



EXPLICIT INSTRUCTION Classroom Observation Matrix

Highly Effective	Embeds General Capabilities to their Content Descriptions		Students new learning is confirmed through short activities and the next steps for students varies based on their level of understanding with the pace appropriately managed to reduce cognitive load	While having goals for the entire class, some students have individual differentiated goals	While having success criteria for the entire class, some students have individual differentiated criteria that reflects the level of student mastery	Refers to learning objectives and success criteria throughout the lesson, particularly when achieved and confirms successful learning at the end of the lesson	Sequences multiple worked examples to gradually introduce different elements of the task or alternative ways of completing it	Provides additional support that ensures students are optimally challenged in their learning with variety so that students have choice	Students are engaged through varied scaffolds based on their level of understand	Sequences opportunities for independent practice to gradually deepen students' understanding of what they have learned. Additionally, observable indicators monitor mastery before moving on	Provides immediate feedback that does not reduce cognitive demand
Effective	Incorporates cross-curricular priorities	Identifies likely challenges and common misconceptions	Students new learning is confirmed through short activities	Tailors learning objectives from the curriculum for the whole class based on what students already know and are able to do	Sets clear success criteria and stretch goals for the whole class	Refers to learning objectives and success criteria throughout the lesson, particularly when achieved		Provides additional support that ensures students are optimally challenged in their learning		Sequences opportunities for independent practice to gradually deepen students' understanding of what they have learned	
Beginning	Consults the curriculum to identify the relevant content description for the target knowledge and skills	Aligns content description, by activating prior learning and building off student prior knowledge	Chunks learning into small, manageable tasks	Sets learning goals from the curriculum for the whole class	Sets clear success criteria for the whole class	Develops student understanding of learning objectives and success criteria (What, Why, How)	Walks students through all required steps for completing the task using worked examples	Provides additional support based on evidence of what students already know and are able to do	Gradually removes scaffolding based on evidence of student learning	Provides opportunities for independent practice	Provides immediate feedback to students as they practise
Quality Criteria ↑	I am yet to include these behaviours in my explicit instruction practice										
Indicator	Clear alignment of the learning and the curriculum	Identifies the relevant knowledge and skills	Chunks the learning	Sets learning goals	Sets Success Criteria (What, How, Why)	Aligns the goals and success criteria (What, How, Why)	Uses examples	Provides appropriate scaffolding	Removes inappropriate scaffolding	Provides opportunities for independent practice	Interacts with students during practice
Capability	1 Reducing cognitive load			2 Clear Learning Goals and measurable Success Criteria			3 Uses worked examples or exemplars			4 Provides students opportunities to practice	

Read the capability and the related criteria. For each capability, identify which criterion best describes the current practice.

Blank boxes leave space so that quality indicators are aligned at the same level of teaching difficulty.