

## Implementing Effective Instructional Practices

### Self-Reflection

This checklist assesses your own perception of the principles of effective instruction. Use it as a starting point for reflecting on what's working, what isn't, and what changes you possibly might make in your classroom to improve student performance.

In my classroom I....	No	Sometimes	Frequently	UETS-based JPAS Indicators
<b>OPENING: Begin a lesson with a short review of previous learning.</b>				
• Review previously covered material				18: emphasize important points 20: pre assessment 21: advance organizer 25: goals, objectives, expectation
• Review the knowledge and concepts relevant for that day's lesson: use graphic organizers, highlight key points				
• Review material where errors were made				
• State the goal(s), objective(s), and expectation(s) for the lesson				
<b>I DO: Present new material in small steps with student practice after each step.</b>				
• Give a series of short presentations using many examples and non-examples				16: demonstrate skills
<b>WE DO: Ask a large number of questions and check the responses of all students.</b>				
• Tell the answer to a neighbor, small groups, jigsaw etc.				17: illustrate relationships 28: wait time 30: task-oriented peer interaction 34: brainstorm
• Write the answer on a card and hold it up				
• Choral responses				
• Provide models and worksd examples				
<b>YOU DO: Guide student practice.</b>				
• Provide additional explanations, give many examples, check for understanding, provide sufficient instruction				15: explain academic concepts 37: correctives
<b>Check for understanding.</b>				
• Ask questions: factual, higher order, follow up questions, prediction, cause and effect				14: factual questions 22: teaching/learning strategies 26: instructional delivery 27: higher order questions 29: sustain interactions 31: problem solving 32: cause-effect analysis
• Summarize up to that point				
• Repeat directions or procedures				
• Agree or disagree with other students answers				
• Ask students to think-aloud or re-frame				
Provide Immediate Correct Feedback for Incorrect Responses: 1) Stop after the incorrect response. 2) Show or tell the student the correct response. 3) Repeat the original cue or question and provide assistance if needed, as the student gives the correct response. If student gives an incorrect response, repeat steps 1-3. 4) Praise the student for correct response.				
<b>Obtain a high success rate.</b>				
• Teach in small steps and give sufficient practice on each part				35: prepare students
<b>Provide scaffolds for difficult tasks.</b>				
• Provide prompts				23: structure and sequence activities
• Think aloud by the teacher				
• Anticipate students errors and warn them about the errors				
<b>CLOSING: Require and monitor independent practice.</b>				
• Provide extensive and successful practice				36: supervise independent practice 38: monitor student performance
<b>Engage students in weekly and monthly review.</b>				
• Ask questions or give a quiz, use cooperative study groups				19: reviews