

# **Central Elementary School, Coosa County RtI Plan**

**A Step by Step Guide to Implementing the  
Problem Solving Team Process**

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## **Problem Solving Team (PST) Procedures**

Grade level teams will serve as the PSTs. Resource teachers, specialists, and administrators will be a part of PST teams. PSTs will meet weekly to discuss a fourth of the targeted students so that all students are discussed monthly. Meetings will not be recorded or filmed in order to protect the privacy of students.

Each grade level team will have a PST file box containing student RtI folders, a laminated copy of Form B, and folders of blank copies of each form. The grade level coordinators keep the PST file boxes.

The school PST coordinator will have a PST file box containing copies of Form F collected from PSTs and will submit a yearly report to the central office.

Each grade level will have its own Form F. Form F is best kept as an on-going, cumulative, digital spreadsheet. Each time a student is discussed, a line is added. For example, if Johnny is discussed 8 times, he will have 8 lines, one under the other. This will allow for easy tracking of movement with Johnny. A hardcopy should be used to document attendance. The digital Form F can be emailed/printed for the school PST coordinator.

A copy of Learning Intervention Manual will be available for checkout from the PST coordinator for use in PST meetings. This book contains hundreds of research-based interventions and strategies.

## Tier I

### Classroom Teacher

Tier I provides ALL students with

- a research-based core instruction,
- high quality explicit instruction (I, We, You)
- consistent opportunities for active engagement
- prevention/early intervention, and
- universal screening each year.

- Classroom teacher provides differentiated instruction through whole-group, small-group, and individualized core curriculum.
- Classroom teacher implements research-based instructional strategies in conjunction with core curriculum. (Refer to Suggested Learning Intervention Strategies - **Form B**)
- If the student demonstrates success, continue to implement strategies within the classroom to support student achievement.
- If the student does **not** demonstrate success
  - implement reteaching,
  - provide additional assistance, or
  - consider referring student to the PST for Tier II.

## Tier II

### Classroom Teacher with Guidance from the Problem Solving Team (PST)

#### Tier II instruction

- is additional small-group (3-5 students) instruction in the classroom that takes place daily for a minimum of 30 minutes;
- is explicit, differentiated, diagnostic, and targeted;
- involves research-based intervention strategies for targeted skill/area;
- is intense and provides more opportunities to practice the area of focus; and
- includes weekly progress monitoring of the targeted skill/behavior.

#### Each student discussed in a PST meeting will have

- a RtI folder in the grade-level PST file box,
- an observable and measureable goal,
- a calculated Rate of Improvement (ROI), and
- a graph displaying the aim line and trend line.

Each Tier II student will participate in diagnostic assessment and will be discussed in a PST meeting each month.

### For New Referrals

#### Before PST Meeting:

- Complete **Part I of Form A**.
- Gather relevant work samples and/or behavioral documentation.

#### During PST Meeting:

- Discuss referral(s).
- Complete **Part II of Form A** and start a RtI folder to be kept in the grade-level PST file box.
- Complete parent letter (**Form D**) and place a copy of it in the RtI folder.
- Distribute Form C to the referring teacher.

#### After PST Meeting:

- Send home parent letter (**Form D**). The returned/signed parent letter should be placed in the RtI folder.
- Complete vision and hearing screening (school nurse) and document results on **Form A**.
- Begin Tier II instruction and document daily on **Form C**.

### For Continuing Interventions/Follow-up PST Meetings

- Examine progress monitoring data, trend line charts, and ROI.
  - If the student demonstrates success, continue to implement strategies which support student achievement and document the continuance on **Part III of Form A**.
  - If the student does **not** demonstrate success
    - the PST will provide at least 2 research-based strategies (Form B) to help improve the child's deficit area and document strategies and/or changes in plan on **Part III of Form A**;
    - increase time and/or frequency of intervention and document changes in plan on **Part III of Form A**;
    - reduce the size of the group and document changes in plan on **Part III of Form A**; or

- after at least 8 weeks of various interventions, consider moving student to Tier III.
- Complete Monthly Student Progress Report (**Form E**) and make two copies to send home--- one for parents to sign/return to the teacher and one for them to keep for their records. Place the original form in the RtI folder.

<b>Tier III</b>	
<b>Highly Skilled/Trained Interventionist</b>	
Tier III instruction	<ul style="list-style-type: none"> <li>• is pull-out instruction in a smaller group (1-3 students) that takes place daily for a minimum of 60 minutes;</li> <li>• is more explicit, differentiated, diagnostic, and targeted;</li> <li>• is systematic and uses a research-based intervention program and strategies;</li> <li>• is more intense and provides even more opportunities to practice the area of focus; and</li> <li>• includes weekly progress monitoring of the targeted skill/behavior.</li> </ul>

**For Continuing Interventions/Follow-up PST Meetings**

- Examine progress monitoring data, trend line charts, and ROI.
  - If the student demonstrates success, continue to implement strategies which support student achievement and document the continuance on **Part III of Form A**.
  - If the student does **not** demonstrate success
    - the PST will provide at least 2 research-based strategies (Form B) to help improve the child’s deficit area and document strategies and/or changes in plan on **Part III of Form A**;
    - increase time and/or frequency of intervention and document changes in plan on **Part III of Form A**;
    - reduce the size of the group and document changes in plan on **Part III of Form A**;
    - change intervention programs and document changes in plan on **Part III of Form A**; or
    - after at least 8 weeks of various strategies and intervention programs, consider referring student for SPED testing.
- Complete Monthly Student Progress Report (**Form E**) and make two copies to send home--- one for parents to sign/return to the teacher and one for them to keep for their records. Place the original form in the RtI folder.

PST Referral and Intervention Plan

**Part I:**

Student's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Referral: \_\_\_\_\_

**Area(s) of Concern**

- Mathematics Procedures
- Mathematics Problem Solving/Reasoning
- Behavior
- Word-level Reading Skills
- Reading Comprehension

**Attendance**

Previous Year Days Absent \_\_\_\_\_ Current Year Days Absent \_\_\_\_\_  
 Has this child been retained before?  Yes  No If yes, what grade? \_\_\_\_\_

**Current Grades**

- \_\_\_\_\_ Reading
- \_\_\_\_\_ Math
- \_\_\_\_\_ Language Arts
- \_\_\_\_\_ Science
- \_\_\_\_\_ Social Studies

**Vision Screening: Pass Fail**

**Hearing Screening: Pass Fail**

**Health Concerns:** \_\_\_\_\_

**Only complete the following sections that pertain to the area of concern (reading, math, or behavior).**

**Reading Test Data**

DIBELS: \_\_\_\_\_ LNF \_\_\_\_\_ ISF \_\_\_\_\_ PSF \_\_\_\_\_ NWF \_\_\_\_\_ ORF \_\_\_\_\_ RTF

Core Program Baseline Score: \_\_\_\_\_ District Benchmark Score: \_\_\_\_\_

Current Unit Assessment: Unit #/Score \_\_\_\_\_ Standardized State Test/Score: \_\_\_\_\_

Global Scholar: \_\_\_\_\_ Other: \_\_\_\_\_

**Math Test Data**

Fluency: \_\_\_\_\_

Standardized State Test/Score: \_\_\_\_\_ Global Scholar: \_\_\_\_\_

PNOA Notes:

**Behavior Data**

# of Office Referrals: \_\_\_\_\_ # of Bus Incidents: \_\_\_\_\_

Description of behavior: \_\_\_\_\_

Outside agency referral: \_\_\_\_\_

**Part II: Initial Tier II Intervention Plan**

**Area(s) to be Targeted**

- Mathematics Computation
- Mathematics Problem Solving/Reasoning
- Behavior
- Reading Comprehension
- Reading Word Level Skills

**Proposed Intervention**

Targeted Skill/Behavior: \_\_\_\_\_

Research Based Intervention Program: Reading Street, Go Math, Investigations, Second Step,

Other \_\_\_\_\_

Frequency of Intervention: \_\_\_\_\_ times per week    Start Date for Intervention: \_\_\_\_\_

Weekly Progress Monitoring Tool: \_\_\_\_\_

Observable, Measureable End-of-Year Goal with Rate of Improvement (ROI) included: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

*How to Calculate ROI: Subtract baseline data from the GOAL to get needed GROWTH. Divide the GROWTH by the # of available weeks of intervention.*

**Area(s) to be Targeted**

- Mathematics Computation
- Mathematics Problem Solving/Reasoning
- Behavior
- Reading Comprehension
- Reading Word Level Skills

**Proposed Intervention** *(This section is for use when there is more than one targeted area.)*

Targeted Skill/Behavior: \_\_\_\_\_

Research Based Intervention Program: Reading Street, Go Math, Investigations, Second Step,

Other \_\_\_\_\_

Frequency of Intervention: \_\_\_\_\_ times per week    Start Date for Intervention: \_\_\_\_\_

Weekly Progress Monitoring Tool: \_\_\_\_\_

Observable, Measureable End-of-Year Goal with Rate of Improvement (ROI) included: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Part III: Intervention Plan Review

Date: \_\_\_\_\_ ROI Goal Met: Y or N [ ] Tier II [ ] Tier III  
Intervention Materials: [ ] Reading Street [ ] Early Reading Intervention [ ] Go Math! [ ] Investigations [ ] ABE [ ] Other \_\_\_\_\_  
Strategies to Implement:

Decisions/Movement/Comments:

Date: \_\_\_\_\_ ROI Goal Met: Y or N [ ] Tier II [ ] Tier III  
Intervention Materials: [ ] Reading Street [ ] Early Reading Intervention [ ] Go Math! [ ] Investigations [ ] ABE [ ] Other \_\_\_\_\_  
Strategies to Implement:

Decisions/Movement/Comments:

Date: \_\_\_\_\_ ROI Goal Met: Y or N [ ] Tier II [ ] Tier III  
Intervention Materials: [ ] Reading Street [ ] Early Reading Intervention [ ] Go Math! [ ] Investigations [ ] ABE [ ] Other \_\_\_\_\_  
Strategies to Implement:

Decisions/Movement/Comments:

Date: \_\_\_\_\_ ROI Goal Met: Y or N [ ] Tier II [ ] Tier III  
Intervention Materials: [ ] Reading Street [ ] Early Reading Intervention [ ] Go Math! [ ] Investigations [ ] ABE [ ] Other \_\_\_\_\_  
Strategies to Implement:

Decisions/Movement/Comments:

Date: \_\_\_\_\_ ROI Goal Met: Y or N [ ] Tier II [ ] Tier III  
Intervention Materials: [ ] Reading Street [ ] Early Reading Intervention [ ] Go Math! [ ] Investigations [ ] ABE [ ] Other \_\_\_\_\_  
Strategies to Implement:

Decisions/Movement/Comments:



**Date:** \_\_\_\_\_ **ROI Goal Met: Y or N**  Tier II  Tier III  
**Intervention Materials:**  Reading Street  Early Reading Intervention  Go Math!  Investigations  ABE  Other \_\_\_\_\_  
**Strategies to Implement:**

**Decisions/Movement/Comments:**

**Date:** \_\_\_\_\_ **ROI Goal Met: Y or N**  Tier II  Tier III  
**Intervention Materials:**  Reading Street  Early Reading Intervention  Go Math!  Investigations  ABE  Other \_\_\_\_\_  
**Strategies to Implement:**

**Decisions/Movement/Comments:**

**Date:** \_\_\_\_\_ **ROI Goal Met: Y or N**  Tier II  Tier III  
**Intervention Materials:**  Reading Street  Early Reading Intervention  Go Math!  Investigations  ABE  Other \_\_\_\_\_  
**Strategies to Implement:**

**Decisions/Movement/Comments:**

**Date:** \_\_\_\_\_ **ROI Goal Met: Y or N**  Tier II  Tier III  
**Intervention Materials:**  Reading Street  Early Reading Intervention  Go Math!  Investigations  ABE  Other \_\_\_\_\_  
**Strategies to Implement:**

**Decisions/Movement/Comments:**

**Date:** \_\_\_\_\_ **ROI Goal Met: Y or N**  Tier II  Tier III  
**Intervention Materials:**  Reading Street  Early Reading Intervention  Go Math!  Investigations  ABE  Other \_\_\_\_\_  
**Strategies to Implement:**

**Decisions/Movement/Comments:**

**Date:** \_\_\_\_\_ **ROI Goal Met: Y or N**  Tier II  Tier III  
**Intervention Materials:**  Reading Street  Early Reading Intervention  Go Math!  Investigations  ABE  Other \_\_\_\_\_  
**Strategies to Implement:**

**Decisions/Movement/Comments:**

**Date:** \_\_\_\_\_ **ROI Goal Met: Y or N**  Tier II  Tier III  
**Intervention Materials:**  Reading Street  Early Reading Intervention  Go Math!  Investigations  ABE  Other \_\_\_\_\_  
**Strategies to Implement:**

**Decisions/Movement/Comments:**

**Date:** \_\_\_\_\_ **ROI Goal Met: Y or N**  Tier II  Tier III  
**Intervention Materials:**  Reading Street  Early Reading Intervention  Go Math!  Investigations  ABE  Other \_\_\_\_\_  
**Strategies to Implement:**

**Decisions/Movement/Comments:**

**Date:** \_\_\_\_\_ **ROI Goal Met: Y or N**  Tier II  Tier III  
**Intervention Materials:**  Reading Street  Early Reading Intervention  Go Math!  Investigations  ABE  Other \_\_\_\_\_  
**Strategies to Implement:**

**Decisions/Movement/Comments:**

**Date:** \_\_\_\_\_ **ROI Goal Met: Y or N**  Tier II  Tier III  
**Intervention Materials:**  Reading Street  Early Reading Intervention  Go Math!  Investigations  ABE  Other \_\_\_\_\_  
**Strategies to Implement:**

**Decisions/Movement/Comments:**

**LEARNING INTERVENTION STRATEGIES AND RESOURCES**

<b>Teach Fix-Up Strategies</b>	<b>Advance Organizers</b>	<b>After Learning Strategies – See** in Resource Section</b>
Make A Connection Between Text, Life, Or World	Expository Advance Organizers	Graphic Organizers
Make A Prediction	Narrative Advance Organizers	Quadrant Cards
Stop And Think About What You Read	Skimming	Exit Cards
Ask Yourself A Question And Try To Answer It	Graphic Advance Organizers	Graffiti
Reflect In Writing On What You Have Read	<b>Before Learning Strategies- See ** in Resource Section</b>	Facts In Five
Visualize	Semantic Map	Gist
Retell What You Have Read	Corners	Save The Last Word For Me
Reread	Frame Of Reference	Discussion Web
Notice Patterns In Text Structure	ABC Brainstorm	Paired Summarizing
Adjust Reading Rate: Speed Up Or Slow Down	Five Word Prediction	Journal Responses
<b>Reinforcing Effort</b>	Snowball Fight	Bio Poems
Teaching About Effort	Table Talk	One-Pager
Keeping Track Of Effort And Achievement	Pre-Reading Plan	1-3-6
<b>Providing Recognition</b>	Word Splash	Vocabulary Bingo
Personalizing Recognition	Quick Write	Framer Model For Vocabulary
Pause, Prompt And Praise	Vocabulary Knowledge Rating	Create Character Map
Concrete Symbols Of Recognition	Anticipation Guide	Summarizing
<b>Homework (Must Be Monitored)</b>	K-W-L Chart	<b>Fluency</b>
Establish And Communicate Homework Policy	Graphic Organizers	Focused Practice
Clearly Articulate Purpose And Outcome	Jigsaw	Fractured Fairy Tales
Teacher should Provide Students with Feedback	Study Guides	Choral Reading
<b>Practice</b>	Think Aloud Or Modeling	Reading Buddies
Charting Accuracy And Speed	Reciprocal Teaching	Repeated Readings Of A Single Text
Focus On Specific Elements Of A Complex Skill/Process	<b>During Learning Strategies – See ** in Resource Section</b>	Echo Reading
Increase Conceptual Understanding Of Skill/Process	Chunking The Text	Model and Practice Expression, Phrasing, Chunking And Speed
Physical Models	Read, Write, Talk	<b>Vocabulary</b>
Mental Pictures	Margin Notes	Living/Active Word Wall
Drawing Pictures And Pictographs	Marking/Coding The Text	Word Family Charts
Engage In Kinesthetic Activity	Key Words	Word Banks For Writing
<b>Cooperative Learning</b>	Hotrod	Draw A Word
Use Variety Of Criteria For Grouping Students	Jot Chart	Illustrate Vocabulary
Informal, Formal And Base Groups	Insert	Content Vocabulary Definition Chart
Managing Group Size	Mega Listeners	Cloze Passage
	Think-Pair-Share Or Think-Pair-Square	List-Group-Label
<b>Setting Objectives</b>	Magnet Summary	Context Clues
Specific But Flexible Goals	Turn And Talk	Highlight New Words
Contracts	Say Something	Word Webs
<b>Feedback</b>	Read Around The Text	<b>Comprehension</b>
Criterion-Referenced Feedback	3-2-1	Make Predictions
Feedback For Specific Types Of Knowledge And Skill	Text Highlighting	Activate Prior Knowledge
Student-Led Feedback	Partner Reading	Somebody Wanted-But So
<b>Cues And Questions</b>	Double Entry Diaries (What The Text Says And What I Think)	It Says, I Say
Questions That Elicit Inferences	T-Chart	Blooms Taxonomy Questioning
Analytic Questions Higher Order Thinking Questioning	Readers' Theater	Note Taking (Teacher Prepared, Format, Combination)

**Resources:**  
Classroom Instruction That Works  
 (Marzano, Pickering & Pollock)

Literacy Strategies for Grades 4-12  
 (Tankersley)

\*Learning Intervention Manual  
 (House) Hawthorne Ed. Ser.

Intervention Strategies Guide  
 (Lujan) Small Purple Flip Book

Comprehension Tool Kit

I Read It, But I Don't Get It  
 (Trovani)

**\*\*Literacy Strategies**  
 (Compiled by C & I through ARI)  
 Found on the Elmore County Website C&I Downloads

Master Instructional Strategies  
 (Lujan) Large Red Flip Book

Strategies That Work  
 (Harvey and Goudvis)

**Notes:** This list is not all inclusive and some strategies are not applicable to all grade levels. Many other strategies may be utilized. Most strategies are designed for all content areas. \* Hundreds of strategies may be found in this manual Before, During, and After strategies are interchangeable.

**Tier II and Tier III Monitoring Sheet**

Student: \_\_\_\_\_

Interventionist: \_\_\_\_\_

Tier: \_\_\_\_\_

Subject/Area: \_\_\_\_\_

Check days intervention was provided. Write in Monday's date by each week number.

Week	M	T	W	T	F		Week	M	T	W	T	F		Week	M	T	W	T	F
1							5							9					
2							6							10					
3							7							11					
4							8							12					

Please take anecdotal notes after each week to document activities and progress.

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_

4 \_\_\_\_\_

\_\_\_\_\_

5 \_\_\_\_\_

\_\_\_\_\_

6 \_\_\_\_\_

\_\_\_\_\_

7 \_\_\_\_\_

\_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

11 \_\_\_\_\_

12 \_\_\_\_\_

**Progress Monitoring Data:**

Week:	PM Data:	ROI	Week:	PM Data:	ROI	Week:	PM Data:	ROI
1			5			9		
2			6			10		
3			7			11		
4			8			12		

Date: \_\_\_\_\_

Dear Parent/Guardian(s):

Central Elementary School, Coosa County is making every effort to meet the needs of all students. We are using a leveled system of academic assistance. Students will be provided additional assistance when needed to help them meet grade level goals. In addition, struggling students will receive free hearing and vision screenings.

This letter is to notify you that your child, \_\_\_\_\_, will be receiving extra help in reading, math, and/or behavior. Information of your child's progress will be sent each month.

You can help your child by:

- making sure he/she attends school each day,
- encouraging good behavior, effort, and attitude,
- ensuring he/she gets plenty of sleep each night, and
- making sure he/she does homework.

Your support and cooperation is greatly appreciated. If you have questions, please feel free to call the school at 256-377-1456 to make an appointment with your child's teacher.

Sincerely,

Your child will be receiving additional help in the following areas:

\_\_\_\_ Reading  
\_\_\_\_ Math  
\_\_\_\_ Behavior

**I give permission for the school nurse to administer free hearing and screening tests to my child.**

**Parent Signature:** \_\_\_\_\_

*If, at any time, you wish to request an evaluation for special education or Section 504 services, you may do so by contacting the school counselor at (256)377-1456.*

Student's Progress Report

Dear Parent or Guardian:

We are providing \_\_\_\_\_ with extra daily instructional assistance in the area(s) indicated.

\_\_\_\_\_ Word-Level Reading Skills

\_\_\_\_\_ Reading Comprehension Skills

\_\_\_\_\_ Math Computation Skills

\_\_\_\_\_ Math Reasoning And Problem Solving Skills

\_\_\_\_\_ Behavior Skills

Student progress is measured each week so that teachers can target instruction to your child's specific needs. Based on progress monitoring, your child is

\_\_\_\_\_ making progress and we will continue the same intervention.

\_\_\_\_\_ making little progress and we will make changes in the intervention we are providing to better meet your child's needs. The changes are as follows:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If you have any questions, please feel free to contact your child's teacher at (256)377-1456.

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

*(Sign and return one copy to your child's teacher.)*





**SPED Referral Documentation Form**

**Documentation for the Special Education Referral Process:**

Hearing Screening: Passed/Failed    Date: \_\_\_\_\_

Vision Screening: Passed/Failed    Date: \_\_\_\_\_

\_\_\_\_\_ Tier II Walkthrough Documentation

\_\_\_\_\_ Tier III Walkthrough Documentation

\_\_\_\_\_ Attendance

\_\_\_\_\_ Standardized Assessment Results (if applicable)

\_\_\_\_\_ Copy of DIBELS report

\_\_\_\_\_ Copy of STAR report

\_\_\_\_\_ Most recent Report Card

\_\_\_\_\_ Copy of Progress Report

\_\_\_\_\_ Two or three graded work samples for area(s) of concern Indicate level of assistance:  
Independent, Moderate, One on one

\_\_\_\_\_ Documentation of Appropriate Instruction Elementary Grades (Form provided by SPED)

Has the student repeated a grade? \_\_\_\_\_ If so, which one(s)? \_\_\_\_\_

Check any concerns in the following areas:

Attendance \_\_\_\_\_ Attention \_\_\_\_\_ Language \_\_\_\_\_

Behavior \_\_\_\_\_ Articulation \_\_\_\_\_

Medical - provide documentation:

Medication \_\_\_\_\_

Parent Input: Attach information provided by the parent/guardian to the referring teacher.

Cumulative Folder Summary: Attach a copy of the student's most recent standardized assessment results or list scores. (Grades 3-4)

# K-4 Strategic Teaching/Intervention Observation

## Tiers I, II, or III

Teacher \_\_\_\_\_ Grade Level \_\_\_\_\_ Date \_\_\_\_\_

Subject Area: \_\_\_\_\_ Standard: \_\_\_\_\_

Intervention Program (Tier III): \_\_\_\_\_

Observer \_\_\_\_\_

**Rating Scale: 1 = minimal evidence noted; 2=evidence noted; 3 = outstanding implementation;  
N/A**

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### ***Teacher Instruction/Intervention***

- \_\_\_\_\_ Research-based instructional materials/strategies used as designed
- \_\_\_\_\_ Strategic teaching used (before, during, and after strategies)
- \_\_\_\_\_ Activities matched to objectives
- \_\_\_\_\_ Transitions smooth and quick
- \_\_\_\_\_ Formative assessment evident during instruction

### ***Small Group, Differentiated Instruction***

- \_\_\_\_\_ Small group instruction provided at different levels
- \_\_\_\_\_ Independent student learning centers directly build reading or math skills
- \_\_\_\_\_ Student products completed and submitted as appropriate
- \_\_\_\_\_ Deficit skills targeted (Tier II & III)

### ***Classroom Climate***

- \_\_\_\_\_ Classroom arrangement accommodated whole group instruction, small group instruction, and independent work
- \_\_\_\_\_ Teacher and student interactions mutually respectful and positive in tone
- \_\_\_\_\_ Behavior management system effective in providing environment conducive to learning
- \_\_\_\_\_ Motivation to learn fostered
- \_\_\_\_\_ Active student engagement evident

### **Comments:**

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