**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.
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| 1. Students with disabilities complete the cued routines within the stated time limit.
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| 1. Staff explicitly acknowledge specific appropriate behavioral responses more frequently than inappropriate responses**.**
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| 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).
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| 1. Staff use verbal and/or non-verbal prompts to cue student transitions between instructional groupings, instructional tasks, etc.
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| 1. Students with disabilities complete transitions between instructional groupings, instructional tasks, etc. within 2 minutes.
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| 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.
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| * 1. Staff reference the posted behavioral expectations verbally and/or non-verbally.
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| * 1. Staff provide specific acknowledgements of student demonstrations of these expectations.
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| 1. Staff collect data on student behavior during the observation; e.g., hatch marks, time on task, # of students responding to questions.
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| **Positive Classroom Climate** |
| 1. Staff make statements that are welcoming, caring and encouraging.
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| 1. Students are greeted as they enter the classroom.
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| 1. Staff use students’ names.
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| 1. Staff make connections to students’ interests and/or goals.
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| 1. Staff make positive statements that students with disabilities will be successful.
 |  |  |  |
| 1. Students are praised for both performance and effort.
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| 1. Staff encourage students with disabilities to interact with their teachers and peers.
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| 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).
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| **Physical Organization** |
| 1. Materials and space are organized; e.g., with clearly delineated and labeled areas.
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| 1. Students with disabilities have necessary materials at hand.
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| 1. Teachers have necessary materials at hand.
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| 1. Students with disabilities can see and be seen by teacher.
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| 1. Staff and students with disabilities are able to move throughout the classroom with ease.
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| 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**
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| * 1. Student with disabilities are working on content aligned with the content of the work of their grade level peers.
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| 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**.
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| 1. The objective of the lesson is visible and stated.
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| 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.
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| 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:
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| * + 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.
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| * + 1. Illustrating with examples; i.e., illustrate concepts with a number of concrete, visual, or verbal examples.
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| * 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.
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| * 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.
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| * 1. Teacher models steps of strategy in sequential order without skipping steps.
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| * 1. Teacher presents the **content** in chunks/segments.
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| 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.
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| 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**
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| 1. Student independent work relates to stated objective.
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| 1. Teacher moves through classroom and checks in with every student with disabilities.
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| 1. Students with disabilities are able to accurately complete independent work without prompts.
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| 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.
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| 1. Teacher explicitly connects prior and upcoming lessons.
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| **Explicit Instruction Elements** | **Y** | **N** | **NA** |
| 1. **Student Engagement**
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| 1. Teacher’s ensures multiple opportunities for students with disabilities to respond, e.g.:
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| * 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.
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| 1. **Explicit Corrective Feedback**
 |  |  |  |
| 1. Teacher gives timely feedback to students with disabilities.
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| 1. Teacher gives specific feedback to students with disabilities.
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| 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.
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| 1. Teacher gives affirmative feedback to students with disabilities when they respond to a question correctly by restating the correct response for the class.
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| 1. **Instructional Match**
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| * 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**
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| * 1. Teacher maintains a steady brisk pace.
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| * 1. The teacher uses 3 to 5 seconds of wait time to enable student with disabilities to process responses to questions/directions.
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| * 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.
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| 1. **For students with disabilities who are not able to independently manage behavior requirements of class:**
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| 1. Staff explicitly teach and/or re-teach behavioral expectations to students with behavioral difficulties.
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| 1. Staff explicitly teach and/or re-teach behavior self-regulation strategies; e.g. self-talk, self-rating, scripting, social stories.
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| 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.
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| 1. Accommodations are used by students with behavioral difficulties to manage his/her participation in instruction.
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| 1. **For students with disabilities who are not able to communicate in standard ways:**
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| 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.
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| 1. **For students with disabilities who are not able to independently organize self or materials:**
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| 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:**
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| 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:**
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| 1. Bilingual glossaries, native language materials and ESL materials are readily available in the classroom.
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| 1. Students use these materials independently and/or with guidance.
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| 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.
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| 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.
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| 1. **Teaching Assistants & Aides**
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| * 1. Teaching assistant(s) are actively engaged in supporting instruction.
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| * 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).
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| 1. Students with disabilities receive instruction and services in settings located throughout the building.
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**Supportive and Accessible School Environment**