LP T

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FEATURE OF EFFECTIVE INSTRUCTION** | + | - | + | - | **EVIDENCE/RECOMMENDATIONS** |
| Systematic Instruction   * Skills are presented logically and sequentially, from simple to complex * Involves step-by-step instruction when necessary * Includes manageable steps appropriate to instructional goals * Pacing is appropriate to student attention, understanding, and acceleration |  |  |  |  |  |
| Explicit Instruction   * Sets purpose/goal for instruction and provides clear description of expectations * Provides instructions that only have one interpretation using clear, direct language * Identifies important details of concept being taught (not vague) * Makes connection to previously learned material |  |  |  |  |  |
| Multiple Examples or Models   * Teacher demonstrates the skill or task * Uses visuals and/or manipulatives or other means of presentation * At LEAST two models are provided * Non-examples if appropriate |  |  |  |  |  |
| Multiple Opportunities for Practice   * Guided practice * Independent practice * Practice occurs after teacher modeling for each step in instruction * Elicits group responses when feasible |  |  |  |  |  |
| Corrective Feedback & Scaffolding   * Affirms correct responses and provides specific, corrective feedback for errors * Elaborates on students’ responses * Provides various and appropriate cues (prompts, examples, encouragement) * Ensures mastery OR understanding for most students before moving on * Provides feedback after task completion |  |  |  |  |  |

-*Adapted for classroom use from Public Consulting Group’s “Features of Effective Instruction Checklist” in CDE Module 1: Introduction to the Science of Reading*