

ICEL/RIOT Matrix Explanation Sheet

Review - Instruction:

- Review the how instruction is assessed. – tests? Quizzes? TAKS?
- Review how instruction is delivered (e.g., by .ppt? white board? Overhead projector? Handouts for seatwork? Guided instruction notes? Etc.)
- Review instructional strategies (e.g., lecture? Dialogue?)

Interview - instruction:

- Interview informants (teacher, principal, parents, student) about teacher's instructional style
 - does teacher allow unstructured time?
 - does she demand silence?
 - does she allow sufficient time to respond to a question?
 - does she pre-teach difficult concepts?
 - does she put word lists on white board? Does she write daily/weekly assignments on board?
 - does she use of open-ended questions? Role play? Small group instruction? Cooperative learning? Etc

Observe - instruction:

- Observe student's response to instruction, use of technology,
- Observe if student is actively participating in instruction (asking questions, responding to teacher probes) or passively sitting by
- Observe if teacher asks student questions or otherwise involves student. Does she single student out? Etc.
- Observe how instructional style, etc. impacts student – does student appear overwhelmed? Does student attend to instruction? Etc.

Test - instruction:

- Assess effectiveness of instruction by looking at work samples, interviewing student, teacher, parent, etc..
- Assess if time allowed to answer following a teacher probe appears to be sufficient
- Manipulate instruction for this student to test effect on learning.

Review - Curriculum:

- Review the curricular content of materials – what skills, performances, etc. are students expected to learn? What are the desired outcomes? What is the planned sequence of learning?

Interview - curriculum:

- Interview informants (teacher, principal, parents, student) about the subject content, scope and sequence to see if the student is following along, keeping up, etc.

Observe - curriculum:

- Observer how student responds to curricular sequence in classroom and on work samples, tests, etc. Is student able to transition from concept to concept?

Test - curriculum:

- Assess the curricular sequence's effect on students' academic progress. Is student's overall academic progress continuing at same rate? Passing, failing, falling behind etc.

Review - Environment:

- Review the environment in which academic and social learning and instruction is to occur
- Review environmental variables – what is the layout of the classroom? The playground? the lunchroom? What is the lighting, student seating arrangements, Are there windows?

Interview - Environment:

- Interview informants (teacher, principal, parents, student) about how the environment is affecting student in classroom, on the playground, in the lunchroom/gym, etc.

Observe - Environment:

- Observe student in environment to see if the environmental factors are distracting student or otherwise interfering with learning, social interaction, etc.

Test - Environment:

- Assess to what degree environmental variables are affecting student progress academically, socially, emotionally, etc.

Review - Learner:

- Review records/reports, etc. for history of sped interventions, educational interventions, behavioral interventions, disciplinary interventions, legal interventions, psychiatric/psychological interventions etc.

Interview - learner:

- Interview informants (teacher, principal, parents, student) about changes in social skills, motivation level, learning strengths/weaknesses, interests/dislikes, friends/peers, leisure activities, eating habits, sleep patterns, medical conditions, psychiatric conditions, hearing, vision, counseling/therapy

Observe - learner:

- Observer interaction between student and environment, student response to environmental distractions

Test - learner:

- Assess impact of changes on student's environment – social skills, motivation level, learning strengths, learning weaknesses, interests, dislikes, circle of friends/peers, leisure activities, eating habits, sleep patterns, medical conditions, psychiatric conditions, hearing, vision, etc.