

Your Directions	What Students Will Hear & Understand
The WHAT: How will you explain to students what you want them to do?	<p>Look at the directions you just created in the column to the left. Then, answer each of these questions from the perspective of one of your students. If your directions are not explicit enough for students to be able to answer each of these questions, go back and change them.</p>
The WHY: How will you explain the rationale for the task to your students?	<p><input type="checkbox"/> What are we going to be doing? <input type="checkbox"/> Why are we doing it? <i>Optional: Why are we doing it this way?</i></p>
The HOW: What are the steps you want students to follow?	<p><input type="checkbox"/> What steps or process will we follow? <i>Optional: What is the first step? The second? What should you do if...?</i></p> <p><input type="checkbox"/> What is the expected noise or volume level for each step? <i>Optional: What will it look like? What will it sound like?</i></p> <p><input type="checkbox"/> How will we know if we did this correctly?</p> <p><i>NOTE: Any (or all) of the above questions can be used as checks-for-understanding when you deliver these directions to your students.</i></p>

How You Will Deliver Your Directions	What Students Will Experience
<p>Use this space to create a plan for how you will deliver these directions to your students.</p>	<p>Look at the plan you just created in the column to the left. Pretend that you execute it exactly as written. Answer these questions from the perspective of your students. If you answer "No" to one or more of the following items, <u>consider revising your plan</u>.</p> <p><input type="checkbox"/> Were the directions modeled for you? <input type="checkbox"/> Did the teacher emphasize key parts of the directions? <input type="checkbox"/> Were the directions posted where you could see them? <input type="checkbox"/> Did you have multiple opportunities to ask questions? <input type="checkbox"/> Did the teacher check that you understood the directions before beginning the activity? <input type="checkbox"/> Do you know how to ask for help if you get confused? <input type="checkbox"/> Was there a signal to begin?</p>

A Step-by-Step Sequence for Delivering Directions

(The following sequence represents one set of steps you could follow when delivering directions to students.)

1. Use an attention-getting signal.
2. In a concise and student-friendly way, explain the WHAT and WHY.
3. Introduce the cue word or signal to begin.

Ex: “When I say GO,” “When your hear me clap,” “When I ring the bell...”

4. Give the directions (the step-by-step “HOW”).
5. Model or have students model.
6. Ask for questions.
7. Check for understanding.
8. Cue to begin.

Adapted from:

Shindler, J. (2010). *Transformative classroommanagement: Positivestrategies toengage all students andpromote a psychology of success*. New York: Jossey-Bass.