

## Checklist for Self-Evaluation

### **Ten Top-Notch RTI Practices: Background and Learning Characteristics**

- \_\_\_\_\_ I have developed a strong sense of the child's interests, both in and out of school.
- \_\_\_\_\_ I have developed a strong sense of the child's attitudes and self-perceptions about reading.
- \_\_\_\_\_ I take note when the student seems frustrated or disengaged, and plan accordingly.
- \_\_\_\_\_ I have inquired into the language and literacy practices used in the home.
- \_\_\_\_\_ I have partnered with the family in a way that allows members to share information about the child.
- \_\_\_\_\_ I have shared information regarding ways family members might observe or become involved with the learning that takes place in the classroom.
- \_\_\_\_\_ I have partnered with the family in collaborative goal setting and decision making regarding the student's learning.
- \_\_\_\_\_ I have ensured that the family is fully informed about RTI and have provided opportunities for discussion and questions.
- \_\_\_\_\_ I value the diverse ways that families support their child's learning, and try to learn about these ways so that I may use them to support my instruction.
- \_\_\_\_\_ I make use of varied cultural tools (text types) in my instruction so that children's home and community literacy practices are of value in the classroom.