**Explicit Teaching Checklist**

Use this checklist as a planning document to help you design and deliver lessons using explicit instruction. You could also ask a colleague or an Instructional Design Specialist to review your lesson and fill out the form to obtain an outsider’s perspective.

|  |  |  |
| --- | --- | --- |
| Explicit Instruction Practices | Did I Include This? | Comments |
| Rationale (Why) |  |  |
| From the student perspective, clearly explain the objectives or competencies the learners will be able to do upon completion of the exercise. (QM 2.3) | [ ]  Yes [ ]  Somewhat [ ]  No |  |
| Bridges the gap between students’ prior knowledge and new learning. | [ ]  Yes [ ]  Somewhat [ ]  No |  |
| Assignment is aligned with Major Learning Outcomes (QM 2.1, 2.2, 3.1, 4.1, 5.1, 6.1) | [ ]  Yes [ ]  Somewhat [ ]  No |  |
| Verbalize (What) |  |  |
| Give a clear, concise, and correct explanation of the skill.  | [ ]  Yes [ ]  Somewhat [ ]  No |  |
| Success criteria transparent (rubric, grading criteria) | [ ]  Yes [ ]  Somewhat [ ]  No |  |
| Model (How) |  |  |
| Explain or demonstrate the skill in the same way students will practice it. Provide visual, auditory, kinesthetic (movement), and tactile means for illustrating metacognition, and important aspects of the concept/skill (e.g. visually display word problem and equation, orally cue students by varying vocal intonations, point, circle, highlight computation signs or important information in story problems). | [ ]  Yes [ ]  Somewhat [ ]  No |  |
| "Think aloud" as you perform each step of the skill (i.e., demonstrate to students your thinking processes as you are walking through the assignment – metacognitive thinking). | [ ]  Yes [ ]  Somewhat [ ]  No |  |
| Show multiple examples | [ ]  Yes [ ]  Somewhat [ ]  No |  |
| Show all the steps | [ ]  Yes [ ]  Somewhat [ ]  No |  |
| Practice |  |  |
| Provide opportunities for guided practice (QM 5.2) | [ ]  Yes [ ]  Somewhat [ ]  No |  |
| Provide opportunities for independent practice (QM 5.2) | [ ]  Yes [ ]  Somewhat [ ]  No |  |
| Check for understanding in multiple ways | [ ]  Yes [ ]  Somewhat [ ]  No |  |
| Feedback |  |  |
| Observe student work | [ ]  Yes [ ]  Somewhat [ ]  No |  |
| Deliver timely and specific feedback (QM 3.5) | [ ]  Yes [ ]  Somewhat [ ]  No |  |
| Measure against success criteria (rubric, grading criteria) | [ ]  Yes [ ]  Somewhat [ ]  No |  |
| Collect student data to make decisions about next steps for instruction | [ ]  Yes [ ]  Somewhat [ ]  No |  |
| Revisit |  |  |
| Do a cumulative review of old and new skills | [ ]  Yes [ ]  Somewhat [ ]  No |  |
| Revisit what was covered and ties it all together | [ ]  Yes [ ]  Somewhat [ ]  No |  |



Adapted from: [Explicit Instructions Checklist](https://assets.ctfassets.net/p0qf7j048i0q/63dnAqd7fqAmn5yov4z8U9/2421d1a35be0e367333070a0a345bc6b/081519_Explicit_Instruction_Checklist_Final.pdf), Understood for All, Inc., 2019.