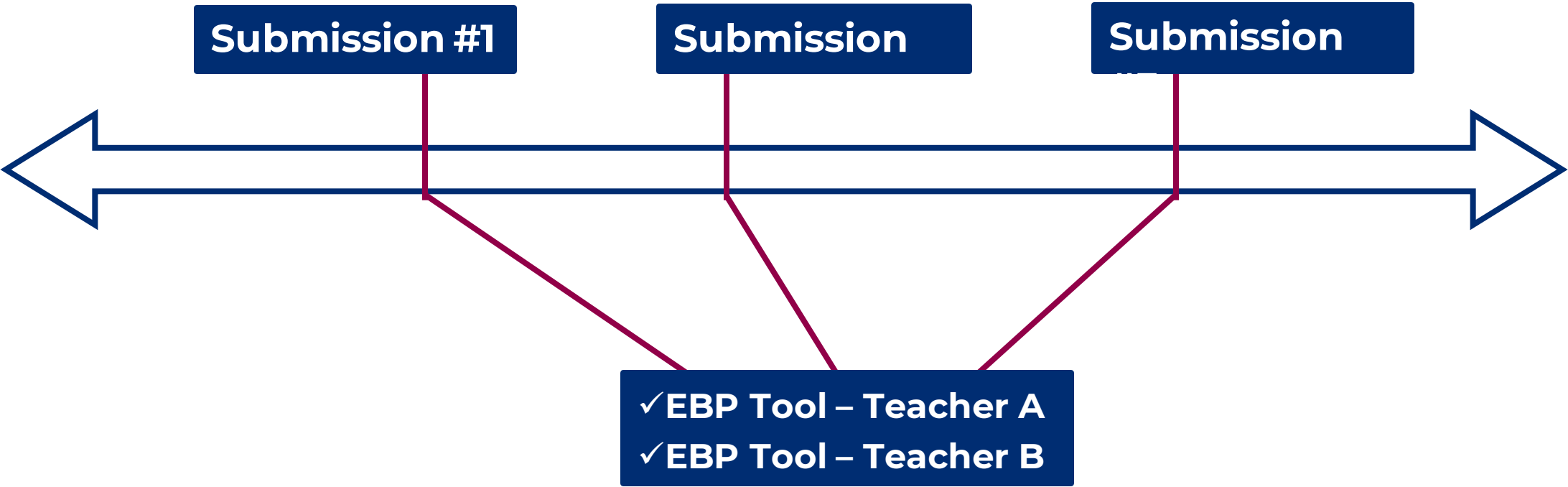4. Subsequent Classroom Observation

5. Analysis of Student Growth*

*Not a necessary activity component for SSIP

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Opportunities during EBP Walkthroughs

- The EBP Tool allows for Observation Teams to look for specific practices in subsequent practices.

- The EBP Tool produces data that can be used to inform the development of classroom practices.

- The EBP Tool produces data that allows for connecting growth in practices to growth in student outcomes

SSIP Submission

Submission #1   Submission   Submission

✓ EBP Tool – Teacher A
✓ EBP Tool – Teacher B

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Thank You

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