**RSE-TASC Walk-Through Tool**

**Supportive and Accessible Classroom Environment**

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|  | **Y** | **N** | **NA** |
| **Classroom Management** | | | |
| 1. Staff use verbal and/or non-verbal prompts to cue expected behavior during instruction. |  |  |  |
| 1. Students with disabilities complete the cued routines within the stated time limit. |  |  |  |
| 1. Staff explicitly acknowledge specific appropriate behavioral responses more frequently than inappropriate responses**.** |  |  |  |
| 1. Both proactively and as a response to disruptions, staff use strategies like scanning, interacting frequently with students, and purposeful movement (e.g., proximity control). |  |  |  |
| 1. Staff use verbal and/or non-verbal prompts to cue student transitions between instructional groupings, instructional tasks, etc. |  |  |  |
| 1. Students with disabilities complete transitions between instructional groupings, instructional tasks, etc. within 2 minutes. |  |  |  |
| 1. 3 to 5 positively stated behavioral expectations are prominently posted in the classroom; i.e., they are able to be read from any point in the room. |  |  |  |
| * 1. Staff reference the posted behavioral expectations verbally and/or non-verbally. |  |  |  |
| * 1. Staff provide specific acknowledgements of student demonstrations of these expectations. |  |  |  |
| 1. Staff collect data on student behavior during the observation; e.g., hatch marks, time on task, # of students responding to questions. |  |  |  |
| **Positive Classroom Climate** | | | |
| 1. Staff make statements that are welcoming, caring and encouraging. |  |  |  |
| 1. Students are greeted as they enter the classroom. |  |  |  |
| 1. Staff use students’ names. |  |  |  |
| 1. Staff make connections to students’ interests and/or goals. |  |  |  |
| 1. Staff make positive statements that students with disabilities will be successful. |  |  |  |
| 1. Students are praised for both performance and effort. |  |  |  |
| 1. Staff encourage students with disabilities to interact with their teachers and peers. |  |  |  |
| 1. Classroom walls reflect the linguistic and cultural diversity of the student population in the class; e.g., labels, rules, and assignments are posted in English and native language(s). |  |  |  |
| **Physical Organization** | | | |
| 1. Materials and space are organized; e.g., with clearly delineated and labeled areas. |  |  |  |
| 1. Students with disabilities have necessary materials at hand. |  |  |  |
| 1. Teachers have necessary materials at hand. |  |  |  |
| 1. Students with disabilities can see and be seen by teacher. |  |  |  |
| 1. Staff and students with disabilities are able to move throughout the classroom with ease. |  |  |  |
| 1. Equipment is adapted so that students with disabilities can actively participate in the instructional activity. |  |  |  |

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| **Explicit Instruction Teaching Functions** | **Y** | **N** | **NA** |
| 1. **Access to Curriculum** | | | |
| * 1. Student with disabilities are working on content aligned with the content of the work of their grade level peers. |  |  |  |
| 1. **Review & Introduction of the Lesson** |  |  |  |
| 1. Teacher and/or student with disabilities explicitly reference **content** of previous lesson. |  |  |  |
| 1. Teacher and/or student with disabilities explicitly reference previously taught **strategies**. |  |  |  |
| 1. The objective of the lesson is visible and stated. |  |  |  |
| 1. The objective is specific to that lesson. |  |  |  |
| 1. Teacher engages students in an activity to activate students’ prior knowledge of the lesson skill/content. |  |  |  |
| 1. Teacher provides purpose for **content** being taught, including “what and why”. |  |  |  |
| 1. Teacher provides purpose for **strategies** being taught, including “what, why, how and when”. |  |  |  |
| 1. Teacher provides purpose for the **skill** being taught, including “what, why and when”. |  |  |  |
| 1. The teacher checks that students with disabilities understand objective accurately. |  |  |  |
| 1. **Active Teaching – I Do** |  |  |  |
| * 1. Teacher teaches 3 to 10 vocabulary terms, or references previously taught terms, that are critical to understanding lesson content by: |  |  |  |
| * + 1. Introducing the word by telling the students the pronunciation of the word and/or guiding them in decoding the word |  |  |  |
| * + 1. Introducing the meaning of the word; e.g., provide a student-friendly definition; guide students in analyzing the meaningful parts of the word such as roots/prefixes/suffixes; have students determine critical attributes embedded in a glossary definition. |  |  |  |
| * + 1. Illustrating with examples; i.e., illustrate concepts with a number of concrete, visual, or verbal examples. |  |  |  |
| * 1. Teacher checks that students with disabilities understand new vocabulary by actively involving students with the word; e.g., asking students to distinguish between examples/non-examples, generate their own examples, ask questions that require deep processing of the word’s meaning beyond simply mimicking the definition. |  |  |  |
| * 1. Teacher uses verbal explanation and visual prompts to explain new content or strategy. |  |  |  |
| * 1. Teacher models application of new content, strategy or skill by making thinking visible through use of a think aloud or similar strategy. |  |  |  |
| * 1. Teacher models steps of strategy in sequential order without skipping steps. |  |  |  |
| * 1. Teacher presents the **content** in chunks/segments. |  |  |  |
| 1. **Guided Practice – We Do** |  |  |  |
| 1. Teacher leads student with disabilities through step-by-step practice. |  |  |  |
| 1. Staff provides high levels of prompting by telling students who have not mastered the skill/strategies all of the steps and/or what needs to be done. |  |  |  |
| 1. Staff fades prompting by asking students who have partially mastered the skill/strategy to state the steps, immediately correcting any errors. |  |  |  |
| 1. Staff provides only reminders to students who have mastered the skill/strategy. |  |  |  |
| 1. Teacher conducts a short formative assessment of students’ with disabilities level of understanding prior to moving on to independent work ; e.g. response cards thumbs-up, quiz. |  |  |  |

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**Explicit Instruction**

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| 1. **Independent Practice – You All Do/You Do** |  |  |  |
| 1. Student independent work relates to stated objective. |  |  |  |
| 1. Teacher moves through classroom and checks in with every student with disabilities. |  |  |  |
| 1. Students with disabilities are able to accurately complete independent work without prompts. |  |  |  |
| 1. **Lesson Closure** |  |  |  |
| 1. The objective of the work is restated by teacher either verbally or visually. |  |  |  |
| 1. Teacher conducts a short formative assessment of students’ with disabilities level of understanding; e.g. exit cards, collects independent work, self-check or peer check of work. |  |  |  |
| 1. Teacher explicitly connects prior and upcoming lessons. |  |  |  |

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| **Explicit Instruction Elements** | **Y** | **N** | **NA** |
| 1. **Student Engagement** | | | |
| 1. Teacher’s ensures multiple opportunities for students with disabilities to respond, e.g.: |  |  |  |
| * 1. Oral responses: (e.g., choral response, think-pair-share; partner response) |  |  |  |
| * 1. Unison responses: (e.g., choral response; white-boards; response cards) |  |  |  |
| * 1. Team responses: (e.g., numbered heads together; jigsaw) |  |  |  |
| * 1. Written responses: (e.g., response cards, white boards, think-jot-share; pair and write) |  |  |  |
| * 1. Action responses: (e.g., touching/pointing; gestures; acting out; hand signals; facial expressions) |  |  |  |
| 1. Students with disabilities engage in structured activities designed to allow for processing; e.g., I-time, think-pair-share, numbered heads, elbow partners, think-jot. |  |  |  |
| 1. Teacher explicitly teaches strategies for responding to higher-order questions; e.g., problem-solving, generalization, evaluative, inferential, application. |  |  |  |
| 1. Students with disabilities work in groups of varying sizes; e.g., individual, pairs, small group, whole group. |  |  |  |
| 1. Staff and students are making explicit connections between lesson and post-secondary opportunities and to students’ interests or goals. |  |  |  |
| 1. **Explicit Corrective Feedback** |  |  |  |
| 1. Teacher gives timely feedback to students with disabilities. |  |  |  |
| 1. Teacher gives specific feedback to students with disabilities. |  |  |  |
| 1. When students with disabilities give incorrect answers, teacher gives immediate feedback using a correction procedure that concludes with the student giving the correct answer. |  |  |  |
| 1. Teacher gives affirmative feedback to students with disabilities when they respond to a question correctly by restating the correct response for the class. |  |  |  |
| 1. **Instructional Match** | | | |
| * 1. Students with disabilities demonstrate understanding of directions by accurately restating directions and/or completing directions as given by teacher. |  |  |  |
| * 1. Students with disabilities correctly answer questions regarding content/strategy. |  |  |  |
| * 1. Students with disabilities are responding to high-order questions; e.g., problem-solving, generalization, evaluative, inferential, application. |  |  |  |
| * 1. Students with disabilities are monitoring and self-correcting work. |  |  |  |
| * 1. Staff are collecting data on student performance during the observation; e.g., hatch marks, test scores, time on task, # of students responding to questions. |  |  |  |

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| 1. **Pacing** | | | |
| * 1. Teacher maintains a steady brisk pace. |  |  |  |
| * 1. The teacher uses 3 to 5 seconds of wait time to enable student with disabilities to process responses to questions/directions. |  |  |  |
| * 1. Teacher pauses to enable students with disabilities to respond and ask questions. |  |  |  |

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**Specially Designed Instruction**

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| **Specially Designed Instruction: Direct Instruction of Targeted Skills, Accommodations, Re-Teaching** | **Y** | **N** | **NA** |
| 1. **For students with disabilities who have difficulty with basic academic skills in reading, writing and/or math:** |  |  |  |
| 1. Staff explicitly teach and/or re-teach necessary reading, writing and/or math skills to students who have difficulties with basic academic skills. |  |  |  |
| 1. Staff explicitly teach and/or re-teach necessary reading, writing and/or math strategies, including the what, why, how and when; e.g. the use ofmnemonic aides, self-questioning, self-monitoring, think-aloud. |  |  |  |
| 1. Teacher models what effective reading, problem-solving and/or writing looks and sounds like. |  |  |  |
| 1. Students have immediate access to text in alternative format(s); i.e., audio, digital, Braille, large print. |  |  |  |
| 1. There are structured accommodations for reading, writing and/or math tasks such as charts, reference tables, manipulatives, individual work folders and student grouping. |  |  |  |
| 1. Accommodations to the reading, writing and/or math tasks are used by students who have difficulties with basic academic skills. |  |  |  |
| 1. **For students with disabilities who are not able to independently manage behavior requirements of class:** |  |  |  |
| 1. Staff explicitly teach and/or re-teach behavioral expectations to students with behavioral difficulties. |  |  |  |
| 1. Staff explicitly teach and/or re-teach behavior self-regulation strategies; e.g. self-talk, self-rating, scripting, social stories. |  |  |  |
| 1. There are structured accommodations that enable the student(s) with behavioral difficulties to manage his/her participation; e.g., behavior report card, student-specific acknowledgement system, check in-check out card, seating arrangement. |  |  |  |
| 1. Accommodations are used by students with behavioral difficulties to manage his/her participation in instruction. |  |  |  |
| 1. **For students with disabilities who are not able to communicate in standard ways:** |  |  |  |
| 1. Staff explicitly teach and/or re-teach communication strategies; e.g., practicing with partners, using nonverbal cues, using picture/symbol cards, specific vocabulary needed to participate in the lesson. |  |  |  |
| 1. Student, staff and peers are using alternative modes of communication; e.g., interpreter, sign language, picture symbol cards, communication boards or devices, longer wait time. |  |  |  |
| 1. **For students with disabilities who are not able to independently organize self or materials:** |  |  |  |
| 1. Staff explicitly teach and/or re-teach the use of organizational strategies. |  |  |  |
| 1. There are structured accommodations that enable the student(s) with organizational difficulties to manage classroom participation; e.g. ,personal assignment/homework book, color-coded folders, visual schedule, PDA, checklists. |  |  |  |
| 1. Accommodations are used by students with organizational difficulties to organize self and/or materials. |  |  |  |
| 1. **For students with disabilities between 15 and 21 who are working on post-secondary transition goals:** |  |  |  |
| 1. Staff and students make explicit connections between lesson and post-secondary opportunities and to students’ interests or goals. |  |  |  |

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| 1. **For English language Learners with disabilities:** |  |  |  |
| 1. Bilingual glossaries, native language materials and ESL materials are readily available in the classroom. |  |  |  |
| 1. Students use these materials independently and/or with guidance. |  |  |  |
| 1. There are structured language comprehension supports for English language learners; e.g., practicing with native speakers of English or speakers of their native language, use of nonverbal cues, picture symbol cards, pre-teaching specific vocabulary needed to participate in the lesson. |  |  |  |
| 1. Students are provided with more than 3 to 5 seconds of wait time to process information given in English and to respond and ask questions in English. |  |  |  |
| 1. **Teaching Assistants & Aides** |  |  |  |
| * 1. Teaching assistant(s) are actively engaged in supporting instruction. |  |  |  |
| * 1. Teaching aide(s) are actively engaged in supporting instruction. |  |  |  |

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| **School** | **Y** | **N** | **NA** |
| 1. 3 to 5 positively stated behavioral expectations are posted in non-classroom settings (hallway, cafeteria, and playground/student lounge). |  |  |  |
| 1. Students with disabilities receive instruction and services in settings located throughout the building. |  |  |  |

**Supportive and Accessible School Environment**