

Evidence-Based Practices Guide: Classroom Walkthrough Tool



Features for In-Person and Virtual Classroom Practices

- Schools may base their classroom data on in-person *or* virtual classroom features for the 2023-2024 Criteria #7 Recognition Application.
- Suggested classroom features are represented in the table below for each evidence-based practice.
- ACER Note: The level of recognition schools are applying for determines the number of observed classrooms that must demonstrate at least one feature from the evidence-based practices (See Criteria #7). Data collection tools are available at the bottom of this document.

Evidence-Based Classroom Practice	Physical Classroom Features	Virtual Classroom Adaptation
<p>1. Physical Structure: The physical layout of the classroom is designed to be effective for all students</p> <p>Gold: Minimum of 1 feature for 3 classroom practices in 80% of observed classrooms</p> <p>Platinum: Minimum of 1 feature for 4 classroom practices in ALL observed classrooms.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Layout of the classroom is such that it facilitates the most typical instructional activities (e.g., small group, whole group, learning centers) <input type="checkbox"/> Furniture is arranged to allow for smooth teacher and student movement <input type="checkbox"/> Instructional materials are neat, orderly, & ready for use <input type="checkbox"/> Materials that support critical learning content and learning strategies are visible and accessible (e.g., word walls, steps for writing process, math formulas) <input type="checkbox"/> Visuals that support critical content are displayed <input type="checkbox"/> 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) 	<ul style="list-style-type: none"> <input type="checkbox"/> Web Call settings match instructional needs (e.g., allows for breakout rooms, sharing screen, private chat options) <input type="checkbox"/> Teacher utilizes the features of the web call platform with adequate fluency <input type="checkbox"/> Web Call settings match instructional needs for the student (e.g., ability to private chat the teacher) <input type="checkbox"/> Students have access to resources to support their learning through a web platform <input type="checkbox"/> Visuals that support critical content are easily accessible
<p>2. Classroom Routines: Predictable classroom routines are developed and taught</p> <p>Gold: Minimum of 1 feature for 3 classroom practices in 80% of observed classrooms</p> <p>Platinum: Minimum of 1 feature for 4 classroom practices in ALL observed classrooms.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of predictable patterns and activities <input type="checkbox"/> Evidence that classroom routines and procedures are taught directly (i.e., lesson plans, school schedule, school PBIS handbook) <input type="checkbox"/> Students are given prompts and pre-corrections to successfully follow classroom routines & procedures <input type="checkbox"/> Students are encouraged to use self-management skills <input type="checkbox"/> Evidence of student-guided schedules and routines 	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence that classroom routines have been modified for virtual settings (e.g., logging on, working independently, how to get help) <input type="checkbox"/> Evidence that classroom routines and procedures are taught directly (i.e., lesson plans, school schedule, school PBIS handbook) <input type="checkbox"/> Students are recognized when they successfully follow classroom routines & procedures <input type="checkbox"/> Students are encouraged to use self-management skills <input type="checkbox"/> Evidence of student-guided schedules and routines
<p>3. Expectations Post, Define, & Teach 3-5 Positive Classroom Expectations</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Classroom expectations are posted and are consistent with School-wide expectations <input type="checkbox"/> Evidence that classroom expectations were taught <input type="checkbox"/> Evidence of student and family input on classroom 	<ul style="list-style-type: none"> <input type="checkbox"/> Classroom expectations are posted or referred to in various locations such as lesson plans, teacher slide deck(s), or web platform <input type="checkbox"/> Classroom expectations are consistent with School-wide

<p>Gold: Minimum of 1 feature for <u>3</u> classroom practices in 80% of observed classrooms</p> <p>Platinum: Minimum of 1 feature for <u>4</u> classroom practices in ALL observed classrooms.</p>	<p>expectations & routines exists in some format for the current school year (survey, class lesson plan, permanent product)*</p>	<p>expectations</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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)*
<p>4. Active Supervision & Foster Positive Relationships</p> <p>Gold: Minimum of 1 feature for <u>3</u> classroom practices in 80% of observed classrooms</p> <p>Platinum: Minimum of 1 feature for <u>4</u> classroom practices in ALL observed classrooms.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Scanning: Visual and auditory sweep of the setting <input type="checkbox"/> Moving: Continuous movement and use of proximity to students exhibiting problem behavior <input type="checkbox"/> Interacting: Regular positive contact, use of student name <input type="checkbox"/> Students are positively greeted when they arrive in the classroom <input type="checkbox"/> Structured and/or unstructured opportunities for cooperative learning and practicing social, emotional, behavioral skills with peers are provided* 	<ul style="list-style-type: none"> <input type="checkbox"/> Utilize “Greet at the door” strategy by greeting students when they login; use their name during greeting <input type="checkbox"/> During breakout rooms, continually move from room to room (Scanning, Moving) <input type="checkbox"/> Scanning: Monitor the chat box regularly, set up the screen so that it is possible to see all students at a glance <input type="checkbox"/> Interacting: Regular positive contact, use of student name <input type="checkbox"/> Structured and/or unstructured opportunities for cooperative learning and practicing social, emotional, behavioral skills with peers are provided*
<p>5. Relevant Learning*</p> <p>Gold: Minimum of 1 feature for <u>3</u> classroom practices in 80% of observed classrooms</p> <p>Platinum: Minimum of 1 feature for <u>4</u> classroom practices in ALL observed classrooms.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use of explicit instruction to teach social, emotional, behavioral, and academic skills* <input type="checkbox"/> Opportunities to Respond (OTRs) are varied and may include individual or small-group questioning, choral responding, and nonverbal responses <input type="checkbox"/> Differentiates to ensure equitable benefit* 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of explicit instruction to teach social, emotional, behavioral, and academic skills* <input type="checkbox"/> 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 <input type="checkbox"/> Opportunities to Respond (OTRs) are varied and may include individual or small-group questioning, choral responding, and nonverbal responses <input type="checkbox"/> Differentiates to ensure equitable benefit*
<p>6. Acknowledgement</p> <p>Gold: Minimum of 1 feature for <u>3</u> classroom practices in 80% of observed classrooms</p> <p>Platinum: Minimum of 1 feature for <u>4</u> classroom practices in ALL observed classrooms.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use of behavior specific praise (BSP) contingent upon the occurrence of expected behavior <input type="checkbox"/> Evidence of 5:1 ratio of BSP statements <input type="checkbox"/> Evidence of a formal acknowledgment system where students earn privileges for expected behavior 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of behavior specific praise statements during whole group virtual instruction, via private chat, personal email, or positive phone call <input type="checkbox"/> Evidence of 5:1 ratio of BSP statements <input type="checkbox"/> Evidence of a formal acknowledgment system where students earn privileges for expected behavior <p style="text-align: right;">* updated 11/13/2023</p>

*The six practices in this document are based on recommendations of positive and proactive support strategies from [Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers](#).

