

# Components of Effective Instruction:

## A Guide for Instructional Reflection

*\*\*\*Not all of these items will be evident in every lesson.\*\*\**

### The Lesson:

- centers on an essential question and/or specific standards
- has objectives that are clearly stated, developmentally appropriate, and aligned with curriculum
- fits into a year-long instructional plan designed to cover the essential knowledge and standards
- incorporates formative assessment
- provides short amounts of purposeful and varied practice
- incorporates spiral review to promote mastery and fluency
- introduces and reinforces discipline-specific vocabulary
- reflects current and relevant resources and practice
- provides time for student talk and reflection
- offers opportunities for student choice in demonstrating their understanding
- integrates interdisciplinary connections when appropriate
- incorporates a variety of materials and manipulatives
- offers opportunities to learn in a variety of group sizes – whole group, small groups, pairs, and/or independently

### The Learner:

- is engaged
- applies content knowledge and tangibly demonstrates understanding
- demonstrates reasoning skills – giving convincing arguments to validate their thinking
- receives ongoing feedback and applies that feedback to learning
- feels comfortable taking risks, asking questions, and actively participating

### The Teacher:

- exhibits enthusiasm and actively seeks student participation
- provides ongoing feedback
- anticipates and looks for student misunderstandings and adjusts instruction accordingly
- integrates technology when appropriate to enhance and/or transform instruction
- considers the learner's perspective/level of mastery and builds on prior knowledge
- differentiates instruction and promotes inquiry, creativity, and critical/divergent thinking

## **Additional Content-Specific Components**

### **Art**

#### **The Learner:**

- experiences a variety of media
- participates in activities that build on the art elements of line, shape, form, value, space, color, and texture
- experiences a balance between process and product that encourages discovery, risk taking, and emphasizes the process of art-making as much as the final product
- is involved in projects that acknowledge and embrace students' diversity and cultural backgrounds and connect to the larger world
- collaborates with others working on group projects that encourage students to develop communication and social skills
- is provided choices within projects and is able to explain their artwork using art vocabulary and concepts
- is exposed to materials presented with current and available technology and students using technology to create artwork and reinforce concepts

### **English/Language Arts/Literacy**

#### **The Learner:**

- engages in daily silent, sustained reading a book of his/her choice
- conferences with the teacher and/or peers about his/her independent reading and/or writing
- writes to learn, reflect, process, explain, compare, or persuade
- thinks-aloud about a daily read-aloud, practicing and applying relevant comprehension strategies

### **Mathematics**

#### **The Learner:**

- focuses on conceptual mastery rather than solely on memory tricks or shortcuts
- solves relevant problems involving important concepts and skills, with multiple procedures/strategies
- communicates with mathematical precision, in verbal and written forms
- uses symbols, pictures, words, charts, graphs, etc. to describe his/her thinking

## **Music**

### **The Learner:**

- experiences a variety of activities including singing, listening, playing instruments, moving, concept development, creating, composing, and student dialogue
- participates in activities that build on the music elements of pitch, rhythm, melody, timbre, dynamics and texture
- experiences a balance between process and product that encourages student discovery and risk-taking, and emphasizes the process of music making as much as the final performance
- is provided opportunities for students to work in small ensembles promoting collaboration and communication
- is exposed to materials presented with current and available technologies and uses technology to create music, demonstrate understanding, and reinforce concepts
- connects to a larger cultural/world through exposure, listening, and discussion
- reflects, interacts, and discusses performances, concepts, and critiques

## **Science**

### **The Learner:**

- experiences science through inquiry and discovery
- is aware of safety protocols and material management for doing their investigation and/or experiment
- explores, collects data and records observations to draw conclusions
- is connected to the science content and skills through real world investigations and content
- explores the outdoors and their community as part of their science investigation

## **Social Studies**

### **The Learner:**

- is compelled to *apply* content knowledge
- analyzes and evaluates age-appropriate primary sources
- makes connections between the social studies, other disciplines, and the real world
- contextualizes curriculum standards with relevant background information and meaningful examples
- demonstrates reasoning skills by formulating arguments supported by evidence and examples