THE HUNTER LESSON PLAN FORMAT AND OTHER TEACHING RECIPES

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The Madeline Hunter lesson plan format was popular in the late 1970's and 1980's and is still being used today (Hunter, 1982; Hunter, 2004). Hunter's original purpose here was to provide a platform that would enable educators to have conversations about effective teaching. However, it quickly moved away from being a conversational platform to becoming a teaching recipe. Schools and teacher preparation programs began to use the seven elements described in Hunter's model of instruction to observe and evaluate teachers (see Appendix A).

Just Follow the Recipe

The Hunter Direct Instruction Model (HDIM) is similar to other direct instruction models (see Appendix B). These models reduce the act of teaching to following a set of steps. These direct instruction models share a common assumption: If the steps are followed explicitly, the teacher can be assured that all students will learn. From this perspective, the solution for any teaching or learning problem is simple: Follow the recipe.

Limitations of a Teaching Recipe

As a general guide or scaffold, the Hunter lesson plan format can be of use, especially to beginning teachers (*if it is flexibly applied*). However, once it becomes a recipe it tends to inhibit more than enhance good teaching. Some of the limitations:

1. The Hunter lesson plan involves a form of direct instruction. While this type of teaching is effective for learning low level facts and skills, it is not very effective for higher level learning.

2. It is often claimed that the Hunter lesson plan format is research-based. This is a bit misleading. While research can be found to support each of the individual elements described above, putting seven research-based elements together in a single lesson plan format does not mean the lesson plan format itself is supported by research. It just means that it contains seven research-based elements. And while there is research to support the idea that planning enhances teacher effectiveness and student learning (Freiberg & Driscoll, 1992; Stringfield & Teddlie, 1991; Walberg, 1991); little research can be found to support one type of lesson plan format over another. That is, there is little if any research comparing the Hunter model to more heuristic lesson planning formats.

3. The Hunter lesson plan implies that there is a standardized teaching process. Trying to standardize the teaching process does not enable individual teachers to utilize their unique strengths. Neither does it recognize the diversity of learners with a wide range of abilities, interests, and learning styles. Despite this, many teacher preparation programs continue to mandate that certain teaching recipes be used for designing learning experiences. These same recipes are then used to observe and evaluate teachers and teaching episodes.

4. The Hunter lesson plan and other teaching recipes assume that effective teaching is merely a matter of addressing all the elements. While individual elements of the recipe might be necessary in certain teaching situations, all the elements are not always necessary nor are they always sufficient for designing effective learning experiences. That is, effective learning experiences can be created without many of these elements, and ineffective learning experiences can occur despite the inclusion of all of these elements.

5. The Hunter lesson plan reflects that false assumption that students need to be manipulated in order to learn. Here, learning is not something that students do; rather, it something that is done to students. Instead, humans have a natural desire to learn. Learning is enhanced when lessons are aligned with this natural desire.

Teaching is Not a Standardized Process

Teaching is a complex endeavor. It is made infinitely more so by external demands that would have teachers try to shoehorn their lesson plans to fit into an overly cumbersome, standardized lesson plan design. There is no singular type of lesson plan that works best for all situations. Instead, different kinds of lessons call for different kinds of lesson plan formats (Johnson, 2017). If teachers understand some basic principles of human learning, over-complex teaching recipes or cumbersome lesson formats do not need to be used.

Mini-Lecture Related to Hunter/Danielson Formats

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APPENDIX A
The Seven Elements

The seven elements of the Hunter Lesson Plan, are described below:

1. Anticipatory set. The teacher introduces students to the lesson. It is used to grab students' attention, to stimulate curiosity, or to get them reading for learning.

2. Purpose. The teacher explains the purpose of the lesson to students. This is also used to provide an overview of what is to be learned. Often, teachers describe what students should be able to do after the lesson.

3. Input and modeling. The teacher provides the information that students need to know to understand the lesson concept or skill. The teacher demonstrates what is to be learned.

4. Check for understanding. The teacher checks to see if students understand what was presented in the Input. The is called formative assessment. Questions are often used here as a probe to check for understanding.

5. Guided practice. The teacher leads the students through a highly structured activity that enables students to practice their new learning with the guidance and support of the teacher.

6. Independent practice. Students are released to practice their leaning on their own. This is often homework or seatwork assignments given to practice the material or skill without teacher supervision.

7. Closure. The teacher brings the lesson to some kind of conclusion. The teacher might review the major ideas, use a graphic organizer to organize content, reinforce important concepts, or ask some clarifying questions. The closure should help bring things together in students' mind.

APPENDIX B
Other Teaching Recipes

The teaching recipe has had slight variations over time with different titles such as:

• programmed instruction

• criterion referenced instruction (CRI)

• conditions of learning

• mastery learning

• mastery teaching

• strategic instruction

• learning strategies

• direct instruction

• explicit direct instruction

• supported instruction

• the framework for teaching,

• the edTPA

All of these teaching recipes share a common assumption: If the recipe is followed explicitly, the teacher can be assured that all students will learn. From this perspective, the solution for the learning problem is simple: follow the recipe.

Madeline Hunter Model Lesson Plan Form

Name and School(EEI)/Subject(SEI):

Lesson Date and Time:

Cooperating Teacher and Room No.:

Lesson/Activity Name and Unit of Study:

Lesson Objective:
What will the students learn and/or demonstrate?

Anticipatory Set:
"The Hook" ... something that excites the students about the subject matter.

Teaching/Instructional Process:

Input:

Monitoring:

Checking for Understanding:

Guided Practice:
Opportunity for students to demonstrate/practice the new learning. Teacher should monitor progress.

Closure:
Statements or actions by you that help students make sense out of what has just been taught (reinforce major points).

Independent Practice:
Reinforce and extend the learning or practice to master content/skill.

Materials/Supplies Needed:
List all necessary items for both teacher and students. Be detailed and don't forget anything.