

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/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		
Instructional Practices “The What”	Tally	Evidence / Notes
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		

Inclusive Learning Environment		
Teacher Instructional Practices		

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 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		
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 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		
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		

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"/> Collaborating		
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-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		
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		

Student Interactions		
Student Engagement		

