

Evidence-Based Practices Walkthrough Process

After the EBP Walkthroughs:

1. Observers review the EBT Tools together to appreciate where positive learning practices are found in classrooms and find any places where evidence-based practices were not evident during the observation. Discuss context, reasoning, and where there might be possibility for targeted professional development. In addition, target and collect resources for professional development opportunities.
2. Conduct individual meetings with the two initial observed teachers to review the observation and EBT Tool (copy provided to the teacher). Celebrate the evident practices that are helping students to learn at a high level. Discuss context, reasoning, and where there might be possibility for targeted professional development.
3. Where the opportunity for professional development exists, set a plan for completion and integration prior to the next walkthrough with dates in mind. Where professional development is not necessary, awareness for integration may suffice. **Note:** all quadrants are to be observed again with specific attention to practices for development a/o integration, reviewing both targeted and overall growth.
4. Provide presentation to an expanded group of teachers in the learning community (grades 3-5; K-5; etc.), having prepared a schedule for observations to take place. For observation, it is helpful for all teachers to have the opportunity to observe other classrooms. **Note:** considerations for observations include providing more opportunities for learning teachers to observe exemplary teachers and only using trend data from observers that are exemplary educators for reliability.
5. The same template for post-observation meeting, analysis, and development should be followed, as described with the initially observed teachers above.
6. When all teachers have reliable data from at least two observations:
 - a. You can review growth data in number and graphic form.
 - b. You can provide surveys to teachers for subjective data on process perspective and development.
 - c. You can collect objective data for the connection of growth in practices to growth in achievement.

By comparing your teacher survey, growth in practices, and growth in achievement during that period, you have reliable information for celebrating the growth of student learning and teacher practice and for making program adjustments if necessary.