

ICEL

Data Procedures and Sources

Adapted from Ken Howell

Instruction

DATA OUTCOME	PROCEDURE	SOURCE
<ul style="list-style-type: none"> Nature of instructional demands reflected in paper-pencil tasks (e.g., style demands of the task, difficulty levels, skills requirements) are appropriate 	Review	Permanent Products
<ul style="list-style-type: none"> Teacher expectations are high 	Observe	Setting Analysis
<ul style="list-style-type: none"> Antecedents and reinforcement strategies are appropriate 	Observe	Systematic Observation
<ul style="list-style-type: none"> Effective teaching practices in place 	Observe	Anecdotal Recording Checklists
<ul style="list-style-type: none"> Use of direct instruction Clear presentation Structured and sequenced lessons 	Observe	Teacher
<ul style="list-style-type: none"> Appropriate task directions Task directions repeated Multiple examples used 	Observe	Teacher
<ul style="list-style-type: none"> Appropriate feedback Timely feedback 	Observe	Teacher
<ul style="list-style-type: none"> Checks for understanding 	Observe	Teacher
<ul style="list-style-type: none"> Use prompts and cues Demonstrates and provides models Scaffolds Adjusts amount of material being presented 	Observe	Teacher
<ul style="list-style-type: none"> Teaches to accuracy, fluency and application Emphasized strategy use and conceptual knowledge 	Observe	Teacher
<ul style="list-style-type: none"> Engages students 	Observe	Teacher
<ul style="list-style-type: none"> Adapts and modifies instruction according to student needs and degree of effectiveness 	Observe	Teacher
<ul style="list-style-type: none"> Has students engaged in relevant practice activities 	Observe	Teacher

Curriculum

DATA OUTCOME	PROCEDURE	SOURCE
<ul style="list-style-type: none"> Nature of instructional demands reflected in curricular materials (e.g., instructional approaches, pacing, difficulty, pre-requisite skills, scope and sequence of instruction) is consistent with student's objectives 	Review	Permanent Products (e.g., books, worksheets, curricular guides, etc.)
<ul style="list-style-type: none"> Each objective element (i.e., content, behavior, condition, criterion) is appropriate 	Review	Permanent Products (e.g., materials, worksheets, objectives and lesson plans)
<ul style="list-style-type: none"> Objectives are at correct level of difficulty 	Review	Permanent Products (e.g., materials, worksheets, objectives and lesson plans)

Curriculum *continued*

• The nature and dimensions (frequency, duration, latency, intensity) of target are appropriate	Review	Permanent Products (e.g., materials, worksheets, objectives and lesson plans)
• Philosophical orientation of the curriculum (e.g., whole language, phonics, whole class reading, etc.) is consistent with program goals	Interview	Teachers and relevant LEA personnel (e.g., curriculum directors, principals, etc.)
• Student’s progress on objectives is routinely monitored and evaluated	Interview	Teacher

Environment

DATA OUTCOME	PROCEDURE	SOURCE
• Discipline policies and procedures that define what is deemed as “situational appropriate” are in place	Review	School Rules
• Classroom routines, rules and behavior management plans reflecting a definition of “situational appropriate”	Interview	Teachers
• School rules, drop out rate, use of suspension, discipline policies reflect a definition of “situational appropriate”	Interview	LEA Personnel
• Students know what to do with work they have finished and always know “what to do next”	Interview	Student
• Climate is pleasant and friendly	Interview	Student
• There is a procedure for the student to get help	Interview	Teacher/Student
• The classroom is cooperative rather than competitive	Interview	Student
• Behavior management strategies reflecting parent expectations and definition of situational appropriate”	Interview	Parents
• Value is placed on school and school work at home	Interview	Parents/Student
• Resources available in home	Interview	Parents/Student
• Time and space allocation at home	Interview	Parents/Student
• Physical environment (seating arrangement, equipment, lighting, furniture, temperature, noise levels) supports learning	Observe	Setting Analysis
• Classroom routines and behavior management support learning	Observe	Setting Analysis
• Student concerns and opinions are encouraged and valued	Observe	Setting Analysis
• A small number of important rules are communicated and reinforced	Observe	Setting Analysis
• Peer performance and interaction patterns provide a performance standard of “situational and developmentally appropriate”	Observe	Systematic Observation
• Routines are established for carrying out non-academic business	Observe	Setting Analysis
• Accommodations (if any) are made in classroom or materials	Observe	Systematic Observation

Environment *continued*

• Written and oral messages are expressed at a level the student can decode and comprehend	Observe	Setting Analysis
• Positive and high expectations are maintained	Observe	Setting Analysis
• Opportunities to build relationships exist	Observe	Setting Analysis
• Opportunities for meaningful participation are provided	Observe	Setting Analysis
• Transitions are short and brief	Observe	Setting Analysis
• Student is expected to respond and participate in the classroom	Observe	
• Interruptions to class are infrequent	Observe	Setting Analysis
• Adequate time is allocated to instruction	Observe	Setting Analysis
• Academic Learning Time is high	Observe	Setting Analysis
• Class size and grouping patterns are appropriate	Observe	Setting Analysis
• Teaching assistants, peer tutors, or parent volunteers are used productively	Observe	Setting Analysis
• Materials are available and organized for easy access	Observe	Setting Analysis
• Student is seated in a good location	Observe	Setting Analysis

Learner

DATA OUTCOME	PROCEDURE	SOURCE
• Standard performance of peers	Review	Permanent Products Peers' work
• Patterns of behavior as reflected in teacher reports (teacher perception of the problem) and discipline records • Onset and duration of the problem • Interference with personal, interpersonal, and academic adjustment • Settings where behavior of concern has occurred	Review	Cumulative Records
• Existence of health, vision, and/or hearing problems potentially related to the academic and/or social behavior concern	Review	Health Records
• Patterns of performance errors reflecting skill deficits • Interference with ability to profit from general education instruction • Consistent skill and/or performance problems over time • Setting where behavior of concern is evident	Review	Permanent products and student work
• Student performance in relationship to setting demands (e.g., teacher expectations, task demands)	Review	Teacher's grade book
• Response to intervention as reflected in "Action Plans" and Progress Monitoring	Review	BAT records and teacher intervention documentation records

Learner *continued*

<ul style="list-style-type: none"> • Interviewees' perceptions of the problem its nature, intensity, significance to the student and in relation to peers 		Interview	Teachers, relevant LEA personnel, parents, community resources, student
<ul style="list-style-type: none"> • Patterns of behavior as perceived by raters who complete them • Settings in which behavior of concern is perceived by raters who complete them 		Interview	Behavior rating scales, checklists
<ul style="list-style-type: none"> • Nature of behavior of concern • Patterns of behavior of concern • Response to interventions as reflected in informal progress monitoring 		Observe	Anecdotal Recording Checklists
<ul style="list-style-type: none"> • Nature and dimensions (frequency, duration, latency, intensity) of target behaviors • Response to interventions as reflected in systematic progress monitoring 		Observe	Systematic Observations
<ul style="list-style-type: none"> • Knowledge of <ul style="list-style-type: none"> • Critical Information • Adaptive motivational patterns • Expectations for success 		Test	Curriculum Based Evaluation/interview
<ul style="list-style-type: none"> • Fluency in oral reading, math computation and written expression • Resistance to intervention (systematic progress monitoring) 		Test	Curriculum Based Measurement (CBM)
<ul style="list-style-type: none"> • Student performance on curriculum based tasks in specific skill areas 		Test	Curriculum Based Assessment (CBA)
<ul style="list-style-type: none"> • Student academic performance on classroom measures of achievement • Interference with ability to profit from general ed. Instruction • Resistance to intervention (informal progress monitoring) 		Test	Classroom Tests
<ul style="list-style-type: none"> • Student academic performance in relationship to a norm group—as a performance standard • Personal trait data in relationship to a norm group as a standard of appropriateness and reflecting personal adjustment 		Test	Norm-referenced (individual and group)
<ul style="list-style-type: none"> • Student academic performance identifying skill strengths and weaknesses 		Test	Criterion-referenced
<ul style="list-style-type: none"> • Personal trait data reflecting student perception of the problematic situation and student's personal adjustment 		Test	Self-reports (checklists, inventories, rating scales, etc.)