Modeling Instructional Stage Checklist

Teacher: Observer:

Learning Strategy: Date:

|  |  |  |  |
| --- | --- | --- | --- |
| Phase | Element | Observed? | Notes |
| Yes | No |
| Advance Organizer | Provided questions/prompts to elicit student responses for review of previous learning around the strategy |  |  |  |
| Provided questions/prompts to elicit student responses around how use of the strategy would personally benefit them |  |  |  |
| Gave a description/definition of modeling |  |  |  |
| Provided questions/prompts to elicit student responses related to how “think alouds” help them to learn |  |  |  |
| Stated expectations for student participation in the lesson |  |  |  |
| PresentationorLearn by Watching | Modeled the steps of the strategy while “thinking aloud” to self-instruct on the steps of the strategy |  |  |  |
| Modeled the steps of the strategy while “thinking aloud” to perform the task |  |  |  |
| Modeled the steps of the strategy while “thinking aloud” to self-monitor for errors throughout the task |  |  |  |
| Modeled the steps of the strategy while “thinking aloud” to problem-solve around errors and/or barriers encountered |  |  |  |
| Student EnlistmentorLearn by Sharing | Gradually released responsibility of strategy use to students by prompting student involvement |  |  |  |
| Gradually released responsibility of strategy use to students by checking for student understanding |  |  |  |
| Gradually released responsibility of strategy use to students by correcting and expanding student responses |  |  |  |
| Post Organizer | Provided questions/prompts to elicit student responses to review the definition/ description of modeling and how “think alouds” helped them to learn how to apply the steps of the strategy |  |  |  |
| Provided questions/prompts to elicit student responses around how use of the strategy would personally benefit them |  |  |  |
| Led a review the steps of the strategy and related terms |  |  |  |
| Stated expectations for student mastery of the strategy and use across situations |  |  |  |