

# 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	Are the purpose and outcomes of instruction clearly evident in the lesson plans? Does the student understand the purpose for learning the skills and strategies taught?			
Explicit	Are directions clear, straightforward, unequivocal, without vagueness, need for implication, or ambiguity?			
Systematic	Are skills introduced in a specific and logical order, easier to more complex? Do the lesson activities support the sequence of instruction? Is there frequent and cumulative review?			
Scaffolding	Is there explicit use of prompts, cues, examples and encouragements to support the student? Are skills broken down into manageable steps when necessary?			
Corrective Feedback	Does the teacher provide students with corrective instruction offered during instruction and practice as necessary?			
Modeling	Are the skills and strategies included in instruction clearly demonstrated for the student?			
Guided Practice	Do students have sufficient opportunities to practice new skills and strategies with teacher present to provide support?			
Pacing	Is the teacher familiar enough with the lesson to present it in an engaging manner? Does the pace allow for frequent student response? Does the pace maximize instructional time, leaving no down-time?			
Instructional Routine	Are the instructional formats consistent from lesson to lesson?			