

## **Regional Special Education Technical Assistance Support Centers (RSE-TASC) Explicit and Specially Designed Instruction Walk-Through Tool**

### **For use by Local Assistance Plan (LAP) schools identified for students with disabilities**

In many RSE-TASC regions, the RSE-TASC has the capacity to provide a Special Education School Improvement Specialist (SEIS) to participate in the self-review process with your team. In particular, the SEIS can conduct this walk-through in your classrooms throughout your school to provide data for consideration as your team focuses on Tenets 3, 4 and 5. Contact your Regional Special Education Technical Assistance and Support (RSE-TASC) to determine if a SEIS is available to support you.

If the RSE-TASC does not have the capacity to provide this support, the following is a procedure that will allow you to collect meaningful data on instructional practices relevant to your self-review of Tenets 3, 4 and 5.

1. Designate one or more team members to focus on each of the three sections of the walk-through tool:
  - a. Safe and Accessible Environment
  - b. Functions and Elements of Explicit Instruction; and
  - c. Specially Designed Instruction
2. Each individual or group should read the relevant pages of the walk-through:
  - a. Safe and Accessible Environment—page 1
  - b. Functions and Elements of Explicit Instruction—pages 2 & 3
  - c. Specially Designed Instruction—pages 4 & 5
3. Each individual or group should select classrooms to visit, ensuring that students with disabilities are being educated in each classroom and that a mix of classrooms from the continuum are selected; e.g., general education classrooms, including co-taught classrooms, resource rooms, self-contained classrooms, and small group intervention classrooms. A sufficient number of classrooms should be selected to ensure the observations are a representative sample of the school as a whole. There may be overlap in the classrooms visited.
4. Each individual or group should create a plan to visit each classroom for at least twenty minutes. At the end of each classroom visit, allow 15 to 20 minutes to decide on or come to consensus on which Look Fors were seen.
5. The data from each individual or group should be referenced in discussions of Tenets 3, 4 & 5.

**Critical Point: This tool is designed to be a data collection tool across a school or organization, not as an assessment tool for an individual teacher.**

**RSE-TASC Walk-Through Tool**  
**Supportive and Accessible Classroom Environment**

	Y	N	NA
<b>Classroom Management</b>			
1. Staff use verbal and/or non-verbal prompts to cue expected behavior during instruction.			
2. Students with disabilities complete the cued routines within the stated time limit.			
3. Staff explicitly acknowledge specific appropriate behavioral responses more frequently than inappropriate responses.			
4. Both proactively and as a response to disruptions, staff use strategies like scanning, interacting frequently with students, and purposeful movement (e.g., proximity control).			
5. Staff use verbal and/or non-verbal prompts to cue student transitions between instructional groupings, instructional tasks, etc.			
6. Students with disabilities complete transitions between instructional groupings, instructional tasks, etc. within 2 minutes.			
7. 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.			
a. Staff reference the posted behavioral expectations verbally and/or non-verbally.			
b. Staff provide specific acknowledgements of student demonstrations of these expectations.			
8. Staff collect data on student behavior during the observation; e.g., hatch marks, time on task, # of students responding to questions.			
<b>Positive Classroom Climate</b>			
9. Staff make statements that are welcoming, caring and encouraging.			
10. Students are greeted as they enter the classroom.			
11. Staff use students' names.			
12. Staff make connections to students' interests and/or goals.			
13. Staff make positive statements that students with disabilities will be successful.			
14. Students are praised for both performance and effort.			
15. Staff encourage students with disabilities to interact with their teachers and peers.			
16. 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).			
<b>Physical Organization</b>			
17. Materials and space are organized; e.g., with clearly delineated and labeled areas.			
18. Students with disabilities have necessary materials at hand.			
19. Teachers have necessary materials at hand.			
20. Students with disabilities can see and be seen by teacher.			
21. Staff and students with disabilities are able to move throughout the classroom with ease.			
22. Equipment is adapted so that students with disabilities can actively participate in the instructional activity.			

**RSE-TASC Walk-Through Tool**  
**Explicit Instruction**

Explicit Instruction Teaching Functions	Y	N	NA
<b>1. Access to Curriculum</b>			
a. Student with disabilities are working on content aligned with the content of the work of their grade level peers.			
<b>2. Review &amp; Introduction of the Lesson</b>			
a. Teacher and/or student with disabilities explicitly reference <b>content</b> of previous lesson.			
b. Teacher and/or student with disabilities explicitly reference previously taught <b>strategies</b> .			
c. The objective of the lesson is visible and stated.			
d. The objective is specific to that lesson.			
e. Teacher engages students in an activity to activate students' prior knowledge of the lesson skill/content.			
f. Teacher provides purpose for <b>content</b> being taught, including "what and why".			
g. Teacher provides purpose for <b>strategies</b> being taught, including "what, why, how and when".			
h. Teacher provides purpose for the <b>skill</b> being taught, including "what, why and when".			
i. The teacher checks that students with disabilities understand objective accurately.			
<b>3. Active Teaching – I Do</b>			
a. Teacher teaches 3 to 10 vocabulary terms, or references previously taught terms, that are critical to understanding lesson content by:			
i. Introducing the word by telling the students the pronunciation of the word and/or guiding them in decoding the word			
ii. 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.			
iii. Illustrating with examples; i.e., illustrate concepts with a number of concrete, visual, or verbal examples.			
b. 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.			
c. Teacher uses verbal explanation and visual prompts to explain new content or strategy.			
d. Teacher models application of new content, strategy or skill by making thinking visible through use of a think aloud or similar strategy.			
e. Teacher models steps of strategy in sequential order without skipping steps.			
f. Teacher presents the <b>content</b> in chunks/segments.			
<b>4. Guided Practice – We Do</b>			
a. Teacher leads student with disabilities through step-by-step practice.			
b. 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.			
c. Staff fades prompting by asking students who have partially mastered the skill/strategy to state the steps, immediately correcting any errors.			
d. Staff provides only reminders to students who have mastered the skill/strategy.			
e. 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.			

<b>5. Independent Practice – You All Do/You Do</b>			
a. Student independent work relates to stated objective.			
b. Teacher moves through classroom and checks in with every student with disabilities.			
c. Students with disabilities are able to accurately complete independent work without prompts.			
<b>6. Lesson Closure</b>			
a. The objective of the work is restated by teacher either verbally or visually.			
b. 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.			
c. Teacher explicitly connects prior and upcoming lessons.			

<b>Explicit Instruction Elements</b>	<b>Y</b>	<b>N</b>	<b>NA</b>
<b>1. Student Engagement</b>			
a. Teacher's ensures multiple opportunities for students with disabilities to respond, e.g.:			
i. Oral responses: (e.g., choral response, think-pair-share; partner response)			
ii. Unison responses: (e.g., choral response; white-boards; response cards)			
iii. Team responses: (e.g., numbered heads together; jigsaw)			
iv. Written responses: (e.g., response cards, white boards, think-jot-share; pair and write)			
v. Action responses: (e.g., touching/pointing; gestures; acting out; hand signals; facial expressions)			
b. 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.			
c. Teacher explicitly teaches strategies for responding to higher-order questions; e.g., problem-solving, generalization, evaluative, inferential, application.			
d. Students with disabilities work in groups of varying sizes; e.g., individual, pairs, small group, whole group.			
e. Staff and students are making explicit connections between lesson and post-secondary opportunities and to students' interests or goals.			
<b>2. Explicit Corrective Feedback</b>			
a. Teacher gives timely feedback to students with disabilities.			
b. Teacher gives specific feedback to students with disabilities.			
c. When students with disabilities give incorrect answers, teacher gives immediate feedback using a correction procedure that concludes with the student giving the correct answer.			
d. Teacher gives affirmative feedback to students with disabilities when they respond to a question correctly by restating the correct response for the class.			
<b>3. Instructional Match</b>			
a. Students with disabilities demonstrate understanding of directions by accurately restating directions and/or completing directions as given by teacher.			
b. Students with disabilities correctly answer questions regarding content/strategy.			
c. Students with disabilities are responding to high-order questions; e.g., problem-solving, generalization, evaluative, inferential, application.			
d. Students with disabilities are monitoring and self-correcting work.			
e. Staff are collecting data on student performance during the observation; e.g., hatch marks, test scores, time on task, # of students responding to questions.			
<b>4. Pacing</b>			
a. Teacher maintains a steady brisk pace.			
b. The teacher uses 3 to 5 seconds of wait time to enable student with disabilities to process responses to questions/directions.			
c. Teacher pauses to enable students with disabilities to respond and ask questions.			

**RSE-TASC Walk-Through Tool  
Specially Designed Instruction**

<b>Specially Designed Instruction: Direct Instruction of Targeted Skills, Accommodations, Re-Teaching</b>	<b>Y</b>	<b>N</b>	<b>NA</b>
<b>1. For students with disabilities who have difficulty with basic academic skills in reading, writing and/or math:</b>			
a. Staff explicitly teach and/or re-teach necessary reading, writing and/or math <u>skills</u> to students who have difficulties with basic academic skills.			
b. Staff explicitly teach and/or re-teach necessary reading, writing and/or math <u>strategies</u> , including the what, why, how and when; e.g. the use of mnemonic aides, self-questioning, self-monitoring, think-aloud.			
c. Teacher models what effective reading, problem-solving and/or writing looks and sounds like.			
d. Students have immediate access to text in alternative format(s); i.e., audio, digital, Braille, large print.			
e. There are structured accommodations for reading, writing and/or math tasks such as charts, reference tables, manipulatives, individual work folders and student grouping.			
f. Accommodations to the reading, writing and/or math tasks are used by students who have difficulties with basic academic skills.			
<b>2. For students with disabilities who are not able to independently manage behavior requirements of class:</b>			
a. Staff explicitly teach and/or re-teach behavioral expectations to students with behavioral difficulties.			
b. Staff explicitly teach and/or re-teach behavior self-regulation strategies; e.g. self-talk, self-rating, scripting, social stories.			
c. 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.			
d. Accommodations are used by students with behavioral difficulties to manage his/her participation in instruction.			
<b>3. For students with disabilities who are not able to communicate in standard ways:</b>			
a. 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.			
b. 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.			
<b>4. For students with disabilities who are not able to independently organize self or materials:</b>			
a. Staff explicitly teach and/or re-teach the use of organizational strategies.			
b. 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.			
c. Accommodations are used by students with organizational difficulties to organize self and/or materials.			
<b>5. For students with disabilities between 15 and 21 who are working on post-secondary transition goals:</b>			
a. Staff and students make explicit connections between lesson and post-secondary opportunities and to students' interests or goals.			

<b>6. For English language Learners with disabilities:</b>			
a. Bilingual glossaries, native language materials and ESL materials are readily available in the classroom.			
b. Students use these materials independently and/or with guidance.			
c. 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.			
d. 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.			
<b>7. Teaching Assistants &amp; Aides</b>			
a. Teaching assistant(s) are actively engaged in supporting instruction.			
b. Teaching aide(s) are actively engaged in supporting instruction.			

**Supportive and Accessible School Environment**

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