Response to Instruction (RtI)—All Content Areas:
Enhancing Effective Teaching with Differentiated Strategies

Core assumptions:
1. Teachers will address reading, writing, listening, and speaking skills in all content areas.
2. Teachers will identify students who are not mastering specific skills.
3. Teachers will determine which students need closer monitoring, differentiated instruction, or specific intervention.
4. Teachers will implement instruction that is current, research-based, and culturally responsive.

Before Instruction	During Instruction	After Instruction
Teachers/students know standard-based learning objective and assessment tool	*Teachers select effective instructional strategies to meet the needs of a variety of learners*	*Students demonstrate understanding of learning objectives*
Activate and build background knowledge ☐ Brainstorm/discuss ideas ☐ Preview text ☐ Define vocabulary/terminology/concepts ☐ Generate non-linguistic representations (for concepts) ☐ Provide graphic organizers ☐ Establish relevant connections through warm-ups and quick-writes ☐ Idea Starts (a quote, photo, known vocabulary word, poem, guest speaker, political cartoon) ☐ Visualization ☐ Preview examples/non-examples, successful/unsuccessful models ☐ State the learning objective ☐ Preview assessment tool Pre-assess—formal or informal—for pre-requisite skills	**Differentiate instruction** ☐ Identify student objectives in knowledge and performance ☐ Read with purpose – guided/interactive reading ☐ Think-pair-share ☐ Think aloud ☐ Predict and infer ☐ Form cooperative groups/strategic pairs ☐ Generate connections (to self, to content, to world) ☐ Initiate reciprocal teaching (summarize, paraphrase, question) ☐ Use active engagement: Individual, partner, and group response ☐ Solicit oral, written, and physical responses **Formative assessments** ☐ Check for understanding with verbal/nonverbal cues ☐ Students self-reflect on learning Create analogies, metaphors, and mnemonics	**Summative assessments** ☐ Graphic organizers, notebooks/ portfolios, reports/presentations, multimedia projects **Student reflects** ☐ On process of mastering the learning goal ☐ How well they mastered the skill/content ☐ Level of engagement **Provide opportunities for grade recovery** ☐ Reteach ☐ Retest ☐ Re-do ☐ Rewrite **Interventions (different than what you used before)** ☐ Revise instructional strategies ☐ Re-evaluate assessment tools ☐ Teacher collaboration on successful practices ☐ Re-teach specific skills to target deficiencies ☐ Conference individually ☐ Provide descriptive feedback **Move to new concept/objective**

Teacher Self-Reflection	
Teachers reflect on successes and failures of their instructional unit—how and what they need to re-teach and what they need to change when they teach the unit again. ☐ Check off the strategies above that I used in my instruction. ☐ Which students mastered or did not master the learning goal? ☐ How can I adjust my instruction to meet the needs of the students who did not master the learning goal?	

Strategy Tool: Response to Instruction (RtI) – Career Technical Education
Enhancing Effective Teaching

Core assumptions:
1. Teachers will address reading, writing, listening, and speaking skills in all content areas.
2. Teachers will identify students who are not mastering specific skills.
3. Teachers will determine which students need closer monitoring, differentiated instruction, or specific intervention.
4. Teachers will implement instructional strategies that are current, research-based, and culturally responsive.

	Before Instruction *Teachers/students know standard-based learning objective and assessment tool*	**During Instruction** *Teachers select effective instructional strategies to meet the needs of a variety of learners*	**After Instruction** *Students demonstrate understanding of learning objectives*
Career Technical Education	**Activate and build background knowledge** ☐ Warm-up activities or quick writes with relevant connection to concepts ☐ Utilize guest speakers ☐ Consider student interests and backgrounds in planning ☐ Introduce subject matter vocabulary ☐ Remind students of important contributions made by those in the related field and what skills those people possess in order to be successful ☐ Relate tasks to "real world" problem/application- write letters, complete applications, calculate costs ☐ Call attention to situations in the classroom which generalize to more global situations (e.g., being on time for class is the same as being on time for work) ☐ Teach and encourage the practice of basic study skills ☐ Provide the student with a sample of the assignment/activity which has been partially completed by a peer or teacher ☐ Teach internet research as applied to curriculum ☐ Brainstorm with students to introduce content and build on prior knowledge	**Differentiate instruction** ☐ Allow students to select what problem to solve, or to pick their own topic ☐ Give students the opportunity to choose a group activity and the group members ☐ Plan alternative individual activities of varying genres if the student is unlikely to be successful ☐ Use pictures, diagrams, whiteboards, etc. when delivering information ☐ Communicate clearly start and stop times for activities and provide a schedule of daily events so students can prepare ☐ Provide scaffolding activities ☐ Work in small group ☐ Teach vocabulary through activities rather than lecture ☐ Synthesize information during instruction ☐ Use contextual clues **Formative assessments** ☐ Check student understanding on an individual basis ☐ Encourage students to help each other. Observe to determine level of student understanding. ☐ Ask students to keep a daily journal or log of what tasks they have completed and to reflect on their progress ☐ Circulate while students are working on projects and ask them to explain or demonstrate steps ☐ Check for understanding by noting verbal and non-verbal cues ☐ Have students give verbal explanations, simulations, or physical demonstrations ☐ Engage in a class discussions ☐ Quick-writes and ☐ Demonstration of skills	**Summative assessments** ☐Testing, including subject matter vocabulary ☐ Projects/Assignments ☐ Written papers/reports ☐ Written lab work ☐ Completed project write-ups ☐ Portfolios ☐ Frequent site visitations ☐ Field-site evaluations **Interventions** ☐ Extend due dates if necessary ☐ Re-teach when appropriate ☐ Provide students with resources for additional help (e.g.- websites with help with MLA format) ☐ Provide students with an explanation of "why" particular information or skills are being learned (e.g., we learn to solve math problems to make purchases) ☐ Assess the quality and clarity of directions explanations, and instructions given to the student ☐ Collaborate with other teachers to troubleshoot and improve skills across curriculums **Move to new concept/objective** ☐ Review teacher evaluations and make adjustments ☐ Provide adequate transition times with clear directions and expectations ☐ Evaluate the appropriateness of the task in relation to difficulty, time to complete, and relevance ☐ KWLH Chart (Know-Want to know-Learned-How Learned)