

2. When this is working what will it look like? How long, how often

Common Instructional Strategies

- 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
- Instructor provides explicit instruction**
 - Set 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
- 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
- Instructor provides multiple opportunities for student 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
 - Provides extra practice based on accuracy of student responses
- 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 student before moving on
- Instructor encourages student effort**
 - Provides feedback during and after task completion
 - Provides specific feedback about student's accuracy
 - Majority of feedback is positive
- Celebrates or displays examples of student success
- 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
- 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
- Students are successful completing activities at a high criterion level of performance**
 - Elicits a high percentage of accurate response from group
 - Holds same standard of accuracy for high performers and low performers

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9 features of effective instruction

e) What *active engagement strategy* will be used by all grade level teachers: _____

When this is working what will it look like during fidelity checks? _____

f) Does *fidelity to the core* need to be further examined and how will that be accomplished (as provided by fidelity checks)?

g) What *professional development* is needed to improve the core?

What PD?	Improving what core?	When will you implement during the current year?