**Explicit Instruction Checklist**

**Purpose:** Schools should establish an environment for learning that ensures all learners can access and benefit from high-quality instruction. The checklist below is a tool that helps evaluate the presence of five strategies of explicit instruction. This checklist can be used before a lesson to support lesson preparation, during a lesson as an observation tool, or after a lesson as a self-reflection tool.

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| **Skill** | **Evidence** | **Observed/****Occurred** |
| Segment complex skills | Break down skills and strategies into smaller units of instruction.* Teach a part of the lesson then stop and give students time to think about what they learned.
* Determine what you need to clarify and practice before teaching the next portion of the lesson.
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| Draw student attention to important features of content | Provide clear and concise descriptions of new vocabulary or concepts.* Perform the skill or strategy.
* Explain why the concept is important.
* Model inner thoughts for students.
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| Systematically fade supports | Gradually reduce the number of prompts and assistance provided until student can perform the task independent of all supports.* Teach all skills needed for independent practice.
* Observe and provide support until students can successfully complete the skill independently.
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| Provide opportunities for student response and feedback | Include stopping points with checks for understanding within the lesson.* Offer multiple opportunities for students to respond to questions in multiple formats.
* Provide concise and explicit feedback to students by redirecting their missteps or acknowledging their correct responses.
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| Create purposeful practice opportunities | Provide practice opportunities that help students attain deeper knowledge about content presented.* Focus on a specific goal or purpose and provide opportunities for the students to move beyond their comfort zone.
* Offer continued practice using all materials students will be asked to complete independently.
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**Reference**

Archer, A. L. & Hughes, C. A. (2010). *Explicit instruction: Effective and efficient teaching.* Guilford Press.