

Steps to Design Effective Instruction

Step One – Planning and Prep –

Establish clear outcomes - What will learning look like? What will students be able to do or demonstrate?

- The desired big ideas and their alignment to the established standards that learners should understand.
- The potential misunderstandings, misconceptions and areas where learners may meet barriers to learning.
- How will goals be clearly communicated, in ways that are understandable to all learners

Step Two – Anticipate Learner Variability

- Curriculum barriers (e.g. physical, social, cultural or ability-level) that could limit the accessibility to instruction and instructional materials.
- Learner strengths and weaknesses specific to lesson/unit goals.
- Learner background knowledge for scaffolding new learning.
- Learner preferences for representation, expression and engagement.
- Learner language preferences.
- Cultural relevance and understanding.

Step 3 Measurable outcomes and assessment plan

Prior to planning the instructional experience, establish how learning is going to be measured.

- Previously established lesson goals and learner needs.
- Embedding checkpoints to ensure all learners are successfully meeting their desired outcomes.
- Providing learners multiple ways and options to authentically engage in the process, take action and demonstrate understanding.
- Supporting higher-order skills and encouraging a deeper connection with the content

Step 4 – Instructional Design

At minimum plans should include:

- Intentional and proactive ways to address the established goals, learner variability and the assessment plan.
- Establish a plan for how instructional materials and strategies will be used to overcome barriers and support learner understanding.
- A plan that ensures high-expectations for all learners and the needs of the learners in the margins (i.e. struggling and advanced), anticipating that a broader range of learners will benefit.
- Integrate an assessment plan to provide necessary data.

Considerations should be made for how to support:

- Engagement: A variety of methods are used to engage students (e.g. provide choice and address student interest) and promote their ability to monitor their own learning (e.g. goal setting, self-assessment and reflection).
- Representation: Teacher purposefully uses a variety of strategies, instructional tools and methods to present information and content to anticipate student needs and preferences.
- Expression & Action: Student uses a variety of strategies, instructional tools and methods to demonstrate new understandings.

Step 5 –

Establish checkpoints for teacher reflection and new understandings. Considerations should include:

- Whether the learners obtained the big ideas and obtained the desired outcomes. (What data support your inference?)
- What instructional strategies worked well? How can instructional strategies be improved?
- What tools worked well? How could the use of tools be improved?
- What strategies and tools provided for multiple means of representation, action/expression and engagement?
- What additional tools would have been beneficial to have access to and why?
- Overall, how might you improve this lesson?

