

# Teaching and Modeling

Direct instruction / I do / Explore and Explain:

- Start with the learning objective in mind
- Ask, "What do students need to know and do to accomplish the objective?"
- Determine how you will assess student achievement of the objective by asking, "How will students demonstrate their learning of this objective?"
- Outline carefully sequenced, step-by-step teaching of the knowledge and skills that students need to achieve the learning objective and to be successful on the assessment
- Chunk the presentation of the content into small manageable sections (each section to be followed by guided practice and formative assessment of the chunked learning)

Direct instruction can be:

- Deductive Teaching
  - Rules, theories, patterns, or generalizations are presented first, followed by examples and ample opportunity for practice
- Inductive Teaching
  - Examples, models, and observations are presented first, followed by practice and the generalization or rule that students formulate as a result of the inductive approach
- Constructivist Teaching
  - Student-centered, discovery learning

Direct instruction must:

- Incorporate principles of Universal Design for Learning (UDL):
  - Present information and content in different ways (Representation)
  - Differentiate the ways that students can express what they know (Action and Expression)
  - Stimulate interest and motivation for learning (Engagement)