

Problem Analysis: ICEL x RIOT Examples

	Hypothesis	R - Review		I - Interview		O – Observe		T - Test
I - Instruction	<p>Instruction <i>Example Hypothesis:</i> The problem is occurring because instruction is delivered primarily in lecture format, and students are not provided an opportunity to engage in cooperative/peer-based learning.</p>	<ul style="list-style-type: none"> • Review permanent products for evidence of how content is taught • Review lesson plans 	OR	<ul style="list-style-type: none"> • Survey students about their experiences with current format of instruction • Interview teachers about the structure/format of their typical instruction 	OR	<ul style="list-style-type: none"> • Observe classroom instruction for evidence of lecture versus cooperative/peer-based learning opportunities 		N/A
C - Curriculum	<p>Curriculum <i>Example Hypothesis:</i> The problem is occurring because pacing schedules and scope and sequence are fixed, and do not allow for adjustments based on student strengths and needs.</p>	<ul style="list-style-type: none"> • Review permanent products for evidence of pacing and scope and sequence of the curriculum • Review lesson plans 	OR	<ul style="list-style-type: none"> • Interview teachers about the pacing and scope and sequence of instruction 		N/A		N/A
E - Environment	<p>Environment <i>Example Hypothesis:</i> The problem is occurring because the classroom arrangement does not allow for flexibility and student choice/preference for learning.</p>	N/A		<ul style="list-style-type: none"> • Interview students about available and preferred learning options in the classroom (individual/independent, group activities, cooperative/peer-based learning, etc.) 	OR	<ul style="list-style-type: none"> • Observe classroom arrangement during lessons for evidence of flexibility and options for student choice/preference 		N/A
L - Learner	<p>Learner <i>Example Hypothesis:</i> The problem is occurring because students are not aware of the technology and accommodation options available during learning, and therefore do not take ownership of or advocate for their learning.</p>	<ul style="list-style-type: none"> • Review permanent products for evidence of student choice in using technology and accommodations for accessing and engaging with the content 	OR	<ul style="list-style-type: none"> • Interview students about their knowledge and awareness of the options for accessing and engaging with the content, and how to make appropriate technology and accommodation selections 	OR	<ul style="list-style-type: none"> • Observe students during instruction for evidence of students making choices for accessing and engaging with the content and advocating for their learning 		N/A