

Checklist for Effective Teaching

Teacher _____ Date: _____ Subject: _____

Creating Effective Instructional Environments			
Indicator	Done/Yes	Partial	Not Done
Clear Classroom Rules and Expectations for Behavior			
<ul style="list-style-type: none"> Students are provided with a clear rationale for each rule and anchor to larger expectations (e.g., respect and responsibility). 			
<ul style="list-style-type: none"> All rules are clearly defined and enforceable. 			
<ul style="list-style-type: none"> Three to five rules per context or location 			
<ul style="list-style-type: none"> Rules are stated positively—what you want students to do 			
<ul style="list-style-type: none"> All rules are modeled and explained 			
<ul style="list-style-type: none"> Students are engaged—questions asked and feedback provided during modeling 			
Routines			
<ul style="list-style-type: none"> There is a consistent schedule within the lesson and across days 			
<ul style="list-style-type: none"> Transitions are organized, consistent, and practiced 			
Physical Arrangements			
<ul style="list-style-type: none"> Seats are assigned if necessary 			
<ul style="list-style-type: none"> The teacher moves around the room during instruction and has regular proximity to all students 			
<ul style="list-style-type: none"> Furniture is arranged thoughtfully to allow for teacher movement 			
<ul style="list-style-type: none"> Individual students are placed thoughtfully for quick teacher access 			

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Planning for Instruction—the Student			
Indicator	Done/Yes	Partial	Not Done
Identify socially valid skill for student(s).			
• Appropriate for student age and context			
• Key for success in and/or out of school setting			
Build task analysis using stairway.			
• Longer term steps are built-in.			
• Shorter term steps are included as necessary.			
• Current expectations are realistic.			
Create instructional objective for student(s).			
• Instructional object has criterion set by baseline.			
• Objective includes conditions.			
• Short-term objectives guide teaching each day.			
Planning for Instruction—the Lesson			
Indicator	Done	Partial	Not Done
• The instructional universe has been defined.			
• Teaching examples have been selected to sample the full range of the instructional universe.			
• The basic rules are taught before the exceptions.			
• Exceptions and potential errors are specifically modeled and explained.			
• Each example presents equal amounts of new information, not done in an easy-to-hard sequence			
• Each lesson presents examples from across the instructional universe.			
• Examples randomly vary irrelevant features.			
• Nonexamples highlight key rules.			
• Nonexamples are sequenced as minimally different from immediately prior positive examples.			
Planning for Instruction—Generalization			
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 roleplays.			
• Naturally occurring reinforcers are used in roleplays.			
• A range of useful skill variations is taught.			
• Others likely to be encountered in the natural setting are involved in roleplays.			
After Instruction			
• Students are encouraged and incentivized to display skill .			
• Traps are created to facilitate desired behavior.			
• Appropriate behavior 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			
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, and Explain			
• Each component of the day's skill is explicitly demonstrated.			
• Every detail of the skill is shown 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 modeling with questions and prompts.			

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Delivery of Instruction			
Indicator	Done	Partial	Not Done
<ul style="list-style-type: none"> Students are involved in any modeling roleplays. 			
<ul style="list-style-type: none"> Modeling is faded as students take on increasingly more guided practice. 			
<ul style="list-style-type: none"> Modeling is used as a prompt to encourage students to correct errors. 			
Engage Students			
<ul style="list-style-type: none"> Lesson starts with open-ended questions (<i>Why do you think I'd do it like this?</i>). 			
<ul style="list-style-type: none"> Teacher provides students with frequent opportunities to respond. 			
<ul style="list-style-type: none"> Teacher uses a variety of ways for students to respond (e.g., verbal, response cards, performance, choral, hand raising). 			
<ul style="list-style-type: none"> Teacher varies group and individual OTRs (five group to one individual on average). 			
<ul style="list-style-type: none"> OTRs are used to manage the lesson and keep students on task (e.g., <i>Everybody show me your finger on page 25</i>). 			
<ul style="list-style-type: none"> Questions are used to assess understanding prior to student practice. 			
<ul style="list-style-type: none"> Use OTRs as a form of correction for errors (e.g., <i>Think back to yesterday and show me a better way</i>). 			
Guide Student Practice			
<ul style="list-style-type: none"> Practice is guided by the teacher with prompting as necessary before moving to independent work. 			
<ul style="list-style-type: none"> Examples allow for high rates of success (easy first). 			
<ul style="list-style-type: none"> Practice occurs in small repetitions each day rather than massed all at once. 			
<ul style="list-style-type: none"> Teacher prompting and feedback is continuous during guided practice. 			
Facilitate Authentic and Independent Practice			
<ul style="list-style-type: none"> Teacher prompts students ahead of independent practice. 			
<ul style="list-style-type: none"> Potential errors are foreseen and students prompted ahead of independent practice. 			
<ul style="list-style-type: none"> Practice occurs in small repetitions each day rather than massed all at once. 			

Delivery of Instruction			
Indicator	Done	Partial	Not Done
• Teacher attention and prompting is gradually faded out.			
• Feedback gradually becomes less frequent.			
Provide Feedback			
• Feedback is immediate and consistent to start, but is faded as students demonstrate success.			
• Specific verbal praise is provided at high rates.			
• Errors are met with correction and reteaching.			
• Instruction allows for students to receive positive feedback at least four times more often than negative feedback.			
Effective Teacher–Student Relationship Considerations (Teacher Behaviors)			
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			
• Teacher indicates belief in students			
• Teacher asks leading questions designed to promote success.			
Provide options and choices for students			
• Teacher strategically selects appropriate placement of student choice.			
• Choices are equal so that what the student selects does not affect instruction.			
Consequences Delivered in a Simple but Genuine Manner			
• Teacher delivers verbal praise in a genuine manner; smiles and uses student name.			
• Teacher is specific about the behavior being praised.			
• Teacher delivers correction in a neutral manner; uses reteaching in a supportive way.			
• Correction is delivered as instruction, not as a punishment.			
• Teacher does not show anger, disgust, or frustration in dealings with students.			