



# Evidence-Based Practices (EBP) Walkthroughs

Tool and Process

EBP Walkthroughs



# Tool and Process Overview

# Learning Walks

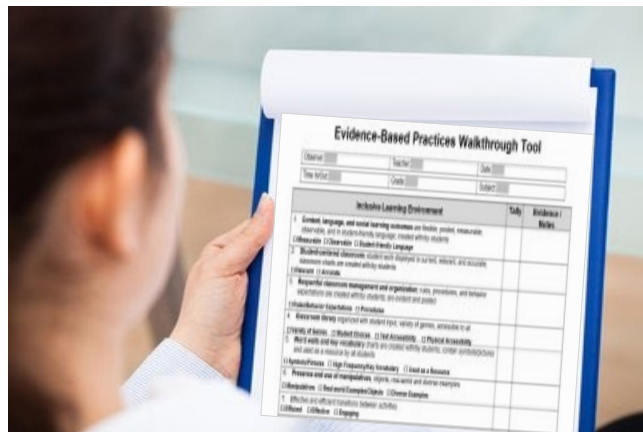


# EBP Walkthroughs

Performing Learning Walks



Using the EBP Diagnostic Tool



# Evidence-Based Practices Walkthrough Tool

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

## Inclusive Learning Environment

There are four quadrants, and each quadrant contains seven indicators.

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. <b>Content, language, and social learning outcomes</b> are flexible, posted, measurable, observable, and in student-friendly language; created with/by students<br><input type="checkbox"/> Measurable <input type="checkbox"/> Observable <input type="checkbox"/> Student-friendly Language |  |  |
| 2. <b>Student-centered classroom</b> ; student work displayed is current, relevant, and accurate; classroom charts are created with/by students<br><input type="checkbox"/> Relevant <input type="checkbox"/> Accurate   |  |  |
| 3. <b>Respectful classroom management and organization</b> ; rules, procedures, and behavior expectations are created with/by students; are evident and posted<br><input type="checkbox"/> Rules/Behavior Expectations <input type="checkbox"/> Procedures                                       |  |  |
| 4. <b>Classroom library</b> organized with student input, variety of genres, accessible to all<br><input type="checkbox"/> Variety of Genres <input type="checkbox"/> Student Choices <input type="checkbox"/> Text Accessibility <input type="checkbox"/> Physical Accessibility                |  |  |
| 5. <b>Word walls and key vocabulary</b> charts are created with/by students; contain symbols/pictures and used as a resource by all students<br><input type="checkbox"/> Symbols/Pictures <input type="checkbox"/> High Frequency/Key Vocabulary <input type="checkbox"/> Used as a Resource     |  |  |
| 6. <b>Presence and use of manipulatives</b> , objects, real-world and diverse examples<br><input type="checkbox"/> Manipulatives <input type="checkbox"/> Real-world Examples/Objects <input type="checkbox"/> Diverse Examples  |  |  |
| 7. Effective and efficient transitions between activities<br><input type="checkbox"/> Efficient <input type="checkbox"/> Effective <input type="checkbox"/> Engaging   |  |  |

Instructional Practices “The What”	Count	Evidence / Notes
<p>1. <b>Demonstration (I do it):</b> 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. <b>Shared Experiences (We do it):</b> 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. <b>Guided Practice (You do it together):</b> 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. <b>Independent Practice (You do it by yourself):</b> 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. <b>Closure;</b> 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. <b>Monitoring and adjusting student learning;</b> 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. <b>Incorporates, plans for higher order thinking</b> 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 evidence-based classroom practices.

The classroom practices will appear in both list and check-box form. You will use the check-boxes in the classroom to indicate when you observe each classroom practice. After our overview, we will take a closer look at these classroom practices.

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

Student Interactions “The How”	Count	Evidence / Notes
1. <b>Students expression</b> 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. <b>Students involved in text activity</b> ; note-taking; research; use of assistive technologies; 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. <b>Students are <u>goal-setting</u></b> ; 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. <b>Students interact in guided practice</b> , projects, conferencing, collaborating, community building, 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. <b>Students practice independently for personal mastery</b> ; 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. <b>Student performance</b> ; 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. <b>Students participate in higher order thinking</b> and in 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		

Each Quadrant has a section for a Count and for Evidence / Notes

The Count section is available for adding the total practices for each indicator.

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.



Student Engagement “The Why”	Count	Evidence / Notes
1. <b>Students are engaged in highly motivating</b> , 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. <b>Students engaged in meaningful, challenging, relevant activities</b> ; 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. <b>Students connect and apply learning</b> 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. <b>Students demonstrate learning</b> 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"/> Col		
5. <b>Students’ materials, resources, texts are relevant</b> and suitable to the content and 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. <b>Students have multiple opportunities for dialogue and conversations</b> (50% students 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. <b>Students are participating in differentiated activities and accommodations</b> <input type="checkbox"/> Content <input type="checkbox"/> Process <input type="checkbox"/> Products/Resources/Materials <input type="checkbox"/> Time		

**This part of the Count section is available for the total practices in each quadrant.**

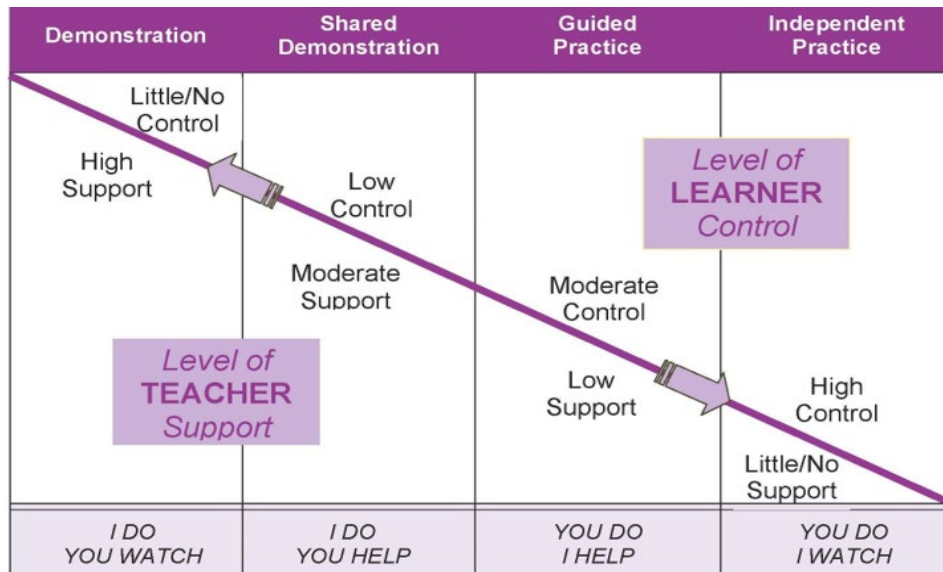
**You can put summarized evidence or conclusions in this part of the Evidence / Notes section.**



<b>Student Interactions</b>		
<b>Student Engagement</b>		

# Guiding Research

## OLM

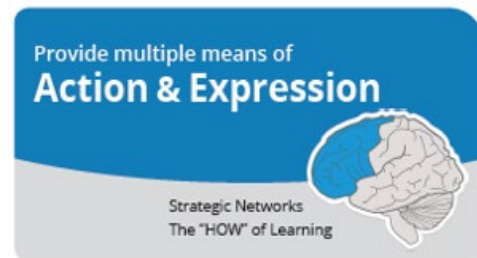
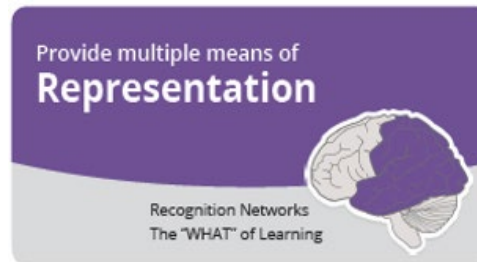


The EBP Tool is aligned with the **Optimal Learning Model**: Scaffolding from guidance to independence

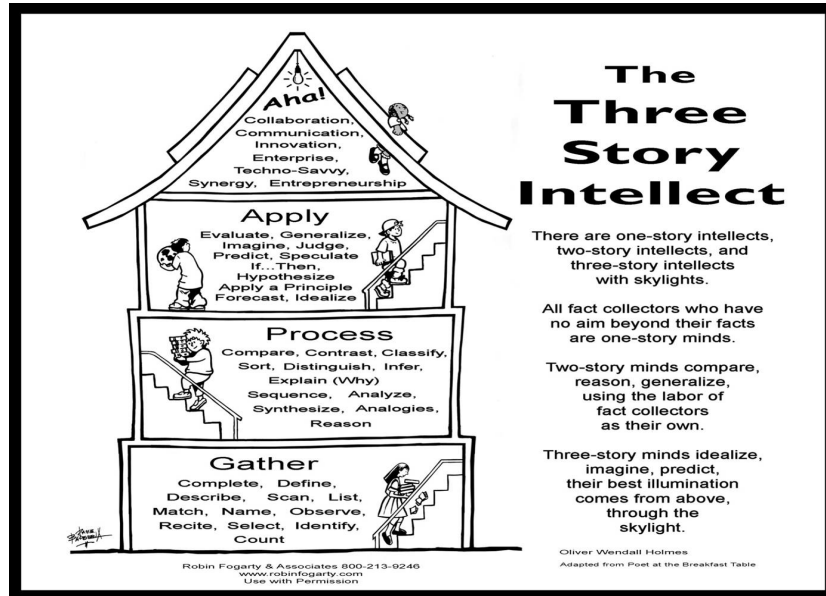
# Guiding Research UDL

The EBP Tool is aligned with the **Universal Design for Learning**:

Providing multiple means of stimulating our brains in diverse ways.



# Guiding Research TSI



It is aligned with the **Three Story Intellect Model:** Looking for opportunities to apply learning in diverse ways

# Systemic Improvement: Pedagogy, EBPs, and Outcomes

The EBP Tool is a comprehensive collection of evidence-based classroom practices.

Rather than expecting to see all practices in a brief walkthrough, the process provides the opportunity to highlight and celebrate where evidence-based practices have been effectively implemented.

Further, by connecting the data to a process of development, it provides a framework for strengthening evidence-based classroom practices and making a connection to student outcomes.



# The EBP Process

## Possibilities for Development



- Peer Observation (General/Targeted)
- Professional Development
- Professional Learning Communities
- Growth Analysis
- Connection to Student Outcomes

**EBP Walkthroughs**



**Tool and Process**

# The EBP Tool

# Optimizing Reliability

## Which evidence-based 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 particular evidence-based practice?

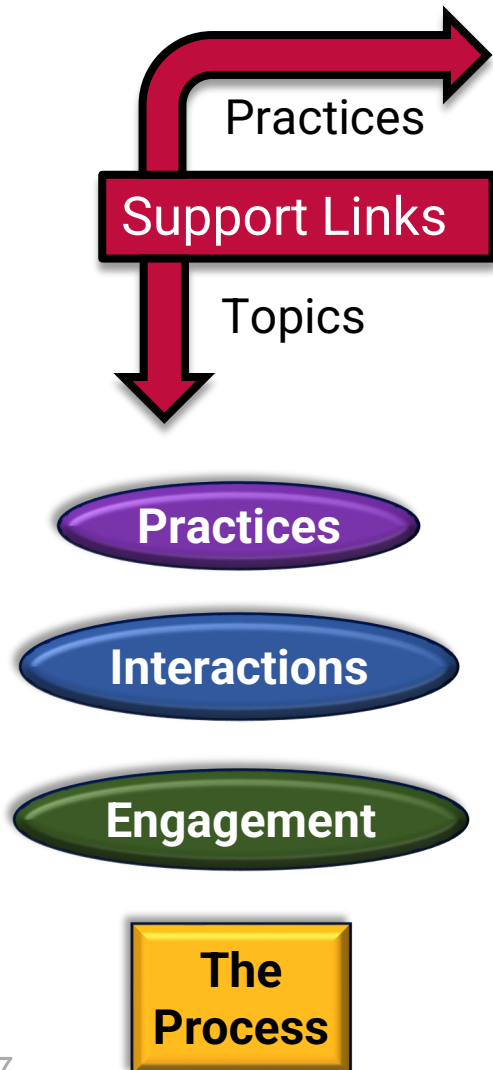
We can improve the reliability of our results by collaborating after finish our observations. You can combine your separate observations on a single observation document.





# Asynchronous Learning: Quadrant 1

Read Individually - Discuss Together - Reference Links/Resources



## 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
- 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/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
- 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

## Inclusive Learning Environment

[click to return](#)

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.

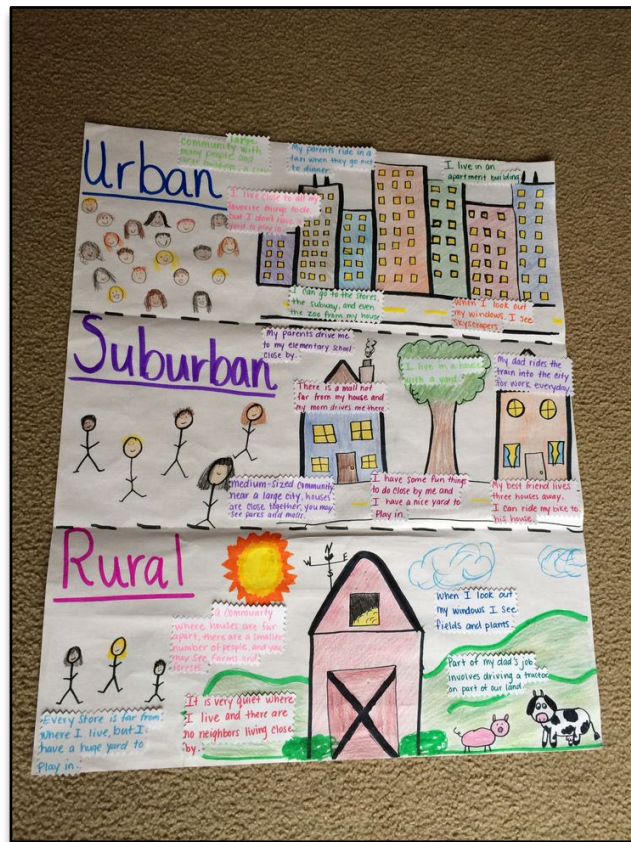
Presenting outcomes that are **student-friendly** means they are communicated from the student's perspective. These outcomes should also be presented with accessibility in mind. This means that any student in the classroom will be able to understand the language of these outcomes, whether written or spoken.

I will be able to connect three or more supporting details to the main idea using a graphic organizer.



2. **Student-centered classroom**; student work displayed is current, relevant, and accurate; classroom charts are created with/by students

Relevant  Accurate



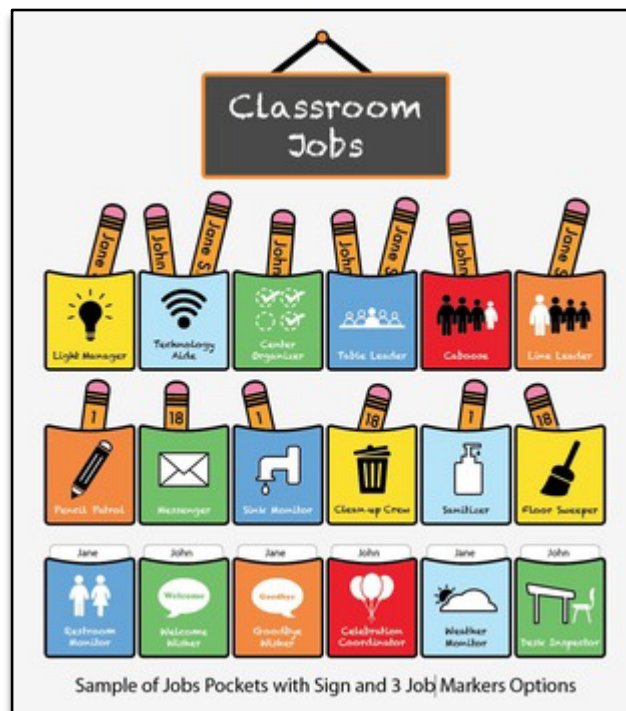
You can look for accuracy in the same way. While a few pieces of student work may show evidence of incidental inaccuracy, as long as these inaccuracies are superficial and incidental, the student work can be marked as being **accurate**.

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**.

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

[click to return](#)

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

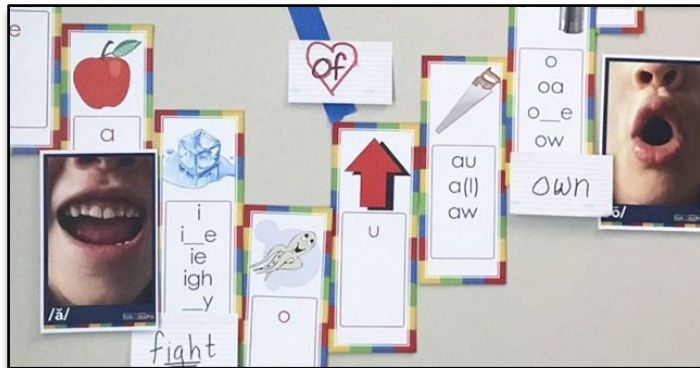
**Physical Accessibility:** the library is in a location that students can reach, and the area is organized and inviting



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 learning by sound-to-letter, rather than letter-to-sound. 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.

### 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/or feel **objects of realia** to bridge the gap from abstract description to concrete visualization.

Whenever possible, realia is closest to its form that can be seen in real life, and when **diverse examples** appear in real life, diverse examples are offered through realia.



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.

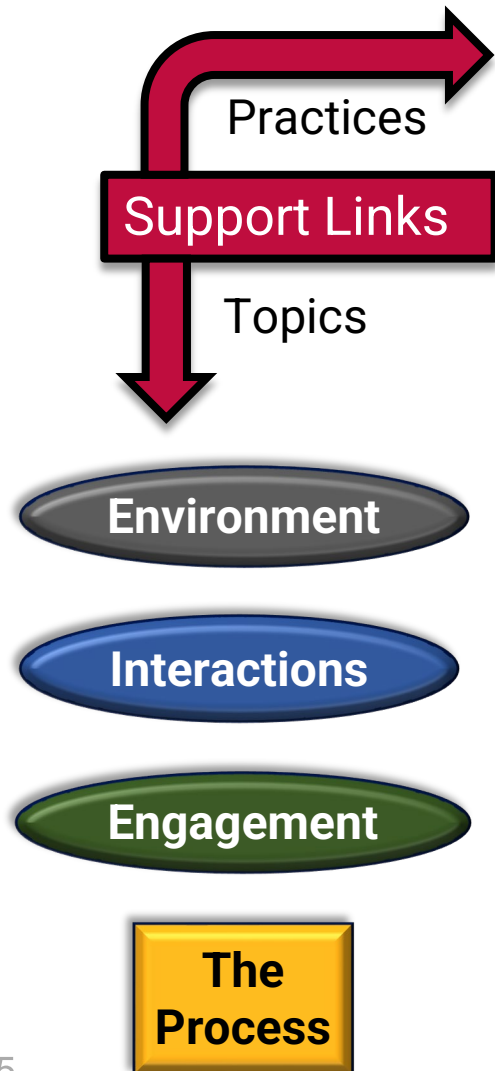
**Engaging** transitions are not only a part of a learning community that students enjoy, but it can also serve to break up monotony. In addition, this can be a good time to get the blood flowing with a wiggle-break that lasts up to five minutes (efficient) and helps students to refocus afterward.





# Asynchronous Learning: Quadrant 2

Read Individually and Discuss Together for Common Understanding



Instructional Practices “The What”
1. <b>Demonstration (I do it):</b> 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. <b>Shared Experiences (We do it):</b> whole group/small/flexible group modeling <input type="checkbox"/> Scaffolds <input type="checkbox"/> Negotiates <input type="checkbox"/> Supports
3. <b>Guided Practice (You do it together):</b> 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. <b>Independent Practice (You do it by yourself):</b> 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. <b>Closure;</b> 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"/> Interim/Summative Assessment <input type="checkbox"/> Self Reflection
6. <b>Monitoring and adjusting student learning;</b> 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. <b>Incorporates, plans for higher order thinking</b> question activities and wait time <input type="checkbox"/> Plans Questions <input type="checkbox"/> Asks Questions <input type="checkbox"/> Activities <input type="checkbox"/> Wait time

## Instructional Practices “The What”

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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” part of instruction starts with being **comprehensible**. 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.



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 that 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.

## 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 with assistance when necessary. 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.



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.



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 learning community.



They are **responsive** to student needs through expression, positive narration, and with **feedback** that is both **immediate** and **specific**.

### 7. Incorporates, plans for higher order thinking question activities and wait time

- Plans/Asks Questions
- Creative Activities
- Adequate Wait Time



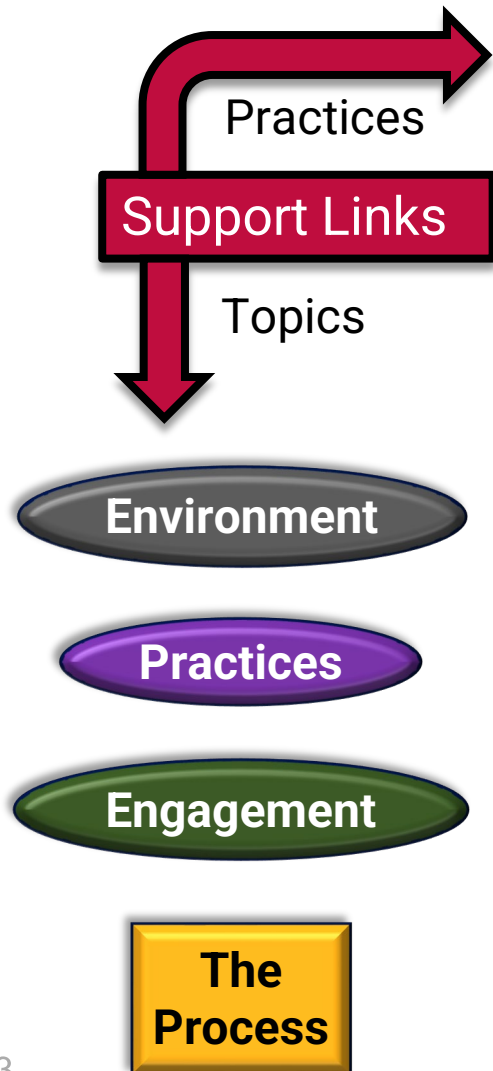
To provide students with opportunities for higher order thinking, teachers can deliberately embed lessons with points of **questioning**, structures like mind maps, and **activities** that involve **creation** and problem-solving.

While providing opportunities for questioning, the teacher gives **adequate** think **time** for consideration before asking students to share their thoughts.



# Asynchronous Learning: Quadrant 3

Read Individually and Discuss Together for Common Understanding



Student Interactions “The How”	
1. <b>Students expression</b> 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. <b>Students involved in text activity</b> ; 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. <b>Students are goal-setting</b> ; 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. <b>Students interact in guided practice</b> , 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. <b>Students practice independently for personal mastery</b> ; planning; choice; autonomy; visualization; manipulation of learning	<b>Student:</b> <input type="checkbox"/> Plans Learning <input type="checkbox"/> Makes Choices <input type="checkbox"/> Generalizes Learning <input type="checkbox"/> Uses Visualization*
6. <b>Student performance</b> ; 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. <b>Students participate in higher order thinking</b> 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

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 to **think** about ideas and concepts.

Students then have the opportunity for interaction and expression through such forms as **speech** and **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
- 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.



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.



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.



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.

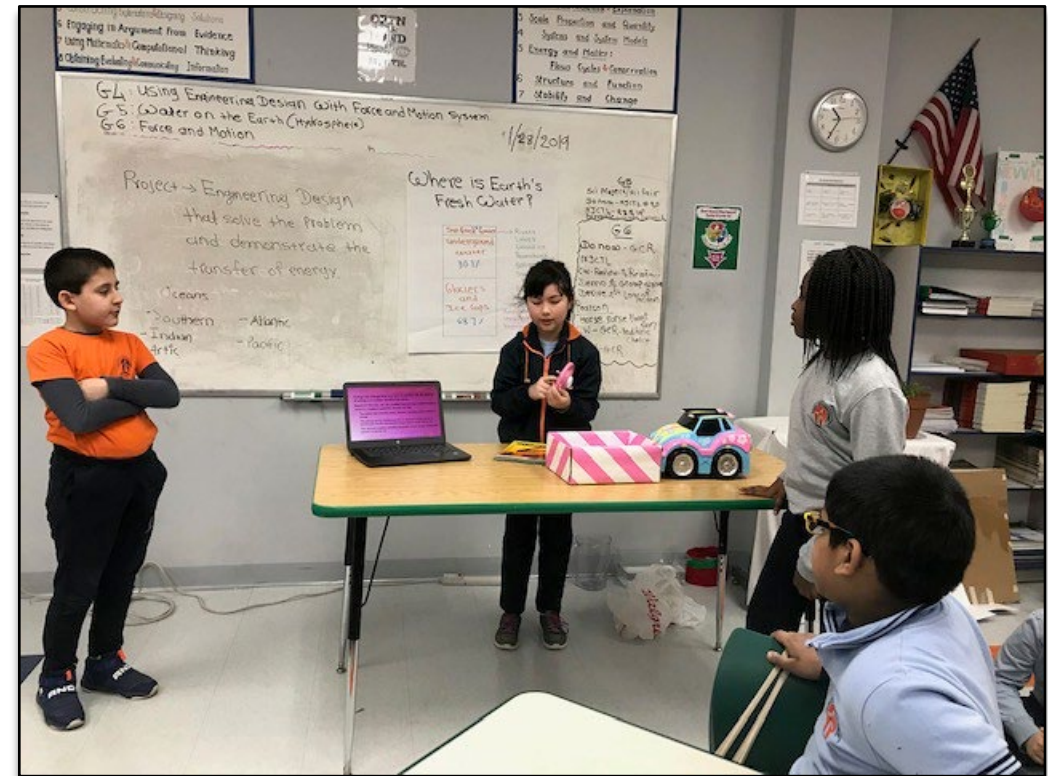


Students show practice of **generalized learning** when they are able to apply and adapt skills and concepts that they have learned prior to the planning and implementation of their current task.

## 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, and writing**.



7. **Students participate in higher order thinking** and in a variety of learning modalities; show learning through physical action

Art    Music    Physical Movement    Drama

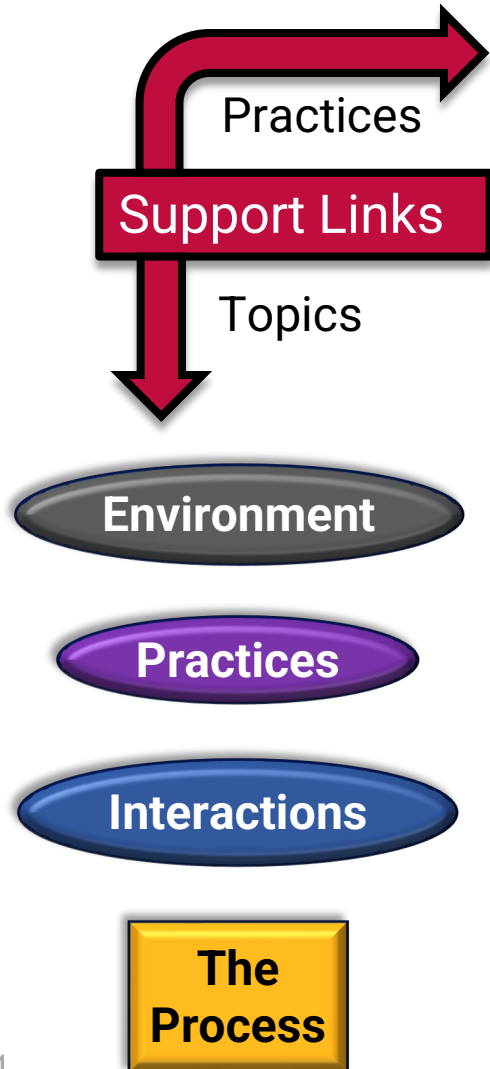
As a product of higher-order thinking, students will make connections and apply their learning in a variety of modalities. These modalities include the production of **art, physical movement, musical expression, and dramatic performance.**





# Asynchronous Learning: Quadrant 4

Read Individually and Discuss Together for Common Understanding



Student Engagement “The Why”	
1. <b>Students are engaged in highly motivating</b> , 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. <b>Students engaged in meaningful, challenging, relevant activities</b> ; 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. <b>Students connect and apply learning</b> 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. <b>Students demonstrate learning</b> 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. <b>Students’ materials, resources, texts are relevant</b> 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. <b>Students have multiple opportunities for dialogue and conversations</b> (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. <b>Students are participating in differentiated activities and accommodations</b>	<input type="checkbox"/> Content <input type="checkbox"/> Process <input type="checkbox"/> Products/Resources/Materials <input type="checkbox"/> Time

## Student Engagement “The Why”

[click to return](#)

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.**



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.



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**.



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.



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.

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



To process learning, students have **as many opportunities** to speak, as they do to listen. 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.

### 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 frustration due to the developmental level of a lesson, because it is either 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.



EBP Walkthroughs



Tools and Process

# The Walkthrough Process

# Getting Started

Choose Two Grade K-3 ELA Teachers

Example:



Exemplary/Lead  
Teacher



Growing/Developing  
Teacher



# Possibilities

## For the Walkthrough Process

1. Observation & Data Collection
2. Analysis & Communication\*
  - Celebrate Strengths\*
  - Target Additional Practices\*
3. Development & Implementation\*
4. Subsequent Classroom Observation
5. Analysis of Student Growth\*

\*Not needed for our SSIP Process



# EBP Resources

## Before and During Walkthroughs

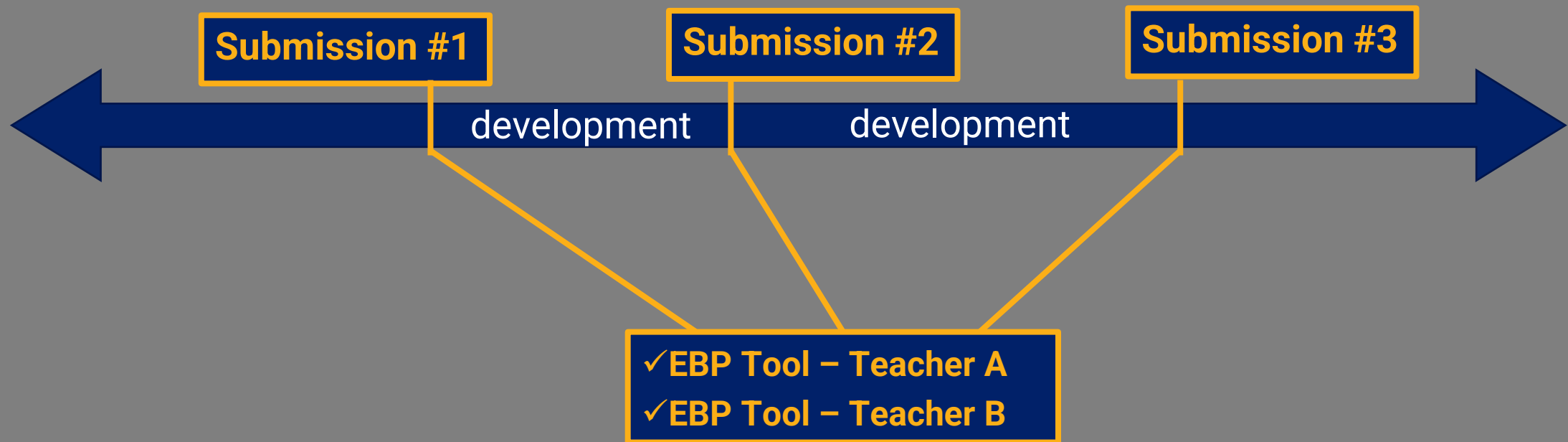
- Dividing the Quadrants for Observation
- Choosing & Communicating with the Observed Teachers
- Evidence & Feedback

## After Walkthroughs

- Analysis
- Rollout
- Feedback & Development



# SSIP Submission





# Exceptional Student Services

## Thank You

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