

CSA Data Review Tool

Date: District/building:

Diagnose for Instructional Design

- [Coaching ST SDI: Diagnose PSEs](#)
- [Coaching ST SDI: Diagnose Services, Supports, and Instruction](#)

Use RIOT/SCIL in order to:

	Critical Feature 1: Define areas of concern and verify potential reasons for the concern	Critical Feature 2. Identify strengths, interests and preferences that sustain learner engagement	Critical Feature 3. Determine critical supports needed for learner success
(Date)	% indicate routine or sustained implementation of this feature	% indicate routine or sustained implementation	% percent indicate routine or sustained implementations of this feature
(Date)			
Notes, patterns, questions:			

Design for Instructional Delivery

- [Coaching ST SDI: Design](#)

With a team who has relevant and specialized knowledge:

	Critical Feature 4. Incorporates evidence-based practices aligned to learner needs:	Critical Feature 5. Aligns to the Iowa Core and is age appropriate	Critical Feature 6. Maximizes opportunities for access and engagement
(Date)	% indicate routine or sustained implementation of this feature	% indicate routine or sustained implementation of this feature	% indicate routine or sustained implementation of this feature
(Date)			
Notes, patterns, questions:			

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Deliver for Learner Engagement

- [Coaching ST SDI: Deliver](#)

Use evidenced-based, high leverage instructional practices in order to:

	Critical Feature 7. Deliver the instruction as designed and monitor instructional fidelity	Critical Feature 8. Monitor learner progress	Critical Feature 9. Adjust instruction as necessary based on learner progress and instructional fidelity
(Date)	• % indicate routine or sustained implementation of this feature	• % indicate routine or sustained implementation of this feature	• % indicate routine or sustained implementation of this feature
(Date)			
Notes, patterns, questions:			

Barriers Analysis

(Date)	• Most commonly reported major barriers ○ • Most commonly reported moderate barriers ○ • Most commonly reported not a barrier ○
(Date)	
Notes, patterns, questions:	

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