

New York State Education Department Office of Special Education Educational Partnership



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Explicit Instruction

An Evidence-Based Practice for Effective and Long-Term Learning

Produced by the Technical Assistance Partnership for Academics at the University at Albany



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Staff Information

Today's Facilitators

Name

Introductions

Name

Role

District

School

Population Served

Learning Objectives

Participants will learn the definition of explicit instruction and why we should use explicit instruction.

Participants will understand the research supporting the use of explicit instruction and how it benefits students.

Participants will be able to define and describe the five essential practices and other common elements of explicit instruction.

Participants will explore resources designed to support effective explicit instruction implementation.

Norms

Take care of your needs (water, food, restroom, etc.) Speak your truth – Use "I" statements Ask what you need to understand and contribute Listen with respect Push your growing edge Participate and struggle together Expect a lack of closure Respect each others' needs and learning styles Strive to start and end on time Presume positive intentions Be prepared with materials Action plan to implement what you are learning

New York State Education Department Office of Special Education

Blueprint for Improved Results for Students with Disabilities



. . .

Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.

Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Video





https://www.youtube.com/watch?v=fCVKCUB5w50&t=10s

Defining Explicit Instruction

Introduction to the Instructional Practice

Why Explicit Instruction?

Explicit Instruction is:

An important component of Response to Intervention (RtI across all tiers) and Multi-Tiered Systems of Support (MTSS)

A high-leverage practice in special education

The foundation of specially designed instruction (SDI)

Why Explicit Instruction? - Diagram of Terms



Defining Explicit Instruction Quote

"Explicit instruction is a group of research-supported instructional behaviors used to design and deliver instruction that provides needed supports for successful learning through clarity of language and purpose, and reduction of cognitive load. It promotes active student engagement by requiring frequent and varied responses followed by appropriate affirmative and corrective feedback, and assists long-term retention through use of purposeful practice strategies."

Defining Explicit Instruction



"Teachers make content, skills, and concepts explicit by showing and telling students what to do or think while solving problems, enacting strategies, completing tasks, and classifying concepts. Teachers use explicit instruction when students are learning new materials and complex concepts and skills. They strategically choose examples and non-examples and use language to facilitate student understanding, anticipate common misconceptions, highlight essential content, and remove distracting information. They model and scaffold steps or processes needed to understand content and concepts, apply skills, and complete tasks successfully and independently."

Clarification of Explicit Instruction Terminology



Explicit instruction = "I do, we do, you do"

Explicit instruction is teacher-centered, not studentcentered

It's too time consuming

We shouldn't be spoon-feeding kids the answers (e.g., instead, "productive struggle").

Explicit instruction can't be done with preschool kids/explicit instruction can only be used for younger students

Explicit instruction is drill and kill

People learn best through discovery

Myths

Why Explicit Instruction? - Video

Dispelling the Myths



Anita Archer, Ph.D.

Benefits of Explicit Instruction

Evidence Supporting Explicit Instruction in Schools

Evidence in Research

Research Demonstrates the Benefit of Explicit Instruction for:

All students

Learning in all academic subject areas

Instruction across all grade levels

Efficacy and Cognitive Load

Explicit instruction leads to high levels of student success, reinforcement, and motivation.

Elements of explicit instruction have medium to large (d > 0.6) effect sizes for student learning.

Explicit instruction is more effective than less direct strategies such as discovery learning.

Explicit instruction reduces cognitive load (the amount of information that needs to be processed at one time).

What Does the Research Say?

English as a New Language (ENL)

Explicit instruction is designed so that students are taught clearly

Explicit instruction lowers the cognitive demand for English Language Learners (ELLs) as they practice both new content and a new language



Access for All

Culturally Responsive Teaching and Explicit Instruction

Provides high-quality instruction to diverse learners

Emerging research on effective culturally responsive evidencebased practices for students from culturally linguistically diverse backgrounds supports using these elements of explicit instruction:

- Responsive Feedback
- Modeling
- Instructional Scaffolding

Explicit Instruction and Equity

Elements of an Effective Reading Program

Strong Core Curriculum: effective K-3 reading instruction must include explicit, systematic, core classroom instruction on: phonemic awareness, phonics, fluency, vocabulary and comprehension

https://www.aft.org/position/readinginstruction

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FLUENCY

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ALL THE WORDS

CORE

Big Ideas in Explicit Instruction

Five Required Practices in Explicit Instruction and Other Common Elements

Five Essential Practices

Core Behaviors of Delivering Explicit Instruction



Hughes, Morris, Therrien, & Benson (2017)

Segment Complex Skills

Breakdown complex skills and strategies into smaller instructional units

- Chunks taught individually using a logical sequence
- Students practice and demonstrate mastery of each chunk
- Often taught in cumulative fashion

Segment Complex Skills Diagram

Complex Knowledge or Skill



Segment Complex Skills – Argumentative Essay Diagram

Complex Knowledge or Skill





What are some skills or strategies that you have chunked in your teaching?

Specifically consider within your content area, grade level, or the skill level of your students.



Draw Student Attention to Important Features of Content

Provide step by step demonstrations

Teachers provide learners with explicit and consistent demonstrations and descriptions

Modeling and Think-Alouds show processes to complete tasks or solve problems

Clear and concise language should be used throughout

Draw Student Attention to Important Features of Content – Model (I Do)

Model (I Do)

TELL

SHOW

- Proceed step-by-step
- Exaggerate the steps

• Tell the students what you are doing

 Tell the Students what you are thinking

GATHER RESPONSES

- What they already know
- Repeating what you tell them

Draw Student Attention to Important Features of Content - Video

Show, Tell, Gain Responses



https://www.youtube.com/watch?v=YDRsmxPA-J8&t=1s

Systematically Faded Supports and Prompts

Provide guided and supported practice

Learners are provided opportunities to practice

Teachers encourage fluency through guidance or scaffolding

Scaffolding gradually reduced as learners demonstrate increasing accuracy and understanding

Scaffolding faded until learners can practice independently

Careful monitoring of student responses determines rate of fading supports



Hughes et al., (2017)

Systematically Fading Supports and Prompts

Guided and Supported Practice



https://explicitinstruction.org/video-elementary/elementary-video-6/ 37

Provide Opportunities to Respond and Provide Feedback to Students

Require frequent responses, monitor student performance closely, provide immediate and corrective feedback Frequent student responses are important for learning, engagement, and monitoring student progress

Student responses provide teachers opportunities to provide reinforcement or corrective feedback

Providing students the opportunity to respond at least 3 times per minute can improve academic and behavioral outcomes

Provide Opportunities to Respond and Provide Feedback

Varied Frequent Responses

- verbal, written, or action
- individual, partner or group
- factual, procedural, conceptual or conditional

Monitor Student Responses for Accuracy

- Is it correct or incorrect?
- If incorrect, what type of corrective feedback is needed?
- If correct, what response is appropriate

Provide Timely and Specific Feedback

Corrections are:

- informative
- focused on correct vs. incorrect response
- delivered with appropriate tone
- ended with students giving correct response

Provide Purposeful Practice

Provide distributed and cumulative practice

Independent practice is essential

Teacher checks work and provides feedback

Practice should be purposeful and intentionally designed

Support retention and generalization of knowledge and skills



To gain competency on a skill

To improve and gain proficiency on a skill

To gain automaticity on foundation skills

To protect against forgetting

To improve transfer of skills

Archer (2011)

Provide Opportunities to Respond and Provide Feedback; Purposeful Practice

Common Elements

Additional Practices Used in Explicit Instruction

Select Critical Content CONTENT

Teach the skills, strategies, vocabulary terms, concepts and rules that will empower students in the future and match student's instructional needs.

Sequence Skills Logically CONTENT

Consider several curricular variables, such as teaching easier skills before harder skills, teaching high-frequency skills before skills that are less frequent in usage, ensuring mastery of prerequisites to a skill before teaching the skill itself, and separating skills and strategies that are similar and thus may be confusing to students.

Background Knowledge and Skills CONTENT

Review prior skills and knowledge before beginning instruction. Provide a review of relevant information. Verify that students have the prerequisite skills and knowledge to learn the skill being taught in the lesson. This also provides an opportunity to link the new skill with other related skills.

Clear Lesson Goals and Expectations DESIGN

Begin lessons with a clear statement of the lesson's goals and your expectations. Tell learners exactly what is to be learned and why it is important. Students achieve better if they understand the instructional goals and outcomes expected, as well as how the information or skills presented will help them.

Examples and Non-examples DESIGN

In order to establish the boundaries of when and when not to apply a skill, strategy, concept or rule, provide a wide range of examples and non-examples. A wide range of examples illustrating situations when the skill will be used is necessary so that students do not underuse it. Conversely, presenting a wide range of non-examples reduces the possibility that students will use the skill inappropriately.

Pacing DELIVERY

Deliver the lesson at an appropriate pace to optimize instructional time, the amount of content that can be presented, and on-task behavior. Use a rate of presentation that is brisk but includes a reasonable amount of time for students' thinking/processing, especially when they are learning new material. The desired pace is neither so slow that students get bored nor so quick that they can't keep up.

Organize Knowledge DELIVERY

Help students organize knowledge. Because many students have difficulty seeing how some skills and concepts fit together, it is important to use teaching techniques that make these connections more apparent or explicit. Well-organized and connected information makes it easier for students to retrieve information and facilitate its integration with new material.

Explicit Instruction in the Classroom

Lesson Planning and Implementation

Structure of a Typical Explicit Instruction Lesson



Stop and Think





Office of Special Education **Educational Partnership**



Explicit Instruction Lesson Planning Checklist

Identifying and Communicating Objectives

- Is my lesson objective specific and measurable?
- o Is the objective a critical skill that is appropriate for intervention for students with disabilities?
- o Is my objective a critical skill that is a prerequisite for another important skill?

Alignment

- o Is my instruction throughout the lesson aligned to the objective?
- Do my strategies align with the objective?
- Do my procedures align with the objective?
- Do my examples align with the objective?
- Do my practices opportunities align with the objective?
- Do my examples or materials align to the instructional level of most or all of my students?

Teaching Procedures

- Have I included a plan for reviewing prior skills and/or engaging background knowledge before beginning instruction?
- o How am I going to provide a clear demonstration of proficient performance?
- o Do I have an adequate number of demonstrations given the nature and complexity of the skill or task?
- o Am I planning for using clear, concise, precise and accurate language throughout this lesson?
- How do I plan to scaffold the information to facilitate learning?
- o Did I break down complex skills or strategies into logistical instructional units to address cognitive overload, cognitive demands or working memory?

Guided Practice

- o How do I plan to withdraw support as the students move toward independent use of the skill?
- Is the guided practice focused on the application of the skills or strategies related to the goal?
- How am I going to consistently prompt students to apply skills or strategies throughout the guided practice?

Pacing

Did I allow adequate time for students to think or respond throughout the lesson?

Engagement

- Where am I providing (frequent) opportunities for students to engage or respond during the lesson?
- Are there structured and predictable instructional routines throughout the lesson?
- o What is my plan for monitoring students to ensure they remain engaged?

Monitoring and Feedback

- o How am I going to check to understanding throughout the lesson?
- What is my plan for providing timely and specific feedback throughout the lesson?
- o How might I adjust instruction based on the student responses?

Explicit Instruction Lesson Planning Checklist | OSEPartnership.org

What is the Recognizing Effective Special Education Teachers (RESET) Explicit Instruction Rubric (EIR)?

An empirically validated rubric of evidence-based teaching behaviors The cluster of high-quality instructional behaviors umbrellaed under the term "explicit instruction".

Consisting of 7 domains and 25 items.

Intended to be used within a collaborative coaching framework.





WE DO

Individually read and familiarize yourself with the RESET rubric



Work with a partner/group to align the RESET components with the explicit instruction practices and elements on your note-catcher



Whole group discussion





Defining Explicit Instruction Thoughts



Teachers make content, skills, and concepts explicit by showing and telling students what to do or think while solving problems, enacting strategies, completing tasks, and classifying concepts. Teachers use explicit instruction when students are learning new materials and complex concepts and skills. They strategically choose examples and non-examples and use language to facilitate student understanding, anticipate common misconceptions, highlight essential content, and remove distracting information. They model and scaffold steps or processes needed to understand content and concepts, apply skills, and complete tasks successfully and independently.

Exit Ticket



What explicit instruction practices do you want to incorporate into your teaching tomorrow?

How do you plan to use the resources offered in this training to support effective implementation of explicit instruction?

Questions and Answers





New York State EDUCATION DEPARTMENT



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Technical Assistance Partnership for Academics





Explicit Instruction Survey

Training Evaluation Survey

Put in your own evaluation link here

Meeting Evaluation Survey

Link here