



# GIVING DIRECTIONS & MODELING

FOCUSED FEEDBACK TOOL

Teacher: \_\_\_\_\_ Language: \_\_\_\_\_ Grade/Course: \_\_\_\_\_ Time-In: \_\_\_\_\_  
 School: \_\_\_\_\_ Date: \_\_\_\_\_ Lesson Segment:  Beginning  Middle  End Time-Out: \_\_\_\_\_

How teachers give directions partially predetermines the success of any activity. Research also informs us that if teachers model how activities are to be done the learner is better positioned to understand what he is supposed to do and what it should look like when he does it. This tool identifies strategies teachers should consider following in giving directions and modeling how activities should be done.

Check strategies observed and/or note level of implementation.

FO = Fully Observed PO = Partially Observed NO = Not Observed NA = Not Applicable

<b>1</b>	<b>Teacher and learners determine the vocabulary and language structure(s) that are necessary to successfully complete the task.</b>				
	<input type="checkbox"/> word bank <input type="checkbox"/> activity template	<input type="checkbox"/> sentence starters (I like...) <input type="checkbox"/> sentence frames (I like...but not...)	<input type="checkbox"/> graphic organizer <input type="checkbox"/> other observed:		
<b>2</b>	<b>The teacher uses a variety of strategies to make directions comprehensible.</b>				
	<input type="checkbox"/> repeating <input type="checkbox"/> gestures	<input type="checkbox"/> manipulatives <input type="checkbox"/> using visuals	<input type="checkbox"/> rewording <input type="checkbox"/> other observed:		
<b>3</b>	<b>The complexity of directions is developmentally appropriate for the learner.</b>				
		<input type="checkbox"/> FO	<input type="checkbox"/> PO	<input type="checkbox"/> NO	<input type="checkbox"/> NA
<b>4</b>	<b>Directions are broken down into steps.</b>				
		<input type="checkbox"/> FO	<input type="checkbox"/> PO	<input type="checkbox"/> NO	<input type="checkbox"/> NA
<b>5</b>	<b>The teacher checks for understanding after explaining each step.</b>				
		<input type="checkbox"/> FO	<input type="checkbox"/> PO	<input type="checkbox"/> NO	<input type="checkbox"/> NA
<b>6</b>	<b>The teacher models the sequence of all of the steps. (Gradual release approach: "I do")</b>				
		<input type="checkbox"/> FO	<input type="checkbox"/> PO	<input type="checkbox"/> NO	<input type="checkbox"/> NA
<b>7</b>	<b>The teacher models the sequence of steps with one student. (Gradual release approach: "We do")</b>				
		<input type="checkbox"/> FO	<input type="checkbox"/> PO	<input type="checkbox"/> NO	<input type="checkbox"/> NA
<b>8</b>	<b>The teacher asks students to demonstrate their understanding of the order of steps. (Gradual release approach: "You do")</b>				
	<input type="checkbox"/> sequence cards <input type="checkbox"/> signs	<input type="checkbox"/> white boards <input type="checkbox"/> other observed:	<input type="checkbox"/> fingers <input type="checkbox"/> other observed:		

## LESSON CONTEXT/NOTES

Brief description of the observed activity/activities:

AREAS OF STRENGTH	AREAS FOR GROWTH	NEXT STEPS

