

Alterable Instructional Variables

Use this matrix to guide your intervention planning. This is not an exhaustive list of instructional components. It is a reminder that there are many variables in the instructional environment that we can manipulate in order to accelerate student learning.

	Time/Amount of Practice (Instruction)	Maximize Program Efficacy	Professional Development	Grouping	Assessment
Universal	Increase student attendance. Involve parents. All students receive minimum of 90 minutes of instruction. Core program effectively implemented.	Pre-teach crucial ideas, vocabulary, & procedures from core program. Especially important for ELL students. Most trained staff should be assigned to instruct students with the greatest need.	Leadership observes & provides constructive feedback. Average teacher will need 50 - 60 hours of coaching to become skilled at reading instruction. Grade level teachers meet monthly.	Monitor group placement. Move students using data. Teachers have methods to visually monitor student growth.	Benchmark all students 3 times per year. Teachers and leadership should analyze this data to guide instruction.
Strategic	Increase amount of instruction; core plus extra 15 - 30 minute sessions as needed. Teach reading strategies/steps explicitly & based on data.	Use extensions of core program. Identify important background knowledge needed for new lessons. Teach, model, and remind students of that knowledge.	Grade level teams meet 2 - 4 times per month to discuss data and instructional delivery. Leadership team supports teachers in data analysis.	Reduce group size to about 7-5 students per adult. Try to incorporate parent participation as possible.	Students progress monitored twice monthly to once a month. Grade level teams should chart and review data frequently.
Strategic	Shift to include more choral responses, 15-25 responses per minute. Increase amount of teacher-led instruction through added amount, structure, and frequency of practice.	Add materials on top of core teaching time, supplemental materials. Ensure that scope and sequence of core matches that of supplemental materials. Increase use of predictable & consistent procedures during instruction.	Provide ongoing coaching & staff development from curriculum experts targeted towards diverse learners. Coaching should follow up and support workshop and seminars that teachers have attended.	Examine student progress every other week. Interventionist, SPED, and ELL staff in constant communication with classroom teacher.	Analyze student response patterns on DIBELS, core, & diagnostic assessments. Use assessment data to guide intervention and instructional delivery.
Intensive	30-40 responses per minute, both choral and individual. Increase scaffolding through a) teachers & then peers, b) sequence and selection of tasks.	Change core to alternative core in order to accelerate learning. Re-teach and review skills taught in core. Review meets the goal of having student perform tasks automatically.	Increase amount of observations & specific feedback for implementation. Make sure coaching is varied, frequent & teacher-led goals are established.	Intervention offered in group of 3 students or less. Progress monitor once a week.	Progress monitor students weekly. Teachers and interventionist make changes in instructional delivery based on data.
Intensive	Review of skills should be distributed over time, cumulative (integrating new & learned), and varied.	Design & implement program that incorporates explicit strategies, sufficient practice, review, and a great deal of scaffolding.	Use graphs to chart teacher progress, share with teacher, and follow up weekly.	Provide one-on-one specific, scaffolded, and efficient instruction.	Match student skills/gaps to instructional sequence and skills as specifically as possible.