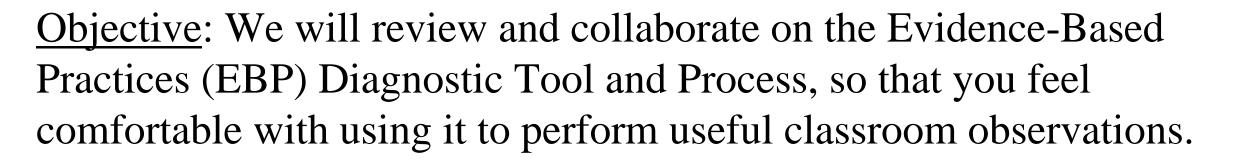
## The Evidence-Based Practices Diagnostic Tool



<u>Outcome</u>: The introduction to the EBP process is intended to lay the foundation for highlighting the growth of Evidence-Based Practices in the classroom, toward the benefit of all students, but especially for students with disabilities.

# The Process We Will Be Using Together:

### Video: Learning Walks in the Classroom



Learning Walks is a collaborative coaching process in which there is a partnership amongst the stakeholders in a learning community.



### The Tool We Will Be Using On Our Observations:

### **Evidence-Based Practices Diagnostic Tool**

Observer:		Teacher:		_ Room #:	Date:	
TIME IN:	TIME OUT:	Grade:	Subject:		# of Students:	

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



# The First Guiding Research for our EBT Tool:

It is aligned with the **Optimal Learning Model**, scaffolding from Guidance to Independence

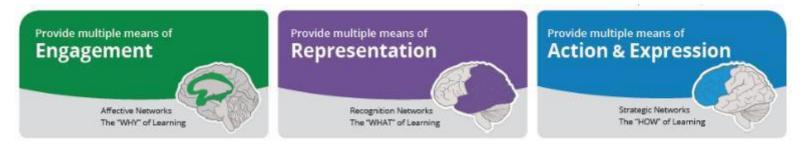
Demonstration	Shared Demonstration	Guided Practice	Independent Practice	1. Demonstration (I do it): whole group; comprehensible input is provided throughout the les crystal clear language, pacing, visuals, realia, color, and different learning modalities are	sson;
Little/No Control High Support	Low	and the second se	evel of	evident; explicit systematic instruction	
Support	Control		ARNER Control	2. Shared Experiences (We do it): whole group/small/flexible group modeling	
Level	Moderate Support	Moderate Control	10000007	<ol> <li>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</li> </ol>	r
TEACH	Contraction of the second s	Low Support	High Control	□Students in Charge of Learning □ Practice for Fluency □ Collect Evidence of Learning □ Prob Solvin	a start a start a
			Little/No Support	4. Independent Practice (You do it by yourself): time provided for mastery	
I DO YOU WATCH	I DO YOU HELP	YOU DO I HELP	YOU DO I WATCH	□ Assists as Needed □ Coaches □ Evaluates □ Modifies and Adjusts	

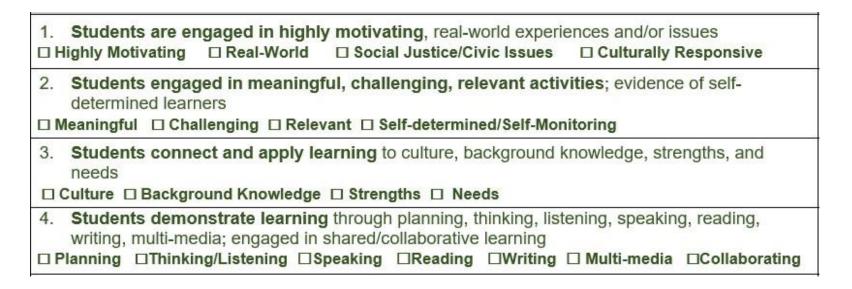


## The Second Guiding Research for Our EBT Tool:

It is aligned with the Universal Design for Learning,

providing multiple means of stimulating our brains in diverse ways

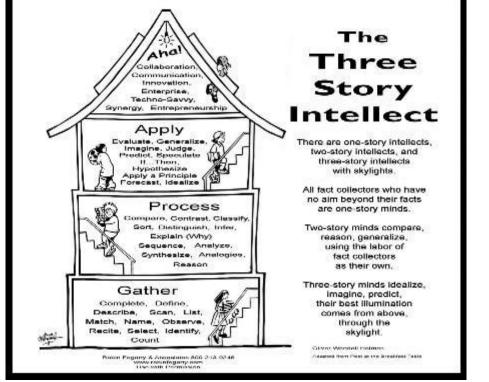




Meyer, A., Rose, D.H., & Gordon, D. (2014). Universal design for learning: Theory and Practice. Wakefield, MA: CAST Professional Publishing.



### The Third Guiding Research for Our EBT Tool: It is aligned with the Three-Story Intellect Model, looking for opportunities to apply learning in diverse ways



5. Stuc	lents prac	tice indepe	ndently for perso	Personal Coping Skill nal mastery; planning; cl	
		nanipulation ( Learning 🗆	•	□ Generalizes Learning	Uses Visualization
6. Stuc	lent perfo	rmance; pre	sentation; reading	/writing for authentic audi	ence/purpose
D Presen	tation Plan	□ Speaki	ng/Reading/Writing	g □ For an Audience	T For a Purpose

Fogarty, Robin, and Jay McTighe. "Educating Teachers for Higher Order Thinking: The Three-Story Intellect." Theory Into Practice, vol. 32, no. 3, 1993, pp. 161–169.



# The EBT Tool Structure:

You will find title information at the top of the form. You can fill most of this out before you leave for your observation.



### **Evidence-Based Practices Diagnostic Tool**

Observer:		Teacher:	Room #:	Date:
TIME IN:	_ TIME OUT:	Grade:	Subject:	# of Students:



### Let's Take a Closer Look at Our Four Quadrants (slide 1 of 4):

Inclusive Learning Environment			Quadrants, and t contains seven
<ol> <li>Content, language, and social learning outcomes are flexible, posted, measurable, observable, and in student-friendly language; created with/by students</li> <li>Measurable  Observable  Student-friendly Language</li> </ol>	As	s we go ntation,	through the consider which dicators that you
<ol> <li>Student-centered classroom; student work displayed is current, relevant, and accura classroom charts are created with/by students</li> <li>Relevant</li></ol>	are most	comfor	table with, both as and an observer.
<ol> <li>Respectful classroom management and organization; rules, procedures, and behave expectations are created with/by students; are evident and posted</li> </ol>	vior		
Rules/Behavior Expectations			
4. Classroom library organized with student input, variety of genres, accessible to all			
□ Variety of Genres □ Student Choices □ Text Accessibility □ Physical Accessibility			
<ol> <li>Word walls and key vocabulary charts are created with/by students; contain symbols and used as a resource by all students</li> </ol>	/pictures		
□ 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			
<ul> <li>7. Effective and efficient transitions between activities</li> <li>□ Efficient □ Effective □ Engaging</li> </ul>			

### Let's Take a Closer Look at Our Four Quadrants (slide 2 of 4):

Instructional Practices "The What"	Tal	lly	Evidence / Notes	
<ol> <li>Demonstration (I do it): whole group; comprehensible input is provided throughout the les crystal clear language, pacing, visuals, realia, color, and different learning modalities are evident; explicit systematic instruction</li> <li>Explains          Comprehensible input          Show/Tells          Explicit/Systematic         Shared Experiences (We do it): whole group/small/flexible group modeling     </li> </ol>	Each Inc		tor contains a gro ices in the Classro	
<ul> <li>Frontloads* □ Scaffolds □ Negotiates* □ Supports</li> <li>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</li> <li>Students in Charge of Learning □ Practice for Fluency □ Collect Evidence of Learning □ Prob Solvin</li> <li>Independent Practice (You do it by yourself): time provided for mastery</li> <li>Assists as Needed □ Coaches □ Evaluates □ Modifies and Adjusts</li> <li>Closure; reviews learning targets with students; use of ongoing assessments (self, formative, interim, summative, anecdotal)</li> </ul>	a list of and ch the che to indica of a cla overv look at	f Bes heck eck-t ate h ssro view, thes	n Indicator, you wil st Practices in both off form. You will boxes in the classr when you see evid bom practice. After we will take a closs se classroom practions y	h list use oom lence r our ser tices
Reviews Learning Targets Formative Assessment Interim/Summative Assessment Self     Reflection				
6. Monitoring and adjusting student learning; engagement; interactions; uses, gives immed and specific feedback effectively	24	2		
□ Teacher Engagement □ Teacher Interactions □ Responsive □ Immediate-Specific Feedbac	k			
7. Incorporates, plans for higher order thinking question activities and wait time	8			
□ Plans Questions □ Asks Questions □ Activities □ Wait time				
Inclusive Learning Environment Tally Total				
Teacher Instructional Practices Tally Total				

### Let's Take a Closer Look at Our Four Quadrants (slide 3 of 4):

Student Interactions "The How"		Tally	Evidence / Notes
1. Students expression by thinking, listening, speaking, reading, writing, sharing, and dis	0		
2. Students involved in text activity; note-taking; research; use of assistive technologi			as a section for a <u>_</u> vidence / Notes
multi-media; use multiple tools for construction and composition  Note-taking  Research  Assistive Technology/Multi-Media  Construction/Compo			is available if you indicator as being
<ol> <li>Students are goal-setting; ongoing use of self-assessments, formative assessments reflections</li> </ol>	a strer	ngth or ar	n area to target.
□ <u>Goal-Setting</u> □ Self-Assessment □ Formative Assessment □ Reflection	· · · · · · · · · · · · · · · · · · ·		Notes section is I can choose to
<ul> <li>4. Students interact in guided practice, projects, conferencing, collaborating, commun personal coping skills and strategies, in charge of learning together</li> <li>□ Peer projects □ Conferring □ Collaborating □ Personal Coping Skills/Strategies</li> </ul>	some of t help to	he Indica provide s	or clarification on tors. This will also specific positive
<ol> <li>Students practice independently for personal mastery; planning; choice; autonom visualization; manipulation of learning</li> </ol>			srooms upon the he observation.
□ Plans Learning □ Makes Choices □ Generalizes Learning □ Uses Visualization*			
6. Student performance; presentation; reading/writing for authentic audience/purpose	9		
<ol> <li>Students participate in higher order thinking and in a variety of learning modalities; learning through physical action</li> </ol>	show		
□ Art □ Music □ Physical Movement □ Drama	12		

### Let's Take a Closer Look at Our Four Quadrants (slide 4 of 4):

Student Engagement "The Why"	Tally	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		
<ul> <li>Students engaged in meaningful, challenging, relevant activities; evidence of self- determined learners</li> <li>Meaningful  Challenging  Relevant  Self-determined/Self-Monitoring</li> </ul>		
<ul> <li>3. Students connect and apply learning to culture, background knowledge, strengths, and needs</li> <li>Culture          Background Knowledge         Strengths         Needs     </li> </ul>		
<ul> <li>4. Students demonstrate learning through planning, thinking, listening, speaking, reading, writing, multi-media; engaged in shared/collaborative learning</li> <li>□ Planning □Thinking/Listening □Speaking □Reading □Writing □ Multi-media □Collabo</li> </ul>		
social learning outcomes, evidence of self-regulating behavior	be used to a compare the st	e <u>Tally</u> section can add up tallies to trengths or targets
	/ou can put su	nt quadrants. mmarized evidence
7. Students are participating in differentiated activities and accommodations □ Content □ Process □ Products/Resources/Materials □ Time		s in this part of the <u>Notes</u> section.
Student Interactions		
Student Engagement		

# **Optimizing Reliability**

Which best practices will we be looking for?

# How do I know that I've seen a best 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. 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.





### Let's Read Quadrant 1 Individually, Discuss Together, and Make Sure We Have Common Understanding of the Things We Will Need to Collect

Note: The

following seven

slides are for

clarification

purposes only.

Inclusive Learning Environment	
<ol> <li>Content, language, and social learning outcomes are flexible, posted, measurable, observable, and in student-friendly language; created with/by students</li> <li>Measurable          Observable          Student-friendly Language     </li> </ol>	
<ol> <li>Student-centered classroom; student work displayed is current, relevant, and accurate; classroom charts are created with/by students</li> </ol>	
<ul> <li>Relevant           Accurate          Accurate</li></ul>	You can choose which slides to read
Rules/Behavior Expectations	when clarification might be helpful.
4. Classroom library organized with student input, variety of genres, accessible to all	
□ Variety of Genres □ Student Choices □ Text Accessibility □ Physical Accessibility	
<ol> <li>Word/Sound Walls and key vocabulary charts are created with/by students; contain symbols/pictures and used as a resource by all students</li> </ol>	
Symbols/Pictures I High Frequency/Key Vocabulary I Used as a Resource	
<ol><li>Presence and use of manipulatives, objects, real-world and diverse examples</li></ol>	
□ Manipulatives □ Real-world Examples/Objects □ Diverse Examples	
<ol><li>Effective and efficient transitions between activities</li></ol>	
Efficient      Effective      Engaging	

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



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

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

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**.



 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**.



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.



 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 sound-to-letter learning, rather than letter-to-sound learning. 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.



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 and feel **objects of realia** to bridge the gap from abstract description to concrete visualization.

Whenever possible, realia is closest to the forms that can be seen in real life, and when **diverse examples** appear in real life, diverse examples are offered through realia.



7. Effective and efficient transitions between activities

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.



### Let's Read Quadrant 2 Individually, Discuss Together, and Make Sure We Have Common Understanding of the Things We Will Need to Collect

1.	<b>Demonstration (I do it):</b> 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
	xplains
2.	Shared Experiences (We do it): whole group/small/flexible group modeling
	caffolds 🗆 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
□St	tudents in Charge of Learning
4.	Solving
4. □ A	Solving           Independent Practice (You do it by yourself): time provided for mastery
4. □ A 5.	Solving         Independent Practice (You do it by yourself): time provided for mastery         ssists as Needed       □ Coaches       □ Evaluates       □ Modifies and Adjusts         Closure; reviews learning targets with students; use of ongoing assessments
4. □ A 5. □ R	Solving         Independent Practice (You do it by yourself): time provided for mastery         ssists as Needed       Coaches       Evaluates       Modifies and Adjusts         Closure; reviews learning targets with students; use of ongoing assessments (self, formative, interim, summative, anecdotal)       Solving

Note: The

following seven

slides are for

clarification

purposes only.

You can choose which slides to read when clarification might be helpful.

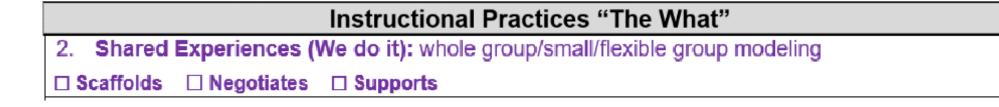




The foundation of "I do" instruction starts with an **explanation** of the skill by the instructor. Then to support simply **telling** students how to perform the skill, the instructor **shows** how the skill is performed with display.

A good "I do" starts with the instruction being **comprehensible** for students. 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.





**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.



 Instructional Practices "The What"

 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

 Instructional Practice for Fluency

 Instructional Problem

 Instructin Problem

 I

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.



	Inst	ructional Pra	ctices "The What"
4. Independen	t Practice (You	do it by yours	elf): time provided for mastery
□ Assists as Nee	ded 🗆 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.



	Instructional Practices "The What"
5.	Closure; reviews learning targets with students; use of ongoing assessments (self, formative, interim, summative, anecdotal)
	Reviews Learning Targets

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.



# Instructional Practices "The What" 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 community.

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



# Instructional Practices "The What" 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.



### Let's Read Quadrant 3 Individually, Discuss Together, and Make Sure We Have Common Understanding of the Things we will Need to Collect

	Students expression by thinking, listening, speaking, reading, writing, sharing, and discussing stening/Thinking
	<b>Students involved in text activity</b> ; note-taking; research; use of assistive technologies and/or multi-media; use multiple tools for construction and composition
	ote-taking
	Students are goal-setting; ongoing use of self-assessments, formative assessments, and reflections
4.	Students interact in guided practice, projects, conferencing, collaborating, community, personal coping skills and strategies, in charge of learning together eer projects
	Students practice independently for personal mastery; planning; choice; autonomy;
	visualization; manipulation of learning <u>lent</u> :

Note: The

following seven

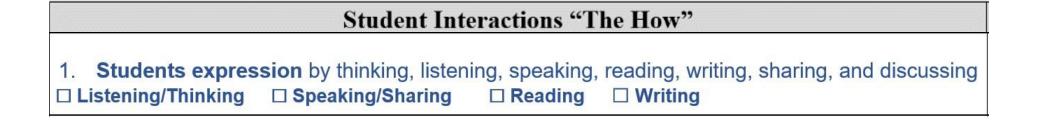
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clarification

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

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



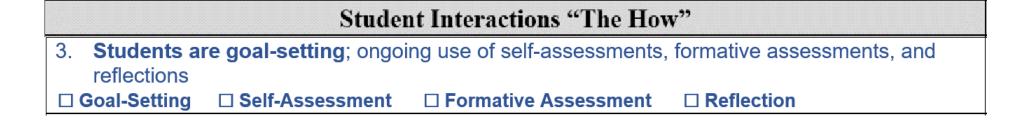
#### **Student Interactions "The How"**

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.





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 toward their next steps in the learning process.



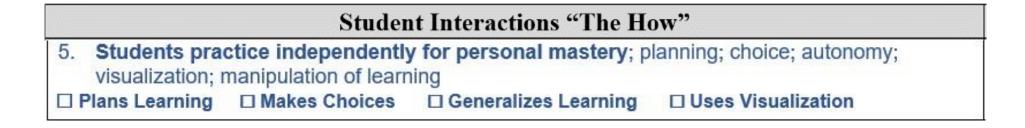
#### **Student Interactions "The How"**

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.





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.



**Student Interactions "The How"** 

6. Student performance; presentation; reading/writing for authentic audience/purpose

Students can show evidence that the presentation of their learning was planned for. 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**, or **writing**.



Student Interactions "The How" Students participate in higher order thinking and in a variety of learning modalities; show

learning through physical action

7.

□ 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.



# Let's Read Quadrant 4 Individually, Discuss Together, and Make Sure We Have Common Understanding of the Things We Will Need to Collect

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

Note: The following seven slides are for clarification purposes only.



1. Students are engaged in highly motivating, real-world experiences and/or issues

I Highly Motivating I Real-World I Social Justice/Civic Issues I 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**.



2. Students engaged in meaningful, challenging, relevant activities; evidence of selfdetermined 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.



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**.



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.



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, as intended by the instructor.

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



6. Students have multiple opportunities for dialogue and conversations (50% student-talk); engaged in information processing, application and transfer of learning

 D 50% Student-Talk 
 Information Processing 
 Generalizes Learning

Students have **as many opportunities** to process learning through conversation, as compared to 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.



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.



# Available for Your Reference at Any Time: Three Levels of Depth

### The EBP Tool

## The EBP Presentation

## The EBP Examples

#### Evidence-Based Practices Diagnostic Tool

Observers		Teacher:		Room #:	Date:	
TIME IN:	TIME OUT:	Grade:	Subject:		# of Students:	

Inclusive Learning Environment	Tally	Evidence / Notes
<ol> <li>Content, language, and social learning outcomes are fieldle, posted, measurable, observable, and in student-hierdly language; created with by students</li> </ol>		
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<ol> <li>Student-centered closereom; student work displayed is current, relevant, and accurate; disension data are created withing students</li> <li>Bolyvant, Li Accurate</li> </ol>		
<ol> <li>Respectful classroom management and organization; rules, procedures, and behavior expectations are created with/by students; are evident and posted</li> </ol>		
Rules/Behavior Exceptations		
4. Classroom library organized with student input, variety of genes, accessible to all		
Uvariety of Gennes III Student Choices III Text Accessibility III Physical Accessibility		
<ol> <li>Word walks and key vocabulary clusts are ovaried with/by students; contain symbols/pictures and used as a resource by all students</li> </ol>		
Symbols/Pictures High Frequency/Key Vocabulary Dised as a Resource		
<ol><li>Presence and use of manipulatives, objects, real-world and diverse ecomplex</li></ol>		
□ Manipulatives. □ Real-world Ecomplex/Objects. □ Diverse Ecomples.		

### The Evidence-Based Practices

<u>Objective</u>: We will review and collaborate on the Evidence-Based Practices (EBP) Diagnostic Tool and Process, so that you feel comfortable with using it to perform useful classroom observations.

<u>Outcome</u>: The introduction to the EBP process is intended to lay the foundation for highlighting the growth of Evidence-Based Practices in the classroom, toward the benefit of all students, but especially for students with disabilities. EVIDENCE-BASED PRACTICES: EX4MPLES/NON-EX4MPLES

#### Inclusive Learning Environment

Content, language, and social learning outcomes are flexible, posted, measurable, observable, and in student friendly language; created with/by students

#### EXAMPLES

Outcomes: goods or object second passed in the fullway in in the classroom next to samples of student work.

- Learning outcomes written as poster paper or on whitehousd surveryone can we them and have been
  revised, reviewed, and read with by students.
- "I can resell details from an informational text.
- "I will be able to write an informational article by following the writing process (Fluck, Diatt. Revise, Edit, and Publish) for a real authence and purpose."

#### NON-EXAMPLES

- Learning outcomes for mail, reading, spelling, writing, and/or language are not measurable, observable, in memory presented in a way that is easy for students to indexisted.
- · Lack of evidence that students know what they are learning
- Costs are posted for compliance but not related to the lesson being observed or shared with students, but the could structure of the distribution.



# Possibilities for the EBP Process?

# 1. Observation

- 2. Analysis & Communication\*
  - a. Celebrate Strengths\*
  - b. Target Additional Practices\*
- 3. Development & Implementation\*
- 4. Observation of Classroom Growth
- 5. Analysis of Student Growth\*

#### Evidence-Based Practices Diagnostic Tool TIME FRIT Red Education Taily Evidence / Inclusive Learning Environment Notes content, language, and eoolal loarning outcomes are featble, ported, recommitte the enables and in equilem then dy tanguage; created with by enderte Meanwritte Chickweisite Childen Stendy Language Stadent-centered classroom, student work displayed is current, relevant, and accurate, characteristic are created with by statement elevant, it have the Hooperstration decension management and organization, rules, preventures, and to have and extrainance and createst with the students: and evident and pointed Raise/Dehevior Exceptations || Procedures COMPANY AND A CONTRACT WITH A short might, with Evaluation of Generals II: Integent character II: Field Association() II: Physician Association (0012) With ALCO May ADMADUARY character according with the effective contraction of the second sec and used as a resource by all students. EVERODE FROMES C Har PROVIDENTARY VOCADULATY C Used as a Recourts Presence and use of manipatitives, statute, real-world and dyonic countries Wanipulatives III Real-world Example (Objects III Oliverse Examples Effective and efficient transitions between activities arbolest managers managers Taily Evidence / Instructional Practices "The What Notes Demonstration () do \$2, whole group, comprehensible input is provided throughout the lass crystal clear language, cacing, visuals, yealts, color, and different lisarning recitables are rysone, cooled systemicits rectaution Science of Comprehensible Acad II (Acad Set Comprehension) Thursd Experiences (We do No work your work Testing your work Procibiods II Bastlinds II Negatizies II Reports Subset Practice (You do it togethery a rul frame press, 1rt with several publication to features and however of new transmig with support and proteins acking. itusents in George of Learning () Presting for Floaney () Gallest Evidence of Learning () Problem the type do it by yourself, it we Cossenate C Evaluation C Modifies and Adjusts A will do any the star of contents of ined formation there is a provider a territolari transisters withmo Torgets C Strengt within privated we using student base big. and specific hybridianti effectively. Technic Cocoperated Collection Interactions Collector rive Collected attraction Freedoms

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Inclusive Learning Environment Teacher Instructional Practices

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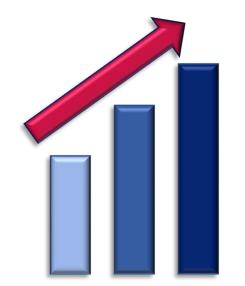
\*Not needed for our SSIP Process



Evidence

# What We Need for our SSIP Process:

Data from three reporting periods
Fall / Winter / Spring
Site or Virtual



• The same people involved in the initial observation reporting, at each of those periods; from a G3-5 (ELA) Classroom.



# How We Get Started:

Choose Two Grade 3-5 ELA Teachers

# Exemplary Lead Teacher Growing/Developing Teacher

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Student Engagement



# After Our Meeting

## Review the **EBP Walkthrough Process Guide** with your walkthrough team:

## Before the Walkthrough

- Dividing the Quadrants for Observation
- Choosing & Communicating with the Observed Teachers

## During the Walkthrough

• Evidence & Feedback

## After the Walkthrough

- Analysis
- Rollout
- Feedback & Development

### Before the EBP Walkthroughs:

- 1. Before your Specialist has the opportunity to deliver the *EBP Process Presentation* to your observation team, review any process documents that they send you, so you can come to the meeting with questions already in mind.
- 2. At a designated meeting time that is coordinated with your Specialist, review the *EBP Process Presentation* and EBP Diagnostic Tool attributes, to make sure your observation team has a common understanding of the elements on the EBP Diagnostic Tool and process for observation. In addition to the presentation, the EBP Walkthrough Examples document is available to review for helping to calibrate common understanding with the observation group.
- Immediately after reviewing the EBP Process Presentation with your Specialist, decide who will be recording which quadrant (Learning Environment, Instructional Practices, Student Interaction, or Student Engagement), based on your observation team. Some examples are as follows:



# Final Note

While it is too much to expect to see all the tool's evidence-based practices showcased within one lesson observation that lasts 10 minutes, the process provides the opportunity for growth in pedagogy.

This tool is intended to highlight and celebrate where evidence-based practices are evident and provide opportunities for the discussion of where additional practices may be further integrated for the benefit of all students within the learning community.

