

Explicit Instruction Implementation Checklist

Use this checklist to implement a high-quality instructional model utilizing the principles of explicit instruction. This checklist can be used for instructional planning or observation and reflection.

Criteria	Description
Create Clear Objectives	<ul style="list-style-type: none"> <input type="checkbox"/> Choose objectives based on student performance relative to goals. <ul style="list-style-type: none"> ○ Select a goal from IEP or standards ○ Choose an objective that is the next step toward the goal <input type="checkbox"/> Write focused objectives that describe the specific learning outcome. <ul style="list-style-type: none"> ○ Limit the objective to one singular next step toward the goal ○ Describe a learning outcome in behavioral terms that assesses mastery of the objective
Clear Explanations	<ul style="list-style-type: none"> <input type="checkbox"/> Explanation is designed so it is <ul style="list-style-type: none"> ○ correct (i.e., accurate, complete) ○ clear (immediately comprehensible, simplest possible student- and discipline-appropriate vocabulary and syntax) ○ not awkward-sounding ○ concise <input type="checkbox"/> Instructional language is streamlined and focused (e.g., not too wordy) <input type="checkbox"/> Instructional language emphasizes key student behaviors or actions <input type="checkbox"/> Words and instructional phrases are used repeatedly to reinforce concepts <input type="checkbox"/> Instructional language includes words and phrases that are part of students' spoken vocabulary
Model performance of a skill/strategy	<ul style="list-style-type: none"> <input type="checkbox"/> Give clear explanations <ul style="list-style-type: none"> ○ Match the explanation the learning outcome ○ Design the explanation so that it is correct, clear, and concise ○ Use the explanation consistently <input type="checkbox"/> Model multiple planned examples <ul style="list-style-type: none"> ○ Show all the steps or provide unique examples ○ Verbalize your thinking ○ Have students observe
Return to modeling and include additional examples (e.g., use multiple models)	<ul style="list-style-type: none"> <input type="checkbox"/> Multiple examples are provided to help students understand concepts <input type="checkbox"/> The number of models and examples used reflects the complexity of the target skill, students' ease in learning new skills, their background knowledge, and (to some extent) the amount of time the model requires <input type="checkbox"/> Instruction demonstrates the skill/strategy, transitions to check student understanding, and then back to modeling – student understanding is ensured through this process
Design outcome-aligned practice	<ul style="list-style-type: none"> <input type="checkbox"/> Provide guided practice <ul style="list-style-type: none"> ○ Lead students in steps toward the learning outcome <ul style="list-style-type: none"> ▪ Procedural task: execute each step separately ▪ Knowledge task: address each unit (e.g. vocabulary) one at a time ○ Provide appropriate prompts <ul style="list-style-type: none"> ▪ Design a variety of prompt types linked to task and likely student need ▪ Change level of prompting in response to student's progress ○ Observe and provide immediate feedback <ul style="list-style-type: none"> ▪ Watch students carefully

	<ul style="list-style-type: none"> ▪ Interpret the meaning of errors ▪ Provide feedback that aligns with the type of error <input type="checkbox"/> Provide independent practice <ul style="list-style-type: none"> ○ Select objective-linked practice items that lead to 90-95% accuracy ○ Review expectations and resources for meeting the learning outcome <ul style="list-style-type: none"> ▪ Review expectations for meeting learning outcomes ▪ Remind students how they self-prompt ○ Allow student to work without support <ul style="list-style-type: none"> ▪ Limit guidance from teacher ▪ Monitor throughout independent practice ▪ Give mini-reminders and record points of confusion ○ Observe and provide immediate and delayed feedback
Use supporting practices	<ul style="list-style-type: none"> <input type="checkbox"/> Elicit frequent responses: <ul style="list-style-type: none"> ○ Maintain or check accuracy of processing ○ Match the learning outcome ○ Match the student's abilities ○ Match the desired response format ○ Maximize student involvement <input type="checkbox"/> Provide immediate specific feedback: <ul style="list-style-type: none"> ○ Immediate: delivered as soon as possible ○ Specific: tied directly to students' actions <input type="checkbox"/> Maintain a brisk pace: <ul style="list-style-type: none"> ○ Move on when students are ready ○ Use the other supporting practices
Do good organizational planning	<ul style="list-style-type: none"> <input type="checkbox"/> If lesson materials from the internet are used, they support the lesson you designed. In other words, you do not design the lesson around the internet materials <ul style="list-style-type: none"> ○ instructions and information written on the materials match the instructions you give during I Do (or you have changed the instructions and information to match your I Do) ○ materials are easy to follow ○ materials do not include distracting, unnecessary additional information ○ materials are neatly organized <input type="checkbox"/> If original materials are used <ul style="list-style-type: none"> ○ they are not overly complex ○ they do not include unnecessary elements that might have taken a long time to design and would not support the lesson