

The 7-Step Model for Explicitly Teaching an ATL Skill

*ATL Skills are not learned by osmosis — they need the same explicit instruction as subject content.
Companion to Chapter 11 of the Unit Planning Series.*

- 1 Decide the specific skill needed.
- 2 Make it explicit — describe it, show high/low proficiency examples.
- 3 Self-assess current competence.
- 4 Analyze class results for deficiencies.
- 5 Direct instruction — a mini-lesson teaching the steps.
- 6 Practice in subject-content exercises.
- 7 Re-assess proficiency before the summative task.

THE ATL CONTINUUM

Novice	Learner	Practitioner	Expert
Observation.	Emulation, heavy scaffolding.	Confident, independent demonstration.	Self-regulation — can teach and assess others.

Quality over quantity: one or two skills, deeply and explicitly taught, beat ten superficially listed. ATL skills are never formally graded — track growth on this continuum instead, and reserve grades for subject-group objectives.