General Features of Instruction

1. **Instructor models instructional tasks when appropriate.**
   - ❑ Demonstrates the task (e.g., uses think alouds)
   - ❑ Proceeds in step-by-step fashion
   - ❑ Limits language to demonstration of skill
   - ❑ Makes eye contact with students, speaks clearly while modeling skill

2. **Instructor provides explicit instruction.**
   - ❑ Sets the purpose for the instruction
   - ❑ Identifies the important details of the concept being taught
   - ❑ Provides instructions that have only one interpretation
   - ❑ Makes connection to previously-learned material

3. **Instructor engages students in meaningful interactions with language during lesson.**
   - ❑ Provides and elicits background information
   - ❑ Emphasizes distinctive features of new concepts
   - ❑ Uses visuals and manipulatives to teach content as necessary
   - ❑ Makes relationships among concepts overt
   - ❑ Engages students in discourse around new concepts
   - ❑ Elaborates on student responses

4. **Instructor provides multiple opportunities for students to practice instructional tasks.**
   - ❑ Provides more than one opportunity to practice each new skill
   - ❑ Provides opportunities for practice after each step in instruction
   - ❑ Elicits group responses when feasible
   - ❑ Provides extra practice based on accuracy of student responses

5. **Instructor provides corrective feedback after initial student responses.**
   - ❑ Provides affirmations for correct responses
   - ❑ Promptly corrects errors with provision of correct model
   - ❑ Limits corrective feedback language to the task at hand
   - ❑ Ensures mastery of all students before moving on

6. **Students are engaged in the lesson during teacher-led instruction.**
   - ❑ Gains student attention before initiating instruction
   - ❑ Paces lesson to maintain attention
   - ❑ Maintains close proximity to students
   - ❑ Transitions quickly between tasks
   - ❑ Intervenes with off-task students to maintain their focus

7. **Students are engaged in the lesson during independent work.**
   - ❑ Independent work routines and procedures previously taught
   - ❑ Models task before allowing students to work independently
   - ❑ Checks for student understanding of the task(s)
   - ❑ Students use previously-learned strategies or routines when they come to a task they don't understand
   - ❑ Independent work is completed with high level of accuracy

8. **Students are successful completing activities at a high criterion level of performance.**
   - ❑ Elicits a high percentage of accurate responses from group
   - ❑ Elicits a high percentage of accurate responses from individuals
   - ❑ Holds same standard of accuracy for high performers and low performers

9. **Instructor encourages student effort**.
   - ❑ Provides feedback during and after task completion
   - ❑ Provides specific feedback about student's accuracy and/or effort
   - ❑ Majority of feedback is positive
   - ❑ Celebrates or displays examples of student success in reading