

4 Quadrant Problem Solving in Rtl

Tier 1

OgonoskyRTI.com

<p><u>Instruction</u></p> <ul style="list-style-type: none">• Appropriate instructional level• Teacher enthusiasm• Opportunities for reflection• Varied, frequent methods of assessment and feedback• Opportunities for student choice• Use of varied teaching strategies• Providing a “just-right” task – zone of proximal development• Authentic and meaningful tasks• Opportunities for collaboration/social learning• Use of humor• Documenting growth and sharing info with child• Connecting new learning to prior knowledge	<p><u>Curriculum</u></p> <ul style="list-style-type: none">• Researched Based• Developmentally appropriate• Cross-curricular connections• Relevant to student interests• Cultural relevancy• Balance of skills vs. concepts• Giving abstract concepts a real-world focus
<p><u>Environment</u></p> <ul style="list-style-type: none">• Student sense of safety• Peer relationships• Student relationship with teacher• Proximity to instruction• Welcoming, warm atmosphere• Physical conditions in classroom (management and organization)• Student ownership in classroom space• Classroom structures• Arrangement of learning space, furniture, and kids• Noise level• Accessibility to materials and needed items or space• Appropriate levels/types of sensory stimulation	<p><u>Student</u></p> <ul style="list-style-type: none">• Student relationships with peers, teacher• Learning styles and intelligences• Sense of belonging• Special needs of learners• Acceptance of responsibility as a learner• Health/hygiene of student – physical, emotional well-being• Child’s perception of self as a learner• Attitude and motivation to learn• Confidence• Opportunities/exposure – prior knowledge to build upon• Connection to what is purposeful/meaningful to the learner• Ability to attend or focus• Basic needs – sleep, food, shelter