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| **EXPLICIT INSTRUCTION**  **A Self-Assessment** | **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Grade/Subj: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

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| **DIRECTIONS:** Circle the rubric (1, 2, 3, 4) that best reflects the y. In the far right column of each practice, note the percentage of students that are probably actively engaged during each part of your lesson. | | | | | | |
| **Setting the Stage** (motivation) | | 1 | 2 | | 3 | 4 |
| Teacher does not set the stage for instruction. | Teacher communicates enthusiasm for the content. | | Teacher discuses the impact of the lesson on students’ grade. Teacher communicates enthusiasm for the content. | Teacher communicates enthusiasm for the content and prepares students for instruction including why information is important. |
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| **Explanation** | **Telling**  (ask and direct) | 1 | 2 | | 3 | 4 |
| Teacher does not teach content or give verbal or written instructions. | Teacher distributes a worksheet, writes or posts assignment, but provides no instruction | | Teacher provides direct instruction, but some questions are assessment type (one student-one response) or open type (asks entire class without structured way to respond). | Teacher chunks direct instruction incorporating questions that promote all students responding such as partner share, choral response, thumbs up/down, etc. |
| **Modeling** | 1 | 2 | | 3 | 4 |
| Teacher provides no modeling. | Teacher models only what students ask questions about. | | Teacher models several examples but does not check for understanding. | Teacher models content, is understandable, and incorporates the steps as outlined in the telling section. Teacher checks for understanding throughout the modeling. |
| **Guided Practice** | 1 | 2 | | 3 | 4 |
| Teacher provides no guided practice. | Teacher assigns partners or small groups to do the assignment together. There is actually no teacher involvement. | | Teacher chunks guided practice incorporating student engagement practices such as cooperative learning, partner shares, individual white board responses, etc. | Teacher chunks guided practice incorporating student engagement (eg, cooperative learning, partner shares, white board responses),  checks for understanding before moving to independent practice, and offers extra assistance. |
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| **Independent Practice** | | 1 | 2 | 3 | | 4 |
| Teacher provides only independent practice but no telling, modeling or guided practice. | Teacher assigns independent practice that loosely correlates to the direct instruction but offers no guided practice. | Teacher provides inde-pendent practice directly correlated to skills learned during telling & modeling and practiced during guided practice. | | Teacher provides inde-pendent practice directly correlates to skills learned during telling, modeling and guided practice and uses proximity regularly to check for understanding. |