Giving Clear Directions for a Task
Giving clear directions for a task in order to ensure student understanding.

**Key Method**
Create a safe and effective learning environment for students by clearly describing task expectations to help ensure student understanding.

**Method Components**
*Teacher must design and implement an activity where he or she demonstrates the ability to give clear directions. Clear directions include several key characteristics, each of which must be demonstrated on video. This can be done individually, in small groups, or in whole-group instruction.*

*Components of delivering directions*
These components represent some of the basic elements that should be incorporated into the delivery of directions. They can be sequenced in a variety of ways and may work well in concert with other helping components, such as modeling.

1. Use student friendly language to explain concisely:
   - WHAT students will do (What is the task?)
   - WHY students will do it (What is the rationale for the task?)
   - HOW exactly they will do it (How will the task be performed?)
2. Check for understanding.
3. Cue for the task to begin.

**Suggested best practices**
- Model the directions.
- Emphasize key parts of the task.
- Post the directions.
- Offer multiple opportunities to ask questions.
- Check for understanding prior to beginning the task.
- Give a cue to begin the task.
- Provide a means for students to ask for help.

**Supporting Research**

**Resources**

Published January 5, 2015
Giving Clear Directions for a Task Learning Module, Mary Lou Fulton Teachers College, Arizona State University, [https://pll.asu.edu/p/node/193062](https://pll.asu.edu/p/node/193062)
This is a module designed to build skill in giving clear directions for classroom tasks. Learn how to craft and deliver clear directions that will help minimize off-task behavior and set students up for success. The ability to give clear directions is not related only to academic success and positive classroom behavior, but also to issues of equity and fairness.

Micro-credential Planning Resource: Giving Clear Directions for a Task. Mary Lou Fulton Teachers College, Arizona State University, [https://pll.asu.edu/p/node/192689](https://pll.asu.edu/p/node/192689)
This resource is a template for planning clear and explicit directions for a task.

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**Submission Guidelines & Evaluation Criteria**

*Following are the items you must submit to earn this micro-credential and the criteria by which they will be evaluated. To earn the micro-credential, you must receive a passing evaluation for Parts 1 and 3 and a “Yes” for Part 2.*

**Part 1. Providing context**
(200-word limit for each response)

**Contextual Questions:** Please describe the context for the artifacts that you’ve submitted. Address the following in your description:

- Grade level and content area
- Point in the school day or lesson where these directions are being given
- Number of times you and the students have done this task before
- Any teacher or student preparation that occurred prior to the activity
- Any other information that will help give context for the video and planning document artifacts.
  - **Passing:** Contextual description clearly and thoroughly addresses each of the activity descriptors.

**Plan for Delivering Clear Directions:** Please create a comprehensive plan for delivering the directions to students. This plan may include some of the following practices:

- Modeling, highlighting key parts, posting directions, eliciting student questions, using checks for understanding, providing a way for students to seek help, and a cue to begin.
  - **Passing:** Plan describes how the directions will be delivered to students, including the methods or techniques the instructor will use to do so.

**Activity Script:** Please provide a script that will be used to present the task to your students using student-friendly language. Make sure to address the three following questions in the script:

- **Passing:** Script provides a clear and thorough description of exactly what the teacher wants students to do.

- **Passing:** Script provides a clear and thorough rationale for completing the task in the manner described.

- **Passing:** Script provides a clear and thorough description of the steps students will follow to complete the task.
Part 2. Video evidence
Submit a hyperlink to one video that demonstrates your competence in giving clear directions for a task and the subsequent actions students take to complete that task. Your video submission will be assessed based on the following rubric. You must meet criteria under “Yes” for each bullet to earn the micro-credential.

<table>
<thead>
<tr>
<th>“Yes”</th>
<th>“Almost”</th>
<th>“Not Yet”</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ The task has been clearly established.</td>
<td>▪ The task has been somewhat established.</td>
<td>▪ The task has not been established.</td>
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<tr>
<td>▪ The rationale is clear and thorough. It establishes why the task is important.</td>
<td>▪ The rationale is vague. It somewhat establishes why the task is important.</td>
<td>▪ The rationale is missing or it establishes why the task is important only poorly.</td>
</tr>
<tr>
<td>▪ Describes all of the steps of the task thoroughly.</td>
<td>▪ Describes some of the steps of the task well.</td>
<td>▪ Describes few or none of the steps of the task well.</td>
</tr>
<tr>
<td>▪ Uses various checks for understanding to gauge and ensure student understanding.</td>
<td>▪ Somewhat gauges student understanding.</td>
<td>▪ Does not gauge student understanding at all.</td>
</tr>
<tr>
<td>▪ Uses a cue to signal the start of the task.</td>
<td></td>
<td>▪ Does not use a cue to signal the start of the task.</td>
</tr>
<tr>
<td>▪ The video shows students completing a portion of the described task.</td>
<td></td>
<td>▪ There is no video evidence of students completing a portion of the described task.</td>
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Part 3. Teacher reflection
(600-word limit total for self-evaluation and reflection)
Provide a self-evaluation and reflection on the artifacts you submitted. Submissions should provide clear and thorough responses to the following questions.

- How does the video footage demonstrate your competency in this skill?
  - Identify three unique pieces of evidence from the video that support your claim of competency in Giving Clear Directions for a Task. One piece of evidence must be student based (i.e., “As highlighted in timestamp 1:00–2:30, only 1 student out of 30 had a question about how they needed to start the task.”) Good evidence is objective and observable from the video segment submitted.
- What challenges did you experience in planning for and giving clear directions for a task? Were there any overlooked elements or steps or unanticipated misunderstandings?
- If you were to repeat this activity or lesson with these students, how would you prepare for or deliver directions differently?
- How do you plan to use what you learned about giving clear directions in the future?
  - **Passing:** Self-evaluation and reflection includes the following elements:
    - Discussion of evidence of competency in the skill
    - Identification of three unique pieces of supporting evidence (one must be student based)
    - Description of challenges experienced
- Explanation of how preparation for giving clear directions might be different in the future
- Discussion of how learning might be applied in other instances