

# Using Explicit Instruction to Increase Student Achievement

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Materials designed in part by a team of UConn faculty and staff and in collaboration with the National Center on Intensive Intervention and the Bristol-Warren Regional School District in Rhode Island

## Objectives

By the end of this session, you should be able to:

- 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 What is explicit instruction and why is it important?

### Focus on Explicit Instruction – Definition

- A way of teaching where the teacher
  - select an \_\_\_\_\_,
  - specifies the \_\_\_\_\_,
  - designs the \_\_\_\_\_ instructional experiences,
  - explains directly,
  - \_\_\_\_\_ the skill being taught,
  - provides \_\_\_\_\_ to achieve mastery, and
  - uses a set of \_\_\_\_\_ - \_\_\_\_\_ to maintain engagement in \_\_\_\_\_ lesson content

- Important focus
- Specific learning outcome

Clear  
Explanation

Guided  
Practice

Modeling

Independent  
Practice

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

### Focus on Explicit Instruction – Rationale for using it

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

## Explicit Instruction in Learning Theories

### Behaviorist Information Processing

Learners have \_\_\_\_\_

\_\_\_\_\_

Learners can \_\_\_\_\_

\_\_\_\_\_

Type of instruction

\_\_\_\_\_



### Constructivist Sociocultural

Learners experience \_\_\_\_\_

\_\_\_\_\_

Learners frame \_\_\_\_\_

\_\_\_\_\_

Type of instruction

\_\_\_\_\_



## Activity 1 – Read & Reflect

*Solidify your Understanding*  
Workbook

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



## Activity 2 – Stop & Jot

*Solidify your Understanding*  
Workbook

The glass bowl (vase) represents a student who needs



The earthenware bowl represents a student with

The stone represents

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?



## Part 2 Modeling & Practice

- Modeling Checklist:**
- Give \_\_\_\_\_
    - Match the explanation the learning outcome
    - Design the explanation so that it is correct, clear, and concise
    - Use the explanation consistently
  - Model multiple \_\_\_\_\_
    - Show all the steps or provide unique examples
    - Verbalize your thinking
    - Have students observe

**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 incorrect facts, an imprecise 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 intuit parts of skill or idea

Accurate?

Complete?

### Model multiple planned examples

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



Example 1:

Example 2:

- Practice Checklist:**
- Decide what type of practice is appropriate
  - Design outcome-aligned practice likely to produce high accuracy
    - Show all the steps or provide unique examples
    - Verbalize your thinking
    - Have students observe
  - Provide \_\_\_\_\_ practice
    - Lead student in steps toward the learning outcome
    - Provide appropriate \_\_\_\_\_
    - Observe and provide immediate \_\_\_\_\_
  - Provide \_\_\_\_\_ 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



### 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



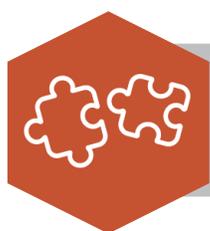
## Activity 3 – Analyze a Video Example

### Apply your Knowledge Workbook

How does Dr. Archer use explicit instruction? Write the phase you think she is using in each box.

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	



## Activity 4 – Partner Work

*Apply your Knowledge*  
Workbook

Without looking at the original graphic, construct the explicit instruction “box” model—drawing it to the right.

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?