

## Checklist for Effective Instruction

### Grouping for Instruction

	<p>Group students based on instructional purpose (e.g., one-on-one, pairs, small group) and students' needs (e.g., use small same-ability groups for struggling readers)</p> <ul style="list-style-type: none"> <li>▪ <i>Use flexible grouping to allow students to be members of more than one group</i></li> </ul>
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### Explicit and Systematic Instruction

	<p>Review previous learning and prerequisite knowledge and skills</p> <ul style="list-style-type: none"> <li>▪ <i>Keep reviews brief, frequent, and spaced over time</i></li> </ul>
	<p>Identify objective and specific elements to be learned</p> <ul style="list-style-type: none"> <li>▪ <i>Build specific knowledge and skills identified in state standards</i></li> <li>▪ <i>Target needs based on continuous progress monitoring</i></li> </ul>
	<p>Activate and build background knowledge</p> <ul style="list-style-type: none"> <li>▪ <i>Build on what students already know and expand their knowledge base</i></li> <li>▪ <i>Consider cultural and linguistic diversity</i></li> </ul>
	<p>Reduce the amount of new information presented at one time</p> <ul style="list-style-type: none"> <li>▪ <i>Use a logical sequence (e.g., progress from easier to more complex)</i></li> </ul>
	<p>Model or demonstrate procedures</p> <ul style="list-style-type: none"> <li>▪ <i>Show how something is done</i></li> <li>▪ <i>Think aloud and explain thinking process used</i></li> </ul>
	<p>Provide examples and, when appropriate, nonexamples</p> <ul style="list-style-type: none"> <li>▪ <i>Include visual prompts and/or graphic organizers</i></li> </ul>
	<p>Maximize students' engagement</p> <ul style="list-style-type: none"> <li>▪ <i>Include a variety of ways for students to participate (e.g., response cards)</i></li> <li>▪ <i>Pace instruction, stop to repeat key ideas, and allow extra time if needed</i></li> </ul>
	<p>Check for students' understanding</p> <ul style="list-style-type: none"> <li>▪ <i>Ask different levels of questions and encourage students to generate questions</i></li> <li>▪ <i>Incorporate sufficient wait time</i></li> <li>▪ <i>Provide corrective feedback to help students understand</i></li> <li>▪ <i>Adjust instruction so students are challenged and able to develop new skills</i></li> </ul>

### Scaffolded Practice

	<p>Provide opportunities to practice with teacher support and guidance</p> <ul style="list-style-type: none"> <li>▪ <i>Use appropriate level of materials</i></li> <li>▪ <i>Incorporate manipulatives, graphic organizers, and/or hands-on activities</i></li> <li>▪ <i>Gradually withdraw support as students become more proficient</i></li> </ul>
	<p>Check for understanding</p> <ul style="list-style-type: none"> <li>▪ <i>Provide prompts to help students notice, find, and correct errors</i></li> <li>▪ <i>Help students learn to self-monitor for understanding</i></li> <li>▪ <i>Clarify misconceptions; re-teach when necessary</i></li> <li>▪ <i>Include positive, motivating feedback</i></li> </ul>
	<p>Provide many opportunities for independent practice to promote automaticity, generalization to different contexts, and maintenance</p> <ul style="list-style-type: none"> <li>▪ <i>Initially provide support during independent practice</i></li> <li>▪ <i>Integrate practice of new knowledge/skills with those previously taught</i></li> <li>▪ <i>Make connections across the curriculum</i></li> <li>▪ <i>Frequently monitor students working independently to prevent them from practicing errors</i></li> </ul>

### Progress Monitoring

	<p>Regularly use classroom-based instructional assessment or progress-monitoring system to inform instruction</p>
	<p>Determine if students are making expected progress and if instruction needs adjusting (e.g., regrouping, more intense instruction)</p>