Using Explicit Instruction to increase student achievement

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Essential Practices: Deep Dive into Explicit Instruction

Introduction: What is explicit instruction and why is it important?

Objectives

- You will
  - Describe the purpose of explicit instruction
  - Explain how it fits into a learning theory context
  - List the elements of the explicit instruction model
  - Describe the characteristics of effective models and practice
  - Identify these characteristics in classroom examples

Part 1: Purpose

- Describe the purpose of explicit instruction
- Explain how it fits into a continuum of learning pedagogies
- Describe why it is especially important for students with learning and attention issues

Focus on explicit instruction Definition

- A way of teaching where the teacher
  - Set an important objective
  - Specifies the learning outcome
  - Designs instructional experiences
  - Explains directly
  - Models the skill being taught
  - Provides scaffolded practice to achieve mastery
- Uses a set of evidence-based practices to maintain engagement in cognitively processing lesson content

Focus on explicit instruction Rationale for using it

- Research has shown repeatedly that it leads to student success (Adams & Engelmann, 1966; Hattie, 2009, 2018)
  - Direct explanations
  - Modeling
  - Structured practice
  - Providing feedback
- It works in both language arts and mathematics classrooms (Cohen, 2018; Haas, 2005)
Explicit instruction in context

Learning theory

- Behaviorist: Information Processing
- Constructivist: Socialcultural

- Learners have generally similar experiences in the world
- Learners can acquire new ideas in similar ways
- Learners experience the world in a unique way
- Learners frame new ideas within their cultural context

Teaching strategies map onto theories of learning

- Explicit Instruction
- Guided Discovery Learning

- Learners have generally similar experiences in the world
- Learners can acquire new ideas in similar ways
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The arrow is important

- Explicit Instruction
- Guided Discovery Learning

- It is a continuum
- These are not separate boxes
- We use the tool that best suits the student

Activity 1
Stop & Jot

In your notes, take a moment to summarize...
- the basic principles of explicit instruction
- how explicit instruction fits into a continuum of ways of teaching and learning
- Why explicit instruction is probably important for students with learning and attention problems

To make the point further...
stones ... in a bowl

students with typical achievement

students who need intensive intervention

How do we help both types of students acquire knowledge?

Instructional approach

Instructional approach

a cairn of knowledge... through explicit instruction
Activity 2
Stop & Jot

- In your workbook, answer these questions:
  - What do the objects, the video, and the worksheet look like together?
  - What does this (somewhat odd) example reinforce about the value of explicit instruction for students with learning and attention issues?

Part 2:
Modeling & Practice

- Describe the modeling and practice structure of explicit instruction
- Identify these structures in real-world instructional examples

Clear Objective

- Important issue
- Specific learning outcome

I Do

<table>
<thead>
<tr>
<th>Modeling</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear Explanation</td>
<td>Guided Practice</td>
</tr>
<tr>
<td>Planned Examples</td>
<td>Independent Practice</td>
</tr>
</tbody>
</table>

Supporting Practices

- Listing critical outputs to all important information
- Providing immediate corrective feedback
- Maintaining a quiet pace

Checklist: Modeling

- Give clear explanations
  - Match the explanation to the learning outcome
  - Design the explanation so that it is correct, clear, and concise
  - Use the explanation consistently
- Model multiple planned examples
  - Show all the steps to provide unique examples
  - Varied examples
  - Have students observe
  - Use supporting practices

Clear explanation

Objective: Students will add three-digit numbers with or without regrouping using the standard algorithm.

1. Add the ones.
2. If the answer is more than 9, regroup.
3. Write the tens.
4. Add the tens.
5. If the answer is more than 9, regroup.
6. Write the hundreds.
7. Add the hundreds.
8. If the answer is more than 9, regroup. Write the thousands.

Assessment:

- Students complete 2-3 problems with or without regrouping.
- Students work in pairs and check each other's work.
- Students share their work with the class.

Lead Teacher Demonstration
Modeling Planned Examples

- Ms. Leonard teaches students about the A-component of the pattern
- Compare and contrast the two examples
- Does the model align with the others here?

Model multiple planned examples:
- Show all the steps to provide unique examples
- Varied examples
- Have students observe
Modeling Planned Examples
Does Example 1 meet criteria?

- Show all the steps or provide unique examples
- Verbalize your thinking
- Have students observe

Modeling Planned Examples
Example 1

Modeling Planned Examples
Does Example 2 meet criteria?

- Show all the steps or provide unique examples
- Verbalize your thinking
- Have students observe

Modeling Planned Examples
Example 2

Lead Teacher Demonstration
Modeling Planned Examples

- Example 1
  - Show all the steps or provide unique examples
  - Verbalize your thinking
  - Have students observe

- Example 2
  - Show all the steps or provide unique examples
  - Verbalize your thinking
  - Have students observe

Checklist: Practice

- Decide what type of practice is appropriate
- Design outcome-aligned practice likely to produce high accuracy
- Provide guided practice
  - Lead student in steps toward the learning outcome
  - Provide appropriate prompts
  - Observe and provide immediate feedback
- Provide independent practice
  - Review expectations and resources for meeting the learning outcome
  - Allow student to work without support
  - Observe and provide immediate and delayed feedback
- Make strategic decisions about next steps
Classroom Lesson Example
Guided Practice

- Learning outcome: Students will correctly segment spoken words orally and identify each sound with a token.

Guided Practice
Does this lesson meet criteria?

Provide Guided Practice
- Lead student in steps toward the learning outcomes
- Provide appropriate prompts
- Observe and provide immediate feedback

Guided Practice
Classroom Lesson Example

Classroom Lesson Example
Guided Practice-Review

- Lead student in steps toward the learning outcomes
- Provide appropriate prompts
- Observe and provide immediate feedback

Provide Guided Practice
- Lead student in steps toward the learning outcomes
- Provide appropriate prompts
- Observe and provide immediate feedback

Classroom Lesson Example
Independent Practice

- Learning outcome: Student will identify congruent polygons by connecting these shapes on worksheets.

Independent Practice
Does this lesson meet criteria?

Provide Independent practice
- Review expectations and resources for meeting the learning outcomes
- Allow student to work without support
- Observe and provide immediate and delayed feedback
Independent Practice Classroom Lesson Example

Classroom Lesson Example Independent Practice-Review

- Review expectations and resources for meeting the learning outcome?
- Allow students to work without support?
- Observe and provide immediate and personalized feedback?

Possible independent practice
- Foster expectations and resources for meeting the learning outcome
- Allow students to work without support
- Observe and provide immediate and personalized feedback

Representation of explicit instruction

Dr. Archer is an expert in explicit instruction (and co-author of the Explicit Instruction books)
Her objective is for students to use a response format she has not taught them before
She uses a short (but complete) cycle of explicit instruction

Activity 3 Analyze a Video Example

How does Dr. Archer use explicit instruction?

<table>
<thead>
<tr>
<th>What Dr. Archer says</th>
<th>What students say</th>
<th>Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where are you? Very good...</td>
<td>We are FABULOUS!</td>
<td>[listening]</td>
</tr>
<tr>
<td>What day is today? Monday...</td>
<td>The day is Monday...</td>
<td>[listening]</td>
</tr>
<tr>
<td>The day of the week is Friday...</td>
<td>We are FABULOUS!</td>
<td>[listening]</td>
</tr>
<tr>
<td>Before the week of if Friday...</td>
<td>The day is Monday...</td>
<td>[listening]</td>
</tr>
<tr>
<td>What day is today? Monday...</td>
<td>The day is Monday...</td>
<td>[listening]</td>
</tr>
<tr>
<td>Name the first letter of the word...</td>
<td>The day is Monday...</td>
<td>[listening]</td>
</tr>
<tr>
<td>Of course, tomorrow it will be a different day</td>
<td>The day is Monday...</td>
<td>[listening]</td>
</tr>
</tbody>
</table>

Essential Practices:
Deep Dive into Explicit Instruction

What is the role of supporting practices in explicit instruction?
Supporting Practices

- Using effective methods to elicit frequent responses
- Providing immediate specific feedback
- Maintaining a brisk pace

Engagement

Defining “Engagement” & “Supporting Practices”

Engagement: when students’ cognitive effort is focused on processing lesson content

Supporting practices: evidence-based techniques to maximize student engagement

Activity 4
Pause & Process

- Without looking at the original graphic, construct the explicit instruction “box” model.
- Which part of the model is a strength for you?
- Which part of the model is an area of growth for you?
- In your experience as a head coach (now or based on your current experience preparing to coach), what are the strengths and needs of you see in the teachers you work with?

Wrap-Up

- Explicit Instruction is a research-based strategy
- It is part of a learning theory framework focused on reducing cognitive load
- It is especially important for students with learning and attention issues
- There is a clear model that involves a set of skills and techniques that you can learn

What is a one-to-two sentence summary of what you learned today?