

Characteristics of Effective Instruction



STUDENT CENTERED CLASSROOMS:

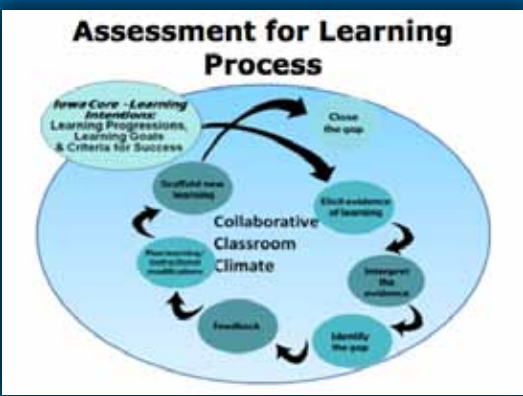
- Educators support all students in making connections to construct new learning in order to make decisions and solve problems.
- The educator facilitates opportunities for students to be metacognitive.
- Educators and students are partners in learning.
- Educators facilitate time for students to learn collaboratively.
- Educators use meaningful and authentic assessment in a real world context.



TEACHING FOR UNDERSTANDING:

- Instruction facilitates the construction of deep conceptual and procedural knowledge.
- Instruction facilitates the development of representations and conceptual models.
- Instruction inducts students into the discipline.
- Instruction facilitates the application of new learnings and understandings in new and novel situations (transfer).

ASSESSMENT FOR LEARNING:



- Educator utilizes K-12 learning progressions along which students are expected to progress in a domain.
- Student learning goals are clear, focused on the intended learning, and communicated so all students understand the criteria for success.
- Instructional modifications for students are planned from carefully elicited evidence of student learning.
- Descriptive feedback identifies for students the specific knowledge and skills needed to reach learning goal(s).
- Self and peer assessment is planned and structured by educator and students in order to develop life-long learning skills.
- Educator facilitates the development of a collaborative classroom climate.



RIGOROUS AND RELEVANT CURRICULUM:

- Higher order thinking (HOT) is performed by students during instruction.
- Deep understanding and mastery of critical disciplinary concepts and skills are demonstrated.
- Concepts and skills are applied to situations, issues, and problems in the world beyond school.

TEACHING FOR LEARNER DIFFERENCES:



- Instruction is focused on “big ideas” – the essential concepts and skills within the content.
- Instruction is designed and delivered to match students’ needs based on assessment data of students’ prior knowledge, readiness, individual interests and learning preferences.
- Educator provides flexibility within content, instruction, and product to allow for variances in students’ acquisition and demonstration of learning.
- Educator provides clear instruction about how to learn, making the various strategies and skills of the learning process conspicuous to all students.
- Instruction includes opportunities for students to practice and review their learning and receive feedback.
- Educator regularly monitors each student’s progress related to the acquisition of the essential concepts and skills and adjusts instruction to meet students’ learning needs.