EBP Walkthroughs
PEAs in SSIP—Year 2

In addition to the examination of systemic improvement within the broader learning community, PEAs in Year 2 of SSIP explore classroom and instructional systems with greater depth by conducting walkthroughs with the EBP Diagnostic Tool.

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The EBP Diagnostic Tool

The EBP Tool allows instructional leaders the opportunity to collect data during lesson walkthroughs and have conversations about celebrating and strengthening the evidence-based practices that were observed.

Evidence-Based Practices Diagnostic Tool

Observer:	Teacher:	Date:
Time In/Out:	Grade:	Subject:

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 ☐ 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		

For More Info

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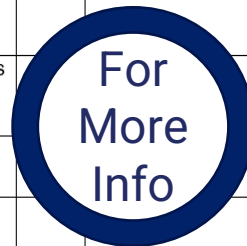
EBP Walkthroughs
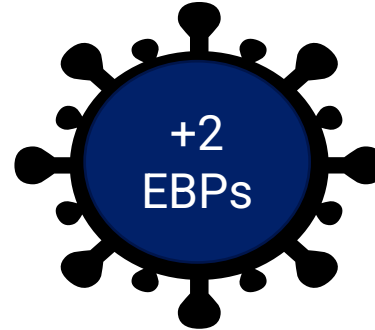
Process Revision: SY 2021–22
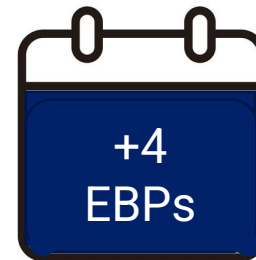
EBP Growth
Year 2 SSIP PEAs

By the end SY 2020–21, overall EBP data showed an average increase of only 2 EBPs in each SSIP classroom.

+2 EBPs

However

However, when isolating classrooms with 45 or more days between observations, there was a growth of over 4 EBPs per classroom, compared to observations under 45 days apart.
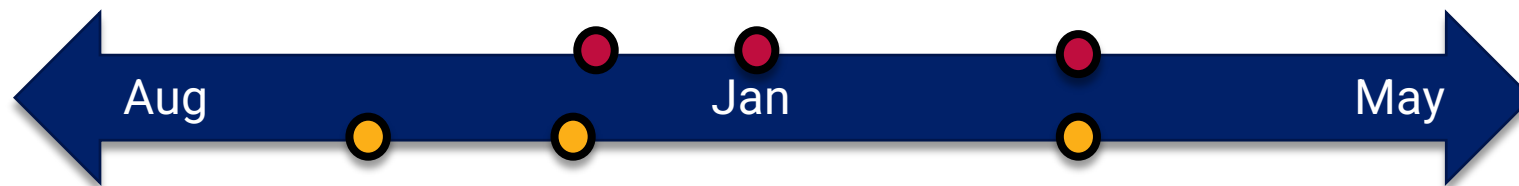
When >45 Days

+4 EBPs

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Using Data to Maximize Impact

In SY 2021–22, the EBP Tool submission timeline was adjusted:

- **Alignment with federal submission**
- **Response to data analysis**
- **Response to both PEA and SEA feedback**

SY 2020–21

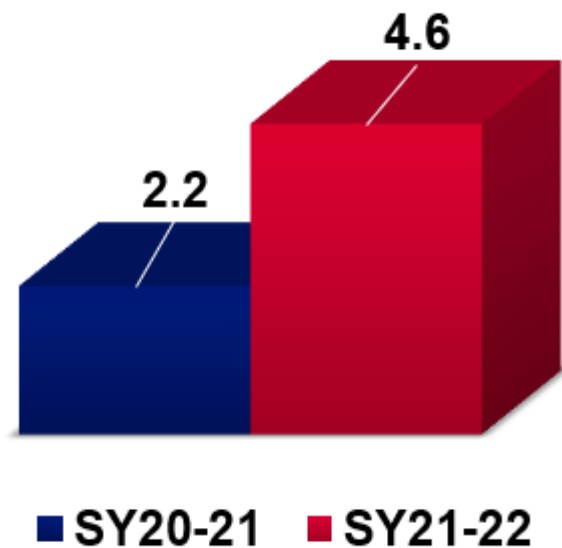Aug   Jan   May

SY 2021–22

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Checking for Data Impact

With both a more consistent classroom environment and the new timeline in SY 2021–22, the growth of evidence-based practices in SSIP-PEA classrooms more than doubled the growth from the previous year.

4.6

2.2

■ SY20-21 ■ SY21-22

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EBP Walkthroughs

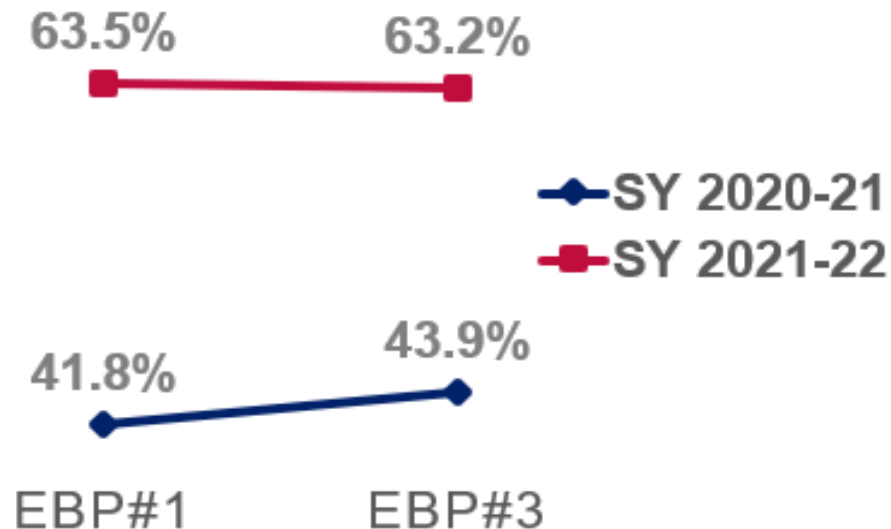# Data by Quadrant and PEA SY 2021–22

Data by Quadrant: Cohort 4

Quadrant 1—The Inclusive Learning Environment

Learning Outcomes and Expectations

Engaging Manipulatives and Transitions

Word/Sound Walls and Classroom Library

63.5%   63.2%

→ SY 2020-21
■ SY 2021-22

41.8%   43.9%

EBP#1   EBP#3

Highest percentage of total EBPs in any quadrant (1−4) in SY 2021−22

Only quadrant not showing growth in SY 2021−22
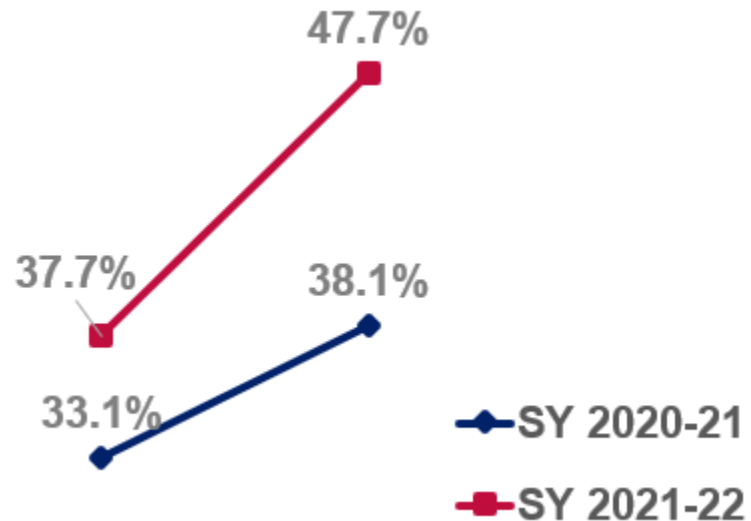
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Data by Quadrant: Cohort 4

Quadrant 4—Student Engagement

Differentiation and Accommodation

Motivating and Relevant Activities

Applying and Demonstrating Learning

47.7%

37.7%

38.1%

33.1%

SY 2020-21

SY 2021-22

Most growth of any quadrant in each of the last two school years

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EBP Walkthroughs

Process Revision: SY 2022–23
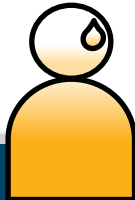
Director's Check-in

EBP Growth Factors

To uncover some specific areas where SSIP could grow in supporting further classroom EBP growth, SpEd Directors from around the state were polled at the January Director's Check-in:
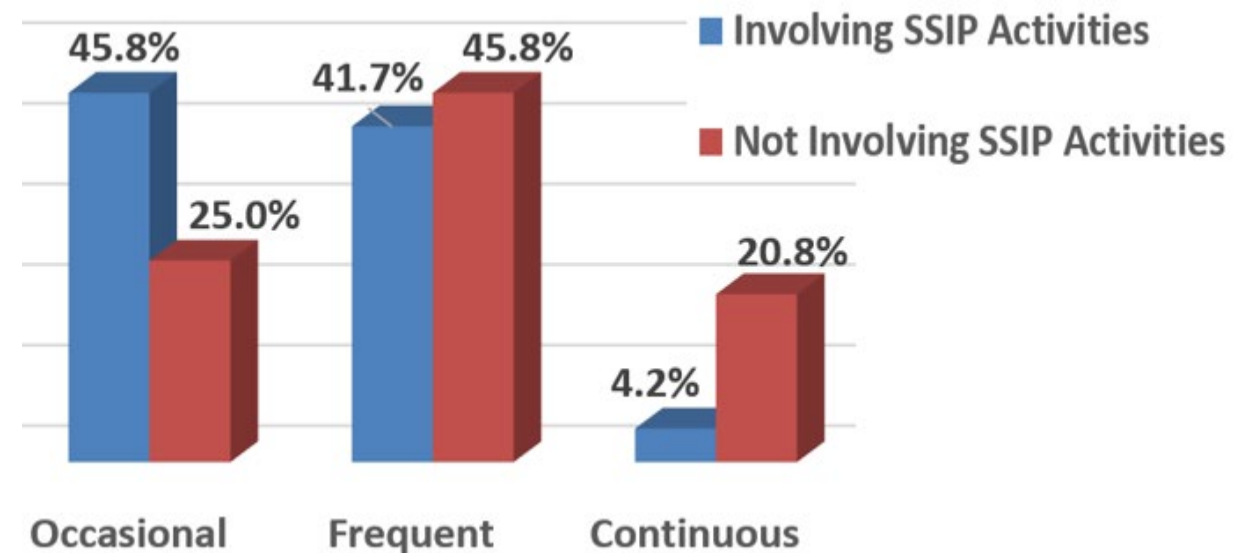
85%

characterized staff turnover and overwhelmed teachers as very significant factors impeding the support and development of EBPs in the classroom.

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The EBP Survey
SpEd-GenEd Collaboration and SSIP Activities

The data from the SY 2021–22 EBP Survey shows that while, in general, PEAs reported an occasional-to-frequent level of collaboration between SpEd and GenEd on SSIP activities where PEAs reported a continuous level of collaboration within their learning communities, these PEAs did not engage with SSIP activities, commensurate to that level of collaboration.

Bar chart legend:
- Involving SSIP Activities (blue)
- Not Involving SSIP Activities (red)

	Involving SSIP Activities	Not Involving SSIP Activities
Occasional	45.8%	25.0%
Frequent	41.7%	45.8%
Continuous	4.2%	20.8%

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Director's Check-in

Collaboration

To uncover some specific areas where SSIP could grow in supporting collaboration at PEAs, SpEd Directors from around the state were polled at the January Director's Check-in:
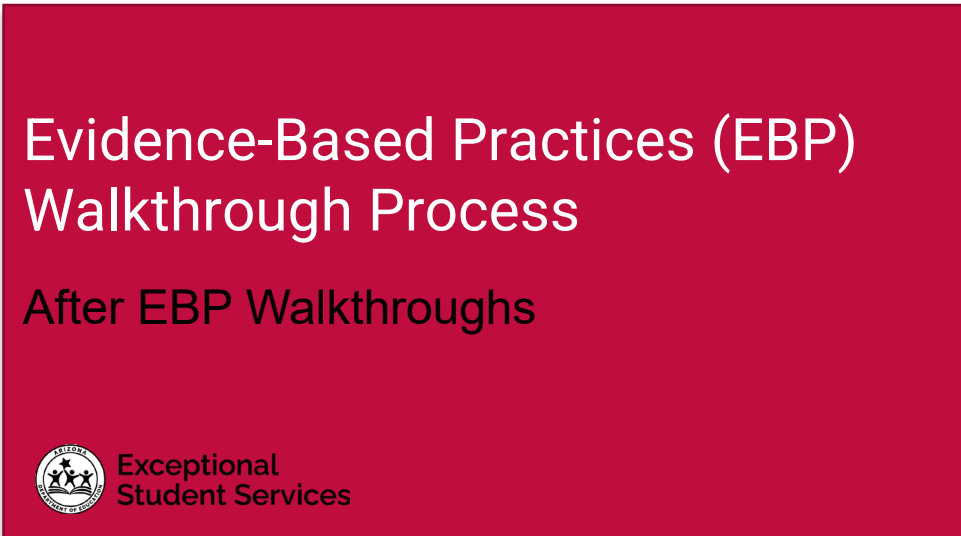
71%

reported collaborating with GenEd no more than occasionally when planning instruction and monitoring student progress.

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SSIP Systems for EBP Support

Resources and Development

The Evidence-Based Practices (EBP) Walkthrough Process
Tool and Process

Evidence-Based Practices (EBP) Walkthrough Process

After EBP Walkthroughs

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Support Resources have been revised to highlight collaborative opportunities during and after walkthroughs.

With health environment permitting, SSIP will be able to offer onsite process support in SY 2022–23.

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Thank You

—

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