



Evidence-Based Practices (EBP) Walkthroughs

Tool and Process

The State Systemic Improvement Plan (SSIP)



**18 Indicators for
Federal Accountability**



**ESS - Program
Support & Monitoring**



SSIP

EBP Classroom Walkthroughs

Overview

Tool and Process

Learning Walks



[Video Link: Learning Walks - Structured Observation for Teachers](#)

EBP Walkthroughs

Performing Learning Walks



Using the EBP Diagnostic Tool



Inclusive Learning Environment

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.

- 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
- Student-centered classroom**; student work displayed is current, relevant, and classroom charts are created with/by students
 Relevant Accurate
- Respectful classroom management and organization**; rules, procedures, expectations are created with/by students; are evident and posted
 Rules/Behavior Expectations Procedures
- Classroom library** organized with student input, variety of genres, accessible to all
 Variety of Genres Student Choices Text Accessibility Physical Accessibility
- 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
- Presence and use of manipulatives**, objects, real-world and diverse examples
 Manipulatives Real-world Examples/Objects Diverse Examples
- Effective and efficient transitions between activities
 Efficient Effective Engaging

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

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 <input type="checkbox"/> Listening/Thinking <input type="checkbox"/> Speaking/Sharing <input type="checkbox"/> Reading <input type="checkbox"/> Writing	↑	↑
2. Students involved in text activity ; note-taking; research; use of assistive technology; multi-media; use multiple tools for construction and composition <input type="checkbox"/> Note-taking <input type="checkbox"/> Research <input type="checkbox"/> Assistive Technology/Multi-Media <input type="checkbox"/> Construction/Comp		
3. Students are <u>goal-setting</u> ; ongoing use of self-assessments, formative assessment reflections <input type="checkbox"/> <u>Goal-Setting</u> <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Reflection		
4. Students interact in guided practice , projects, conferencing, collaborating, communication, personal coping skills and strategies, in charge of learning together <input type="checkbox"/> Peer projects <input type="checkbox"/> Conferring <input type="checkbox"/> Collaborating <input type="checkbox"/> Personal Coping Skills/Strategies		
5. Students practice independently for personal mastery ; planning; choice; autonomy; visualization; manipulation of learning <input type="checkbox"/> Plans Learning <input type="checkbox"/> Makes Choices <input type="checkbox"/> Generalizes Learning <input type="checkbox"/> Uses Visualization*		
6. Student performance ; presentation; reading/writing for authentic audience/purpose <input type="checkbox"/> Presentation Plan <input type="checkbox"/> Speaking/Reading/Writing <input type="checkbox"/> For an Audience <input type="checkbox"/> For a Purpose		
7. Students participate in higher order thinking and in a variety of learning modalities; learning through physical action <input type="checkbox"/> Art <input type="checkbox"/> Music <input type="checkbox"/> Physical Movement <input type="checkbox"/> 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 <input type="checkbox"/> Highly Motivating <input type="checkbox"/> Real-World <input type="checkbox"/> Social Justice/Civic Issues <input type="checkbox"/> Culturally Responsive		
2. Students engaged in meaningful, challenging, relevant activities ; evidence of self-determined learners <input type="checkbox"/> Meaningful <input type="checkbox"/> Challenging <input type="checkbox"/> Relevant <input type="checkbox"/> Self-determined/Self-Monitoring		
3. Students connect and apply learning to culture, background knowledge, strengths, and needs <input type="checkbox"/> Culture <input type="checkbox"/> Background Knowledge <input type="checkbox"/> Strengths <input type="checkbox"/> Needs		
4. Students demonstrate learning through planning, thinking, listening, speaking, reading, writing, multi-media; engaged in shared/collaborative learning <input type="checkbox"/> Planning <input type="checkbox"/> Thinking/Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Multi-media <input type="checkbox"/> Collaborative		
5. Students’ materials, resources, texts are relevant and suitable to the content and social learning outcomes, evidence of self-regulating behavior <input type="checkbox"/> Language Outcome <input type="checkbox"/> Content Outcome <input type="checkbox"/> Social Learning Outcome <input type="checkbox"/> Self-Regulation		
6. Students have multiple opportunities for dialogue and conversations (50% students engaged in information processing, application and transfer of learning) <input type="checkbox"/> 50% Student-Talk <input type="checkbox"/> Information Processing <input type="checkbox"/> Generalizes Learning		
7. Students are participating in differentiated activities and accommodations <input type="checkbox"/> Content <input type="checkbox"/> Process <input type="checkbox"/> Products/Resources/Materials <input type="checkbox"/> Time		

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.



Student Interactions		
Student Engagement		

Guiding Research HLP

It is aligned with the
High Leverage Practices:

The most critical practices for
improving student outcomes

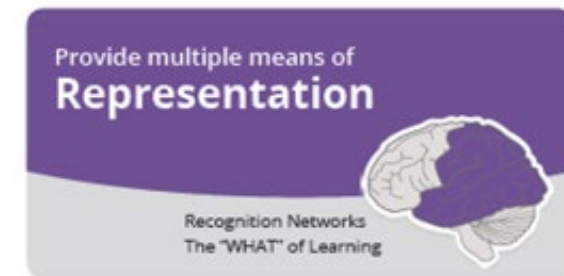


Guiding Research

UDL

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

Providing multiple means of stimulating our brains in diverse ways.



Guiding Research CCC

It is aligned with the
College & Career Competency Framework:

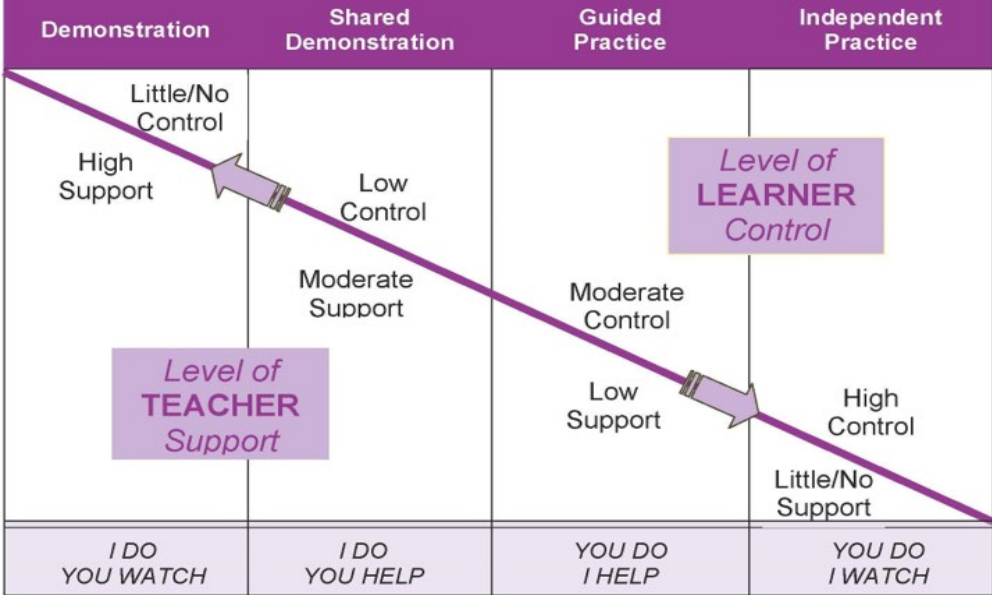
Supporting educators and families in developing resilient, collaborative, and self-regulating learners



Guiding Research

OLM

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



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.

The EBP Tool

Evidence-Based Classroom Practices

This additional SSIP resource can be used to support a common understanding of the EBPs amongst walkthrough team members through the following slides ([link](#))



Evidence-Based Practices Examples/Non-Examples



Optimizing Reliability

Which evidence-based practices will we be looking for?

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.

How do I know that I've seen a particular evidence-based practice?

We can improve the reliability of our results by collaborating after finishing our observations. You can combine your separate observations on a single observation document.

Directions for EBP Walkthrough Tool Review

Goal: To develop a common understanding of EBP Tool practices amongst group members.

Resources:

- The EBP Tool
- The EBP Walkthrough Examples



Process:

1. On the following slides, each team member uses the resources to review the set of practices and note any questions or clarifications for group discussion.
2. As members complete their independent review, members discuss any questions and clarifications they may have, which might be helpful for a common understanding of practices on the EBP Tool.
3. After members are comfortable that questions and clarifications have been appropriately addressed, the group can go to the next slide and review the next set of practices.

EBP Walkthrough Tool - Quadrant 1

Read Individually - Discuss Together

The Inclusive Learning Environment

1. Content, language, and social learning outcomes
2. Student-centered classrooms
3. Respectful classroom management and organization
4. The classroom library
5. Word/Sound walls and key vocabulary
6. Presence and use of manipulatives
7. Classroom transitions

EBP Walkthrough Tool - Quadrant 2

Read Individually - Discuss Together

Instructional Practices

1. Demonstration (I do)
2. Shared Experiences (We do – You help)
3. Guided Practice (We do – I help)
4. Independent Practice (You do)
5. Culmination
6. Monitoring and adjusting student learning
7. Incorporates, plans for higher-order thinking

EBP Walkthrough Tool - Quadrant 3

Read Individually - Discuss Together

Student Interactions

1. Student expression
2. Students involved in text activity
3. Students are goal-setting
4. Students interact in guided practice
5. Students practice independently for personal mastery
6. Student performance
7. Students participate in higher-order thinking

EBP Walkthrough Tool - Quadrant 4

Read Individually - Discuss Together

Student Engagement

- 1. Student engagement is highly motivating**
- 2. Student engagement is meaningful, challenging, and relevant**
- 3. Students connect/apply learning**
- 4. Students demonstrate learning**
- 5. Students' materials, resources, and texts are relevant**
- 6. Students have multiple opportunities for dialogue and conversation**
- 7. Students are participating in differentiated activities and accommodations**

The EBP Walkthrough Process

SSIP Submission and Beyond

These additional SSIP resources can be used to support the SSIP Walkthrough Process (links below)

The EBP Process Guide:
Before Walkthroughs

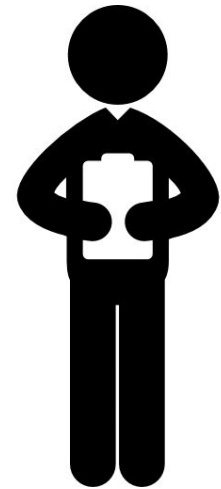
The EBP Process Guide:
During Walkthroughs

The EBP Process Guide:
After Walkthroughs

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



The Classroom Teachers

The observation team may make considerations about the teachers being observed:

Example:



Exemplary/Lead
Teacher



Growing/Developing
Teacher

PSM-SSIP Submission Requirements (and Beyond?)

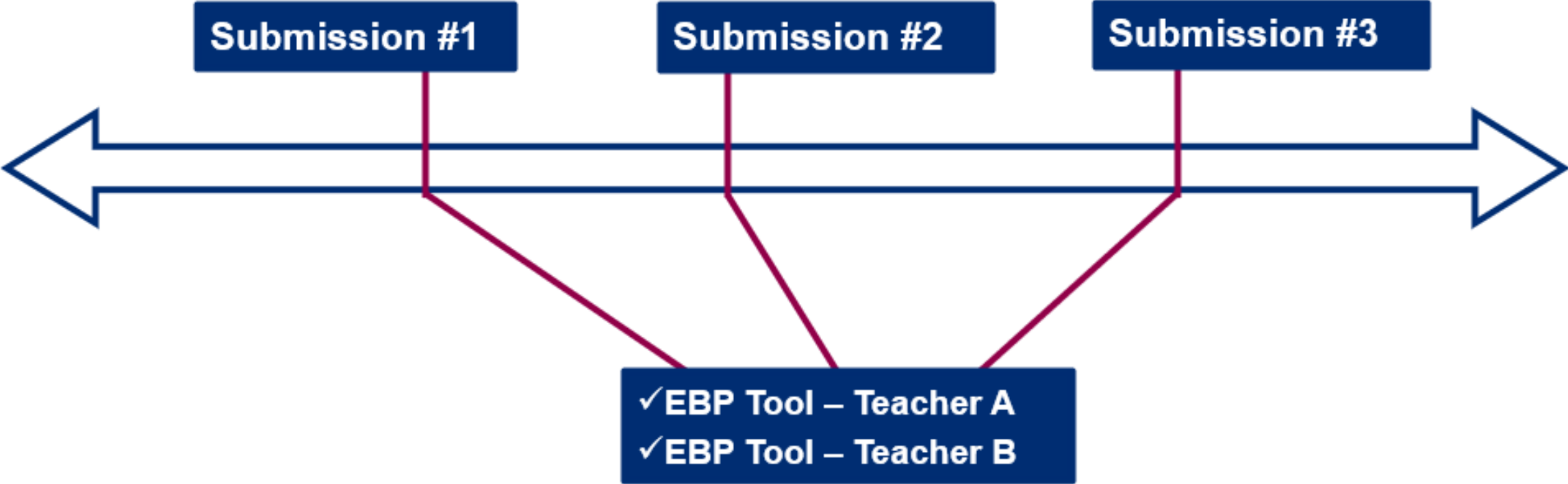
Submission Requirements

- 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

Beyond Submission Requirements

- Post Observation Review
- Peer Observations
- Targeted Professional Development
- Professional Learning Communities
- Implementation of Fidelity Checks
- Data Analysis
 - Activity and Student Outcomes

SSIP Activity Submission



Thank You

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<https://www.azed.gov/specialeducation/ssip>