

The Evidence-Based Practices

Diagnostic Tool



Objective: 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.

Outcome: 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

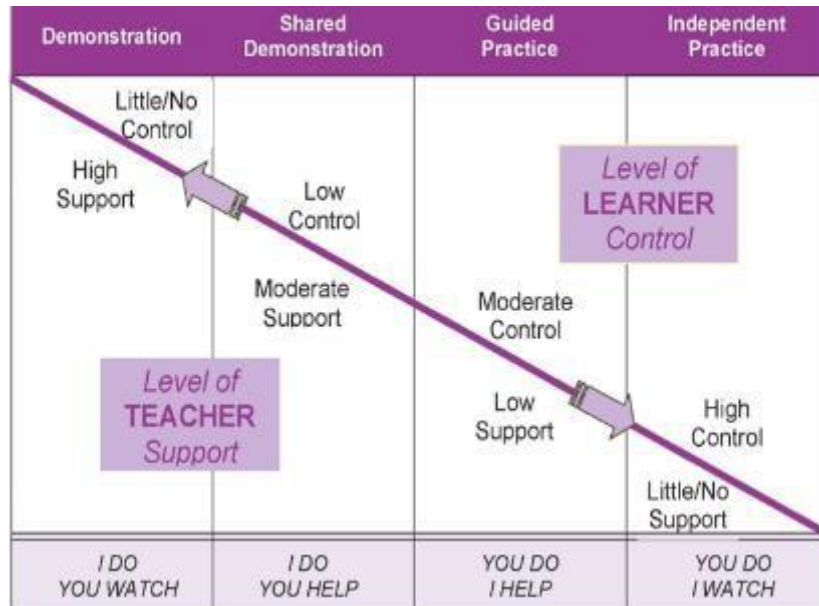
Observer: _____ Teacher: _____ Room #: _____ Date: _____

TIME IN: _____ TIME OUT: _____ Grade: _____ Subject: _____ # of Students: _____

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

The First Guiding Research for our EBT Tool:

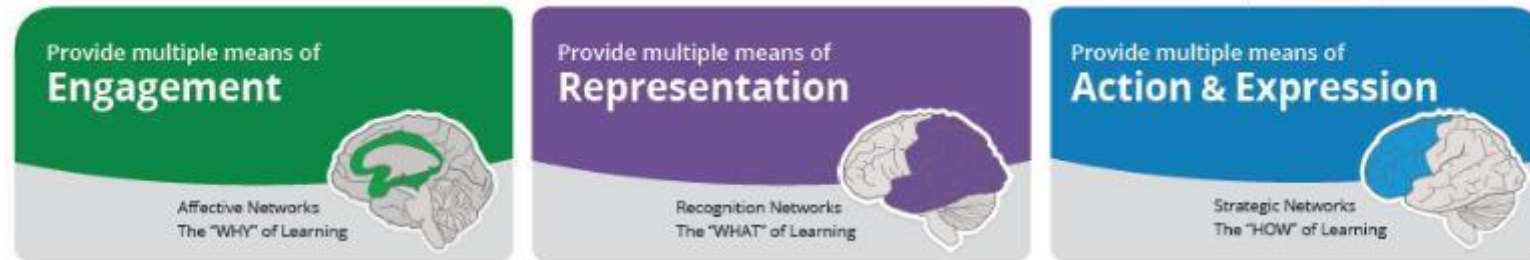
It is aligned with the **Optimal Learning Model**, scaffolding from Guidance to Independence



- 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
- Shared Experiences (We do it):** whole group/small/flexible group modeling
 Frontloads Scaffolds Negotiates Supports
- 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
- Independent Practice (You do it by yourself):** time provided for mastery
 Assists as Needed Coaches Evaluates Modifies and Adjusts

The Second Guiding Research for Our EBT Tool:

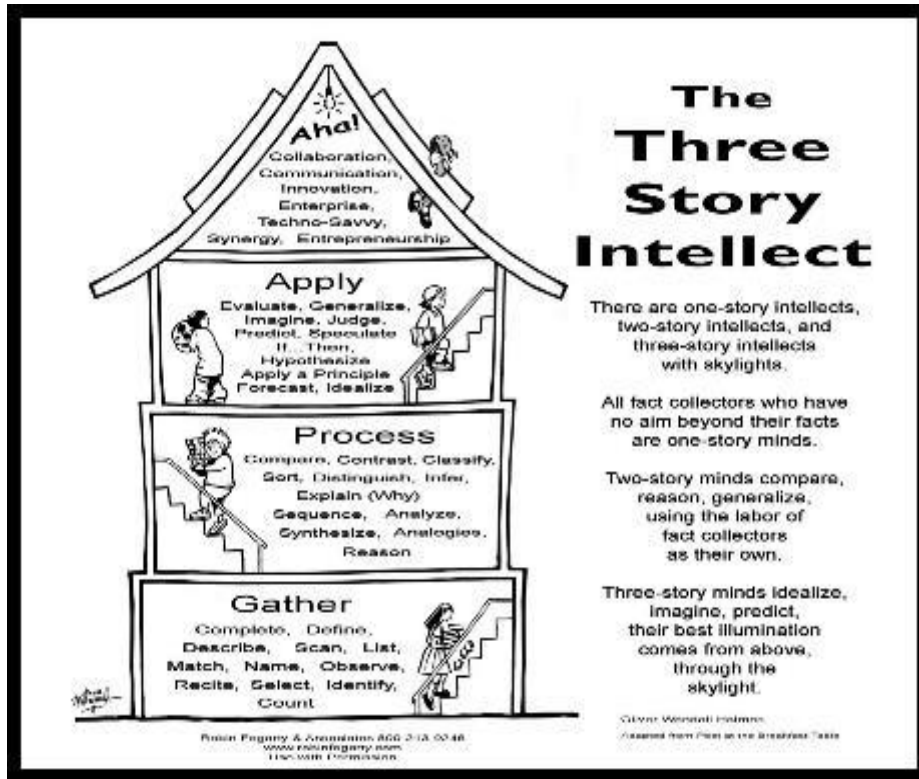
It is aligned with the **Universal Design for Learning**, providing multiple means of stimulating our brains in diverse ways



<p>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</p>
<p>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</p>
<p>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</p>
<p>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"/> Collaborating</p>

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



4. **Students interact in guided practice**, projects, conferencing, collaborating, community, personal coping skills and strategies, in charge of learning together
 Peer projects Conferencing 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

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.



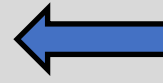
Evidence-Based Practices Diagnostic Tool

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



There are four Quadrants, and each Quadrant contains seven

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

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

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

Instructional Practices "The What"	Tally	Evidence / Notes
<p>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</p> <p><input type="checkbox"/> Explains <input type="checkbox"/> Comprehensible input <input type="checkbox"/> Show/Tells <input type="checkbox"/> Explicit/Systematic</p>		
<p>2. Shared Experiences (We do it): whole group/small/flexible group modeling</p> <p><input type="checkbox"/> Frontloads* <input type="checkbox"/> Scaffolds <input type="checkbox"/> Negotiates* <input type="checkbox"/> Supports</p>		
<p>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</p> <p><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</p>		
<p>4. Independent Practice (You do it by yourself): time provided for mastery</p> <p><input type="checkbox"/> Assists as Needed <input type="checkbox"/> Coaches <input type="checkbox"/> Evaluates <input type="checkbox"/> Modifies and Adjusts</p>		
<p>5. Closure; reviews learning targets with students; use of ongoing assessments (self, formative, interim, summative, anecdotal)</p> <p><input type="checkbox"/> Reviews Learning Targets <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Interim/Summative Assessment <input type="checkbox"/> Self Reflection</p>		
<p>6. Monitoring and adjusting student learning; engagement; interactions; uses, gives immediate and specific feedback effectively</p> <p><input type="checkbox"/> Teacher Engagement <input type="checkbox"/> Teacher Interactions <input type="checkbox"/> Responsive <input type="checkbox"/> Immediate-Specific Feedback</p>		
<p>7. Incorporates, plans for higher order thinking question activities and wait time</p> <p><input type="checkbox"/> Plans Questions <input type="checkbox"/> Asks Questions <input type="checkbox"/> Activities <input type="checkbox"/> Wait time</p>		

Each Indicator contains a group of Best Practices in the Classroom.

Within each Indicator, you will see a list of Best Practices in both list and check-off form. You will use the check-boxes in the classroom to indicate when you see evidence of a classroom practice. After our overview, we will take a closer look at these classroom practices and answer any questions you

<p>Inclusive Learning Environment Tally Total</p>		
<p>Teacher Instructional Practices Tally Total</p>		

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 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/Composition		
3. Students are <u>goal-setting</u> ; ongoing use of self-assessments, formative assessments, 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, communicating, 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; show 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 Tally and for Evidence / Notes

The Tally section is available if you want to record an indicator as being a strength or an area to target.

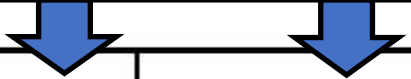
The Evidence / Notes section is available so you can choose to provide context or clarification on some of the Indicators. This will also help to provide specific positive feedback to classrooms upon the completion of the observation.

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 <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 Learning		
5. Students’ materials, resources, texts are relevant and suitable to the content and language 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% student-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 Tally section can be used to add up tallies to compare the strengths or targets of different quadrants.

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



Student Interactions		
Student Engagement		

Optimizing Reliability

Which best 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.

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



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

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

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**

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 Accurate

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**.

Inclusive Learning Environment

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**.

Inclusive Learning Environment

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.

Inclusive Learning Environment

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 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.

Inclusive Learning Environment

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.

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.

Let's Read Quadrant 2 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.

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	<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 it): whole group/small/flexible group modeling	<input type="checkbox"/> Scaffolds <input type="checkbox"/> Negotiates <input type="checkbox"/> 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	<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 it by yourself): 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. Closure; 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

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

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

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.

2. **Shared Experiences (We do it):** whole group/small/flexible group modeling

Scaffolds **Negotiates** **Supports**

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

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.

Instructional Practices “The What”

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.

Instructional Practices “The What”

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.

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

Student Interactions "The How"
<p>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</p>
<p>2. Students involved in text activity; note-taking; research; use of assistive technologies and/or 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/Composition</p>
<p>3. Students are goal-setting; ongoing use of self-assessments, formative assessments, and reflections <input type="checkbox"/> Goal-Setting <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Reflection</p>
<p>4. Students interact in guided practice, projects, conferencing, collaborating, community, 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</p>
<p>5. Students practice independently for personal mastery; planning; choice; autonomy; visualization; manipulation of learning <u>Student:</u> <input type="checkbox"/> Plans Learning <input type="checkbox"/> Makes Choices <input type="checkbox"/> Generalizes Learning <input type="checkbox"/> Uses Visualization*</p>
<p>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</p>
<p>7. Students participate in higher order thinking and in a variety of learning modalities; show learning through physical action <input type="checkbox"/> Art <input type="checkbox"/> Music <input type="checkbox"/> Physical Movement <input type="checkbox"/> Drama</p>

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

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

Student Interactions “The How”

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 **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.

Student Interactions “The How”

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 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.

Student Interactions “The How”

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.

Student Interactions “The How”

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 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”

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.

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"

- | |
|---|
| <p>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</p> |
| <p>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</p> |
| <p>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</p> |
| <p>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"/> Collaborating</p> |
| <p>5. Students' materials, resources, texts are relevant and suitable to the content and language, 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</p> |
| <p>6. Students have multiple opportunities for dialogue and conversations (50% student-talk); 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</p> |
| <p>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</p> |

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

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

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**

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**.

Student Engagement “The Why”

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.

Student Engagement “The Why”

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**.

Student Engagement “The Why”

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.

Student Engagement “The Why”

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.

Student Engagement “The Why”

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 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.

Student Engagement “The Why”

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

Evidence-Based Practices Diagnostic Tool

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

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 <input type="checkbox"/> Measurable <input type="checkbox"/> Observable <input type="checkbox"/> Student-friendly Language		
2. Student-centered classroom: student work displayed in current, relevant, and accurate; classroom charts are created with/by students <input type="checkbox"/> Relevant <input type="checkbox"/> Accurate		
3. Respectful classroom management and organization, rules, procedures, and behavior expectations are created with/by students and visible and posted <input type="checkbox"/> Rules/Behavior Expectations <input type="checkbox"/> Procedures		
4. Classroom library organized with student input, variety of genres, accessible to all <input type="checkbox"/> Variety of Genres <input type="checkbox"/> Student Choice <input type="checkbox"/> Text Accessibility <input type="checkbox"/> 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 <input type="checkbox"/> Symbols/Pictures <input type="checkbox"/> High Frequency/Key Vocabulary <input type="checkbox"/> Used as a Resource		
6. Presence and use of manipulatives, objects, real-world and diverse examples <input type="checkbox"/> Manipulatives <input type="checkbox"/> Real-world Examples/Objects <input type="checkbox"/> Diverse Examples		

The EBP Presentation

The Evidence-Based Practices Diagnostic Tool

Objective: 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.

Outcome: 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 EBP Examples

EVIDENCE-BASED PRACTICES- EXAMPLES/ NON-EXAMPLES

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, goals, or subject outcomes posted in the hallway or in the classroom next to samples of student work.
- Learning outcomes written on poster paper or on whiteboard in everyone can see them and have been revised, reviewed, and read with/by students.
- "I can recall details from an informational text."
- "I will be able to write an informational article by following the writing process (Think, Draft, Revise, Edit, and Publish) for a real audience and purpose."

NON-EXAMPLES

- Learning outcomes for math, reading, spelling, writing, and/or language are not measurable, observable, or are not presented in a way that is easy for students to understand.
- Lack of evidence that students know what they are learning.
- Goals are posted for compliance but not related to the lesson being observed or shared with students, and not used to measure student learning.

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

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

Inclusive Learning Environment	Tally	Evidence / Notes
1. Content, language, and social learning outcomes are flexible, present, measurable, observable, and in state-friendly language, created with/by students. <input type="checkbox"/> Measurable <input type="checkbox"/> Observable <input type="checkbox"/> State-friendly language		
2. Student-Centered Classroom: student work displayed in current, relevant, and accurate classroom charts are created with/by students. <input type="checkbox"/> Present <input type="checkbox"/> Accurate		
3. Reciprocal Observation Management and Organization: rules, procedures, and behavior expectations are created with/by students; are visible and posted. <input type="checkbox"/> Rules/Behavior Expectations <input type="checkbox"/> Procedures		
4. Classroom Routines: consistent with student input, variety of genres, accessible to all. <input type="checkbox"/> Variety of Genres <input type="checkbox"/> Student Choice <input type="checkbox"/> Text Accessibility <input type="checkbox"/> Physical Accessibility		
5. Works with Learning Objectives: items are created with/by students, contain symbiotic items and used as a resource by all students. <input type="checkbox"/> Introductory <input type="checkbox"/> High Frequency/High Visibility <input type="checkbox"/> Used as a Resource		
6. Prerequisite and Use of Prerequisite Skills: steps, materials and system examples. <input type="checkbox"/> Remediation <input type="checkbox"/> Prerequisite Examples <input type="checkbox"/> Diverse Examples		
7. Effective and efficient transitions between activities. <input type="checkbox"/> Transition <input type="checkbox"/> Activities <input type="checkbox"/> Language		
Instructional Practices "The What"	Tally	Evidence / Notes
1. Demonstration (I do it): whole group, comparable input is provided throughout the lesson; crystal clear language, pacing, visuals, realia, color, and different learning modalities are present; explicit systematic instruction. <input type="checkbox"/> Content <input type="checkbox"/> Comprehensible Input <input type="checkbox"/> Scaffolds <input type="checkbox"/> Explicit Instruction		
2. Shared Experiences (We do it): whole group, all students group learning. <input type="checkbox"/> Procedures <input type="checkbox"/> Scaffolds <input type="checkbox"/> Repetition <input type="checkbox"/> Supports		
3. Targeted Practices (You do it together): small/whole group, 1:1 with relevant guidance for learning and transfer of new learning with support and feedback. <input type="checkbox"/> Students in Charge of Learning <input type="checkbox"/> Practices for Mastery <input type="checkbox"/> Guided Systems of Learning <input type="checkbox"/> Problem Solving		
4. Independent Practices (You do it by yourself): time provided for mastery. <input type="checkbox"/> Activities as Needed <input type="checkbox"/> Quizzes <input type="checkbox"/> Content <input type="checkbox"/> Modeling and Aids		
5. "Thinking" time: time for deep learning, metacognitive, cross-group/peer-assessment, just-for-us, share, summarize, a notebook. <input type="checkbox"/> Review Learning Goals <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Summative Assessment <input type="checkbox"/> Self-Reflection		
6. Monitoring and adjusting student learning: engagement, interaction, cues, give constructive and specific feedback effectively. <input type="checkbox"/> Teacher Engagement <input type="checkbox"/> Teacher Interactions <input type="checkbox"/> Responsive <input type="checkbox"/> Immediate-Verbal Feedback		
7. Independent goals for target content/learning: present, action and transfer. <input type="checkbox"/> Multiple Goals <input type="checkbox"/> Creative Activities <input type="checkbox"/> Adaptive Well-Use		
Inclusive Learning Environment		
Teacher in Instructional Practices		

Student Interactions "The How"	Tally	Evidence / Notes
1. Students engaged in thinking, learning, reading, writing, speaking, listening, and discussing. <input type="checkbox"/> Listening/Thinking <input type="checkbox"/> Learning/Reading <input type="checkbox"/> Reading <input type="checkbox"/> Writing		
2. Students involved in task, activity, role-taking, research, use of assistive technologies and/or multi-media; use multiple tools for construction and composition. <input type="checkbox"/> Role-taking <input type="checkbox"/> Research <input type="checkbox"/> Assistive Technology/Multi-Media <input type="checkbox"/> Construction/Composition		
3. Students use self-assessment, ongoing peer or self-assessment, formative assessment, and reflection. <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Reflection		
4. Students involved in peer practices: projects, collaboration, co-learning, personalizing skills, and changing, exchange of learning together. <input type="checkbox"/> Peer projects <input type="checkbox"/> Co-learning <input type="checkbox"/> Collaborating <input type="checkbox"/> Personalizing Skills/Working in		
5. Students practice to independently for personal mastery: sharing, creating, assessing, visualizing, manipulation of learning. <input type="checkbox"/> Peer Learning <input type="checkbox"/> Master Creation <input type="checkbox"/> Learning/Assessment <input type="checkbox"/> Visual Visualization		
6. Student performance: presentation, participating for authentic academic purposes. <input type="checkbox"/> Presentation/Pose <input type="checkbox"/> Speaking/Reading/Writing <input type="checkbox"/> Peer-to-Peer/Peer <input type="checkbox"/> Peer-to-Teacher		
7. Students participate in regular outdoor learning and in a variety of learning modalities: show, learn through physical action. <input type="checkbox"/> Art <input type="checkbox"/> Music <input type="checkbox"/> Physical Movement <input type="checkbox"/> Drama		
Student Engagement "The Why"	Tally	Evidence / Notes
1. Students are engaged in highly motivating, relevant experiences and/or issues. <input type="checkbox"/> Highly Motivating <input type="checkbox"/> Relevant <input type="checkbox"/> Accessible/Visible Issues <input type="checkbox"/> Outcomes/Experiences		
2. Students engaged in meaningful, challenging, relevant activities: evidence of self-determined learning. <input type="checkbox"/> Meaningful <input type="checkbox"/> Challenging <input type="checkbox"/> Relevant <input type="checkbox"/> Self-determined Learning		
3. Students connect and apply learning to their own, background knowledge, strengths, and needs. <input type="checkbox"/> Content <input type="checkbox"/> Background Knowledge <input type="checkbox"/> Strengths <input type="checkbox"/> Needs		
4. Students demonstrate learning through planning, learning, speaking, reading, writing, and/or other engaged in their collaborative learning. <input type="checkbox"/> Planning <input type="checkbox"/> Learning/Reading <input type="checkbox"/> Speaking <input type="checkbox"/> Writing <input type="checkbox"/> Collaborative Learning		
5. Students understand, recognize, learn and transfer and transfer to the understand and language, social learning activities, motivation of self-regulating behaviors. <input type="checkbox"/> Long-term Outcomes <input type="checkbox"/> Content Outcomes <input type="checkbox"/> Social Learning Outcomes <input type="checkbox"/> Self-Regulation		
6. Students have multiple opportunities for dialogue and conversation (SV): student talk, engaged in information processing, application and transfer of learning. <input type="checkbox"/> Social Interaction <input type="checkbox"/> Information Processing <input type="checkbox"/> Assessment Learning		
7. Students are participating in differentiated activities and accommodations. <input type="checkbox"/> Content <input type="checkbox"/> Process <input type="checkbox"/> Instructional Accommodations <input type="checkbox"/> Time		
Student Interactions		
Student Engagement		

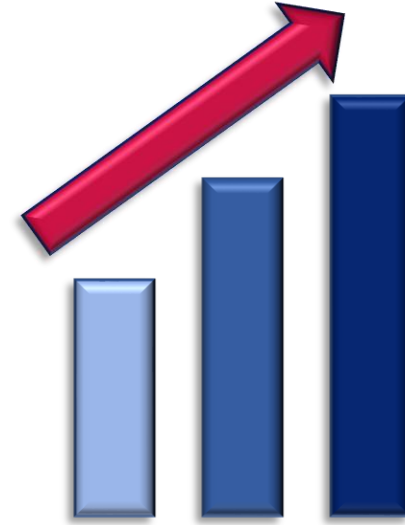


*Not needed for our SSIP Process



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

Evidence-Based Practices Diagnostic Tool

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

Inclusive Learning Environment	Tally	Evidence / Notes
1. Content, language, and social learning outcomes are feasible, precise, measurable, observable, and in student-friendly language; created with/by students <input type="checkbox"/> Measurable <input type="checkbox"/> Observable <input type="checkbox"/> Student-friendly Language		
2. Material-related classroom ; student work displayed in a clear, relevant, and accessible classroom charts are created with/by students <input type="checkbox"/> Relevant <input type="checkbox"/> Accessible		
3. Respectful classroom management and organization ; rules, procedures, and behavior expectations are created with/by students; are student and parent <input type="checkbox"/> Realistic/achievable Expectations <input type="checkbox"/> Proactive vs.		
4. CHOICE/STUDENT VOICE organized with student input; variety of options, accessible to all <input type="checkbox"/> Variety of choices <input type="checkbox"/> Student choices <input type="checkbox"/> Two choices only <input type="checkbox"/> Physical accessibility		
5. WORKSHEETS ARE NOT NECESSARY ; tasks are created with/by students; contain symbols/pictures and used as a resource by all students <input type="checkbox"/> Symbol pictures <input type="checkbox"/> High Frequency/Vocabulary <input type="checkbox"/> Used as a Resource		
6. Presence and use of manipulatives ; objects, materials and diverse examples <input type="checkbox"/> Manipulatives <input type="checkbox"/> Present/Lined/Blank/Colorful <input type="checkbox"/> Diverse Examples		
7. Effective and efficient transitions between activities <input type="checkbox"/> Efficient <input type="checkbox"/> Effective <input type="checkbox"/> Engaging		
Instructional Practices "The What"	Tally	Evidence / Notes
1. Generalization (50%) ; whole group, cooperative groups provided through the lesson; typical clear language, pacing, visuals, audio, text, and diverse learning modalities are evident; explicit systematic instruction <input type="checkbox"/> Explicit <input type="checkbox"/> Cooperative/whole class <input type="checkbox"/> Interactive <input type="checkbox"/> Backward/forward		
2. STUDENT EXPERIENTIAL LEARNING ; whole group/cooperative group modeling <input type="checkbox"/> Prioritize <input type="checkbox"/> Explicit <input type="checkbox"/> Repetitive <input type="checkbox"/> Scaffold		
3. GROUP PRACTICE (YOU DO IT TOGETHER) ; small/whole group, 1-1 if relevant/guided for learning and transfer of new learning to support and problem solving <input type="checkbox"/> Students in Charge of Learning <input type="checkbox"/> Practice for Fluency <input type="checkbox"/> Direct/Indirect of Learning <input type="checkbox"/> Problem-solving		
4. Independent Practice (You do it by yourself) ; time provided for mastery <input type="checkbox"/> Explicit as needed <input type="checkbox"/> Consistent <input type="checkbox"/> Reinforcing <input type="checkbox"/> Monitor and Adjust		
5. CLASSIFY ; review/clarify/expand with students; use of ongoing assessments (self, formative, formative, summative, anecdotal) <input type="checkbox"/> Review Learning Targets <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Summative Assessment <input type="checkbox"/> Self-reflection		
6. Monitoring and adjusting student learning ; engagement; observation; asks gives immediate strategic feedback effectively <input type="checkbox"/> Teacher Engagement <input type="checkbox"/> Teacher Interactions <input type="checkbox"/> Reinforcing <input type="checkbox"/> Limited one-to-one Feedback		
7. Instructional plan for higher order thinking ; problem solving and real time <input type="checkbox"/> Problem-solving situations <input type="checkbox"/> Creative situations <input type="checkbox"/> Integrate with time		
Inclusive Learning Environment		
Teacher Instructional Practices		

Student Interactions "The How"	Tally	Evidence / Notes
1. STUDENTS ENGAGED by thinking, learning, speaking, reading, writing, creating a text/discussing <input type="checkbox"/> Listening/Thinking <input type="checkbox"/> Looking/Watching <input type="checkbox"/> Reading <input type="checkbox"/> Writing		
2. STUDENTS INVOLVE IN AND OWN their learning; tools bring research; Use of assistive technologies and/or multi-modal; use multiple tools for construction and construction <input type="checkbox"/> Note-taking <input type="checkbox"/> Research <input type="checkbox"/> Assistive Technology/Multi-Modal <input type="checkbox"/> Discussion/Construction		
3. STUDENTS ARE goal-setting ; ongoing use of self-assessments, formative assessments, and reflections <input type="checkbox"/> Goal Setting <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Reflection		
4. STUDENTS ENGAGE IN GROUP PRACTICE ; problem-solving, collaborating, community, personal coping skills and strategies, a change of learning together <input type="checkbox"/> Peer projects <input type="checkbox"/> Collaborating <input type="checkbox"/> Collaborating <input type="checkbox"/> Personal Coping Skills/Strategies		
5. STUDENTS practice independently for personal mastery; learning; choice; as needed; visualization; own solution of learning <input type="checkbox"/> Peer Learning <input type="checkbox"/> Mini-projects <input type="checkbox"/> Open-ended Learning <input type="checkbox"/> Give/Receive Feedback		
6. STUDENTS PARTICIPATE ; presentations; reading/creating for authentic audience purposes <input type="checkbox"/> Presentation Plan <input type="checkbox"/> Reading/Reading/Writing <input type="checkbox"/> Peer as Audience <input type="checkbox"/> Peer as Purpose		
7. STUDENTS participate in higher order thinking and 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		
Student Engagement "The Why"	Tally	Evidence / Notes
1. STUDENTS are engaged in highly motivating, real-world experiences in our lessons <input type="checkbox"/> Highly Motivating <input type="checkbox"/> Real-World <input type="checkbox"/> Model/Visible/Visible <input type="checkbox"/> Culturally Responsive		
2. STUDENTS engaged in meaningful, challenging, relevant activities ; evidence of self-internalized learning <input type="checkbox"/> Meaningful <input type="checkbox"/> Challenging <input type="checkbox"/> Relevant <input type="checkbox"/> Self-internalized Learning		
3. STUDENTS connect and apply learning to real-world, 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 problem-solving, thinking, learning, speaking, reading, writing, multi-modal; engaged in student-led 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-modal <input type="checkbox"/> Collaborating		
5. STUDENTS materials, resources, tools are relevant and outside in the content and language; social learning outcomes; evidence of self-regulating behavior <input type="checkbox"/> Language Outcomes <input type="checkbox"/> Content Outcomes <input type="checkbox"/> Social Learning Outcomes <input type="checkbox"/> Self-Regulation		
6. STUDENTS have multiple opportunities for dialogue and conversations; engaged in interactions; processing, deepening and transfer of learning <input type="checkbox"/> Mini-projects/Tools <input type="checkbox"/> Assessment/Processing <input type="checkbox"/> Generative Learning		
7. STUDENTS are participating in differentiated activities and accommodations <input type="checkbox"/> Content <input type="checkbox"/> Process <input type="checkbox"/> Product/Response/Mode/In/Out Time		
Student Interactions		
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.
3. 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.