# Effective instruction self-reflection checklist

## Creating effective instructional environments

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| Indicator | Done | Partial | Not Done |
| Clear classroom rules and expectations for behaviour |  |  |  |
| Students are provided with a clear rationale for each rule and anchor to larger expectations (e.g., respect and responsibility) |  |  |  |
| All rules are clearly defined and enforceable |  |  |  |
| 3-5 rules per context or location |  |  |  |
| Rules are stated positively - what you want students to do |  |  |  |
| All rules are modelled and explained |  |  |  |
| Students are engaged - questions asked and feedback provided during modelling |  |  |  |
| Routines |  |  |  |
| There is a consistent schedule within the lesson and across days |  |  |  |
| Getting a drink, using bathroom, sharpening pencil, etc. are calm and practiced routines for all |  |  |  |
| Transitions between activities and locations are organised, consistent, and practiced |  |  |  |
| Physical Environment |  |  |  |
| Seats are assigned if necessary |  |  |  |
| The teacher moves around the room during instruction and has regular proximity to all students |  |  |  |
| Furniture is arranged thoughtfully to allow for teacher movement |  |  |  |
| Teacher uses proximity as first response to inappropriate behaviour |  |  |  |
| Individual students are placed thoughtfully for quick teacher access |  |  |  |
| Furniture allows for clear sightlines to all students and areas |  |  |  |
| Teachers maintain eye contact with students throughout the day |  |  |  |

## Planning for instruction – the student

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| Indicator | Done | Partial | Not Done |
| Identify socially and functionally valid skill for student(s) |  |  |  |
| Appropriate for student age and context |  |  |  |
| Key for success in and/or out of school setting |  |  |  |
| Function of behaviour has been considered |  |  |  |
| Replace inappropriate behaviour with appropriate behaviour |  |  |  |
| Break complex skills and knowledge into smaller instructional tasks |  |  |  |
| Chunk into small manageable tasks |  |  |  |
| Sequence tasks to meet students need |  |  |  |
| Current expectations are realistic |  |  |  |
| Create Learning Intentions/Success Criteria (LISC) |  |  |  |
| Learning intentions – short statement that clearly explains to the students what they are learning |  |  |  |
| Success criteria aligned to the syllabus |  |  |  |
| Success criteria show students what they must do, say, make, create or perform to demonstrate their learning |  |  |  |

## Planning for instruction – the lesson

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| Indicator | Done | Partial | Not Done |
| The instructional universe (methods, materials, strategies and environments) has been defined |  |  |  |
| Teaching examples have been selected to samplethe full range of the instructional universe |  |  |  |
| Each example presents equal amounts of newinformation – not done in an easy to hard sequence |  |  |  |
| Each lesson presents examples from across theinstructional universe |  |  |  |
| Examples randomly vary irrelevant features |  |  |  |
| Non-examples highlight key rules |  |  |  |
| Non-examples are sequenced as minimally different from immediately prior positive examples |  |  |  |

## Planning for instruction – generalisation

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| Indicator | Done | Partial | Not Done |
| Before instruction |  |  |  |
| Examples sample the range of the instructional universe |  |  |  |
| Training settings look/feel/sound like the natural setting |  |  |  |
| Training occurs in the natural setting as appropriate |  |  |  |
| Skills are likely to be reinforced by others naturally |  |  |  |
| A number of adults are involved during training |  |  |  |
| Training is continued long enough to achieve mastery |  |  |  |
| During instruction |  |  |  |
| Authentic examples are used in role plays |  |  |  |
| Naturally occurring reinforcers are used in role plays |  |  |  |
| A range of useful skill variations are taught |  |  |  |
| Others likely to be encountered in the natural setting are involved in role plays |  |  |  |
| After instruction |  |  |  |
| Students are encouraged and incentivized to display skill |  |  |  |
| Traps are created to facilitate desired behaviour |  |  |  |
| Appropriate behaviour is reinforced when it occurs in the real world |  |  |  |
| A variety of individuals are recruited to prompt and reinforce skills in the natural setting |  |  |  |

## Delivery of instruction

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| Indicator | Done | Partial | Not Done |
| Introduce the lesson |  |  |  |
| Lesson is introduced in a manner that interests and engages the students |  |  |  |
| Lesson is connected to past (review) and future |  |  |  |
| Students are told what they will be doing, how much, and why |  |  |  |
| Expectations are communicated |  |  |  |
| Model, demonstrate, explain |  |  |  |
| Each component of the day’s skill is explicitly demonstrated |  |  |  |
| Show every detail of the skill in a step-by-step manner as much as possible |  |  |  |
| Students are shown how via real demonstrations with verbal narration |  |  |  |
| Teacher describes both how and why during model |  |  |  |
| Students are engaged during modelling with questions and prompts |  |  |  |
| Students are involved in any modelling role plays |  |  |  |
| Fade modelling as students take on increasingly more guided practice |  |  |  |
| Use modelling as a prompt to encourage students to correct errors |  |  |  |
| Engage students |  |  |  |
| Lesson starts with open-ended questions (why doyou think I’d do it like this?) |  |  |  |
| Teacher provides students with frequent opportunities to respond (OTR) |  |  |  |
| Teacher uses a variety of ways for students to respond (e.g., verbal, response cards, performance, choral, hand raising) |  |  |  |
| Teacher varies group and individual OTRs (5group to 1 individual on average) |  |  |  |
| OTRs are used to manage the lesson and keep students on task (e.g*., Everybody show me your finger on page 25*) |  |  |  |
| Questions are used to assess understanding prior to student practice |  |  |  |
| Use OTRs as a form of correction for errors |  |  |  |
| Guide student practice |  |  |  |
| Practice is guided by the teacher with prompting as necessary before moving to independent work |  |  |  |
| Examples allow for high rates of success (easy first) |  |  |  |
| Practice occurs in small repetitions each day rather than massed all at once |  |  |  |
| Teacher prompting and feedback is continuous during guided practice |  |  |  |
| Facilitate authentic and independent feedback |  |  |  |
| Teacher prompts students ahead of independent practice |  |  |  |
| Potential errors are foreseen and students prompted ahead of independent practice |  |  |  |
| Practice occurs in small repetitions each day rather than massed all at once |  |  |  |
| Teacher attention and prompting is gradually faded |  |  |  |
| Feedback gradually becomes less frequent |  |  |  |
| Provide feedback |  |  |  |
| Feedback is immediate and consistent to start but faded as students demonstrate success |  |  |  |
| Specific verbal praise is provided at high rates |  |  |  |
| Errors are met with correction and reteaching |  |  |  |
| Students receive positive feedback at least 4 times more often than negative feedback |  |  |  |

## Effective teacher-student relationship considerations (teacher behaviours)

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| Indicator | Done | Partial | Not Done |
| Show enthusiasm for the subject matter |  |  |  |
| Teacher demonstrates excitement about what is being taught |  |  |  |
| Teacher makes the subject matter real for the students by connecting it to their lives |  |  |  |
| Provide encouragement for students |  |  |  |
| Indicate that you believe in them |  |  |  |
| Ask leading questions designed to promote success |  |  |  |
| Provide options and choices for students |  |  |  |
| Strategically select appropriate placement of student choice |  |  |  |
| Choices are equal so that what the student selects does not affect instruction |  |  |  |
| Responses to behaviour |  |  |  |
| Teacher delivers verbal praise in a genuine manner - uses student name and smiles |  |  |  |
| Teacher is specific about behaviour being praised |  |  |  |
| Teacher delivers correction in a neutral manner – uses reteaching in a supportive way |  |  |  |
| Correction is delivered as instruction – not as a punishment |  |  |  |
| The teacher maintains a calm and composed manner when interacting with students. |  |  |  |