



Effective Instruction

(Foorman et al., 2003; Foorman & Torgesen, 2001; Arrasmith, 2003; & Rosenshine, 1986)

Characteristic	Guiding Questions	Well Met	Somewhat Met	Not Met
Goals and Objectives	<p>Are the purpose and outcomes of instruction clearly evident in the lesson plans?</p> <p>Does the student understand the purpose for learning the skills and strategies taught?</p>			
Explicit	<p>Are directions clear, straightforward, unequivocal, without vagueness, need for implication, or ambiguity?</p>			
Systematic	<p>Are skills introduced in a specific and logical order, easier to more complex?</p> <p>Do the lesson activities support the sequence of instruction?</p> <p>Is there frequent and cumulative review?</p>			
Scaffolding	<p>Is there explicit use of prompts, cues, examples and encouragements to support the student? Are skills broken down into manageable steps when necessary?</p>			
Corrective Feedback	<p>Does the teacher provide students with corrective instruction offered during instruction and practice as necessary?</p>			
Modeling	<p>Are the skills and strategies included in instruction clearly demonstrated for the student?</p>			
Guided Practice	<p>Do students have sufficient opportunities to practice new skills and strategies with teacher present to provide support?</p>			
Pacing	<p>Is the teacher familiar enough with the lesson to present it in an engaging manner? Does the pace allow for frequent student response?</p> <p>Does the pace maximize instructional time, leaving no down-time?</p>			
Instructional Routine	<p>Are the instructional formats consistent from lesson to lesson?</p>			