**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. |  |
| 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. |  |
| 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. |  |
| 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. |  |
| 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. |  |

**Reference**

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