

Instructional Super Powers

If instruction isn't working you'll know it, because students aren't learning. We are empowered by knowing this.

If your instruction needs a boost (students aren't learning to mastery), try employing these instructional superpowers.

Super Power #1: Plan Ahead

- A well written lesson plan which includes strategies for all the points where you know there may be problems is invaluable.
- Going into a class with a plan is like going in with your power suit on. No plan or just "thinking it through" on the way to school is like showing up in your pajamas.
- Well designed plans are aligned with the learning objective and rely on strategic pedagogy choices.

5 E Lesson Plan Template

[Word Version](#)

[Pages Version](#)

[Example of a completed plan](#)

[Example of an incomplete plan](#)

[Didactic Teaching Planning Template](#)

[ELA Lesson Plan Template](#)

[ELA plan with notes](#)

[High Impact Teaching Strategies](#) (Hattie and Marzano)

Super Power #2: Scaffold for student needs

- These strategies can be as varied as student needs but require intentional planning (see Power #1)
- One of the easiest ways to support a peer who is struggling with a student's learning challenges is to suggest, help them find, or create appropriate scaffolding strategies.

[Graphic organizers](#)

[Teach Like a Champion](#)

[NRHS Instruction By Design](#) iBook Chapter 6

Super Power #3: Use a Concrete to Abstract continuum

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- Students don't remember or think about things well if they don't truly understand them. Start at the concrete level and move along this continuum to make content more comprehensible to students.
- Exercise caution that you then scaffold students to the level of abstraction required by the final assessment and standard.

[NRHS Instruction By Design](#) (iBook Chapters 4 and 5)

Super Power #4: Teacher-Led to Student-Centered continuum

- This is the intentional move from didactic to constructivist instruction. You make this decision intentionally, based on student readiness. Throughout a unit, or even a lesson, you can move from more didactic to more constructivist instruction.
- When students need more support from the teacher - give it to them!
- As you move to more student-centered instruction, the teacher's role in providing feedback increases dramatically.

[NRHS Instruction By Design](#) (iBook Chapters 4 and 5 - specifically page 20)

[NRHS Design Lab Syllabus](#) (how we intentionally teach the soft skills students need for more success in the "student-centered" realm.)