**EFFECTIVE INSTRUCTION TEACHING MODEL - Direct Instruction**

**Focus Question - How well do I communicate new knowledge and processes to my students?**

* **How do I connect this new knowledge to existing knowledge?**

**MSHS Definition:** Direct Instruction is a teacher centred strategy best suited to the delivery of new information and/or new cognitive strategies to students. Discourse within the classroom is led by the teacher and will often involve note taking by students. To be effective Direct Instruction should require students to be actively learning by responding to questions and asking questions. Direct Instruction is best suited to knowledge or processes which a student must recall and understand for assessment.

**What it looks like –** Direct Instruction often occurs at the start of the lesson, and in small sections of 20mins or less throughout the lesson. Senior classes may engage in longer periods of direction instruction. The classroom is led almost exclusively by the teacher and students respond to direct instruction by actively listening (asking and answering questions) and recording information.

**The direct instruction model**

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| **Teacher Strategies (and Evidence)**  **Teacher previews new information**   * Teacher cues the importance of upcoming information by tone of voice, body position, or level of excitement, or motivational hook (anecdote, activity, short video, other). * Teacher describes how new knowledge should extend the prior learning in students. * Teacher preview new information by asking questions about prior knowledge, students brainstorming, or other activity.   **Teacher identifies and chunks critical information**   * Teacher “chunks” knowledge into small digestible sections by stopping at strategic points and highlighting key knowledge. * Teacher reviews new knowledge in condensed form (reduce it to basics). * Knowledge is presented in a visually clear form easily understandable to students.   **Teacher asks students to interact with new knowledge**   * Teacher asks students to identify critical knowledge they have learnt (individual or collaboratively) – written summary, graphic organizers, pictures, flow charts, other. * Teacher asks students to answer questions related to new knowledge or process. * Teacher asks students to create strategies such as mnemonics that assist knowledge recall. | **Student Evidence**   * When asked, students can describe the level of importance of the information addressed in class. * When asked, students can provide a purpose for what they are about to learn. * When asked, students can explain linkages with prior knowledge. * Students can answer questions correctly. * When asked, students can explain why the teacher is stopping at various points. * Students record information in notebooks. * Students ask clarification questions. * When asked, students can explain what they have just learnt. * Students’ summaries and notes include critical content. * When asked, students can explain main points of the lesson. |

**Proficiency Scale**

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|  | **Not Using** | **Beginning** | **Developing** | **Applying** | **Highly Accomplished** |
| **1 ………… 1½ …….…… 2 ………… 2½ …….…… 3 ……..….3½ …….…… 4 …….… 4½ ………… 5** | | | | |
| **Previews, Chunks, and interacts with critical Knowledge** | Instruction begins at the start of the topic and progresses with little or no interaction with students | Teacher cues students for new knowledge to some degree.  New knowledge is chunked in parts without CFU or generalised CFU questions.  Student interaction is sought by teachers. | Teacher prepares students for new knowledge by reviewing, previewing, or real life scenarios.  Information is chunked with CFU used. Student understanding is appraised by teachers.  Clarification questions answered. | Teacher justifies new knowledge acquisition for students.  Knowledge is chunked with CFU used. Student understanding guides the progress of Direct Instruction. Clarification questions are used by teacher to further CFU. | Teacher justifies new knowledge acquisition with students. New knowledge is chunked and understood in clear and obvious sections. Teacher actively measures progress across whole class.  Student questioning and understanding is celebrated. |