

Components	Item	3 Implemented	2 Partially Implemented	1 Not Implemented
Identifying and Communicating Goals	1	The goals of the lesson <b>are clearly</b> communicated to the students.	The goals of the lesson are <b>not clearly</b> communicated to the students.	The goals of the lesson are <b>not</b> communicated to the students.
	2	The stated goal(s) is/are <b>specific</b> .	The stated goal(s) is/are <b>broad or vague</b> .	There is <b>no stated goal</b> .
	3	The teacher <b>clearly</b> explains the relevance of the stated goal to the students.	The teacher <b>tries to explain</b> the relevance of the stated goal to the students, but the <b>explanation is unclear or lacks detail</b> .	The teacher <b>does not explain</b> the relevance of the stated goal to the students.
Alignment	4	Instruction is <b>completely aligned</b> to the stated or implied goal.	Instruction is <b>partially or loosely aligned</b> to the stated or implied goal.	Instruction is <b>not aligned</b> to the stated or implied goal.
	5	<b>All</b> of the examples or materials selected <b>are aligned</b> to the stated or implied goal.	<b>Some</b> of the examples or materials <b>are aligned</b> to the stated or implied goal; <b>OR</b> examples and materials are <b>somewhat aligned</b> to the stated or implied goal.	Examples or materials selected <b>are not aligned</b> to the stated or implied goal.
	6	Examples or materials selected <b>are aligned</b> to the instructional level of <b>most or all</b> of the students.	Examples or materials selected <b>are aligned</b> to the instructional level of <b>some</b> of the students.	Examples or materials selected <b>are not aligned</b> to the instructional level of <b>most students</b> .

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Teaching Procedures	7	The teacher <b>effectively</b> reviews prior skills and/or engages background knowledge <b>before beginning</b> instruction.	The teacher reviews prior skills and/or engages background knowledge <b>before beginning</b> instruction, <b>but not effectively</b> .	The teacher <b>does not</b> review prior skills and/or engage background knowledge <b>before beginning</b> instruction.
	8	The teacher <b>provides clear</b> demonstrations of proficient performance.	The teacher <b>does not provide clear</b> demonstrations of proficient performance.	The teacher <b>does not provide any</b> demonstrations of proficient performance.
	9	The teacher <b>provides an adequate number</b> of demonstrations given the nature and complexity of the skill or task.	The teacher <b>does not provide an adequate number</b> of demonstrations given the nature and complexity of the skill or task.	The teacher <b>does not provide</b> demonstrations.
	10	The teacher uses language that is <b>clear, precise, and accurate</b> throughout the lesson.	The teacher uses language that is <b>not always clear, precise, and accurate</b> .	The teacher uses language that is <b>confusing, unclear, imprecise, or inaccurate</b> throughout the lesson.
	11	Scaffolding is provided <b>when it is needed</b> to facilitate learning.	<b>Some</b> scaffolding is provided, but <b>more is needed</b> to facilitate learning.	Scaffolding is <b>needed</b> , but <b>no</b> scaffolding is provided <b>to facilitate learning</b> .

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	12	Complex skills or strategies <b>are broken down</b> into logical instructional units to address cognitive overload, processing demands, or working memory.	Complex skills or strategies <b>are not effectively broken down</b> to address cognitive overload, processing demands, or working memory.	Complex skills and strategies <b>are not broken down as needed</b> into logical instructional units to address cognitive overload, processing demands, or working memory.
	13	The teacher <b>systematically withdraws</b> support as the students move toward independent use of the skills.	The teacher withdraws support, but <b>it is not withdrawn systematically.</b>	The teacher <b>does not withdraw</b> support; <b>OR</b> the teacher provides very limited support and then <b>abruptly withdraws</b> it.
Guided Practice	14	Guided practice is <b>focused</b> on the application of skills or strategies related to the stated or implied goal.	Guided practice is <b>somewhat focused</b> on the application of skills or strategies related to the stated or implied goal.	Guided practice is <b>not focused</b> on the application of skills or strategies related to the stated or implied goal.
	15	The teacher <b>consistently prompts</b> students to apply skills or strategies throughout guided practice.	The teacher prompts students to apply skills or strategies, but <b>not consistently OR not effectively</b> throughout guided practice.	The teacher <b>does not prompt</b> students to apply skills or strategies throughout guided practice.
Pacing	16	The teacher maintains an <b>appropriate</b> pace <b>throughout the lesson.</b>	The teacher maintains an <b>appropriate</b> pace during <b>some of the lesson.</b>	The teacher maintains an <b>inappropriate</b> pace <b>throughout the lesson.</b>

Moylan, L. A., Johnson, E. S., Crawford, A. R., & Zheng, Y. (2017). *Explicit Instruction Rubric*. Recognizing Effective Special Education Teachers. Boise State University, Boise: ID.

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	17	The teacher <b>allows adequate</b> time for students to think or respond <b>throughout</b> the lesson.	The teacher <b>sometimes allows adequate</b> time for students to think or respond but <b>inconsistently throughout</b> the lesson.	The teacher <b>never allows</b> adequate time to students to think or respond.
	18	The teacher <b>maintains focus</b> on the stated or implied goal <b>throughout</b> the lesson.	The teacher <b>inconsistently focuses</b> on the stated or implied goal.	The teacher <b>does not focus</b> on the stated or implied goal.
Engagement	19	The teacher <b>provides frequent</b> opportunities for students to engage or respond during the lesson.	The teacher <b>provides limited</b> opportunities for students to engage or respond during the lesson.	The teacher <b>does not provide</b> opportunities for students to engage or respond during the lesson.
	20	There are <b>structured and predictable</b> instructional routines throughout the lesson.	Instructional routines are <b>not consistently</b> applied throughout the lesson.	There is <b>no</b> instructional routine.
	21	The teacher <b>monitors</b> students to ensure they remain engaged.	The teacher <b>monitors inconsistently</b> throughout the lesson; <b>OR</b> the teacher <b>does not consistently</b> monitor <b>all students</b> to ensure they remain engaged.	The teacher <b>does not</b> monitor students to ensure they remain engaged.

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Monitoring and Feedback	22	The teacher <b>consistently</b> checks for understanding <b>throughout the lesson</b> .	The teacher only checks <b>some students</b> for understanding; <b>OR</b> the teacher does <b>not consistently</b> check for understanding throughout the lesson.	The teacher does <b>no or very minimal</b> checking for understanding.
	23	The teacher provides timely feedback <b>throughout the lesson</b> .	The teacher <b>occasionally</b> provides timely feedback.	The teacher <b>does not</b> provide feedback; <b>OR</b> it is <b>not timely</b> .
	24	Feedback is specific and informative <b>throughout</b> the lesson.	Feedback is <b>not consistently</b> specific and informative throughout the lesson.	There is <b>no</b> feedback; <b>OR</b> it is <b>not at all</b> specific and informative.
	25	The teacher <b>makes</b> adjustments to instruction <b>as needed</b> based on the student responses.	The teacher <b>makes some</b> adjustments to instruction as needed based on the student responses, <b>but more adjustments are needed</b> .	The teacher <b>does not make</b> adjustments to instruction <b>as needed</b> based on the student responses.