



# VDOE TTAC HLP 16 Explicit Instruction Practice Profile

Core Component	Contribution to the Outcome	Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
Description of this component	Describe why this core component is important to achieving the outcome	Description of practitioner behavior	Description of practitioner behavior	Description of practitioner behavior
<p>Design carefully sequenced and organized lessons that focus on the most important content.</p> <p>#1 (CEEDAR HLP Self-Assessment, 2021) #1, 2, 4 (Archer &amp; Hughes, 2011)</p>	<p>Teaches skills/strategies/vocabulary that empower students' learning and match their specific instructional needs.</p> <p>Sequences lessons logically to support student needs.</p> <p>Maximizes instructional time by staying topic focused.</p>	<p><b>Almost always</b> identifies essential learning standards, big ideas, prerequisite skills, and vocabulary using student data.</p> <p><b>Consistently</b> sequences instruction from easy to hard and high-frequency to low-frequency usage.</p> <p>Lessons are sequenced and stay strictly on topic without irrelevant digressions.</p>	<p><b>Sometimes</b> identifies essential learning standards but may overlook critical prerequisite skills, vocabulary, or data.</p> <p><b>Generally</b> sequences skills logically but may introduce complex content before prerequisites are mastered.</p> <p>Lessons are on topic but occasionally include minor digressions or loose organization.</p>	<p><b>Seldom</b> identifies essential learning standards, prerequisite skills or vocabulary and instruction is rarely matched to student data.</p> <p><b>Illogical</b> sequence; introduces complex or similar skills simultaneously, causing student confusion.</p> <p>Lessons lack organization, are rarely sequenced, and contain significant irrelevant content.</p>
<p>Start lessons with a clear statement of the lesson goals and student expectations.</p> <p>#2 (CEEDAR HLP Self-Assessment, 2021) #5 (Archer &amp; Hughes, 2011)</p>	<p>Students achieve better when they understand the purpose and importance of the lesson.</p>	<p><b>Clearly</b> states the learning goals, the rationale (the "why"), and expectations in student-friendly language.</p>	<p><b>Sometimes</b> states the goals and student expectations, but the rationale is missing or the language is too technical for students.</p>	<p><b>No</b> goals or expectations are stated, or the purpose of the lesson remains ambiguous to the students.</p>
<p>Review prerequisite skills and knowledge before providing instruction on new content.</p> <p>#3 (CEEDAR HLP Self-Assessment, 2021) #6 (Archer &amp; Hughes, 2011)</p>	<p>Verifies prerequisite mastery, prevents confusion between similar skills, and links new skills to existing knowledge.</p>	<p><b>Almost always</b> activates prior knowledge and confirms that prerequisite skills are in place.</p>	<p><b>Sometimes</b> provides a review that may not effectively link to the new skill.</p>	<p><b>Seldom</b> begins new instruction with any review of prerequisite skills or prior knowledge.</p>

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<p>Help organize knowledge by breaking down complex skills and strategies into smaller instructional pieces.</p> <p>#4 (CEEDAR HLP Self-Assessment, 2021) #3, 15 (Archer &amp; Hughes, 2011)</p>	<p>Prevents cognitive overload by managing the capacity of students' working memory.</p> <p>Makes connections between skills explicit so students can store, retrieve, and integrate information more readily.</p>	<p><b>Almost always</b> chunks complex skills into small, manageable instructional units taught in steps.</p> <p><b>Almost always</b> uses graphic organizers, concept maps, or mnemonics to show relationships.</p>	<p><b>Sometimes</b> attempts to chunk material, but some steps remain too large or complex.</p> <p><b>Sometimes</b> mentions connections, but they are <b>not</b> made explicit through the use of visual or organizational tools.</p>	<p><b>Seldom</b> breaks down complex skills or often presents skills as a single unit.</p> <p><b>No</b> attempt is made to show how new skills fit into broader concepts.</p>
<p>Provide clear and concise step-by-step demonstrations of how to do a skill or explain a concept.</p> <p>#5 (CEEDAR HLP Self-Assessment, 2021) #7, 8 (Archer &amp; Hughes, 2011)</p>	<p>Shows students a model of proficient performance and decision-making ("I do").</p> <p>Reduces confusion by matching instruction to students' receptive vocabulary.</p>	<p><b>Consistently</b> uses "think-alouds" and other metacognitive strategies to model both the performance and the thought process.</p>	<p><b>Sometimes</b> models the final product or demonstrates new skills but fails to show the specific sequence of steps or thoughts.</p>	<p><b>Seldom</b> models or demonstrates new skills; students are asked to perform new skills or apply new concepts immediately.</p>
<p>Incorporate a variety of examples and nonexamples into lessons.</p> <p>#6 (CEEDAR HLP Self-Assessment, 2021) #9 (Archer &amp; Hughes, 2011)</p>	<p>Establishes clear boundaries for when and when not to apply a skill or rule.</p>	<p><b>Almost always</b> incorporates a wide variety of examples and non-examples to define application limits.</p>	<p><b>Sometimes</b> provides examples but <b>lacks</b> non-examples, leading to potential overgeneralization.</p>	<p><b>Does not</b> provide examples or non-examples to illustrate the concept.</p>
<p>Provide guided practice with scaffolded supports.</p> <p>Guided Practice: "We Do."</p> <p>#7 (CEEDAR HLP Self-Assessment, 2021) #10, 14 (Archer &amp; Hughes, 2011)</p>	<p>Promotes initial success and builds confidence through scaffolded "We do" steps.</p> <p>Optimizes instructional time and maximizes student on-task behavior.</p>	<p><b>Almost always</b> provides structured activities with scaffolds (e.g., guided notes) that are faded as mastery increases.</p> <p>Maintains a <b>consistent</b> tempo that keeps students engaged without rushing.</p>	<p><b>Sometimes</b> provides practice with <b>limited</b> guidance or scaffolds that are not adjusted based on need.</p> <p>Pace is <b>inconsistent</b>, dragging during transitions or rushing through modeling.</p>	<p><b>Seldom</b> provides interactive or supported practice before students are moved to independent work.</p> <p>Pace is <b>too slow</b> or <b>too fast</b>, resulting in student disengagement.</p>

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Provide multiple opportunities to practice, including old and new skills. Independent Practice. “You do.” #16 (Archer & Hughes, 2011)	Addresses retention, accuracy, and automaticity over time.	<b>Almost always</b> provides multiple practice opportunities over time, including previously learned skills.  The teacher <b>almost always</b> gives clear directions and models how to complete independent activities.  The teacher <b>almost always</b> circulates throughout the classroom to assess students' work.	Practice is <b>massed</b> (all at once) or only focuses on the most recently learned skill.  The teacher <b>sometimes</b> gives clear directions but does not model how to complete independent activities.  The teacher <b>sometimes</b> circulates throughout the classroom to assess students' work.	<b>No</b> opportunities for ongoing or cumulative review of skills are provided.  The teacher <b>seldom</b> gives clear directions or models how to complete independent activities.  The teacher <b>seldom</b> circulates throughout the classroom to assess students' work.
Provide frequent opportunities for students to respond to questions. #8 (CEEDAR HLP Self-Assessment, 2021) #11 (Archer & Hughes, 2011)	Frequent responding ensures focus on the lesson content, provides opportunities for student elaboration, assists in checking understanding, and keeps students active and attentive.	<b>Consistently</b> elicits 3–4 opportunities to respond (OTR) per minute using varied modes.	<b>Sometimes</b> , but not frequently, Interaction elicits responses but primarily relies on a few student volunteers.	<b>Seldom</b> provides opportunities for students to respond; instruction is primarily lecture-based.
Monitor student performance closely and provide immediate, affirmative, and corrective feedback based on student performance. #9 (CEEDAR HLP Self-Assessment, 2021) #12, 13 (Archer & Hughes, 2011)	Allows for timely adjustments and verifies mastery before moving forward.  Reduces the likelihood of practicing errors and ensures high success rates.	<b>Almost always</b> circulates, watches, and listens to student responses to catch errors early.  Feedback is <b>almost always</b> immediate, specific, goal-oriented, and constructive.	<b>Sometimes</b> monitoring is limited to a subset of students; some errors go unnoticed.  Feedback is <b>sometimes</b> delayed or focuses on vague praise (e.g., "Good job").	<b>Seldom</b> monitors responses; instruction continues regardless of student errors or disengagement.  <b>Seldom</b> is feedback provided, or it consists of reprimands rather than corrections.

This Practice Profile was designed using the National Implementation Research Network (NIRN) [Practice Profile Planning Template](#). The Active Implementation Hub, AI Modules and AI Lessons are developed by the State Implementation & Scaling-up of Evidence-based Practices Center (SISEP) and The National Implementation Research Network (NIRN) located at The University of North Carolina at Chapel Hill’s FPG Child Development Institute. Copyright 2015.

Profile descriptions adapted from the [CEC and CEEDAR High Leverage Practices for Students with Disabilities Self-Assessment Tool](#), [TTAC at GMU HLP 16 Rubric](#) and [Anita Archer 16 Elements of Explicit Instruction](#)

**References:**

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