

GENERAL FEATURES OF EFFECTIVE TEACHING

- 1. Model instructional tasks when appropriate.**
 - Demonstrate the task (e.g., use think alouds)
 - Proceed in step-by-step fashion
 - Limit language to demonstration of skill
 - Make eye contact with students, speak clearly while modeling skill
- 2. Provide explicit instruction.**
 - Set the purpose for the instruction
 - Identify the important details of the concept being taught
 - Provide instructions that have only one interpretation
 - Make connection to previously-learned material
- 3. Engage students in meaningful interactions with language during lesson.**
 - Provide and elicit background information
 - Emphasize distinctive features of new concepts
 - Use visuals and manipulatives to teach content as necessary
 - Make relationships among concepts overt
 - Engage students in discourse around new concepts
 - Elaborate on student responses
- 4. Provide multiple opportunities for students to practice instructional tasks.**
 - Provide more than one opportunity to practice each new skill
 - Provide opportunities for practice after each step in instruction
 - Elicit group responses when feasible
 - Provide extra practice based on accuracy of student responses
- 5. Provide corrective feedback after initial student responses.**
 - Provide affirmations for correct responses
 - Promptly correct errors with provision of correct model
 - Limit corrective feedback language to the task at hand
 - Ensure mastery of all students before moving on
- 6. Make sure students are engaged in the lesson during teacher-led instruction.**
 - Gain student attention before initiating instruction
 - Pace lesson to maintain attention
 - Maintain close proximity to students
 - Transition quickly between tasks
 - Intervene with off-task students to maintain their focus
- 7. Make sure students are engaged in the lesson during independent work.**
 - Make sure students use independent work routines and procedures previously taught
 - Model task before allowing students to work independently
 - Check for student understanding of the task(s)
 - Have students use previously-learned strategies or routines when they come to a task they don't understand
 - Make sure independent work is being completed with high level of accuracy
- 8. Make sure students are successfully completing activities at a high criterion level of performance.**
 - Make sure students elicit a high percentage of accurate responses as a group or from an individual
 - Hold the same standard of accuracy for high performers and low performers
- 9. Encourage student effort.**
 - Provide feedback during and after task completion
 - Provide specific feedback about student's accuracy and/or effort
 - Make sure the majority of feedback is positive
 - Celebrate or display examples of student success in reading