

PLANNING CONSIDERATIONS FOR TEACHING
USING A DIRECT INSTRUCTION FRAMEWORK

ELEMENT	FOCUS	CONSIDERATIONS IN LESSON PLANNING, TEACHING & LEARNING IN A DIRECT INSTRUCTION DESIGN
DESIGN	Identify Enduring Understandings And Essential Skills	<ul style="list-style-type: none"> How does this lesson contribute to the development of the <u>enduring understandings and essential skills</u> for the unit/grade/subject? How will the learning targets (priority knowledge and skills) be transferred, integrated, and applied to new learning and new situations? What connection does this learning have to real life? What essential questions could be posed to cause thinking and set the stage for learning? How will the progress in learning be <u>assessed, both formatively and summatively</u>? What needs to be considered in terms of the <u>context of learning</u> and the needs and skills of individual learners?
	Set Learning Targets	<ul style="list-style-type: none"> What will you accept as evidence of learning? How will you scaffold and or sequence the learning experiences needed to achieve the targets? How will the progress in learning be <u>assessed, both formatively and summatively</u>? How will you bring coherence or make the connection of the learning to the enduring understanding/essential skill? What needs to be considered in terms of the context of learning and the needs and skills of individual learners? How will background knowledge and previous learning be integrated into this learning experience?
	Individual Summative Assessment	<ul style="list-style-type: none"> What will be the <u>types of summative assessment</u> used? Will there be opportunities to “triangulate” assessment and give students multiple opportunities to demonstrate their learning? What measures will be taken to ensure <u>students are prepared</u> for summative assessment?
HIGHLY ENGAGED LEARNING ENVIRONMENT	Focused effective dialogue	<ul style="list-style-type: none"> How will <u>student readiness</u> for learning be ensured? What are the considerations for securing their physical readiness, attention and interest? What will be the <u>sequence</u> of learning such that the steps in the lesson are <u>scaffolded</u> in a manner appropriate to the level of the students and the complexity of the subject matter? What will be the <u>scope</u> of each step? How will the capacity of students to <u>think critically and creatively</u> be challenged? How will this be a <u>critically thoughtful</u> lesson? What will be the <u>expectations</u> regarding behavior and performance in each stage of the lesson? How will clear, purposeful and monitored <u>homework</u> be used to consolidate, integrate and practice new learning? Which instructional formats or structures will be used to facilitate full and equal participation?

ELEMENT	FOCUS	CONSIDERATIONS IN LESSON PLANNING, TEACHING & LEARNING IN A DIRECT INSTRUCTION DESIGN
LEARNING CYCLE	I DO	<ul style="list-style-type: none"> • Will there be a <u>preparatory set</u>? How will previous learning and/or background knowledge be recalled for the transfer and integration of new learning? • What key student friendly language will you use to MODEL, DEMONSTRATE, AND EXPLAIN targets? • What type of <u>direct teaching and whole class instruction</u> will be done to facilitate the learning of fundamental skills and knowledge as well as understanding and meaning? • What <u>illustrations, demonstrations, rubrics and exemplars</u> will be presented? • What type of <u>closure</u> will be used to bring instruction and learning experiences to an efficient and meaningful conclusion? • What are the <u>essential questions</u> that provide focus and relevance to the learning experience?
	WE DO	<ul style="list-style-type: none"> • How are continuous monitoring, questioning and dialogue used to reveal UNDERSTANDING and MISUNDERSTANDING while the students are engaged in an appropriately supported learning experience? • What opportunities will there will be for <u>interdependent learning</u>? How will this be assessed?
	YOU DO	<ul style="list-style-type: none"> • What opportunities will there will be for <u>interdependent learning and independent learning</u>? How will this be assessed? • How do students independently USE, APPLY, TRANSFER, CONNECT their learning?
CONTINUOUS ONGOING EFFECTIVE FEEDBACK	Teacher	<ul style="list-style-type: none"> • How will the learning be <u>monitored and assessed</u> in an ongoing manner? What questioning strategies will be used? How will students assess their own learning? • How will misunderstandings be checked for and addressed?
	Peer	<ul style="list-style-type: none"> • Do students understand the criteria for success and can they apply it? • Do students understand the criteria for effective feedback? • Do students work cooperatively to give effective feedback and work towards successful outcomes?
	Self	<ul style="list-style-type: none"> • Do students understand the criteria for success and can they apply it? • Are students caused to reflect on the quality of their work and asked to identify their areas of strength and weakness? • Can students identify the next steps in their learning? • Are students provided with opportunities to improve? • Are mistakes seen as learning opportunities? • Do students have ample time to practice before it counts? • Are students provided with opportunities to apply feedback to make improvements?