

Fidelity Checklist
Strategy 7: Explicit Instruction

Explicit instruction occurs when a teacher provides direct instruction with clear steps in a systematic order. Research has repeatedly shown that direct, explicit instruction is significantly more efficient than partial or unguided (Sweller, 1994). Therefore, when teaching new material, teachers are more effective when they use explicit instruction with practice and feedback, not when they have the student “discover” what they are supposed to learn (Clark, Kirschner, & Sweller, 2012). Group work, projects, etc. are to be used to practice the learned material, not for “discovering” what to learn. Making concepts and skills clear for students helps to ensure students do not go down a wrong learning path.

Name:

Date:

Activity/Class:

Number of Checklist for Strategy: 1 2 3 4 5

TR

| HPRS | YES | NO | COMMENTS |
|--|-----|----|----------|
| 1. Gain student attention. | | | |
| 2. Model the skill or task- think aloud (I do) | | | |
| 3. Do the skill or task together (We do) | | | |
| 4. Provide reinforcement | | | |
| 5. Direct the student to complete the skill independently (You do) | | | |
| 6. Provide reinforcement upon completion | | | |
| | | | |
| Total steps completed accurately: | | | |
| Percentage of steps completed accurately: | | | |

Additional notes or comments: