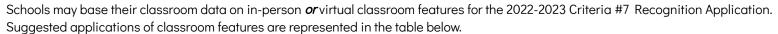
Evidence-Based Practices Guide: Classroom Walkthrough Tool

Features for In-Person and Virtual Classroom Practices





Evidence-Based Classroom Practice*	Physical Classroom Features One or more of the following features are observed for each Classroom Practice	Virtual Classroom Adaptation One or more of the following features are observed for each Classroom Practice
Physical Structure: The physical layout of the classroom is designed to be effective for all students	 Layout of the classroom is such that facilitates the most typical instructional activities (e.g., small group, whole group, learning centers) Furniture is arranged to allow for smooth teacher and student movement Instructional materials are neat, orderly, & ready for use Materials that support critical learning content and learning strategies are visible and accessible (e.g., word walls, steps for writing process, math formulas) Visuals that support critical content are displayed Visuals that reflect diversity of the classroom are displayed* (i.e, books, posters, games, etc. represent the diverse background of the students in the classroom) 	 Web Call settings match instructional needs (e.g., allows for breakout rooms, sharing screen, private chat options) Teacher utilizes the features of the web call platform with adequate fluency Web Call settings match instructional needs for the student (e.g., ability to private chat the teacher, Students have access to resources to support their learning through a web platform Visuals that support critical content are easily accessible
Classroom Routines: Predictable classroom routines are developed and taught	 Evidence of predictable patterns and activities Evidence that classroom routines and procedures are taught directly (i.e., lesson plans, school schedule, school PBIS handbook) Students are given prompts and pre-corrections to successfully follow classroom routines & procedures Students are encouraged to use self-management skills Evidence of student-guided schedules and routines 	 Evidence that classroom routines have been modified for virtual settings (e.g., logging on, working independently, how to get help) Evidence that classroom routines and procedures are taught directly (i.e., lesson plans, school schedule, school PBIS handbook) Students are recognized when they successfully follow classroom routines & procedures Students are encouraged to use self-management skills Evidence of student-guided schedules and routines
3. Expectations Post, Define, & Teach 3-5 Positive Classroom Expectations	 Classroom expectations are posted and are consistent with School-wide expectations Evidence that classroom expectations were taught 	Classroom expectations are posted or referred to in various locations such as lesson plans, teacher slide deck(s), or web platform

	■ Evidence of student and family input on classroom expectations & routines exists in some format for the current school year (survey, class lesson plan, permanent product)*	 □ Classroom expectations are consistent with School-wide expectations □ Evidence of student and family input on classroom expectations & routines exists in some format for the current school year (survey, class lesson plan, permanent product)*
4. Active Supervision & Foster Positive Relationships	 Scanning: Visual and auditory sweep of the setting Moving: Continuous movement and use of proximity to students exhibiting problem behavior Interacting: Regular positive contact, use of student name Students are positively greeted when they arrive in the classroom Structured and/or unstructured opportunities for cooperative learning and practicing social, emotional, behavioral skills with peers are provided* 	 Utilize "Greet at the door" strategy by greeting students when they login; use their name during greeting During breakout rooms, continually move from room to room (Scanning, Moving) Scanning: Monitor the chat box regularly, set up the screen so that it is possible to see all students at a glance Interacting: Regular positive contact, use of student name Structured and/or unstructured opportunities for cooperative learning and practicing social, emotional, behavioral skills with peers are provided*
5. Relevant Learning*	 Use of explicit instruction to teach social, emotional, behavioral, and academic skills* Opportunities to Respond (OTRs) are varied and may include individual or small-group questioning, choral responding, and nonverbal responses Differentiates to ensure equitable benefit* 	 Use of explicit instruction to teach social, emotional, behavioral, and academic skills* Technology tools such as chat, polling of students, web-based emoji responses, Jamboard, Flipgrid are utilized to ensure a high rate of Opportunities to Respond Opportunities to Respond (OTRs) are varied and may include individual or small-group questioning, choral responding, and nonverbal responses Differentiates to ensure equitable benefit*
6. Acknowledgement	 Use of behavior specific praise (BSP) contingent upon the occurrence of expected behavior Evidence of 5:1 ratio of BSP statements Evidence of a formal acknowledgment system where students earn privileges for expected behavior 	 Use of behavior specific praise statements during whole group virtual instruction, via private chat, personal email, or positive phone call Evidence of 5:1 ratio of BSP statements Evidence of a formal acknowledgment system where students earn privileges for expected behavior

^{*}The six practices in this document are based on recommendations of positive and proactive support strategies from <u>Supporting and Responding to Behavior</u>: <u>Evidence-Based Classroom Strategies for Teachers</u>.

This is a sample of a data collection sheet that may assist with the Classroom Walkthrough portion of Criteria #7:

Gold Application

Name of School:	Number of classrooms in the school:				
ACER:	Number of classrooms needed to visit?				

	External Reviewer has visited at least 10% of virtual and/or in-person classrooms. Of those classrooms visited, 80% demonstrated at least 3 evidence-based classroom practices.										
Evidence of minimum of 3 of the following:											
Physical Structure											
Classroom Routines											
Expectations											
Actively Supervise & Foster Positive Relationships											
Relevant Learning											
Acknowledgement											

This is a sample of a data collection sheet that may assist with the Classroom Walkthrough portion of Criteria #7:

Platinum Application

Name of School:	Number of classrooms in the school:			
ACER:	Number of classrooms needed to visit?			

	External Reviewer has visited at least 10% of virtual and/or in-person classrooms. Of those classrooms visited, all classes demonstrated at least 4 evidence-based classroom practices.										
Evidence of minimum of 4 of the following:											
Physical Structure											
Classroom Routines											
Expectations											
Actively Supervise & Foster Positive Relationships											
Relevant Learning											
Acknowledgement											