OPTIMIZING *your* INSTRUCTION:

a teacher's *checklist* for planning in unprecedented times.

As you begin to plan for this unprecedented upcoming school year, make sure your instruction and projects will intrinsically motivate your students to learn even when the learning environment is disrupted.

Put this optimization checklist up against each project or plan to make sure you are creating the best learning environment for all students.
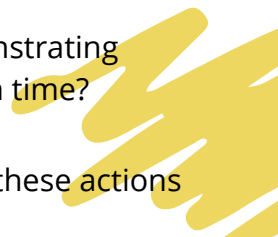
TEACHER *Checklist*

- [ ] #1: Am I okay with no knowing the answer? Am I ready to model resourcefulness with my students and flip the script from being the 'all-knowing' teacher to the resourceful guide who knows how to look for answers?

- [ ] #2: Am I okay with not being able to anticipate the outcomes of a unit, project, learning? Can I let students dive into a project without need to control the end-result?

- [ ] #3: Is my instruction placing greater emphasis on finding the right questions as opposed to praising the 'right' answers? If the questions we are creating are authentic, there may not be a right answer.

- [ ] #4: Can I be okay with a little controlled chaos? When I find a new strategy that scares me, can I try it and be okay with possible mess or madness as we figure it out?

- [ ] #5: Is my instruction letting students pursue their own interests as opposed to following a content path I carved out?

- [ ] #6: Have I begun to open up the four walls of my classroom to allow students to seek out authentic audiences?

- [ ] #7: Am I willing to play the long-game by chasin' big dreams through small steps? Can I be resilient when my new ideas or projects bomb the first time around knowing they probably will?

- [ ] #8: Can all of my students see their reflection somehow when they peer into this unit/aspect of the curriculum? Are all identities represented equally and consistently throughout?

- [ ] #9: For this activity/lesson/unit/experience, what voices/perspectives are centered, missing, marginalized? how can I fill the gaps or balance the scales?

- [ ] #10: Can students feel a sense of genuine ownership in what they're learning or creating? To what extent does it feel like they're directing their own experiences (rather than it being dictatied to them)?

- [ ] #11: Am I being flexible? Do my deadlines, thinking/perspective, options for demonstrating skill/showcasing work all align to allow students to explore and structure their own time?

- [ ] #12: Does this learning experience invite them to create, test, and iterate--and are these actions naturally spurred by feedback offered by someone other than myself?

Useful Resources

SUMMER DISCOUNTS

use code SUMMER10 for 10% off the regular price of individual DLL product

use code SUMMER15 for 15% off the regular price of the entire resource bundle

Thank You!

WE SINCERELY WANT TO THANK YOU FOR DOWNLOADING THIS RESOURCE!

IF YOU ENJOY THIS RESOURCE AND WANT TO SEE MORE LIKE IT, LET US KNOW! SEE ALL THE WAYS TO CONNECT WITH US BELOW!

FOLLOW OUR TPT PAGE FOR UPDATES, NEW PRODUCTS, AND SALES!

CLICK HERE

EDPIONEER.COM/BLOG

HTTPS://WWW.FACEBOOK.COM/BLAZETHETRAIL/

@JILL_EDPIONEER

TEACHERS PAY TEACHERS

Ready to make writing *real* for secondary students?

The time to hesitate is through...get started with the tools you need to transition your teaching toward the 21st century!

www.edpioneer.com