RSE-TASC Walk-Through Tool

Safe and Accessible Environment

Teachers/Staff:	✓	Students with Disabilities:	✓
Classroom Management			
1. Use verbal and/or non-verbal prompts to cue responses or action routines during instruction that have clearly been taught to students.		1. Complete the cued routines within the stated time limit or 30 seconds.	
2. Use verbal and/or non-verbal prompts that have been taught to cue transitions between instructional groupings, tasks, etc.		2. Complete the cued transitions within the stated time limit or 2 minutes.	
3. Use strategies like scanning, frequent interaction, and purposeful movement to prevent problems.		3. Are oriented to the speaker, participating in instructional tasks and/or responding to academic prompts.	
4. Post and reference 3 to 5 positively stated behavioral expectations.		4. Reference the classroom behavioral expectations visually or verbally.	
5. Acknowledge appropriate behavior more frequently than inappropriate behavior.			
6. Collect data on student behavior during the lesson.		5. Are collecting data on their own behavior.	
Positive Classroom Climate			
7. Make statements that are welcoming, caring and encouraging.		6. Engage in instructional tasks with staff and peers.	
8. Greet students with disabilities as they enter the classroom and use student names.			
9. Make connections to students' interests and/or goals.		7. Make statements connecting the work to their interests and goals.	
10. Make positive statements that students with disabilities will be successful.		8. Make statements reflecting belief that they can succeed.	
11. Praise students for both performance and effort.		9. Persist in their efforts by self-correcting, asking for help and/or using references.	
12. Decorate the classroom to reflect the linguistic and cultural diversity of the students.			
Physical Organization			
13. Ensure all students can see and be seen.		10. Orient to staff during instruction.	
14. Organize space and materials with clearly delineated and labeled areas.		11. Easily access all materials necessary to engage in activities.	
15. Ensure all students can access all areas of the classroom and all equipment/materials.		12. Easily access all areas of the classroom necessary to engage in activities.	
16. Have necessary materials at hand.			

Components of Explicit Instruction

Teacher/Staff:	✓	Students with Disabilities:	✓
Review & Introduction of the Lesson			
1. Clearly communicate the objective of the lesson visually and verbally, <u>and</u> check that students understand it accurately.		1. Can state/paraphrase the objective correctly.	
2. Reference previously taught content and/or strategies.		2. Make connections/apply previously taught content and strategies.	
3. Provide the purpose for what is being taught, including "what, why and when".		3. Can state the purpose by the end of the lesson.	
4. Engage students in an activity to activate or build prior knowledge of the lesson skill/content.		4. Actively participate in this activity by identifying a connection.	
Active Teaching – I Do			
5. Explicitly teach vocabulary (pronunciation, student definitions, examples/non-examples).		5. Correctly pronounce new words.	
6. Checks that students understand the 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.)		6. Provide their own examples and/or definitions of the words.	
7. Use verbal explanation and visual prompts to explain new content or strategy.		7. Are oriented to the speaker and/or responding to academic prompts.	
8. Model concepts and skills by making thinking visible through use of a think aloud.			
9. Present the content in chunks/segments; present the strategy in sequential order without skipping steps.			
Guided Practice – We Do			
10. Guide students through step-by-step practice.		8. Practice each step with staff and/or peers.	
11. Use differentiated prompts matched to individual student need (i.e., high level for students who have not mastered the content; fading & error correction for students with partial mastery; reminders for students at mastery) .			
12. Conduct a short formative assessment prior to independent work.		9. 80% demonstrate understanding based on the formative assessment.	
13. Re-teach to students who are not achieving 80% mastery.		10. who did not respond correctly to assessment demonstrate understanding (e.g., 80-85% mastery) after re-teaching.	
Independent Practice – You All Do/You Do			
14. Provide independent work related to objective.		11. Complete expected instructional task independently.	
15. Move through classroom and check in with every student.			
Lesson Closure			
16. Restate objective and purpose.		12. Complete independent work without prompts with at least 90% accuracy.	
17. Point out connections to prior and upcoming lessons.			
18. Collect data on performance.	✓		

Elements of Explicit Instruction throughout All Components

Teacher/Staff:	✓	Students with Disabilities:	✓
Student Engagement			
1. Ensure all student have multiple opportunities to respond (e.g., oral, unison, team, written, action responses).		1. Respond at least once every 5 minutes.	
2. Engage all students in structured activities that allow processing (e.g., pair-share, think-jot, numbered heads).		2. Engage in processing activities through speaking, listening, writing and/or responding in alternative mode.	
3. Explicitly teach strategies for responding to higher-order questions.		3. Respond to higher order questions using taught strategies.	
4. Use groups of varying sizes; e.g., individual, pairs, small group, whole group.		4. Engage in groups of varying sizes.	
5. Make explicit connections between lesson and post-secondary opportunities.		5. State how the lesson connects to their long-term goals.	
Explicit Corrective Feedback			
6. Give affirmative feedback when students respond correctly by restating the response for the class.			
7. Give timely feedback to students for incorrect responses.		6. State correct response after giving an incorrect response.	
8. Give specific feedback to students for incorrect responses.			
9. Use correction procedures that end with the student giving the correct answer.			
Instructional Match			
8. Reference/utilize instructional methods, materials and/or tools that meet individual student needs.		7. Are able to engage in the expected task.	
9. Use performance data during the lesson to adjust instruction.		8. Correctly answer questions regarding content/strategy.	
		9. Monitor and self-correct as they work.	
Pacing			
10. Maintain a pace of instruction so that students are engaged in tasks the entire lesson.		10. Are engaged in a task at least 90% of class time.	
11. Allow 3 to 5 seconds of wait time after a question for student responses.		11. Pause to think before responding.	
12. Pause to allow students to ask questions.		12. Ask clarifying questions and ask for help when needed.	

Specially Designed Instruction

Teacher/Staff:	✔	Students with Disabilities:	Ratio of SWDs #/#
Access to the Curriculum			
1. Teach content aligned with the grade level State Standards.		1. Work on content aligned to that of their grade level peers.	
Direct Instruction of Targeted Skills & Strategies and Accommodations			
• **For students with disabilities who have difficulty with basic academic skills in reading, writing and/or math:**			
a. Explicitly teach and/or re-teach necessary reading, writing and/or math skills,		a. Demonstrate understanding of reading, writing and math tasks (at least 80% mastery).	
b. Explicitly teach and/or re-teach necessary reading, writing and/or math strategies, including the what, why, how and when; e.g. use of mnemonics, self-questioning, self-monitoring, think-aloud.		b. Demonstrate understanding and use of reading, writing and math strategies.	
c. Model effective reading, problem-solving and/or writing.			
d. Provide structured accommodations for reading, writing and/or math tasks; e.g., charts, reference tables, manipulatives, individual work folders and student grouping.		c. Use accommodations in instructional tasks	
• **For students with disabilities who are not able to independently manage behavior requirements of class:**			
a. Explicitly teach and/or re-teach behavioral expectations; e.g., using individualized acknowledgement system or check in-check out card		a. Demonstrate expected behaviors (at least 80% mastery).	
b. Explicitly teach and/or re-teach behavior self-regulation strategies; e.g. self-talk, self-rating, scripting, social stories.		b. Demonstrate understanding and use of self-regulation strategies.	
c. Provide 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.		c. Use accommodations to self-regulate behavior.	

Teacher/Staff:	✓	Students with Disabilities:	Ratio of SWDs #/#
• **For students with disabilities who are not able to communicate in standard ways:**			
a. Explicitly teach and/or re-teach communication strategies; e.g., practicing with partners, using nonverbal cues, using picture/symbol cards, lesson-specific vocabulary.		a. Use communication strategies; e.g., practicing with partners, using nonverbal cues, using wait time.	
b. Use alternative modes of communication; e.g., interpreter, sign language, picture symbol cards, communication boards or devices, longer wait time.		b. Use alternative modes of communication; e.g., interpreter, sign language, picture symbol cards, communication boards or devices.	
• **For students with disabilities who are not able to independently organize self or materials:**			
a. Explicitly teach and/or re-teach the use of organizational strategies.		a. Use organization strategies.	
b. Provide structured accommodations that for managing classroom participation; e.g., personal assignment/homework book, color-coded folders, visual schedule, PDA, checklists.		b. Use accommodations to organize and manage classroom participation.	
• **For students with disabilities between 15 and 21 who are working on post-secondary transition goals:**			
a. Make explicit connections between lesson and post-secondary opportunities and to students' interests or goals.		a. Make explicit connections between lesson and post-secondary opportunities, interests or goals.	
• **For students with disabilities who are English Language Learners:**			
a. Provide structured language comprehension supports.		a. Engage in structured language interactions with staff and peers.	
b. Provide more than 3 to 5 seconds of wait time to process information given in English and to respond and ask questions in English.		b. Respond to questions accurately.	
a. Provide bilingual glossaries, native language materials and ESL materials.		a. Use these materials independently and/or with guidance.	
Accessible Instructional Materials and Assistive Technology			
8. Adapt equipment/technology so that students can participate in instructional activities.		b. Use adapted equipment/technology to access and respond to instruction.	
9. Ensure texts in alternative formats are readily available.		c. Have immediate access to text in alternative format(s).	
Use of Staff			
10. Teaching Assistants are engaged in instruction & assessment.		8. Are engaged in learning tasks at least 90% of class time.	
11. Teaching Aides are engaged in instruction & assessment.			