



**Connecting Practice and Research**  
in Mathematics Education

# **Professional Learning Guide**

**Teacher-Directed  
Instruction**

## Teacher-Directed Instruction

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Teacher-directed instruction involves explicitly teaching mathematical rules, concepts, principles, and problem-solving strategies. This often includes modeling a variety of examples and guiding students during their review and practice.

**“In order for children to truly become self-regulated learners, the classroom should include all three contexts [teacher-directed, individual seat work, and group work] to provide direct instruction, independent practice, and the opportunity to practice metacognitive skills in a social context.”**  
Slavin (1987)

### In your classroom, this means:

- choosing to use direct instructional techniques to teach procedures, concepts, and skills, as appropriate;
- when using computers, maintain a balance between teacher-instruction and computer-assisted instruction;
- using a context-sensitive approach as often as possible;
- varying instructional methods to meet the needs of all students.

### Considerations

One concern about teacher-directed instruction is that it may portray the teacher as the “all knowing adult” and discourage students from expressing their thinking and ideas, which are essential for gaining deep understanding of concepts.

For more information, go to:

<http://www.edu.gov.on.ca/eng/studentssuccess/lms/files/tips4rm/TIPS4RMDDevMathLit.pdf>  
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## My Personal Reflection and Plan

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My lessons are teacher-directed:

occasionally

fairly often

at every opportunity

What are two advantages of teacher-directed instruction?

What are two disadvantages of teacher-directed instruction?

Am I satisfied with the balance of teacher-directed lessons compared to other types of lessons, e.g., investigative approach, computer-assisted investigations? Why or why not?

Other ideas and thoughts I have after hearing the comments of my peers:

## Next Steps

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Lesson from TIPS4RM that I will teach to focus on teacher-directed instruction:

Lesson Goal:

What aspects of this lesson lend themselves to teacher-directed instruction? Why?

What vocabulary is in this lesson that requires direct instruction? What strategies can I use to teach these effectively? (See *Think Literacy Cross-Curricular Approaches Grades 7–12, Mathematics.*)

Vocabulary Word	Strategy
<ul style="list-style-type: none"><li>•</li> <li>•</li> <li>•</li></ul>	

How can I overcome the disadvantages of teacher-directed instruction?

Other notes:

## Lesson Debrief

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Teacher-directed instruction in this lesson was:

Evidence that my students benefitted from engaging in a teacher-directed lesson:

If I were to teach this lesson again using teacher-directed instruction, I would make the following changes or refinements to the process:

Other ideas and thoughts I have after discussion with my peers: