

INSTRUCTIONAL VARIABLES CHECKLIST

	Variables to Consider When Evaluating Student Response to Instruction	Yes	No	Not Sure
Instructional Focus	Is the instructional focus clear? <ul style="list-style-type: none"> • Does the intervention have a clear goal and purpose? • Does the intervention align with and support core classroom instruction? 			
	Does the intervention match the student(s) instructional need? <ul style="list-style-type: none"> • Do the instructional focus, strategies and materials match the student need and level? (Student is low in basic decoding and the strategy targets basic decoding skills.) • Does the intervention have a purposeful scope and sequence? 			
Goals & Progress Monitoring	How will I know if the intervention is making a difference? <ul style="list-style-type: none"> • Does the intervention establish a criterion measure for performance, a timeframe to achieve it, and a progress monitoring schedule? • Does the goal(s) represent ambitious acceleration towards a curriculum benchmark? 			
Instructional Grouping, Time and Intensity	Is this the right group of students? <ul style="list-style-type: none"> • Are the students grouped homogenously based on matched instructional needs? • Is group size strategically configured to provide sufficient: teacher modeling & support? • Are some students responding while others are not? 			
	Are adequate time, intensity and duration allocated to achieve the desired results? <ul style="list-style-type: none"> • Is the intervention supplemental to the core instruction? • Is the instructional time allocated sufficient to accelerate learning? • Is the instructional time delivered equal to the instruction time that is allocated? • Is student attendance sufficient to meet goals? 			
Teacher-Student Interactions	Is the student(s) motivated to respond to the instructional intervention? <ul style="list-style-type: none"> • Are some students disinterested, off task, impulsive or distractible? • Is this a student performance problem? (They don't want to do it. Not: It's too hard.) 			
	Has the student had enough help (explicit, direct instruction) to perform the task? <ul style="list-style-type: none"> • Is my method of instruction clear and direct enough to facilitate learning? • Does the student have ample time to practice new skills? • Are sufficient opportunities for student responding provided? • Is there sufficient prompting and feedback for active / accurate responding by students? • Does the student display good accuracy in the target skills? • Does the student display good fluency in the target skills? • Does the student generalize the use of the skill into other settings / contexts? 			
	Is the student being asked to perform the skill under unfamiliar conditions? <ul style="list-style-type: none"> • Do the materials used promote mastery of the objective? • Do the materials provided actually help the student practice the skill? • Have sufficient examples and non-examples of the skill been provided? • Are students achieving the correct answer (response) for the wrong reason? (I.e., looking at the number of blanks and counting letters of the vocabulary word) 			
	Is the level of challenge correctly matched to student skills? Is it too hard? Is it too easy? <ul style="list-style-type: none"> • Are materials matched to the student's instructional level • Are tasks matched to the student's instructional level? • Is the instruction at the right pace for the student to gain mastery of skills? 			

Action Plan: Who does what, when?

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Instructional Variables	Strategies to improve student response to Instruction
Is the instructional focus clear?	<ul style="list-style-type: none"> Narrow, prioritize needs, collaborate with classroom teachers (can't work on everything) and be effective
Does the instructional intervention match the student's instructional need?	<ul style="list-style-type: none"> Analyze the intervention to be clear on the instructional targets. Review data collection strategies to assure sensitivity to student needs and progress.
Is this the right group of students?	<ul style="list-style-type: none"> Reduce group size Use flexible groups-Reformulate group membership with alike instructional needs
How will I know if this intervention is making a difference?	<ul style="list-style-type: none"> Set a measurable goal. Graph progress and review with students
Are adequate time, intensity and duration allocated to achieve the desired results?	<ul style="list-style-type: none"> Increase instructional time spent on task Observe intervention and provide feedback to instructor Track time spent in the intervention and track student attendance Provide supplemental time to either pre-teacher or practice Increase frequency per week or length of session Decrease or increase group size Use similar language to the core instruction
Is the student motivated to respond to the instructional intervention?	<ul style="list-style-type: none"> Increase opportunities to respond; Increase guided practice Set purpose and provide review and connection to core instruction Provide feedback on accuracy of responses "That was right, you really get this!" Provide reinforcement plans (i.e., stickers, charts, graphs). Provide some choice of activities or choice of order Student's motivation is influenced by your personal enthusiasm- positive comments and body language (nods, smiles) as well as communicating that the small group "activities will help them become stronger in _____ " (Link to classroom) Whisper to your partner, whisper to me to control impulsive responses. Use time (how fast can you, rapid fire by pointing to students in random order) Form partnerships, teams, etc. Use group responding (Everybody say it together, (give gesture and count)... After error correction, everyone repeat the correct answer (increases correct practice). Teach with a "perky pace" Increase appeal of materials and link to student interest to make more relevant
Has the student had enough help (explicit, direct instruction) to perform the task?	<ul style="list-style-type: none"> Increase explicit instruction with direct explanation Activate prior knowledge and link new information to known information Increase demonstration and modeling Increase cueing and prompting Provide good ratio of known/unknown items (more known, less unknown or new)
Is the student being asked to perform the skill under unfamiliar conditions?	<ul style="list-style-type: none"> Analyze the task, specify the objective and identify activities that promote use of the skill in the context that it is generally used.
Is the level of difficulty of the materials the right fit for the students? Is it too hard? Is it too easy?	<ul style="list-style-type: none"> Use better matched instructional materials Complete further assessment to identify appropriate instructional level and use materials that promote a high rate of accurate responding. Review materials; be sure that there is a ratio of more known to unknown items