

## 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?

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## 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

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## 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

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## Focus on explicit instruction *Definition*

- A way of teaching where the teacher
  - selects an important objective,
  - specifies the learning outcome,
  - designs structured instructional experiences,
  - explains directly,
  - models the skill being taught, and
  - provides scaffolded practice to achieve mastery
- uses a set of evidence-based practices to maintain engagement in cognitively processing lesson content

Clear Objective	
<ul style="list-style-type: none"> <li>• Important focus</li> <li>• Specific learning outcome</li> </ul>	
Modeling	Practice
<ul style="list-style-type: none"> <li>• Clear Explanation</li> <li>• Planned Examples</li> </ul>	<ul style="list-style-type: none"> <li>• Guided Practice</li> <li>• Independent Practice</li> </ul>
Supporting Practices	
<ul style="list-style-type: none"> <li>• Using a variety of methods to which frequent exposure</li> <li>• Providing immediate, specific feedback</li> <li>• Maintaining a work pace</li> </ul>	

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## Focus on explicit instruction *Rationale for using it*

- Research has shown repeatedly that it leads to student success (Adams & Engelmann, 1996; Hattie, 2009, 2018)
- Specific parts are very effective (Alfieri, 2011; Hattie, 2018):
  - Direct explanations
  - Modeling
  - Structured practice
  - Providing feedback
- It works in both language arts and mathematics classrooms (Cohen, 2018; Haas, 2005)

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### Explicit instruction in context *Learning theory*

**Behaviorist Information Processing**      **Constructivist Sociocultural**

- 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

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### 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
- Learners experience the world in a unique way
- Learners frame new ideas within their cultural context

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### Teaching strategies map onto theories of learning

**Explicit Instruction**      **Guided Discovery Learning**

- We can determine how students will likely learn
- We then design instruction to help them learn those things
- We can place students in a good learning environment
- We provide students with space to help them learn

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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

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### 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

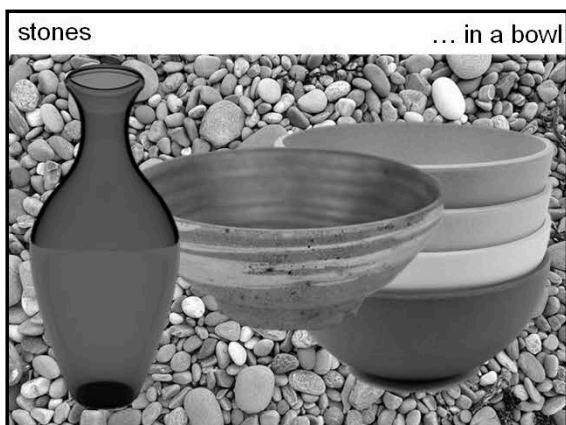
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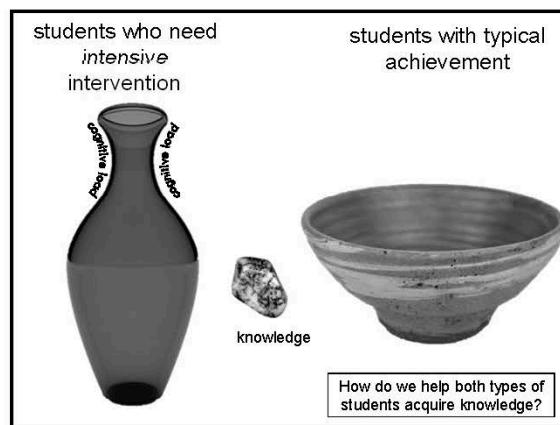
### To make the point further...

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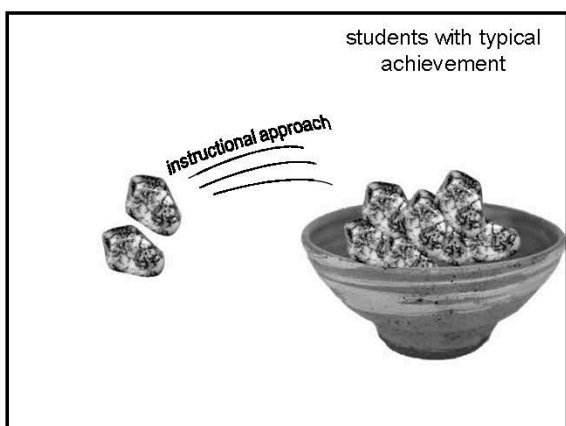
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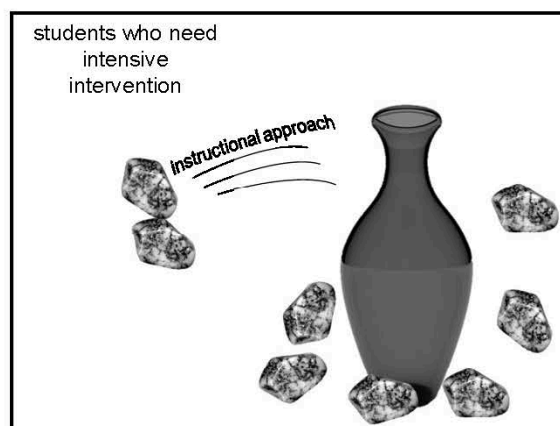
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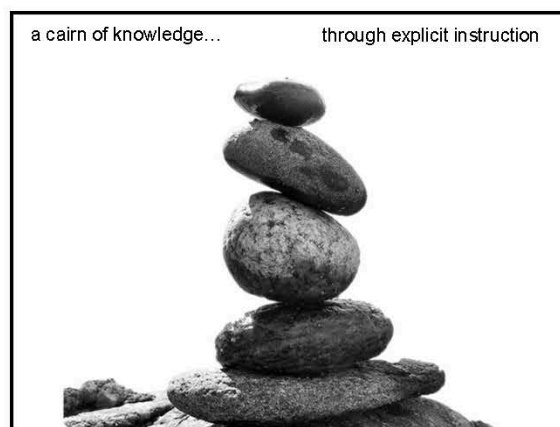
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16



17



18

## Activity 2 Stop & Jot

- In your workbook, answer these questions:
  - What do the stones, the vase, and the earthenware bowl represent?
  - What does this (somewhat odd) example reinforce about the value of explicit instruction for students with learning and attention issues?

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## Part 2: Modeling & Practice

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

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Clear Objective	
<ul style="list-style-type: none"> <li>• Important focus</li> <li>• Specific learning outcome</li> </ul>	
I Do	
Modeling	Practice
Clear Explanation	Guided Practice
Planned Examples	Independent Practice
We Do	
You Do	
Supporting Practices	
<ul style="list-style-type: none"> <li>• Using effective methods to elicit frequent responses</li> <li>• Providing immediate specific feedback</li> <li>• Maintaining a brisk pace</li> </ul>	

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## Checklist: Modeling

- ☐ Give clear explanations
  - Match the explanation 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 or provide unique examples
  - Verbalize your thinking
  - Have students observe
- ☐ Use supporting practices

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## Clear explanation

**Objective:** Student 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 ones answer.
4. Add the tens.
5. If the answer is more than 9, regroup.
6. Write tens answer.
7. Add the hundreds.
8. If the answer is more than 9, regroup. Write hundreds answer.

**Accurate explanation:**

- correctly specifies critical elements of the skill or idea
- does not include irrelevant facts, an ineffective procedure, misspellings, or incorrect grammar

**Complete explanation:**

- includes all critical elements of the skill or idea
- matches the learning outcome exactly
- does not leave students to fill in parts of skill or idea

- Accurate?
  - For the standard algorithm, this is correct
  - Nothing is incorrect
- Complete?
  - All parts are there, including regrouping
  - Perfect match
  - Nothing omitted

place value and regrouping knowledge are required

Resource available from NCI  
[http://www.intensiveintervention.org/sites/default/files/Place%20Value%20Comp\\_508.pdf](http://www.intensiveintervention.org/sites/default/files/Place%20Value%20Comp_508.pdf)

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## Lead Teacher Demonstration Modeling Planned Examples

- Ms. Leonard teaches students about the A-consonant-E pattern
- Compare and contrast the two examples
  - Does her model align with the criteria here?

**Model multiple planned examples**

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



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## Modeling Planned Examples

### Does Example 1 meet criteria?

**Model multiple planned examples**


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

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## Modeling Planned Examples

### Example 1



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## Modeling Planned Examples

### Does Example 2 meet criteria?

**Model multiple planned examples**

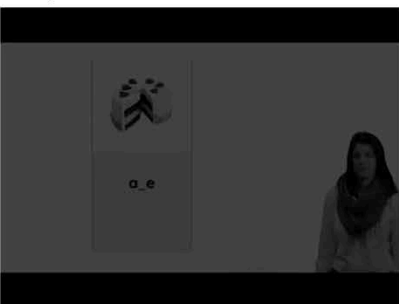
- Show all the steps or provide unique examples
- Verbalize your thinking
- Have students observe

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## Modeling Planned Examples

### Example 2



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## Lead Teacher Demonstration

### Modeling Planned Examples

○ Example 1

○ Example 2



**Model multiple planned examples**

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

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## 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

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### Classroom Lesson Example Guided Practice

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

**Provide Guided Practice**

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



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### Guided Practice Does this lesson meet criteria?

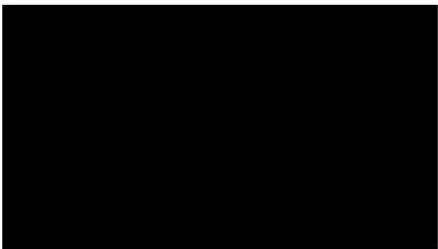
**Provide Guided Practice**

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

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### Guided Practice Classroom Lesson Example



<https://youtu.be/6wiU03hiOvs> at 1:22

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### Classroom Lesson Example Guided Practice-Review


○ Lead students in steps toward the learning outcome?

○ Provide appropriate prompts

○ Observe and provide immediate feedback

**Provide Guided Practice**

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



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### Classroom Lesson Example Independent Practice

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

**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



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### Independent Practice Does this lesson meet criteria?


**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

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### Independent Practice Classroom Lesson Example



<https://youtu.be/9hxiWOY11Y> at 6:39

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### Classroom Lesson Example Independent Practice-Review

- Review expectations and resources for meeting the learning outcome?
  -
- Allow student to work without support?
  -
- Observe and provide immediate and delayed 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



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### Representation of explicit instruction


- Dr. Archer is an expert in explicit instruction (and co-author of the *Explicit Instruction* book)
- 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

Modeling	Practice
Clear Explanation	Guided Practice
Modeling	Independent Practice

**Supporting Practices**

- Using differentiated supports to meet individual needs
- Providing immediate specific feedback
- Encouraging peer roles




Archer, A. (n.d.) ExplicitInstruction.org  
Archer, A., & Hughes, C. (2011). *Explicit Instruction*. New York, NY: The Guilford Press

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### A real classroom example: Dr. Archer



Archer, A. (n.d.) ExplicitInstruction.org  
Archer, A., & Hughes, C. (2011). *Explicit Instruction*. New York, NY: The Guilford Press

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### Activity 3 Analyze a Video Example

How does Dr. Archer use explicit instruction?

What Dr. Archer says	What students say	Phase
When the answers are very short, we will say the answers together. I'll ask a question, I will put up my hands. This says, "Think do not blurt." And when I lower my hands right there you'll say the answer.	[nothing]	
What day of the week is it, everyone? It's ...	They say It's November.	
The day of the week is Friday. I can't believe you'd forget that. Let's try it again.	[nothing]	
So what day of the week is it? Think. [holds up hands]	Friday [while her hands are still up]	
Wait, uh, uh, uh. Think. [pause]. Everybody! [lowers hands]	Friday.	
Now let's practice that again, this is think, you don't say it until I lower my hands right there, okay? So what day of the week is it everybody? It's...	Friday.	
Of course, tomorrow it will be? I didn't fool you!	Saturday	
After Saturday?	Sunday	

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### Essential Practices: Deep Dive into Explicit Instruction

### What is the role of supporting practices in explicit instruction?

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## Supporting Practices

Supporting Practices
• Using effective methods to elicit frequent responses
• Providing immediate specific feedback
• Maintaining a brisk pace

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## Engagement

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## Defining “Engagement” & “Supporting Practices”

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

**Supporting practices:** *evidence-based techniques to maximize student engagement*

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## 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?

Clear Objective	
Report card goal	Specific training outcome

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## 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

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

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