

# Rubric – HLP 16 Use Explicit Instruction

Embedded HLPs: What to Teach - [HLP 9](https://ttaconline.org/Resource/JWHaEa5BS75hftXeQ_-RJw/Resource-rubric--hlp-9-teach-social-behaviors-vdoe-ttac-at-gmu), [HLP 14](https://ttaconline.org/Resource/JWHaEa5BS77sHSZ_LXLCNA/Resource-rubric--hlp-14-teach-cognitive-and-meta-cognitive-strategies-to-support-learning-and-independence), [HLP 21](https://exceptionalchildren.org/sites/default/files/2021-01/HLP%2021%20Admin%20Guide.pdf) How to Teach - [HLP 8](https://ttaconline.org/Resource/JWHaEa5BS77LIkZoGjoFEA/Resource-rubric--hlp-8-provide-positive-and-constructive-feedback-to-guide-students-behavior-vdoe-ttac-at), [HLP 13](https://ttaconline.org/Resource/JWHaEa5BS74wXKojKdARwQ/Resource-rubric--hlp-13-make-adaptations-to-tasks-and-materials-vdoe-ttac-at-gmu), [HLP 15](https://ttaconline.org/Resource/JWHaEa5BS757ZvCB-p137Q/Resource-rubric--hlp-15-provide-scaffolded-supports-vdoe-ttac-at-gmu), [HLP 17](https://ttaconline.org/Resource/JWHaEa5BS76oPuH_olYAwg/Resource-rubric--hlp-17-use-flexible-grouping-vdoe-ttac-at-gmu), [HLP 18](https://ttaconline.org/Resource/JWHaEa5BS75RndOtCM94DA/Resource-rubric---hlp-18-use-strategies-to-promote-active-student-engagement-vdoe-ttac-at-gmu), [HLP 19](https://highleveragepractices.org/hlp-19-use-assistive-and-instructional-technologies)

| **Rating** | **Standards & Data** | **Sequence Lessons** | **Model New Skills** | **Guided Practice “We do”** | **Independent Practice**  **“You do”** | **Teacher Feedback** |
| --- | --- | --- | --- | --- | --- | --- |
| **Ineffective** | When planning lessons, teachers seldom identify essential learning standards and their prerequisite skills and seldom use data to understand students’ knowledge of essential prerequisite skills. | Teachers seldom sequence and chunk lessons to maximize understanding based on students’ prior knowledge and seldom create learning targets that use student friendly language. | Teachers seldom model and demonstrate new skills with “think aloud,” providing examples and non-examples at a brisk pace. | During guided practice, teachers seldom plan structured activities that engage students. Teachers seldom assess student learning, ask questions, and give feedback. Students seldom have opportunities to respond to questions yet. | Teachers seldom plan differentiated activities and materials to reinforce learning. Teachers seldom give clear directions or model how to complete independent activities. Teachers seldom circulate the classroom to assess students' work, yet. | Feedback is seldom immediate, goal directive, constructive, respectful, and positive, yet. |
| **Approaching**  **Effective** | When planning lessons, teachers sometimes identify essential learning standards and their prerequisite skills and sometimes use data to understand students’ knowledge of essential prerequisite skills. | Teachers sometimes sequence and chunk lessons to maximize understanding based on students’ prior knowledge and sometimes create learning targets that use student friendly language. | Teachers sometimes model and demonstrate new skills with “think aloud,” providing examples and non-examples at a brisk pace. | During guided practice, teachers sometimes plan structured activities that engage students. Teachers sometimes assess student learning, ask questions, and give feedback. Students sometimes have opportunities to respond to questions. | Teachers sometimes plan differentiated activities and materials to reinforce learning. Teachers sometimes give clear directions and model how to complete independent activities. Teachers sometimes circulate the classroom to assess students' work. | Feedback is sometimes immediate, goal directive, constructive, respectful, and positive. |
| **Effective** | When planning lessons, teachers often identify essential learning standards and their prerequisite skills and use data to understand students’ knowledge of essential prerequisite skills. | Teachers often sequence and chunk lessons to maximize understanding based on students’ prior knowledge and create learning targets that use student friendly language. | Teachers often model and demonstrate new skills with “think aloud,” providing examples and non-examples at a brisk pace. | During guided practice, teachers often plan structured activities that engage students. Teachers often assess student learning, ask questions, and give feedback. Students often have opportunities to respond to questions. | Teachers often plan differentiated activities and materials to reinforce learning. Teachers often give clear directions and model how to complete independent activities. Teachers often circulate the classroom to assess students' work. | Feedback is often immediate, goal directive, constructive, respectful, and positive. |
| **Highly Effective** | When planning lessons, teachers always identify essential learning standards and their prerequisite skills and use data to understand students’ knowledge of essential prerequisite skills. | Teachers always sequence and chunk lessons to maximize understanding based on students’ prior knowledge and create learning targets that use student friendly language. | Teachers always model and demonstrate new skills with “think aloud,” providing examples and non-examples at a brisk pace. | During guided practice, teachers always plan structured activities that engage students. Teachers continually assess student learning, ask questions, and give feedback. Students always have opportunities to respond to questions. | Teachers always plan differentiated activities and materials to reinforce learning. Teachers always give clear directions and model how to complete independent activities. Teachers always circulate the classroom to assess students' work. | Feedback is always immediate, goal directive, constructive, respectful, and positive. |

## References:

Aceves, T. C. and Kennedy, M. J. (Eds.) (2024, February). High-leverage practices for students with disabilities. 2nd edition. Arlington, VA: Council for Exceptional Children and CEEDAR Center.

CEEDAR Center (2024). High-leverage practices self-assessment tool. Retrieved from <https://ceedar.education.ufl.edu/high-leverage-practices/>

Hashey, A. I., Kaczorowski, T. L., & DiCesare, D. M. (2020). *High-Leverage Practices in Special Education, Guide 5.* Council for Exceptional Children.

McLeskey, J. (Ed.). (2019)*. High leverage practices for inclusive classrooms.* New York: Routledge.

For information about TTAC Region 4, go to [https://ttac.gmu.edu/](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fttac.gmu.edu%2F&data=04%7C01%7Cctalber1%40gmu.edu%7C717a601d8f47402ccfc108d9fd416faf%7C9e857255df574c47a0c00546460380cb%7C0%7C0%7C637819279759882488%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=GbznIwsPLTJua0kFL7zcwup4SVohdCUFFXuU1cQkHck%3D&reserved=0).

**Comments:**

*Whilst GMU TTAC strives to adhere to the accepted guidelines and standards for accessibility and usability, it is not always possible to do so when linking to documents and sites outside of our site. We are continually seeking out solutions that will bring these other areas up to the same level of overall* [*web accessibility*](https://www.ada.gov/resources/web-guidance)*. In the meantime, should you experience any difficulty in accessing the material, please don’t hesitate to contact us at* [*ttacnews@gmu.edu*](mailto:ttacnews@gmu.edu)*.*