

Rosenshine's Principles of Instruction (2012)

Complete the table below with examples from lessons you have observed. Refer to the full article if needed.

Begin a lesson with a short review of previous learning.	<i>Discuss an event where this occurred. What was the teacher's motivation in setting this kind of task?</i>
Present new material in small steps with student practice after each step	<i>Give an example of when a teacher has set work broken up like this. How did the students respond?</i>
Limit the amount of material students receive at one time	<i>Give an example of where a teacher has given a lot of material to the students at one time. How did the students respond?</i>
Give clear and detailed instructions and explanations	<i>Give an example of an explanation given by a teacher that you thought was clear and detailed. What are the characteristics of an effective explanation?</i>
Ask a large number of questions and check for understanding	<i>In the course of a lesson, count the number of questions asked by the teacher (or video yourself and count the number that you ask). What different categories of question are there?</i>
Provide a high level of active practice for all students	<i>Give an example of a resource involving a high level of practice. What are the advantages of this kind of work? Are there any disadvantages?</i>
Guide students as they begin to practice	<i>Observe a teacher guiding student practice. What steps does the teacher take to ensure they are accomplishing this?</i>
Think aloud and model steps	<i>Carefully note which items a teacher chooses to verbalise. Watch their body language and note how they are directing students to "live" work</i>
Provide models of worked-out problems	<i>Give an example of a topic where "worked-out problems" should be used and give an example</i>

Ask students to explain what they had learned	<i>What is the advantage in asking students to explain their learning as opposed to asking them if they understood?</i>
Check the responses of all students	<i>Give an example of where a teacher has checked the response of all students. How did they do this? Is it always practically possible?</i>
Provide systematic feedback and corrections	<i>Give an example of effective feedback that you have seen or heard. What are its characteristics?</i>
Use more time to provide explanations	<i>Give an example of an occasion where more time should have been spent on an explanation. What occurred afterwards?</i>
Provide many examples	<i>Give an example of a resource/teaching sequence which involved many examples</i>
Re-teach material when necessary	<i>How do teachers determine if re-teaching is necessary? Ask members of your department if they ever go back and re-teach material.</i>
Prepare students for independent practice	<i>How are students generally prepared for independent practice in your school? What steps do teachers take to ensure they are prepared?</i>
Monitor students when they begin independent practice	<i>How are students monitored during independent practice? Why is this important?</i>