



# GIVING DIRECTIONS & MODELING

## SELF-ASSESSMENT

Teacher:

Date:

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. During this self-assessment, be sure to consider evidence from your practice to support your reflections. Once you have completed the self-assessment, review the outcomes with a critical friend, mentor, or supervisor. An open and honest conversation about your performance vs. ratings helps to clarify rationale for levels selected and will help you to set goals.

Reflect on your current performance level of the indicators below.

N = I do not do this. S = I do this sometimes. M = I do this most of the time. C = I do this with confidence.

<b>1</b>	Teacher and learners determine the vocabulary and language structure(s) that are necessary to successfully complete the task.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
<b>2</b>	The teacher uses a variety of strategies to make directions comprehensible.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
<b>3</b>	The complexity of directions is developmentally appropriate for the learner.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
<b>4</b>	Directions are broken down into steps.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
<b>5</b>	The teacher checks for understanding after explaining each step.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
<b>6</b>	The teacher models the sequence of all of the steps. (Gradual release approach: "I do")	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
<b>7</b>	The teacher models the sequence of steps with one student. (Gradual release approach: "We do")	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
<b>8</b>	The teacher asks students to demonstrate their understanding of the order of steps. (Gradual release approach: "You do")	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal

### REFLECTION NOTES

What evidence did you consider that led to your rating? What steps might you take to better meet the identified indicators?

