

Evidence-Based Practices Walkthrough Process

The initial Observation Team can be comprised of 2-4 members of the following: The Principal; The Assistant Principal; The Special Education Lead; The Reading Coach; The Reading Interventionist; An Instructional Lead. The initial classrooms for observation should be: One classroom of an Exemplary Team Lead from Grades 3-5 during ELA Lesson Instruction and one classroom of a Growing and/or Developing Grade 3-5 Teacher during ELA Lesson Instruction

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:
 - a. Two observers; two quadrants per observer - a 10-minute observation per classroom.
 - b. Four observers; one quadrant per observer - choice to shorten the observation time to do more observations in a session or improve data reliability with substantial collection time.
 - c. Four observers; two quadrants per observer - choice to have more than one person collecting on a given quadrant, thereby allowing for post-observation discussion that provides more opportunity for learning and calibrating results between observers with greater data reliability.
4. As observers, choose who you will be observing for your EBP walkthroughs. Then you can complete the heading details at the top of the EBT Diagnostic Tool for those classrooms (Observer name, grade, number of students in the class, etc.)
5. Communicate with the teachers you intend to observe. Set a time and date that is during ELA Instruction. Emphasize that the observation is not intended for teacher evaluation, but rather an opportunity to showcase evidence-based practices within the classroom.

During the EBP Walkthroughs

1. Visit the classroom and begin checking the boxes of any observed practices. Make sure to provide comments in the Evidence section, such as quotes from the teacher and students. This will give you the opportunity to reference clarification and provide specific feedback to teachers/students.
2. Before you leave, transfer a positive comment from the Evidence section to a sticky-note, and place it somewhere for the teacher to read at an appropriate time. If the end of the observation coincides with a transition for example, you could also choose to show your appreciation and celebrate practices with the teacher and class directly.