

## PREPARING ALL STUDENTS FOR SUCCESS

**Purpose:** This section informs educators of the importance of Universal Design, the needs of English Language Learners (ELLs), and other considerations when developing local curriculum and instructional practices.

**Use:** This section of the Facilitator’s Guide is intended to help teachers of all content areas understand how to meet the needs of all children, including Academically and/or Intellectually Gifted Students, Exceptional Children, and English Language Learners. It may be used in conjunction with face-to-face training, and combined with content-specific sessions (posted online) and additional materials in this Facilitator’s Guide, as determined by the local professional development plan.

### Preparing All Students for Success

#### Introduction

*Imagine the child in the room who is the only one who didn’t receive the invitation to a classmate’s party. All students deserve the gift of learning.*

Teaching is both an art and a science due to the unique nature of each student. Each student has needs, potential, and abilities. Each student learns best in a way that is a result of past experiences, biology, and personality. Orientation to school, drive to learn, feelings of safety, and the overall environment provided all contribute to students’ learning.

The educator’s responsibility is to provide students with the educational experience that is conducive to success. Differentiation with engaging, high-quality instruction is the venue that maximizes the possibility of student success. Professionals see and recognize children’s strengths and needs and respond appropriately. All students deserve the gift of learning.

#### NCDPI Responsiveness to Instruction

The NCDPI Responsiveness to Instruction (RtI) model is based on the national “Response to Intervention” model, which evolved out of the 2004 reauthorization of the federal Individuals with Disabilities Education Act (IDEA). The North Carolina problem-solving model of RtI uses a tiered problem-solving model focused on core instruction and student achievement. NC chose to use the term “instruction” rather than “intervention” because it shifts the focus on the instruction for ALL students, not just those who are struggling. The NCDPI definition of RtI is, “The practice of providing high quality instruction matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions.”