

Steps for Designing and Delivering Precise Directions

Step	Reason	Examples
Stop and square up.	Demonstrates importance of your directions	Move to the front of the classroom, square shoulders, and look students in the eyes as you give directions.
Use a strong teacher voice.	Demonstrates a new activity or transition and the need for all students to pay attention in order to be successful	Firm, strong voice with a low yet commanding volume
Give an attention-getting signal.	Gets all students' attention so they are able to receive directions	Call and response Chime Rhythmic clapping
Give MVP directions with time frames, if needed. <ul style="list-style-type: none"> • Movement • Voice level • Participation • Time frame 	Provides students with the <i>what</i> and <i>how</i> to be successful for the transition or activity	"In level-one voices, move directly to your lab station and begin the first three sections of the lab with your group. I will set a timer for thirty minutes for you to complete the activity. If you have any questions, raise your hand and I will support your group." (Consider tone and economy of language.)
Check for understanding.	Ensures everyone understands expectations when you give new or complicated directions	"How long will we be working on this lab, Christian?" "What sections are we to complete, Kendra?" "What's our voice level, Ryan?"
Cue students to start.	Ensures students listen to all parts of the directions to promote success	"You may begin." "Go!"