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*