

IMPACTFUL LEARNING DESIGNS

EXPLICIT INSTRUCTION

OBSERVATION TOOL

Teacher articulates the learning intention and success criteria for the lesson/unit.

Teacher models metacognitive thinking.

Teacher makes connections between new learning and prior learning.

Teacher uses the “I do, We Do, You Do” process.

The lesson incorporates interleaved practice to provide distributed, cumulative review of previously learned concepts.

Teacher monitors student responses to inform in the moment adjustments to instruction.

A clear signal is used to request student responses while providing appropriate wait time.

The pacing is brisk, minimizing down time while maximizing instructional time.

Specific, timely, and brief feedback are provided to affirm or correct student responses in the moment.

Notes

Next Steps

Feedback

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