EBP Walkthrough Tool: Interactive Crosswalk

The EBP Walkthrough Process is a framework for finding opportunities to celebrate evidence-based classroom practices that are being implemented effectively and for finding opportunities to expand evidence-based classroom practices where there may be a lower incidence of effective implementation.

Having walkthrough team members with varying perspectives, including special and general education leadership, the EBP Walkthrough Process provides a platform for not only supporting evidence-based classroom practices but also for collaboration, targeted professional development, and data-driven decision-making.

Alignment

The twenty-eight artifacts listed on the left of the following document are divided into four quadrants: ***Inclusive Learning Environment, Instructional Practices, Student Interactions, and Student Engagement.*** The seven artifacts in each quadrant are essential attributes found in highly performing classrooms and schools.

High Leverage Practices (HLPs)

The HLP framework was developed by the Council for Exceptional Children and the CEEDAR Center and is foundational for all student instruction. In the crosswalk framework below, each evidence-based practice group on the EBP Tool shows alignment to a group of HLPs. These HLPs can be referenced on their Research Syntheses document: High Leverage Practices in Special Education.

Universal Design for Learning (UDL)

The Multiple Means of ***Representation, Action and Expression,*** and ***Engagement*** are aligned with the Universal Design for Learning foundation framework for all learners.

College and Career Competency (CCC) Framework

The Cognitive, Intrapersonal, and Interpersonal realms of the document are linked to the College and Career Competency Framework for all learners.

Optimal Learning Model (OLM)

Especially for Quadrant 2 and evidence-based practices for Classroom Instructional Practices, the EBP Tool is aligned with the Optimal Learning Model, scaffolding instruction from guided I DO instruction to YOU DO independent practice.

Evidence-Based Practices Walkthrough Tool

Inclusive Learning Environment	Alignment		
1. Content, language, and social learning outcomes	HLPs: 11, 12, 13		
2. Student-centered classroom; student work displayed	HLP: 7		
3. Respectful classroom management and organization; rules, procedures, and behavior expectations	HLPs: 7, 9, 18		
4. Classroom library	HLPs: 7, 15, 21		
5. Word walls / sound walls / vocabulary charts	HLPs: 7, 14, 15		
6. Manipulatives and realia	HLPs: 7, 14, 15		
7. Transitions between activities	HLPs: 7, 18		
Instructional Practices "The What"	UDL: Representation	OLM	CCC: COGNITIVE
1. Demonstration (I do): whole group instruction	HLPs: 6, 9, 12, 14, 15, 16, 18, 19, 20, 21, 22		
2. Shared Experiences (We do - You help): whole group/small/flexible groups	HLPs: 6, 8, 9, 12, 14, 15, 16, 18, 19, 20, 21, 22		
3. Guided Practice (We do - I help): small groups	HLPs: 4, 6, 8, 9, 12, 14, 17, 18, 19, 20, 21, 22		
4. Independent Practice (You do)	HLPs: 4, 6, 8, 9, 12, 13, 14, 18, 19, 22		
5. Lesson culmination	HLPs: 4, 12, 14, 18, 19, 22		
6. Monitoring and adjusting student learning	HLPs: 4, 6, 8, 9, 12, 18, 19, 22		
7. Higher-order thinking **and** wait time	HLPs: 4, 8, 9, 12, 14, 18, 19, 20, 22		
Student Interactions "The How"	UDL: Action / Expression		CCC: INTRAPERSONAL
1. Students thinking, listening, speaking, reading, writing, sharing, discussing	HLPs: 4, 12, 14, 18, 19, 21		
2. Students involved in text activity; note-taking; research; use of assistive technologies and/or multi-media; use multiple tools for construction and composition	HLPs: 12, 14, 18, 19, 20, 21		
3. Student goal-setting; self and formative assessments; reflections	HLPs: 4, 6, 7, 11, 12, 14, 22		
4. Students in guided practice, projects, conferencing, collaborating, coping strategies, in charge of learning together	HLPs: 4, 5, 6, 7, 8, 9, 10, 14, 17, 18, 19, 20		
5. Students independently practice for personal mastery; planning; choice; autonomy; visualization; manipulation of learning	HLP: 11, 14, 21		
6. Students perform; present; authentic audience/purpose	HLP: 9, 11, 14, 18, 21		
7. Students with higher order thinking; variety of learning modalities	HLPs: 14, 19, 20, 21		
Student Engagement "The Why"	UDL: Engagement		CCC: INTERPERSONAL
1. Students with motivating, real-world experiences and/or issues	HLPs: 7, 18,		
2. Students engaged in meaningful, challenging, relevant activities; evidence of self-determined learners	HLPs: 4, 7, 14, 18, 20, 21		
3. Students connect and apply learning to culture, background knowledge, strengths	HLP: 7, 14, 18, 21		
4. Students demonstrate learning through planning, thinking, listening, speaking, reading, writing; multi-media; engaged in shared/collaborative learning	HLPs: 11, 12, 14, 17, 18, 19		
5. Students' materials, resources, texts are relevant and suitable to the content and language, social learning outcomes; evidence of self-regulating behaviors	HLPs: 7, 8, 9, 11, 13, 14, 18, 19		
6. Students have multiple opportunities for dialogue and conversations (50% student talk); engaged in information processing, application, and transfer of learning	HLPs: 9, 17, 18, 21		
7. Students are participating in differentiated activities and accommodations	HLPs: 4, 6, 7, 12, 13, 15, 18, 19		